

**REPORT OF THE REVIEW TEAM
CONCERNING THE REQUEST FROM
ANTIOCH UNIVERSITY NEW ENGLAND
FOR RENEWAL OF PRIOR AUTHORIZATION
TO OFFER ACADEMIC CREDIT COURSES IN MAINE**

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Overview

Antioch University New England (AUNE), formerly known as Antioch New England Graduate School (ANEGraduate School's name was formally changed to Antioch University New England, July 1, 2006), is a component of Antioch University of Yellow Springs, Ohio, and has offered graduate coursework and degree programs in New England since the mid-1960s. Headquartered in Keene, New Hampshire, AUNE has offered its trademarked Education by Design (formerly Critical Skills Institutes) coursework, and other coursework leading to its Master of Science in Foundations of Education, in Maine since 1990, primarily to practicing school teachers, and typically using local public schools as its delivery sites. AUNE is requesting renewal of prior approvals to offer credit-bearing courses in its graduate programming for the experienced teacher, the Master of Education (M.Ed.) in Foundations of Education and renewal of prior approval to offer in Maine a credit option for teachers and administrators who participate in graduate-level courses offered by the Antioch Center for School Renewal.

AUNE was initially founded as the Antioch-Putney Graduate School of Education in 1964 when Antioch College took over the Putney Graduate School of Education as part of an experiment to expand Antioch's programming into the "adult learner" marketplace and to a geographical location outside of Yellow Springs, Ohio. Initially, the focus was on preparing social studies and elementary level teachers to work in northern New England's rural schools.

The graduate program for which AUNE requests continued approval, the M.Ed. in Foundations of Education, has been delivered by Keene-based Core Faculty to centralized "regional" clusters of experienced educators throughout New Hampshire, Maine and Vermont. Since 1978, this program has responded to part of AUNE's fundamental mission by countering some of the professional isolation and lack of access for educators in northern New England. Since 1994, Maine-based clusters have operated

in Presque Isle, Belfast, Bridgton and Saco with 8 to 14 students per cluster. To date, 48 Maine educators have earned their graduate degrees from AUNE.

Antioch College, founded in 1852 with Horace Mann as its first president, had grown from a small college in Yellow Springs, Ohio, into a national university which is currently comprised of five major operating campuses -- Antioch College and Antioch University McGregor, both located in Yellow Springs; Antioch University Seattle; Antioch University Los Angeles, Antioch University Santa Barbara; and the Antioch University New England. Antioch University serves approximately 4,000 students and has an annual operating budget of \$80 million. In 2007, the Antioch University Board of Trustees addressed the declining enrollments and financial condition of Antioch College and passed a resolution suspending operations at Antioch College, effective June 30th, 2008. The University has no intentions to reopen the College and the College's closure has not adversely affected Antioch University, including AUNE and the other four non-residential campuses with regard to financial condition or accreditation. Currently, AUNE serves 1,000 students (850 FTE) through five academic departments: Education, Applied Psychology; Clinical Psychology; Environmental Studies; and Organization and Management. AUNE is approved to award eighteen different master's degrees and three doctoral degrees.

Since 2004, AUNE's activity in Maine has been limited. The last regional cluster offering the Experienced Educators M.Ed. program (ExEd) was located at the Burns Elementary School in Saco 2002-04. The AUNE Waldorf program held courses at the Merriconeag Waldorf School in Freeport in 2006-08 as part of their summer sequence program based out of the Pine Hill Waldorf School in Wilton, NH. The Waldorf Program does not anticipate offering those courses in Maine again for the foreseeable future. This lack of activity is due in part to the Experienced Educators program shifting focus to low-residency summer programs run out of Keene, NH and increased competition from other

higher education institutions offering site-based graduate cohorts. Despite these trends ANE is very interested in continuing its approval for offering graduate coursework in Maine. ANE continues to promote ExEd in Maine, particularly through its alumni and the The Antioch Center for School Renewal is increasingly partnering with schools and school districts to offer professional development services. ANE would like to keep the options open for locating an M.Ed. cluster and providing graduate coursework for schools where we are working, including schools in Maine. A comprehensive view of ANE can be found by visiting the Graduate School's web site at www.antiochne.edu.

A. Organization and Governance:

ANEGS is governed via the Antioch University Board of Trustees, as one of four regional learning centers established away from the Ohio campus. The president of ANEGS is its chief executive and operating officer, appointed by the Board of Trustees, and is a member of the University Leadership Council (ULC). Other ULC members include the chancellor, the vice-chancellor for finance, the vice-chancellor of development, and the five campus presidents. This council is involved in policy development and implementation, long-range planning, strategic decision making and new academic program development.

The ANEGS internal governance table of organization shows the dean of faculty and academic affairs reporting directly to the president, along with the CFO, the CAO, and the director of development. Five program chairs report to the dean of faculty and academic affairs, including the chairperson for education. Each academic department has a mechanism in place for regular faculty and student input and participation in deliberating curricular, program, and institutional delivery issues. Students are actively involved in search processes for all new faculty.

The standard is met.

B. Institutional Objectives:

The mission of Antioch University New England is to “nurture in their students the knowledge, skills and habits of reflection to excel as lifelong learners, democratic leaders, and global citizens who live lives and meaning and purpose.” The mission is carried out through on campus and off campus programs. The mission of the Antioch Center for School Renewal focuses the university mission on professional educators “to support and nurture the creation of equitable, inspiring, personalized learning communities and to make them the common experience for young people and educators everywhere.” The mission statements

are extended through statements of purpose and values that clearly identify the guiding principles of Antioch University in providing an integrated liberal arts education through transformative, experiential learning. These statements and the supporting documents describe their commitment to providing a supportive learning environment and development of leaders through both on campus and off campus programs.

The standard is met.

C. **Degree Requirements:**

The program admissions requirements for the off-campus Master of Education for Experienced Education program are clearly described in the admissions packet. The admissions process is designed to determine if the applicant meets three criteria. Does the applicant have the academic background and experience to be prepared for graduate study? Does the program meet the profession or educational goals of the applicant? And does the applicant have the interpersonal skills to be successful in the Antioch New England community and the applicant's chosen field?

To determine the answers to these questions students submit a five part application. The application form includes degree program and biographical information. In the personal statement applicants are asked to describe significant learning experiences, their learning style and approach to problem solving, why they have chosen Antioch New England and what they will contribute to the Antioch New England community. Also included in the application are the applicant's resume, transcripts from each accredited college and university attended and three letters of recommendation. Students are expected to have a minimum of three years of professional experience or other life experiences related to the degree being sought. Following preliminary screening, a personal interview between a faculty member and the applicant is conducted. Academic credit is not given for professional experience. A maximum of six credits from accredited graduate institutions may be transferred into the program.

A written refund policy is in the student handbook. If students withdraw prior to the beginning of classes, 100% of tuition and fees is refunded. If withdrawal occurs during the first 60% of the class, the refund is prorated based percent of the class completed. After 60% of the class has been completed, no refund is given.

This standard is met

D. Admissions Requirements:

The process for admission into courses for academic credit and for the masters degree program in Foundations of Education for Experienced Educators (professional development and education by design concentrations) is described in the materials submitted by ANEGS in its re-approval review application. In addition to the regular application form process, and individual review with the department faculty is used for candidates seeking entry into these programs: admission requires the concurrence of the director of admissions and the program faculty. The Master's Catalog succinctly describes the admissions criteria and application process, and provides for online applications. A narrative is provided outlining the process for withdrawing from ANEGS and the percentage of tuition refund for which a student is eligible at various points.

“In highly exceptional cases” ANEGS is prepared to accept individuals who may be admitted without a baccalaureate degree; the catalog identifies the processes and requirements. Adults may be admitted who have not completed their undergraduate degrees, but who have a minimum of two years of transcribed accredited college work plus approximately five years of sustained professional experience in areas closely related to the field of proposed graduate study. This has been acceptable to the North Central Association of Colleges and Schools.

The standard is met.

E. Academic Programs:

The educational program and curricula to be offered in Maine clearly reflect the philosophy, purposes and objectives of Antioch New England, (ANE). The M.Ed. in foundations of Education Program approved for Maine is offered over a period of 6 semesters and in Maine is offered only in the year-round model.

The same written policy that guides Antioch New England's student evaluation system is used for students participating in Antioch Programs delivered in Maine. The descriptors in Appendix J in the institutional report make clear the criteria used for evaluating student performance.

Procedures for evaluation of programs of instruction and specific courses are clearly stated writing. Along with Instructor/Course evaluations, The Experienced Educators Program holds focus group exit interviews at the conclusion of their programs. In addition, AUNE implements a 5- year program review process for all programs with annual update reports during intervening years. The education program review focuses on what students are learning and how the program knows what is being learned.

AUNE's programs of study are clearly delineated on the University's website and in the institutional report. There is equivalence across offerings and course sequence of the Masters Project at the Keene Campus and those approved and offered in Maine.

The standard is met.

F. Faculty:

Judging from the Curriculum Vitae, the Institutional Review Report and the Program Review Team's interview with the Director of the Experienced Educators Program, AUNE's Maine faculty is well qualified by credential and experience to offer coursework in the Experienced Educators Program. All required courses in Maine are taught by members of ANE core faculty members. Adjunct faculty do not teach core courses though a number of adjunct faculty are ANE alumnae.

There is evidence that Antioch New England values the professional learning community and encourages dialogue among faculty. There are conversations between program directors and faculty pre and post course offerings, student evaluation, professional goal setting and on-line follow-up. There is a Performance Development Process which includes guiding discussion topics and performance factors to consider.

AUNE's system for faculty evaluation is applied to all AUNE in Maine faculty. The faculty member writes a self-evaluation narrative that is submitted to the department chair. The department chair writes an accompanying narrative. Department chairs meet with each faculty member annually to discuss performance using the form as a guide for the discussion. This process is currently under review by the University committee including a faculty representative from each campus to revise the performance review process. Current approaches to performance review such as evidenced based portfolio approaches are being considered.

The Standard is met.

G. Student Services:

According to the Maine guidelines, a program must show that “students are provided with, and have access to, a system of educational, career and personal advising services.” Antioch University New England programming in Maine meets this standard in several ways.

In respect to educational and career advising, all students are “working teachers” and tend to be in their terminal career position, wishing to enhance their work in their classrooms and school communities. Thus, career counseling is available both online and person to person, but is not a strong need among students.

In addition, a psychological center with trained counselors, a public service for the entire Keene, N.H. geographic area, is always available for all students.

All M.Ed. students have an academic advisor who maintains close contact with each advisee, via face to face contact, classroom (“practicum” site) visits, and email communication. The advisor also serves as the Masters research project advisor, providing support and supervision from the proposal stage through data collection and project completion. Advisors are typically core faculty members who are onsite.

Antioch University New England also offers an Orientation Day that is not mandatory but “highly recommended” for all new students. Turn out for these days have been high, and the plan is to have an orientation at the Maine site for an upcoming “cluster.” This orientation day introduces students to all services available to them.

For technological support, students have access to an online help desk, instructor and advisor tutoring, and a librarian dedicated specifically to the Education program.

Lastly, information about student services is readily available on the Antioch New English website.

This requirement is met.

H. Library and Learning Resources:

The Maine expectation from Chapter 170 states: “[t]he institution maintains and provides ready access to library and learning resources, virtual and/or physical,

that are adequate and appropriate for student achievement of stated program goals and objectives.” Antioch University New England has excellent library resources and services. The University’s library services continue to receive high marks from both current students and alumnae.

AUNE has a librarian on-campus at Keene that is specifically dedicated to the Education Department. This librarian provides in-person, phone and email contact with education students. The library itself provides full access to electronic databases as well as free book and document delivery for students.

This requirement is met.

I. Facilities:

Antioch University New England maintains a home campus in Keene, NH. This campus hosts the library, classrooms and academic support facilities. The courses offered through the Experienced Educators Program in Maine are offered at selected host facilities within Maine. In the past these have been public school buildings. It is anticipated in the future partnerships with other host educational institutions will be established. Because of the nature of these institutions, they will meet State requirements for accessibility, safety and fire. These facilities also possess the necessary instructional technology, classroom settings and laboratory facilities necessary to deliver the intended classes. By meeting in settings other than traditional university settings, the Experienced Educator program helps immerse the students in actively working educational settings appropriate for the experiential nature of the programs.

Antioch University New England is experienced at delivering off campus education at remote sites. The library, career services and other academic support services are experienced and committed to providing the necessary support for off campus students. This may include mailing books to students, having materials delivered through inter-library loan or sending them with instructors at the time of class meeting.

This standard is met

J. Financial Resources:

Antioch University New England (ANE) has operated on a balanced or surplus budget for each of the past thirty-seven years, from the time separate financial

records for each Antioch campus have been maintained. ANE's current operating budget is approximately \$14 million dollars, 80% of which comes from tuition and fees (Appendix G) Final fiscal reports for FY 2007-08 are located in the Appendix H. The Appendix contains the audited McGaldrey & Pullen financial reports for the fiscal year 2007-08 for Antioch University.

The programs which reside under the umbrella of this reapproval request are presently operational and included in an annual budget planning and development exercise. No start-up costs are necessary, and given the fiscal stability of Antioch University and the historical fiscal and management strength of Antioch New England, no funding problems are anticipated.

The standard is met.

K. Telecommunication Instruction:

AUNE's primary instructional modality is face-to-face. At the time of this review only the Principal Certification Program is delivered on-line. There are on-line features for all courses which include requiring that all students have computer and internet access. These allow a virtual learning community for professional sharing and group project work between class meetings. AUNE's IT Department provides an on-line help desk and phone line.

ANE is currently piloting a new learning management system, Sakai, which is expected to be fully in place by the end of 2009. There are ongoing conversations at ANE related to on-line course delivery and the issues related to options that could include a hybrid model or a strictly electronic model. There is a doctoral program in School Leadership under development that would be the same model as the on-line Principal Certification Program. There is concern that time allow faculty to be fully prepared to implement on-line course delivery. ANE values the professional learning community. The Review Team's conference call to ANE administration revealed the challenges in developing the knowledge and skills to use technology in the service of Antioch's values while continuing to advance professional educators.

The standard is met.

Review Team Recommendation:

The Review Team recommends that the Maine State Board of Education grant the Antioch University New England request for renewal to offer in Maine programs leading to the completion of requirements for the degree of Master of Education in Foundations of Education (Professional Development and Critical Skills/Education by Design concentrations) and Critical Skills/Education by Design Institutes. The period for approval would be from fall 2009 through fall 2013.

Harry, Judith, Anita & Gerry,

I am writing to follow up on the materials you requested after our meeting on August 25, 2009 regarding the Antioch application for renewal.

There were three pieces of information you requested:

1) Demographics of recent Antioch Maine clusters sites

<u>Dates</u>	<u>Location</u>	<u>Students</u>
1997-99	Bridgeton	14
1999-01	Saco	11
2001-03	Saco	10
2002-04	Saco	08

2) Summary of recent NCA report:

To date an official executive summary has not been generated by NCA, however, following a special visit of NCA in July 2009 precipitated by the closure of Antioch College the Chancellor of Antioch University reported the following in a letter to the faculty of all campuses. "On August 14, 2009, NCA issued their final draft titled *Report of a Commission-Mandated Focused Visit issued by the Higher Learning Commission*. In this report the Commission states "...the team believes that AU has managed itself effectively during this crisis and had positioned itself well for the foreseeable future. Indeed, given the poor past financial performance of Antioch College and the position taken by various AC alumni groups, it is hard to imagine what other paths were open to AU."

The NCA report continues "...with the sale of AC to the ACCC, AU has positioned itself as a financially viable entity – the campus sites are now able to provide for their future rather than trying to rescue AC – and has begun to address university-wide governance, planning, and faculty questions." As soon as the "official" copy of the NCA report is received we will be share it with the campuses."

3) Overview of current faculty review process

The performance evaluation form is attached. The faculty member writes a self-evaluation narrative that is submitted to the department chair. The department chair writes an accompanying narrative. Department chairs meet with each faculty member annually to discuss performance using the form as a guide for the discussion. This process is currently under review by the University committee including of a faculty representative from each campus to revise the performance review process. Current approaches to performance review such as evidenced based portfolio approaches are being considered.

I am sending a hard copy of this email and the attachment. Let me know if there is anything further you require.

Again, thanks to all of you for your encouragement of Antioch's on-going operations in Maine.

I look forward to hearing about the date when the State Board of Education will vote on the committee's recommendation.

Sincerely,

Tom Julius, Ed.D.

Director, Experienced Educators M.Ed. Program

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