COLLEGE OF THE ATLANTIC 2017 Institutional Self-Study SUBMITTED TO NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES AND TO THE COMMISSION ON INSTITUTES OF HIGHER EDUCATION

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<u>Institutional Characteristics Form</u> Revised September 2009

This form is to be completed and placed at the beginning of the self-study report:

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1.	Corporate name of institution: College of the Atlantic						
2.	Date institution was chartered or authorized: 1969						
3.	Date institution enrolled first students in degree programs: 1972						
4.	Date i	Date institution awarded first degrees: 1973					
5.	Type	Type of control:					
	<u>Public</u>	<u>c</u>	Priv	<u>rate</u>			
		State	\boxtimes	Independe	nt, not-for-profit		
		City		Religious	Group		
		Other		(Name of	Church)		
	(Spec	ify)		Proprietar	y		
				Other: (S ₁	pecify)		
6.	high		rized	to grant? S	vide a program of education beyond tate of Maine: Department of Education Philosophy in Human Ecology		
7.	Level	of postsecondary offering (check al	l that	apply)			
		Less than one year of work			First professional degree		
		At least one but less than two year	rs		Master's and/or work beyond the first professional degree		
		Diploma or certificate programs of at least two but less than four year			Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)		
		Associate degree granting program of at least two years	n		A doctor of philosophy or equivalent degree		
	\boxtimes	Four- or five-year baccalaureate			Other doctoral programs		
	degree granting program			Other (Specify)			

8.	Type of undergraduate programs (check all that apply)					
		Occupational training at crafts/clerical level (certion diploma)		\boxtimes	Liberal arts and gen	eral
		Occupational training at or semi-professional leve (degree)		\boxtimes	Teacher preparatory	
		Two-year programs desi	gned for		Professional	
		full transfer to a baccalar degree	ıreate		Other	
9.	The c	alendar system at the institu	ution is:			
		Semester Qua	rter 🛚 🖂 Trime	ster	Other	
10.	What	constitutes the credit hour	load for a full-time e	quiv	alent (FTE) student ea	ach semester?
	a)	Undergraduate _10	credit hours			
	b)	Graduate _10	credit hours			
	c)	Professional N/A	credit hours			
11.	Stude	nt population:				
	a)	Degree-seeking students:				
			Undergraduate		Graduate	Total
	Ful	ll-time student headcount	311		6	317
	Par	t-time student headcount	21		1	22
	ET		324.76		6.67	331.33

b) Number of students (headcount) in non-credit, short-term courses: 17

FTE

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
Teacher Certification	Maine State Board of Education	1992	2015	2020

Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations			
N/A			
B. Out-of-state Locations			
N/A			

14. <u>International Locations</u>: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as "any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program." **Do not include study abroad locations**.

Name of program(s)	Location	Headcount
N/A		

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
N/A			

16. <u>Instruction offered through contractual relationships</u>: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
N/A				

- 17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)
- 18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
 - a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
 - b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
 - Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
 - d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.
- 19. Record briefly the central elements in the history of the institution:
 - 1968 formed committee for Island College
 - 1969 land leased for college
 - 1972 College of the Atlantic opened; NEASC sent team for site visit and gave authority to grant degrees
 - 1975 first institutional self-study after opening
 - 1976 full accreditation granted
 - 1978 the college changed from trimesters to semesters
 - 1982 the college changed back from semesters to trimesters
 - 1991 Master's program starts
 - 1992 teacher certification program approved under Maine's Department of Education

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	William Thorndike	chairman of the board	2012
President/CEO	Darron Collins	president	2011
Chief Academic Officer	Kenneth Hill	academic dean	2005
Chief Financial Officer	Andrew Griffiths	administrative dean	2004
Chief Student Services Officer	Sarah Luke	dean of student life	2005
Planning	cabinet		
Institutional Research	Judith Allen	director of institutional research	1999
Assessment	cabinet		
Development	Lynn Boulger	dean of institutional advancement	2007
Library	Jane Hultberg	director of the library	2003
Chief Information Officer	Rob Levin	director of communications	2015
Continuing Education	Laura Johnson	director of summer programs	2015
Grants/Research	Kristina Swanson	development officer	2015
Admission	Heather Albert-Knopp	dean of admission	2013
Registrar	Judith Allen	registrar	2009
Financial Aid	Bruce Hazam	director of financial aid	2000
Public Relations	Rob Levin	director of communications	2015
Alumni Association	Amanda Ruzicka Mogridge	alumni relations coordinator	2015
Other			



COLLEGE OF THE ATLANTIC ORGANIZATIONAL CHART

Board of Trustees

President

			President			
Academic Dean	Administrative Dean	Dean of Admission	Dean of Institutional Advancement	Dean of Student Life	Director of Communications	Assistant to the President
Academic	Beech Hill Farm	 Admission 	Alumni Affairs	• Dining Services		
Services	 Buildings and 	 Financial Aid 	Annual Fund	 International 		
 Allied Whale 	Grounds		 Creative 	Student Services		
 Associate Academic 	 Comptroller 		Services			
Deans	Information Tackmalage		 Donor Relations 	 Student Activities and Outdoor Leadership 		
 Educational Studies 	Technology • Library		 Grant Management 			
GIS Laboratory	 Peggy Rockefeller 		Special Events •	 Health, Wellness, and Counseling 		
Internships &	Farms					
Career Services	 Personnel 			Residence Life		
 Island Research Center 	 Public Safety 					
Museum/Gallery	Summer Programs					
 Registrar 	Sustainability					
 Waterfront and Vessels 	Programs					

Date of CIHE Letter	Summary of CIHE Action, Items of Special Attention, or Concerns	Detailed Actions, Items of Special Attention, or Concerns	CIHE Standards cited in Letter	Self-Study Page Number(s)
February 4, 2013	Incorporate quantitative metric into student learning assessment	"The academic dean will lead an effort to review quantitative metrics used by other institutions that would be effective within the institution's culture and scale we [CIHE] would like to understand what has been accomplished through the effort as guided by our standard on the academic program."	Academic Program 4.54 (see Educational Effectiveness)	Pages 48, 59, 60, 73-80
February 4, 2013	Implement and evaluate a comprehensive institutional plan	"We look forward, in Spring 2017, to learning about the college's continued success in implementing its plan, including evidence of the effectiveness of the plan."21-	Planning and evaluation 2.8	Pages 4-16
February 4, 2013	Address deferred maintenance plan	"The self-study prepared for the 2017 comprehensive review will provide the college the opportunity to review the effectiveness of its efforts with deferred maintenance."	Physical and technological resources) 8.4 (see Institutional resources)	Pages 12-13, 48, 67-69
February 4, 2013	Continue to assure financial stability	"Despite the fact that the college will have a budget surplus rather that the projected budget deficit in FY2012, the institution continues to forecast short-term budget deficits, and the tuition discount rate remains high at 62.6%. We welcome information in the self-study prepared for the 2017 comprehensive evaluation regarding how the institution has continued to strengthen its financial health in keeping with the standard on <i>Financial Resources</i> ."	Institutional resources (Previously- Financial resources) 9.9	Pages 10-12, 42-43, 63-68
April 2, 2014	Update on continued success in ensuring all credit bearing activities are in compliance with Commission Policy	"the college is asked to include an update on the institution's success in implementing its plans to monitor the award of credit to ensure that credit award are consistent with the Commission policy and the course content, appropriate to the field of study and reflect the level and amount of student learning."	Academic program 4.34	Pages 22, 34-36, 84

Introduction

The college began to prepare for the 10 year self-study at the conclusion of the interim fifth-year report in 2012. This preparation involved: sending representative(s) to the annual NEASC meetings in Boston, attending two different self-study report writing workshops, and interacting with peer institutions to glean assessment/programmatic insight. In addition, the college supplied CIHE with short reports in 2013 and 2014 addressing the institution's actions taken to assure compliance with the new federal credit hour requirements (exhibit 4.2).

In fall 2015, the full COA community was notified about the self-study process. The academic dean was tasked with general oversight of the self-study process. As such, he made several campus wide notifications and presentations about the self-study, assigned working groups, and gathered the self-study writing team on a regular basis for information sharing, cross referencing, and updates. The president and the cabinet formed the basis of the self-study writing team. The standard assignments were as follows:

Standard One Anne Kozak (director of the writing center), Darron Collins (president)

Standard Two Ken Hill (academic dean), Darron Collins (president)

Standard Three Ken Hill (academic dean)

Standard Four Chris Peterson (associate dean of academic affairs)

Standard Five Sarah Luke (dean of student life), Heather Albert-Knopp (dean of admission)

Standard Six Karen Waldron (associate dean of faculty)

Standard Seven Andy Griffith (administrative dean), Jane Hultbert (director of the library),

Pam Mitchel (director of information technology), Millard Dority (director of

campus planning and pubic safety)

Standard Eight Ken Hill (academic dean)

Standard Nine Rob Levin (director of communications)

Judy Allen, director of institutional research and registrar, had oversight of the data first forms and the eseries forms. Anne Kozak, director of the writing program, provided oversight on the document's structure and consistency.

Other key personnel associated with the self-study process:

Staff

Marie Stivers (director of academic and administrative services)

Barbara Carter (assistant to the faculty)

Jill Barlow-Kelly (director of internships and career services)

Mindy Viechnicki (assistant to the registrar)

Rebecca Woods (director of creative services)

Abigail Curless (executive assistant to the president)

Ingrid Hill (student life operations manager)

Students

Maxim Lowe

Donovan Glasgow

Keaton Daniel

Will O'Brien

Sidney Anderson

Austin Schuver

Rose Jackson

Mariel de los Santos Maria Hagen Hannah Marx Gus Putnam Petka Laucikova Jolie Lau

In addition to meeting the requirements for reaccreditation, a key goal for the self-study was to link it directly to the college's strategic planning process (the MAP). In the past, the college's self-study and its strategic planning initiatives were not synchronized, and as a result the campus community felt a great deal of planning fatigue. Another reason to link the two is the requirement that the self-study process be conducted in an inclusive, systematic, and efficient manner. As such, the college wanted to use its existing committee structure to set goals, vet ideas, and ensure community buy-in. The authors of this report feel that the aforementioned goals have indeed been met.

College of the Atlantic Institutional Overview

In 1969, the college was incorporated and received its Maine charter to award the bachelor of arts degree in human ecology; in 1972 the first students (32) began matriculating. In 1973 the New England Association of Schools and Colleges (NEASC) gave the college institutional status followed by full accreditation in 1976. In the late 60s, the college's founders, including members of the Mount Desert Island business community, scientists, and a Catholic priest, began exploring the feasibility of establishing a college in Bar Harbor. In addition to improving the year-round economy, the founders believed that liberal arts colleges needed to do more than simply teach a traditional liberal arts curriculum: Colleges needed to address peace issues, racial equality, and ways of staving off ecological disasters.

Their goals reflected many of the themes of the times: the Vietnam War was ending, blacks led by activists like Martin Luther King, Jr were seeking racial equality, and Rachel Carson had published *The Sea Around Us* and *Silent Spring*, books highlighting the looming ecological problems facing the United States and world.

One of these problems—the adverse effects of DDT—was evident in Acadia National Park: Peregrine falcons—birds that had traditionally nested on peaks in Acadia—could no longer produce viable eggs because of the effects of DDT. In the late 80s, the college, Acadia National Park, and the Peregrine Fund successfully reintroduced peregrines in Acadia; in 2017, peregrines successfully nested on three peaks.

Collaboration with researchers in Acadia, The Jackson Laboratory, the Mount Desert Island Biological Laboratory, Maine Coast Heritage Trust, and the Schoodic Institute at Acadia National Park as well as with other local, national, and international partners continues to provide College of the Atlantic (COA) students and faculty with opportunities to address ecological and social problems from an interdisciplinary perspective.

Many of the concerns noted in the 2007 self-study have been addressed as have the items of special concern as noted by CIHE. The college's curriculum and social justice and environmental ethic not only reflect the mission statement but also advance an understanding of human ecology. Despite the recognition the college has received from its redesigning the website, the college recognizes that it must do more to effectively convey to prospective students and their parents the breadth and relevancy of a degree in human ecology.

Standards two and seven address steps the college has taken in regard to institutional planning both for the future and in addressing deferred maintenance. A critical element of this planning effort—actually the cornerstone of future planning—was establishing the targeted size of the student body at 350 FTE: Establishing this target enabled the college to adjust its financial models, estimate future retirements and turnover, anticipate staffing needs, predict student housing, food service, and energy use, better estimate transportation needs, improve on-campus teaching and learning spaces, and more authentically set goals for the upcoming 50th capital campaign. Since the last self-study the college has become more astute and consistent in using data to guide planning—plans that include the previous two strategic plans—and is using data as it moves toward making the goals of the MAP operational and comprehensive.

Standards three and nine focus on the governance structure and the college's new website. COA's governance model, particularly in terms of its inclusiveness and transparency, ensures that all member of the community are kept abreast of plans and policies from their inception to final

approval by the All College Meeting (ACM) and the board of trustees. This model not only increases buy-in for the plan or policy but also gives students opportunities to learn the steps necessary for implementing policies and plans as well as how to negotiate compromise and the importance of transparency. One major accomplishment in the last 10 years is the archiving of committee minutes. In addition to archiving current minutes, the college has archived minutes from the earliest year of the college—an effort that improves current and historical access.

Standards three, five, six, and seven all address diversity among faculty, students, and trustees. The college has made concerted efforts to make the campus community more diverse. In part, student diversity has been achieved through the United World College Scholars program, but efforts to increase domestic diversity have faced several roadblocks. As noted specifically in standard five, the admission office will work with faculty, current students, and the community in developing strategies for increasing the diversity of the noninternational student cohort. Despite the lack of success, the college is committed to enhancing diversity among all constituencies

As detailed in standard four, the college has put more emphasis toward improving the study of languages and revamped its approach. Students study language one term with an expert on campus and then apply their language skills in immersion situations as exemplified by the programs in the Yucatan and France. In just the last five years, the college has also dedicated substantial resources to expeditionary courses. As noted in standards two and four, these courses, while very popular with students, are costly not only in terms of financial costs but also human capital. Over the next few years, the college will assess how the increase affects the general curriculum, workload, and advising.

Standard four also addresses the college's conscious choice to remain small and focused on human ecology, particularly in the undergraduate curriculum. It has been very selective in choosing partners and only enters partnerships that enhance or corroborate the interdisciplinary approach of human ecology. The college has also taken steps to ensure that all credit-bearing courses meet the 150-hour federal standard. In addition to listing the 150 hours required for receiving credit, syllabi also include a statement on academic integrity. Another significant change has been strengthening and formalizing the ethical research review board (ERRB). In the last 10 years the number of students conducting ethnographic research or research on human subjects has grown considerably. In addition to reviewing proposals for advanced work in independent studies, residencies, and senior projects, members of this board mentor students—mentoring that has enhanced the quality of the projects and reinforced the importance and role of ethics in research on human subjects.

As standard four notes and standard five details more emphasis must be placed on improving advising and orientation, particularly for incoming first-year students. First-year students register for courses before coming to campus and meeting with their advisors; the online registration system adopted in 2015-2016 does not require advisor approval or signature. While faculty have taken some steps to address this, much more needs to be done in conjunction with staff. At present on-campus orientation lasts only three days and much of this is devoted to adapting to college life and COA. Little time is spent on enhancing students' understanding of human ecology; that has been left to the human ecology core course—a course faculty feel needs more revision beyond the recently revised model. By 2019, the college plans to significantly extend the orientation and use much of that time to address academics, including writing and the core course.

Although the college has increased the number of on-campus beds, there is still a need for additional housing, particularly given that the number of returning students living on campus has

increased. The student life staff has also addressed mental health issues and has increased counseling services. Eastern Maine is cold, away from major metropolitan centers, and in a time zone where in winter by four o'clock the sun has dropped behind the mountains. The shortness of the day and the increase in darkness stress many, including students and faculty. In response to students' wanting more information about addressing anxiety and stress, student life has launched a public information campaign on ways of staying healthy in winter when days and hours of sunlight are sharply reduced. Student life, particularly in the last five years, has offered workshops on reducing stress and mindfulness.

The college has developed policies related to sexual assault and sexual misconduct; these were approved by ACM. A student survey indicated that 89% of students know whom to report sexual; misconduct to, 82% are comfortable reporting these incidents, 89% are familiar with the policy, and 99% feel safe on campus.

Standard six discusses major concerns of faculty: the need to address inequities in faculty salaries and to plan for anticipated requirements—one-third of the faculty are over 60. In spring 2018, the academic dean will use his sabbatical to study this issue and suggest ways to feasibly and equitably modify the 20-year-old faculty salary model. In addition to salary concerns, many faculty—some of whom are long standing—do not have adequate professional development funds, in large part because most recent hires have been appointed as chairs which have professional development funds attached. By 2020, the college hopes that funding from the upcoming capital campaign will ensure that each faculty member has \$3,000 annually for professional development.

As faculty and administrative staff retire, the positions they currently hold may have to be reconfigured to reflect changing conditions and needs in academia. Although the task force on academic priorities has submitted a detailed report on upcoming needs, that list is not prioritized. One of the immediate goals of the faculty deans will be to order that list and balance projected needs against losses associated with faculty retiring.

Two other issues addressed in standard six are establishing a 10/1 student/faculty ratio and the implementation of new criteria for faculty reviews. The 10/1 ratio is important not only in terms of teaching and advising but also for adhering to the COA brand of small, seminar-type classes where faculty work closely with students. Most faculty have found the new criteria for faculty reviews to be more equitable and less stressful.

As a result of the \$3.2 million expenditures on retrofitting buildings and addressing deferred maintenance, the director of campus planning and security has said "our buildings have never been in better shape." The upcoming campaign includes \$6 million to address building and energy improvements—improvements that are based on a recently completed analysis of the needs of each building on campus. Similarly the administrative dean has described the college's finances "as the best they have ever been." To ensure that finances remain stable and/or grow, the college must continue to be judicious about its current finances and projected finances as a result of the capital campaign. As the chair of a previous NEASC review committee noted, "COA has taken frugality to an art form." That frugality must still characterize the college as it allocates upcoming revenue and resources.

To ensure the effectiveness of a COA education, the college uses both internal and external metrics; as noted in standard five and detailed in standard eight, the college continues to monitor persistence and graduation rates for first-term freshmen, United World College (UWC) students, men vs women, transfer students, first-generation students, and graduate students. The one

anomaly in the data is the higher persistence and graduation rates of UWC students; these higher rates have been attributed to stronger academic backgrounds, more financial aid, additional academic support, and restrictions on taking time off.

The college is poised to better track graduates to see which graduate or professional schools they attend and where they work. In addition, the college plans to ask them what courses or kinds of learning were most meaningful in contributing to their success. Results from previous surveys indicate that over 90 percent of graduates believe that courses taught them critical thinking skills, prepared them to tackle complex issues, and prepared them for creative problem solving—all hallmarks of the COA brand.

By 2019, one area the college will address is the quality of senior or final projects. The academic affairs committee will review and assess successful projects in order to glean the criteria that made them successful and explore ways for other students to incorporate these criteria into their projects. This could include strengthening proposals or requiring that some of the work and/or research begins prior to the student's last term of enrollment.

The college's close community encourages integrity, openness, and transparency. The faculty and staff manuals, the trustee bylaws, and the expectations for students specify the high ethical standards the college expects of all its constituents. While the overhaul of the website in 2015 greatly enhanced interest, particularly from prospective students and there parents, there are, as standard nine notes, some navigational difficulties which the webteam will continue to address. Under the direction of the admission dean, the webteam will begin to envision ways of updating and modifying the website to keep it current with changes in web technology. The website also includes all of the various federal and state policies and regulations which the college complies with.

All of the efforts from the past 10 years have helped the college grow as an educational institution. The administration and board feel confident that the college has the resources and skills necessary to continue its excellent pedagogical approach. The board, faculty, and administration look forward to continuing their efforts to create an environment where students flourish and can practice applying the principles of human ecology.

Standard One Mission and Purpose

Mission Statement

College of the Atlantic enriches the liberal arts tradition through a distinctive educational philosophy—human ecology. A human ecological perspective integrates knowledge from all academic disciplines and from personal experience to investigate—and ultimately improve—the relationships between humans and the college's social and natural communities. The human ecological perspective guides all aspects of education, research, activism, and interactions among the college's students, faculty, staff, and trustees. The College of the Atlantic community encourages, prepares, and expects students to gain the expertise, breadth, values, and practical experience necessary to achieve individual fulfillment and to help solve problems that challenge communities everywhere.

Purpose

College of the Atlantic (COA) strives not only to teach students about environmental and social problems but to prepare students to develop and implement solutions to these problems—solutions that reflect a range of disciplines and recognize that individuals and communities require unique solutions. The college's governance system and curriculum foster understanding of the complex interconnections between humans and their natural, social, and built environments. This understanding is furthered by the self-directed curriculum and by a commitment to instilling in students an ecological and social ethic, a curriculum and commitment that promote reflection and responsibility—essential qualities for effecting positive change.

Description

The founding trustees designed a college that expanded the liberal arts, one that prepared students to apply their learning to improve prospects for a sustainable, peaceful, and just society. This vision committed the college to an interdisciplinary and problem-centered curriculum and resulted in a distinctive focus on the relationships among humans and their environments—human ecology. The concepts embodied in the trustees' notion of human ecology have been articulated in the college's mission statements since 1969. And while the mission statement has been more finely tuned over the years, its core message has been unchanged.

The human ecology focus extends the liberal arts tradition in four ways. First, environmental and social problems are at the center of the curriculum, cocurriculum, and student life. Secondly, the college actively prepares students to develop and implement solutions to problems on both a local and global scale. Students research vernal pools to determine the fate of salamanders; they study why eel grass is disappearing from the upper reaches of Frenchman Bay. Working with staff from Acadia National Park, students design museum exhibits to highlight the impact of climate change on Acadia's natural and cultural resources. For over a decade students have participated in various UN negotiations and summits on climate change and social justice; students attended the 2015 Paris Conference of the Parties where an accord was reached to reduce global carbon emissions. Other students write about these issues for a range of audiences: They write children's books, poems, short stories, essays, and newspaper articles.

The third distinctive characteristic of a degree in human ecology is the self-directed program of study. Working with their advisors, students design their own major in human ecology—a major that incorporates knowledge from disparate fields and helps students to become responsible and reflective. The college believes that by intentionally and deliberately planning their own course of study, students become better prepared to be effective agents of change.

The fourth distinctive characteristic of the degree in human ecology and the college's philosophy is its interdisciplinary approach to learning. While this approach is no longer as novel as it was in the early 1970s, the college has fostered this notion long enough that students and faculty are comfortable moving between and combining knowledge from various disciplines. The lack of departments blurs discipline lines and makes it easier for students to move between courses in the college's three resource areas: arts and design, environmental sciences, and human studies.

Appraisal

Since its inception, the college has believed that the complexity of many environmental and social problems requires fresh approaches and the ability of problem solvers not only to draw on knowledge from many areas but also to effectively collaborate with colleagues from many disciplines. The college also believes "in the indivisibility of the life of the mind and a life of action." Faculty do not teach for the sake of teaching, nor do students learn for the sake of learning. Rather they probe, study, and learn to benefit humans and the planet.

Over the years, faculty have regularly reviewed whether human ecology is still relevant. Just this past winter as part of the comprehensive planning process dealing with academic priorities, the faculty again spent considerable time discussing the relevancy of human ecology, and once again they reaffirmed their commitment to human ecology and the interdisciplinary curriculum, both of which are at the heart of the college. In part these discussions stem from a concern that perhaps faculty have become complacent and have ceased to explore the various facets of human ecology. What emerged after extended discussion is that while the social and environmental problems have changed—climate change, social justice, climate and political refugees are today in the forefront—solutions to these problems still require a multidisciplinary approach and the commitment of ethical, compassionate problem solvers. The college is uniquely poised to educate and train these problem solvers.

In fall 2014 for the second time in 11 years, the college hosted the annual meeting of the Society for Human Ecology. The four days of workshops and meetings, which were planned so that the COA community could participate, provided students with opportunities to interact with human ecologists from all over the world and to see the breadth of the ways human ecology is and can be a vehicle for addressing social and environmental problems. Another highlight of that meeting was welcoming 20 graduates—all practicing human ecologists—back to campus. Of these, four gave presentations and/or participated in round table discussions; other alums and some current students presented posters. Faculty were involved not only in planning the conference, working out logistics, and hosting the over 250 participants, but also in making presentations and chairing sections. At the 2016 conference in California, three faculty, one graduate, and one student gave talks or presented posters.

The concept of human ecology as a way of extending and building on the traditional notion of a liberal arts education has blossomed. Since the last self-study, the college has been asked to mentor programs in Germany and Japan. In 2006, members of the German Society for Human Ecology first explored founding a European College of Human Ecology modeled on COA. In 2016, the German human ecologists in conjunction with COA faculty offered a two-week program in Emmendingen, Germany. The program—The Future Sustainability of Food Business—was team taught and included some COA students who with their German counterparts addressed food sustainability and the role of business and entrepreneurship in bringing about change.

After a 2016 visit by some academics interested in starting a college on Ōsakikamijima Island in Japan, COA faculty and students in summer 2016 and 2017 initiated a collaborative program among COA, Ashoka University Japan, and the Japanese academics. This new summer experience, HELIO (Human Ecology Lab and Island Odyssey), is a noncredit program, but one that has helped those on

Ōsakikamijima to begin implementing the steps required to make this a fully fledged program in human ecology.

Despite the success of many of the college's graduates, the admission office still encounters problems in effectively communicating to prospective students and their parents the relevancy of human ecology and the breadth that a degree in human ecology affords students. To address this problem, the college in 2014 convened a group of students, staff, and faculty and hired the design firm, White Whale, to overhaul the college's website. In September 2015, the new website was launched. The effectiveness of the website in improving communication is evidenced by the college's receiving the 2016 "Gold Award" from the CASE *Circle of Excellence*. The citation noted that "College of the Atlantic's website...immediately invokes a smile. There is so much about the website that is intentional and a connection to who they are."

NOTE: The 2007 self-study projected that the college would revise the mission statement. This did not occur for a number of reasons: the board chairman who had advocated revising the mission retired; the 2008 financial crisis forced administrators to take steps to ensure the college's economic viability, and the faculty felt the statement adequately expressed the college's human ecology goals.

Projection

Despite praise from CASE, the college recognizes that it must continue to improve how it disseminates the concept of human ecology to prospective students and their parents. In an effort to facilitate greater understanding of the college's mission and purpose, the college will overhaul written admission documents using the same strategy it used in redesigning its website. Beginning in summer 2017 and continuing through summer 2018, a group led by the dean of admission is redesigning the college's brochure, viewbook, and admitted student packet.

DATA FIRST FORMS GENERAL INFORMATION

College of the Atlantic Institution Name: 1138500 OPE ID: **Annual Audit** Certified: Qualified Financial Results for Year Ending: 2016 Yes/No Unqualified Most Recent Year 2016 Yes Unqualified 1 Year Prior Yes 2015 Unqualified 2 Years Prior Unqualified 2014 Yes Fiscal Year Ends on: 06/30 (month/day) Budget / Plans Current Year 2017 Next Year 2018 Contact Person: Judith Allen Title: Registrar and Director of Institutional Research 207 801 5680 Telephone No: jallen@coa.edu E-mail address

Standard 1: Mission and Purposes

Attach a copy of the current mission statement. Date Approved by the Document Website location **Governing Board** Institutional Mission Statement http://www.coa.edu/about/mission-histo Mission Statement published Website location Print Publication Course Catalog 2016-17 http://www.coa.edu/live/files/510-coursecatalog2016-17pdf Website location Print Publication Related statements Please enter any explanatory notes in the box below

Standard Two Planning and Evaluation

Description: Overview

Since its founding, institutional planning at College of the Atlantic (COA) has been embedded within a framework of community decision making. "Community," for the institution, has a broad and inclusive meaning that relies on the active, coordinated participation of all constituencies: faculty, staff, students, alumni, and trustees. Although presidents or board members might initiate planning and evaluation processes, successful processes demand that the entire college community help create, implement, and monitor the plans.

While it is widely recognized that COA trustees hold legal and final authority for institutional direction, the long-standing tradition of the board has been to empower the on-campus constituencies for academic vision and institutional planning (standard three). As such, there is a great deal of coordinated information flow, shared responsibility, and community buy-in for planning initiatives.

The college annually holds five board meetings where the on-campus constituents share planning goals and outcomes with the board of trustees. Between board meetings, the president regularly keeps trustees updated with e-newsletters and phone conversations. Major campus planning initiatives (i.e. strategic plan, annual budget, campus master plan, etc.) must be preapproved by the board of trustees before being initiated.

The president's cabinet is the management body that oversees the planning and assessing of all campus activities. The cabinet is composed of the president's office (president, director of communications, executive assistant), four nonacademic deans (of institutional advancement, admission, student life, and administration), and the academic deans' team (the academic dean and three associate academic deans). Planning is coordinated by the president in a weekly cabinet meeting and is managed by the academic and administrative deans. The deans, in turn, rely on on-campus committees or ad hoc working groups to develop, implement, and assess operational plans. At its meetings, the cabinet evaluates how plans interconnect, assesses the kinds of resources needed for overall planning and implementation, and prioritizes issues that require the cabinet's collective attention. Planning goals and the rationale for plans are shared with the larger COA body through All College Meeting (ACM) and committee minutes (exhibit 2.1), presidential newsletters (exhibit 2.2), and annual reports (exhibit 2.3).

The president's cabinet meets twice a year for a full-day retreat. At these retreats, the cabinet reviews institutional data, evaluates performance of both short- and long-term planning goals, and sets new goals for subsequent years.

Description: Strategic Planning and Evaluation

Long-term planning is guided by mission-driven strategic plans. Since its last review, the college has used three different strategic plans to guide the institution's long-term planning. From 2005-2010 the campus was directed by the "Strategic Plan" (exhibit 2.4), from 2011-2015 the campus followed the "Strategic Design" (exhibit 2.5), and currently the campus takes direction from the College of the Atlantic MAP of Strategic Priorities—a strategic planning document extending from 2015 to its 50th year celebration in September 2021 (exhibit 2.6). Each strategic plan has built upon the preceding strategic plan and progress has been tracked and appraised in board meetings, campus meetings, and within annual reports. As such, the college has demonstrated progress in comprehensive institutional planning and evaluation—a point the college was asked to address in February 2013 by CIHE.

The most recent organizational plan, "the MAP," was crafted through an iterative, 18-month process between the COA campus community and the trustees. It was unanimously approved by the ACM on May 20, 2015 and unanimously affirmed by the trustees on August 1, 2015. The MAP outlines 29 broad

planning initiatives divided into four integrated "cardinal directions" and one set of "cross-cutting waypoints." The cardinal directions describe the academic program's broad, integrated goals, establish markers for enrollment management, and emphasize the need to better convey the college's story, and inspire the college's alumni. The cross-cutting elements include financial management, overarching guiding principles for working together, and planning goals for a 50th anniversary capital campaign. A number of crucial planning decisions emerged from the MAP process including the following:

Goals related to the college's academic program include:

- Committing to a 10:1 student-to-faculty ratio
- Ensuring that no more than 25% of classes are taught by visiting faculty
- Requesting that the faculty develop a new set of academic priorities
- Requesting that the faculty create a plan to improve student writing
- Developing plans for a new academic building to increase and improve laboratory space, art studio space, performing arts space, faculty offices, and multiple-use teaching spaces

College enrollment goals include:

- Capping enrollment at 350 FTE and emphasizing student quality and diversity
- Reducing the discount rate from 59% toward a target of 50% and slowly increasing net tuition without sacrificing the quality of admitted students
- Improving six-year graduation rates to 75% and first to second year retention rates to 85% Conveying the college's mission includes:
 - Developing a new website and print materials as a way of engaging more applicants who would succeed at COA

Alumni goals include:

• Developing a new interactive alumni database to improve the percentage of alumni giving from 26% to 50% and to reengage alumni into the college (i.e. for potential internship sites, for offering feedback about curriculum and campus planning, and for assisting in recruitment and development)

Cross-cutting themes include:

- Planning for a sustained, balanced budget
- Planning for a 50th anniversary capital campaign

Appraisal: Strategic Planning and Evaluation

The college intentionally coordinated the planning processes for the MAP in unison with planning for the current NEASC self-study. This represents the first time that the college has linked these two major planning and assessment initiatives. As such, the college has increased coordination and decreased the level of "planning fatigue" associated with conducting two separate processes. Given the positive results and reduced workload, the college intends to continue linking future planning processes with NEASC self-studies.

The 18-month process of creating the MAP involved trustees, administration, faculty, staff, students, and alumni (exhibit 2.7). Numerous open meetings, community forums, trustee meetings, and campus governance meetings were dedicated to crafting this comprehensive planning document. As a result, the college is confident that the process was deliberative, inclusive, and highly integrated. Since the MAP has been overseen by the president, he has assured the community that there would be enough resources (financial and human capital) for planning, implementation, and evaluation.

While the college calls the MAP a strategic plan, it is actually an amalgam of planning, college benchmarks, and broad guiding assumptions. Thus, some aspects of the MAP have plans and some simply require collegiate action in order to achieve the stated goal. Those areas of the MAP that have yet to be fully developed (i.e. future-year objectives) will have planning/assessment processes created through ad hoc working groups assigned by the president. The college has chosen to focus its initial attention on the institution's most pressing needs as identified by the MAP. Goals requiring immediate attention include those associated with financial stability, the academic program, the college's visibility for admission and development purposes, admission and retention, and space needs.

Since the size of the student body affects other areas of planning, the college had to first decide on an ideal target size. Through numerous community, trustee, and alumni conversations—all supported by intense financial modeling—the college has set the targeted FTE cap at 350 students and identified a target of a 10:1 student/faculty ratio. By agreeing on 350 FTE as a starting point in the strategic planning process, the college was then able to outline the following assumptions:

- The college can adjust its financial planning models and fundraising targets to fit this FTE. Perhaps most importantly, financial planning projections need a concrete FTE target to establish discount and tuition rates.
- The college can know how many faculty/staff members are needed, and by estimating future retirements and normal turnover rates, the college can anticipate staffing needs and associated costs for future employees.
- The college can better predict the needs of student housing, food services, and energy use.
- The college can better estimate transportation needs in terms of the college's vehicle fleet and, similarly, set mission-driven energy goals around energy and transport for a student body of 350 FTE.
- The college can vastly improve the amount of on-campus teaching and learning spaces and can build new space and renovate existing space to accommodate this FTE.
- The college can more authentically set goals for its 50th anniversary capital campaign.

The college realizes that the current strategic plan is organic and evolving. In part, this can be attributed to the college's choosing not to address all elements in the initial development of the plan so that it could be more responsive to evolving demands and circumstances. Despite the many planning areas—financial, academic, enrollment, student services, and facilities—the college believes it has the capacity to undertake only two to three major planning initiatives per area per year. In the past, planning areas often overextended the work capacity of staff and faculty, and thus plans often became less effective. Most notably planning fatigue led to less effort devoted to assessment. Each planning area has, therefore, been tasked with prioritizing its own elements of the MAP and then reporting planning initiatives and progress to the president.

Projection: Strategic Planning and Evaluation

Each of the planning areas identified below has been tasked with setting its projections associated with the MAP. The MAP oversight team, directed by the president, will ask for regular updates that will be included in the annual report. In 2021, the MAP oversight team will produce a five-year performance review.

Description: Academic Planning and Evaluation

Academic planning and evaluation fall under the authority of the faculty, the academic affairs committee (AAC), and the academic policy committee of the board. These three groups work cooperatively to ensure overarching curricular planning, implementation, and assessment. Faculty are responsible for creating and implementing the academic program and meet weekly to discuss curricular initiatives, academic priorities, educational goals, and other matters of concern to the faculty as a whole (exhibit 2.8). At least

twice each term, faculty meetings are devoted entirely to "resource areas" for concentrated planning and evaluation based on the college's established curricular groupings (arts and design, environmental sciences, human studies). At the annual faculty retreat, faculty discuss short- and long-term academic planning and evaluation (exhibit 2.9).

AAC organizes the curriculum, contracts with adjunct faculty, reviews and approves new curricular offerings, and oversees course assessment (exhibit 2.10). AAC regularly reviews academic policies and criteria for course evaluation and ensures an appropriate range of courses for each term and year. One of the challenges the college faces and will continue to face is ensuring that the number of adjuncts does not exceed 25%, particularly since the college intends to increase the number of expeditionary courses. These courses are generally taught by full-time faculty, often involve travel, and usually have fewer students than on-campus classes.

The academic policy committee of the board (APC) provides broad oversight for the academic program and helps to establish and evaluate academic priorities. The APC encourages regular program reviews, requires clear and compelling educational objectives for new initiatives, and asks the campus to justify programming in association with financial and human capital sustainability (exhibit 2.11).

All academic planning is managed by the academic dean and a team of three associate deans. The academic dean reports short-term goals and progress through the extensive on-campus governance structure and ultimately to the academic policy committee of the board.

Some examples of academic planning initiatives since COA's 2012 report include:

Initiative Academic priority setting	Managed by academic priorities working group faculty	Exhibit(s) 2.12 Academic Priorities documents (2009, 2017)
Enhancement of student writing	writing working group faculty	2.13 Writing for the Future
Revision of faculty review system	faculty development group academic deans	2.14 Faculty review revision documents
Human ecology core course revision	academic dean core course faculty	2.15 HECC retreat minutes and course goals
Academic policy changes	AAC	2.16 Degree requirements change2.17 Teaching assistant guidelines2.18 Expeditionary funding change2.19 Internship changes
General curricular planning	faculty meeting AAC APC president's office	2.8 Meeting minutes 2.10 Meeting minutes 2.11 Meeting minutes 2.3 Annual reports 2.20 Teacher certification self-study 2.21 Education program external report 2.22 Chair and endowment reports 2.23 Introductory biology curriculum revision

Appraisal: Academic Planning and Evaluation

Academic planning and evaluation at COA is inclusive and effective. While faculty have the final authority concerning the academic curriculum, they get input from students, staff, and alumni about anticipated curricular changes. Both short- and long-term academic initiatives are targeted and use institutional data as a foundation for curricular change. The college has been successful in implementing previously identified academic priorities and is ready to address the latest priorities identified through the MAP.

The academic priorities working group has created a report that identifies several academic priorities (exhibit 2.12), but these priorities are not currently rank ordered. The next step is for the academic deans, in conjunction with AAC, to prioritize this list of tasks and develop planning processes to move forward for each need. The faculty as a whole did prioritize two immediate academic needs: enhancing student writing and improving faculty salaries.

General limitations to academic planning revolve around human capital (time). With a small core of faculty, there often appears to be too much work for too few shoulders. This has been especially true with the added effort associated with the needs for strategic planning, the NEASC self-study, multiple faculty searches, annual academic planning needs, and the newly identified academic priorities. Most faculty serve on multiple governance committees (two to five), at least one ad hoc planning group and/or faculty search committee, and also teach full time. A common theme in the annual workload reports and deans' check-ins involves "workload and planning fatigue." To reduce this stress, the academic program has intentionally limited major planning initiatives to two to three per year.

Projection: Academic Planning

- 2017–2018 Academic Year
 - o The academic deans in cooperation with AAC will rank order the academic priorities identified by the working group and set out yearly planning goals to address each issue.
 - o The academic dean will form an ad hoc working group to address the faculty salary issue.
 - The biological science faculty will review and evaluate changes to the introductory biology sequence.
 - o The faculty development group will create a plan to increase faculty diversity.
 - o The writing task force will begin to implement changes based on its summer 2017 report (exhibit 2.13).
 - o The college will conduct two additional faculty searches for positions in chemistry and computer science.
- 2018–2019 Academic Year
 - o The dean of student life, the academic dean, and AAC will cooperatively work to revise academic orientation, advising, and the first-year experience.
 - The faculty development group will formalize retirement and academic transition plans for faculty.
- 2019–2022 Academic Years
 - O After the deans have prioritized the order for addressing priorities in the academic priorities working document, they will assign task forces to work toward implementation.
 - o In 2021 the academic deans will provide an evaluation report to the president on progress made toward MAP academic goals.

Description: Enrollment Planning

The dean of admission establishes enrollment goals through admission planning, retention planning, setting of the discount rate, and financial aid calculations. These plans are all based on maintaining a student body at the 350 FTE target, increasing the diversity of the student body, lowering the discount

rate from 59% to 50%, and continuing to raise the academic quality and "fit" of students. The dean of admission meets weekly with an enrollment team consisting of the financial aid director, the administrative dean, the registrar, and the president to set these specific goals, track progress, and test new methodologies for improvement. With the help of the enrollment team, the dean of admission coordinates her projections with those established by the enrollment committee of the board.

Some examples of recent admission and enrollment management planning include:

<u>Initiative</u> Retention initiatives	Managed by dean of admission	Exhibit(s) 2.24 Student "thriver" analysis
	dean of student life	2.25 Grit and resilience assessment
Student satisfaction assessment	academic dean dean of student life	2.26 NSSE results2.27 Student health and wellness surveys2.28 alumni surveys
Web overhaul	web design team	2.29 New website
EcoLeague Admissions and recruitment coordination	assistant director of admission	2.30 EcoLeague meeting minutes
Financial aid and recruitment assessment related to net tuition	dean of admission	2.31 Art&Science LLC report

Appraisal: Enrollment Planning and Evaluation

Enrollment planning has been continuous at the college and a focus of cabinet and trustee meetings. Several half-day "deep dive" sessions have been held for the trustees to explain the college's recruitment approaches and insights. Data from incoming students, admitted students who do not select COA, students who leave the school, and students who thrive at the school are all used to help future enrollment planning efforts. Significant additional resources (a one-time allotment of \$75,000) have been allocated to help recruiting efforts and to pay for external financial aid consulting.

Perhaps the most successful externally validated initiative for enrollment has been the recent overhaul of the college's website (standards five and nine). In addition to winning a National CASE Gold Award in 2016, the COA website has increased its external usage and viewing time significantly (the number of viewing sessions has increased by 10%, the number of unique users has increased by 10%, the number of page views has increased by 40%, the average session duration has increased by 10%, and the bounce rate has decreased by 2%), hence improving exposure for the college and internal utility of the website.

One limitation for enrollment planning is associated with the college's small size. With a very small FTE, data are often difficult to assess (i.e. the loss or gain of a handful of students can appear as a major trend when it is just as likely to be associated with an unrecognized, confounded variable). That being said, the college does analyze the data gathered, but in assessing those data, the college proceeds with caution. The dean of admission has found no single variable that improves admission goals above another; rather she has found that the combination of numerous smaller efforts yields the best results.

Projection: Enrollment Planning and Evaluation

- 2017–2018 Academic Year
 - o The dean of admission will oversee the development of a retention and enrollment management plan. The college has provided funding to support data analysis and to implement this plan.
- 2018–2019 Academic Year
 - The dean of admission will update the plan to ensure it complies with the college's recruitment strategies.
- 2021 Academic Year
 - o The dean of admission will provide a performance/evaluation report to the president on progress made toward MAP enrollment goals.

Description: Financial and Development Planning and Evaluation

Although numerous constituencies on campus are involved in the college's fiduciary planning efforts, the ultimate authority rests with the president, administrative dean, and board of trustees. The administrative dean manages the short-term budgets and financial plans for the institution. He works collaboratively with budget managers from across the institution to plan the college's finances and presents a financial plan to the finance committee of the board at its annual July meeting for the start of the fiscal year. The administrative dean prepares monthly budgetary memos to track progress against the projected budget. Working with the cabinet, he also develops a budget for outyears that projects the college's financial plan for the following two fiscal years. Both the annual budget and the subsequent-year projections are shared and discussed with the full community at the September ACM. The administrative dean also coordinates with the director of campus planning and security (along with the president) on facilities and fleet needs. Short-term campus facility needs are discussed in the campus planning and building committee and overseen by the buildings and grounds committee of the board.

Working with the president, the dean of institutional advancement sets a projection for all aspects of COA's philanthropy—the annual fund, major gifts and grants, planned gifts, gifts from students, parents, alumni, foundations, corporations, and other philanthropy. With the help of the development committee of the board, the dean of institutional advancement assesses progress against this plan. Development planning updates are shared with the full board on a monthly basis and with the COA community through ACMs, faculty/staff information sessions, and annual published reports. Some recent financial and development planning examples include:

Initiative Financial priority setting (Annual and outyear)	Managed by president's office cabinet	Exhibit(s) 2.32 Annual administrative reports
Financial modeling	administrative dean finance committee	2.33 Budget projection and monthly reports
Endowment account management	finance committee administrative dean	2.34 Quarterly investment reports
Cambridge Associates	new account managers	2.35 Weblink for Cambridge Associates
High visibility marketing plan	president's office, cabinet finance committee	2.36 High visibility marketing plan
Capital campaign planning	president dean of institutional advancement board of trustees	2.37 Compass Associates plan

Appraisal: Financial and Development Planning and Evaluation

College of the Atlantic has a very open financial operating process (standard seven)—faculty, staff, and students are all invited to engage with data and receive regular financial updates in relation to projections. Budget managers on campus are frugal and highly responsible. There is a genuine sense of team play and financial cooperation.

Although many factors affect the budget, the two most significant impacts are enrollment and student aid. Small shifts in either can have a major impact on COA's budgetary estimates. For example, a 1% change in the student discount rate represents \$140,000 out of a \$15 million operating budget—hence, misjudging the discount rate significantly impacts annual budgetary projections.

The college's financial and development plans have a solid system of checks and balances. While the current president tends to be more optimistic about budgetary/development projections, the administrative dean is more financially reserved, and the dean of institutional advancement is somewhere in the middle. This combination of views appears to work well in finding an accurate financial/development trajectory. The trustees and cabinet all value these multiple sets of insights and therefore feel more informed about financial opportunities and risks.

As part of the recent comprehensive planning process, the trustees approved initiating a capital campaign to raise funds to support the next generation of academic priorities and facilities at the college. The first step of the proposed \$50 million effort is to conduct a planning study. With the president and board, the dean of institutional advancement interviewed a number of firms to conduct such a study and in February hired the Compass Group; the planning study is underway. The six-month-long effort includes drafting a preliminary case statement for the campaign as well as identifying 80 potential donors to interview to test the concepts in the case statement. Interviews will take place over the summer, and results will be presented to the board at its October 2017 meeting.

Once the study is completed, the plan for the full campaign will be developed and will include a timeline, goal, priorities for support, leadership, committee structure, and supplementary documents such as a chart of gifts, updated gift acceptance policy, endowed chairs policy, pledge sheets, guidelines for valuation on bequests, etc.

The campaign will be a central focus for the next three to five years, but planning for the college's normal development functions—alumni relations, database management, stewardship and engagement, grants, and annual fund—will go on as well. For these activities, the development office has a three-year plan which outlines major goals, activities, and a series of benchmarks to measure success.

Projection: Financial and Development Planning and Evaluation

- 2017–2018 Academic Year
 - o The administrative dean will work with the academic deans to determine costs associated with academic priorities. This information will be used to help the academic deans rank order the priorities in terms of what is financially feasible and when implementing the priority might be realistic.
 - o The dean of institutional advancement will present the potential donor interview findings to the board.
- 2018–2019 Academic Year
 - O The dean of institutional advancement will work with the president and trustees to develop a full capital campaign plan. Implementing this plan will then take place over the next few years, culminating in the institution's 50th year celebration.

• In 2021 the administrative dean and the dean of institutional advancement will both provide a performance/evaluation report to the president on progress made toward stated MAP goals.

Description: Facilities Planning and Evaluation

Combining practical educational needs with green-building practices and sustainable facility management is a real strength within all planning for COA facilities. COA buildings and grounds serve as learning laboratories for teaching sustainability concepts. Over the last four years, the college's approach to renovation and construction has changed as a result of three new policies: the sustainable building policy (exhibit 2.38), the energy framework (exhibit 2.39), and the discarded resources and materials management policy (exhibit 2.40).

The campus planning and buildings committee (CPBC) holds open weekly meetings to discuss both immediate and long-term issues related to campus development. CPBC reports minutes of meetings to the ACM for campus approval and then passes this work on to the building and grounds committee of the board on a quarterly basis. These two committees work collaboratively to oversee both short- and long-term facilities planning. Over the past 10 years many projects have been planned and executed using this method.

Some recent facilities planning initiatives include:

Initiative New building planning	Managed by president building committee cabinet campus building liaison committee	Exhibit(s) 2.41 space needs assessment assessment of academic program needs site plan
Campus concept plan	CPBC buildings and grounds committee	2.42 Landscape master plan
Turrets renovation	director of campus planning and security	2.43 Turrets renovation plans
Energy retrofits on campus	director of campus planning and security	2.44 Energy retrofits on campus
Road-widening project	director of campus planning and security	2.45 MDOT Route 3 project

Appraisal: Facilities Planning and Evaluation

COA takes its environmental commitments very seriously. As a result of its extensive green building and energy practices and policies (exhibit 2.46), both the Sierra Club and Princeton Review ranked COA as the greenest college in the United States. The college is delighted to be an environmental leader based largely on how facilities are operated. Not only do faculty use buildings to teach in, but these buildings are also used to teach sustainability concepts.

Deferred Maintenance

The college was asked to address its deferred maintenance plan in the February 4, 2013 letter from CIHE. In the past choosing which deferred maintenance projects were funded came down to crisis management rather than good planning. Currently the planning approach for deferred maintenance is more strategic. Over the last 10 years, the college has made \$3.2 million of improvements (exhibit 2.47). These improvements were based on curricular needs, student housing, and workspace. Currently the college projects approximately \$2.3 million of outstanding deferred maintenance needs—a dramatic reduction since the last site visit. To help address future deferred maintenance issues, the upcoming capital campaign has allocated \$6 million toward energy improvements and maintenance needs. In addition, the board has mandated that all new construction projects must raise a maintenance endowment for the new

building before construction has begun. The \$3.2 million of deferred maintenance that has been completed in the last 10 years, the \$6 million allocation in the capital campaign, and the board's mandate that new projects must have a maintenance endowment reflect the attention the college has given and will continue give to addressing these needs.

Current plans to add new space, renovate existing space, and reduce COA's reliance on fossil fuel are ongoing. Some of these planning initiatives include the campus concept plan and plans for a new building.

Campus Concept Plan

With most of the recommendations from the 2003-2004 COA Campus Master Plan realized, CPBC in 2014 received board approval to embark on a new campus concept plan. The initial work on this project resulted in a 2015 proposal to the board to improve teaching space—a space need seen as critical in every master plan since 1997. Concept planning continues.

New Building Plans

In 2015 the board approved a plan to proceed with a space needs study whose goal would be to improve the quality and quantity of teaching space at COA with an emphasis on arts and design and laboratory space. In January 2017, COA retained a professional programmer to help develop a building program and a goals and objectives statement based on need and mission. That study is completed (exhibit 2.41), and the college will build approximately 42,000 square feet of new space, renovate 15,000 square feet of existing space at an estimated cost of \$18 million, and will complete construction in fall 2021. This study shows the information flow chart, designates areas of responsibility, and provides the project schedule.

The campus planning and buildings committee works diligently to assure not only that the community is well informed about facilities planning, but also that the community has ample input into the planning process at all phases. As a result, projects are often modified based on community input. The general planning processes around the development of the new building, for example, have been highly inclusive, very well attended, and as a result have a strong buy-in.

Projection: Facilities Planning and Evaluation

- 2017–2018 Academic Year
 - o Energy Improvements: The energy framework commits the institution to become fossil fuel free by 2030. In an effort to honor this commitment, an energy team comprised of staff, faculty, and students has been constituted to plan for and schedule improvements. In developing projects, the team, led by the director of campus planning and security, considers renovation improvements and deferred maintenance. Davis Center, Peach House, Witchcliff, and Witchcliff apartments are all scheduled for improvements over the next five years at an estimated cost of \$350,000. A new energy control and monitoring system for the largest of COA's buildings—Kaelber Hall, Gates Center, and Blair/Tyson—is scheduled for completion in October 2017 at a cost of \$400,000.
- 2018–2019 Academic Year
 - O State Route 3 planting project: Although technically supervised and managed by the Maine Department of Transportation (MDOT), COA has been very active in the decision-making process since the project's inception. The director of campus planning and security participated in the planning process as a member of the Citizen's Advisory Panel, a committee comprised of residents, business owners, representatives of Acadia National Park and other institutions, and members of the Bar Harbor Town Council; the committee worked with MDOT to develop the overall 4.2-mile improvement plan. The director of campus planning and security continues to meet with MDOT representatives

to develop and refine a planting plan for campus where it abuts the 10-foot-wide pedestrian and bike path that will provide safe access to town for both COA students and visitors to the island. The project completion date is spring 2019. Exhibit 2.45 shows the MDOT plan as it affects the campus.

• 2017-2021

• The building and planning committee will shepherd the process for the new academic building from design to completion.

Description: Student Services Planning and Evaluation

The dean of student life coordinates all short-term planning associated with the cocurriculum. This includes such things as student health and wellness, student activities, student housing, leadership programs, international student services, and food services. The dean of student life and the academic dean meet weekly to share information about student wellness issues and to coordinate intervention and support planning. The dean of student life reports short- and long-term planning and evaluation metrics through the on-campus governance structure and is overseen by the student experience committee of the board.

Some recent student services planning initiatives include:

<u>Initiative</u> Program plans	Managed by dean of student life	Exhibit(s) 2.48 Student life program plans
Housing	dean of student life director of campus planning and security	2.49 Village planning documents KWD residential life plan
Deering Common	dean of student life director of campus planning and security	2.50 Deering Common program plan
Student life mission and vision	dean of student life	2.51 Student life mission and vision document
MELMAC supporting early student success	dean of student life	2.52 MELMAC grants
Title IX education and training	Title IX coordinator	2.53 Annual Title IX report

Appraisal: Student Services Planning and Evaluation

Student life has identified a number of feedback mechanisms to influence planning processes. Feedback for decision making is gleaned through multiple sources, including student life staff, the cabinet, the student life committee, student activities committee, RAs, outdoor leaders, the ACM, the student experience committee, community/student surveys, and local community partners. This inclusive process allows for greater buy-in and information dissemination about programs.

Student life now requires that a program plan be developed for each new program prior to its initiation. This process guarantees a higher level of intentionality and integration with the student life mission and vision. In addition, student life has improved its consistency in gathering participation data for programs and services. Program managers routinely use these data for program assessments. Student life is making an intentional shift from primarily using participation data to also include documenting student learning outcomes associated with the cocurriculum.

While student life does an excellent job of collaborating within their team, increased collaboration with faculty and staff outside student life can be made to improve opportunities for students and create greater understanding of the role that the cocurriculum plays in the student experience.

Projection: Student Services Planning and Evaluation

- 2017–2018 Academic Year
 - o The dean of student life will ensure that all programs and services in student life have a systematic plan for documenting cocurricular learning.
 - The dean of student life will develop a comprehensive internal communication plan for articulating cocurricular opportunities.
 - o The dean of student life will implement a new model for mental health counseling.
 - o The dean of student life will work with the director of campus planning and security to establish goals for college-operated housing and a plan for securing additional housing that addresses the shoulder season (exhibit 2.54).
- 2018–2019 Academic Year
 - o The dean of student life, the academic dean, and AAC will cooperatively work to revise academic orientation, advising, and the first-year experience.
 - The curricular and cocurricular coordination and collaboration group will create a plan to increase student opportunities for leadership, empathy, understanding diversity/identity, and community participation.
- 2019–2022 Academic Year
 - The dean of student life and the personnel committee will frame a vision for the role of staff as educators.

Summary

The college has met the expectations for this standard well: planning and evaluation are systematic, comprehensive, broad-based, integrated, and appropriate to the institution. The college has improved its gathering and use of numerical data; these provide better metrics for decision making and assessing planning success. The college has identified the following strengths and limitations within its overarching planning and evaluation approaches:

Strengths

- Coordination between planning processes has been significantly improved. In addition to combining
 the strategic planning process with the NEASC self-study, the president has modeled coordinated
 planning within the cabinet and this practice has flowed through the larger committee structure
 across campus. Many campus committees now hold joint meetings several times a year to ensure
 better coordination and integration.
- Community input, involvement, and buy-in are extremely high for college planning processes. This is a continuing strength for the college, a strength initially derived from the governance structure (see standard 3). Evidence for this claim can be viewed in almost all planning documents; these documents reflect the extensive effort to include all community members and how widely planning information is disseminated.
- The college has improved in presenting evaluation results to the broader community. The college has always been good with planning, but it was less successful at assessing and reporting.
- The college has limited the amount of major planning initiatives it undertakes within a given year.
- The college integrates planning with mission-driven educational objectives.
- The college has allocated additional financial resources and human capital to planning.

Limitations

- Current planning processes are time consuming and labor intensive.
- Recent planning efforts have not always been conducted within the context of the strategic plan, and procedural and substantive coordination across planning efforts has sometimes been lacking.
- Less emphasis should be placed on planning and more emphasis should be directed toward implementation and evaluation.
- Contingency planning is an area of weakness.

Standard 2: Planning and Evaluation

PLANNING	Year approved by governing board	Effective Dates		Website location	
Strategic Plans		?	•		
Immediately prior Strategic Plan	2011	2011-2015			
Current Strategic Plan	2015	2015-2021			
Next Strategic Plan			1		
	Year	Effective			
				W/ 1 - ' - 1 '	
04	completed	Dates	_	Website location	
Other institution-wide plans*	2015	2007 2022	1	C 1717	
Master plan	2015	2006-2022	ł	See exhibits	
Academic plan	2009	2009-2016	ł	See exhibit 2.12	
Financial plan	2016	Annual	l	See exhibits 2.32, 2.33	
Technology plan	2016	Annual	l	See exhibits	
Enrollment plan	2016	Annual	l	See exhibit 2.31	
Development plan	2016	Annual		See exhibit 2.37	
Plans for major units (e.g., departments, lik	rary)*				
?					
EVALUATION Academic program review Program review system (colleges and departments). System last updated: Program review schedule (e.g., every 5 years) Sample program review reports (name of unit or program)* Educational Studies Possible location System last updated: Program review reports (name of unit or program)* Educational Studies See exhibits					
System to review other functions and units					
Program review schedule (every X years or v	vebsite location	of schedule)			
Sample program review reports (name of un					
Other design of the standard design of the Other				Dete	
Other significant institutional studies (Name and web location				Date	
Writing for the future			2017		
Financial aid assessment report			2015		
Maine DOT Rt 3 projec			2016		
New building plan 2017					
*Insert additional rows, as appropriate.					
Please enter any explanatory notes in the box below Other institutional plans are subsumed under our broad institutional strategic plans					

Standard Three Organization and Governance

Introduction

College of the Atlantic (COA) is deeply committed to a collaborative governance process that involves and invests all constituents of the institution. The college was founded on a system of participatory governance that values diverse opinions and the process of dialogue and negotiation. While the bylaws of the board of trustees clearly designate the final authority to the board for the college's overall governance and to the president for the management, most constituents of the college expect that the majority of the decisions that affect the daily operation of the college will be made collaboratively via the All College Meeting (ACM) and its committee structure.

On campus, participatory rather than representative democracy is currently the philosophic ideal and the practical governance model. Since changes in policies, programs, and institutional directions often have broad consequences for the lives of students, staff, and faculty, the system is organized so that all individuals have an opportunity to contribute opinions and make recommendations prior to the adoption of policy changes and initiatives. This process increases buy-in to changes and compliance with new procedures.

The college's current campus and trustee policies and the procedures used to implement these policies are found in the Academic Policies and Community Policies sections of the webpage (exhibit 3.1), the COA personnel manuals (exhibit 3.2), and the bylaws of the board of trustees (exhibit 3.3). Copies are also archived in the Thorndike Library.

Description

COA is governed by three interconnected bodies: a) the board of trustees, b) the president and cabinet, and c) the ACM and its standing committees. These three entities work in unison to govern all aspects of the college's programs, facilities, monetary holdings, and public interests. The institution's organizational chart illustrates the authority and reporting structure of each of these bodies (exhibit 3.4).

By design, COA's governance system was not only envisioned as a management tool for the institution, but also intended to be an expansion of and complement to the college's educational approach. All members of the campus community are encouraged to engage with the management of the campus as a way of fostering civic engagement, public speaking, collaborative decision making, and organizational management skills.

The Board of Trustees

The bylaws for COA's board of trustees state that the board has the ultimate authority and responsibility for all college affairs. According to the bylaws, the board's responsibilities include acquiring, improving, and selling property, reviewing and approving the annual budget, reviewing all contracts, overseeing financial obligations incurred by the institution, reviewing and approving major new initiatives, and establishing qualifications for awarding academic degrees. The board has, however, granted the president and the campus governance structure the internal authority to manage most general operations (i.e. hiring, employment reviews, budgeting, curricular planning and implementation, facilities management, etc.). The bylaws for the board call for nine standing committees, including the executive committee, finance committee, audit committee, academic policy committee, building and grounds committee, development committee, presidential review committee, committee on trustees, and student life committee (now called the student experience committee). In addition, there are three committees not specified in the bylaws: these include the enrollment committee, the investment committee, and the building project committee.

President and Cabinet

The president is the chief academic and administrative officer of the college. As such he provides institutional leadership for all college operations. The president is reviewed on an annual basis by the trustees who seek input from the full COA community. Presidential reviews are kept confidential from the broader COA community but are presented to the full board in executive session. From this review, the president develops a set of annual priorities which he shares with the broader community.

The president is supported by a team of academic and administrative deans and other administrators—the cabinet; this group meets on a weekly basis to share information and to coordinate the management of the campus. The cabinet holds annual retreats to assess ongoing initiatives and to conduct future planning. With input from the community, the president reviews cabinet members on an annual basis. These reviews are confidential to the individual and some aspects are shared with members of the cabinet. The number of academic deans within the cabinet has ranged from three to four over the past 10 years. In spring 2016, the position of associate dean for graduate studies was discontinued, and the responsibilities of that position were distributed among the other academic deans.

The four academic deans are appointed by the president and consist of the academic dean, associate dean of faculty, and two associate deans of academic affairs. This team is responsible for ensuring the quality of the academic program and governs in collaboration with the faculty meeting, academic affairs committee, faculty development group, and the ACM. The academic deans also supervise all academic staff, including the director of internships and career services, the registrar's office, the museum, the director of educational studies, the boat captain, and academic services staff.

The remainder of the cabinet is made up of four additional administrative deans (administrative dean (CFO), dean of institutional advancement, dean of admission, and dean of student life). The cabinet also includes the communications director and the executive assistant to the president. The administrative deans are responsible for all of the nonacademic functions of the college. This group is reviewed annually by the president. As needed, the president invites the library director, registrar, director of campus planning and security, and information technology director to cabinet meetings.

The All College Meeting and Standing Committees

The ACM has been in effect since the college's first year. Although the purpose and role of the ACM varies, its primary functions include: a) policy making, b) consultation, c) community building, d) education, and f) fostering dialogue.

The ACM's operating model (exhibit 3.5) is loosely based on New England town hall meetings and uses Robert's Rules of Order. The ACM is governed by a student moderator (selected each term) and assisted by a student parliamentarian and a faculty or staff advisor (the faculty/staff advisor chairs the steering committee, the body that sets the ACM agendas). Decisions made in the ACM are subject to veto by the president and/or board. ACM decisions constitute campus policy unless modified, suspended, or overruled by the president or board. In addition to providing a process for getting institutional work done, the ACM provides a forum for discussing campus, community, and world events. Each ACM closes with announcements from students, staff, and faculty.

Standing committees of the ACM involve the greater COA community in the governance process. Standing committees are made up of a mixture of faculty, staff, and students (exceptions being faculty meeting and the faculty development group). These committees and subcommittees of the ACM include:

- Academic Affairs Committee
 - o Educational Studies Committee
 - o Internship Committee
 - Library Committee

- o Museum Committee
- o Review and Appeals Committee
- Admission Committee
- Campus Planning and Building Committee
 - o Landscape Subcommittee
- Campus Committee for Sustainability
- Faculty Meeting
- Islands Committee
- Personnel Committee
 - o Faculty Development Group
- Steering Committee
- Student Life Committee
 - Food Group
- Student Activities Committee

Each standing committee has its own charter and meets regularly throughout the term. Standing committees report actions, insights, and policy recommendations to the full ACM through read and posted minutes (exhibit 2.1) although admission, faculty meeting, and FDG minutes are not shared with the ACM. Subcommittees report to their parent committees and at times also report out to the full ACM. Standing committee minutes are not fully ratified until approved by the ACM. Standing committees and subcommittees regularly self-evaluate.

Appraisal

Communication among the board, the president and cabinet, and the ACM occurs often and easily. Most of the college's governing bodies have overlapping memberships allowing for improved information sharing and cooperative planning. For example, faculty and staff serve on standing committees of the board. As such, they better connect board and campus planning initiatives and serve as liaisons for the general college community. Similarly many cabinet members serve on or chair some of the standing committees of the ACM. This allows for greater community and administrative communication. In addition, three trustees within the last five years have taught courses at COA and several others have made guest appearances in classes—appearances that afford trustees a better understanding of the college's curriculum, pedagogical approach, faculty workload, and student ability levels.

With the exception of the committee on trustees and when the board is in executive session, all board meetings are open to the full COA community. Board agendas are electronically distributed to the community a week prior to the meetings and campus attendance is encouraged. Additionally the ACM moderator reports to the board on a quarterly basis regarding past and upcoming ACM agendas and issues. The president reports to the ACM on recent board and cabinet agendas, resolutions, decisions, and actions. All these efforts ensure a multi-directional flow of information among the college's governing bodies.

In addition to the formal communication structures among the governing bodies mentioned above, the college has intentionally set up informal channels for communication among constituents. Faculty and staff, for example, host community dinners during board meetings. These dinners include a mix of trustees, students, faculty, and staff. Additionally campus events—public talks, exhibits, workshops, and receptions—are often held around trustee meetings to ensure mingling of groups. Art exhibits, plays, music performances, and museum openings have been the most successful venues for such gatherings. Feedback from the board, cabinet, and community suggest that the information exchange among these governing bodies is highly accessible and candid.

Current Strengths of COA Governance

- 1. The College Affords Time for Governance: The campus has scheduled most of the day on Wednesday and from 4:10-5:30 on Monday for governance activities. Classes are heavily discouraged during these times, and classes cannot be scheduled during the 1:00-2:30 ACM time on Wednesdays. Since the community has acknowledged that this form of shared governance takes time, the college has explicitly built time into the weekly schedule to ensure that participation will not conflict with work or class obligations. That being said, the college has noticed more "class creep" into Wednesdays. Five years ago, the college averaged only three classes on Wednesdays; now the average is eight-10 classes. The increased use of Wednesdays for instruction is a direct result of the growth of the student population and the federal credit hour standard increasing the need for additional class meeting time. The effect of these additional classes on Wednesday has not been evaluated in relation to the governance process.
- 2. The College Counts Governance Opportunities as "Work" for Employees: Many staff members serve on committees as part of their regular workload, and committee work is required within faculty contracts. Faculty may elect not to participate on college committees by choosing to teach an additional class in the year. Very few faculty (two in the last three years) have selected this option—suggesting the high value faculty place on being part of the governance system. In addition, COA students can count hours used for on-campus governance service toward their community service requirement.
- 3. COA Has Improved Orientation to Governance: Student life has created a stronger introduction to COA governance as part of its general orientation process. New faculty and staff are provided mentors to assist in familiarizing them with governance expectations and opportunities. The board has created a new "on boarding" handbook to familiarize incoming trustees with the campus and its governance approach. Initial feedback from all three groups suggests that the student and trustee processes are effective but that individual faculty and staff mentors are inconsistent in their effort to orient new faculty and staff to governance.
- 4. The College Has Improved Governance Archiving: In 2010, the college made a concerted effort to document and archive governance minutes. Since that time, governance minutes have been archived in a digital format which allows for greater campus access and easier minute searching.
- 5. COA Has Excellent Accessibility to Governance: While all constituents on campus do not take an active role in governance, recent feedback from student surveys, faculty meetings, staff meetings, and contract reviews suggest there is abundant access to the governance process for any who choose to participate. Internal research suggests that in the last five years, 90-100% of faculty have been involved with governance in some way, and about one-half of the staff and students engage with governance in some way throughout the year.
- 6. The College's Governance Approach Improves Buy-in for Campus Decisions and Policies: The governance process not only allows for greater community input but also fosters the dissemination of information and a feeling of ownership for campus decisions. It is rare to find the ACM taking an action that the president overrules or to find the president and trustees on opposite sides of an issue.
- 7. The Governance Approach Provides Leadership Opportunities: Those who choose to be involved with COA's governance are afforded real opportunities to learn leadership skills. Anecdotal evidence suggests that graduates are involved in community governance at a

higher rate than citizen participation in governance, yet the college should do a better job at assessing this hypothesis in the future.

Current Limitations of COA governance

- 1. ACM Participation Appears Low: Although many on campus are involved in governance, few regularly attend ACM. Statistics gathered from ACM attendance in the winter term of 2017 showed attendance ranging from a high of 78 people (57 students/11 staff/9 faculty/1 trustee) in week three to a low of 39 (27 students/4 staff/8 faculty) in week 7. On average, 60 people attended ACMs in winter 2017. The average winter 2016 attendance was 43 (with a high of 52 and a low of 38). By comparison, average attendance at Maine town meetings for towns with fewer than 500 registered voters was 36 with a range from 10-90, according to J.F. Zimmerman on the *New England Town Meeting*. The steering committee for the ACM regularly looks at ways to increase attendance. Some attempts to increase attendance include community affirmations, world news, musical entertainment, and improved agenda setting and distribution. It is noted, however, that when major campuswide policies and/or decisions are made (i.e. sexual assault/sexual harassment policy review, faculty searches, presidential search, etc.), ACM is very well attended. For example, when the college did its last presidential search, over 250 people attended the ACM, and the meeting lasted over four hours to assure that all voices were heard.
- 2. COA's Governance Takes Time: True participatory governance that strives to reach consensus takes a great deal of time. While many policies could be drafted much more quickly by an individual or small group, the college's approach is, at times, cumbersome. For example, the new sexual harassment/assault policy took almost two years to make it through the committee structure and final ratification by the ACM. The college believes this extra time, however, has provided stronger understanding of and support for the final policy. When this policy was ratified, it was overwhelmingly supported (69 yes, 0 no, 1 abstention).
- 3. There Is Confusion About What Open Governance Can and Cannot Discuss: While COA lauds the many benefits of open and inclusive governance, some members of the community are confused and/or frustrated when the administration cannot openly talk about certain confidential employment or student issues. The college is clear about which situations prevent community consideration, yet the college has been criticized for trying to "cover up" issues and, when necessary, has worked with legal counsel to craft community responses.
- 4. The College Should Clarify the ACM's Authority: While the operating model strives to have the ACM serve as the main mode for collegewide decisions to be debated and approved, there are times when the administration or board does step in to make collegewide decisions without ACM input or approval. Recent examples include:
 - O The president changed the allocation process for student travel grants in an attempt to make these grants more equitable. After internal review of how the student travel funds had been spent over the last several years, the president under advisement from the academic deans consolidated all student travel funds into a single account to be evenly distributed to all students. The new student travel award is called the student expeditionary fund. The fund awards each student \$1800 to be spent, while matriculating at COA, on any credit-bearing activity with a considerable travel component (exhibit 2.18). Some faculty and students did not find this presidential decree to be in the spirit of the governance approach. Others found this to be a more open and equitable approach to a problematic funding structure that the governance system over several years had not been able to fix. Oversight of the expeditionary funds now comes through a combined review by the student's academic advisor (assessing merit of the travel request), the

- academic dean (reviewing academic standing of the student), the business office (reviewing available funds), and student life office (reviewing safety concerns for student travel).
- O To comply with new federal laws, the academic dean under advisement from the academic policy committee of the board mandated new course-hour accounting for all credit-bearing activities. Some members of the COA community wanted the opportunity to debate and challenge these new federal requirements, but the administration simply put these into place in an effort to meet the new federal requirements for academic credit. The faculty were asked to come up with how they would do it, not whether they wanted to do it.

Although both of these examples were somewhat contentious at the time, the campus has moved on and now seems to value the decisions. The big concern seems to be the approach to these changes rather than the authority to make such changes. In debriefing on these issues, the president and cabinet have learned they must:

- Be as clear as possible with all constituents as to the rationale behind administrative decisions
- Work with opposing opinions early to increase buy-in
- Make clear when debate is an option and when it is not

Board Self-Evaluation

The board conducted self-evaluations in 2011, 2014, and most recently in 2016. The chair of the committee on trustees organized, conducted, and summarized the self-evaluation findings for the board's review. As a summary, the trustees were asked to reflect on the 10 most common responsibilities of a nonprofit board. Results of the 2016 survey showed that the COA board believed it was strongest in:

- Selecting, supporting, and assessing the college's president
- Enhancing the public standing of the college
- Providing proper financial oversight
- Ensuring legal and ethical standards and monitoring accountability
- Recruiting and orienting new board members and assessing overall board performance

Trustees felt the board could do a better job at:

- Monitoring and strengthening the college's programs
- Determining and monitoring certain policy elements to achieve long-term sustainability—policy elements involving enrollment and retention, net tuition, and the discount rate

In the latest self-review, the trustees were asked "As you reflect on your experience as a trustee at College of the Atlantic, what is working particularly well?" Responses included the following:

- I have only been on a few boards, but believe a lot is learned from initial impressions. My initial impression is that the trustees are generally aware and involved, communicate very productively and directly with Darron [Collins, president], that Will [Thorndike] is an exceptional chairman, and that the trustees are very invested in the vision, mission, and success of the college. The committee structure seems functional and board members appear to take their committee responsibilities seriously.
- Each committee that I have been a part of, or have sat in on, demonstrates the board's engagement with and commitment to COA. In addition, collaboration and openness continue to define the board and its work.
- When I leave a weekend of COA committee and board meetings, I am always struck by how engaged and dedicated the trustees are. I truly feel as though each trustee has the best interest of the college in mind and as a group we are working together to push COA to ever higher heights.

- I enjoy the meetings and interacting with other trustees. I think we have an amazing group of trustees with a wide range of backgrounds. This provides a wonderful resource for the college.
- As a newer trustee, I feel that the trustee process has done a magnificent job of exposing me to the critical and unique elements of the school (sitting in on classes, cruising on the Osprey, attending summer lecture series, local cocktail events, etc.).

Board Recruitment

The board has an active nominating committee. Since implementing changes in term limits in the bylaws in April 2012, the board has brought on nine new board members, just over one-third of regular voting trustees. The board maintains an active discernment and cultivation process regarding new trustees. To discover gaps in the composition of the board, the nominating committee uses a matrix to track trustee backgrounds, skill sets, and demographics. While the board has made good progress in having greater gender diversity (12 women, 14 men), the board has not improved much in terms of racial or ethnic diversity; only two person of color are on the board: a Kenyan-born woman, now living in the US, elected in 2013 and an alumna from Tanzania elected in 2017. Improving the racial and ethnic diversity of the board remains a goal.

President and Cabinet

This group has seen significant leadership turnover within the last 10 years. Since 2007, COA has seen three presidential transitions, five transitions within the academic dean's team, a new dean of admission, a new registrar, three different executive assistants to the president, and the addition of a communications director. With each transition, there has been a "learning curve" that the new team member must acquire. The college feels confident with the existing cabinet structure and is planning ahead for any forthcoming transitions.

ACM

In both the 2007 and 2012 self-reviews, the steering committee for ACM committed to ensuring that adequate measures were in place to orient new members of the community to the governing structure of the college. Since then the steering committee has taken a more active role in new student orientation by systematically reviewing its orientation activities on an annual basis. This includes designing multiple contact points for students in their first year to familiarize them both with the practical working components of COA's governance system as well as its larger pedagogical relevance.

Similarly the steering committee has spent the last five years designing a more comprehensive process by which information about ongoing governance activities are shared with relevant parties as well as centrally organized and stored for future archival purposes. To that end, the steering committee has collaborated with the web team and the college archivist to develop a more robust plan to ensure that both new and existing governance materials are clearly identified, preserved, and made readily accessible. The steering committee has also specifically completed a number of archival projects to better facilitate the historical study of cogovernance at COA, including most notably the full digitization and OCR processing of the back issues of the college newspaper "Off the Wall."

Projection

Board

- 2017-2018 Academic Year
 - Following a five-year term, board chairman Will Thorndike stepped down as chairman although he will remain an active member of the board of trustees. Long-standing vice-chairman Phil Moriarty succeeded Thorndike at the board's annual meeting on July 28-29, 2017. Thorndike, Moriarty, and President Collins have spent the last six months

- preparing for this critical transition, and the 2017-2018 academic year will be dedicated to ensuring a smooth transition.
- In April 2012, the board began instituting a program of term limits for board members, and this year the first official cohort rotated off the board in response to those limits. During the coming academic year, four long-standing members will rotate off and four new members will begin their terms.

• 2018-2022 Academic Years

- The board will continue to recruit and attract new members through the work of the nominating committee of the board with the intent of maintaining 25 to 28 voting members.
- The board has identified expanding cultural and ethnic diversity on the board over these coming years, and the incoming cohort for the 2017-2018 academic year should help build that much-needed diversity. The nominating committee will continue to maintain its successful recruitment of board members with widespread experiential, gender, and geographic diversity.
- o Every fall, the board will dedicate a section of its October meeting to educating new members of the board to campus facilities, programs, policies, and upcoming objectives.
- o The board will continue to conduct biennial assessments of governance and efficacy.

President and Cabinet

2017-2018 Academic Year

The governance structures and processes will remain the same for the coming academic year with the academic leadership at the cabinet level led by the academic dean and supported by three associate academic deans.

2018-2022 Academic Years

- There will likely be at least one retirement on the cabinet during these years and that will force the college to rethink the role of the administrative dean and how to balance the functions of financial management and human resources. Recognizing the difficult burden of maintaining responsibility for national policies and other trends in hiring and firing, health care, payroll divisions between hourly and salaried employees, and retirement plans, the college may split these HR functions from financial management; HR functions are currently under the purview of the administrative dean.
- Two large building programs will also have a significant effect on college operations over this timespan: the Route 3 Corridor Project and the design and construction of new academic spaces. The college anticipates that the director of campus planning and security will play a larger role and possibly join the president's cabinet.
- o With the rollout of the 50th anniversary capital campaign, the president and cabinet will be pulling faculty into the execution of that campaign with greater frequency. The college will need an "all hands on deck" approach to campaign work, and having faculty both intellectually and practically engaged in the process will be absolutely crucial.

ACM

2017-2022 Academic Years

Over the next five years, the steering committee will focus on two interrelated elements that are important for the effective functioning of the campus governance system. First, the steering committee will systematically review the best ways to utilize multiple new mediums of communication, including social networking, to both inform community decision making and to encourage participation in various governance activities. Second,

the steering committee will undertake a comprehensive review of the existing minutes reporting system used by committees to both transmit information to the community and to ensure more ACM oversight of substantive decisions. This includes possible recommendations for changing the current operating model to allow committees to more efficiently make timely decisions on issues falling within their previously designated purview, while also maximizing the ability of the larger community to both engage in the decision-making process as well as perform its designated oversight function where applicable.

Standard 3: Organization and Governance (Board and Internal Governance)

Please attach to this form:

- 1) A copy of the institution's organization chart(s).
- 2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity	
Website location of documentation of relationship	
	W to to t
Governing Board	Website location
By-laws	See exhibit 3.3 https://www.coa.edu/about/administration/board-of-
Board members' names and affiliations	trustees/index.php
Doubt members names and armadons	<u>arabicos maoxismp</u>
Board committees *	Website location or document name for meeting minutes
? Exexutive	1
Finance	
Audit	
Academic Policy	
Buildings and Grounds	
Development	
Presidential Review	
Committee on Trustees	
Committee of Student Experience	
Enrollment	
Investment	
Building Project	
Major institutional faculty committees or governance groups* The Faculty Meeting The Faculty Development Group	Website location or document name for meeting minutes Exhibit 2.1
Material and a standard section of the section of t	W
Major institutional student committees or governance Student Life Committee	Website location or document name for meeting minutes Exhibit 2.1
Student Activities Committee Student Activities Committee	EXHIBIT 2.1
Campus Committee for Sustainability	
Campus Committee for Sustainability	
Other major institutional committees or governance groups*	Website location or document name for meeting minutes
All College Meeting	Exhibit 2.1
Islands Committee	
Campus Planning & Building Committee	
Personnel Committee	
Steering Committee	
Admisssions Committee	
Islands Committee	
*Insert additional rows as appropriate.	
Please enter any explanatory notes in the box below	

Standard 3: Organization and Governance (Locations and Modalities)

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes) Enrollment* (Insert additional rows as appropriate.) Location (City, 2 years 1 year Current **Date Initiated** prior State/Country) prior year (FY2015) (FY 2016) (FY 2017) Main campus Bar Harbor, Maine USA 9/1/1972 413 424 426 ? Other principal campuses Pranch campuses (US) Other instructional locations (US) Branch campuses (overseas) ? Other instructional locations (overseas) **Educational modalities** Enrollment* Date First 1 year Current 2 years prior Number of programs Initiated prior year Distance Learning Programs (FY2015) (FY 2016) (FY 2017) Programs 50-99% on-line Programs 100% on-line ? Correspondence Education Low-Residency Programs Competency-based Programs Dual Enrollment Programs Contractual Arrangements involving the award of credit CELL, NOLS, SEA | mester 2012; 2005; 2011 *Enter the annual unduplicated headcount for each of the years specified below. Please enter any explanatory notes in the box below

Standard Four The Academic Program

Description

The undergraduate program at College of the Atlantic (COA) offers a distinctive, single degree—a Bachelor of Arts in Human Ecology that emphasizes self-directed study, interdisciplinarity, and student connection with the broader world. These pedagogical ideals, combined with strong academic content, lead to a degree in human ecology.

The BA degree is granted after a student completes 36 credits and multiple additional noncredit requirements (exhibit 4.1). Of the 36 credits, 18 must be earned at COA, and a minimum of six terms must be spent enrolled full- or part-time; a COA internship may be counted as one of the six terms. The college offers three 10-week terms with full-time students taking three classes a term. One COA credit is equivalent to 3.33 semester hours or 150 hours of academically engaged work; nine credits (one full academic year) equal 30 semester hours.

For curricular planning and organizational purposes, the college is divided into three resource areas: arts and design, environmental sciences, and human studies. Each resource area has faculty representation on the college's academic affairs committee (AAC) which oversees the academic program. In addition, several ad hoc faculty and student groups are comprised of individuals from multiple resource areas, groups that include food systems, islands, and the center for applied human ecology.

Although the college lists approximately 20 areas of study on its webpage, these represent some of the ways students organize their curriculum and do not represent formal majors or concentrations. Rather they give students examples of ways they can combine their academic interests into a cohesive curriculum.

Learning Goals and General Degree Requirements

The faculty continues to be directed by educational goals and values it revised in 2006-2007 (exhibit 4.2). The college requires 36 credits for graduation. For incoming freshmen, these must include:

- Human Ecology Core Course, an interdisciplinary reading and discussion seminar, taken during the first fall term of all entering students
- Two courses from each of three resource areas—environmental sciences (ES), arts and design (AD), and human studies (HS)— and one of the arts and design courses must be a studio class, listed as ADS; among academic disciplines, studio art is the making of art as opposed to studying art history or theory
- Writing course—one writing class (W), one college seminar (W), or two classes designated as writing focused (WF or WFO where a student has the option to do additional work to qualify the class as WF). Students can also meet the writing requirement through a 4 or 5 on the AP Lang/ Lit or Lit/Comp exam or a 6 or 7 on the IB A higher level English course
- Quantitative reasoning—one of several courses with a component of quantitative work (QR)
- History—one of several courses with a component of history (HY)

For transfer students entering with the equivalent of nine or more COA credits, all of the above requirements are waived with the exception of the two courses from each of three resource areas. Transfer credits from other institutions may be used to fulfill one of the two courses for each AD, HS, or ES requirement. Approval of courses to fulfill resource area requirements from other institutions is handled by the registrar in consultation with representative resource area faculty. Up to one year of COA credit can be transferred for credits earned through AP and/or IB exams or for military service, but a minimum of two years of credit must be completed at COA.

Courses meeting resource area requirements are marked with two letter abbreviations in the online course descriptions for degree requirements, in the course catalog (exhibit 4.3), and in registration materials circulated each term. While students can file an appeal for a nondesignated course to fulfill a requirement, the review and appeals committee in making a determination relies heavily on feedback from faculty in the area of the appeal. One course can be used to meet more than one requirement (i.e. calculus simultaneously counts for both a QR and an ES requirement). The COA registrar conducts a transcript analysis for all transfer students to assess which courses meet the varying graduation requirements.

In addition there are five other graduation requirements. These have remained virtually unchanged since 2007. They include:

- Internship: All students must complete an internship that can either be for course credit: 3 credits—450 hour minimum or for fulfillment of the requirement 320 hour minimum (exhibit 4.4).
- Writing portfolio: In addition to fulfilling the first-year writing requirement, by the end of the second year students must submit a writing portfolio of expository, analytical, or argumentative writing that demonstrates competency beyond the first-year level. Transfer students entering with nine or more credits must submit a portfolio by the end of the third term of residence.
- Human ecology essay: All students are required to write an essay that reflects on their education in human ecology. This essay, a work of exposition, argumentation, or extended description or narration, must be read and approved by two faculty readers. A selection of essays, compiled by some of the writing tutors, is published annually (exhibit 4.5).
- Community service: All students must complete a 40-hour community service requirement prior to their last term of enrollment.
- Senior project: All students must complete a three-credit senior project. The credits and workload must meet the minimum 450 hours and can be done as either an intensive 3-credit term or spread out over multiple terms in the student's final year of enrollment (exhibit 4.6).

Self-Directed, Interdisciplinary Curriculum

Within the single undergraduate major, student education is largely self-directed. Students often use a combination of their interests, discussion with advisors and peers, and standards from other college programs to develop their own curriculum. Students interested in postgraduate education are typically very strategic in course planning in order to meet the standards for graduate or professional schools. This self-designed course planning appears to be successful, for 60% of COA's alumni attend graduate school within five years of graduation.

Created in 1990, the graphic of the three-tiered curriculum not only guides students as they move from introductory to more advanced courses but also gives them depth in an area and an interdisciplinary perspective. No two students go through the curriculum in the same way; rather some students acquire depth within a discipline early while others wait until much later to create depth or breadth in one or more areas. Depth, breadth, and an interdisciplinary perspective are further enhanced through expeditionary courses, internships, and independent studies—all of which develop the student's ability to conduct interdisciplinary research in a capstone project. The senior, or final, project is broadly defined in the COA catalog as a significant intellectual endeavor, experiment, research project, or original work which advances understanding in a particular academic area and brings together the student's skills and knowledge.

FINAL PROJECT

RESIDENCIES INTERNSHIPS HUMAN ECOLOGY ESSAY

TIER 3: ADVANCED STUDIES

INDEPENDENT STUDY
GROUP STUDIES
TUTORIALS
CONTINUED DEVELOPMENT OF
INDIVIDUAL ACADEMIC INTERESTS

TIER 2: INTERMEDIATE COURSES AND SELF-DIRECTED STUDY

HUMAN ECOLOGY CORE COURSE

2 COURSES FROM EACH RESOURCE AREA
(ARTS & DESIGN, ENVIRONMENTAL SCIENCES,
HUMAN STUDIES)

TIER 1: INTRODUCTORY, HUMAN ECOLOGY, AND

Several elements set COA students apart from undergraduate students at more traditional colleges. First, professors regularly meet one-on-one with students (84.8% of classes require such meetings); students often work in learning teams within classes (78% of classes require group work), and students engage with the local community (40% of the classes require students to work with regional/local partners) (standard eight). Students also undertake independent studies at a higher proportion than at most other institutions: on average 11% of all classes taken are independent studies (or about one per year per student). In addition, 76% of classes require students to give oral presentations. Following the required internship, students give either poster or oral presentations associated with their internships (100%). And finally, over 50% of students present their senior project publicly.

The college assesses writing at multiple points along the student's trajectory, initially by a review of admission material and transcript, in the first-year writing course, and the writing portfolio (exhibit 2.13). After every term faculty are asked to refer students in their courses who have writing problems to the writing center where they work with trained peer tutors to improve skills, organization, and coherence.

Although a student's progress can be followed through this simple course or requirement metric, the richest information about student achievement exists in the narrative evaluations for each of the student's classes. These evaluations are available to the students, their advisors, and in the longer version of the student transcript (exhibit 4.7). Finally in evaluating a capstone piece of work, the senior project, faculty assess the student's ability to produce original and creative work and effectively communicate it to an outside audience.

The standards for students to remain in good academic standing, the conditions for both getting on and leaving academic probation, leave of absence, withdrawal, and reapplication are clearly listed in the student responsibility section of the course catalog which is available online and in hardcopy (exhibit 4.8).

Assuring Academic Quality

While the academic policy committee of the board of trustees provides broad oversight for the academic program, the program is administered by the academic dean and two associate academic deans (currently one faculty member and the registrar) who chair the AAC, the committee that approves and sets standards for all new courses, group studies, and tutorials, oversees planning for the curriculum, and approves all visiting courses (recommended by resource areas). AAC is made up of faculty, staff, and students and has several standing subcommittees, including educational studies, internships, library, museum, and review and appeals. The faculty meeting is charged with setting academic standards. Any changes in graduation requirements must be approved by both the faculty and AAC, and then approved by a vote at the All College Meeting (ACM) before being forwarded to the president. In practice, the academic deans, the AAC, faculty meeting, and president work closely to develop and enact academic policy (standard three).

The MAP outlines priorities to be achieved from 2016-2021 and guides the college's comprehensive planning effort. Currently the college is in the second year of this process and is making progress toward 29 identified MAP goals (standard two). The MAP goals directly associated with the academic program include revisiting academic priorities last set in 2008 (goal 4), improving writing (goal 2), enhancing collaboration both within the institution and with outside partners to improve academic offerings (goals 2, 4, and 6), increasing expeditionary courses (goal 4), increasing and improving language options (goal 13), connecting campus food systems with the academic program (goal 14), improving connections between the college's islands, farms, and the Cox protectorate and the curriculum (goal 15), and reviewing the graduate program (goal 7). These MAP goals also inform a 50th anniversary capital campaign; some of the resources from the campaign will be allocated toward meeting these goals.

Although the institution has received offers to either coestablish new campuses (i.e. "COA Germany" and a branch campus in Japan) or new degree programs (disciplinary graduate program with local labs), the college has consistently declined those offers in favor of maintaining and strengthening the integrity and excellence of the small undergraduate and smaller graduate program.

Summer Program

Over the last 20 years, the college has twice piloted an on-campus summer term for undergraduates. In both cases, the college could only recruit a small number of students, and although the classes went well, the lack of financial aid during those terms and the small class sizes, even with grant-driven financial support, made the program less viable. The small size may result from a substantial number of students who meet the internship requirement in summer or participate in other experiences to build their self-directed curriculum. At this point the college has no plan to resurrect a for-credit summer term for COA students although the college continues a small credit-bearing summer program directed toward high school junior and seniors (exhibit 4.9).

Current Institutional Collaboration

Although the college has several collaborative relationships with outside institutions, the only outside certificate-driven work is with the Maine Department of Education (MDOE) and the teacher certification program. COA's educational studies program is approved by the MDOE to recommend Maine Initial Teaching Certification for elementary education (grades K–8) or secondary education (grades 7–12) in life science, social studies, or English language arts. Students interested in teaching in other areas such as arts or mathematics can pursue certification via an MDOE transcript analysis. Maine has a reciprocity agreement so that certification in Maine extends to almost every US state. In addition, nearly one-fifth of the student body who are not interested in formal certification take education classes; these students often are interested in education outside the classroom such as environmental education or educational theory and policy (exhibit 4.10).

The college has partnered with five other schools (Green Mountain College, Prescott College, Northland College, Alaska Pacific University, and Dickinson College) to form the EcoLeague consortium (exhibit 2.30). Students can apply to take up to one year at any of these colleges. The numbers for this program, which began in 2004, have remained small with an average of three students coming to COA every year and five COA students going to other EcoLeague schools. The college has a similar exchange agreement with The New School as well as a MOU with University of Maine. In addition, the college has affiliation agreements with the National Outdoor Leadership School (NOLS), the Center for Ecological Living and Learning (CELL) and Sea|mester. These offer academic credit to COA students who attend and successfully complete their semester programs. COA has also been selected to be an ASHOKA Changemaker campus.

In addition to partnerships, the college has MOUs with The Jackson Laboratory and Acadia National Park. A continuing and long-standing NIH INBRE (Idea Network of Biological Research Excellence) grant funds a Maine-based network of colleges and biomedical research institutions, including COA, Bates, Bowdoin, and Colby Colleges, Southern Maine Community College, several University of Maine campuses, The Jackson Laboratory, and Mount Desert Island Biological Laboratory. These institutions provide opportunities for faculty and student research and training. In the last year, students interned during the academic year and summer at The Jackson Laboratory, Mount Desert Island Biological Laboratory, and Bowdoin College. In 2014 the college also started a long-term collaborative effort with the Island Institute called the Fund for Maine Islands.

Academic Resources

The college has a single campus although individual class sessions and student research often take place on one of several properties, including two farms (Beech Hill and Peggy Rockefeller) on Mount Desert Island (MDI), the Cox protectorate, a 100-acre parcel of land for ecological and historical field research on MDI (gifted in 2012), and two research stations on Great Duck Island and Mount Desert Rock. Several courses, multiple faculty research programs, a variety of workshops, and student life outings currently use these properties. Utilizing these locations to strengthen the academic program is the focus of one of the MAP goals (15) and a major focus of two informal student/faculty groups, the islands group and the food group.

The college does not offer any distance learning classes, focusing instead on the importance of in-person interactions among faculty and students.

Instruction Beyond the COA Campus

Language and expeditionary courses are tied through a pedagogical connection; the college believes that language instruction should focus on students who plan to use their language during or immediately after instruction. Thus, the language offerings support expeditionary courses that have a cultural immersion component and directly follow on-campus language instruction. Currently this includes the Yucatan program, France program, and an emerging Taiwan program. In addition, the college has expeditionary courses with no language component; these either involve travel within the United States or travel to a foreign country where the emphasis of the course is not cultural immersion (e.g. international diplomacy within the UN, tropical ecology). Both language and nonlanguage programs with a significant travel component are considered "expeditionary." In addition to expeditionary courses, the college is heavily invested in allowing students to do internships, residencies, senior projects, and independent work with mentors from local institutions as well as those from around the world.

Language Instruction

To comply with the 2008 recommendation that the college focus more on language, the college developed a pedagogical model that emphasizes students' using their language skills in an immersion setting either

immediately after or during their language training. This model incorporates language acquisition with immersive experiences, spearheaded by an assigned faculty member. The current options include:

- A term of language instruction on campus followed by an immersion term internationally. This model has been very effective for Spanish, and the college has established a multi-year contract with Programas de Inmersión Cultural en Yucatán (PICY). An instructor comes to campus for fall term, and students go to PICY in Merida, Yucatan in winter term where they have home stays, continue language instruction, take a class in the culture and anthropology of the Maya, and do a multi-week independent project in a setting that is relevant to their academic focus. A second set of students interested in developing their Spanish for conducting independent work also enroll in the fall term language classes.
- Since 2010 the college has offered a spring expeditionary program in France—the French language program. This model is similar to the Spanish model with language instructors coming to COA in winter from France and students going on an expeditionary course in spring. The difference between this and the current Spanish model is that COA faculty typically have led courses to France as part of the immersion experience. During the term students take 1-2 units of language instruction, depending on the term, and 1-2 units of place-based courses taught by at least one COA professor. Currently this course is based out of the CAVILAM center for the study of French language in Vichy, France.
- Language acquisition as part of an expeditionary course. For the expeditionary course to Taiwan in winter 2017, students took Mandarin as part of their winter curriculum in Taiwan with only basic preparatory work. This course will again be offered in Taiwan in winter 2019 with language instruction on campus in fall 2018. The noncredit expeditionary activity in Japan—the Human Ecology Lab and Island Odyssey (HELIO) program—does not currently have language instruction as part of the two-week program, but the organizers of this program are considering adding in-country language instruction.
- Beginning in 2014-2015, the college has offered a course, Learning Languages on Your Own, for students who can work independently on language acquisition through a mixture of weekly class meetings, one-on-one meetings with the instructor, and extensive independent work.

Supporting Expeditionary and Independent Student Learning

In addition the college has several models for faculty to teach courses with substantial off-campus components beyond the typical day field trips. These courses are taught by faculty in all resources areas, both individually and collaboratively. Three models predominate. First, faculty teaching individual courses often have field trips outside the normal term, most often immediately after the term ends. These experiences last one-two weeks and supplement the course taught during the term; these experiences are not considered separate courses. Second, multiple faculty can teach a set of three courses, referred to as a monster course, a course experience where the entire term is off campus. All students take the same set of classes which are taught either domestically or internationally and may or may not include an immersion language component as part of the curriculum. Third, multiple faculty may teach a set of courses together, but the monster course is based on campus for the majority of the term; faculty and students either go on an extended trip during the term or faculty spend substantial time with students doing work off campus.

Starting in 2011-2012, the college helped support student expeditionary learning by having a \$50,000 Fund for Global and Civic Engagement available for scholarships to COA student participants in both COA and non-COA academic opportunities. Students wrote proposals for these funds, which were awarded by a small committee of students, faculty, and staff. This was in addition to merit-based presidential research and travel scholarships that were given to approximately 30% of the incoming class and typically ranged from \$2,500 to \$5,000 (average for 2010-2016 incoming classes). These funds successfully supplemented student expeditionary activities through 2014-2015. In 2015, these funds were combined with other college endowed and nonendowed funds to create one \$1,800 expeditionary fund for

every student, available after a year for incoming first-year students and after a term for transfers. These funds also support additional course fees and expenses related to internships and senior projects. Guidelines were created for obtaining the funds (exhibit 2.18), and all students have access to the same amount of funding. A small supplemental fund was created for advanced students to request extra support. In addition to this funding, the college still budgets \$80,000 per year to support language and expeditionary courses—funds that are administered by AAC and academic deans.

Along with institutional support, the college has pursued and received grants to help support expeditionary and advanced coursework outside the classroom. The college is now in the 14th year of a NIH collaborative INBRE grant. This annual award of \$70,000-\$90,000 provides for student education and research training at other INBRE institutions and has typically supported a workshop for 10-15 students and additional support for five to eight student research fellows per year. The grant pays for student training through workshops, academic year fellowships, and summer fellowships. This work has led to a separate MOU with The Jackson Laboratory to provide additional funding for "Fellows in Biomedical Research" at the lab. A \$3 million endowed "Fund for Maine Islands" (FMI) supports a collaboration with the Island Institute—a collaboration that includes expeditionary courses, advanced coursework, and independent student and faculty work around four main themes: energy, agriculture, education, and climate change. This funding has already led to successful expeditionary courses to Samsø Island in Denmark to study energy independence. The energy focus has also helped to establish an oncampus community energy center where students and faculty work within and outside the college to develop energy solutions for the school, residents, and businesses; this work has been supported by a USDA rural energy grant. With support from FMI, the educational studies program is currently finishing a three-year project consisting of three separate programs: one in communities on Mount Desert Island, another on environmental sustainability, and a third project in island and remote coastal schools. This work includes piloting zoom rooms (distance technology), two summer teacher institutes, a new web platform for sharing resources among teachers from remote schools, and student-teacher placements in remote schools. This three-tiered program has approximately doubled the college's K-12 educational partners and increased its presence in schools outside the MDI area. The program also supports ongoing farm-to-school and farm-based summer enrichment programs serving local middle school students.

In 2016, the college received funding for the Henry David Thoreau Environmental Leaders Initiative to support students attending the UN Framework Convention on Climate Change, leading local projects in renewable energy, and developing leadership and organizing skills through a series of workshops. More traditional field-ecology research has been supported by a Davis Foundation grant for integrating courses and advanced student work in watershed ecology (\$140,000, 2012-2015). This grant supports the development of intermediate courses in field ecology and independent work for students through internships and senior projects in the Northeast Creek watershed on MDI. Finally in 2017 the college signed an MOU with Acadia National Park to fund Acadian Scholars, a program that funds student collaborative projects with national park personnel. All of these grants support independent research by students with faculty or outside professional mentors.

The college currently maintains two annual grants that provide general block funds for students or faculty research. The Maine Space Grant Consortium annually allocates grants between \$12,000 and \$15,000 for student science research. Student awards are competitive and range from \$500-\$3,000. Beginning in 2016, the Salisbury Cove Fund has awarded \$15,000-\$20,000 annually to support student-faculty collaboration in marine biology and physiology.

Ethical Research Review Board (ERRB)

In 2007 the number of student and faculty conducting independent research in human settings necessitated that the college strengthen and formalize its institutional review board as the ethical research review board (ERRB). The college has a clear and accessible website (http://www.coa.edu/academic-

services/errb/) that gives information on the application process, the meaning of informed consent, and additional resources for students and faculty who conduct research projects involving human subjects. This review process is necessary for any independent student project that involves human research. The importance of the ERRB to the success of students' pursuing advanced work cannot be overstated, particularly given the college's emphasis on working with outside communities, its strong interdisciplinary approach, and the number of students with varied training in anthropology/sociology interested in doing research on human subjects. ERRB trains and mentors students—training and mentoring that are critical for the ethical treatment of human subjects and the success of many students' advanced work. On average, ERRB reviews 10 to 20 student applications per year.

Graduate Program

The mission of the graduate program is to provide a small group of students (four to 10 per year) the opportunity to create an interdisciplinary, thesis-based Masters of Philosophy degree in Human Ecology with a team of faculty mentors. Students come into the program with a thesis outline that they have worked on in collaboration with multiple faculty members. The graduate program is outlined on the college's web page: http://www.coa.edu/academics/graduate-program/with a more detailed application process listed here: http://www.coa.edu/academics/graduate-program/application-process/. In addition, the program is described in the course catalog (exhibit 4.3).

Once in the program, students are required to take 18 total units, nine course credits which might include several tutorials or independent studies and nine thesis credits. Since there are no separate graduate classes that count as course credit in the graduate program, a student must (a) take at least a 3000 level (intermediate) or higher course, (b) decide with the instructor on ways to add to the course to make it creditworthy at the graduate level, and (c) receive at least a B in the course. During the program, students are required to file a course of study (first term), create and defend a thesis proposal (end of first year), and ultimately create and defend a thesis (two to four years). All students must have a committee of three individuals, at least two of whom must be COA faculty (including the chair), and a third member can be a COA faculty, teaching or research staff, or an outside professional.

In 2009, after extensive interviews with faculty, staff, students, and board, the associate dean of advanced studies finalized a report on the graduate program and then vetted the draft through the faculty meeting (exhibit 4.11). This report included 19 recommendations, many of which have been implemented.

Graduate students can receive financial support from the college in two ways. After their first term students can apply for graduate assistantships as either research or teaching assistants that provide a part-time salary and one-third tuition reduction. In addition, the college has experimented with multiple work fellowships for graduate students. The work fellowship program comes with a tuition waiver and a stipend in exchange for "useful and necessary work" at the college (of the three students who piloted this project, two were highly successful, both in the area of sustainability, while a third student in sustainability stayed in the graduate program but was not a successful employee). Students typically finish the program in two to three years; the few students in the work program are officially part-time graduate students and typically take three to four years.

Until fall 2016 the graduate program was led by an associate dean for advanced studies. This position was vacated in 2016, and the academic dean and an associate academic dean led the program in 2016-2017. The associate academic dean is directing the program in 2017-2018.

Appraisal

In this section the college is focusing on those areas that require attention. This standard only briefly mentions advising and orientation, for these areas are covered in more detail in standards two and five.

Academic Leadership Transitions

Over the last 10 years, eight individuals have chaired or cochaired the academic affairs committee (2016-present, Petersen, Allen; 2013-2016, Clinger, Ressel; 2011-2013, Hess; 2010-2011, Tai; 2008-2010, Hill; 2006-2007, Cass). This, combined with other faculty who had previously chaired this committee, has given the college a deep pool of experience for academic leadership, but the learning curve for this number of chairs has caused some inefficiency. Over this period, the college has had a single academic dean who has provided consistent leadership over the broader academic administration.

Integrity of the COA Academic Credit

CIHE in an April 2014 letter asked the college to include an update on the institution's success in monitoring compliance with the new federal requirement of a minimum of 150 academically engaged hours in order to receive credit (exhibit 4.12). The faculty devoted several faculty meetings to this issue and looked at ways to ensure all credit-bearing activities met the 150 hour expectation. As a result, many faculty added additional work sessions, discussion groups, extended projects, and readings to assure course compliance. All syllabi are now required to include a statement specifying that students must spend a minimum of 150 hours in academically engaged time in classes to receive credit. One area where the college felt it did not have a good understanding of time investment toward class credit was in independent studies. Beginning in 2013-2014, the college required students to outline in their project proposals how they would meet a minimum of 150 hours in completing the independent study and assigned a faculty member to track self-reported student hours. In fall 2016 responsibility for tracking student hours was shifted to the registrar's office; students were required to submit time logs to the registrar before credit was awarded. Beginning in spring 2017, the college modified its policy and made monitoring of time logs the responsibility of the independent study director. Similarly senior projects and residencies, which carry three credits, require 450 hours of academically engaged time. Proposals for senior projects and residencies must address how students will meet this expectation, and students must also submit a time log to the faculty director at the conclusion of their work for evaluation. These changes effectively front-load the discussion and consideration of hours to the beginning of the academic work and puts the review of the hours in the hands of the project director. The college believes both of these changes assure compliance with the credit hour expectation and is now confident that all credit-bearing activities comply with the federal mandate.

Over the last 10 years, some intensive two-week courses have received COA course credit. These included the molecular genetics "short course" at Mount Desert Island Biological Laboratory over the two-week spring break, the summer program for high school juniors, and a pilot summer program. When it was clear that the course hours in the molecular genetics short course did not support a COA credit, the college attempted over two years to expand the course into spring term, but pedagogically this was unsuccessful. The college determined that these offerings, while valuable, do not meet the standard for a COA credit. The summer program has been moved from 1 credit to 0.6 credit. Although noncredit workshops such as the molecular genetics workshop no longer receive credit, the noncredit workshop is included in the student's transcripts as a 0 credit with an instructor's narrative and student evaluations. In the last three years, the molecular genetics short course has shown a steady enrollment of 10-12 students per year with this model, nearly identical to the enrollment when the activity was offered as a credit-bearing course. Students are given the option of combining the workshop with additional independent work to form an independent study; of the 30 students to date, only one has elected this option.

In spring 2016, faculty agreed that all syllabi should also have a standard statement concerning academic misconduct (plagiarism, cheating, and falsifying or fabricating data). Over 2016-2017, the college reminded faculty of these requirements, including the 150-hour credit hour and academic integrity statement, checked all syllabi for their inclusion, and asked faculty who had not included these statements to revise their syllabi. Putting these statements in the syllabi reminds both faculty and students of the ethical expectations associated with academic study.

In fall 2016 the academic affairs committee proposed increasing the minimum grade for fulfilling all graduation requirements from any creditworthy grade to a C or credit. This change in graduate requirements was approved by faculty, AAC, and ACM.

Starting in summer 2016, the college began a new summer student experience, HELIO (Human Ecology Lab and Island Odyssey), a collaborative program between COA, the AshokaU consortium, and a group of academics interested in the viability of starting a new Japanese college on Ōsakikamijima. This program was successful in 2016, is being repeated in 2017, and student applications for the program are twice the capacity of the program. Students will receive a narrative evaluation for this noncredit experience on their transcript starting in summer 2017. This program has the potential for an independent study credit, but only if combined with substantial work outside of the initial trip.

Learning Goals and General Degree Requirements

Since 2007, general degree requirements have remained unchanged (standard eight). The learning goals have been consistently reaffirmed in faculty and AAC meetings. The NSSE surveys suggest that students are satisfied with the level of learning and engagement. Anecdotal evidence from graduates indicates that the COA curriculum has given them the skills, disposition, and knowledge to succeed in graduate or professional schools and in their careers. But despite this anecdotal evidence, the faculty would like to pay additional attention to the foundational curriculum (see projection section).

Academic Priorities

In 2008, a group of faculty produced an academic priorities document highlighting several distinct faculty positions or areas of growth in the curriculum for the next five years (exhibit 2.12). The identified academic priorities from this document have been largely met over the last 10 years. Hires in art history, anthropology, and botany along with new positions in food systems, geology, and performing arts were all successfully completed. An unsuccessful search for a position in computer science was conducted in winter 2017, and the search will continue in 2017-2018. Two areas that were not filled with new hires from the list of priorities were public health and an initiative in human studies focused on Asia or Africa. However, in the past two years, the college has had multiple expeditionary courses or activities to Asia (Taiwan, Japan) and has hired an anthropologist with a strong interest in Northern Africa and the Middle East. Identified language needs from the 2008 document were addressed with a focus on language immersion for Spanish and French. In addition, modest improvements have been made in the writing program over the last 10 years based on identified needs (i.e. additional staffing, improvements in writing rubrics, and additional training for writing tutors). In fall 2017, the college will begin implementing the plan developed in 2016-2017. This plan calls for additional improvements to the writing program, and a major initiative (exhibit 2.13) to address these needs is included in the capital campaign.

In 2016-2017, the college reconvened an academic priorities group (goal 4) and produced a nonprioritized planning report (exhibit 2.12). The academic deans, the faculty, and the AAC will work together to prioritize the goals outlined in this document during the 2017-2018 academic year.

Internships

In fall 2016 at the faculty retreat, faculty extensively discussed the internship requirement. Several broad recommendations emerged, and the internship committee worked on those over the 2016-2017 academic year. The first recommendation—to reduce the required number of hours for fulfilling the noncredit internship to a minimum of 320—was approved unanimously at the ACM in March 2017 after approval by AAC and the faculty. In spring 2017 AAC made additional clarifications, including allowing faculty and staff to sponsor internships. More nontraditional models such as doing an internship part-time over a longer time period or doing part or all of an internship remotely (offsite) will be considered on a case-by-case basis and would need a compelling reason to stray from the immersive onsite model.

The internship requirement continues to be one of the hallmarks of the college's degree program and a major component of the undergraduate curriculum. The college does not supply students with internships; part of the educational process is for students to find and successfully obtain internships. Over the past 10 years, the requirement was set at 400 hours of work onsite with a supervisor; this was increased to 450 hours in fall 2015 to equal the minimum amount of work required for a full term at COA (three credits). The 450 hour requirement remains the standard for internships for college credit.

Approximately two-thirds of students fulfilling the internship requirement do not take internships for credit, and the vast majority of these internships are done in summer. During the academic year, a smaller but significant number of students fulfill their internship requirement, and the majority of these do so as credit-bearing internships. Upon returning to campus after the internship, all students are required to submit a report and give a campus presentation. The internship committee, a subcommittee of AAC consisting of faculty, students, and staff, reads and approves internship proposals and reports.

Beginning in 2010, students and a faculty member coorganized a student science research symposium in the fall with approximately 20 students annually giving short reports on their internships, senior project research, and other academic research conducted over the previous year (exhibit 4.13). Science faculty also distribute lists of both research opportunities and funding at this time. Additional internship presentations have evolved from short oral presentations to larger group poster presentations.

Expeditionary and Advanced Coursework

There is a growing desire for faculty to teach expeditionary courses. Over the three-year academic period 2017-2020, 17 permanent faculty indicated an interest in directing an expeditionary course. This is an increase from 10 for the previous three-year period. This level of interest is both exciting and challenging. Students report that these expeditionary courses not only give them the types of immersive educational experience they value most but also help to focus their future advanced and independent work. Limitations in terms of how many expeditionary courses the college can offer are centered on loss of faculty and their disciplinary courses from campus and the financial costs of these courses. The smaller average size of expeditionary courses and the higher percentage of team-taught courses also produce a slight rise in the need for additional courses in those terms when faculty are off campus. When expeditionary course trips occur during the term, the college loses a faculty member's on-campus advising and administrative workload for that term. The loss of a faculty member for a term often means the loss of expertise in a particular discipline. The college currently has a limit of one term per year for full-time faculty members to be gone on expeditionary courses.

Graduate Program

In the last self-study, financial support for students was seen as a major weakness in the program. To help remedy this situation, the college increased both its graduate assistantship program and its work fellowship program. During 2016-2017, all students with the exception of those in their first term had one of these two types of financial support.

In 2016-2017, seven students were enrolled in the program with four additional students continuing work on completing their thesis research. These graduate students had nine different major professors with four additional faculty and several additional researchers on their committees. Recruitment has increased to an average of four students per year, versus 1.6 over the first 10 years of the program. This is a level that could be, or is very close to being, sustainable. The very small cohort numbers make it difficult to assess graduation rate which range from 25% to 100% over the past four years.

Beginning in 2016-2017, the program reinstated regular meetings of graduate students under the guidance of an associate academic dean. In addition to providing scheduled time for skill building in writing thesis

proposals and presentation skills, these meetings provide an opportunity for individual students to present their thesis work. Although the broad academic interests of this group create challenges, the college has found that the commonality of being in a highly independent, interdisciplinary graduate program creates substantial areas of overlap in student interest and that group cohesion and collaboration are increasing. In 2017-2018 an associate academic dean will take over as the graduate program director.

Projection

The majority of the work in the academic program over the next several years will be directed by the MAP and includes advising, writing, the human ecology core course, and the introductory biology sequence (standard two).

Resources Available for the Academic Program

Over the last 10 years, the college has successfully increased support for internships as well as advanced, independent, and expeditionary work of all kinds. This has led to a series of well-funded intermediate and advanced disciplinary and interdisciplinary offerings. But over the same time, the physical plant has remained largely unchanged, and there has been minimal investment in the foundational curriculum. Just recently, the college has begun to examine ways to improve how these courses are taught, both from a facilities and pedagogical viewpoint. Several pilot projects as well as a major planning project for more and improved teaching space are underway.

Since the last self-study, the amount of money available for course enhancement and professional development of faculty has substantially increased, but most of that money is funneled through faculty chairs or endowed funds. The 13 faculty with chairs have discretionary funds of \$2,000 to \$7,000—funds that have been used primarily to enhance professional development of faculty, subsidize advanced student work, and reduce course fees for expensive expeditionary courses. There is a small fund (currently at \$8,000) for faculty who do not have chair funds to support professional development, and the arts and design faculty have a \$25,000 endowed annual fund to enhance the arts to purchase equipment and to provide professional development funding. Other than these funds, faculty have individual faculty budgets (\$300 per course), and classes with labs, studios, or extensive field trips typically charge an additional course fee of up to \$100 per student.

Foundational Curriculum

Currently the college is in the early stages of revisiting several elements of the foundational curriculum. This includes the writing requirement, the human ecology core course, and the introductory biology and environmental studies curriculum. A common theme in these revisions has been to have these courses taught by faculty within their area of expertise, so although specific topics might differ between different sections of the same class or a class that meets the same requirement, the classes would still meet the same set of learning objectives. In 2018-2019 the faculty will examine other areas of the foundational curriculum and the first-year experience.

Writing for the Future

Traditionally writing faculty have taught first-year writing seminars as well as intermediate and advanced writing classes—any one of which satisfied the first-year writing requirement. A subset of students have this requirement waived with adequate scores in standardized writing assessments (AP or IB); in 2016-2017 using these metrics, 21 students had their requirement waived. An alternative way to fulfill the writing requirement has been for a student to take two writing-focused (WF) courses, but recently this option has not been used by many students, possibly in part because the number of WF classes is relatively small; some students who enroll in WF course do not choose the writing focus option. During 2016-2017, a faculty, staff, and student working group explored ways to improve the teaching of writing. One outcome of this study was to move away from strictly academic writing. While some courses will still include writing for a specific academic discipline, other courses, particularly the first-year seminars,

will teach a variety of genres so that students can more effectively communicate using quantitative data as well as words to illustrate and/or support a point or thesis. This focus should help to remedy a complaint from many faculty, namely that students after taking a first-year writing course cannot transfer those communication skills to other classes. This study also recommended that the college pilot several college seminars. These seminars will combine a strong writing component in a topical area to produce a more engaging first-year writing experience. One is being taught in fall 2017 and one in winter. In spring 2018, the college will offer a course in analysis and argument in conjunction with a course on introduction to the legal process. In 2018-2019, the college plans to offer four college seminars; depending on their success, these seminars may either supplement or ultimately replace the current writing seminar classes. The writing task force and the writing program director will implement and monitor the effectiveness of these directives. These seminars will be evaluated based on the 2014 WPA outcomes statement for first-year composition (exhibit 2.13).

The Human Ecology Core Course

Traditionally the core course has been a multiple section seminar-style course where students have a small discussion section led by a faculty member twice a week with a large weekly lecture typically given by one of the several faculty teaching the course that year; materials from that faculty member are discussed during the week in the small sections. In 2016-2017, the faculty changed the model, starting each small section with a single faculty member, but then having each section rotate through all the faculty for one week each. This approach gave students broader exposure not only to faculty but also to the many fields comprising a human ecological perspective. In place of the large weekly lecture, students had extended field, lab, or studio time with professors working in their disciplines. The course finished with students returning to their original professors where they worked in groups to produce a final interdisciplinary product. Extensive evaluation was done at the end of the class, and the college devoted an ACM to a community discussion of the alternative models for teaching this course. This new model, with slight modification, will be used by the instructors for the 2017 course as they continue this experiment.

Introductory Biology and Environmental Sciences

Four introductory biology courses are taught every year—ecology: natural history, marine biology, biology: cellular processes of life, (formerly biology 1), and biology: form and function (formerly biology 2). Previously the latter two classes were taught by multiple instructors during a term using the same general syllabus and doing identical laboratory work and lectures. Starting in 2015-2016, the college allowed faculty to customize their course as they saw fit, reducing the similarity in details while trying to maintain the overall content and learning goals of the two courses. The college also allowed faculty to teach the courses in different terms, giving students more flexibility on when they could take these courses. This model is preferred by multiple faculty who feel that they can teach more effectively using material they are more knowledgeable about and more engaged with while still covering the same topics. The initial two-years of courses were completed in spring 2017. In 2017-2018, not only will the effects of the change be analyzed but the learning content and goals of each course will be clarified. The initial analysis suggests that the new model serves similar numbers of students, but that the class sizes are more variable with students in a given term sometimes being limited by a single instructor. The largest cost of the course is that some first-year students are being turned away from the course in a specific term where in the past the faculty accommodated all students in what was often functionally a multiple-section course.

In addition to introductory biology, the college offers both introductory chemistry and geology classes with strong field components. The college will hire a new chemistry professor in 2017-2018; the emphasis in the search will be on finding someone with a strong environmental chemistry background who can integrate analytical methods in the field and lab with their classes. Along with faculty from two western colleges, the college's geology faculty member has a collaborative STEM Education NSF grant

to work on professional development of environmental STEM students. For both of these fields, the college is examining how these classes can be better integrated with other field-based science classes.

Internships

As the world of work continues to change, the college continues to determine how the required internship can best help students experience the evolving job market. Two challenges seem most important. First, many groups, in particular nonprofits which make up a large proportion of the internship sponsors, create voluntary, unpaid internships for students—internships that are only available for middle- and upper-class students who can afford an opportunity without compensation. In the past, the college has sought grants that include stipends for COA interns, working either directly with a COA faculty member or together as part of a partnership. In addition to being part of the INBRE group which funds some students, the college has increased these opportunities by forming partnerships with The Jackson Laboratory through the Biomedical Research Fellows program and Acadia National Park through the Acadian Scholars Program. Assuming that these programs are successful, the college will use some capital campaign money to increase partnerships so students can pursue paid internships at similarly successful institutions.

Second, the world of work is becoming both more virtual with workers often having to piece together either part-time opportunities or working online without direct supervision. The internship committee has agreed to explore these potential internships with students on a case-by-case basis with the caveat that there would have to be compelling positive gains from these opportunities to outweigh the loss of onsite mentorship or the immersive experience of a full-time opportunity.

Expeditionary and Advanced Coursework

The college's capital campaign currently includes a category for raising \$500,000 to further endow the expeditionary learning fund by approximately \$25,000 a year. These additional funds will help alleviate some of the financial constraints associated with teaching these classes. A more difficult task is determining how to schedule these courses to minimize conflict among different courses and the best mechanism for deciding which expeditionary courses to allow while delaying or denying other courses. Although these courses clearly attract students they are costly not only financially but also curricularly. In evaluating these courses the college should consider both benefits and limitations.

Graduate Program

The college envisions moving forward with a total of six-12 graduate students at any one time in the program; currently the numbers are in the five-10 range. In 2016, graduate students commented that they wanted their additional work in undergraduate classes to be more engaging and that too much of their additional work has been "more of the same." The college has communicated these wishes to faculty and hopes to see improvement in advanced work in these classes. The graduate committee will check back with graduate students in approximately two years.

Beginning in fall 2017, the college will create a checklist for graduate students through the registrar's office to follow their progress at an institutional level. By fall 2017, the college will have a student and mentor handbook for graduate students and their advisors. Currently the information for students is limited to what is in the college catalog and on the website. The college will continue convening regular meetings of graduate students as a group; these are held biweekly and have been seen as very positive for both the individual graduate students and the program's cohesiveness. The graduate committee will review and evaluate the program at the end of the 2018-2019 academic year.

The college is somewhat concerned with the relatively low completion and/or retention rate of students in the graduate program, currently at approximately 67%. With the focus on undergraduate retention, the college has not yet investigated the graduate retention rate. The college is particularly interested in determining whether the differences in retention rate are due to a poor fit for the incoming students,

financial stresses, students' belief that they are not receiving adequate support, or other reasons. In 2017-2018, the graduate committee and the academic deans will analyze these data and modify the graduate program in 2019-2020. The program will be reassessed after the modifications have been in place for two full years.

Standard 4: The Academic Program (Summary - Degree-Seeking Enrollment and Degrees)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree- Seeking
Main Campus FT		311	6					317
Main Campus PT		21	1					22
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations FT								0
Distance education FT								0
Distance education PT								0
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	0	332	7	0	0	0	0	339
Total FTE		324.67	6.67					331.34
Enter FTE definition:	3 or more credits=1.00	2 cr = 0.67, 1 cr = 0.33						
Degrees Awarded, Most Recent Year		83	3					86

Please enter any explanatory notes in the box below		

Standard 4: The Academic Program (Summary - Non-degree seeking Enrollment and Awards)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non- degree-Seeking	Total degree- seeking (from previous page)	Grand total
Main Campus FT			1	1	317	318
Main Campus PT		4		4	22	26
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations FT				0		0
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	0	4	1	5	339	344
Total FTE		1.33	1.00	2	331.34	333.67
Enter FTE definition:	3 or more credits=1.00, 2 cr = 0.67, 1 cr = 0.33					
Certificates Awarded, Most Recent Year						

Please enter any explanatory notes in the box below

Standard 4: The Academic Program (Headcount by UNDERGRADUATE Major)

	Number of	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal
For Fall Term, as of Census Date	credits*	(Fall 2013)	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)
rtificate (add more rows as needed)		(1 an 2010)	(1 411 2011)	(1 411 2015)	(1 411 2010)	(1 an 2017)
Total		0	0	0	0	
sociate (add more rows as needed)		· ·		v	· ·	
(
Undeclared						
Total		0	0	0	0	
accalaureate (add more rows as need	ded)					
Human Ecology	36	356	365	333	332	3
<u></u>						
Undeclared						
Undeclared	Total	35/	365	323	332	3
Undeclared	Total	356	365	333	332	3

^{*} Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

COA has one major for all students, Human Ecology. All students must complete 36 credits (1 COA credit is equivalent to 3.33 semester credits).

Standard 4: The Academic Program (Headcount by GRADUATE Major)

	Number	3 Years	2 Years	1 Year	Current	Next Year
	of	Prior	Prior	Prior	Year	Forward (goa
	credits*	(Fall 2013)	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)
aster's (add more rows as need	led)					
Human Ecology	18	8	8	10	7	
Total		8	8	10	7	
octorate (add more rows as nee	eded)					
Total		0	0	0	0	
rst Professional (add more row	s as needed					
(,				
Total		0	0	0	0	
ther; specify (add more rows as	needed)					
- , , , , , , , , , , , , , , , , , , ,						
		0	0	0	0	
Total						

^{*} Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

COA has one major for all students, Human Ecology. All students must complete 18 credits (1 COA credit is equivalent to 3.33 semester credits).

Standard 4: The Academic Program (Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

?	3 Years	2 Years	1 Year	Current	Next Year
	Prior	Prior	Prior	Year	Forward (goal)
	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(Fall 2017)
Indergraduate (add more rows as neede	· 1				
Human Ecology	10,789	10,519	9,826	9,464	9,950
m . 1	40.700	10.510	0.024	0.464	0.056
Total	10,789	10,519	9,826	9,464	9,950
Graduate (add more rows as needed) Human Ecology	27/	202	257	100	0
Human Ecology	276	203	256	190	9
Total	276	203	256	190	90
nformation Literacy Sessions					
Main campus					
Sessions embedded in a class	7	8	7	6	1
Free-standing sessions	1	1	1	1	
Branch/other locations	•		•		

Sessions embedded in a class Free-standing sessions Online sessions

0	0	0	0	0

URL of Information Literacy Reports:

Please enter any explanatory notes in the box below

Under Information Literacy Sessions: We have not completed this year so I am not sure how many class sessions we will be asked to do in Spring term. Due to staff size and general interest, we have not been offering free-standing sessions. Instead, we have an open door policy for reference help in the library. Prior to 3 years ago, we worked with staff in the CORE course to offer required information literacy help on assignments outside the classroom. Each Fall we offer a one hour Library Open House for new students. This is generally well attended and is hosted by library staff and library work study students. Students participate in a game requiring them to visit stations around the library that help them learn about our resources. (I am counting this as our 1 free-standing session). We do not offer formalized online info lit sessions. However, we regularly get emails from students with questions and we answer these anytime we check our email, whether during work hours or not. Finally, we do not regularly provide information literacy reports. However, information about information literacy is generally embedded in our Annual Report.

Standard Five Students

Description: Admission and Financial Aid

College of the Atlantic (COA) attracts and seeks to serve students committed to understanding the world and addressing social, political, and environmental issues through the lens of human ecology. Coming from more than 35 states and 46 countries, the college's student body brings a diverse mix of backgrounds and perspectives. Guided by the college's mission, the admission staff recruits students who have the maturity, resilience, intellectual curiosity, self-direction, compassion, idealism, and academic capacity that will allow them to thrive in COA's largely self-designed, experiential, rigorous, and highly participatory academic community (exhibit 5.1).

Student recruitment activities include the purchase of search names, email and social media outreach, limited print mailings (brochure, Fall Fly-In invitation, viewbook), annual travel to targeted high schools and college fairs in New England and the Mid-Atlantic, international travel to approximately 10 United World Colleges each year, a book award program, campus visits and tours offered every weekday (excluding some holidays), and annual events including the Fall Open House, Fall Fly-In, Admitted Students' Reception, and a summer event for college counselors. The college's recruitment and admission procedures are designed to reflect the college's individual approach, and the admission staff encourages prospective students to connect with current students, faculty, and staff through direct communications, one-on-one meetings, interviews, and sitting in on classes. Recruitment activities are assessed and modified each year based on enrollment outcomes. The admission staff includes the dean of admission, an associate director of admission who oversees operations, events, and visits, two admission counselors, and an assistant who not only is shared between the admission and financial aid offices but also manages the college's front desk and mailroom.

Integrity and transparency are central to the college's ethos and serve as the foundation of its recruitment and admission practices. COA's admission practices also adhere to the National Association of College Admission Counselors' Statement of Principles of Good Practice. In keeping with the participatory nature of the college's governance system, the admission committee is an official committee of the All College Meeting (ACM) and includes faculty and student members who, along with admission staff, read applications and make admission decisions. Committee meetings are conducted in executive session to maintain privacy and confidentiality with a summary of application and enrollment data presented annually to the ACM (exhibit 5.2). Applications are reviewed for both academic and personal qualities using an institutional rubric (exhibit 5.3). COA accepts the Common Application, and all applications are printed out and read in hard copy. Beginning with the 2017–2018 application cycle, applications will be read and reviewed digitally for increased efficiency and to better serve the college's ecological mission.

With new leadership in the admission office in July 2013 came the formation of a collaborative, multi-departmental "enrollment team" facilitated by the dean of admission and includes the director of financial aid, registrar, administrative dean, president, and—in matters related to retention—the dean of student life and academic dean. This team uses an enrollment management approach to develop annual and long-term goals and plans related to recruitment, retention, financial aid, and net tuition.

Financial aid at COA is distributed according to clearly defined policies and procedures that are publicly available on the college's website: coa.edu/admissions/financial-aid/apply-for-aid/. All domestic students seeking need-based financial aid must each year complete the FAFSA and COA Financial Aid Application. International students must complete the COA Certification of Finances Form and the COA Financial Aid Application for International Students. Eligibility for merit aid such as presidential and dean's scholarships is determined through the admission process, and is also described on the college's website: http://coa.edu/admissions/financial-aid/scholarships/. The college's processing of aid awards

complies with federal guidelines and with the college's ongoing commitment to provide robust financial aid to students with need. Currently 83% of students receive need-based aid, and the college meets more than 96% of total student need. Overall, 95% of students receive some form of financial aid or scholarship. Upon graduation, the average student debt load is \$26,723, and in most years the student loan repayment default rate is 0.

In addition to a letter detailing comprehensive information about student financial aid (exhibit 5.4), all students with student loans as part of their financial aid package receive group entrance counseling during orientation, and they are directed to complete a Master Promissory Note (MPN) and entrance counseling at www.studentloans.gov for Stafford loans in advance of arriving at COA. For those with Perkins loans, the servicer, ECSI, contacts students to complete a separate MPN and entrance counseling through its website. No student loans are processed unless these steps have been completed. When a student becomes enrolled less than half-time in any term, they are guided to exit counseling for Stafford loans at www.studentloans.gov. Perkins borrowers are contacted by ECSI for exit counseling as well. In May of each year the financial aid office provides an exit counseling session which reviews debt, repayment options, budgeting, credit reports, credit scores, and the Educational Opportunity Tax Credit (EOTC/Opportunity Maine).

Appraisal: Admission and Financial Aid

COA has prioritized several enrollment, admission, and retention goals. These include maintaining a strong, diverse student body of 350 FTE, increasing first-to-second-year persistence from 81% to consistently over 85%, increasing the six-year graduation rate from 71% to consistently over 75%, and decreasing the discount rate to 50% while continuing to offer robust financial aid. Overall, the college's recruitment, admission, and enrollment activities are undertaken with a focus on student quality and net tuition.

Admission and Yield

In the 10 years from FY08 to FY17, the college's first-year applicant pool has grown from approximately 290 to 490 applications. On average, the acceptance rate has been in the mid-70s with a high of 80% in FY10 and lows of 63% and 64% in FY12 and FY17. Yield has been on a gradual downward trend that offsets the increase in applications, moving from the mid-30s to mid-20s although early indicators point to a yield above 30% for FY18 (exhibit 5.2). While the acceptance rate appears comparatively high, COA's applicant pool is particularly self-selecting; most students who apply have a robust sense of the college and what makes it unique, are very strong students, and are seriously considering COA. The admission committee takes what it considers to be some "academic risks" each year in its admission decisions, particularly in admitting students with a combined academic/personal admission ranking of 7 or higher. Over the last four years and in the near future, the committee is focused on marginally increasing selectivity to enable taking fewer admission risks (exhibit 5.5).

Recruitment and Marketing

COA's website serves as the college's primary recruitment tool. In 2015, the admission office coordinated a complete redesign of the site with a focus on its primary audience of prospective students and families and important secondary audiences, including current students, faculty, staff, donors, and alumni. COA's redesigned site was awarded a national CASE (Council for Advancement and Support of Education) gold award in 2016, one of the highest honors a college website can receive. In keeping with its limited budgetary resources and focus on sustainability, the college uses minimal printed materials: a brochure, viewbook, Fall Fly-In invitation, visit packet, and an admitted student booklet (exhibit 5.6). The admission office will redesign many of its printed materials in 2017–2018 with the goals of better aligning messages with the college's website, using less paper, and directing prospective students to the website. Email and digital outreach are managed in house using the college's Student Information System (CAMS) and MailChimp email marketing. This system, while functional, is highly labor intensive and

offers limited capacity for analyzing and segmenting the prospect pool for a more targeted outreach. In 2017–2018, the admission office will launch Technolutions Slate software to manage its recruitment, admission, and communication processes.

Prior to 2013, the admission office had largely eliminated recruitment travel due to a low direct return on investment. This tactic, while logical on the surface, did not take into account the importance of visibility and brand awareness for the college, particularly among college counselors and others who influence college choices. In 2016 and 2017, COA's trustees provided a special allocation of funds to test more intensive fall and spring travel, particularly to progressive and environmentally focused high schools and those where the college would like to maintain or build relationships.

One of the main ways prospective students find COA is by searching online for green colleges. In 2013, the college's sustainability and communications offices determined that they no longer had the capacity to gather and report sustainability data for the Princeton Review and Sierra Club's national rankings on sustainability in higher education. Due to the importance of these rankings to the college's recruitment efforts, admission staff worked with sustainability staff to reenergize the data gathering and reporting processes. These renewed efforts led to COA's being ranked as the top green college by both Sierra Club and Princeton Review in 2016, and have engaged many students and staff in documenting and quantifying the college's sustainability activities. This is one of many ways that COA admission staff members often wear several different and nontraditional hats.

Enrollment

COA's primary enrollment goal is to maintain a student body of 350 FTE, but the college has yet to consistently meet that goal. In fall 2013, in an extraordinary effort to grow enrollment, COA brought in its largest-ever incoming class (over 130 students including both first-years and transfers). Subsequently, there were several years of above-average attrition from the 2013 incoming cohort which can be partly attributed to less-selective admission practices in the effort to grow enrollment. After focusing for many years on admission numbers as the primary tool for achieving enrollment goals, the college recently shifted to an approach that relies equally on admission and retention. In 2016, a largely qualitative "thrivers study" looked at faculty-identified thriving third- and fourth-year students in an effort to better understand and affirm the qualities that lead to success at COA (exhibit 2.24). In fall 2017, the college's enrollment team launched an enrollment and retention analysis and planning project aimed at developing, prioritizing, and implementing enrollment management strategies across the student life cycle. One challenge of COA's especially small student body is that small fluctuations in retention can be extremely hard to predict and can have outsized impacts on the college's budget.

Diversity

In 1999, COA became one of the initial partner colleges in the UWC Davis Scholars program, enabling the college to recruit students from across the world. Currently 21% of the student body is international, coming from 46 countries, which makes COA one of the nation's most international colleges according to *U.S. News and World Report*. In addition, consistently more than half of the student body hails from outside New England. The college's female-male ratio hovers around 70-30, although in recent years there have been higher rates of female students. Recent years have also seen gradual increases in domestic racial/ethnic diversity, particularly among the Hispanic student population, but domestic racial/ethnic diversity remains low compared to the general US population and compared to other colleges in COA's aspirational peer group (diversity data first form).

Net Tuition

It has long been COA's goal to marginally increase net tuition per student in order to better support the annual budget. To date, there has been no significant progress on this goal. In 2015, the college contracted with the consulting and research firm Art&Science Group, LLC to broadly assess its recruitment and

financial aid practices with an eye toward increasing net tuition and reducing the discount rate. This assessment identified many strategies including changes to financial aid practices (such as timing, content, and personalizing of scholarship letters), merit aid program adjustments, better financial aid data systems, implementing a financial aid budget process (which does not currently exist), and more targeted recruitment strategies, particularly for midpay students (exhibit 5.7). The college implements several elements of this plan each year, which includes launch of the Slate admission software in 2017 and anticipated launch of PowerFAIDS by 2019, both of which will add considerable capacity to targeted recruitment, analytical data, budgeting, and modeling capabilities. However, the college's MAP goal of reducing the discount rate to 50% (calculated off tuition alone) by 2021 is likely overly ambitious, particularly with the concurrent goal of offering strong financial aid for students and growing enrollment to consistently reach 350 FTE.

NOTE: In reviewing COA's 2007 NEASC self-study, it came to the attention of the admission staff that the admission data presented in the self-study erroneously included all applications submitted (both complete and incomplete/unreviewed applications) in the counts of completed applications and acceptance rates. By including incomplete/unreviewed applications in these counts, each year's applicant pool was inflated by approximately 50 applications, and acceptance rates appeared lower by approximately 10 percentage points. The data submitted with the 2017 self-study include only completed and reviewed applications.

Projection: Admission and Financial Aid

Beginning in 2017–18, in order to consistently achieve and maintain a predictable annual enrollment of 350 FTE, COA will recruit incoming fall classes of approximately 105-115 students (typically around 90 first years and 20 transfers) as well as 10 additional transfers spread across the other two trimesters. In 2017–2018, the college will develop and begin implementing an enrollment management plan focused on retention and student success with the aim of moderately increasing first-to-second year persistence as well as four- and six-year graduation rates. Moderate success on the college's concurrent admission and retention goals should lead to a steady state of approximately 350 FTE within four years.

Academic Year 2017-2018

- By 2018, the dean of admission will use Slate software to design and implement segmented recruitment communications that will better target prospective students based on key factors including academic interest, zip code, and gender.
- By 2018, the dean of admission will redesign recruitment materials and develop a multi-year materials flow plan in order to reduce paper use and duplicative mailings.

Academic Year 2018-2019

- In 2018–2019, the dean of admission will assess the effectiveness of enhanced recruitment travel activities.
- By 2019, the dean of admission will develop and implement a multi-year plan to control and increase yield of admitted students, particularly in key areas.

Academic Year 2019-2020

- By 2019, the dean of admission will work with faculty, current students, and other community
 members to assess and develop specific goals related to student body diversity with particular
 focus on domestic racial/ethnic diversity.
- By 2020, the director of financial aid will implement not only new financial aid packaging and data systems but also financial aid budgeting processes.

Description: Student Services and the Cocurricular Experience

COA offers a wide range of programs and services to support student success and achievement. Student life encompasses residence life, dining services, health and wellness services, prevention education,

student activities, outdoor education, leadership programs, student conduct, international student services, and student support and crisis response (exhibit 5.8). Through collaborative efforts by student life and the academic program, the college also ensures accessible and effective orientation, advising, academic support services, and support for learning differences.

The dean of student life, who reports to the president, oversees student services and some elements of the cocurriculum. The dean supervises the kitchen codirectors, director of student wellness and support, coordinator of international student services, coordinator of community engagement, student life operations manager, and manager of residence life (exhibit 5.9). All student life staff have appropriate experience and professional credentials (exhibit 5.10) and are reviewed annually by the dean of student life. Staff are encouraged to seek professional development opportunities by attending conferences or trainings and by membership in relevant professional associations (exhibit 5.11).

In January 2014, student life developed a mission and vision (exhibit 2.51) consistent with the college's mission; these outline the philosophy and ethical approach that direct programs and services. Student life defines its work in four broad categories: student support, student engagement, student leadership, and student development. The work of student life is further guided by the principles enumerated in Learning Reconsidered (exhibit 5.12) as well as through program plans (exhibit 2.48) specifying goals, learning objectives, implementation, and assessment for each program.

Further direction for the cocurriculum and the student experience is provided through the college's governance system. The student life committee (SLC), by charter (exhibit 5.13), makes policy decisions and advises the dean of student life on issues that affect the student experience outside the classroom and the COA community as a whole. Most recently, the committee revised the smoking policy to reflect changes to state law regarding vaping and e-cigarettes, the campus housing guest policy to address long-term stays by nonresidents, and the pet policy to incorporate provisions for service dogs and emotional support animals in campus housing. In addition, the committee successfully presented new policies prohibiting firearms on campus and clarifying the college's stance on medical marijuana. Most notably, the SLC engaged the full campus community in drafting a new sexual misconduct policy, first passed in June 2014 (69 yes, 0 no, 1 abstention) and revised (29 yes, 0 no, 1 abstention) in February 2016 (exhibit 5.14). In October 2016, after considerable open discussion and commentary, the community overwhelmingly approved (73 yes, 1 no, 13 abstentions) a new procedure for addressing sexual-misconduct complaints (exhibit 5.15).

Information about programs, opportunities, and services are disseminated in a variety of ways.

- Information for prospective students is found throughout the website.
- Current students can find specific information about college policies such as student privacy/FERPA, Title IX, student rights and expectations, and misconduct procedures on the web (https://www.coa.edu/policies/). Each term student life staff send emails reminding students about key services such as health and wellness and academic support services (exhibit 5.16), opportunities for engagement (exhibit 5.17 and see https://www.coa.edu/our-community/student-activities/), and information about services and safety. In addition, emergency numbers are posted throughout campus buildings and student housing. Information about services and key resource people are a major focus of campus orientation for new students. Additionally, much information is shared with students through routine individual consultation and advising.
- Information about academic policies, graduation requirements, and courses are found in the annual course catalog (exhibit 4.3).
- Health and wellness services include 20+ hours/week of counseling (24 appointments) offered by five different local providers. Four providers are general practitioners and one has a specific focus on drug and alcohol use. Based on student need, additional appointments are often made in

- addition to these base hours. The college has close partnerships with MDI Behavioral Health Center, Crisis Stabilization Services of Maine, Riverstone Crisis Unit, and a psychiatric nurse practitioner to bolster services offered on campus.
- A health clinic staffed by a family nurse practitioner offers approximately 20 hours of service each week; students with more serious issues are referred to the local hospital or regional experts. The campus clinic offers general accident and illness support, reproductive health services, and STI testing. The nurse practitioner has limited capacity to prescribe medication.

Additional health and wellness offerings include free admission to the local YMCA; campus health workshops on self-defense, body image, nutrition, stress reduction, and mindfulness; dissemination of health updates; flu-shot clinics; and weekly yoga and meditation. Health insurance, offered on an opt-out basis, was updated for the 2013–2014 academic year to meet requirements of the federal Affordable Care Act. Health and wellness services are assessed regularly through an annual health and wellness survey.

The college takes student safety and well-being seriously and has various methods in place to prevent, identify, and respond to crises and emergencies. There are three 24-hour emergency numbers available to the community with student life and public safety staff rotating on-call responsibilities. The student support team meets weekly to coordinate information from the academic program, residence life, and wellness. The team assesses concerns, determines appropriate interventions, and when needed evaluates threats to individual students and the larger community. The Title IX coordinator works with the student to provide knowledge of and access to on- and off-campus resources and support for any student who has experienced sexual assault or harassment (exhibit 5.18).

In addition, student life, in conjunction with community partners, oversees prevention education related to sexual misconduct, drug and alcohol use, stress, anxiety, and suicide as well as other concerns particular to the area and population such as Lyme disease and seasonal affective disorder.

In fall 2008, the college opened six new units of green housing (Katherine Davis Student Residential Village), adding 51 new beds (exhibit 5.19). This addition brings the total number of beds on campus to 150-155 beds distributed over eight buildings. In 2016, approximately 44% of students resided on campus, 36% of whom were returning students. The cost for housing is \$6210/yr. Residence life employs 18 student staff as live-in resident advisors. The RA-to-resident ratio is 1:8. Residence life is guided by a mission statement which is reviewed annually by the residence life team and which forms the basis for the college's approach to campus housing (exhibit 5.20). Residence life is continually evaluated through regular house meetings, regular team and individual RA meetings, and mid-year evaluations by residents (exhibit 5.21).

While there are no dining services on weekends, Blair Dining Hall (known affectionately as "Take-A-Break," or "TAB") each weekday offers breakfast, lunch, and dinner. Beginning in fall 2016, the Sea Urchin Café, housed in Deering Common, opened for lunch. A full meal plan (15 meals/week) costs \$3537/yr. Other meal plans are also available—10 and five meals per week and a \$100 declining balance per term. The college now uses an integrated ID card, meal card, and library card system.

The college also requires incoming students to participate in a four-day campus orientation (exhibit 5.22). Program goals include:

- Informing students of campus and community resources for support, safety, and engagement
- Helping them learn how to navigate the self-designed curriculum
- Reviewing the college's expectations for students in and out of the classroom
- Explaining the college's values and the concept of human ecology
- Building relationships with peers

In addition, the college holds special sessions for transfer students, international students, and graduate students.

Additional academic support includes trained peer tutors in the writing center as well as tutors and TAs in other areas. Any student with a documented learning or physical difference can request notes, and study skills specialists are available for any student who requests such services from either the academic dean or the dean of student life. Career services assists students in securing internships and employment both preand postgraduation.

Student activities committee (SAC) (exhibit 5.23), comprised of students and staff, ensures a vibrant and engaging campus life by offering events such as concerts, speakers, workshops, films, and contra dances, all of which are supported by resources from the community fund. Student groups or individuals can request funding for other events provided the event is open to all students. Collecting data on attendance at events and through campus surveys allows the committee to make better decisions about the kind and quantity of future events.

The outdoor program (exhibit 5.24) offers students opportunities to engage in cocurriculum activities from entry-level participation to leading trips and training others. Prior to the campus orientation, trained students lead the outdoor orientation program (OOPs), an optional six-day wilderness experience. During the academic year daylong and overnight activities which vary by season and weather include rock climbing, biking, sailing, sea kayaking, cross-country skiing, hiking, camping, snowshoeing, canoeing, and other skill-building workshops. While some students have their own equipment, the OOPs shed has bikes and a variety of outdoor equipment for students to borrow. Students can also apply to participate in one of the four leadership tracks: general outdoor leader, sea kayaking, Maine traditional skills, and sailing; the latter is being piloted in fall 2017.

Recognizing the distinct challenges that international students face, the college offers this population a range of programs, including immigration guidance, support for cultural transitions, online tax prep software, cohort building, two additional days of orientation (exhibit 5.25), workshops on work authorization, and a program which connects students with host families. International student services also ensures the college's compliance with federal regulations for hosting international students through routine recertification with the Student and Exchange Visitor Program under the Department of Homeland Security (exhibit 5.26).

Almost all services and support options are available to all undergraduate and graduate students. In addition to graduate student orientation, graduates meet with relevant faculty to develop a course of study that allows them to meet their degree requirements. Since the number of graduate students ranges between six and 10 students a year, it is important for them to form a cohesive bond. To facilitate this, the college has provided them with a lounge.

Appraisal: Student Services and the Cocurricular Experience

In spring 2016, student life employed an external consultant to collect feedback to help student life staff evaluate how they function as a team and to identify areas for improvement (exhibit 5.27). While many areas of strength and improvement were identified, the team selected three as the focus for the next few years. First, key administrators recognize that more personnel are needed in student life to meet the expanding expectations of students, families, and community members. The college began a hiring process for additional staff in winter 2016 and filled the position in July 2017.

Second, student life staff recognize that they can benefit from implementing systems to make administrative functions more efficient and to better prioritize competing demands on staff time. Student life staff are particularly concerned that some students perceive a lack of availability of staff and services.

Hiring additional staff, particularly to help address individual student issues, will allow the college to more comprehensively evaluate whether the issue is inadequate levels of service, unreasonable expectations, insufficient or ineffective communication, or, as is most likely, a combination of these and other factors. With additional staff in place, other top priorities will include communication within the community and more systematic and deep evaluation of student life programs. Some strides have been made in evaluation, as evidenced by the data-based decision making described below, but there is much to be done, particularly moving beyond quantitative data to documenting student cocurricular learning.

Third, and connected to the communication issue, the internal evaluation identified a disconnect between how those within student life understand and perceive their work and how those external to the department do so. Thus, an additional priority for student life is to collaborate with faculty to ensure a more widespread understanding of the current status of student life staff and the opportunities possible within the cocurriculum. The C4 group (curriculum, cocurriculum, coordination, and collaboration) has been tasked with this project as part of the college's MAP (goal 5) and has identified several areas for action including leadership, identity, empathy, concept of work, and the meaning and responsibility of being a community member.

In addition to the internal evaluation, student life has identified a number of additional priorities. Student housing continues to be a significant issue. For the last 10 years, occupancy rates for campus housing have remained at more than 90%, with rates often exceeding 95% even with the expansion of available beds in 2008 (exhibit 5.19). Additionally, the percentage of returning students in campus housing has increased in the same period from 15% to 36%. Anecdotal evidence from students and faculty indicates that students affected by the shoulder season (renting housing they cannot move into at the start of academic year) are adversely impacted: they move nightly to sleep in friends' houses and lack a consistently quiet place to study. In 2011 a survey showed that approximately 38% of students had been without housing for a portion of time at the start of the academic year (exhibit 2.54). That number was calculated, however, on very few responses and is now five years out of date. The student life committee will conduct another survey to gather more recent and statistically significant data. Additional housing has been identified as a component of the upcoming capital campaign, and the campus planning and building committee is developing a plan that includes goals for the amount of housing the college wants to provide. Key factors to include will be percentage of students to be housed, cost, level of independence, and housing model. Housing issues have come to the fore as the college works to meet its enrollment targets. Based on the higher number of incoming students in fall 2017, the college is reconfiguring some rooms to increase capacity to 165 beds. Another related housing issue is deferred maintenance and replacement of furniture and fixtures. While some replacement furniture was purchased in 2008 and new mattresses in 2015, more work needs to be done when resources are available.

Dining services continue to be a source of pride for the college. In 2016, the Princeton Review ranked COA as #6 for best campus food. As part of maintaining the quality of dining services, the college participates in the Real Food Challenge, a program to increase the percentage of local, organic, hand-prepared food offered on campus (goal 14). The kitchen codirectors work with students and faculty to evaluate the college's food system from sourcing to meal preparation to waste management. The food committee continually makes improvements based on feedback from community members, improvements that reflect the goals set for the program (exhibit 5.28). With the opening of Deering Common in fall 2008, the college gained a new dining venue. After an unsuccessful pilot of a night time café, the college in fall 2013 addressed lunchtime overcrowding in Take-a-Break by opening the Sea Urchin for extended lunch service. Thanks to a grant from the MELMAC Foundation (exhibit 2.52) to support student success, the college launched a successful pilot of a night café in winter 2016, with the program continuing in winter and spring 2017. The eight-10 hour/week program combined evening food options with other social and academic activities to address the challenges of isolation in winter. The response to the program has been positive, and the college hopes to find the resources to continue the service.

Student leadership is a significant component of the cocurriculum. The college has increased the number and quality of leadership opportunities for students. Participation in formal leadership programs grew from 8% of students in fall 2006 to 18% in fall 2016 with the addition of the sea kayaking and Maine traditional skills leadership programs; that number is expected to surpass 20% for fall 2017 with the addition of sailing. Marked improvements have also been made to develop specific outcomes for student leadership programs. For example, the length of training for resident advisors has doubled to focus on content specific to leadership development and to utilize a scenario-based training model. RAs are evaluated pre- and posttraining—training that involves assessing communication style, conflict resolution style, methods of appreciation, StrengthsQuest, and grit and resiliency—to increase their self-knowledge and develop interpersonal skills. RAs are evaluated weekly on their effectiveness as leaders and decision makers—a process that includes a self-evaluation and evaluations by residents.

Similar changes were made to training for outdoor leaders. The new leadership programs within the outdoor program all employ trained professional guides who evaluate each participant throughout the program and determine whether the student has mastered the skills to lead others without additional supervision. While much work has been done, a new priority is to document what students learn through these programs.

Much of the evaluation of health and wellness services comes through the health and campus climate survey, administered in spring of each year since 2013. The survey gathers information on lifestyle and health-related behaviors, substance use (alcohol, tobacco, other drugs), sexual health, mental health, help-seeking behaviors, supportive academic and social environments, time use and attitudes about education, demographics, and campus climate pertaining to sexual misconduct (exhibit 5.29). Data from the survey have been used annually to determine services for the coming year. For example, when asked, respondents indicated that 78% wanted information on depression and anxiety, 76% on helping others in distress, 74% on sexual health, and 74% on stress reduction. In response, the college launched a public information campaign on ways to stay healthy in winter and to combat seasonal affective disorder (exhibit 5.30), implemented bystander engagement training to help students help each other, created a poster campaign on sexual consent, and offered multiple stress reduction and mindfulness workshops. The survey indicates that the most utilized wellness services are yoga, outdoor activities, counseling, creative pursuits, and cardio exercise. Of those responding to the health survey, 74% said they used the health clinic at least once during the year (exhibit 5.29).

Spring 2016 marked the fifth year of the survey, and longitudinal data are being gathered to determine if there are additional trends the college should address. One such trend is the increasing demand for and cost of counseling services. Currently the college subsidizes counseling on campus at a cost of over \$60,000 a year and increasing. Because of confidentiality concerns for those on their parents' insurance. the college does not use student insurance. In 2006, 68% of available counseling appointments were utilized. In 2016, after more than three increases in the number of available hours, 97% of appointments were utilized. According to the survey, 60-70% indicated that they had been professionally diagnosed with anxiety and/or depression. Those issues along with stress are the three primary reasons students seek counseling. When asked whether they had been in counseling in the last year, 46% of respondents indicated they had, and 73% of this number had used campus counseling. For the last two years, data have been collected to determine if the college should limit the number of appointments a student can access in a year. In 2014–2015, fewer than 25% of students utilizing counseling saw a practitioner weekly; in 2015–2016, this number increased to 34% and led to fewer appointments being available for emergent issues since so many were scheduled in advance. Consequently, the college piloted a change to the scheduling system, only allowing students to schedule three weeks into the future, unless their counselor indicated weekly appointments were needed. Early information from counselors and students indicates

this change only partially solved the problem. Thus, a critical priority is to review other models of counseling service to determine which may work best for the college.

The college has made addressing sexual misconduct a significant priority. As expected after the revised Title IX policy passed in June 2014, not only did reports of sexual misconduct increase but the focus on training and education efforts related to sexual misconduct and Title IX protections also increased (exhibit 5.29). While the college wants everyone in the community to be free from sexual violence, the increase in reporting is seen not as a rise in sexual violence but as a rise in students' confidence in the college's ability to respond and in the confidence community members have in the process. The college's annual campus climate survey on sexual misconduct indicates 89% of respondents know to whom they should report, 82% are comfortable reporting, 89% are familiar with the policy, and 99+% feel safe on campus. While there is still room for improvement, these numbers reflect the progress that has been made (exhibit 5.29).

The number of active organizations has more than tripled in the last 10 years, an increase that the SAC committee attributes to reduced bureaucratic barriers to forming student organizations. The committee is now using participation data to determine the kinds of events it will continue to fund. Ongoing events with the highest attendance are open mics, the Bar Island Swim, convocation, and house dinners. Over 40% of respondents indicated they participated in Midnight Breakfast, House of Horrors, Fireside Fridays, Springtime Tea, Sea Urchin After Dark, Aurora Ball-ealis, and the Fandango (exhibit 5.31). These events, all initiated in the last 10 years, are now fixtures of the student life calendar. After reviewing activities this year and to facilitate long-term planning of the activities calendar, the committee will focus on several larger events each term rather than multiple smaller events.

While the three current orientation programs are successful in meeting the goals identified for those programs (exhibit 5.32), the college is actively planning to explore different models of orientation—models that may better prepare incoming students for academic success at COA. Some models being examined include those with a strong academic focus, as either a first-year seminar or a condensed version of the human ecology core course. The college will also explore incorporating the outdoor orientation program into a new model since OOPs trips provide a strong bonding experience for students.

The college has identified increasing retention and persistence rates as a priority within the MAP (goal 18). Given the importance of formal and informal advising to support students as they navigate the selfdesigned curriculum, the advising relationship is crucial to student success. While 78% of respondents to the health and wellness survey indicate having a strong and supportive relationship with at least one faculty or staff member, the college is still identifying advising as an area for review and improvement. During fall 2016 orientation, the college placed additional emphasis on articulating the role and expectations of the advisor and the advisee; new students were introduced to the idea of building an advising team over their time at COA, but there is more to be done. The college must examine several concerns. Some students struggle to understand how to use and access their advisor. Some students and advisors do not form a strong relationship and thus do not meet regularly. Currently students are matched with advisors based on availability and the somewhat limited information available from the admission application. New students do not interact with advisors until they arrive on campus in fall although they select classes in late June. Complicating the matching of students with advisors is that advisors have different models of advising, students want different kinds of advisors, and the web-based system for signing up for courses no longer requires the advisor's advice and/or approval. To begin to address the complexities inherent in the advising system (goal 4), the college has made reviewing advising a priority during the 2018–2019 academic year.

Projection: Student Services and the Cocurricular Experience

- As identified in the MAP, the college, led by the Title IX coordinator (a position held by the dean of student life), will nurture a campus culture of respect that addresses all forms of violence by annually reviewing and improving ongoing efforts such as bystander engagement training, training related to sexual misconduct, civil discourse, diversity, and difference (goal 28).
- During the 2017–2018 academic year, student life staff will review and evaluate current information sharing with the goal of developing a comprehensive internal communication plan that better articulates cocurricular opportunities and services as well as community expectations, policies, and procedures.
- By fall 2018, the dean of student life, in coordination with student life staff, will review current evaluation practices to develop a more systematic and consistent plan for assessing student life programs and services with a particular emphasis on documenting cocurricular learning.
- As identified in the MAP, beginning in winter 2018, the academic dean and dean of student life will collaborate with relevant stakeholders to review the advising system with the intent of recommending and implementing changes by fall 2019 (goal 4).
- By fall 2018, the dean of student life, in collaboration with campus colleagues and appropriate partners off campus, will identify and implement a new model for mental health counseling, a model that addresses the increasing demand and increasing costs.
- By fall 2018 the campus planning and building committee in coordination with student life, admission, and finance will establish goals for appropriate levels of college-operated housing and develop a plan for securing additional housing that addresses housing in the shoulder season.
- As identified in the MAP, beginning in winter 2018, the C4 group will identify and ensure opportunities for students—opportunities that emphasize the role cocurricular learning plays in developing leadership, empathy, work ethic, diversity, and community participation (goal 5).
- As identified in the MAP, the academic dean and the dean of student life will lead a process to revise the campus orientation process to include a strong academic focus on human ecology to be implemented by fall 2020 (goal 6).
- As identified in the MAP, by fall 2021, the dean of student life and the personnel committee will clearly articulate a vision for the role of staff as educators and will train staff and provide other professional development opportunities to support goal 9.

Standard 5: Students (Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

9	g Students Only - 1				C = =1
	3 Years	2 Years	1 Year	Current	Goal
	Prior	Prior	Prior	Year	(specify year)
	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2022)
Freshmen - Undergraduate	?				
Completed Applications	? 455	429	400	485	550
Applications Accepted	? 333	305	302	314	360
Applicants Enrolled	? 103	79	81	79	90
% Accepted of Applied	73.2%	71.1%	75.5%	64.7%	65.59
% Enrolled of Accepted	30.9%	25.9%	26.8%	25.2%	25.00
Percent Change Year over Year					
Completed Applications	na	-5.7%	-6.8%	21.3%	13.4%
Applications Accepted	na	-8.4%	-1.0%	4.0%	14.60
Applicants Enrolled	na	-23.3%	2.5%	-2.5%	13.9%
Average of statistical indicator of					
aptitude of enrollees: (define below)	?				
	_				
Transfers - Undergraduate	5				
Completed Applications	56	66	58	59	6.
Applications Accepted	37	52	47	48	50
Applications Enrolled	28	23	20	21	20
% Accepted of Applied	66.1%	78.8%	81.0%	81.4%	76.99
% Enrolled of Accepted	75.7%	44.2%	42.6%	43.8%	40.00
Master's Degree	?			-	
Completed Applications	9	12	10	4	10
Applications Accepted	3	6	3	2	į
Applications Enrolled	2	3	3	1	
% Accepted of Applied	33.3%	50.0%	30.0%	50.0%	50.09
% Enrolled of Accepted	66.7%	50.0%	100.0%	50.0%	60.00
First Professional Degree	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	
% Enrolled of Accepted	-	_	-	-	
Ooctoral Degree	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied		_	_	_	
% Enrolled of Accepted					
70 Entoned of Accepted	-	-	-	-	
Please enter any explanatory notes in the l	ov below				
lease effer any explanatory notes in the t	JOX DEIOW				

Standard 5: Students (Enrollment, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

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Credit-Seeking Students Only - Including Continuing Education

		3 Years	2 Years	1 Year	Current	Goal
		Prior	Prior	Prior	Year	(specify year)
		(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2022)
UNDERGR	RADUATE					
First Year	Full-Time Headcount	123	110	101	100	110
	Part-Time Headcount	2	2	3	5	3
	Total Headcount	125	112	104	105	113
	Total FTE ?	124	111	103	103	111
Second Year	Full-Time Headcount	90	109	99	90	100
	Part-Time Headcount	2	1	0	5	3
	Total Headcount	92	110	99	95	103
	Total FTE	91	110	99	93	102
Third Year	Full-Time Headcount	90	87	79	81	83
	Part-Time Headcount	4	2	2	2	3
	Total Headcount	94	89	81	83	86
	Total FTE	92	88	80	82	85
Fourth Year	Full-Time Headcount	41	51	46	40	60
	Part-Time Headcount	4	1	3	9	6
	Total Headcount	45	52	49	49	66
	Total FTE	43	52	48	46	64
Unclassified	Full-Time Headcount	0	7	3	1	2
	Part-Time Headcount	6	6	2	5	3
	Total Headcount	6	13	5	6	5
	Total FTE	2	9	4	2	3
Total Underg	graduate Students					
	Full-Time Headcount	344	364	328	312	355
	Part-Time Headcount	18	12	10	26	18
	Total Headcount	362	376	338	338	373
	Total FTE	353	371	334	327	365
% Change	e FTE Undergraduate	na	0	(0)	(0)	0
GRADUAT	E ?					
	Full-Time Headcount	7	6	9	6	6
	Part-Time Headcount	2	2	1	1	1
	Total Headcount	9	8	10	7	7
	Total FTE ?	8	7	9	7	7
% Change	e FTE Graduate	na	-12.5%	33.3%	-28.5%	4.9%
GRAND TO	OTAL					
Grand Total	Headcount	371	384	348	345	380
Grand Total	FTE	361	378	343	334	372
% Change	e Grand Total FTE	na	4.5%	-9.1%	-2.8%	11.5%

Please enter any explanatory notes in the box below

Standard 5: Students

(Financial Aid, Debt, Developmental Courses)

\$2,699,745

\$1,373,246

\$685,161

\$50,600

\$9,027,622

\$9,027,622

\$225,779

\$70,844

\$154,935

\$641,338

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

Where does the institution describe the students it seeks to serve?

Three-year Cohort Default Ra

Three-year Loan repayment rate (from College Scorecard)

(FY 2011)	(FY 2012)	(FY 2013)
5.40%	2.90%	1%

\$2,788,004

\$1,462,032

\$684,673

\$55,348

\$9,217,706

\$9,217,706

\$283,123

\$133,995

\$149,128

\$641,299

5 Tears	Z Tears Prior	Wost	Current	Goai
Prior		Recently	Year	(specify
		Completed		year)
		Year		
(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2021)

\$2,518,221

\$560,033

\$1,336,509

\$621,679

\$58,678

\$8,764,326

\$8,764,326

\$308,940

\$116,259

\$192,681

\$2,688,190

\$530,966

\$1,632,886

\$524,338

\$67,117

\$9,397,351

\$9,397,351

\$309,675

\$116,448

\$193,227

\$2,675,000

\$1,500,000

\$600,000

\$70,000

\$320,000

\$120,000

\$200,000

\$10,701,000 \$10,701,000

\$575,000

Student Financial Aid

Total Federal Aid

Grants

Loans

Work Study

Total State Aid

Total Institutional Aid

Grants

Loans

Total Private Aid

Grants

Loans

3 Years	2 Years Prior	Most	Current	Goal
Prior		Recently	Year	(specify
		Completed		year)
		Year		
(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2021)

Student Debt Percent of students graduating with debt (include all students who graduated in this calculation)

Undergraduates

Graduates

First professional students

61%	67%	58%	70%	60%
100%	67%	100%	67%	67%

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates

Graduates

First professional students

	8			
\$19,285	\$23,926	\$23,002	\$26,723	\$26,000
\$39,000	\$41,000	\$40,612	\$42,730	\$40,000

Average amount of debt for students leaving the institution without a degree

Undergraduates

Graduate Students

First professional students

\$18,973	\$11,177	\$13,257	\$15,732	\$15,000
\$0	\$39,664	\$25,238	\$0	\$0

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)

English as a Second/Other Language

English (reading, writing, communication skills)

Math

Other

Please enter any explanatory notes in the box below

Standard 5: Students (Student Diversity)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information	Completed	Applicants	Applicants		
	Applications	Accepted	Enrolled		
Category of Students (e.g., male/female)	; add more row	s as needed		1	
Male	155	82	15		
Female	323	228	64		
Non-resident	121	51	20		
Non-New England	217	161	36		
Hispanic	29	21	8		
Non-hispanic, non-white	42	27	3		
First-gen	148	81	22		
Graduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled		
Category of Students (e.g., male/female)	; add more row	s as needed			
Male	0	0	0		
Female	4	2	1		
Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (2022)
Category of Students (e.g., male/female)	; add more row	s as needed			
Male	81	8	89	86.00	112
Female	230	13	243	238.67	261
Non-resident	70	0	70	70.00	80
Hispanic	15	1	16	15.67	25
Non-hispanic, non-white	16	2	18	17.33	25
First-gen	=-			7(22	80
1 1100 8011	73	5	78	76.33	00
Non-New England	182	5 16	78 198	193.33	225
, and the second					225
Non-New England	182	16	198	193.33	
Non-New England Pell eligible	182 101 Full-time Students	16 1 Part-time Students	198 102 Total	193.33 101.67	225 100 Headcount
Non-New England Pell eligible Graduate Enrollment information	182 101 Full-time Students	16 1 Part-time Students	198 102 Total	193.33 101.67	225 100 Headcount Goal (2022)
Non-New England Pell eligible Graduate Enrollment information Category of Students (e.g., male/female)	182 101 Full-time Students	Part-time Students s as needed	198 102 Total Headcount	193.33 101.67 FTE	100 Headcount Goal (2022)
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Non-New England Pell eligible Graduate Enrollment information Category of Students (e.g., male/female) Male	182 101 Full-time Students ; add more row	Part-time Students s as needed	198 102 Total Headcount 1 6	193.33 101.67 FTE 1.00	225 100 Headcount
Non-New England Pell eligible Graduate Enrollment information Category of Students (e.g., male/female) Male	182 101 Full-time Students ; add more row	Part-time Students s as needed	198 102 Total Headcount 1 6 0	193.33 101.67 FTE 1.00	225 100 Headcount Goal (2022)

Please enter any explanatory notes in the box below

Standard Six Teaching, Learning, and Scholarship

Description: Faculty and Academic Staff

College of the Atlantic (COA) currently employs 25 full-time and 21 part-time faculty including lecturers. The college does not have a tenure system. Of the 46 faculty members, 42 have long-term contracts and are subject to formal faculty reviews—the other four are professional staff with teaching responsibilities. Those with long-term contracts include full-time permanent faculty, part-time permanent faculty, and lecturers whose three-year contracts allow them to teach up to three courses per year as determined by curricular need. The college also has adjuncts, not included in the above numbers, contracted on a percourse basis. On average, 12% of courses per term (exhibit 6.1) are taught by adjunct instructors so that the college can enrich the curriculum while maintaining a 10:1 student-faculty ratio. Categories for faculty employment are clearly designated in the faculty manual (exhibit 6.2), which is maintained on the college's website. Full-time faculty members are the institutional preference and only appointed through a national search. COA rarely hires part-time faculty although the college has one relatively new faculty member currently working under a two-thirds contract and allows long-term faculty wishing to moderate their teaching load to step back to a two-thirds or half-time contract as they near retirement (exhibit 6.3). There are three faculty members currently availing themselves of this option. Of the permanent faculty, two share a single position. There is one other half-time position at the college, the result of a target of opportunity hire made in 2001. That is the sole target of opportunity hire in the 17 years since the lectureship and target of opportunity policies were implemented. The lecturer policy was revised in 2012 (exhibit 6.4). All permanent faculty and lecturers have advanced degrees or professional training. Teaching assistants do not teach classes but may help with lab and studio setup and help sessions (exhibit 2.17).

Since 2000, the college has had 11 total lecturers: two have retired and two transitioned into full-time staff positions that still allow some teaching. One of the latter left at the end of the 2016–2017 academic year, and it is likely that position will be reconfigured. At the present time, the college has eight lecturers, four to support the first-year writing curriculum, one each in Spanish, philosophy, photography, and natural history. Both target of opportunity and lecturer appointments require a demonstrated curricular need and excellent candidates, supported by several permanent faculty members in a written petition to the academic affairs committee (AAC) and faculty development group (FDG). Lectureships are not subject to searches and usually result from the intersection of adjunct success, interest, availability, and curricular need. Lecturers receive three-year contracts and are reviewed like other permanent faculty. All full- and part-time faculty members with long-term contracts, including lecturers, are eligible for professional development awards. In addition to full- and part-time faculty members and adjuncts, the college has six teaching staff members whose reviews are conducted by the academic dean or his designee. The academic dean or his designee also reviews all academic support staff.

Long-term full- and part-time COA faculty and several staff members, including the director of the Thorndike Library, serve as academic advisors for the college in an advising program jointly supervised by the academic dean, the director of internships and career services, and the academic services support staff. Such advisors (lecturers are included in this category) participate in college governance activities, curricular development, and other major faculty functions. Many teaching staff participate in college governance and curricular planning.

COA faculty are nondepartmental and meet weekly as a body; faculty also meet two to three times each term to plan course offerings and needs in the three resource areas: arts and design, environmental sciences, and human studies (standard four). There are smaller groups of faculty within and across resource areas who address specific areas such as biological sciences, environmental policy and planning, and literature and writing, but these are informal and meet on an as-needed basis. Subcommittees of AAC

such as educational studies have particular responsibilities. Small group meetings routinely include teaching staff. All faculty members, in every category, are invited to the annual fall two-day faculty retreat.

Chaired by two associate deans, AAC is responsible for coordinating and maintaining the curriculum (standard four). The committee includes teaching staff, the librarian, and the director of internships and career services as well as the director of academic and administrative services, faculty members from each resource area, and students. AAC works closely with the faculty meeting and All College Meeting (ACM) to ensure appropriate faculty supervision and communitywide knowledge of the curriculum and curricular initiatives. Faculty meetings during the academic year discuss curriculum and planning issues of facultywide concern under the guidance of a faculty moderator, who works with the academic deans and the faculty at large to plan agendas (exhibit 6.5). Faculty meetings include discussion of major academic initiatives, review of descriptions for faculty positions, works-in-progress, presentations, and conversations with other areas of the college such as the president, campus planning and building committee, and development as well as directed conversations on curricular and faculty matters led by AAC and FDG. Lecturers and adjunct faculty are invited to attend the faculty meeting.

As noted above, the college prefers full-time faculty members and there must be a national search for these appointments. In most cases, the college is working from an academic priorities document (exhibit 2.12) and designates the need for a new or replacement faculty member the year before the search so there is ample time to plan the budget and prepare and coordinate the college's extensive search procedures. The president appoints a search committee chair from among the full-time faculty in coordination with FDG which is responsible for all faculty personnel matters. FDG works with the search chair to compose and finalize a search committee consisting of at least two faculty members in addition to the chair and two students, so that search committees typically have five to six members. Search committees advertise the positions widely, and all advertisements have equal employment opportunity and affirmative action designations. The college actively seeks minority candidates, targeting specific listings whenever possible. The college's affirmative action officer meets with all search committees prior to candidate interviews to ensure compliance with all federal regulations.

Full-time faculty searches typically involve a full-committee assessment of all applications, telephone interviews with a shortlist of candidates (10-12), and campus visits of three candidates. These visits occur over two to four days and include opening and closing interviews with the search committee, meetings with college administrators, open breakfast and lunch meetings with faculty, students, and staff, a mock class, and a job talk followed by a dinner with students. After the candidates' visits, the search committee collects feedback from the community, including in specifically designated meetings with the faculty and the ACM. Search committees gather input from the entire community but operate autonomously to synthesize the information they receive in the course of the search to make their recommendations to the president. The president has four options: accept the recommendation, direct the search committee to gather more information, reject the recommendation and ask the search committee to keep looking, or reject and disband the committee (exhibit 6.6). Once a faculty member has been selected, the academic dean negotiates the initial contract within the designated salary structure (which is relatively set) and assists with any necessary start-up or moving costs. Full-time faculty members are typically compensated for 10 months of service (September 1 to June 30). A few faculty appointments require institutional service over the summer, and these faculty members are compensated for one or two additional months. All faculty administration at the college is compensated by either one or two additional months of salary and/or a reduction in course load; no faculty member is compensated for more than 12 months of work.

As part of their application for a position at a college of human ecology, candidates for new or replacement faculty positions submit a list of courses they are qualified to teach. Once hired, they work with the AAC and smaller curricular groups or individual colleagues to determine their initial suite of

courses. COA's mission serves as an overarching principle for all course development. As long as faculty courses fall within the college's mission and the rough outlines of the contours of the position description (such that a cultural anthropologist teaches cultural anthropology, a botanist some field botany, etc.), faculty members have considerable flexibility in determining what courses to offer, in a range of introductory to advanced, to meet identified curricular needs and student demand. Over the first several years of employment, faculty members typically develop a repertoire of 10-15 courses that they teach in an appropriate rotation to suit curricular needs. This development occurs in consultation with colleagues in an organic, informal process that eventually results in formal proposals to and consideration by AAC. All faculty members routinely propose new courses or refine existing courses as research, professional development, curricular need, and the changing nature of material in their fields require.

A memorandum approved by FDG in fall 2015 (exhibit 6.7) clearly and contractually defines workload expectations for full- and part-time faculty members. Full-time faculty members teach five courses per year over three terms and serve on one major and one minor governance committee; if they wish to forego committee service, there is an option to teach six courses. Part-time faculty and lecturers typically also serve on committees; lecturers teach up to three courses per year and part-time faculty up to four courses per year, depending on whether their contract is for one-half or two-thirds time. All faculty members submit annual workload reports and check-in annually with the academic deans to assess and adjust their workload as necessary.

The COA faculty manual (exhibit 6.2) contains policies relevant to faculty employment, including definitions of faculty categories, processes for appointment and evaluation, and standards of ethical and professional behavior as well as academic freedom. FDG considers all new policy requests and, when there is a policy adjustment or new policy desired, develops the policy and then brings it to the personnel committee for approval. The ACM must approve any major policies; minor policies are reported out as personnel committee minutes and added to the faculty manual as needed.

In addition to supervising all search processes, ensuring that processes follow AA/EEO requirements, and appointing all search committees, FDG is the supervisory body for all faculty reviews and evaluations, sabbatical requests and reports, contractual petitions, designation of extra months of salary, etc. (exhibit 6.8). The college firmly holds to the principles of a nontenured faculty but has a progressively increasing length of contracts to acknowledge long-term, outstanding service. New faculty members coming in are routinely given three-year initial contracts. There is an informal guidance review during the first year, often conducted by the academic dean, the assigned faculty mentor, or the chair of the search committee. The first formal review occurs during the second contracted year and, if successful, results in a second three-year contract. At the end of four years, new faculty members are eligible for their first term-long sabbatical and receive what the college calls a comprehensive review. At this review, the closest equivalent to a tenure decision that the college has, the review team interviews all faculty members to determine if the individual faculty member's teaching success, intellectual collaboration, and contribution to the college's mission warrant a longer contract. If faculty members successfully pass this threshold, they receive a five-year contract with another review scheduled for the fourth year of that contract. Reviews are always scheduled so that faculty members have an additional full year on their contract after the review has been completed. This allows adequate time to plan if either feels that the college and individual faculty member are not the best fit. After faculty members have received two five-year contracts, they become eligible for eight-year contracts.

The college conducts faculty reviews through a peer review system with an invitation to the entire community to provide feedback. Given the college's mission as an interdisciplinary teaching college, effectiveness with teaching responsibilities forms the most significant portion of every faculty member's review. Reviews also consider other activities and responsibilities, including scholarship, college service, intellectual collaboration, and community engagement. Faculty members typically receive notice of their

upcoming review in the prior year. FDG notifies them of the term in which the review will take place and asks them to prepare their self-evaluation. The associate dean for faculty maintains review and sabbatical schedules, which are copied to the academic dean and to academic services. FDG also considers and usually approves petitions for minor adjustments to sabbatical and review schedules, adjustments made by individual faculty request.

In the term before the review, FDG notifies the faculty members to be reviewed that they should read the last several years of course evaluations and submit their self-evaluation by the first day of the next term. FDG assigns a faculty member currently on FDG to chair the review and ensures that the chair has no perceived conflicts of interest. Once the review team (typically two faculty members and one student for permanent faculty; one FDG faculty member and one student for lecturers) has received the self-evaluation, they meet with the faculty member, identify any special concerns or questions the faculty member may have, consider any requests for optional outside evaluation, read the course evaluations for the review period, and survey the community for structured feedback on the two designated criteria for evaluation: effectiveness in teaching, advising, and all administrative activities related to those functions and effectiveness in the collaboration and intellectual contribution necessary to carry out the college's mission (committee service, resource area participation, community service, professional, scholarly, and creative work, etc.). The academic dean issues all new contracts at the end of the academic year. It has been several years since the college has had any shortened contracts or faculty terminations as a result of the review system although one faculty member was terminated at the end of the fall 2016 term as a result of a violation of COA's personnel policies.

In winter 2017, FDG published a community reminder of policies regarding searches, professional behavior, and academic freedom in relation to planned discussions on race and race relations at the college (exhibit 6.9). FDG routinely monitors faculty morale, and the annual deans' check-ins also serve as vehicles for ensuring that faculty members receive the institutional support they need to carry out their responsibilities in relation to the curriculum, mission, and employment demands. The ACM as well as campuswide emails provide regular opportunities to remind community members of policies and processes related to faculty appointment, recruitment, and retention. FDG sends digest minutes to the entire faculty on a weekly basis. Individual faculty members may petition to meet with the dean or deans at any time and are also welcome to petition FDG or speak to individual FDG members about facultywide concerns. FDG meets as needed with AAC.

Appraisal: Faculty and Academic Staff

The number and quality of faculty at the college are consistent with its mission and adequate to the teaching tasks required and the maintenance of a 10:1 student/faculty ratio. When faculty members leave the institution, the college institutes an orderly search and replacement process. In addition, the faculty periodically produce, through a presidential and faculty-designated taskforce, academic priorities documents (exhibit 2.12) that identify needed positions and curricular aims. During the past 10 years, the college has successfully completed all of its previously designated priorities and replacements with one exception: the computer science search was unable to secure a candidate in winter 2017. Both this search and a search for a faculty member in chemistry will occur in 2017–2018; these are key searches, but the college does have a bridge plan to cover the curriculum for the year. The college has successfully recruited and retained a significant proportion of its faculty; the two faculty members who left after spring 2016 had decided they wished to work at research universities, but in each case they had multiple years of service (10 and 6). Each has been successfully replaced.

The college endeavors to meet curricular needs with permanent faculty and lecturers, a category of appointment that has been beneficial to both the individuals and institution. In most cases, lecturers understand this will not develop into full-time instructional employment; the additional job security, curricular involvement, and compensation make the positions viable. The limitation on the number of

courses lecturers can teach reflects the college's intention not to exploit lecturers who might be interested in full-time positions elsewhere. However, some lecturers have additional administrative responsibilities, allowing them to be eligible for benefits. Teaching staff have full-time appointments and are responsible for one to three courses per year depending on their position; all have advanced degrees and/or professional experience. The college uses adjunct faculty to broaden its curricular options; in most cases adjuncts are only available to teach one or at most two courses per year. Adjuncts routinely staff courses supporting the educational studies track and supplement offerings when permanent faculty members are on sabbatical or leaves of absence. The academic dean routinely evaluates adjunct faculty, a good proportion of whom have a continuing relationship with the college and its permanent faculty. Teaching assistants do not provide class instruction but rather supplemental assistance, for example as lab and studio helpers, writing and math tutors, etc.

Under the supervision of AAC (standard four), faculty determine what to teach in an organic process that works well; there is considerable freedom as well as frequent consultation in planning and developing curricular offerings, and faculty members appreciate the collaborative nature of curricular development. Advising forums and close communication between faculty members and students, along with the frequent use of the website and email, virtually guarantee that course enrollments are manageable; when there is a student demand greater than a faculty member can accommodate, the faculty member usually either arranges for a second section or teaches the course again the following year. COA faculty work hard and are dedicated to students, as witnessed by strong course evaluations and faculty satisfaction with curricular planning and annual workload reports (exhibit 6.10). From the deans' annual one-on-one check-ins, it is clear that faculty members dedicate themselves to the college. The addition of these yearly check-ins has also met a need for faculty to communicate regularly with the administration to ensure that their concerns and needs are part of academic planning and staffing considerations. Discussions in the three resource areas support academic planning; resource areas discuss and share offerings, identify supplemental courses the college needs, and solicit qualified adjunct faculty to meet those needs; these discussions support the work of AAC.

Due to periodic, although not widespread, comments and concerns about the faculty review system, the president designated the 2013–2014 academic year as a moratorium on all reviews, renamed the faculty personnel committee the faculty development group (FDG), and asked FDG to conduct a facultywide study of concerns and to come up with a report and recommended changes. FDG submitted its report to the president on March 8, 2014 (exhibit 6.11) and worked that spring to institute those changes that had received significant support. Starting in fall 2015, FDG began a three-year experiment to implement those changes; all reviews conducted from fall 2015 to spring 2017 were conducted with the new system. FDG has made minor adjustments (mostly in terms of clarification), developed a review chair checklist (exhibit 2.14), and conducted 26 reviews under this system. FDG also modified the review schedule so that there are only three reviews per term. These modifications improve timeliness, enhance the review process effectiveness, and make the workload more manageable. In spring 2017, FDG reviewed its charter after the three-year experimental period.

Improvements in the faculty review system, specifically those addressing consistency, timeliness, and perceptions of fairness, have been well received. Since the system was put in place, there have been no complaints to the deans or president of unfair or negatively focused reviews, and all evaluations now contain commendations and recommendations. FDG has consulted with each faculty member after their review as part of its evaluative process. FDG conducted a more formal assessment in spring 2017 (exhibit 2.14), the last term of the three-year experiment. As a result, the changes made will be continued with refinements and modifications based on feedback. In November 2013 AAC and the faculty made policy what had largely been practice in terms of adjunct faculty: alumni of the college as well as other candidates for visiting courses must have at least a master's degree or five years professional experience to be considered as potential teachers (exhibit 6.12).

Revisions to the faculty review procedures have been met with appreciation and acceptance in practice. although there continue to be faculty members who wish for a different review process. Faculty are especially pleased to have timeliness, clarity, and a more perceived sense of consistency in the review process since these were the items identified as most concerning in the 2013–2014 report (exhibit 6.10). One additional concern was the anonymity of review comments that some felt allowed unproductive. critical comments. A majority of the faculty asked for standardized questions to guide input (these have been provided in the new system, exhibit 2.14). They also asked that, with the exception of the five-year comprehensive review, comments not be anonymous. While some faculty feel strongly that anonymity is necessary, FDG has retained the option of selecting anonymity for both reviewers and reviewees. This option has only been chosen by one faculty member under review and two faculty members making comments over the past three years. The standard questions ensure that the review team considers only firsthand knowledge of a faculty member's teaching. The deans' check-ins along with the standardized questions also help to keep the focus on teaching excellence, intellectual contribution, the contractual responsibilities of the faculty members, and their success in fulfilling the college's mission rather than on personality conflicts which are now handled as they arise. In this sense, the deans' check-ins have considerably reduced tension and anxiety around the reviews; the deans ensure that there will be no surprises at the time of the reviews and work to solve problems ahead of the review process.

COA faculty are effectively guided by the faculty manual, FDG, and the academic deans. There are workload guidelines and the deans are accessible and open to faculty inquiries and concerns. The deans handle everything from equipment and office requests to concerns about plagiarism, students in difficulty, and family emergencies. The college values its faculty and offers flexibility in exigent circumstances. New faculty members have faculty mentors and are quickly made functional members of both resource areas and the faculty meeting. The academic dean and academic services office orient all new and continuing adjunct faculty. Most of the faculty feel positively about working at the college and know that they can bring concerns forward if and when they have them. Although there has been some confusion around the implementation of the college's Sexual Assault and Misconduct Policy, the policy came to the ACM multiple times and was approved unanimously in June 2014 (standard five). Updated procedures were approved by ACM in fall 2016. Early in the process, the personnel committee determined that the policy would apply to all members of the college community. In a recent case, some felt the policies in the faculty manual and Title IX had some conflicts. The college followed both policies and provided the respondent an opportunity to meet with the personnel committee. That offer was declined. The first step in coordinating the faculty manual with the Sexual Assault and Misconduct Policy and procedures was taken in spring 2017. The college's grievance procedure remains in place but is rarely used; in terms of faculty professional behavior, the college follows AAUP guidelines. Other policies and procedures are not only in the faculty manual but are easily and frequently explained by the deans (or colleagues) when questions arise. At the same time, there is a general feeling that the personnel manuals would benefit from an overhaul and modernization (see projection).

COA has been successful in recruiting and retaining high quality candidates with excellent teaching skills and a desire to work in the college's transdisciplinary environment (exhibit 6.13). Over the past two years, the college has hired faculty in botany, food systems, and cultural anthropology. Gender diversity has increased significantly, and there is now a much wider age range among faculty members (exhibit 6.14). In the past, it has proven more difficult to attract and retain candidates who bring racial and ethnic diversity to the college, although searches in 2016–2017 attracted racially and ethnically diverse candidates with a total of three out of nine finalists coming from underrepresented populations. Despite widespread advertisements aimed at recruitment from racially and ethnically diverse candidate pools and successfully hiring members of other protected classes, the college has not succeeded sufficiently in meeting its goal of increasing racial and ethnic diversity. The faculty have recently made diversity an academic priority and will develop a diversity initiative in the upcoming capital campaign—an initiative that will focus on attracting more students, faculty, and staff. FDG developed the first skeleton of that

planning in spring 2017. Given that a significant number of the college's faculty are nearing retirement age, the college hopes to strategically use those retirements to increase its ability to attract and retain a more diverse, highly qualified faculty of human ecology, but the process is slow.

Another concern among faculty has to do with the slow progress on increasing faculty salaries. Although there have been modest cost of living increases to faculty salaries each year, faculty salaries, especially for the most senior members of the faculty, remain below designated targets. In order to effectively recruit new faculty, the college has adjusted the regression line on its salary structure, an adjustment that disproportionately advantages incoming faculty over faculty members who have been at the institution for over 10 years. The academic dean plans to revisit the faculty salary structure during his upcoming spring 2018 sabbatical term in order to make recommendations to address these inequities. New faculty members receive modest start-up support, an office, a faculty mentor, and a first-year course release.

Although faculty seek improvement in salaries, in general, when the question is posed, the most consistent request is for additional time. The revision of the faculty review process has begun a process of allowing faculty more flexibility to negotiate time for professional development; although the college's policy remains firm that it cannot afford to provide course release for professional research, it has added elements to assist faculty in planning and carrying out research during the academic year:

- Authorizing a zero-course term (exhibit 6.2)
- Allowing faculty course relief by bringing in equivalent salary from a grant and reducing
 committee responsibilities while conducting research; the faculty member must agree to
 compensate for the reduction in some form, generally with committee service, once the research
 is completed.

COA faculty maintain their scholarship and professional expertise in a variety of ways. There are no particular requirements for scholarly research or creative practice, but most faculty members remain active in their fields. Over the past 10 years, three faculty members have earned Fulbright awards (in Greece, Rwanda, and Sri Lanka) while another faculty member earned a Guggenheim Fellowship. During the same period eight faculty members have published books, and one has created a feature length film. Artists and musicians have produced performances, exhibitions, and compositions. With support from the college, faculty routinely travel to professional conferences, and frequently serve as invited speakers at other events (exhibit 6.10). The solid amount of grant activity, largely in the sciences, benefits both faculty members and students.

The college protects the academic freedom of all faculty members. When students requested that the faculty consider trigger warnings for sexually explicit and traumatic material presented in class, the faculty, after discussion, determined that trigger warnings would not be made policy but individuals could choose to inform students when material might be emotionally challenging and allow students to leave the room if experiencing difficulties. This had already been the college's practice. In a recent example of a student's noting on a course evaluation and to a search committee that a faculty member had used the "n-word" to antagonize students, there was a full investigation and determination that the faculty member had explained the word to non-US students as an example of hate speech, reached out to the student who was upset, invited her to share her position with the class, and created a significant learning opportunity for students over the controversy. Faculty reviews do not weigh individual political positions. Courses focusing on law and politics deliberately present and solicit input from diverse perspectives as do courses on less obviously charged material such as literature, art history, and economics.

The academic services staff, under the supervision of the academic dean, monitor all advising, teaching staff, and other instructional services on at least an annual basis. The team and AAC work to improve instructional delivery and actively coordinates with admission and student life to carry out initiatives in relation to student retention and success, especially for those students who enter college with learning

differences or who come from abroad (standard five). Student life additionally works with a committee of faculty to increase the important links between the curriculum and the cocurriculum. Student life, the internship committee, the writing center, and the educational studies program conduct regular formal and informal assessments to ensure that instruction is addressing desired outcomes; these entities make adjustments on an as-needed basis (standard five and exhibits 2.20, 2.21, and 5.29).

As part of the college's MAP process, (standard two and exhibit 2.6) the college in 2016–2017 appointed task forces to address the college's most pressing needs—academic priorities, writing and communication, first-year curriculum, cocurriculum, language learning, and academic orientation. The focus for 2016–17 has been on the academic priorities and writing task forces; the writing task force presented initial recommendations for staffing and curricular needs by the end of FY17 (exhibit 2.13).

The college assesses instructional outcomes by multiple means, all of which currently indicate that students, by the time they leave COA, are well prepared for graduate school, professional school, and careers (standards four and eight). Advising helps students early in their academic career to identify longterm goals and to focus on course selection, internships, independent studies, and residencies that prepare them for their senior projects and advanced studies. For example, students wishing to attend law school, train for the health professions, develop a career in performance, or do advanced study in a particular academic area link up with faculty members who can guide them. Similarly, students wishing to start their own business or start an organic farm also find appropriate guidance. Many internships and REU opportunities in the sciences, along with funded opportunities to work at The Jackson Laboratory and the Mount Desert Island Biological Laboratory (standard four), prepare students for biomedical research. Over the course of their four years, students can become certified to teach in a program periodically reviewed by the State of Maine; such students begin working in local schools with their first educational studies classes (exhibit 2.20). One area in which the college seeks to improve is following those students who do not easily progress from introductory to advanced classes and fall between the institutional cracks in the advising system. The weekly meetings of the academic dean and dean of student life are one attempt to oversee this group of students; an invigorated academic probation system has also been put in place to ensure that students in difficulty are both receiving adequate support and being tracked. On occasion, students are counseled out of college or asked to take a year's leave of absence when they are clearly not meeting academic standards. Some other students, despite academic success at COA, discover during their time at COA a passion that requires more specialized education and transfer out, for example, to nursing school. Other students realize they need a more hands-on, student-centered program and transfer in. For those students who find a passion here, COA remains a good option.

Projection: Faculty and Academic Staff

The college's FDG has several major initiatives planned for the upcoming years. Although minor changes were made in spring to the faculty manual to clarify processes under the college's Sexual Assault and Misconduct Policy, much of the language is somewhat outdated and needs revision. FDG also plans to update its charter to find a more systematic means for surveying faculty morale, to continue to pay attention to workload, to increase racial and ethnic diversity, and to manage projected retirements.

Academic Year 2017-2018

• The academic dean will review faculty salaries during his sabbatical term in spring 2018 and suggest necessary revisions to the 20-year-old faculty salary model. The college intends to use funds from the capital campaign to make salary adjustments and adapt the formula to changing faculty circumstances. At the time the current model was put in place, the faculty was much younger and Mount Desert Island had a different economic reality. The dean has had to make adjustments to this model in order to attract new faculty and seeks to study whether the college should reinstitute a baseline starting salary, consider new faculty mortgage assistance, increase the retirement contributions of long-serving faculty in order to incentivize retirement and/or make

up for years of less than fully competitive salaries, etc. Once the dean has completed this study, he will bring it back not only to the president but also to the chief financial officer to determine the feasibility and timeline for implementing his recommendations; he will also bring it to the faculty as a whole for approval.

Academic Years 2018-2020

- The academic deans and FDG will work incrementally on the personnel manuals beginning in fall 2018 with the goal of completion by spring 2020. Resources for this work include funds for legal review, tentatively budgeted for 2018–2019. FDG will begin reviewing its charter in winter 2018 with the goal of completing the internal-to-FDG review by fall 2018 and updating it through the college governance system by winter 2019.
- Another step the college plans to take is to increase the amount of faculty development funds. The college instituted chair funds for chair holders, which have helped, and has for the last three years been at the point where every chair has an associated professional fund. The college anticipates that funding from the capital campaign will endow more faculty positions and spread faculty development resources out so that all faculty members, not just chairs, have at least \$3000 annually for professional development. The current goal is to have this funding distribution in place by fall 2020.
- By 2020, FDG will evaluate faculty morale based on a climate survey.

Description: Teaching and Learning

In addition to reviewing individual faculty members, COA regularly assesses teaching and learning content and methods (standards four and eight). AAC and the academic deans monitor the success of all courses through annually reviewing all course evaluations and synthesizing voluntary supplementary student feedback. Faculty frequently discuss needed skill development, the writing center routinely tracks student writing progress, and the college participates in the annual National Survey of Student Engagement. During every course, faculty members conduct midterm reviews with students to determine what students are learning and to assess the effectiveness of their methods; course evaluations completed at the end of every class contain tangible indications (both qualitative and on a Likert scale) of student learning outcomes. Many faculty members routinely conduct additional written and oral assessments of their courses. The internship committee, a subcommittee of AAC, evaluates all internships and requires campus presentations upon their completion. In addition, faculty members who team teach and/or have significantly overlapping student enrollments regularly communicate to assess teaching outcomes. The review and appeals committee looks over senior projects, residencies, and academic appeals. Faculty review and approve independent studies they supervise. Many of these individual assessments are organic and informal, but the faculty periodically conduct collegewide assessments such as of the college's designated outcomes (for its single major, standard eight) and senior projects.

The college's mission encourages hands-on and minds-on learning experiences. Numerous field, laboratory, and studio classes ensure that students practice doing what they are learning. Many classes have field trips, additional laboratory sessions for extended discussion, film viewing, or the like as well as extra classes for presentations. Over the past five years, the college has added expeditionary courses to its long-standing practice of offering courses in international settings. For some of these courses students spend an entire term off campus (most recently in the Yucatan, France, and Taiwan); in others students travel before, after, or during a term (for example to Costa Rica, New Mexico, the Hudson River Valley, the Great West, Newfoundland, or the Caribbean). The college actively encourages experimentation in teaching methods, and students play a significant role in requesting specific types of courses to meet their learning needs. The college complies with ADA requirements, provides services to students with learning differences, and encourages faculty to work with individual students to best meet their learning needs. Study skills support, including for time management, is available, and all students can use the writing center or TAs who have previously taken a course and have particular skills to assist students when the professor is not available (standard four).

COA's nondepartmental faculty organization supports its sole major with a set of broad distribution requirements so that each student, in designing his or her program with the assistance of one or more faculty advisors, takes a wide range of foundation courses and more advanced courses in their focus areas. Advisors encourage students to take a range of courses from multiple faculty, and most students work closely with several faculty as they proceed from introductory to advanced classes. The college provides each student a grant of \$1800 that can be used for advanced credit-bearing opportunities such as an expeditionary course, internship, residency, or conference attendance (standard four). The college binds and archives all senior projects and publishes an annual collection of human ecology essays produced by the writing center. Access to various support funds is widely advertised from the admission process to advising and routine email announcements requesting applications.

Appraisal: Teaching and Learning

The college's content and methods of instruction meet accepted academic and professional standards and expectations (standards four and eight). Faculty, through all the means provided in standard eight as well as in conversations with students and colleagues, routinely consider how to make improvements based on how students learn. Course evaluations in particular help faculty members consider how instructional techniques and delivery systems serve the college's mission as well as both its designated overall learning goals and goals for specific courses. At the end of every term, both individual faculty members and the academic dean assess whether teaching methods are appropriate to students' capabilities and learning needs. Faculty members are chosen and reviewed on the basis of their commitment to enhance the quality of their teaching and student learning. AAC, FDG, and the deans encourage experimentation to improve teaching. A focus on faculty development was one of the major reasons the president decided to change the name of the faculty personnel committee to the faculty development group. Standard eight details many of the modes of assessment the college routinely uses.

The nondepartmental faculty of human ecology and a broad array of resource area requirements ensure that students take classes from a variety of faculty and gain exposure to different disciplines, perspectives, and methodologies. Academic advisors frequently share strategies, and the advising events every term further ensure that students gain needed information in selecting courses, choosing internships and study away opportunities, etc. Students are kept abreast of current and future course offerings, degree requirements, and college policies by their advisor and the registrar who annually publishes the course catalog in hardcopy and online (exhibit 4.3). The college encourages students to ask questions of advisors and other community members so that there is an active exchange of information about academic policies. The college assesses advising during faculty reviews, but not on an annual basis. The college's advising team and all advisors encourage students to change or add advisors based on determination of their learning needs. Additional review of advising to address inconsistences has been identified as a projection for 2019 in standard two.

With the institution of the expeditionary funds, the college has increased its support for student scholarship, research, and creative activities; other funds are also available for course enhancement and there are numerous funded opportunities for internships and fellowships, largely in the sciences. The college has increased its number of endowed faculty positions and maintains a goal of endowing all faculty. Work study, TA positions, and tutoring also provide opportunities for student learning. There is a modest, endowed faculty professional development fund along with the Kogod Fund for the arts, chair funds associated with endowed positions, and several other endowed funds managed by the academic dean. These help faculty and students undertake research. The deans annually solicit calls for professional development requests and rarely turn down applications although at times the college cannot fully fund a request.

Projection: Teaching and Learning

Academic Years 2017-2020

- COA's MAP process—developing a comprehensive outline of goals and initiatives in spring 2016—was a major vehicle for communitywide collaboration in the self-study. Several key areas involving faculty, teaching, and learning were identified as part of the MAP. As noted above, two task forces—academic priorities and writing—have been actively researching best practices, assessing current college practice, and consulting with faculty and students over the course of 2016–2017. Major initiatives from their reports will fold into the college's next capital campaign which is currently being planned by development in consultation with the president, trustees, and the president's cabinet. In addition, the MAP writing task force in fall 2017 will begin instituting changes to offer more writing courses and more types of writing courses.
- In 2018, the administrative dean will work with the academic deans to determine costs associated with academic priorities. This information will be used to help the academic deans rank order the priorities in terms of what is financially feasible and when implementing the priority might be realistic (standard two).
- The college's academic priorities group has soundly reaffirmed the college's mission and pedagogical practices as well as provided guidelines for any upcoming replacement faculty positions (exhibit 2.12). The writing task force was charged with improving student writing and expanding options for giving students the knowledge and practice that will enable them to communicate more effectively in an academic setting and in their professional careers. But implementing many of the outcomes developed by the Council of Writing Program Administrators will require additional resources for the writing center and funding for workshops to train faculty and to increase the writing staff (exhibit 2.13).
- In addition to writing and academic priorities, achieving greater racial and ethnic diversity is a not only a major goal of the college's upcoming capital campaign but also for admission and all faculty searches. The work on this initiative is preliminary (exhibit 6.14). By fall 2020, FDG will coordinate with the academic deans, the president, and the president's cabinet to develop an institutional plan for increasing diversity.

Standard 6: Teaching, Learning, and Scholarship (Faculty by Category and Rank; Academic Staff by Category, Fall Term)

3 Years	2 Years	1 Year	Current Year
Prior	Prior	Prior	
(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)

Number of Faculty by	category			
Full-time	28	28	27	25
Part-time	15	19	19	21
Adjunct	28	32	24	29
Clinical				
Research				
Visiting				
Other; specify below:				
Total	71	79	70	75
Percentage of Courses				
	61.57%	60.85%	61.84%	59.30%
Number of Faculty by	, 11			
Professor				
Associate				
Associate Assistant				
Associate Assistant Instructor				
Associate Assistant Instructor Other; specify below:	42	47		
Associate Assistant Instructor	43	47	46	40
Associate Assistant Instructor Other; specify below:	43	47	46	46
Associate Assistant Instructor Other; specify below:	43	47	46	46
Associate Assistant Instructor Other; specify below: Non-ranked faculty				
Associate Assistant Instructor Other; specify below: Non-ranked faculty	43			
Associate Assistant Instructor Other; specify below: Non-ranked faculty Total	43			40
Associate Assistant Instructor Other; specify below: Non-ranked faculty Total	43 Staff by category	47	46	46
Associate Assistant Instructor Other; specify below: Non-ranked faculty Total Number of Academic Librarians	43 Staff by category	47	46	
Associate Assistant Instructor Other; specify below: Non-ranked faculty Total Number of Academic Librarians Advisors	43 Staff by category	47	46	46
Associate Assistant Instructor Other; specify below: Non-ranked faculty Total Number of Academic Librarians Advisors Instructional Designers	43 Staff by category	47	46	46
Associate Assistant Instructor Other; specify below: Non-ranked faculty Total Number of Academic Librarians Advisors Instructional Designers	43 Staff by category	47	46	46

Standard 6: Teaching, Learning, and Scholarship (Highest Degrees, Fall Term)

		3 Years	2 Years	1 Year	Current Year
		Prior	Prior	Prior	
?		(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)
		(= = ===,)	(=====)	(= = ===)	(= = ===)
Highest Degree Earned	: Doctorate				
Faculty	Professor	0		0	
	Associate	0		0	
	Assistant	0		0	
	Instructor	0		0	
	No rank	26	27	27	26
	Other	0			
	Total	26	27	27	26
Academic Staff	Librarians				
Academic Stan	Advisors				
	Inst. Designers				
Other; specify*	mst. Designers				
Other, speerly					
Highest Degree Earned	: Master's				
Faculty	Professor	0	0	0	
•	Associate	0	0	0	
	Assistant	0	0	0	
	Instructor	0	0	0	
	No rank	15	17	17	18
	Other				
	Total	15	17	17	18
Academic Staff	Librarians	2	2	2	3
	Advisors				
	Inst. Designers				
Other; specify*					
Highest Degree Earned					
Faculty	Professor				
	Associate				
	Assistant				
	Instructor				
	No rank	1	2	2	2
	Other				
	Total	1	2	2	2
Academic Staff	Librarians				
	Advisors	6	6	6	6
		· ·			· ·

	Inst. Designers				
Other; specify*					
Highest Degree Earned	: Professional License				
Faculty	Professor				
	Associate				
	Assistant				
	Instructor				
	No rank				
	Other				
	Total	0	0	0	0
Academic Staff	Librarians				
	Advisors				
	Inst. Designers				
Other; specify*					

^{*} Please insert additional rows as needed

Standard 6: Teaching, Learning, and Scholarship (Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

		3 Y	ears	2 Y	ears	1 Y	ear	Currer	nt Year
		Pr	ior	Pr	ior	Pr	ior		
		(FY	2014)	(FY	2015)	(FY	2016)	(FY	2017)
_		FT	PT	FT	PT	FT	PT	FT	PT
Number of F	aculty Appointed								
Professor									
Associate									
Assistant									
Instructor									
No rank		0		1	3	2		1	1
Other									
Total		0	0	1	3	2	0	1	1
Number of F	aculty in Tenured Po	sitions							
Professor									
Associate									
Assistant									
Instructor									
No rank									
Other									
Total		0	0	0	0	0	0	0	0
Number of F	aculty Departing								
Professor									
Associate									
Assistant									
Instructor									
No rank				2		1		3	
Other									
Total		0	0	2	0	1	0	3	0
Number of F	aculty Retiring								
Professor									
Associate									
Assistant									
Instructor									
No rank		1		1		0		0	
Other									
Total		1	0	1	0	0	0	0	0
Fall Teaching I	Load, in credit hours								
Professor	Maximum								
	Median								
Associate	Maximum								
	Median								
Assistant	Maximum								
	Median								

Instructor	Maximum								
	Median								
No rank	Maximum	6.67	6.67	6.67	6.67	6.67	6.67	6.67	6.67
	Median	6.67	3.33	6.67	3.33	6.67	3.33	6.67	3.33
Other	Maximum								
	Median								

Explanation of teaching load if not measured in credit hours

Standard 6: Teaching, Learning, and Scholarship (Number of Faculty by Department or Comparable Unit, Fall Term)

3 Y	3 Years		2 Years		1 Year		nt Year
Pr	ior	Pr	ior	Pr	ior		
(FY	2014)	(FY	2015)	(FY	2016)	(FY	2017)
FT	PT	FT	PT	FT	PT	FT	PT

Non departmental	28	15	28	19	27	19	25	2
Гotal	28	15	28	19	27	19	25	

Please enter any explanatory notes 1	n the box below		

Standard 6: Teaching, Learning, and Scholarship

(Faculty and Academic Staff Diversity)
For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (2022)
Category of Faculty (e.g., male/fe	male, ethnicity	categories); add	l more rows as i	needed
male	15	10	25	23
female	10	11	21	23
non-white	1	1	2	4
			0	
			0	
			0	
			0	
Academic Staff Category of Academic Staff (e.g., 1	Full-time	Part-time	Total Headcount	Headcount Goal (2022)
male	1		1	3
Female	8	2	10	8
			0	
			0	
			0	
			0	
			0	
Please enter any explanatory notes in	the box below			
	222 201 2010 W			

			0					
			0					
			0					
Please enter any explanatory notes in the box below								

Standard Seven Institutional Resources

Introduction

Since its beginning in 1972, when the concept and mission of the college were the inspiration of a few residents of Mount Desert Island (MDI), the college has won the support of a range of critical resources and individuals. To start the college and purchase its first site, wealthy summer and year-round residents provided sufficient resources. Under the leadership of its first president, Ed Kaelber, the college attracted young, idealist, talented, and dedicated faculty members as well as a small number of students, forgoing a more traditional education at established colleges—faculty and students who became pioneers and actively participated in this experimental college. Foundations saw the college as worthy of their support; among the key supporters of the college have been a number of wealthy summer residents, including Shelby and Gale Davis who through their foundation included College of the Atlantic (COA) among the first five colleges eligible to receive scholarships for graduates from United World Colleges. This has enabled COA to have the great diversity of many wonderful and dedicated students from around the world. As the college has continued to grow, its reputation has expanded as has the wide range of support from wealthy individuals, foundations large and small, a growing number of alumni, and many others who continue to be inspired by its mission. One measure of the college's success has been the steady rise in national rankings and specific recognition for many of its qualities such as the focus on the environment exemplified by its ranking by the Princeton Review as the greenest college in the country.

From a financial standpoint, gifts to the annual fund, the endowment, and for specific activities have steadily grown. The prospects for the next major capital campaign are very encouraging. The enrollment is slowly growing to the college's strategic goal of 350 FTE. The college feels blessed with its human capital and has attracted and maintained wonderful, dedicated, and talented staff and faculty and active, supportive students and trustees.

Overview of the Budget Process

At the NEASC review conducted in 2007, the director of that process stated that "COA had taken frugality to an art form," a quote which the administrative dean occasionally uses to summarize how the college manages the expense side of the budget. Throughout the college, from deans to support staff, there continues to be the concern to save both energy and money. The college has had many years of tight budgets, and the entire community has shared the burden of minimizing expenses, rarely asking for unbudgeted funds and occasionally being able to eke out savings from already tight budgets. The management of the budget is the analysis of the changing needs as a consequence of slowly growing enrollment and of investment needs to continue the growth of revenue sources.

As shown by Std. 7.3 in the data first forms, approximately half of annual revenue is net tuition; 10–12% is the annual draw from the endowment; 8–9% is the annual unrestricted giving, and 18–19% are restricted gifts. The largest source, net tuition, theoretically seems to be the parameter over which the college should have the greatest control. The college focuses a great deal of attention on student recruitment, retention, and student aid, but as many schools have experienced, all these areas are complex and rapid change is challenging. In addition to net tuition, the three other major funding sources—the endowment, annual giving, and restricted gifts—are managed by the dean of institutional advancement with significant input from the president. The college feels it is important to maintain the many functions ranging from frequent communication with the donor base to special events, primarily in the summer when many of the major donors are on MDI.

In the annual budgeting process, expenses continue to be driven by several questions:

- What are major increases in fixed expenses such as the college's share of employee health insurance?
- Are there critical needs in the academic program such as an additional faculty member to maintain student/faculty ratios?
- Can the college maintain its recent allocations to modest salary increases for both faculty and staff?
- Are there any critically important other needs that cannot be accommodated in the operating budgets?

Description: Human Resources

The college is fortunate to have a cadre of extremely hardworking and qualified staff and faculty. The college's highest priority has been to maintain excellent faculty, primarily permanent faculty, sufficient in number to maintain low student/faculty ratios and to maintain close interaction with the students. Each of the supporting departments is leanly staffed, but due to the competence and dedication of the staff, the college feels positive that all necessary support functions are fulfilled, as noted elsewhere in this report.

The college's policies, including staff and faculty policy manuals (exhibits 3.2 and 6.2) as well as Title IX policies and procedures (exhibits 5.14 and 5.15), are widely available and posted on the college website. The personnel committee reviews and updates these policies periodically and occasionally amends them as individual situations warrant reconsideration of specific policies.

The recruiting and selection process, a process that has enabled the college to find exceptional faculty and staff, is somewhat different for different types of positions, but at all levels search committees include students in addition to staff and faculty. Depending on the level of the position and its general contact with the community, the college seeks communitywide feedback before the final selection. After selection and negotiation of compensation, a letter of hire from the administrative dean or the president clearly explains the terms and expectations of the position. Once hired, administrative staff at all levels are provided written annual reviews by their supervisors. Faculty are given more comprehensive feedback with course evaluations and periodic communitywide reviews when their contracts are due for renewal (standard six).

Appraisal: Human Resources

The college has been successful in attracting and retaining excellent administrators, faculty, and staff. Whenever there is a new or open position at any level, the college generally has large applicant pools although the reasons for this vary with the nature of the position. MDI is seen as a wonderful family-friendly place to live. The college is seen as an exciting but stable opportunity for employment. At mid-to low-level positions, the salary levels are very competitive with the local market on or near the island, and at all levels, benefits, especially health insurance, are seen as very generous. At higher administrative levels, the salaries are less competitive, but these rewarding positions attract applicants who are more interested in being part of the college than they are in maximizing their salaries. At the highest levels, including the president and nonacademic deans, the market extends beyond Maine and MDI, and the college has used executive search firms to recruit nationally. The faculty hiring process, which is managed internally, also involves national searches and generally attracts a very large applicant pool.

The major increases in expenses related to human resources are (a) salary increases for staff and faculty (about \$190,000 in addition to \$30,000 for directly related benefits), (b) health insurance increasing at about \$120,000 per year, (c) general inflation, and (d) very limited increases in staff and faculty. Overall this shows a similar level of expense growth at 3.3% per year over the next several years. This assumes the college will add two faculty.

A recent analysis of staff and faculty turnover rates (exhibit 7.1) showed remarkable retention of employees. "One measure of our stability is the large number (60) of faculty and staff who have more than 10 years of service at the college. The college has 20 with 25 years of service! Of the 27 faculty members who were here 12 years ago, the college still has 21. The average years of service of the current 30 faculty members is 19 years. We have had only seven faculty members leave in the last 12 years." With two faculty departures since then, the statistics have changed somewhat, but they remain very stable. The staff has also been remarkably stable, although the college has had some turnover at entry level positions. The average length of service of the 48 current salaried staff is almost 13 years, and over half of them have more than 10 years of seniority at COA. Among senior administrative staff (deans and department heads), only three have been in their positions less than 10 years.

The college has also provided opportunities for advancement among the staff, many of whom have been promoted from one department to another. The classic example is the director of campus planning and security who was hired 45 years ago in a program for high school students. Of the 13 department heads, including cabinet members, over half were promoted into their present positions.

As noted above, the college is very proud of the current faculty and staff and feels they remain enthusiastic about their roles in the community. As budgets have been constrained, the college realizes that staffing has been lean and that adding more staff, particularly at the support level, could relieve pressure in some departments. The college continually reviews faculty priorities and despite some recent hires must still fill key positions in the short term to keep pace with the growing student body. In FY18, the college plans to conduct faculty searches for two positions.

A critically important objective is to continue to make progress to improve compensation levels. While competitive at the lower levels, the higher levels of administration are not paid comparably to other schools and nonprofit institutions. The current administration accepts this, as illustrated by several who refused their recent raises to accommodate other priorities, but for the next generation of administrators compensation should be more competitive. Similarly faculty are underpaid. Very few have left the college for higher paying positions, but the college feels obligated to recognize their contributions financially. As new replacements for future retirees are hired, the college must place a high priority on increasing faculty salary.

In the longer term, the college realizes that over the next several years, it will lose key faculty and staff through retirement. The processes described above to replace them will be followed, but it will be difficult to replace several dedicated people who have served the college for many years, shaped its character, and been symbols of the spirit upon which the college has been formed.

An equally important goal is to maintain the pioneering spirit of the staff and faculty. Not only has the college community fulfilled the mission with very limited resources, but it has done so with a high level of teamwork and mutual respect. This commitment to the mission is essential both to students and to the financial viability of the college.

Description: Financial Resources

Although budgets have been very tight for many years, the trustees have supported strategic plans to maintain all current services, including the academic program and the various elements of student life, even if the college should experience short-term budget deficits. A critically important strategic goal is to increase the student enrollment to 350 FTE, while maintaining the same if not higher academic standards. It is generally felt and supported by the material presented in standards four, five, and six that the college has been unwavering in maintaining the educational quality that students experience.

In its early days, the college was highly dependent on a few wealthy donors who supported the college and its positive economic and social impact on MDI. Over the last 45 years, the college has broadened its base of support and has developed an endowment of over \$50 million. The college has conducted successful capital campaigns and is planning another. While the college depends on a relatively small cadre of donors who give major gifts, that donor base is expanding. The college focuses energy not only on current major donors but also on an active program to remain connected with the alumni whose support grows each year.

The basis for the multi-year planning models is the extrapolation of the annual budget process coupled with the analysis of the prospects for an occasional capital campaign or campaign for a specific purpose such as the support for the renovation of the Turrets building. In any forecasting process, there is imprecision. The most difficult parameters to model for COA have been annual enrollment. Because the college is small and tries to budget with very little margin, it has missed targets, but continues to analyze objectively the reasons behind all the underlying factors of recruitment, retention, and student aid.

Appraisal: Financial Resources

While the primary focus of the budgeting process is how to maintain the ongoing essential services related to the mission of educating students, the college also recognizes that it must grow revenue in order to have a sustainable budget. The college often reviews current budgets and asks the standard questions of priorities and tradeoffs. While occasionally there is some minor trimming, the college believes that the base budgets across the college are extremely tight and that further squeezing cannot be done without staffing reductions which would be counterproductive to morale and would cut back important services.

Through a combination of supporting revenue generation and carefully controlling expenditures, the college has maintained a stable financial condition. One important measure is the operating cash balance. Although the college now has a \$3 million line of credit with local banks, it did not need to draw upon that at any point in the last fiscal year (FY16). With this line of credit, the college can accommodate unexpected emergencies and has addressed critical needs. One example of the latter was the 2013 restoration of the Turrets office and classroom building (exhibit 2.43), an historic building that needed major exterior repairs totaling \$3 million to replace the roof and shore up its stone walls. This was accomplished through a combination of restricted gifts and an internal loan from the endowment.

Over the five-year period from FY11 to FY15, the college balanced the operating budget in four years. This fell short of prior projections, but nonetheless maintained a stable cash balance. The key parameter has continued to be net tuition, driven both by enrollment and student aid. While the college made progress toward its enrollment goal of 350 through FY14, it had unexpected high attrition primarily in the class that entered in fall 2013. That year, the college was overly aggressive in admitting a large class and has since been more conservative in admission but continues to try to gradually reach and maintain enrollment of 350 FTE. On the other hand, many other projections have been quite accurate.

It should be noted that the college has several sources of budget relief from restricted funds. It is slowly spending the Partridge Scholarships and Stanford-Ryle Fund. Similarly the unspent proceeds from the last capital campaign have been allocated to IT initiatives. The college also has construction savings from the K.W. Davis Village project, now almost 10 years ago. The college anticipates further budget relief when the next capital campaign is completed. And last, but certainly not least, is the approximately \$730,000 from the sale of land along State Route 3—land needed for widening and upgrading the road; the college may use some of these funds to support the planning of the new building project but is committed to repaying them from the proceeds of the capital campaign.

From the financial perspective, the college has made great strides since the days when there was a can near the president's office with cash in it for employees in dire straits when payroll was delayed. The

donor base has continued to grow, and the college has strategic plans for continuing enrollment growth to a sustainable level of 350 FTE. As noted above the college currently has certain restricted funds which provide flexibility in balancing the operating budget. This satisfies immediate needs. The very positive signs in regard to the feasibility of a successful capital campaign are also noteworthy.

The financial projections are closely tied to the recently completed comprehensive planning guide, the MAP (exhibit 2.6). Noteworthy goals include:

- Developing and maintaining a sustainable operating budget requires increasing net tuition and building the enrollment of high quality students to 350 FTE while managing the growth of student aid (goals 16, 17, and 19).
- Completing a successful capital campaign—a campaign that is evolving as this self-study is being written—depends on the college's nurturing relationships with donors, large and small, maintaining the reputation of the college, and delivering important education experiences to students. As the college looks toward its 50th anniversary, the capital campaign will not only support the operating budget described above, but will also fund the construction of a new building, renovate many aging buildings, expand the educational mission, and enhance faculty compensation. Please see the case statement for further detail (exhibit 7.2 and goal 29).

The college is in the planning stage for a capital campaign to celebrate its 50th anniversary (standard two and goal 29). Advisors have expressed optimism about raising \$50 million or more. The campaign will be centered on the construction of a new building which will greatly enhance the teaching facilities for arts and science, including new laboratories, art studios, and meeting spaces (goal 11). The campaign will also include five other goals: to address the deferred maintenance and energy needs of the existing buildings on campus (goal 12), to increase student housing on campus, to provide scholarship support and related budget relief, to fund academic initiatives, and to fund chairs for existing faculty enabling faculty compensation support.

Short-Term, Multi-Year Assumptions

Each year, as part of the planning process, the college reviews its priorities (standard two) and fixed commitments and updates its analyses of revenue potential. The college continues to operate under very tight budgets, but it has also made progress on every front. It tries to be conservative and thoughtful, but also realizes that it has often been surprised by unexpected gifts. The most notable example was a \$4 million bequest from a long-time supporter of the school.

Outyear Revenue Assumptions

Budgeting requires a set of base assumptions with varying degrees of certainty. The most important assumption, and the most difficult to project, is net tuition. Despite some setbacks in growth, the enrollment team continues to refine plans to reach the target of 350 FTE with a perennial focus on student quality and net tuition. Clearly the college must revisit this projection, for in FY17, the FTE was 307 while the FTE budgeted figure was 330; the estimate for FY18 is 320.

The college continues to grow the Champlain Society, comprised of donors annually contributing \$1,500 or more, and has enhanced support from alumni and friends. Yet it is aware of the challenge to build the annual fund as it heads into a capital campaign. In this light, the college plans a modest 2% increase over the FY17 goal of \$1.3 million, followed by 1% annual growth. The endowment, aside from gifts to the campaign, will not grow much in the next few years, given the longer averaging period of three years, the lower expectation of investment growth, and the annual draw.

Overall in this model, the college assumed an average annual increase in its revenue of 3%, before having the positive impact of the next capital campaign (exhibit 7.3).

To offset some of the deficit, the college plans to use the construction savings and proceeds from the last campaign. Similarly it might need to consider using small portions of the \$730,000 of revenue from the sale of the strip of land along Route 3, but it is also prudent to have those funds available for the early stages of building preparation.

Projection: Human and Financial Resources

- 2017–2018 Academic Year
 - o The administrative dean will work with the academic deans to determine costs associated with academic priorities. This information will be used to help the academic deans rank order the priorities in terms of what is financially feasible and when implementing the priority might be realistic.
 - o The dean of institutional advancement will present the findings from the potential donor interviews to the board and will reassess campaign priorities.
 - The academic dean will review faculty salaries during his sabbatical term in spring 2018 and suggest necessary revisions to the 20-year-old faculty salary model.
- 2018–2019 Academic Year
 - The dean of institutional advancement will work with the president and trustees to develop a full capital campaign plan. Implementing this plan will then take place over the next few years, culminating in the institution's 50th year celebration.
 - o In 2021 the deans and chairs of task forces will report to the president on progress made toward their stated MAP goals.
- 2017-2021 Academic Years
 - The building and planning committee will shepherd the process for the new academic building from design to completion.

Information, Physical, and Technological Resources

Introduction

College of the Atlantic's location on MDI supports its mission by allowing many of the college's academic programs and projects to work in formal and informal partnerships with town, state, and federal agencies and conservation organizations throughout Maine and beyond. The 35-plus acre campus has 2,000 feet of shoreline, is easily accessible to the main highway and Acadia National Park, resides on the site of six former summer estates. Classrooms, student activities, academic and administrative offices, and related functions are housed in 20 main buildings and several secondary structures. Since the college's last review, it has built the Kathryn W. Davis Village, providing housing for 51 students and a renovated student center.

The college also has two farms and two islands, all of which support many student projects and activities. Beech Hill Farm is a MOFGA-certified organic farm. The 73-acre property includes six acres of fields in vegetable production, three small heirloom apple orchards, pasture land for pigs and poultry, five greenhouses, and open forest. Beech Hill Farm is a working farm growing fresh vegetables and raising meat for COA and the wider community. Collaborative work and planning between Beech Hill Farm and the kitchen is helping COA to "close the loop," forming a more sustainable system of food production and consumption. In addition to providing locally and sustainably raised meat and produce to COA, Beech Hill Farm operates a seasonal farm stand, offers a CSA program, and sells to local markets and restaurants. The Peggy Rockefeller Farms (PRF), gifted in 2010, encompass 125 acres of historic farmland with roughly two-thirds of the property covered in second-growth forest or wetland. Acadia National Park administers conservation easements on the entire property. The farm lies within the Northeast Creek watershed which is monitored closely by the US Geological Survey for nutrient loading. PRF focuses on the production of pastured livestock products and raises grass-fed beef and lamb as well as certified organic pastured poultry. In 2012, the college also acquired the Cox protectorate, a 100-acre section of land for ecological and historical field research on MDI.

Great Duck Island is a 220-acre island located roughly 90 minutes south of campus by boat. The college shares the island with the Nature Conservancy, the State of Maine, and a private summer resident. COA owns approximately 12 acres, consisting of the original light-station property which includes the old head keeper's house, two boathouses, and the actual lighthouse, constructed at the end of the nineteenth century. Great Duck supports some of the largest known breeding populations of Leach's Storm Petrels and Black Guillemots in the lower 48. These, along with resident Herring and Black-Backed Gulls, are subjects of ongoing research by teams of students from the college's island research center. Mount Desert Rock, a remote, treeless island situated approximately 25 nautical miles south of COA, is the base of summer operations for Allied Whale. It provides a foundation for important studies such as the development of photo-identification techniques for humpback and finback whales.

In summary, facilities, grounds acquisition, and expansion over the past 10 years have been significant, well planned, and within the context of the educational needs of the college and in support of the college's commitment to sustainability.

In the words of the director of physical plant, "our buildings have never been in better shape." Nonetheless, the college has many buildings that are old, will need new heating systems, and have issues of deferred maintenance. Over the last two years, a small group has analyzed the needs of each building and estimated the cost to address these needs (exhibit 7.4). As the college plans the next capital campaign, an important element will be to raise at least \$6 million to address these needs.

Description: Information Technology

The department of information technology (IT), located in the center of campus, consists of a team of four full-time positions augmented by work study students and occasional contractors. IT activities are loosely organized around the Microsoft Operations Framework to support the missions and goals of the college through the managed delivery of 20 defined services. The department operates a helpdesk and oversees four computer labs. The department supports 28 servers and over 1500 network devices for a user community of over 500 staff, faculty, and students.

COA operates primarily on three application suites: Microsoft Dynamics GP for financials, CAMS Enterprise (Three Rivers Systems) for student information, and Raiser's Edge (Blackbaud) for development. These are augmented with several application systems and utilities which are selected and acquired by individuals and departments.

Faculty and department managers have a wide range of choices of software and hardware solutions for their devices. Adobe, Apple, Dell, Google, HP, and Microsoft products are commonly adopted for both academic and administrative purposes. The campus has a fiber optic network interconnecting all buildings, a gigabit ethernet to all workstations and classrooms, and a campuswide wireless network serves most indoor locations. The college has completely virtualized computational and storage resources.

Appraisal: Information Technology

COA has recently invested in technological solutions that bolster efforts to attract and retain students and improve relationships with alumni and donors. These efforts have been supported by a stable group of four IT professionals who deliver a range of services, including a fully virtualized server, reliable, efficient, and an appropriately sized network infrastructure. Internet service continues to be provided by the University of Maine System on a dedicated fiber. The university has proven to be a good partner and the facility is reliable, efficient, and affordable.

IT's service orientation has improved systemwide stability and effectiveness with the result that the department is less consumed with daily troubleshooting and is more available for IT-related projects.

Investment in staff training would benefit the college since IT demands increase each year. Currently each community member is limited to two devises (i.e. laptop, Ipad, and phone, gaming system).

The college student information system (CAMS) appears to be near the end of its product life and is no longer being marketed by the vendor. As the college considers the system replacement, the student experience would be dramatically improved by integrating administrative applications and by embracing a standardized approach to using computers in the instructional settings. Critical college performance data will be enhanced by selecting a student information system that integrates and meets the needs of the various departments. Another need that has been identifies is a student learning managing system which the current system lacks.

The college also needs to address the risk management function. Information security policies need to be clarified and documents. In addition, inefficiencies in administrative systems (i.e. CAMS, Great Plains, and ADP) should be addressed.

Projections: Information Technology

2017–2018 Academic Year

- The department of information technology will implement a more robust and streamlined portal for an improved user interface and increased authentication security.
- The director of information technology will work with the director of campus planning and security to document the current use of technology with mechanical services and plan for meeting future needs.
- The director of information technology and the director of institutional research will work together to identify the needs of the next generation of student information system.
- The director of information technology and the academic dean will review learning management systems.
- At least once per term, the director of information technology will meet with the cabinet to be advised of strategic initiatives and coordinate efforts.

2018–2019 Academic Year

- The department of information technology will move to further integrate campus services such as printing, dining, library, and security.
- The department of information technology will upgrade the wireless network.
- The director of IT and the administrative dean will craft and implement an information security policy for the campus to address current deficiencies.

2019-2020 Academic Year

- The department of information technology will implement a learning management system.
- The department of information technology will upgrade the student information system.

Description: Library

The Thorndike Library, located in the center of campus, is an integral part of campus life. Under the library's purview are the institution's information resources, the archives and special collections, and audio-visual services. The library collects and provides access to information resources that support teaching, research, intellectual curiosity, and discourse at COA. In addition to the archives' historical records of enduring value about the college, the special collections include rare books and materials of unique value that support COA teaching and research. Audio-visual services provide access to professional audio and visual equipment, support to the COA community, and oversight of classroom equipment.

Within the past few years, staffing has been rearranged to include three professional librarians—one of whom is a professional archivist—one library support staff, and one audio-visual specialist. Each term, the college employs 25–30 trained work study students who assist with all aspects of the library. The

physical area of the library includes the library lobby, an area with public computers, copying equipment, a circulation/information desk, and three offices. Located off the lobby is a seminar room for classes, meetings, and student studying. The reading room houses reference material and current journals and serves as a comfortable study area. In the "stacks" are the library's print and physical collections, a DVD viewing area, and study carrels. Beyond the stacks are the secure archives room and a work room.

The library is open throughout the year with varying hours. During the term, the library is open seven days a week for a total of 102 hours with some extended late night hours during the last two weeks of each term. Between terms and during the summer, the library is open Monday–Friday, 8am–4pm. Access to the library's online resources is available 24/7 via the college's website and off-campus access with id/password verification.

Appraisal: Library

The library has converted to using an open-source integrated library system known as Evergreen. Access is through membership in Balsam, a consortium of small Maine libraries. The physical books, videos, senior projects, and circulating audio-visual equipment are included in the catalog. Access to print and electronic journals is available through Serials Solutions, Inc. The college uses libguides to provide access to subject and research guides. Information resources include 45,700 print books, 16,000 ebooks, 100 print subscriptions, 1000 CDs, 1200 videos, and access to dozens of databases (some purchased through the library's budget and others available through MARVEL!, Maine's digital library). To supplement the college's holdings, the library has an active interlibrary loan service. Through the Maine Infonet service, books from Maine libraries are delivered and picked up by a courier three times per week. The college also borrows books from beyond Maine.

The library committee, a subcommittee of the academic affairs committee, meets during most terms and provides advice regarding library activities. The library collects information resources that support intellectual curiosity and discourse, classroom teaching, and faculty research.

Since the last NEASC visit, the college has established a secure archives room within the library and added a staff office within the library's lobby area.

To ensure that the work study students can best serve faculty, students, and staff, they receive online database training in winter term and training in the research process in spring. The effectiveness of this training is monitored by anonymous evaluation forms.

To assess the use of databases, the library uses vendor-generated statistics. Other statistics gleaned from the integrated library system (Evergreen/Thorncat) assess circulation and interlibrary loan. In addition, the library regularly communicates with faculty and students. When faculty, typically those teaching writing courses or the core course, ask library staff to come to classes to talk about library resources, the staff often ask students and faculty to complete an evaluation form; however, this is done unsystematically.

Projection: Library

2017–2021 academic years

- Due to a static budget, the library will reassess how it spends its budget. The library will continue to review journal/database expenditures and will consider reducing print resources in order to provide more online databases.
- The library will consider sponsoring several weekend trips to the Fogler Library at UMO Orono to give students access to a fuller range of resources.
- Library staff will explore ways to make information in the archives more accessible digitally.

•	 The library will consider reconfiguring the reading room to make more quiet study space available and to make the room more conducive to periodic events such as story slams, poetry readings, and exhibits. 										

Standard 7: Institutional Resources (Headcount of Employees by Occupational Category)

D1) for each of the years listed. https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	(3 Years Prior FY 2014)		2 Years 1 Year Prior Prior (FY 2015) (FY 2016)		Prior Currer		arrent Ye	rent Year Y 2017)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	25		25	26		26	25		25	25		25
Research Staff			0			0			0			0
Public Service Staff			0			0			0			0
Librarians	2	4	6	2	4	6	2		2	2	2	4
Library Technicians			0			0			0			0
Archivists, Curators, Museum staff			0			0			0			0
Student and Academic Affairs		1	1		2	2			0		2	2
Management Occupations	5		5	5		5	5		5	5		5
Business and Financial Operations	6	1	7	6		6	7		7	6		6
Computer, Engineering and Science	5		5	5		5	5		5	5		5
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	7	1	8	7	1	8	7	1	8	7	1	8
Healthcare Practitioners and Technical			0			0			0			0
Service Occupations	10	6	11	11	6	17	11	6	17	10	5	15
Sales and Related Occupations			0			0			0			0
Office and Administrative Support	17	3	20	16	2	18	16	3	19	15	2	17
Natural Resources, Construction, Maintenance	1	2	3	2	1	3	2	2	4	4		4
Production, Transportation, Material Moving		1	1		1	1		1	1			0
Total	78	19	92	80	17	97	80	13	93	79	12	91

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources

(Statement of Financial Position/Statement of Net Assets)

	,	2 Years Prior	1 Year Prior	Most Recent	Percent Change	
	Fiscal Year ends - month & day: (06/30)	(FY 2014)	(FY 2015)	Year	2 yrs-1 yr prior	1 yr-most recent
ASSET	S (in 000s)				_	
? Cash an	d Short Term Investments	\$609	\$817	\$737	34.2%	-9.8%
? Cash he	ld by State Treasurer	\$0	\$0	\$0	-	1
? Deposit	s held by State Treasurer	\$0	\$0	\$0	-	-
? Account	ts Receivable, Net	\$150	\$190	\$184	26.7%	-3.2%
? Contrib	utions Receivable, Net	\$4,371	\$2,729	\$2,588	-37.6%	-5.2%
? Invento:	ry and Prepaid Expenses	\$46	\$51	\$73	10.9%	43.1%
? Long-Te	erm Investments	\$49,245	\$50,115	\$50,031	1.8%	-0.2%
? Loans to	Students	\$276	\$312	\$333	13.0%	6.7%
? Funds h	eld under bond agreement	\$1,158	\$1,160	\$1,168	0.2%	0.7%
? Property	y, plants, and equipment, net	\$23,190	\$22,334	\$21,608	-3.7%	-3.3%
? Other A	ssets	\$748	\$719	\$810	-3.9%	12.7%
Total A	Assets	\$79,793	\$78,427	\$77,532	-1.7%	-1.1%
LIABII	LITIES (in 000s)	•			•	
? Account	ts payable and accrued liabilities	\$537	\$578	\$516	7.6%	-10.7%
? Deferre	d revenue & refundable advances	\$1,299	\$438	\$504	-66.3%	15.1%
? Due to s	state	\$0	\$0	\$0	-	-
? Due to a	affiliates	\$0	\$0	\$0	-	-
? Annuity	and life income obligations	\$0	\$0	\$0	-	-
? Amount	ts held on behalf of others	\$0	\$0	\$0	-	-
? Long-te:	rm investments	\$0	\$0	\$0	-	-
? Refunda	ible government advances	\$114	\$114	\$114	0.0%	0.0%
? Other lo	ong-term liabilities	\$8,115	\$7,810	\$7,495	-3.8%	-4.0%
Total L	iabilities	\$10,065	\$8,940	\$8,629	-11.2%	-3.5%
NET A	SSETS (in 000s)	•	•	•	•	
	icted net assets					
Institu	ıtional	\$21,294	\$20,538	\$19,214	-3.6%	-6.4%
? Four	ndation				-	-
Tota	.1	\$21,294	\$20,538	\$19,214	-3.6%	-6.4%
Tempor	rarily restricted net assets		-	-		
Instit	tutional	\$17,634	\$18,000	\$15,912	2.1%	-11.6%

?	Foundation				-	-
	Total	\$17,634	\$18,000	\$15,912	2.1%	-11.6%
	Permanently restricted net assets					
	Institutional	\$30,801	\$30,948	\$33,779	0.5%	9.1%
?	Foundation				-	-
	Total	\$30,801	\$30,948	\$33,779	0.5%	9.1%
	Total Net Assets	\$69,729	\$69,486	\$68,905	-0.3%	-0.8%
	TOTAL LIABILITIES and NET ASSETS	\$79,794	\$78,426	\$77,534	-1.7%	-1.1%

Please enter any explanatory notes in the box be	elow		

Standard 7: Institutional Resources

(Statement of Revenues and Expenses)

	3 Years Prior (FY2014)	2 Years Prior (FY2015)	Most Recently Completed Year (FY 2016)	Current Year (FY 2017)	Next Year Forward (FY 2018)
Fiscal Year ends - month& day: (/)	(1.12014)	(112013)	(1-1 2010)	(1.1 2017)	(1-1-2018)
OPERATING REVENUES (in 000s)		****	***		
? Tuition and fees	\$13,721	\$14,027	\$13,709	\$13,615	\$14,121
Room and board	\$1,424	\$1,276	\$1,448	\$1,471	\$1,490
? Less: Financial aid	-\$9,154	-\$9,196	-\$8,804	-\$7,865	-\$8,185
Net student fees	\$5,991	\$6,107	\$6,353	\$7,221	\$7,426
? Government grants and contracts	\$202	\$272	\$246	\$200	\$200
Private gifts, grants and contracts	\$926	\$2,017	\$3,442	\$1,200	\$1,200
? Other auxiliary enterprises	\$944	\$853	\$934	\$950	\$950
Endowment income used in operations	\$1,251	\$1,559	\$1,657	\$1,863	\$1,961
? Other revenue (specify):					
Other revenue (specify):	\$319	\$829	\$683	\$1,200	\$1,000
Net assets released from restrictions	\$2,234	\$0	-\$502	\$300	\$300
Total Operating Revenues	\$11,867	\$11,637	\$12,813	\$12,934	\$13,037
OPERATING EXPENSES (in 000s)					
? Instruction	\$3,856	\$3,918	\$3,956	\$4,075	\$4,197
Research	\$777	\$1,153	\$1,685	\$1,800	\$1,800
Public Service	\$0	\$0	\$0	\$0	\$0
? Academic Support	\$383	\$382	\$404	\$700	\$700
? Student Services	\$663	\$604	\$649	\$668	\$689
? Institutional Support	\$1,779	\$1,766	\$1,767	\$1,820	\$1,875
Fundraising and alumni relations	\$604	\$575	\$615	\$633	\$652
? Operation, maintenance of plant (if not allocated)	\$781	\$783	\$741	\$750	\$750
Scholarships and fellowships (cash refunded by public	0.44	#10.40		# 400	* 400
institution)	\$416	\$362	401	\$400	\$400
? Auxiliary enterprises	\$514	\$482	\$571	\$600	\$600
Pepreciation (if not allocated)	\$1,367	\$1,295	\$1,221	\$1,200	\$1,200
? Other expenses (specify): fringe	\$1,936	\$2,133	\$2,225	\$2,200	\$2,257
Other expenses (specify):	\$326	\$375	\$354	\$350	\$350
Total operating expenditures	\$13,402	\$13,828	\$14,589	\$15,197	\$15,470
Change in net assets from operations	-\$1,535	-\$2,191	-\$1,776	-\$2,263	-\$2,433

	NON OPERATING REVENUES (in 000s)					
Α.	State appropriations (net)	\$0	\$0	\$0	\$0	\$0
•	Investment return	\$5,454	\$1,352	-\$1,734	\$3,137	\$1,039
•	Interest expense (public institutions)					
	Gifts, bequests and contributions not used in operations	\$6,325	\$932	\$3,029	\$1,000	\$1,000
P.	Other (specify):			-\$100		
	Other (specify):		-\$336			
	Other (specify):					
	Net non-operating revenues	\$11,779	\$1,948	\$1,195	\$4,137	\$2,039
	Income before other revenues, expenses, gains, or losses	\$10,244	-\$243	-\$581	\$1,874	-\$394
٠.	Capital appropriations (public institutions)					
٠.	Other (specify):					
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$10,244	-\$243	-\$581	\$1,874	-\$394

Standard 7: Institutional Resources (Statement of Debt)

FIS	SCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY2014)	2 Years Prior (FY2015)	Most Recently Completed Year (FY 2016)	Current Year (FY 2017)	Next Year Forward (FY 2018)
	Debt (in 000s)					
	Beginning balance	\$8,764	\$8,252	\$7,810	\$7,495	\$7,170
	Additions	\$0	\$0	\$0	\$0	\$0
	Reductions	(\$512)	(\$442)	(\$315)	(\$325)	(\$330)
	Ending balance	\$8,252	\$7,810	\$7,495	\$7,170	\$6,840
	Interest paid during fiscal year	\$382	\$374	\$354	\$335	\$285
	Current Portion	\$305	\$315	\$330	\$335	\$350
	Bond Rating	n/a	n/a	n/a	n/a	n/a

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met.

The larger bond(with a principal of about \$5.5 million, through the Maine Health and Higher Education Facilities Authority has a debt srvice coverage ratio of 1.2, which the college has failed to meet in two of the last ten years. It is currently being met.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

The college has a line of credit not to exceed \$3 million with the Bar Harbor Bank and Trust. The blance has often been zero at the end of the fiscal year, and was not used in fiscal year 2016.

Future borrowing plans (please describe)

We do not anticipate further borrowing except to refinance the laarger bond in 2018, and possibly secure short term financing for the building construction depending on the cash flow of the capital campaign.

Please enter a	any explanatory notes it	n the box below		

Standard 7: Institutional Resources (Supplemental Data)

FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY2014)	2 Years Prior (FY2015)	Most Recently Completed Year (FY 2016)	Current Year (FY 2017)	Next Year Forward (FY 2018)
NET ASSETS					
Net assets beginning of year	\$59,416,042	\$69,728,886	\$69,486,447	\$68,904,399	\$69,104,399
Total increase/decrease in net assets	\$10,312,844	(\$242,439)	(\$582,048)	\$200,000	(\$500,000
Net assets end of year	\$69,728,886	\$69,486,447	\$68,904,399	\$69,104,399	\$68,604,399
FINANCIAL AID					
Source of funds					
Unrestricted institutional	\$7,930,000	\$8,036,000	\$7,637,000	\$7,700,000	\$7,800,000
Federal, state and private grants	\$0	\$0	\$0	\$0	\$(
Restricted funds	\$1,224,000	\$1,160,000	\$1,170,000	\$1,180,000	\$1,190,000
Total	\$9,154,000	\$9,196,000	\$8,807,000	\$8,880,000	\$8,990,000
% Discount of tuition and fees	66.7%	65.6%	64.2%	67.2%	65.8%
? % Unrestricted discount	57.8%	57.3%	55.7%	58.3%	57.1%
FEDERAL FINANCIAL					
RESPONSIBILITY COMPOSITE					
? SCORE					
lease indicate your institution's endowmen	t spending policy	:			
urrently 4.8% of trailing 12 quarters.					

Please enter any explanatory notes in the box below

The College's FY17 audit report is not complete as of the writing of this report, the total increase/decrease in net assets is estimated

Standard 7: Institutional Resources (Information Resources)

3 Years

2 Years

Most

	Prior	Prior	Recently Completed Year		Forward (goal)
	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)
Total Expenditures					
Materials	\$57,000	\$61,808	\$61,750	\$58,780	\$60,000
Salaries & wages (permanent staff)	\$204,000	\$208,030	\$208,030	\$215,690	\$222,160
Salaries & wages (student employees)	\$99,467	\$115,920	\$99,008	\$88,651	\$99,310
Other operating expenses	\$28,742	\$24,180	\$28,280	\$29,480	\$30,000
Expenditures/FTE student					
Materials	\$173	\$187	\$187	\$178	\$188
Salaries & wages (permanent staff)	\$618	\$630	\$630	\$654	\$694
Salaries & wages (student employees)	\$301	\$351	\$300	\$269	\$310
Other operating expenses	\$87	\$73	\$86	\$89	\$94
Collections					
Percent available physically	48%	48%	48%	48%	45%
Percent available electronically	52%	52%	52%	52%	55%
Number of digital repositories	1	1	1	1	1
Personnel (FTE)					
Librarians - main campus	2.00	2.00	2.00	3.00	3.00
Librarians - branch /other locations	N/A	N/A	N/A	N/A	N/A
Other library personnel - main campus	2.86	2.86	2.86	1.95	1.95
Other library personnel - branch/other locations	N/A	N/A	N/A	N/A	N/A
Availability/attendance					
Hours of operation/week main campus	103	103	103	103	103
=					

Consortia/Partnerships

WALDO (Westchester Academic Library Directors Organization)

URL of most recent library annual report:

https://www.coa.edu/live/files/625-fy16coaannualreport

N/A

N/A

N/A

N/A

Current Year | Next Year

Please enter any explanatory notes in the box below

Hours of operation/week branch/other locations

Total Expenditures - Salaries/Wages (permanent staff) - this includes the salary for our 1 FTE Audio-Visual Specialist. This person has an AV materials budget of roughly \$7000 (FY14) to \$10,000 (FY17) which is not included in the materials expenditures above. Salaries/Wages (student employees) is the approximate amount allocated but all students did not work their full allotted amount; I added together student work study awards plus the temporary wage line item in our library budget Expenditures/FTE student I used an average of 330 FTE across all years Collections - We have digital collections on the Internet Archive but we are rethinking whether we want to keep the repository there; Personnel - Other library personnel includes our 1 FTE Audio-Visual Specialist who is considered a library staff member

Standard 7: Institutional Resources (Technological Resources)

				~
3 Years	2 Years	Most	Current	Next Year Forward
Prior	Prior	Recently	Year	(goal)
		Completed		
		Year		
(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)

Course management system	CAMS Enterprise				
Number of classes using the system	all	all	all	all	all
Bandwidth					
On-campus network	1.0 Gbps	1.0 Gbps	1.0 Gbps	1.0 Gbps	1.0 Gbps
Off-campus access					
commodity internet (Mbps)	20 Mbps	20 Mbps	20 Mbps	20 Mbps	50 Mbp
high-performance networks (Mbps)					
Wireless protocol(s)	802.11n	802.11n	802.11n	802.11n	802.11a
Typical classroom technology					
Main campus	TVs, VHS/DVD pl available in most cla		ads, stereo rece	eivers, LCD pro	jectors and screens are
Branch/other locations	available in most cla	ssrooms.			
Students					e 365, Google SketchU
	2016, Adobe CS6, A	dobe Creative	e Cloud, Rules	for Writers, Sys	, 0
Finances	Excel 2013				
Human Resources	ADP Workforce No Financial	ow, HR Conn	ect, Aetna, TI	AA, Group Dyn	amics, HAS, Lincoln
Advancement	Raisers Edge 7, Gra				
Library	Clio Interlibrary Loa Connexion Client 2.		ry ILS Evverg	reen 2.8.3, Seria	ls Manager v 1.0,
Website Management	LiveWhale CMS				
Portfolio Management					
Interactive Video Conferencing					
Digital Object Management					
Website locations of technology polici	es/plans				
Integrity and security of data	http://coa.edu/live	/files/520-ad	cceptable-us	e-policy	_
Privacy of individuals	http://coa.edu/live	/files/520-ad	cceptable-us	e-policy http://	/coa.edu/live/files/521

http://coa.edu/live/files/520-acceptable-use-policy

https://sites.google.com/a/coa.edu/it/manage/govern/-risk?pli=1

Please enter any explanatory notes in the box below

Appropriate use

Disaster and recovery plan Technology replacement

Standard 7: Institutional Resources (Physical Resources)

Campus location	Serviceable Buildings		Assignable (00	_		
Main campus	35		(00	168		
•						
Other U.S. locations	0			0		
International locations	0			0		
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)	
	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	
Revenue (\$000)						
Capital appropriations (public instituti	ons)					
Operating budget						
Gifts and grants						
Debt						
Total	\$0	\$0	\$0	\$0	\$0	
Expenditures (\$000)					_	
New Construction	\$0	\$0	\$0	\$125,000	\$1,250,000	
Renovations, maintenance and equipment	\$3,814,000	\$184,000	\$233,000	\$203,000		
Technology	\$19,500	\$3,781	\$5,013	\$2,493	\$50,000	
Total	\$3,833,500	\$187,781	\$238,013	\$330,493	\$1,300,000	
Assignable square feet (000)	Main campus	Off-campus	Total			
Classroom	10,177		10,177			
Laboratory	5,095		5,095			
Office	13,859		13,859			
Study	5,006		5,006			
Special	13,297		13,297			
General	33,460		33,460			
Support	4,796		4,796			
Residential	48,066		48,066			
Other	1,478		1,478			
	<u> </u>		· · · · · · · · · · · · · · · · · · ·	l		
Major new buildings, past 10 years (ad	d rows as needed)					
Building name	Purpose(s)	Assigna	ble Square Fe	et (000)	Cost (000)	Year
KWD Village s	tudent housing		19,600.00		\$6,100,000	2008
	<u> </u>					
					•	
New buildings, planned for next 5 year	s (add rows as needed)					
Building name	Purpose(s)	Assig	gnable Square	Feet	Cost (000)	Year
	xpanding teaching spaces		40,000.00	[\$17,000,000	2020
, , , , , , , , , , , , , , , , , , ,		!	,		. ,	
Major Renovations, past 10 years (add	rows as needed)					
The list below includes renovation		or more				

The Turrets	ssroom, office, administrati	13,500.00	\$2,700,000	2013
Deering Center	student life, activities, café	8,900.00	\$2,300,000	2008
Davis Center	offices, program space, clas	3,200.00	\$90,500	2015-16
MDR	research station		\$400,000	2015-17
Cottage House	residential building	1,100.00	\$41,000	2016
Kaelber Hall, BT, Gates	o, admission office, classroo	41,200.00	\$400,000	2017

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing 4,332,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Peach House	residential building	1,000.00	\$40,000	2017
WitchCliff	faculty offices, classrooms	13,400.00	\$41,000	2017
WitchCliff Apt	residential building	1,600.00	\$21,000	2017
Davis Center	offices, program space, clas	3,200.00	\$400,000	2017-19
Studio 5 & 6	teaching collection	3,000.00	\$150,000	2017-19
Pottery Studio	teaching collection	1,100.00	\$25,000	2018
Seafox	residential building	7,400.00	\$80,000	2019
Greenhause Replacement	teaching collection	1,500.00	\$75,000	2020
Arts and Science Building	studio and lab spaces	15,000.00	\$3,500,000	2021

Please enter any explanatory notes in the box below

Standard Eight Educational Effectiveness

Description

As addressed in standard four, College of the Atlantic (COA) offers a single major, has no satellite campuses, and does not use an online format for any courses. As a result, issues that can negatively impact educational conformity between degree majors, teaching locations, and delivery modality are all greatly reduced by the COA teaching format. The single major in human ecology does not have an external oversight body that sets standards or provides metrics to assess competency within this major. In addition, the college has the burden of assessing educational effectiveness for an entire student body undertaking self-designed curriculums. The college, therefore, relies on internal and external metrics for assessing educational effectiveness commonly used by other institutions for self-designed majors. In a February 4, 2013 letter from CIHE, the college was asked to discuss how it intends to incorporate additional quantitative metrics into student learning assessment. After an internal and external review of educational assessment metrics, the college has elected to use the following metrics to assess educational effectiveness at COA:

Internal metrics

- Persistence and graduation rates
- Narrative evaluations
- Tracking of broad institutional learning objectives
- Resource area and curriculum planning groups
- Administrative review of teaching
 - o Course evaluation reviews
 - o One-on-one faculty check-ins
 - o Evaluation of teaching within faculty reviews
- Student writing portfolios
- Senior projects (director assessments, public presentations, and archived projects)
- Feedback on academic and student services
- Exit interviews
- Tracking of cocurriculur goals
- Alumni surveys

External metrics

- Rates of graduate school attendance
- Employment rates and employment by study focus
- Student awards, publications, grants, and professional presentations
- National Survey of Student Engagement (NSSE) results
- External rankings and awards
 - o Curricular awards/recognition
 - o Mission awards/recognition

The college not only publishes overarching learning objectives for all students in the course catalog (exhibit 4.3) but also lists learning objectives for each course within individual syllabi (exhibit 8.1). The college's mission statement highlights the institution's emphasis on ecological and social justice (standard one), and the college strives to reinforce these educational ideals within the curriculum, within its self-governance structure, and through its ecological and social practices.

Appraisal

The college is confident that its educational programs demonstrate satisfactory student achievement at levels appropriate for the degrees awarded. COA uses both quantitative and qualitative measures to

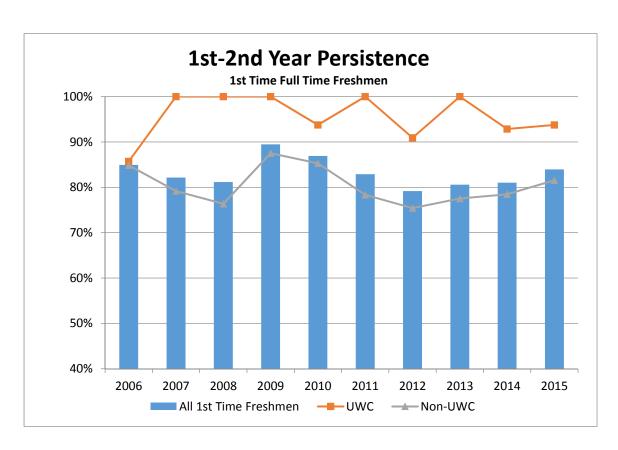
understand student learning objectives and uses these data to assist future educational planning. Some examples include persistence and graduation rates, narrative evaluations, and tracking of broad institutional learning objectives.

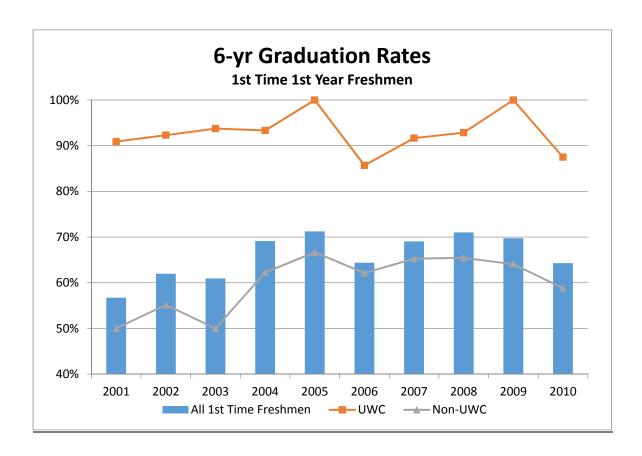
Persistence and Graduation Rates

The college monitors persistence and graduation rates and looks for educational trends and/or concerns by cohort (see exhibit 8.2). In the last 10 years, the college has received several grants through the Maine Educational Loan Marketing Corporation (MELMAC) foundation to help improve retention and graduation efforts (exhibit 2.52). In general, COA reviews first-to-second-year persistence rates and six-year graduation rates by multiple cohort groups. The cohort groups most closely followed by the institution include:

First-time, full-time freshmen United World College Students (UWC) Men vs women Transfer students
First-generation students
Graduate students

The college has found that first-to-second-year retention rates are well above national averages. According to the 2015 National Student Clearing House Research Center (NSCHRC) for four-year private institutions, 60.6% of US. students are retained from first to second year. COA's retention average for 2015 was 83% and its pooled five-year average is 81%. The college's higher than normal retention suggests that COA has found means to engage and retain students in their first year. The college has worked to improve retention through both curricular and cocurricular means. Some examples include improving academic and student support, improving academic probation policies, offering more support for advisors, being more selective in admission, and strengthening student grit and resilience.





Similarly COA's six-year graduation rate is above the national average. According to the NSCHRC in 2008, the average six-year graduation rate in the US was 60%, while COA's rate was 71%, and the college's five-year pooled average is 68%. Again the higher-than-average graduation rates suggest that students find enough value within the college's curriculum and cocurriculum to persist through graduation.

In an effort to improve retention and graduation rates, the college investigates anomalies found within the data between cohorts. Over the last 10 years, the college has tracked many small trends, for instance dips in certain cohort retention and changes in graduation rates for specific groups, but it has only found one consistent anomaly—the United World College (UWC) cohort at COA consistently outperforms all other cohorts for both retention and graduation. The higher persistence rates and graduation rates for UWC students are believed to be caused by a combination of higher collegiate preparedness, more financial aid, and stronger restrictions on taking time off from school. The college is looking into ways to transfer what it has learned from this group to the general student population.

Narrative Evaluations

For every class, the college requires that professors give not only a letter or pass/fail grade but also a narrative evaluation. Narrative evaluations range from one paragraph to one page in length for each class taken (exhibit 4.7). The college believes narratives offer a rich description of a student's performance both within a given class and across the student's learning experience. Faculty advisors use narratives to help place advisees in appropriate future courses and learning experiences. Students use narratives to assess understanding of course material and to identify where they excelled and where they still need additional work. Finally, the culmination of a student's educational strengths, weaknesses, and growth can be viewed in the full portfolio of narratives acquired as a student progresses toward graduation.

Most faculty and students feel that the narrative evaluations are beneficial for understanding a student's educational effectiveness within a course and growth between courses (as is evidenced by conversations in faculty meeting, with academic advisors, in the academic affairs committee, and within the student body). On campus, some faculty and students question what kind of information should be put into a narrative (i.e. whether the narrative is primarily for an internal or external audience, whether faculty should discuss learning disposition or performance, etc.). A few members of the faculty feel that narrative evaluations are too onerous for their worth—this belief largely rests on the assumption that today's students are more focused on the final course grade and hence narratives are no longer needed. Other faculty, however, strongly refute this claim and feel their advisees often refer to comments or insights brought up in narrative evaluations. The majority of the faculty (as polled in a 2015 retreat) still feel that narratives are worth the extra time and effort.

In addition to faculty narratives, students are afforded the opportunity to write self-assessing narratives for each course. Student narratives are also placed in official transcripts. It should be noted that student narratives are required for senior projects, group studies, and independent studies but remain optional for all other course work (exhibit 8.3). An analysis of transcripts show that fewer than 50% of the students routinely submit self-evaluations. Since the college feels student self-assessment is a useful tool, it will continue to offer this option.

Tracking of Broad Institutional Learning Objectives

As previously mentioned, the college publishes five educational dispositions (called "habits of heart and mind") and six broad educational objectives ("what you should learn at COA") within the course catalog (exhibit 4.3). These dispositions and learning objectives were crafted by the faculty as an overarching framework for the interdisciplinary, self-directed, and socially responsible education the college wants its students to undertake. They are as follows:

Educational dispositions

- To be passionate about and dedicated to learning
- To bring both heart and mind to the tasks of learning and living
- To live in the questions and to increase tolerance of uncertainty
- To be playful, open, and creative
- To act responsibly and with compassion

Educational objectives

- Creativity: The ability to imagine and construct novel approaches or perspectives, to be innovative, and to invent. This includes the flexibility to use many different approaches in solving a problem, to change direction and modify an approach, to be original and produce unique and unusual responses, and to expand and embellish one's ideas and projects. This also includes taking intellectual and creative risks and practicing divergent thinking.
- Critical thinking: The ability not only to interpret and evaluate information from multiple sources but also to induce, deduce, judge, define, order, and prioritize in the interest of individual and collective action. This includes recognizing one's self-knowledge and its limits, challenging preconceptions, and working with imperfect information.
- Community engagement: A deep understanding of oneself and respect for the complex identities of others, their histories, cultures, and the ability to lead and collaborate with diverse individuals, organizations, and communities. This includes the ability to work effectively within diverse cultural and political settings.
- Communication: The ability to listen actively and express oneself effectively in spoken, written, and nonverbal ways.

- Integrative thinking: The ability to confront complex situations and respond to them as systemic wholes with interconnected and interdependent parts.
- Interdisciplinary: The ability to think, research, and communicate within and across disciplines while recognizing the strengths and limitations of each disciplinary approach.

Educational dispositions are not formally assessed by the college although anecdotal evidence suggests that these are often reflected in the narrative evaluations. Educational objectives, however, were formally assessed in 2017. Faculty were surveyed to see which of the educational objectives they intentionally tried to foster within their courses, which objectives were a likely outcome of their courses (but not intentionally planned for), and which objectives were an unlikely outcome of their courses. Faculty were asked to review their last three years of courses for this survey. A total of 318 total responses yielded the following data:

Lea	rning	Intentionally built	Not intentional	Not an objective
Ob	ective	into course	but a likely outcome	for this course
1.	Creativity	76%	21%	3%
2.	Critical Thinking	98%	2%	0%
3.	Community Engagement	51%	20%	29%
4.	Communication	93%	6%	1%
5.	Integrative thinking	94%	5%	1%
6.	Interdisciplinary	82%	13%	5%

This survey also showed that in the past three years:

- 77.8% of classes required students to work in groups
- 39.2% of classes required students to work in the local/regional community
- 76% of classes required students to give an oral presentation
- 35.1% of classes required students to do an artistic and/or performance based assessment
- 84.8% of classes required students to meet with the professor at least once 1-on-1
- 97% of classes required writing—the breakdown for written work is as follows:
 - o 3% of classes required no written work
 - o 15% of classes required 1–5 pages of written work
 - o 10% of classes required 6–10 pages of written work
 - o 15% of classes required 11–15
 - o 57% of classes required 15+ pages of written work
- When doing written assignments
 - o 33.4% of classes required paper revision
 - o 56.4% of classes offered paper revision/drafts as an option
 - o 10.2% of classes did not offer paper revision as an option

Notably, faculty seem to be building community engagement and creativity at a lower level than the other four educational objectives. The college does not see this as a problem, however, as the rates of addressing these two objectives within the overall curriculum are still very high. The next time the college surveys for educational objectives, it will ask for concrete examples of how faculty foster the differing learning objectives within their classes. In addition to meeting with students about writing at the college, the writing task force looked at syllabi over the last five years for evidence of faculty specifically requiring revision.

Resource Area and Curriculum Planning Groups

Faculty discuss course content and course sequencing in resource area meetings, in academic affairs meetings, faculty meetings, and informally with colleagues. At times, the faculty also convene special

subgroups to look at specific educational objectives within the curriculum. Some examples of curricular planning subgroups include:

- Human ecology core course (HECC) planning group: In 2013, 17 faculty gathered for a daylong retreat to standardize the learning objectives and curricular expectations for the HECC (exhibit 2.15).
- Introductory biology planning group: The biology faculty met to revamp the introductory biology sequence. As a result, the standard biology sequence (offering Bio I the term prior to Bio II) was flipped, a change that allowed students to study macro organisms prior to studying cellular and subcellular organisms.
- Educational studies: To better serve students and meet state standards, the educational studies program revamped the methods courses for teacher certification. The details of these changes are laid out in the program's five-year accreditation report and culminated in a successful, very positive review (exhibit 2.21).
- Social science research methods: In 2013, the social science faculty surveyed different research methods taught in classes. As a result, more emphasis was added to survey design, ethics, and ethnographic methods.
- CAHE: The faculty associated with the Center for Applied Human Ecology meet weekly to plan large projects, envision grant proposals, and conduct curriculum planning.

Administrative Reviews of Teaching

Every term all course evaluations are reviewed by the academic dean (for multi-year, contracted faculty) and the academic dean and members of the academic affairs committee (for visiting faculty). If curricular issues are identified within course evaluations, meetings are set up with the professor to address the issue before the course is taught again. In addition, two of the academic deans meet individually with each faculty member once a year to discuss job performance—any identified teaching issues or accolades are also discussed in these meetings. Finally, faculty are peer-reviewed on a regular basis (standard six). These faculty review processes place a premium on a faculty member's educational effectiveness, which is assessed through self-evaluation and community feedback. Faculty state that this intense focus on teaching is welcomed and productive.

Student Writing Portfolios

COA has identified improvement in written communication as an essential outcome for a COA education. As such, in 2004, the college expanded its writing requirement to include both coursework and the approval of a writing portfolio consisting of three to four argumentative and/or analytic papers; evaluation of these papers is based on a metric developed by a pool of faculty (exhibit 8.4). Although these changes were viewed as a dramatic improvement at the time, the faculty still believe that the college must ensure a higher standard of writing, more course offerings, and more opportunities for students to effectively use credible examples, data, and digital sources. To that end, improving student communication skills is placed prominently within the MAP and has concrete recommendations (exhibit 2.13).

Senior Projects

To earn a human ecology degree, every student at COA must complete a three-credit independent project in their senior year (exhibit 4.6). This senior project is a significant intellectual endeavor that is intended to demonstrate an advanced level of understanding in a chosen field, in research, or in performance. Senior projects are reviewed at multiple levels. First, the student meets with a potential advisor and crafts a research proposal. Next, the written proposal is reviewed by the review and appeals committee. Following this, the student completes the project with the mentorship of a faculty director(s) and a student advisor. Approximately 50% of senior projects entail some form of a public presentation (e.g. gallery show, public talk, performance, professional publication, group facilitation), and all students must leave an archived copy of their work in the library. Finally, the project director(s) complete a narrative project evaluation and the students complete a self-evaluation of their work. In general, this process has produced

excellent student work. There are, however, inconsistencies among projects—some are of a higher caliber than others. One of the college's goals is to improve the overall consistency of work among projects.

Exit Interviews

The college conducts exit interviews for students withdrawing before graduation (assessing the reasons for leaving COA) and for all graduating students. Both interviews offer valuable feedback about the college's educational and cocurricular effectiveness. Information gleaned from these interviews is shared with administrators who, in turn, share the information with the appropriate service provider. Some examples of how services have changed as a result of exit interviews include a) the expansion of counseling hours, b) the ability of the college to provide short-term student loans, and c) increased academic support.

Feedback for Academic and Student Support Services

The college regularly gathers feedback from student support service providers (i.e. note takers, writing tutors, study skills directors, academic advisors, work study supervisors, teaching assistants, counseling office, nurse's office, financial aid office). This information is shared with the academic dean and student life dean who meet weekly. Such feedback helps the college identify educational trends and needs for the institution and for individual students. This feedback approach works well for "at-risk" students and allows the college to better coordinate necessary services.

Cocurricular Learning Objectives

While student life has anecdotal information that documents the learning occurring in the cocurriculum, student life has not gathered systematic, quantitative data. Cocurricular learning objectives have recently been developed for each program within student life. These objectives are aligned with the college's overall learning objectives. Currently a key priority for student life is to develop effective plans to assess these learning objectives (standard five). Student life also uses additional mechanisms to assess student learning in the cocurriculum including pre-and posttraining RA evaluations, RA self-evaluations, resident evaluations of RAs, focus groups, program participation data, weekly student leader supervision, outdoor leader pretrip planning and posttrip debriefings, and other written surveys.

Alumni Surveys

The college regularly uses alumni surveys to assess educational effectiveness postgraduation (exhibit 2.28). Highlights from the most recent alumni survey reveal that 92% of graduates feel that COA courses taught them critical thinking skills, 98% believe that COA prepared them to work on complex issues, 92% believe that COA prepared them for creative problem solving, 92% claim that they are "doing work that strives for positive change in the world," and 92% believe that they are doing meaningful work. These results lead the college to believe that it is fulfilling many of its mission-driven educational objectives.

Rates of Graduate School Attendance

Within one year of graduation, 26% of students start graduate school. Within five years of graduation, 60% of students enter graduate school. The college is confident that these high rates of graduate school attendance help to demonstrate the educational effectiveness of a COA degree. That being said, the college believes that these numbers do not capture all students who attend graduate school and is working to improve data-gathering techniques. Currently the college is considering "Student Tracker" software to better capture attendance rates for domestic graduate programs. The college intends to investigate additional, more coordinated ways to gather attendance rates for international graduate schools.

Employment Rates

Within one year of graduation, 54% of students work at a job related to their field of study, and students have an overall employment rate of 97%. Alumni work in a variety of fields with the most in education

(18%), business (17%), and the arts (14%) (exhibit 8.5). The college believes that the diversity of employment fields, the overall employment rate, and the ability to find work related to a student's field of study all suggest a strong educational base. That being said, COA could still more effectively track graduates' employment rates and employment fields. Problems with employment field coding and alumni response rates could both be improved.

Student Awards, Publications, Grants, and Professional Presentations

COA students often win regional and national awards—in the last 10 years, COA students, for example, have won 6 Udall scholarships, 12 Watson fellowships, 4 Goldwater Scholarships, 2 Fulbright Awards, a James Madison Fellowship, a Schwarzman Scholarship, 14 Projects for Peace Scholarships, 5 Garden Club of America Awards, a Forbes 30 under 30 award, a National Science Foundation Predoctoral Fellowship, and a Unilever Sustainable Living Young Entrepreneur award finalist to name a few. In addition, more than half of the students make professional presentations at regional, national, and/or international conference before completing their undergraduate degree; some examples include UN Conference of the Parties, Right Whale Conference, Conference on Biodiversity, Waterbird Conference, INBRE, Acadia National Park Science Symposium, and presentations to various towns. Of the graduate students, 100% make professional presentations prior to graduation. Several students publish professional papers in their field before graduation and/or win selective grants (i.e. the sustainable business students have raised over \$3 million for projects from biofuels and food systems to international development). The college currently does not systematically track student awards, presentations, publications, and grants—this information would be most useful for admission purposes.

Results of National Survey of Student Engagement (NSSE)

For the last 10 years, COA has used the NSSE to collect data to assess levels of student engagement. COA's NSSE scores have been extremely strong compared to national averages (exhibit 2.26). Every year, COA has significantly exceeded New England Private Schools, Carnegie Classification Peers, and overall NSSE averages for levels of: 1) Academic Challenge, 2) Experiences with Faculty, and 3) Campus Environment. Most years COA has been in the top 10% on all major NSSE indicators; these data further corroborate that the college's educational effectiveness pertaining to student engagement is high. Two anomalies of note were the subcategories of "quantitative skills" and "discussions with diverse others." These scores were often at or slightly below peer average levels. The college has taken steps to rectify these issues. For example, the faculty have intentionally tried to increase course offerings that use quantitative reasoning skills and have lobbied for a new faculty position in computer science (this position will teach additional quantitative reasoning courses). Training for writing tutors also includes journal articles about the role of quantitative data in writing and ways they can help students incorporate these data in their writing assignments or poster presentations. COA is trying to intentionally increase faculty diversity (exhibit 6.14) and student diversity. In addition, the college has encouraged faculty to bring in outside speakers with divergent points of view to challenge the institution's largely liberal point of view.

External Reviews

The college has been recognized many times by outside agencies for educational effectiveness. Some examples include:

Curriculum Awards/Rankings

- COA is listed as one of the top 100 Liberal Arts Colleges in the country by *U.S. News and World Report* (COA is among the colleges that have achieved the most significant positive movement in the *U.S. News* ranking over the last five years, moving up more than 40 spots on the list in the last three years).
- #16 best value by U.S. News and World Report (2016–2017)
- The Princeton Review ranks COA (2016–2017)

- o #11 for professors
- o #2 LGBTQ friendly
- o #11 great financial aid
- o #16 most beautiful campus
- COA was selected as an Ashoka Changemaker campus (COA is one of 37 campuses across 7 countries to be selected) (2008).
- COA was selected to be a Clinton Global Initiative University program (2016).
- COA won a New England Board of Higher Education Excellence Award for Program Achievement (2010).
- COA students won the Maine Food Initiative Challenge (2016).
- COA students were finalists in the University of Maine Business Challenge (2017).
- Two developing colleges (one in Germany and one in Japan) are modeling their curriculum on COA's
- PRAXIS I and II for teacher certification have a 100% pass rate.

Mission-related Awards

- The Princeton Review ranks COA as the #1 Greenest College (2016–2017).
- COA was #4 of US colleges for international students by College Magazine (2016).
- The Sierra Club ranked COA as the Greenest campus in the US (2016).
- Washington Monthly placed COA in the top 100 colleges that contribute to Social Good (2016).
- COA was the first college in the US to be listed as carbon neutral.
- COA has committed to an energy framework to allow the campus to be fossil fuel free by 2030.

The college is honored by the many awards and recognitions it has received from outside agencies. The scope and diversity of these awards testifies to its strong educational framework and educational effectiveness. The college will continue to track and publish these awards on its webpage.

Projection

2017-2018 Academic Year

• The registrar will continue to use "student tracker" software to identify nationally where COA students go to graduate school and which colleges undergraduate students who leave COA transfer to. In addition, the registrar will work with the dean of admission to coordinate a plan to better capture data on COA alumni who attend graduate programs outside the US.

2018–2019 Academic Year

- The registrar will continue to track, analyze, and use persistence and graduation rates to improve the academic program and services. By 2018, COA intends to fund a new position in the admission office; analyzing retention will be a major component of the job. This analyst will develop an analysis and implementation plan related to retention improvement by 2019.
- The college will continue to use the NSSE as a measure of student engagement for curricular planning. In 2018, the academic dean, in consultation with the registrar, admission office, and academic affairs committee, will decide whether the NSSE should be used as an annual or biennial assessment.
- By 2018, the college will coordinate efforts to annually gather and track student awards and
 accomplishments. The office of career development will serve as the clearinghouse for this
 information. In addition, the alumni coordinator will work with the admission office and the
 academic dean to develop more inclusive surveys about postgraduate employment, graduate
 school attendance, and long-term learning outcomes.
- By 2019, the academic affairs committee will work with faculty to review and assess criteria for successful senior projects.

2020-2022 Academic Years

• In 2020, the academic dean will again survey faculty about the current educational objectives in an effort to gain additional information about how the faculty are operationalizing the stated learning objectives within their courses. The academic dean, in conjunction with the academic affairs committee, will follow up the survey by asking the faculty to reassess and revamp (as necessary) the college's educational objectives by 2022.

Standard 8: Educational Effectiveness (Undergraduate Retention and Graduation Rates)

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2014)	(FY2015)	(FY 2016)	(FY 2017)	(FY 2018
IPEDS Retention Data					
Associate degree students					
Bachelors degree students	79%	81%	81%	84%	85%
IPEDS Graduation Data (150% of time)					
Associate degree students					
Bachelors degree students	71%	64%	69%	71%	710
PEDS Outcomes Measures Data					•
First-time, full time students					
Awarded a degree within six years	71%	64%	69%	71%	719
Awarded a degree within eight years	71%	67%	70%	74%	740
Not awarded within eight years but still enrolled	0%	0%	0%	0%	00
First-time, part-time students				-	-
Awarded a degree within six years	n/a	n/a	n/a	n/a	n/
Awarded a degree within eight years	n/a	n/a	n/a	n/a	n/
Not awarded within eight years but still enrolled	n/a	n/a	n/a	n/a	n/
Non-first-time, full-time students					
Awarded a degree within six years	73%	74%	67%	71%	75°
Awarded a degree within eight years	73%	74%	67%	71%	75°
Not awarded within eight years but still enrolled	0%	0%	0%	0%	00
Non-first-time, part-time students					
Awarded a degree within six years	n/a	n/a	n/a	n/a	n,
Awarded a degree within eight years	n/a	n/a	n/a	n/a	n/
Not awarded within eight years but still enrolled	n/a	n/a	n/a	n/a	n/
Other Undergraduate Retention/Persistence Rates (Ac	dd definitions/met	hodology in #	1 below)		
1 UWC students	91%	100%	93%	94%	95°
2 Non-UWC students	75%	76%	79%	80%	810
3 Male	86%	79%	87%	81%	859
4 Female	74%	85%	80%	83%	85°
5 1st Gen	76%	62%	90%	81%	83°
Other Undergraduate Graduation Rates (Add definition	ns/methodology ii	n # 2 below)			
1 UWC students	93%	100%	88%	100%	919
2 Non-UWC students	66%	64%	59%	68%	69°
3 Male	78%	58%	65%	82%	75
4 Female	67%	74%	64%	61%	659
5 1st Gen	75%	56%	40%	53%	55'
Definition and Methodology Explanations					
1 UWC students - United World College graduates attending 2 6-year rate	under Davis Scholar	ship program			

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8: Educational Effectiveness (Student Success and Progress Rates and Other Measures of Student Success)

			Bachelor Cohort Entering		Associate Cohort Entering	
Category of Student/Outco	ome Measure		6 years ago 4 years ago		4 years ag	
First-time, Full-time Students						
Degree from original institution		65%	57%			
Not graduated, still enrolled at origin	nal institution	2%	11%			
Degree from a different institution		7%	4%			
Transferred to a different institution	1	11%	10%			
Not graduated, never transferred, no	o longer enrolled	22%	22%			
First-time, Part-time Students						
Degree from original institution		0%	0%			
Not graduated, still enrolled at origin	nal institution	0%	0%			
Degree from a different institution		0%	0%			
Transferred to a different institution	1	0%	0%			
Not graduated, never transferred, no	o longer enrolled	100%	0%			
Non-first-time, Full-time Students						
Degree from original institution		69%	68%			
Not graduated, still enrolled at origin	nal institution	0%	7%			
Degree from a different institution		19%	11%			
Transferred to a different institution	1	25%	18%			
Not graduated, never transferred, no	o longer enrolled	6%	7%			
Non-first-time, Part-time Students	_					
Degree from original institution		0%	100%			
Not graduated, still enrolled at origin	nal institution	0%	0%			
Degree from a different institution		0%	0%			
Transferred to a different institution	1	0%	0%			
Not graduated, never transferred, no	o longer enrolled	0%	0%			
		/T 1	D C	10 1		
Measures of Student Achiev	vement and Success	s/Institutional	Performano	ce and Goals	Next Yea	
	3 Years	2 Years	1 Year	Current	Forward	
	Prior	Prior	Prior	Year	(goal)	
	(FY 2014)	(FY2015)	(FY 2016)	· /	(FY 2	
Success of students pursuing higher	er degrees (add mo	re rows as nee	ded; add de	finitions/me	thodolog	
in #1 below)						
Other measures of student success and	l achievement, includ	ing success of o	raduates in n	ursuino miss	ion-related	
paths (e.g., Peace Corps, public service		_	_	_		
graduates in fields for which they were	not explicitly prepare	ed (add more ro	ws as needed	; add		
definitions/methodology in #2 below)						
Definition and Methodology Expla	nnations					

Standard 8: Educational Effectiveness

	Sta	ındard 8	: Educa	tional E	ffectiven	iess			
		3-Year					Most Rece Year		
		(FY	2014)	(FY	2015)	(FY	2016)	(FY	2017)
? State Licensure Examination	n Pass		1						1
		# who	// 1	# who	// 1	# who	// 1	# who	// 1
N		took	# who	took	# who	took	# who	took	# who
Name of exam		exam	passed	exam	passed	exam	passed	exam	passed
1 Teacher Certification		2	2	4	3	3	3	4	n/a
2									
3	_								
? National Licensure Passago	e Rates	// 1		// 1		1// 1		// 1	
		# who	<i>#</i> 1	# who	<i>#</i> 1	# who	<i>#</i> 1	# who	<i>#</i> 1
Name of our		took	# who	took	# who	took	# who	took	# who
Name of exam		exam	passed	exam	passed	exam	passed	exam	passed
1									
2									
3									
Job Placement Rates		И. С	11 1.1	11 6	11 1.1	и с	11 1.1	11 6	11 1.1
Maion/time a point	*	# of	# with	# of	# with	# of	# with	# of	# with
Major/time period		grads	jobs	grads	jobs	grads	jobs	grads	jobs
1 Teaching		2	2	4	3	3	3	4	
2									
3									
* Check this box if the progra	_		_		ment" req	uirements.			
Web location of gainful em	ployme	nt report (if applical	ble)					
eligible for Federal Financia	ıl Aid								
									Next
					3 Years	2 Years	1 Year	Current	Year Forward
					Prior	2 Tears Prior	Prior	Year	(goal)
					(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)
? Completion Rates					(112)	(112)	(112)	(112)	(112)
1									
2									
3 Pi P									
Placement Rates						1			
1									
2									
3									
Please enter any explanatory n	otes in	the box be	low						

Standard 8: Educational Effectiveness

dent Success Measures/ or Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Yea Forward (goal)
	(FY 2014)	(FY2015)	(FY 2016)	(FY 2017)	(FY 2018
Master's Programs (Add definitions/methodology	in #1 below)				
Retention rates first-to-second year	89%	100%	100%	100%	100%
Graduation rates @ 150% time	25%	44%	100%	33%	100%
Average time to degree	2 yrs	3 yrs	2.5 yrs	2 yrs	2yrs
Other measures, specify:					
Doctoral Programs (Add definitions/methodology	y in #2 below)				
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
, and the state of					
First Professional Programs (Add definitions/met	hodology in #3 be	low)	ı		
Retention rates first-to-second year	87	,			
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
7 1					
Distance Education (Add definitions/methodological)	gy in #4 below)				
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
Branch Campus and Instructional Locations (Add	l definitions/metho	dology in #5	below)		
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
Definition and Methodology Explanations					

Standard Nine Integrity, Transparency, and Public Disclosure

Description: Integrity

College of the Atlantic (COA) is a small community that calls on its members to conduct themselves with integrity, responsibility, honesty, and fairness. Small is the operative word, because while the college publishes and distributes many policies and guidelines on matters related to integrity, it is really the small, close-knit nature of the community that reinforces these expectations. Virtually everyone knows everyone else by name, and collaborations among students, staff, and faculty are routine. The college's system of community governance provides an open, equitable setting for decision making, one where anyone from a first-year student to the college president can bring a matter forward. This setting fosters a level of accountability among the college's many constituencies and individuals that goes far beyond any one policy or guideline.

A high level of ethical behavior is expected of faculty, staff, and trustees. The trustee bylaws outline expectations of the highest ethical behavior (exhibit 3.3). The faculty and staff manuals (exhibits 3.2, 6.2) include policies governing sexual/gender harassment, sexual assault and misconduct, and conflicts of interest. Faculty behavior is further governed by policies detailing the use of human and animal subjects in research and procedures for resolving discrimination, harassment, and/or civil rights complaints. The faculty ethics statement, adopted from the American Association of University Professors, states explicitly that faculty "practice intellectual honesty... make every reasonable effort to foster honest academic conduct..., avoid any exploitation, harassment, or discriminatory treatment of students..., and show due respect for the opinions of others."

The college publishes, both digitally and on paper, a comprehensive selection of policies, guidelines, and statements that explicitly clarify integrity issues for trustees, staff, faculty, and students. Policies stating the college's stance on nondiscrimination can be found in the admission section of the website, the staff manual, and faculty manual. With regard to hiring and continuing employment, the college follows policies governing equal opportunity and affirmative action, as stated in the faculty manual. It is also clear that high standards of integrity and ethical behavior are expected of students. The course catalog (exhibit 4.3) and COA website (exhibit 2.29) explicitly spell out standards related to academic integrity, ethical research, and privacy expectations. Included in these publications are all policies the college is legally required to follow by organizations such as NEASC, the state of Maine, and the federal government. The college's founding educational philosophy clearly states the college's intended learning outcomes, expectations for community members, and commitment to integrity.

Privacy assurances and fair treatment of students, faculty, and staff are governed by a host of policies and procedures, including the Americans with Disabilities Act, the Family Education Rights and Privacy Act, the Health Insurance Portability and Accountability Act, the Crime Awareness and Campus Security Act of 1998, the Civil Rights Act, the Maine Human Rights Act, the Federal Student Right-to-Know Law, U.S. Citizenship and Immigration Services regulations, and the Veterans Administration requirement for financial aid. The college president, board of trustees, deans, personnel committee, and AA/EEO officer are responsible for overseeing compliance.

Appraisal: Integrity

The college is dedicated to intellectual and academic freedom and the pursuit of knowledge, and it expects its faculty and students to share and maintain these commitments. Both constituencies are guided on these matters by the academic freedom policy and the faculty ethics statement (exhibit 6.2). The faculty manual clearly states faculty must "encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline." The catalog explicitly details the responsibilities of students in these matters in the sections on "Academic Integrity" (exhibit 9.1).

In winter 2017, faculty development group (FDG) published a community reminder of policies regarding searches, professional behavior, and academic freedom in relation to planned discussions on race and race relations (exhibit 6.9).

Ethical behavior is at the heart of the college's mission and is expected from all members of the community. Actions taken in the past 10 years have included an overhaul of the faculty evaluation system (standard six), the college's Title IX policy (standard five), and a strengthened academic integrity policy. Further, since sustainability is part of the college's central mission, significant policies have been created and improved regarding COA's energy usage, building standards, and waste (standard two).

In spring 2016 faculty agreed that all syllabi should include the academic integrity policy: a statement on plagiarism, cheating, and falsifying or fabricating data (exhibit 8.1). Putting this statements in the syllabi along with the statement of academically engaged hours reminds both faculty and students of the workload expectation for a course and the definition of academic dishonesty. During the 2016–2017 year, the college reminded faculty of these requirements, checked all syllabi for their inclusion, and asked faculty who had not included these statements to revise their syllabi (standard four).

Policies and procedures regarding staff, faculty, and student conduct seem to be working well. Typically, 15–20 students per term find themselves on academic probation, but of those just five or so are for academic misconduct—the rest are there because of poor grades; this represents approximately 1.5% of the student body. Approximately 90% of academic misconduct cases involve plagiarism, and over the past five years just one student has plagiarized a second time, triggering expulsion. The college sees approximately three to five appeals annually regarding academic decisions, and these are largely related to course grades. Similarly there are few problems with student social misconduct; over the past five years, two people have been asked to leave campus housing. At the same time, there were no recorded physical altercations, no vandalism, and very little theft.

Staff seldom bring forth complaints about the college or college personnel; when conflicts arise between staff and a supervisor that cannot be resolved internally, the college brings in an outside facilitator. Managers have oversight of how policies are enforced, and COA administration has identified that there are disparate approaches in this area, and that this has created a challenge at times.

The COA governance system echoes the college's mission and ethics. The All College Meeting (ACM) is designed to give all members of the COA community an opportunity to gain ownership of the college. This open, democratic structure of college governance allows community members ample opportunity not only to voice their opinions on matters large and small but also to put forward their visions for positive change in the college community, to work collaboratively with their peers, and to gain leadership experience (standard 3).

All ACM committees (standard 3) are staffed by a revolving roster of faculty, staff, and students. By placing students, faculty, and staff on committees, the college maintains a well-fortified system of checks and balances in governance; this system filters down to all sectors of the school. It is a system of real action and consequential results.

The ACM structure respects FERPA privacy concerns, and consequently does not post minutes on the website or similar venues. Some ACM and committee minutes are available on Google drives shared with the COA community, but accessing these can be confusing. While privacy is maintained, the process is not always as transparent as it could be.

Some of the weekly ACM timeslots have been used for purposes other than general governance; most recently, they have served as a workshop time, as a community dialogue, and as a faculty panel discussion. Within governance, steering and others have had "policy bonanza" to review policies, including those for earth day, smoking, weapons, Title IX, dogs, etc.

The college is committed to keeping policies and charters up to date. Some committees have in their structure an embedded sense of periodic charter review; for instance, the student life committee annually reviews its charter. Many committees are tasked with establishing or improving upon policies regarding integrity, and these committees review and revise these policies at least biennially.

MAP goal 28 embodies the college's commitment to communal integrity and urges all members of the COA community to "emphasize a campus culture based on the deepest respect for each other and address violence in all its forms." All constituencies are held to this standard of respect. Every year, the president distributes a "conflict of interest disclosure form" to the board of trustees, which each trustee must respond to and sign (exhibit 9.2). Each open meeting of the full board includes a "deep-dive" session, ranging from training on Title IX sexual assault policies to presentations by students and faculty. Trustees are held to the same ethical standards as other members of the college community.

The Princeton Review ranked COA as the second-most LGBTQ-friendly college in the nation. Student registration forms allow students to choose their gender and put down their preferred name. Except for buildings where large public gatherings happen (i.e. dining hall, Gates auditorium, library), all bathrooms are gender neutral. To better accommodate transgender students, it is common practice to ask for preferred pronoun preference in academic, work, and student life settings.

Goal 17 of the MAP reflects COA's dedication to pursuing diversity: "Continue to build an academically strong, creative, diverse student body and admit only those students who will succeed here." In recruiting students, admission operations comply with federal and state laws regarding nondiscrimination, as outlined online, and treat prospective students fairly and equitably. The admission department is a member of the National Association for College Admission Counselors and all employees adhere to the association's Draft Statement of Principles of Good Practice.

The admission office uses College Board Search service to purchase the names and addresses of between 30,000 and 60,000+ students each year, purchases based on PSAT/SAT/AP test scores, academic interests, geography, and desired college features. The admission office sends representatives to numerous college fairs and high schools each year; the number of fairs and visits vary based on staffing and budget resources available. The college focuses on NEACAC (New England Association of College Admission Counselor) fairs, and fairs hosted by independent and public schools throughout New England and the Mid-Atlantic (when staffing is available).

As a member of the Council for Advancement and Support of Education (CASE), the college follows its ethical guidelines as outlined in the CASE Donor Bill of Rights and the CASE Principles of Practice for Fundraising Professionals at Educational Institutions. To reduce opportunities for mishandling funds, the business office reconciles all donations (exhibit 9.3). All donations and gifts to the college are outlined in the college's Annual Report (exhibit 2.3).

The college's official communications with parents of students typically originate from the president's office. These emails are important commentary on breaking news related to the college and are reviewed and edited before dissemination by the president's cabinet, which includes managers from across sectors; this process ensures that communications are accurate, truthful, and effective (exhibit 9.4).

COA hosts a number of events and nonacademic programs that carry the college's name, including human ecology forums, summer event series, and summer field studies. These events and programs are consistent with the college's mission in that they approach edification from an interdisciplinary perspective, often project messages of social and environmental sustainability, and generally focus on the tenets of human ecology. While COA does attempt to bring a diversity of beliefs and opinions, speakers who challenge the largely liberal mindset of the community are not frequently invited to campus.

Projection: Integrity

2017-2022 Academic Years

- The president, working in concert with the board of trustees, will continue to ensure that all facets of the college administration continue practices to ensure that their areas of purview are maintained with integrity, accuracy, truthfulness, and timeliness.
- By 2019 the academic and administrative deans will work together to formalize procedures to biennially review pertinent COA policies, report findings to the ACM, and establish relevant action plans.
- The Title IX coordinator will not only continue to facilitate Title IX training for the entire COA community but also research and implement the most up-to-date, optimal training techniques.
- By 2020 the Title IX coordinator will train more faculty and staff as Title IX investigators.

Description: Transparency and Public Disclosure

The college's website is the primary tool for both public disclosure and institutional transparency; for this reason, the topics of transparency (internal and external) and public disclosure are often one and the same for COA.

The college's commitment to transparency is evident in a visit to its website, which communicates through images, videos, and stories, primarily of students; the learning outcomes set forth in the beginning of the catalog, include a passion for learning, creativity, compassion, critical thinking, and interdisciplinarity. The site, which was overhauled in 2015, provides a comprehensive picture of the college with information from all sectors. It is designed to help prospective students assess their fit with the college, help current students and their parents navigate their way through academic, cocurricular, social, and business activities, and help faculty and staff gain access to relevant policies, documents, and information. The site further presents information for donors and the general public. All elements required by the public disclosure section of standard nine are included on the website.

COA faculty each have their own profile page on coa.edu where publications and achievements may be outlined. Faculty accomplishments are further publicized with news stories which are distributed across the site, shared on the college's social media, and adapted into press releases.

The course catalog clearly and explicitly lays out the college's educational approach, expected learning outcomes, student complaints, mission and vision, information and policies concerning the academic program, student responsibilities, privacy policies, academic program specifics, consortium agreements, registration, and fees and financial aid information. The catalog not only explains which subcommittee handles student academic reviews and appeals but also provides transfer information, degree requirements, and a comprehensive list of course offerings for the academic year. Both the course catalog and the college's website list the college's continuing faculty members, including their degrees and where degrees were granted. Since the college is not divided into academic departments, faculty members are recognized for the subject areas they teach. The catalog lists administrative employees by department from supervisory to custodial staff. Names and principal affiliations of members of the board of trustees are listed in the giving section of the college's website.

The college's financial aid program is explained in detail in the Financial Planning Options publication (exhibit 9.5) and in more general terms in the catalog. The college's website offers considerable information in the financial aid section with links to detailed explanations of the aid application process, scholarships, student consumer information, and the code of conduct ascribed to by the financial aid office along with a link to a net price calculator. The calculator allows prospective students to enter information to receive a detailed indication of their likely net price for a COA education. The total estimated annual cost of attendance is detailed on its own page (exhibit 9.6) as well as in the catalog. Much more detailed information, or links to such, is found on the student consumer information page (exhibit 9.7).

The institution ensures that when students, prospective students, or members of the public are interacting with an individual acting on behalf of the institution through a contractual or other written agreement, the relationship of that individual to the institution is clear.

Appraisal: Transparency and Public Disclosure

The college is functioning well regarding transparency and public disclosure. Major navigation sections of the website include Academics, Admissions, Our Community, News, Giving, Calendar, and Alumni. Staff and faculty handbooks, student academic and social policies, Title IX policies, and others are all available for view to anyone visiting the site. A search bar at the top right allows for direct search. At the bottom of every webpage, the college provides its street address and phone number along with links for further contact information, maps and directions, emergency information, and a people directory.

Information describing the COA student body, campus, academic services, nonacademic opportunities, and other resources is published in detail on the college's website in several different sections. The Basics section contains many quick facts about the student body, campus, governance, academics, and alumni statistics with many links to learn more. The student activities page provides information and links to outdoor programs, clubs and organizations, sports and fitness, and more. The campus, town of Bar Harbor, and nearby Acadia National Park all have their own pages, complete with images, information, and links.

The institution made timely and appropriate notification to the public concerning the upcoming comprehensive evaluation (exhibit 9.8). Notifications were sent out on April 11 through a press release, was advertised in the local newspaper, a notification was placed on the COA website, and an email was sent to alumni and trustee groups. All public notifications solicited comments from the community.

The college's website was overhauled in 2015 and previously in 2009. In 2015, as in 2009, the process was characterized by extensive community involvement, collaborative decision making, and careful consideration (exhibits 2.29 and 9.9). The resulting site is designed to help prospective students assess their fit with the college, help current students and their parents navigate their way through academic, co-curricular, social, and business activities, and help faculty and staff gain access to relevant policies, documents, and information. The site further organizes information for donors and the general public.

The primary audience for the website is prospective students, and the site's design and navigation are aimed primarily at this millennial audience. Since the college does little marketing beyond recruitment emails and mailings, it relies heavily on the website which provides a comprehensive picture of the college with information from all sectors. Any visitor to the website can clearly discern the college's admission process. The admissions section provides instructions on how to apply, essential dates and deadlines, information on what the college is looking for in an applicant, interviews, essays, and portfolios. The admissions landing page further directs international applicants, transfers and visiting students, home-schooled students, and nontraditional students to pages with information gathered specifically to help them. The admissions office phone, fax, and email contact information are published

on every page. The COA community, along with the prospective students, is considered by the staff and faculty webteam to be highly attuned to jargon and unverifiable claims—as such, the college's strategy is to supply information as authentically, accurately, and accessibly as possible to all constituencies.

The website's job openings page lists open positions at the college. The page contains detailed job descriptions and contact information, but says nothing further about working at the college, benefits packages, etc. Navigating to the page is easy by typing "employment" or "jobs" in the search bar, but the page is not the easiest to find via direct navigation, since it is not part of any of the main navigational sections.

More specific details about employment are found in the administrative and support staff manual which is also accessed through the human resources page. It might be helpful to share some of these policies in a more accessible way with the public although the college certainly has no problem attracting applicants.

The academic program is well represented on the website with an entire section containing prime navigational tabs for faculty information, areas of study, educational philosophy, internships, and courses. Since prospective students are interested in the unique, interdisciplinary courses taught at the college, courses appear as calendar events on the homepage. This keeps academics front and center to all visitors to the homepage. The academic program is further represented by illustrated stories and videos appearing around the website describing projects, internships, classroom experiences, senior projects, field trips, and faculty work.

Specific details about the academic program, including information about grading, student discipline, and complaints and appeals, are found within the COA policies section of the site. This section cannot be found using the main navigational tabs but is easily found using the information for current students landing page. The academic policies page, navigable from the COA policies page, contains all of the policies outlined in the course catalog. The information on this page is regularly reviewed and updated by the registrar.

The course catalog is updated annually by the director of academic services and registrar. Courses are only listed in the catalog if they are to be offered within three years. A list of course projections for the coming two academic years is published online in the registrar's section and in both the student and faculty portals. The registrar's webpage further lists courses offered the next term along with course schedules for each.

A review of materials demonstrates that policies, procedures, educational expectations, and programmatic descriptions are consistent throughout print and digital formats, including the website, viewbook, recruitment emails, catalog, and social media channels. Decades of catalogs, student capstone senior projects, and other printed documents are available via the college's archives, which are housed in the library. The COA archives page can be navigated through the library page of the website, and here one learns of the archive contents and special collections, general hours of availability, and scheduling an appointment with the archivist either by phone or email.

The college's expectations of and goals for its students' education and success are spelled out explicitly in the print and online catalog and echoed multiple times across the website. The course catalog states the mission explicitly and describes the human ecological approach to education in detail, making clear that students are expected to use both heart and mind to be "playful, open, and creative," to act with compassion, and to be passionate and dedicated to learning. The integration of personal and cross-disciplinary experience is further stressed under the heading of "What you should learn at COA":

- Creativity, including the flexibility to use many different approaches in solving a problem
- Critical thinking, including the ability to challenge preconceptions

- Community engagement, including the ability to lead and collaborate with diverse individuals, organizations, and communities
- Communication
- Integrative thinking, including the ability to respond to complex situations as systemic wholes with interconnected parts
- Interdisciplinarity, including the ability to think, research, and communicate within and across disciplines

Students' success at and beyond COA is highlighted in multiple stories and videos published across the site. More in-depth information about retention, graduation, and other measures of student success are included in the School's Common Data Set (exhibit 8.2), links to which are published on the institutional research page. The student consumer information page, which is part of the financial aid section, include links like "graduation rates," "retention rates," "student diversity," and "student outcomes," all of which link to the institutional research page. While this page makes accessing the Common Data Set easy, it is not easily found by a direct search. One would have to know that items such as "graduation rates" or "student outcomes" were part of what is considered student consumer information or would have to serendipitously land on that page to find this information. Information about alumni success, collected from annual alumni surveys, is found in brief on "the basics" page and in more detail on the "life after COA" page under admissions.

COA's annual report (exhibit 2.3), endowment report (exhibit 2.22), and audited financials are all up to date and can be found on the "resources for donors" webpage. Information regarding campus security policies and crime statistics is equally up to date and is found on the "emergency info" page (exhibit 9.10).

The website is the college's primary platform for communication with the community and the public, and it is frequently reviewed and updated. The college's webteam is a formal committee of faculty and staff that meets regularly and whose members are tasked with overseeing the website and updating content, fixing issues when possible, liaising with the content management system support staff, and keeping all academic, social, alumni, and donor information as up to date as possible. The webteam includes the dean of admission, a faculty member, a second admission representative, the director of creative services, the director of communications, and a representative of student life.

The web team periodically sends emails to the COA community inviting people to contact them with any questions or concerns about the site. Webteam members and other college administrators are very accessible on a day-to-day basis, often eating lunch in the dining hall or attending community events. Any falsehoods, misrepresentations, unclear information, broken links, hard-to-find information, or other website issues are quickly brought to their attention by community members, many of whom, as a result of COA's governance structure, small size, and distinct educational philosophy, maintain a healthy feeling of ownership in the school and its digital equivalent.

Phone calls, mail, and email inquiries are handled in a timely fashion by the staff of the admission office and front desk. The admission office employs several work study students who help answer phones, respond to email questions, schedule campus visits, enter data, and do other administrative work. All work study students are trained by the associate director of admission (standard five). Student workers also conduct campus tours (exhibit 9.11). The admission staff also maintains a Tumblr blog, Meet Me at the Whale Skull (exhibit 9.12), where they post information about the college and respond to questions from prospective students.

Projection: Transparency and Public Disclosure 2017-2022 Academic Years

- The director of communications will continue to ensure not only the ongoing truth, accuracy, timeliness, and relevance of dynamic website content, including snapshots, stories, and calendar items, but also their reflection of COA's mission and educational philosophy.
- The webteam will continue to field email questions, issues, and requests, meet as needed, and work with COA staff and faculty to ensure timeliness and accuracy with regard to policy, campus operations, and course information.
- COA's printed recruitment material is continually reviewed and updated in an iterative process led by the dean of admission. By 2020, the dean will continue to update such material and ensure that it accurately matches the theme and branding of coa.edu.
- While the college is still enjoying its two-year-old, state-of-the-art website, the pace of digital technology improvements dictates that between 2020-2025, development of a new website will need to begin. The dean of admission will lead this process.
- By 2020, the dean of student life will assess the efficacy of the online student handbook and determine whether such documents should be organized differently on coa.edu.

Standard 9: Integrity, Transparency, and Public Disclosure (Integrity)

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty		https://www.coa.edu/policies/academic-policies/	Academic Affairs/Faculty
Intellectual property rights		https://www.coa.edu/live/files/194-faculty-manual08132015pdf	Academic Dean
Conflict of interest		https://www.coa.edu/live/files/194-faculty-manual08132015pdf	Faculty Development Group
		https://www.coa.edu/live/files/193-admin-and-support-staff-manual-8132015pdf	Personnel Committee
Privacy rights		https://www.coa.edu/policies/academic-policies/	Academic Affairs/Student Life
Fairness for students		https://www.coa.edu/policies/community-policies/	Academic Affairs/Student Life
		https://www.coa.edu/policies/academic-policies/	Academic Dean
Fairness for faculty		https://www.coa.edu/live/files/194-faculty-manual08132015pdf	Faculty Development Group
Fairness for staff		https://www.coa.edu/live/files/193-admin-and-support-staff-manual-8132015pdf	Personnel Committee
Academic freedom		https://www.coa.edu/live/files/194-faculty-manual08132015pdf	Faculty Development Group
Research		https://www.coa.edu/live/files/194-faculty-manual08132015pdf	Ethical Research Review Board (ERRB)
Title IX		https://www.coa.edu/student-life/title-ix/	Title IX Coordinator
Other; specify			
Non-discrimination policies			
Recruitment and admissions		https://www.coa.edu/admissions/apply/	Admission Office
Employment		https://www.coa.edu/live/files/194-faculty-manual08132015pdf	Faculty Development Group
1 7		https://www.coa.edu/live/files/193-admin-and-support-staff-manual-8132015pdf	Personnel Committee
Evaluation		https://www.coa.edu/live/files/194-faculty-manual08132015pdf	Equal Employment Opportunity Officer
		https://www.coa.edu/live/files/193-admin-and-support-staff-manual-8132015pdf	Equal Employment Opportunity Officer
Disciplinary action		https://www.coa.edu/live/files/194-faculty-manual08132015pdf	Equal Employment Opportunity Officer
1		https://www.coa.edu/live/files/193-admin-and-support-staff-manual-8132015pdf	Equal Employment Opportunity Officer
Advancement		https://www.coa.edu/live/files/194-faculty-manual08132015pdf	Equal Employment Opportunity Officer
		https://www.coa.edu/live/files/193-admin-and-support-staff-manual-8132015pdf	Equal Employment Opportunity Officer
Other; specify			
Resolution of grievances			
Students		https://www.coa.edu/policies/academic-policies/	Review and Appeals Committee
Faculty		https://www.coa.edu/live/files/194-faculty-manual08132015pdf	Personnel Committee
Staff		https://www.coa.edu/live/files/194-faculty-manual08132015pdf	Personnel Committee
Other; specify			
Other	Last Updated	Website location or Publication	Responsible Office or Committee
	1		1
Please enter any explanatory notes	in the box below		

Standard 9: Integrity, Transparency, and Public Disclosure (Transparency)

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	Contact information is at the bottome of every page of coa.edu
Notice of availability of publications and of audited financial statement or fair summary	https://www.coa.edu/giving/resources-for-donors/
Processes for admissions	https://www.coa.edu/admissions/apply/
Processes for employment	https://www.coa.edu/live/files/193-admin-and-support-staff-manual-8132015pd
Processes for grading	https://www.coa.edu/registrar/
Processes for assessment	https://www.coa.edu/registrar/
Processes for student discipline	https://www.coa.edu/policies/academic-policies/
	https://www.coa.edu/policies/community-policies/
	https://www.coa.edu/student-life/title-ix/
Processes for consideration of complaints and appeals	https://www.coa.edu/policies/academic-policies/
	https://www.coa.edu/policies/community-policies/
	https://www.coa.edu/student-life/title-ix/
	https://www.coa.edu/registrar/
List below the statements or promises made regarding program excellence, learning indicate where valid documentation can be found.	g outcomes, success in placement, and achievements of graduates or faculty and
Statement/Promise	Website location and/or publication where valid documentation can be found
By engaging the experimental and pluralistic heritage of learning in the liberal arts traditions, we seek to inspire theoretically informed and personally reflective learning.	https://www.coa.edu/registrar/

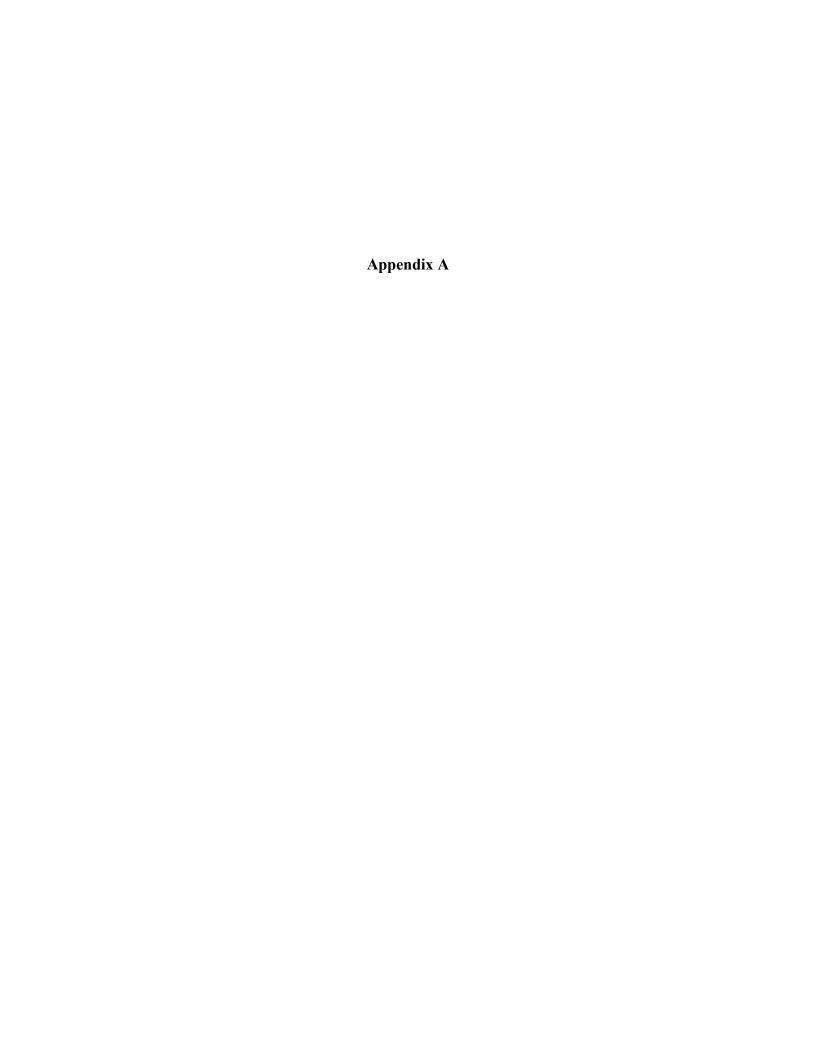
WHAT YOU SHOULD LEARN AT COA	
1. Creativity: In all endeavors the ability to imagine and construct novel approaches or perspectives,	
to be innovative and to invent. This includes the flexibility to use many different approaches in	
solving a problem, and to change direction and modify approach, the originality to produce unique	
and unusual responses, and the ability to expand and embellish one's ideas and projects. This also	
includes taking intellectual and creative risks and practicing divergent thinking.	
2. Critical Thinking: The ability to not only interpret and evaluate information from multiple sources	
but also to induce, deduce, judge, define, order, and prioritize in the interest of individual and	
collective action. This includes the ability to recognize one's self-knowledge and its limits, challenge	
preconceptions, and work with imperfect information.	
3. Community engagement: A deep understanding of oneself and respect for the complex identities	
of others, their histories, their cultures, and the ability to lead and collaborate with diverse	
individuals, organizations, and communities. This includes the ability to work effectively within	
diverse cultural and political settings.	
4. Communication: The ability to listen actively and express oneself effectively in spoken, written,	
and nonverbal domains.	
5. Integrative thinking: The ability to confront complex situations and respond to them as systemic	
wholes with interconnected and interdependent parts.	
6. Interdisciplinarity: The ability to think, research, and communicate within and across disciplines	
while recognizing the strengths and limitations of each disciplinary approach.	https://www.coa.edu/live/files/510-coursecatalog2016-17pdf
At COA you hold in your own hands the freedom, and responsibility, of building your educational	
path. Each student designs his or her own course of study in human ecology—an exploration of the	
relationships between humans and their natural, cultural, and built environments. Even though we all	
have the same major, no two students have ever taken the same set of classes. And you don't have to	
choose just one area of study; in fact, we hope you'll pull together different disciplines and get excited	
about the surprising connections between them.	https://www.coa.edu/about/
What do our students do with a degree in human ecology? Just about everything you can imagine.	
Our graduates are attorneys, composers, marine biologists, entrepreneurs, teachers, organic farmers,	
artists, writers, social workers, doctors, veterinarians, molecular geneticists, professors, and public	
policy experts, among so many other things.	https://www.coa.edu/admissions/life-after-coa/

Date of last review of:	
Print publications	Iterative Process by Office of Admission
Digital publications	Iterative Process by Webteam

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure (Public Disclosure)

Information	Website location
Institutional catalog	https://www.coa.edu/registrar/
Obligations and responsibilities of students and the institution	https://www.coa.edu/registrar/
Information on admission and attendance	https://www.coa.edu/admissions/
Institutional mission and objectives	http://coa.edu/about/mission-history/
	https://www.coa.edu/registrar/
Expected educational outcomes	https://www.coa.edu/registrar/
Status as public or independent institution; status as not-for-profit or for- profit; religious affiliation	https://www.coa.edu/about/administration/accreditation/
Requirements, procedures and policies re: admissions	https://www.coa.edu/admissions/apply/
Requirements, procedures and policies re: transfer credit	https://www.coa.edu/admissions/apply/transfers-visiting-students/
A list of institutions with which the institution has an articulation agreement	https://www.coa.edu/academics/off-campus-study/partners-and-exchanges/
Student fees, charges and refund policies	http://coa.edu/admissions/tuition-fees/
	https://www.coa.edu/admissions/financial-aid/student-consumer-information/
	https://www.coa.edu/registrar/
Rules and regulations for student conduct	https://www.coa.edu/policies/academic-policies/
	https://www.coa.edu/policies/community-policies/
	https://www.coa.edu/student-life/title-ix/
Procedures for student appeals and complaints	https://www.coa.edu/registrar/
Other information re: attending or withdrawing from the institution	https://www.coa.edu/registrar/
Academic programs	https://www.coa.edu/academics/
	https://www.coa.edu/registrar/
Courses currently offered	https://www.coa.edu/registrar/
Other available educational opportunities	
Other academic policies and procedures	https://www.coa.edu/policies/academic-policies/
Requirements for degrees and other forms of academic recognition	https://www.coa.edu/academics/human-ecology-degree/degree-requirements/
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	http://coa.edu/academics/faculty/
Names and positions of administrative officers	https://www.coa.edu/about/administration/
Names, principal affiliations of governing board members	https://www.coa.edu/about/administration/board-of-trustees/
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	N/A
Programs, courses, services, and personnel not available in any given academic year.	https://www.coa.edu/registrar/
Size and characteristics of the student body	https://www.coa.edu/about/the-basics/
	https://www.coa.edu/institutional-research/
Description of the campus setting	https://www.coa.edu/about/our-campus/
Availability of academic and other support services	https://www.coa.edu/current-students/
Range of co-curricular and non-academic opportunities available to students	https://www.coa.edu/our-community/student-activities/
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://www.coa.edu/registrar/
Institutional goals for students' education	https://www.coa.edu/registrar/
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success	https://www.coa.edu/institutional-research/
appropriate to institutional mission. Passage rates for licensure exams, as appropriate	
Total cost of education and net price, including availability of financial aid and typical length of study	https://www.coa.edu/admissions/tuition-fees/
	https://www.coa.edu/admissions/financial-aid/student-consumer-information/
Expected amount of student debt upon graduation and loan payment rates	https://www.coa.edu/admissions/financial-aid/student-consumer-information/
Statement about accreditation	http://coa.edu/about/administration/accreditation/





COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES 3 Burlington Woods, Suite 100, Burlington, MA 01803-4514

Voice: (781) 425 7785 Fax: (781) 425 1001 Web: https://cihe.neasc.org

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. Credit Hour: Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also Standards for Accreditation 4.34.)

URL	
Print Publications	All syllabi, proposals for internship, independent study and senior projects
Self-study/Interim Report Page Reference	22, 34, 35

2. Credit Transfer Policies. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also Standards for Accreditation 4.38, 4.39 and 9.19.)

URL	https://www.coa.edu/live/files/510-coursecatalog2016-17pdf
Print Publications	Course catalog
Self-study/Interim Report Page Reference	26-27

3. Student Complaints. "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL	https://www.coa.edu/policies/
Print Publications	Course catalog
Self-study/Interim Report Page Reference	45, 83, 86, 88

4. Distance and Correspondence Education: Verification of Student Identity: If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . . The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also Standards for Accreditation 4.48.)

Method(s) used for verification	COA does not offer distance or correspondence education
Self-study/Interim Report Page Reference	Not Applicable

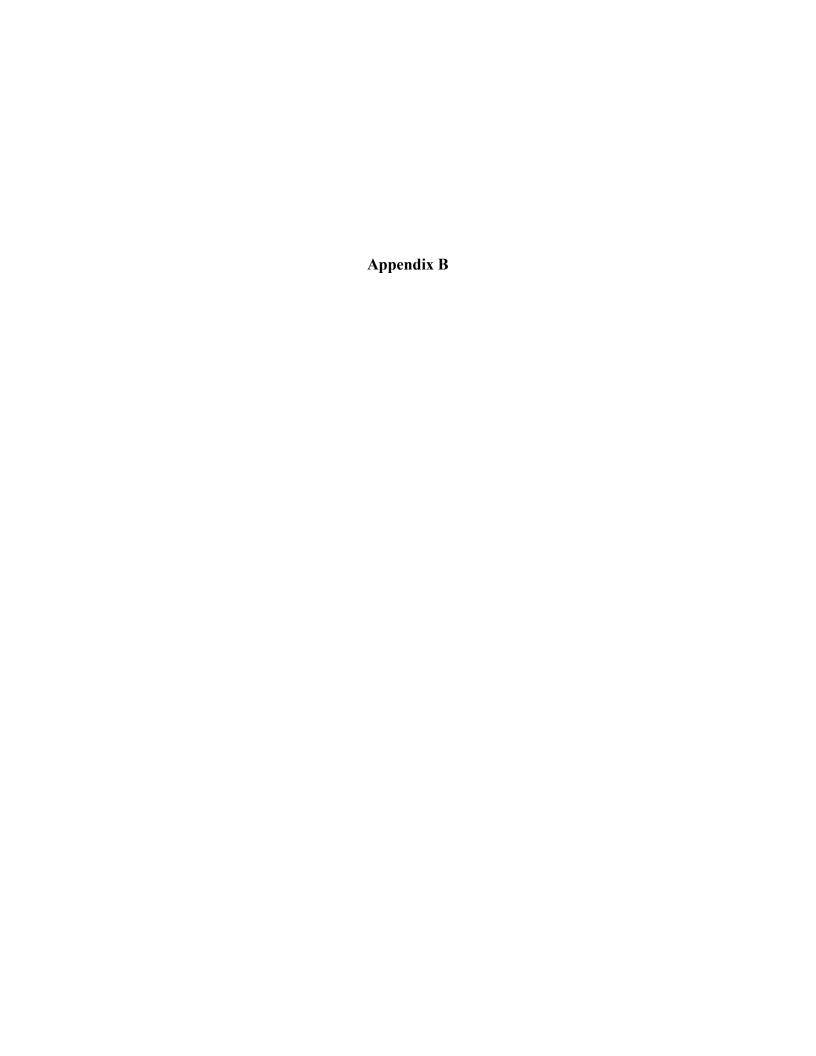
5. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment: The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL	https://www.coa.edu/about/administration/accreditation/	
Print Publications	Local newspaper and press release	
Self-study Page Reference	87	

The undersigned affirms that **College of the Atlantic** meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer:

Date: 7/16/17

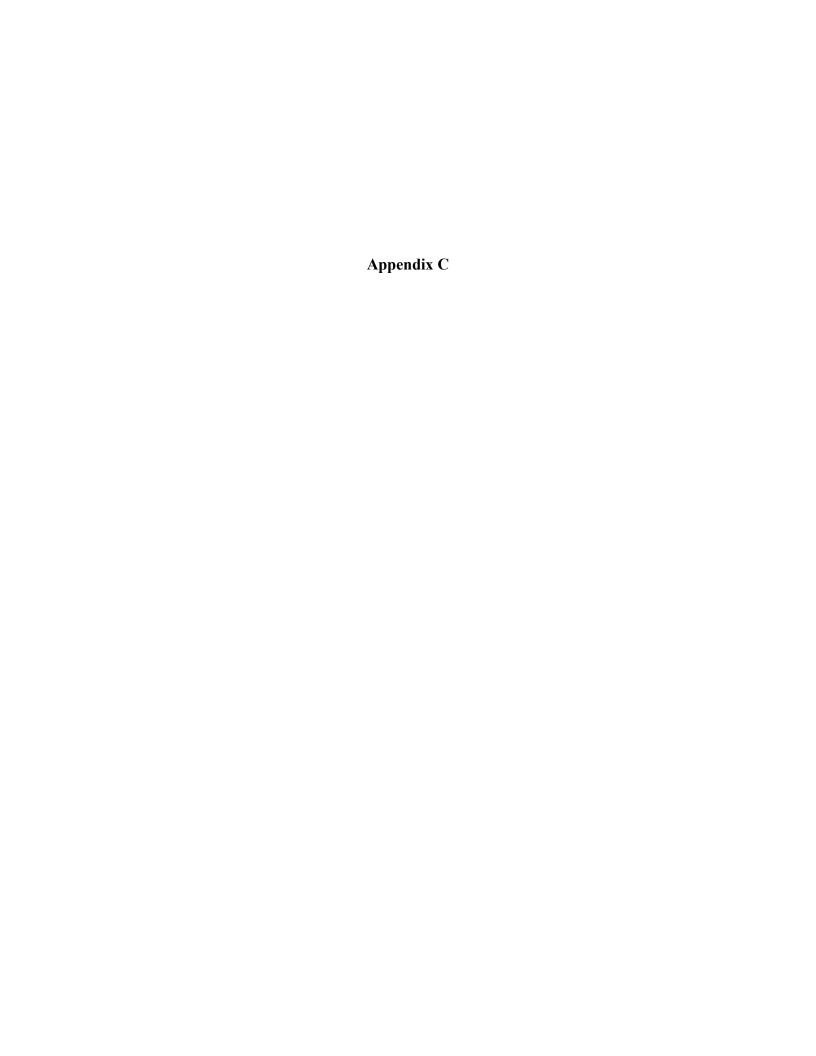


E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:	Course catalog, page 2 https://www.coa.edu/live/filles/510-coursecatalog2016-17pdf	Senior project (capstone project) Narrative grades for all classes NSSE results Employment rates Graduate school attendance rates Writing portfolios Internship evaluations Exit interviews College awards/recognitions	 Project director, review and appeals committee Academic dean/registrar Academic dean, cabinet Career services, cabinet Career services, cabinet Director of the writing program Internship committee and director of career services Dean of student life, cabinet Director of communications 	Enacted 450 hour minimum/time log None Addition of computer science Committed to better data tracking Committed to better data tracking Campus wide writing focus Clarification of hours/site Orientation changes Increased external announcements of student success	
For general education if an undergraduate institution:	Course catalog, page 4 https://www.coa.edu/live/files/510-coursecatalog2016-17pdf	Narrative course evaluations of students by faculty Course evaluation forms completed by students Advisor feedback Probation rates/writing referrals Student awards/publications	 Faculty advisors, academic dean Academic Affairs Academic dean and dean for student life Academic dean, advising team Faculty, cabinet 	Revised course evaluation form and offered online format Established weekly joint meetings Altered probation classifications None	
List each degree program:	Human Ecology – College of the Atlantic only offers a single major/program				2012 NEASC

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Teacher certification	2015 Maine department of Education	Full five-year approval – no state recommendations to be addressed	State of Maine Learning Results PRAXIS I PRAXIS II	2020





FINANCIAL REPORT

June 30, 2016 and 2015

TABLE OF CONTENTS

June 30, 2016 and 2015

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Independent Auditor's Report	1
Statements of Financial Position	2
Statements of Activities	3
Statements of Cash Flows	5
Notes to Financial Statements	6



INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees College of the Atlantic Bar Harbor, Maine

We have audited the accompanying financial statements of College of the Atlantic (a nonprofit organization), which comprise the statements of financial position as of June 30, 2016 and 2015, and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of College of the Atlantic as of June 30, 2016 and 2015, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Nicholson, Michaed & Company

Waterville, Maine October 31, 2016

STATEMENTS OF FINANCIAL POSITION

June 30,

ASSETS

	2016	2015
Cash and cash equivalents	\$ 526,702	\$ 591,856
Restricted cash	210,606	224,911
Accounts receivable, net	183,952	189,819
Inventories	16,289	15,357
Prepaid expenses	56,604	35,963
Student loan receivables, net	333,233	311,706
Contributions receivable - other	1,446,733	1,853,933
Contributions receivable - capital purposes	130,006	330,293
Contributions receivable - endowments	1,011,089	544,568
Note receivable - related party	135,372	-
Beneficial interest in trust	601,135	648,656
Funds held by bond trustee	1,168,270	1,159,585
Investments - endowment	47,616,890	47,187,848
Investments - restricted	2,414,453	2,926,883
Other assets	73,187	70,175
Property and equipment, net	 21,608,235	 22,334,264
Total Assets	\$ 77,532,756	\$ 78,425,817
LIABILITIES and NET ASSETS		
Liabilities		
Accounts payable	\$ 165,974	\$ 247,695
Accrued payroll	173,903	152,030
Accrued expenses	175,755	177,778
Summer program deposits and advance tuition	366,282	348,603
Deferred revenue - other	137,473	89,279
Federal portion of student loan funds	113,970	113,985
Bonds payable	 7,495,000	 7,810,000
Total Liabilities	8,628,357	 8,939,370
Net Assets		
Unrestricted	19,214,131	20,538,007
Temporarily restricted	15,911,590	18,000,628
Permanently restricted	33,778,678	 30,947,812
Total Net Assets	 68,904,399	 69,486,447
Total Liabilities and Net Assets	\$ 77,532,756	\$ 78,425,817

STATEMENT OF ACTIVITIES

Year Ended June 30, 2016

		Temporarily	Permanently	
	Unrestricted	Restricted	Restricted	Total
Operating Activities				
Revenue, gains and other support	4 10 700 077			4 10 700 077
Tuition	\$ 13,709,377			\$ 13,709,377
Less: Davis United World College scholarships	(996,668)			(996,668)
Less: other student aid	(7,807,526)			(7,807,526)
	4,905,183			4,905,183
Sales and service of auxiliary enterprises	1,790,128			1,790,128
Summer programs	591,855			591,855
Government grants	246,382			246,382
Contributions	1,142,886	\$ 996,668		2,139,554
Research and projects		1,302,234		1,302,234
Endowment utilized for operations	1,655,630			1,655,630
Other sources	182,254			182,254
Net assets released from restrictions	2,525,864	(2,525,864)		-
Net assets released from restrictions -				
annual fund pledges	274,900	(274,900)		
	13,315,082	(501,862)		12,813,220
Operating Expenses				
Instructional	3,956,571			3,956,571
	300,879			
Library	,			300,879
Dining and housing	648,507			648,507
Summer programs	334,218			334,218
Museum	104,299			104,299
Financial aid - work study	400,570			400,570
Grants, research and projects	1,684,549			1,684,549
Beech Hill Farms	237,297			237,297
Admissions	428,986			428,986
General and administrative	1,337,623			1,337,623
Fringe benefits	2,225,117			2,225,117
Development	615,486			615,486
Buildings and grounds	740,524			740,524
Interest expense	354,393			354,393
Depreciation and amortization	1,221,579			1,221,579
	14,590,598			14,590,598
Changes in Net Assets from Operating Activities	(1,275,516)	(501,862)		(1,777,378)
Non-Operating Activities				
Contributions	325	198,052	\$ 2,830,918	3,029,295
Interest and dividends - other investments	14,292	150,002	¥ 2,000,510	14,292
Interest and dividends - endowment investments	25,162	163,097		188,259
Net realized and unrealized gains (losses) -	20,102	100,057		100,203
5 , ,	(36,657)	2,590		(34,067)
other investments Net realized and unrealized losses -	(30,037)	2,390		(34,007)
endowment investments	(45 775)	(194,998)		(240,773)
	(45,775)	(134,336)		
Endowment utilized for operations	(1,655,630)			(1,655,630)
Loss on disposal of equipment	(5,707)	(100.007)	(50)	(5,707)
Pledge write offs	1 (55 (00	(100,287)	(52)	(100,339)
Net assets released from restrictions	1,655,630	(1,655,630)		1 105 000
Changes in Net Assets from Non-Operating Activities	(48,360)	(1,587,176)	2,830,866	1,195,330
Changes in Net Assets	(1,323,876)	(2,089,038)	2,830,866	(582,048)
Net Assets at Beginning of Year	20,538,007	18,000,628	30,947,812	69,486,447
Net Assets at End of Year	\$ 19,214,131	\$ 15,911,590	\$ 33,778,678	\$ 68,904,399

STATEMENT OF ACTIVITIES

Year Ended June 30, 2015

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Operating Activities				
Revenue, gains and other support	d 4400=4==			
Tuition	\$ 14,027,477			\$ 14,027,477
Less: Davis United World College scholarships	(1,055,126)			(1,055,126)
Less: other student aid	(8,140,971) 4,831,380			(8,140,971) 4,831,380
Sales and service of auxiliary enterprises	1,559,259			1,559,259
Summer programs	570,036			570,036
Government grants	272,749			272,749
Contributions	961,615	\$ 1,055,126		2,016,741
Research and projects	301,010	651,552		651,552
Endowment utilized for operations	1,559,030	001,002		1,559,030
Other sources	176,889			176,889
Net assets released from restrictions	2,187,642	(2,187,642)		
Net assets released from restrictions -	2,101,012	(2,101,012)		
annual fund pledges	324,445	(324,445)		_
amida fana picageo	12,443,045	(805,409)		11,637,636
	., ., .	(===, ==)		, , , , , , , , , , , , , , , , , , , ,
Operating Expenses				
Instructional	3,918,683			3,918,683
Library	284,959			284,959
Dining and housing	604,526			604,526
Summer programs	316,506			316,506
Museum	96,907			96,907
Financial aid - work study	361,738			361,738
Grants, research and projects	1,153,312			1,153,312
Beech Hill Farms	166,014			166,014
Admissions	420,247			420,247
General and administrative	1,346,047			1,346,047
Fringe benefits	2,132,715			2,132,715
Development	575,845			575,845
Buildings and grounds	782,447			782,447
Interest expense	374,056			374,056
Depreciation and amortization	1,295,446			1,295,446
	13,829,448			13,829,448
Changes in Net Assets from Operating Activities	(1,386,403)	(805,409)		(2,191,812)
Non-Operating Activities				
Contributions	350	573,672	\$ 358,360	932,382
Interest and Dividends - other investments	40,949		,	40,949
Interest and dividends - endowment investments	68,111	398,734		466,845
Net realized and unrealized gains (losses) -	,	,		,
other investments	198,076	(3,861)		194,215
Net realized and unrealized gains -	,	(, ,		,
endowment investments	326,793	1,918,718		2,245,511
Endowment utilized for operations	(1,559,030)	, ,		(1,559,030)
Loss on sale of land	(35,699)			(35,699)
Pledge write offs	, , ,	(124,500)	(211,300)	(335,800)
Net assets released from restrictions	1,591,190	(1,591,190)	, , ,	, , ,
Changes in Net Assets from Non-Operating Activities	630,740	1,171,573	147,060	1,949,373
Changes in Net Assets	(755,663)	366,164	147,060	(242,439)
Net Assets at Beginning of Year	21,293,670	17,634,464	30,800,752	69,728,886
Net Assets at End of Year	\$ 20,538,007	\$ 18,000,628	\$ 30,947,812	\$ 69,486,447

STATEMENTS OF CASH FLOWS

Years Ended June 30,

	2016		2015
Cash flows from operating activities:			
Changes in net assets	\$ (582,048)	\$	(242,439)
Adjustments to reconcile changes in net assets to			
net cash flows from operating activities			
Depreciation and amortization	1,221,579		1,295,446
Net (gain) loss on investments	274,840	((2,439,726)
Contributions for capital purposes	(198,052)		(573,672)
Contributions for endowment	(2,830,918)		(358,360)
Loss on disposal of equipment	5,707		-
Loss on sale of land	-		35,699
Pledge write offs	100,339		335,800
Changes in operating assets and liabilities:			
Accounts receivable, net	5,867		(39,727)
Contributions receivable - other	407,200		770,541
Beneficial interest in trust	47,521		25,527
Inventories	(932)		963
Prepaid expenses	(20,641)		(6,514)
Other assets	(3,012)		3,998
Accounts payable	(81,721)		51,900
Accrued payroll	21,873		(3,848)
Accrued expenses	(2,023)		(7,407)
Summer program deposits and advance tuition	17,679		(179, 263)
Deferred revenue - Davis United World College Scholarship Program	-		(547,411)
Deferred revenue - other	48,194		2,078
Net cash flows from operating activities	 (1,568,548)		(1,876,415)
Cash flows from investing activities:	(101.450)		1 570 077
Net proceeds from (purchases of) investments	(191,452)		1,570,277
Purchase of property and equipment	(501,257)		(529,336)
Issuance of note receivable - related party	(135,372)		-
Proceeds from sale of land	-		54,301
Restricted cash	14,305		22,848
Student loans, net	 (21,542)		(35,620)
Net cash flows from investing activities	 (835,318)		1,082,470
Cash flows from financing activities:			
Net payments on line of credit	-		(136,303)
Principal payments on bonds payable	(315,000)		(305,000)
Change in funds held by bond trustee	(8,685)		(1,357)
Proceeds from contributions for capital purposes	298,052		720,472
Proceeds from contributions for endowment	 2,364,345		747,180
Net cash flows from financing activities	 2,338,712		1,024,992
Net change in cash and cash equivalents	 (65,154)		231,047
Cash and cash equivalents at beginning of year	 591,856		360,809
Cash and cash equivalents at end of year	\$ 526,702	\$	591,856
Supplemental disclosures of cash flow information:			
Cash paid during the year for:			
Interest	\$ 354,393	\$	374,056
See independent auditor's report			

NOTES to FINANCIAL STATEMENTS

June 30, 2016 and 2015

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of the Organization

College of the Atlantic (the College) is a four-year liberal arts college located in Bar Harbor, Maine.

College of the Atlantic Mission Statement

College of the Atlantic enriches the liberal arts tradition through a distinctive educational philosophy--human ecology. A human ecological perspective integrates knowledge from all academic disciplines and from personal experience to investigate--and ultimately improve-the relationships between human beings and our social and natural communities. The human ecological perspective guides all aspects of education, research, activism, and interactions among the college's students, faculty, staff, and trustees. The College of the Atlantic community encourages, prepares, and expects students to gain expertise, breadth, values, and practical experience necessary to achieve individual fulfillment and to help solve programs that challenge communities everywhere.

Basis of Presentation

The financial statements of the College have been prepared using the accrual method of accounting in accordance with professional standards. Under the standards, the College is required to report information regarding its financial position and activities according to three classes of net assets as follows:

Unrestricted net assets – Net assets that are not subject to donor-imposed stipulations.

Temporarily restricted net assets – Net assets subject to donor imposed stipulations that may or will be met either by actions of the College and/or the passage of time.

Permanently restricted net assets – Net assets subject to donor-imposed stipulations requiring that they be maintained permanently by the College. Generally, the donors of these assets permit the College to use all or part of the income earned on related investments for general or specific purposes.

Use of Estimates

The preparation of financial statements in conformity with U.S. generally accepted accounting principles includes the use of estimates that affect the financial statements. Accordingly, actual results could differ from those estimates.

Revenues and Expenses

Revenues are reported as increases in unrestricted net assets unless the use of the related assets is limited by donor-imposed restrictions. Expenses are reported as decreases in unrestricted net assets. Gains and losses on investments and other assets or liabilities are reported as increases or decreases in unrestricted net assets unless their use is restricted by explicit or donor stipulation or law. Expirations of temporary restrictions on net assets by fulfillment of the donor-stipulated purpose or by passage of the stipulated time period are reported as reclassifications between the applicable classes of net assets.

Contributions with Restrictions Met in the Same Year

Contributions received with donor-imposed restrictions that are met in the same year as received are reported as revenues of the temporarily restricted net asset class, and a reclassification to unrestricted net assets is made to reflect the expiration of such restrictions.

NOTES to FINANCIAL STATEMENTS

June 30, 2016 and 2015

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

Contributions with Restrictions Met in the Same Year - Continued

Contributions of land, buildings, and equipment without donor stipulations concerning the use of such long-lived assets are reported as revenues of the unrestricted net asset class. Contributions of cash or other assets to be used to acquire land, buildings, and equipment with such donor stipulations are reported as revenues of the temporarily restricted net asset class; the restrictions are considered to be released at the time of acquisition of such long-lived assets.

Contributions

Contributions, including unconditional promises to give, are recognized as revenues in the period received. Conditional promises to give are not recognized until they become unconditional, that is, at the time when the conditions on which they depend are substantially met. Contributions of assets other than cash are recorded at their estimated fair value. Contributions to be received after one year are discounted at an appropriate discount rate commensurate with the risks involved. Accretion of discount is recorded as additional contribution revenue in accordance with donor-imposed restrictions, if any, on the contributions. An allowance for uncollectible contributions receivable is provided based on management's judgment of potential defaults. The determination includes such factors as prior collection history, type of contribution, and nature of fundraising activity.

Investments

The College's investment and spending policies for permanently restricted and board-designated endowment investments are as follows:

The overall **financial objectives** of the endowment are (1) to support the current and future operations of the College and (2) to preserve the purchasing power of the endowment in perpetuity.

The primary **investment objective** of the endowment is to attain an average annual real rate of return of at least 5% (net of investment management fees, commissions, and inflation) over a full market cycle. It is recognized that this goal may be easily achievable in some periods and harder to achieve in other periods. The secondary objective is to outperform the weighted average of the policy targets and market indices, as outlined in the College's investment policy.

The **spending policy** should be designed to ensure that the real value of the endowment is maintained over time. Spending from the endowment is established as 4.8% of the average endowment market value of the past twelve-quarters, determined as of December 31st. Given the College's recent capital campaign and concurrent growth in the endowment market value, the averaging period is six quarters for fiscal year 2016 and will be extending to ten quarters for fiscal year 2017 and 12 quarters for fiscal year 2018 onward.

To maximize the likelihood of achieving the investment objective and to control risk, the endowment will be diversified across four distinct asset classes, each with a specific role in the portfolio:

• Global Equity: This allocation is comprised of equity investments in U.S. and non-U.S. companies, including emerging markets. With a primary objective of providing for the long-term growth of the endowment, this asset class comprises the largest portion of the endowment. The Global Equity allocation will be diversified by geography, economic sector, and size. It may also include opportunistic investments in high-yield debt, emerging markets debt, and other investments that carry the expectation of equity-like returns. The policy asset allocation target for this asset class is 65% with an allowable range of 55-75%.

NOTES to FINANCIAL STATEMENTS

June 30, 2016 and 2015

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

Investments - Continued

- *Marketable Alternatives:* This allocation is intended to mitigate overall portfolio volatility, while providing diversification and some participation in up markets. The Marketable Alternatives allocation will be diversified by manager and strategy, and shall be implemented through a fund of funds or individual managers. In general, the allocation will be comprised of funds with high levels of transparency, reasonable liquidity, and little portfolio leverage. The policy asset allocation target for this asset class is 15% with an allowable range of 5-25%.
- Real Assets: This allocation is intended to provide additional diversification and a source of capital during an inflationary environment. The intention is for this asset category to consist of a diversified basket of liquid underlying assets (e.g., TIPS, REITS, commodities, etc.), some of which will also be expected to generate growth for the portfolio. This allocation is not expected to offset all losses that may occur elsewhere in the portfolio during an inflationary environment. The policy asset allocation target for this asset class is 5% with an allowable range of 0-10%.
- Fixed Income: This allocation is intended to be a source of capital in an economic contraction. As such, investments held in this allocation should be liquid and expected to generally maintain their value. This allocation is not expected to offset all losses that may occur elsewhere in the portfolio during an economic contraction. The policy asset allocation target for this asset class is 15% with an allowable range of 5-25%.

Investments in each of these asset classes can be implemented through separately managed accounts or commingled vehicles (e.g., institutional-class mutual funds, limited partnerships).

The endowment's policy asset allocation targets ("policy targets") will be an important determinant of long-term investment performance. The policy targets maximize the probability of achieving the endowment's investment objectives with minimum expected volatility, and are consistent with the size of the endowment.

The College's investment policy contains a summary of the endowment's policy targets, allowable ranges and relevant benchmarks. As the policy asset allocation is intended to be independent of market conditions, changes to the policy targets are expected to be infrequent and to be driven by a change in the needs of the endowment. The College's investment committee is authorized to make tactical changes to the portfolio within the stated allocation ranges.

Income and net (realized and unrealized) gains on investments of endowment and similar funds are reported as follows:

- as increases in unrestricted net assets in all other cases;
- as increases in temporarily restricted net assets if the terms of the gift or the College's interpretation of relevant state law impose restrictions on the use of the income; or
- as increases in permanently restricted net assets if the terms of the gift requires that they be added to the principal of the permanent endowment fund.

NOTES to FINANCIAL STATEMENTS

June 30, 2016 and 2015

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

Note Receivable - Related Party

Note receivable – related party is stated at the unpaid principal balance. Interest on the note receivable – related party is recognized based on the individual terms of the note. When needed, management provides for loan losses through a charge to earnings and a credit to an allowance based on its assessments of the current status and creditworthiness of the individual note, past loss experience, adverse situations that may affect the borrower's ability to repay and current economic conditions. Balances that are still outstanding after management has used reasonable collection efforts are written off through a charge to the allowance and a credit to notes receivable.

Property and Equipment

Property and equipment are stated at cost at the date of acquisition, or fair value at date of donation in the case of gifts, less accumulated depreciation. Depreciation is being provided by use of the straight-line method over the estimated useful lives of certain related assets ranging from three to thirty-nine years.

Cash and Cash Equivalents

For purposes of the statements of cash flows, the College considers all unrestricted, highly liquid investments with an initial maturity of three months or less to be cash equivalents.

Income Taxes

The College is a not-for-profit organization that, under the provisions of tax code Section 501(c)(3), is exempt from federal and state income taxes. Management evaluated the College's tax positions and concluded that the College had taken no uncertain tax positions that required adjustment to the financial statements. The College does not expect that unrecognized tax benefits or liabilities arising from tax positions will change significantly within the next twelve months. The College is subject to U.S. federal and state examinations by tax authorities for the years ending June 30, 2014 through June 30, 2016.

Summer Program Deposits and Advance Tuition

Deferred revenue results from the College recognizing summer program, registration, and tuition revenue in the period in which the related program and educational instruction is performed. Accordingly, summer program deposits and registration and tuition fees received for the next College term are deferred until the program or instruction commences.

Operating Activities

Revenues received and expenses incurred in conducting the programs and services of the College are presented in the statements of activities as operating activities.

Non-Operating Activities

Non-operating activities consist of contributions and bequests for non-operating purposes such as the acquisition or construction of capital projects, life income funds, trusts and remainder interests, endowment contributions and endowment gains and losses.

Functional Expenses

The College allocates its expenses on a functional basis among its various programs. Accordingly, certain costs have been allocated among the programs and supporting services benefitted.

NOTES to FINANCIAL STATEMENTS

June 30, 2016 and 2015

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

Fair Value Measurements

Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. In determining fair value, the College uses various methods including market, income and cost approaches. Based on these approaches, the College often utilizes certain assumptions that market participants would use in pricing the asset or liability, including assumptions about risk and or the risks inherent in the inputs to the valuation technique. These inputs can be readily observable, market corroborated, or generally unobservable inputs. The College utilizes valuation techniques that maximize the use of observable inputs and minimize the use of unobservable inputs.

Financial assets and liabilities carried at fair value will be classified and disclosed in one of the following three categories:

- Level 1 Valuation for assets and liabilities traded in active exchange markets, such as the New York Stock Exchange.
- Level 2 Valuations for assets and liabilities traded in less active dealer or broker markets. Valuations are obtained from third party pricing services for identical or similar assets or liabilities.
- Level 3 Valuations for assets and liabilities that are derived from other valuation methodologies, including option pricing models, discounted cash flow models and similar techniques. Level 3 valuations incorporate the entity's own assumptions and projections in determining the fair value assigned to such assets or liabilities.

In determining the appropriate levels, the College performs a detailed analysis of the assets and liabilities. At each reporting period, all assets and liabilities for which the fair value measurement is based on significant unobservable inputs are classified as Level 3.

For the years ended June 30, 2016 and 2015, the application of valuation techniques applied to similar assets and liabilities has been consistent. The following is a description of the valuation methodologies used for instruments measured at fair value:

Investment Securities

The fair value of fixed income, publicly traded equity securities and marketable alternatives is based on quoted market prices, when available, or market prices provided by recognized broker dealers. Shares in mutual funds are based on share values reported by the funds as of the last business day of the fiscal year. If listed prices are not available, fair value is based upon externally developed models that use unobservable inputs due to the limited market activity of the instrument.

Beneficial Interest in Trust

The fair value of the beneficial interest in trust is based on fair value of the assets in the trust which is determined to be the most accurate estimate of discounted future cash flows available.

NOTES to FINANCIAL STATEMENTS

June 30, 2016 and 2015

NOTE 2 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, consisted of the following:

	2016	2015
Tuition receivable	\$ 75,105	\$ 71,031
Other accounts receivable	150,423	160,364
	225,528	231,395
Less: allowance for uncollectible accounts	<u>(41,576)</u>	<u>(41,576)</u>
	\$ <u>183,952</u>	\$ <u>189,819</u>

NOTE 3 - CONTRIBUTIONS RECEIVABLE

Contributions receivable, net of allowance for uncollectible pledges and unamortized discount are summarized as follows at June 30:

	2016	2015
Components		
Annual fund	\$ 167,905	\$ 263,552
Scholarships, faculty chairs, capital	•	
campaign and other	1,062,828	1,567,599
Capital projects	346,006	646,293
Permanently restricted for endowment	1,011,089	544,568
	2,587,828	3,022,012
Unconditional promises to be collected in:		
Less than one year	1,203,985	1,376,552
One to five years	1,156,064	1,081,909
Thereafter	483,308	563,551
	2,843,357	3,022,012
Discount present value (5%)	(255,529)	(293,218)
	\$2,587,828	\$2,728,794

NOTE 4 - NOTE RECEIVABLE - RELATED PARTY

Note receivable - related party is secured by a second priority mortgage of real property located in Bar Harbor, Maine. Interest accrues at a rate of 4% per annum. Principal and interest shall be due and payable as follows: 18 consecutive bi-weekly interest installments of \$115 each commencing on May 2, 2016 and continuing every 2 weeks thereafter up to and including December 26, 2016; 26 consecutive bi-weekly interest installments of \$230 each commencing on January 9, 2017 and continuing every 2 weeks thereafter up to and including December 25, 2017; 26 consecutive bi-weekly interest installments of \$260 each commencing on January 8, 2018 and continuing every 2 weeks thereafter up to and including December 24, 2018; and 702 consecutive bi-weekly installments of \$314 each, which bi-weekly installments shall include interest in full to date and payments on account of principal to the extent each installment will permit after deduction of interest, commencing on January 7, 2019 and continuing every other Monday thereafter up to and including December 18, 2045 at which time the principal and interest shall be fully paid. In the event the related party is no longer employed by the College, the principal and interest due hereunder shall be due and payable within 1 year of the date of termination, and all installment payments due as set forth above shall continue until such payment in full within the 1 year period. The aging of the note receivable - related party was current and no allowance for loan losses was recorded as of June 30, 2016. The balance of the note was \$135,372 as of June 30, 2016.

NOTES to FINANCIAL STATEMENTS

June 30, 2016 and 2015

NOTE 5 - INVESTMENTS

Investments are stated at fair value. The College's Board of Trustees has interpreted state law as not requiring that the purchasing power of permanent endowment funds be maintained. Accordingly, except for explicit donor stipulations specifying reinvestment of some or all of net appreciation, net appreciation on permanent endowment investments is available for appropriation and is reported as increases in temporarily restricted net assets. The amount appropriated under the College's spending policy as described in Note 1 was approximately \$2,168,000 and \$2,110,000 for the years ended June 30, 2016 and 2015, respectively.

Investments were comprised of the following at June 30:

	2016	2015
Cash and cash equivalents	\$ 2,240,466	\$ 5,922,027
Corporate bonds	1,069,588	3,872,643
Marketable alternatives	3,945,112	-
Equities	42,776,177	40,320,061
	\$ <u>50,031,343</u>	\$ <u>50,114,731</u>

Donor-restricted and board designated endowment net asset composition by type of fund as of June 30, 2016 is as follows:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Donor-restricted endowment funds Board-designated	\$ -	\$11,457,803	\$32,377,842	\$43,835,645
endowment funds Total funds	<u>4,312,851</u> \$ <u>4,312,851</u>	\$ <u>11,457,803</u>	\$ <u>32,377,842</u>	<u>4,312,851</u> \$ <u>48,148,496</u>

Donor-restricted and board designated endowment net asset composition by type of fund as of June 30, 2015 is as follows:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Donor-restricted				
endowment funds	\$ -	\$13,149,378	\$29,965,975	\$43,115,353
Board-designated				
endowment funds	4,760,855	-	-	4,760,855
Total funds	\$4,760,855	\$13,149,378	\$29,965,975	\$47,876,208

NOTES to FINANCIAL STATEMENTS

June 30, 2016 and 2015

NOTE 5 - INVESTMENTS - CONTINUED

Changes in donor-restricted endowment and board-designated endowment net assets for the year ended June 30, 2016 are as follows:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Beginning of year	\$4,760,855	\$13,149,378	\$29,965,975	\$47,876,208
Investment return: Investment income Net depreciation Contributions Appropriation of endowment assets	25,162 (45,775) 130	163,097 (194,998) 80,918	2,411,867	188,259 (240,773) 2,492,915
for expenditure Total funds	<u>(427,521)</u> \$ <u>4,312,851</u>	(1,740,592) \$11,457,803	\$ <u>32,377,842</u>	(2,168,113) \$ <u>48,148,496</u>

During the years ended June 30, 2014 and 2013, the Board of Trustees approved the borrowing of a total of \$2,000,000 from the College's board-designated and unrestricted investment accounts to fund a capital project. It is the College's intent to repay the amount borrowed at an interest rate commensurate with current rates of return on its endowment. The College is currently tracking the amount as a separate fund in its endowment pool. Therefore, the effects of this borrowing have been excluded from the disclosure above of changes in endowment net assets. As of the date of the auditor's report, the Board of Trustees has not approved repayment terms.

Changes in donor-restricted endowment and board-designated endowment net assets for the year ended June 30, 2015 are as follows:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Beginning of year	\$4,854,785	\$12,371,914	\$28,981,889	\$46,208,588
Investment return:				
Investment income	68,111	398,734		466,845
Net appreciation	326,794	1,918,717		2,245,511
Contributions	130	80,553	984,086	1,064,769
Appropriation of		,	,	, ,
endowment assets				
for expenditure	(488,965)	(1,620,540)	-	(2,109,505)
Total funds	\$4,760,855	\$13,149,378	\$29,965,975	\$47,876,208

NOTES to FINANCIAL STATEMENTS

June 30, 2016 and 2015

NOTE 6 - PROPERTY AND EQUIPMENT

The following summarizes property and equipment at June 30:

	2016	2015
Land and improvements	\$ 6,550,789	\$ 6,522,700
Building and improvements	26,903,433	26,824,207
Furniture and equipment	4,706,801	4,503,032
Vehicles and boats	1,763,078	1,691,926
Construction in progress	283,389	231,104
Library collection	946,787	928,976
	41,154,277	40,701,945
Accumulated depreciation	(19,546,042)	(18,367,681)
Net land, buildings and equipment	\$ <u>21,608,235</u>	\$ <u>22,334,264</u>

NOTE 7 - LINES OF CREDIT

At June 30, 2016 and 2015, the Company had a working capital line of credit with a maximum borrowing limit of \$2,000,000. Availability is limited to 70% of the value of pledged investments which exceeded \$2,000,000 at June 30, 2016 and 2015. The outstanding balance at June 30, 2016 and 2015 was \$0. Interest is at the Wall Street Journal prime rate (3.50% at June 30, 2016 and 2015). The line is secured by real estate and pledged investments.

At June 30, 2016 and 2015, the College had an additional working capital line of credit with a maximum borrowing limit of \$800,000. The outstanding balance at June 30, 2016 and 2015 was \$0. Interest is at the Wall Street Journal prime rate (3.50% at June 30, 2016 and 2015). The line is secured by real estate and pledged investments.

NOTE 8 - BONDS PAYABLE

Bonds payable consisted of the following at June 30:

	2016	2015
Maine Health and Higher Education		
Facilities Authority Bonds of 2011C	\$1,815,000	\$1,980,000
Maine Health and Higher Education		
Facilities Authority Bonds of 2007B	<u>5,680,000</u>	5,830,000
	\$ <u>7,495,000</u>	\$ <u>7,810,000</u>

Maine Health and Higher Education Facilities Authority (MHHEFA) revenue bonds – Series 2011C are 12 year amortizing bonds that provided funds for refinancing the cost of acquiring, constructing and improving College facilities. The bonds have coupons with interest rates from 2% to 5% and are secured by real estate and certain other assets. The bonds require a reserve fund in the amount of the final year of debt service. The reserve fund balance at June 30, 2016 and 2015 was approximately \$247,000.

Maine Health and Higher Education Facilities Authority (MHHEFA) revenue bonds – Series 2007B are 30 year amortizing bonds that provided funds for refinancing the cost of acquiring, constructing and improving College facilities. The bonds have coupons with interest rates from 4% to 5% and are secured by real estate and certain other assets. The bonds require a reserve fund in the amount of the final year of debt service. The reserve fund balance at June 30, 2016 and 2015 was approximately \$431,000.

NOTES to FINANCIAL STATEMENTS

June 30, 2016 and 2015

NOTE 8 - BONDS PAYABLE - CONTINUED

The loan agreement also contains certain loan covenants regarding additional borrowings, financial ratio requirements, and submissions of budgets and financial reports. The College was in compliance with the loan covenants for the year ended June 30, 2016. The College did not achieve the debt service ratio of 1.2 times for the year ended June 30, 2015 and complied with the requirement to retain a consultant.

Maturities of bonds payable are as follows as of June 30:

2017	\$	330,000
2018		335,000
2019		360,000
2020		365,000
2021	_	380,000
	\$1	.770.000

NOTE 9 - NET ASSETS

Permanently restricted net assets consisted of the following at June 30:

	2016	2015
Contributions whose income is restricted to:		
Academic program/faculty salary	\$14,571,473	\$13,977,738
Academic program support	3,145,915	2,707,238
Financial aid	4,887,633	4,654,881
Plant	5,503,882	4,003,882
Unrestricted	1,761,831	1,721,129
Library	737,728	712,728
Faculty development	375,897	375,897
Student travel and program support	2,375,589	2,375,589
Student development/senior project support	41,595	41,595
Student/faculty collaboration	99,740	99,740
Program development	277,395	277,395
Total permanently restricted net assets	\$ <u>33,778,678</u>	\$ <u>30,947,812</u>

Temporarily restricted net assets consisted of the following at June 30:

	2016	2015
Gifts and other unexpended revenues and gains		
restricted to:		
Contributions for capital projects	\$ 496,095	\$ 391,975
Net unrealized gains on investments	9,763,862	11,451,391
Grants and research projects	1,963,592	1,945,242
Pledges receivable	1,576,739	2,184,226
Academic programs	2,037,950	1,957,032
Other	73,352	70,762
Total temporarily restricted net assets	\$ <u>15,911,590</u>	\$ <u>18,000,628</u>

NOTES to FINANCIAL STATEMENTS

June 30, 2016 and 2015

NOTE 10 - NET ASSETS RELEASED FROM RESTRICTIONS

The sources of net assets released from temporary donor restrictions by incurring expenses satisfying the restricted purposes or by occurrence of events specified by the donors were as follows for the years ended June 30:

	2016	2015
Financial aid - scholarships	\$996,668	\$1,055,126
Grant and research projects	1,383,883	863,101
Operations and other unrestricted uses	145,313	269,415
Annual fund pledges	274,900	324,445
	2,800,764	2,512,087
Capital projects	-	32,160
Endowment earnings and other	<u>1,655,630</u>	1,559,030
	<u>1,655,630</u>	<u>1,591,190</u>
	\$ <u>4,456,394</u>	\$4,103,277

NOTE 11 - RETIREMENT PLAN

The College sponsors a defined contribution plan through TIAA-CREF. Effective September 1, 2014, the College contributes 8% of the eligible employee's salary depending on the employee's level of contributions to the Plan. Prior to September 1, 2014, the College contributed 4% of the eligible employee's salary regardless of the employee's contribution to the Plan and the College contributed an additional 2% of the employee's salary to the plan if the employee made contributions to the Plan. Total expense under the Plan amounted to approximately \$427,000 and \$425,000 for the years ended June 30, 2016 and 2015, respectively.

NOTE 12 - CONCENTRATIONS OF CREDIT RISK

The College maintains cash balances at several financial institutions. The balances are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. At various times throughout the year, the College's cash balances exceeded FDIC insurance. The College has not experienced any losses in such accounts and management believes it is not exposed to any significant risk.

NOTE 13 - RISKS AND UNCERTAINTIES

The College invests in various investment securities and money market funds. Investment securities are exposed to various risks such as interest rate, market and credit risks. Due to the level of risk associated with investments, it is reasonably possible that changes in the value of investments will occur in the near term and that such changes could materially affect the amount reported in the statement of financial position.

NOTES to FINANCIAL STATEMENTS

June 30, 2016 and 2015

NOTE 14 - FAIR VALUE MEASUREMENTS

Fair values of assets measured on a recurring basis are as follows at:

		Fair Value Measurements at Reporting Date Using		
June 30, 2016:	Fair Value	Level 1	Level 2	Level 3
Cash and cash equivalents Corporate Bonds Marketable Alternatives Equities Beneficial interest in	\$ 2,240,466 1,069,588 3,945,112 42,776,177	\$ 2,240,466 31,065,244	\$1,069,588 3,945,112 11,710,933	
trust	601,135	_	601,135	
Totals	\$ <u>50,632,478</u>	\$ <u>33,305,710</u>	\$ <u>17,326,768</u>	
		Fair Value Measurements at Reporting Date Using		
June 30, 2015:	Fair Value	Level 1	Level 2	Level 3
Cash and cash				
Equivalents	\$ 5,922,027	\$ 5,922,027		
Corporate Bonds	3,872,643		\$3,872,643	
Government Agencies	954,538		954,538	
Equities	39,365,523	39,365,523		
Beneficial interest in				
trust	648,656		648,656	
Totals	\$ <u>50,763,387</u>	\$ <u>45,287,550</u>	\$ <u>5,475,837</u>	

NOTE 15 - BENEFICIAL INTEREST IN TRUST

The College holds a beneficial interest in a charitable remainder trust. The trust was established to benefit the donor's children and in accordance with the trust agreement, the Trustees shall pay the individual beneficiaries an amount equal to 10% of the net fair market value of the assets of the trust determined as of the valuation date for such taxable year. The trust will terminate on the earlier of (1) the date of death of the survivor on the individual beneficiaries and (2) the date that is fifteen years from the date of execution of the trust agreement. At termination, the balance of the then remaining principal shall be transferred and distributed in equal shares to six charitable organizations identified in the trust agreement. The estimated fair market value of the College's interest in the underlying trust assets of \$601,135 and \$648,656 is reported as an estimate of the present value of future cash flows from the trust and is reported as permanently restricted net assets. Appreciation in the trust is not available for expenditure by the College.

NOTES to FINANCIAL STATEMENTS

June 30, 2016 and 2015

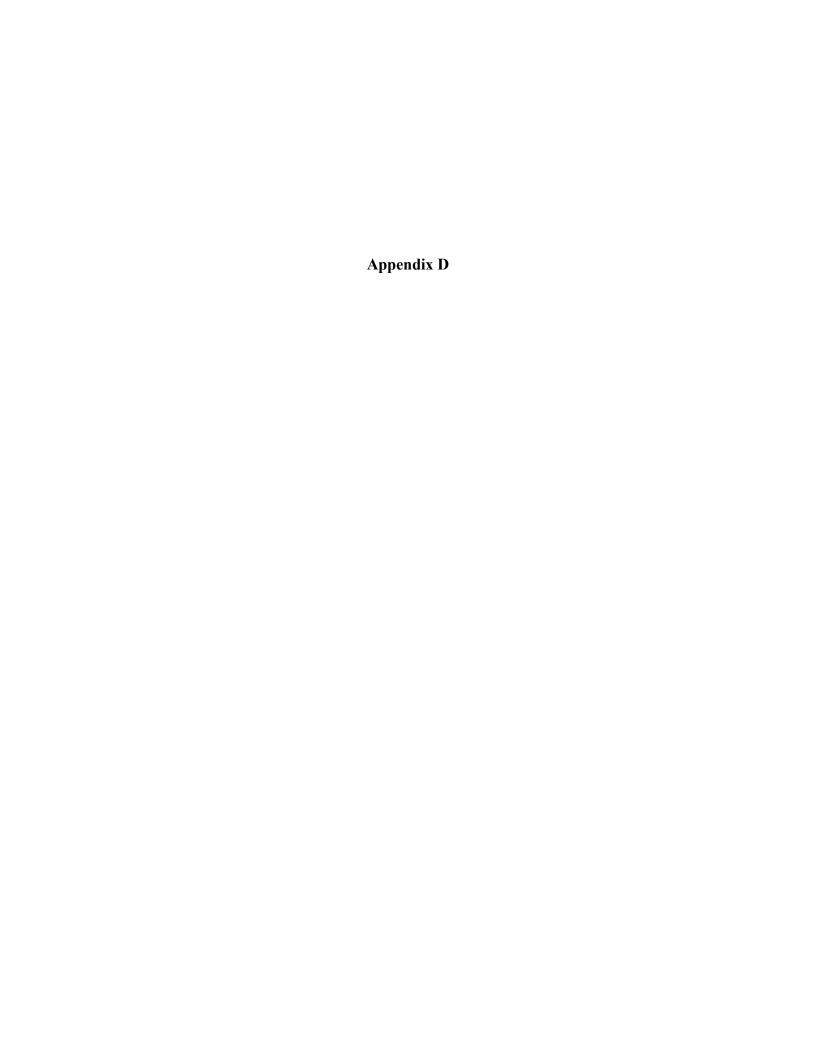
NOTE 16 - FUNCTIONAL EXPENSES

The following are the approximate amounts of functional expenses after allocation of fringe benefits, building and grounds, interest expense, depreciation and amortization for the year ended June 30:

	2016	2015
Instructional	\$ 5,576,710	\$ 5,554,096
Library	530,927	523,876
Dining and housing	1,525,882	1,520,964
Summer program	659,029	655,679
Museum	176,538	174,006
Financial aid – work-study	400,570	361,738
Grants, research and projects	1,809,271	1,256,596
Beech Hill Farm	266,737	195,000
Admissions	622,698	631,462
General and administrative	2,171,416	2,081,364
Capital campaign expense	-	32,609
Development	<u>850,820</u>	843,058
	\$14.590.598	\$13,829,448

NOTE 17 - SUBSEQUENT EVENTS

Management has made an evaluation of subsequent events to and including October 31, 2016, which was the date the financial statements were available to be issued and determined that any subsequent events that would require recognition or disclosure have been considered in the preparation of the financial statements.





To the Audit Committee College of the Atlantic Bar Harbor, Maine

Re: Comments and Suggestions

During our audit of the College, we became aware of several matters that are opportunities for strengthening internal controls and operating efficiency. The following summarizes our comments and suggestions concerning those matters. This letter contains our comments and suggestions which do not rise to the level of significant deficiencies or material weaknesses. We have reported on the College's internal control based upon our audit of the financial statements in our management letter dated October 31, 2016.

Controls over Payroll (Prior-Year Comment)

We noted the following internal control issues over payroll:

• The Controller and Business Office Manager have the ability to add employees to the payroll system, approve time sheets, and submit and record payroll. The Controller and Business Office Manager also have other general ledger access and responsibilities.

We noted that the College has implemented the following mitigating controls to reduce the risk of misappropriation over payroll:

- All payroll changes are approved by the Administrative Dean prior to entering into the payroll system.
- Payroll change reports are reviewed and signed off as approved by the Administrative Dean. Approved payroll change reports are filed with applicable payroll registers.
- Departmental budget to actual reports are provided to department managers and Administrative Dean for review on a monthly basis.

We recommend that the College continue to review policies and procedures over payroll and implement procedures where necessary to further mitigate the risk of misappropriation over payroll. We also recommend that the Trustees and management remain aware of the risk of management override and assess the risks and feasibility of segregating the access to records from the authorization of transaction.

Controls over Cash Disbursements (Prior-Year Comment)

We noted the following internal control issues over cash disbursements:

- The Controller has check signing authority and is responsible for performing bank reconciliations and has access to the general ledger.
- For certain cash accounts, the same individual can generate and sign checks. It was noted that these checks are primarily transfers from various accounts to the College's operating account.

We noted that the College has addressed and implemented certain mitigating controls to reduce the risk of misappropriation over cash disbursements. These procedures include:

- The Administrative Dean reviews and signs off on supporting documentation for all disbursements over \$1,000 and randomly reviews and signs off on supporting documentation for disbursements under \$1,000.
- Review of monthly bank statements and reconciliations by the Administrative Dean.
- Assigning an individual, separate from the bank reconciliation process, to receive unopened bank statements for review.
- Requiring that the Controller not sign checks for random weeks throughout the year.

We recommend that the Trustees and management remain aware of the risk of management override and assess the risks and feasibility of segregating the access to records from the authorization of transaction.

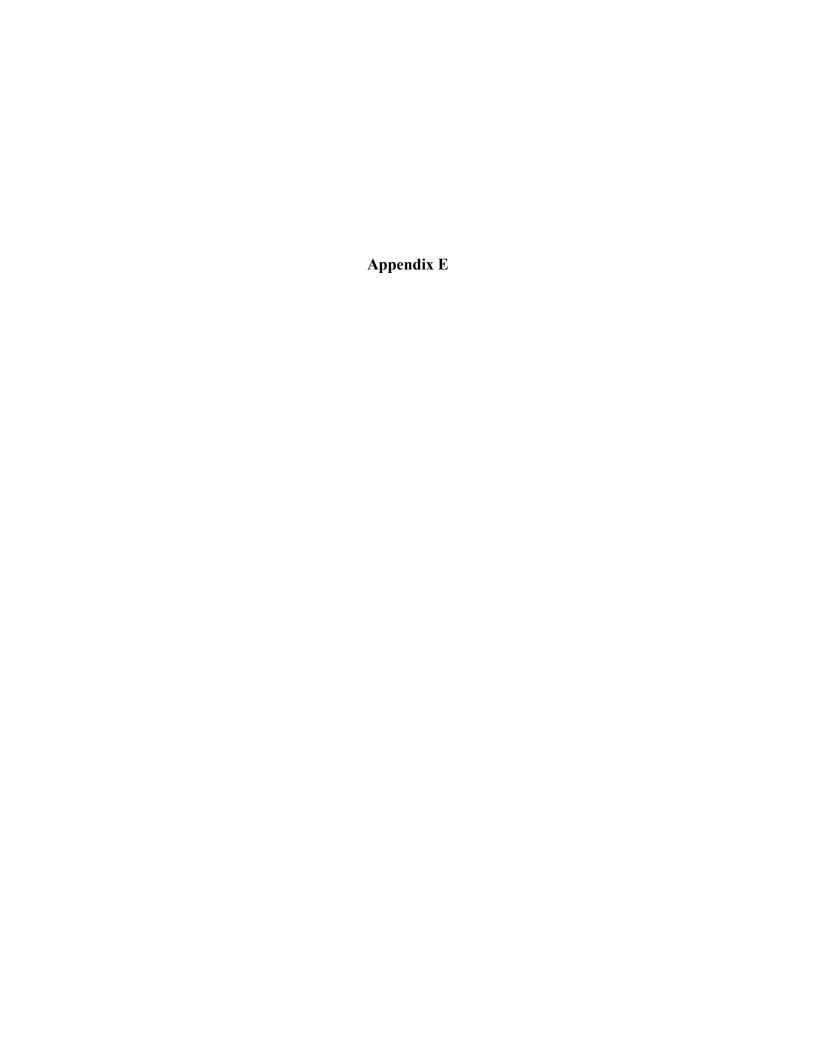
Recording Pledges on the Accrual Basis (Prior-Year Comment)

We noted the College's development department records and monitors pledges receivable in the development software; however, pledges are not recorded in the general ledger until the payment is received (cash basis method). The College records the pledges in the general ledger at year-end to comply with accrual accounting. We recommend the College consider the benefits of recording pledges on the accrual method and including periodic reconciliations throughout the year to allow for monitoring by management and to reduce administrative time necessary to convert from the cash to accrual method at year-end.

We will review the status of these comments during our next audit engagement. We have already discussed these comments and suggestions with various organization personnel, and we would be pleased to discuss them in further detail at your convenience, to perform any additional study of these matters, or to assist you in implementing the recommendations.

This communication is intended solely for the information and use of the Audit Committee, Board of Trustees, management, and others within the organization, and is not intended to be, and should not be, used by anyone other than these specified parties.

Waterville, Maine
October 31, 2016



Exhibits: Standard One

Standard one has no exhibits

Exhibits: Standard Two

- 2.01 All committee minutes
- 2.02 Presidential newsletters
- 2.03 Annual reports
- 2.04 Strategic Plan
- 2.05 Strategic Design
- 2.06 MAP
- 2.07 MAP process update
- 2.08 Faculty meeting minutes
- 2.09 Faculty retreat agendas and minutes
- 2.10 AAC minutesA
- 2.11 APC minutes
- 2.12 Academic priorities documents
- 2.13 Writing for the Future
- 2.14 Faculty review and revision documents
- 2.15 HECC retreat minutes and course goals
- 2.16 Degree requirements change
- 2.17 Teaching assistant guidelines
- 2.18 Expeditionary funding change
- 2.19 Internship changes
- 2.20 Teacher certification program self studies
- 2.21 Educational studies program external report
- 2.22 Chair and endowment reports
- 2.23 Introductory biology curriculum revision
- 2.24 Student "thrivers" study
- 2.25 Grit and resilience assessment
- 2.26 NSSE results
- 2.27 Student health and wellness surveys
- 2.28 Alumni surveys
- 2.29 New website (www.coa.edu)
- 2.30 EcoLeague meeting minutes
- 2.31 Art&Science, LLC report
- 2.32 Annual administrative reports
- 2.33 Budget projection and monthly reports
- 2.34 Quarterly investment reports
- 2.35 Weblink for Cambridge Associates
- 2.36 High visibility marketing plan
- 2.37 Compass Associates plan
- 2.38 Sustainable building policy
- 2.39 Energy framework
- 2.40 Discarded resources and materials management policy
- 2.41 Space needs assessment
- 2.42 Landscape master plan
- 2.43 Turrets renovation plans
- 2.44 Energy retrofits on campus
- 2.45 MDOT Route 3 project
- 2.46 Sustainability practices and policies

- 2.47 Deferred maintenance
- 2.48 Student life program plans
- 2.49 Village Planning Documents KWD residential life plan
- 2.50 Deering Common program plan
- 2.51 Student life mission and vision document
- 2.52 MELMAC grants
- 2.53 Annual Title IX report
- 2.54 Housing and shoulder season survey

Exhibits: Standard Three

- 3.01 Academic and community policies
- 3.02 Administrative and Support Staff Manual
- 3.03 Board of Trustees bylaws
- 3.04 COA organizational chart
- 3.05 ACM operating model

Exhibits: Standard Four

- 4.01 Degree requirements
- 4.02 Educational goals and values
- 4.03 Course catalog
- 4.04 Internship placements
- 4.05 Human ecology essays
- 4.06 Senior project examples
- 4.07 Narrative evaluations
- 4.08 Academic standing
- 4.09 Summer educational program
- 4.10 Educational studies program
- 4.11 Advanced studies report
- 4.12 Credit hour compliance
- 4.13 Student science research opportunities

Exhibits: Standard Five

- 5.01 Admission presentation to ACM
- 5.02 Admission data
- 5.03 Admission rubric
- 5.04 Financial aid information letter
- 5.05 Admissions ranking
- 5.06 Admission printed materials
- 5.07 Aid by admission rank
- 5.08 Student life overview
- 5.09 Student life staff position descriptions
- 5.10 Student life staff qualifications
- 5.11 Professional development opportunities
- 5.12 Learning Reconsidered
- 5.13 SLC charter
- 5.14 Procedure for addressing sexual assault and misconduct cases
- 5.15 Sexual assault and misconduct policy
- 5.16 Health and wellness services reminders
- 5.17 Student Life events
- 5.18 Resource guide on sexual assault and misconduct
- 5.19 Housing occupancy

- 5.20 Residence life mission statement
- 5.21 Resident Advisor evaluation form
- 5.22 Orientation schedule
- 5.23 SAC charter
- 5.24 OOPS and outdoor programming
- 5.25 International student orientation schedule
- 5.26 SEVIS and SEVP
- 5.27 Student life internal evaluation with external consultant
- 5.28 Dining services
- 5.29 Health and campus climate survey
- 5.30 Seasonal affective disorder
- 5.31 Campus event participation data
- 5.32 Orientation data

Exhibits: Standard Six

- 6.01 Registrar annual report
- 6.02 Faculty Manual
- 6.03 Faculty contracts
- 6.04 Lecturer policy
- 6.05 Faculty charter
- 6.06 Faculty searches
- 6.07 FDG memorandum
- 6.08 FDG (formerly FPC) charter
- 6.09 FDG community reminder
- 6.10 Three-year workload reports
- 6.11 FDG report to president
- 6.12 Faculty requirements
- 6.13 Faculty CVs
- 6.14 Faculty Diversity

Exhibits: Standard Seven

- 7.01 Turnover rates memo
- 7.02 Capital campaign case statement
- 7.03 Outyear model
- 7.04 Table

Exhibits: Standard Eight

- 8.01 Examples of syllabi
- 8.02 Persistence and graduation data
- 8.03 Student self-evaluation examples
- 8.04 Writing requirement and writing metric
- 8.05 Where Alumni Work

Exhibits: Standard Nine

- 9.0 Charter granted by the State of Maine
- 9.01 Academic Integrity
- 9.02 Board of trustees conflict of interest disclosure form
- 9.03 CASE
- 9.04 Communications with parents
- 9.05 Financial Planning Options publication
- 9.06 Cost of attendance

- 9.07 Student Consumer Information
- 9.08 Accreditation
- 9.09 2015 website redesign project overview, strategic recommendations

- 9.10 Emergency Info webpage9.11 Campus tours9.12 Meet Me at the Whale Skull tumblr page