Periodic Review Report

Presented by Juniata College

July 1, 2008

President: Thomas R. Kepple, Jr.

Chief Academic Officer: James J. Lakso, PhD

Commission action which preceded this report:
Accreditation Reaffirmed

Date of the decennial evaluation team's visit:
March 16-19, 2003

Executive Summary

Juniata College is an independent, coeducational liberal arts college. The college was founded in 1876 by members of the Church of the Brethren to prepare individuals "for the useful occupations of life." The first classes were held on April 17, 1876 in a second story room over a local printing shop. Three students attended, two of them women. In 1879, classes were moved to Founders Hall on the present campus, located in Huntingdon, Pennsylvania. Huntingdon, the county seat, has a current population of approximately 8,000. Huntingdon is located in the mountains of scenic central Pennsylvania, midway between Interstate 80 and the Pennsylvania Turnpike.

In 1896, Juniata was accredited as a four year liberal arts institution. The first bachelor of arts degree was awarded in 1897 and the first bachelor of science in 1920. Originally a joint stock entity, Juniata was chartered as a nonprofit institution in 1908. From its inception, Juniata devoted itself to liberal education within the context of ethical values and useful citizenship. Our recently revised mission statement reflects our commitment to these goals.

The campus contains 43 buildings, a 315 acre nature preserve, and a 365 acre environmental field station. The von Liebig Center for Science, with state of the art classrooms and laboratories, was opened in 2002. Capital improvements in the past five years include renovations, refurbishments, and new construction. Recent additions include the Juniata Center for Entrepreneurial Leadership (JCEL), an entrepreneurial center and business incubator both of which serve students and the community. JCEL was opened in fall 2003. Baxter building, a new acquisition, is the home of Science in Motion, a model program that brings science lessons to local schools. The field station on nearby Raystown Lake is leased from the Army Corps of Engineers and provides one of the most distinctive opportunities for environmental study in the nation. The field station includes residences for students in two lodges and a 6000 square foot all-purpose building with a dining hall and classrooms. October of 2006 saw the dedication of the totally refurbished south wing of Brumbaugh Academic Center, named Dale Hall. Dale Hall contains a café, classrooms, offices, and study lounges. It houses the departments of communication; information technology; computer science; and accounting, business, and economics. The Halbritter Center for Performing Arts was dedicated on April 21, 2006. This $8.3 million renovation and construction project modernized the college's performance hall and added new theatre space and classroom facilities. The refurbishment of Good Hall continues this summer but was largely completed in the summer of 2007. Founders Hall, our oldest building and main administration building, is being completely renovated and expanded now.

In March 2003, the college submitted its periodic self study to Middles States. The report was accepted by the commission with no follow up recommendations. In the self study, faculty and staff members generated a list of recommendations. This

periodic review report first concentrates on the disposition of those recommendations of highest priority.

Chapter 1 explains our progress since the last decennial self study of 2002. During the 2002 self study, faculty members examined three special topics—the first year, internationalization of the campus, and student engagement.

As might be expected, the study of the first year paid close attention to the keystone freshman composition course, called the college writing seminar. This single four credit course taken in the fall is meant to teach analytical reading and thinking and writing in addition to providing freshmen with college survival skills. Expectations by faculty members of the course and assessing its effectiveness continue to bedevil us. Likely, these issues will be revisited in the next self study.

The college writing seminar has been changed as a result of the findings of the self study. While student satisfaction with the course remains high, we have as yet no evidence that students are learning. More, and better, assessment is planned, however.

In response to worries that freshmen took too many courses with large enrollments, we studied enrollment statistics and patterns. Several departments developed "freshmen only" sections and limited enrollment. The chemistry and biology teachers changed the way they teach introductory courses.

College goals for internationalizing the campus have been met. A new initiative offers students experiences in India, China, and Africa. So many students are going abroad, that costs to the college for international programs has spiked. New strategies are in place to maintain enthusiasm and participation in international experiences but to shift to more affordable destinations.

During and since the self study of 2002, we have learned much about student engagement. The consensus among faculty members is to offer students many integrating, very often also experiential, learning experiences. Most of our students undertake at least one such experience and many have more than one. Faculty members did not want to require a senior capstone experience, however. All of the high priority recommendations concerning student engagement were successfully resolved, including increased diversity and improved assessment of administrative units.

Chapter 2 identifies the major challenges and opportunities that confront us. Our energies during the next five years will be geared to achieving the goals of the new strategic plan. To improve the educational and social experiences of our students, we will once again review the first year, and also the second. We will create and maintain a center for excellence in teaching, funded initially by a 2008 Teagle grant. The center will promote research about teaching and learning and typically include students as researchers.

Planning for fiscal stability is integral to the strategic plan. The plan calls for a shift in enrollment demographics. To overcome the decline in Pennsylvania high school graduates and to further diversify the student body, Juniata will recruit more students from outside the state as well as more minority and international students. The new capital campaign will attempt to grow the endowment by $30 million and planned giving by nearly $20 million in addition to soliciting funds for scholarships and capital projects. By 2012, the special funding line of the budget to maintain facilities and equipment and fund creative ventures will grow to 3% of total budget revenues.

Our biggest academic challenge will be to institutionalize the annual assessment of student learning. Many sections of the report deal with this topic, explain our plan to achieve outcomes assessment, and detail our results so far.

As chapter 3 reveals, there have been important changes in financial personnel. Last summer (2007), both the vice president for finance and operations as well as the controller were new. The controller stayed only for a year and is recently gone. Fortunately, the vice president was not new to Juniata. He had served in many positions at Juniata after coming to the college from a highly successful management career in industry. New leadership has brought increased transparency and continuing simplification of processes. The search for a new controller is being undertaken as an opportunity to find someone who brings the vision to see beyond the numbers and the ability to create alternative courses of action.

Enrollments have grown since the 2002 report, nearing our goal of 1460. We expect the largest class in Juniata history to enroll this fall. Tuition discounting has been below 50% since 2005-2006. Budgets have been balanced since our last report and we anticipate balanced budgets through 2012-2013. This past academic year, the budget was tight and the scarcity will persist through next year. Fortunately, the 5 year budget projection process signaled that economies were necessary. This forewarning gave us the time to make the required adjustments. Conservative estimates in the budgets gave us the means to achieve balanced budgets.

Chapter 4, the longest, describes our progress on assessment and the challenge we still face of assessing student learning in programs and courses. Beginning in the summer of 2007, faculty members concentrated on finding out how well they have assessed their programs. Each academic department submitted a template summarizing its assessment program for the past academic year. All were to focus on assessing student learning. Personnel in administrative offices followed a similar process of documenting their annual assessment program.

As a result of the information gathered by the assistant provost from attending a Middle States conference in summer 2007, the college concentrated on evaluating how well we have assessed our programs. The provost appointed a team to assist academic departments and programs to evaluate their current assessment plans

and, if necessary, to create or revise them. While student assessment at course levels and the five year periodic assessment of departments appear to be on target, the team found a gap at the program level.

During the academic year, the assessment team visited every department. The team found that almost all faculty members do, in fact, regularly assess the objectives of their programs. However, faculty members did little systematic assessment. Nor did they keep records to document either the assessments they performed or the changes they made based on results. Most faculty members are committed to thorough and regular assessment of student learning. Thus, all departments and programs have developed a plan to assess student outcomes in their courses and programs. Nearly all have begun to document achievable plans to evaluate the success of their programs to teach students.

The results of two national learning assessment instruments (the CLA and NSSE) indicate that our students are not as effective as we might wish in their critical thinking and analytical writing. Some faculty members are not satisfied with the design of the freshman writing course to instill these skills. Nor are they confident about the competence of student writing across the curriculum. Consequently, there are new plans to assess freshman writing. A special committee will also study the connection between the freshman writing course and departmental courses with writing components.

Staff members in administrative units follow a process for assessment similar to that of academic departments. Finalized in 2005, that process includes periodic self study and external review as well as annual assessment. Of course most goals being tested in administrative units vary from the goals about student learning being evaluated in academic departments. In general, administrative units test student (or other user) satisfaction, cost efficiency, and program effectiveness. There are exceptions, however, particularly in student services. For example, a Teagle grant enabled faculty and student researchers to investigate the efficacy of the college tutoring program. Researchers investigated the degree to which student tutoring changed both tutors and tutees. This research is ongoing.

Regarding periodic or annual assessment processes, the administration, most staff members, and many faculty members are committed to rigorous, thorough, and regular assessment. Our progress with annual assessing is behind our progress with periodic and institutional assessment. However, we have a plan in place to improve it.

In Chapter 5, Linking Institutional Planning to Budgeting, we present the principles that guide the budgeting process at the college. In the 2005-2006 academic year, we changed our fiscal year end from June 31 to May 31. The change enabled administrators to plan earlier in the academic year and to put new plans into effect sooner. The earlier closing date comes at the end of our annual cycle of academic activities—a more logical place to break our financial recordkeeping.

Of particular note in the budgeting process is the budget team. This broad group of faculty members, students, middle managers, and administrators has assumed a key role in setting budget parameters and in determining priorities for special funding. Each year the team uses the strategic plan of the college as the context for its discussions and actions. Periodic review of both academic and administrative programs is another key part of budgeting. These self studies with external evaluations culminate in a memo of commitment between the president and the head of the unit. Almost always in these new plans, departments ask for new resources or the redeployment of existing funds. Through the periodic review process—done by both administrative and academics departments—requests for resources come from planning. The requests are well signaled before they are needed.

You can access the following resources to help understand this report online:
- The Juniata College catalog at
    http://www.juniata.edu/services/catalog/.
- Audits since 2001 until the latest one at
    http://www.juniata.edu/services/finance/financial_matters.html

Enclosures include
- Standard & Poor's Ratings Direct report
- Management Letters and College Response

Throughout this report, we use the personal pronouns "we" and "you." We did so primarily to keep the document readable. Most often, the terms refer to the sense of the faculty members and the provost. Sometimes the reference is to budget officers and the president. We believe that context makes the pronouns clear and unobtrusive and that they improve the readability of the report. We hope you agree.

Table of Contents

Table of Appendices

Chapter 1:   Our Progress since the Last Institutional Self Study

In 2003, Juniata College submitted its periodic review to Middle States. The college chose the 'selected topics' format for its self study and emphasized three areas. These were

a. The first year. We studied the academic needs of incoming students and the success of the freshman year program in meeting those needs.
b. The international program. We examined the commitment of the college to raise the awareness of students to their role in the global community.
c. Student engagement. We studied the extent to which our students engage in active learning in the curriculum, in co-curricular activities, and in extra-curricular experiences.

Our report was accepted by the Middle States commission and was deemed satisfactory. There were no recommendations from the committee to our report. However, as a result of our own study, faculty and staff members generated a list of recommendations and ranked them according to degrees of urgency.

The evaluation team from Middle States told us that we had too many recommendations, and we concurred. Therefore, we concentrated on the high priority recommendations. Thus, in this chapter, we identify only these high priority items and report on their disposition.

We have organized the high priority recommendations into four categories representing the three selected topics that we explored in the self study plus the administrative recommendations. Thus, the organization for this section is as follows:

The first year experience
Internationalization of the campus
Student engagement
Administrative recommendations

At the end of this chapter we explain the process we followed to produce this report.

A. The First Year Experience

After we identify the high priority recommendations that we made in our 2002 self study, we then explain the current disposition of them based on information from the provost and others. We begin with the first year experience.

This discussion of the first year is organized as follows: First, we give background on what we investigated about the first year. Then, we review the status of the high priority concerns.

1. Background about the first year

In the last self study, we selected the topic of the first year experience because we wanted to know if our freshmen were being prepared for the rest of their college careers and if the first year helped them succeed in college.

Freshman writing is the primary course that freshmen take in the fall semester. The course is called the college writing seminar and abbreviated CWS. In its response to our self study, the Middle States' team of evaluators had suggestions for us concerning CWS. Below are their comments.

> The [evaluation] team is especially concerned that CWS faculty and administrators have not decided what types of writing are most important to prepare first year students for later course work. We also must agree with the task force that outcomes assessment of CWS has not proceeded far enough to offer a clear picture of how to address the potential problems that the self study has identified. We were informed that assessment studies are underway to collect adequate outcomes information from CWS and that the Academic Planning and Assessment Committee (APAC) will be looking into the entire general education program, probably next year.

In response to these remarks and to answer our own questions, we reviewed the general education program and the freshmen writing course and made changes.

Following are the issues that concerned us most about the first year.

The college writing seminar (CWS)
All freshmen take the college writing seminar. We had questions about whether the course was achieving its goals. We also understood that we needed to clarify those goals and manage expectations among faculty members.

The extended orientation part of the college writing seminar
Extended orientation (EO) was devised as part of the college writing seminar in order to orient freshmen to campus life. We wanted to know if EO needed to be changed to be more effective.

The freshman information access course (IA)
All new students take a one credit information access course to learn about the Juniata College network, computer practices, and supported software. In light of more computer work in high school, we wondered if the course should be changed or, perhaps, eliminated.

Large class sizes

We found evidence that freshmen tended to cluster in science courses and many of their elective courses were characterized by high enrollment.

2. Status of the first year experience

Following are descriptions of the important changes we have made since the decennial accreditation in 2002 and the rationale behind each change.

Changes in the freshmen writing course

The one credit extended orientation (EO) portion of the freshman writing course (CWS) has been changed. Extended orientation has become substantially more connected with the three credit reading and writing, or RW, portion of the course. Further, EO now contains its own writing component.

The provost has appointed a new director of CWS. With this redefined position comes the responsibility to construct a new program of assessment for this key first year course. The assessment program was formulated in the summer of 2007 and results of the assessment are discussed in chapter 4 on assessment. We have more work to do in assessing CWS.

Below are the high priority recommendations from our 2002 self study that pertain to the first year.

The courses freshmen select and their size

The 2002 self study recommended that the curriculum committee ascertain the courses freshmen select, particularly the number of courses by academic division, by enrollment size, by reading and writing assignments, and report its findings to the faculty.

The task of gathering evidence about class size and the courses freshmen select was completed in March 2008. The study was based on the courses taken by the freshmen who entered in the fall of 2006. A summary of those results follows.

- While freshmen enrollments are spread out fairly evenly among the three major academic divisions of the college (natural science, humanities, and social science), they are highest in

    - Biology,
    - English,
    - Information technology and computer science, and
    - Chemistry.

- Though the proportion of freshman in the following courses is low, introductory courses are large in these departments:

    - Mathematics,
    - Accounting, business, and economics,
    - Education; and
    - Sociology.

- Thirty six percent of freshmen are enrolled in courses of 19 or fewer students. Half of those small enrollment courses are sections of the college writing seminar (CWS) and information access (IA).

- Twenty percent of all freshmen are enrolled in courses of 40 students or more.

- Small classes are most often found in the arts and humanities. Large classes are found predominantly in the natural sciences. Class sizes are evenly split between large and small in the social sciences.

- The vast majority of freshmen in very small classes (nine or fewer students) are in music and world languages courses. Large classes of 40 or more students are predominantly in biology, chemistry, psychology, and in courses in accounting, business, and economics.

- Only 114 freshmen (32%) had at least one very small class of nine or fewer students.

- Every freshman had at least two courses with fewer than 20 students. But, only one third had five or more of these courses.

- Nearly six in 10 (59%) of freshmen had four or more courses of 30 students or more. Almost a quarter (24%) had at least one course with total enrollment exceeding 60.

- Forty one percent of freshmen took at least one communication-writing (CW) course beyond the freshman writing course. Thirty four percent took at least one communication-speaking (CS) course.

    Note: CW designated courses represent writing across the curriculum. All students are required to take four CW courses. They may substitute two CS courses.

- Seventy five percent of freshmen took at least one quantification, or Q, course. Almost one third took three or more quantification courses.

Note: All students are required to take two Q designated courses, one in statistics and one in mathematics.

- Half of our freshmen took at least one laboratory course, while 17% took three or four.

- Seventeen percent took a course at the 300 level or higher.

Faculty members held a series of discussions on these points. As a result of these discussions, some departments committed to add sections for high enrollment courses. Further, both the chemistry department and the biology department have significantly revised the teaching methodology for freshman courses. The discussions about the first year curriculum did not produce recommendations for structural change in the first year program.

A look at the course in information access (IA)
The task force in the 2002 self study recommended that the curriculum committee discuss the goals and content of the information access course (IA). The course is a one credit technology literacy course required of each new student. The task force wanted the committee to evaluate how closely the course met the needs of first year students.

Based on a reevaluation of this course, changes were made. They include the following improvements:

- An increased emphasis on use of the library and on research tools
- Consolidation of the three Word competencies into one, recognizing that nearly all new students have a basic working knowledge of Word.
- No changes were made to competencies with PowerPoint or Excel. There is little apparent increase in the incoming competency in Excel and only a very modest increase in PowerPoint.
- Streamlining of the library modules into on-line testing and into a resource evaluation project.
- Changing the choice of topics for the library project from any topic chosen by the students to topics about sustainability.
- Changing the timetable for the competencies so that they are completed by mid-term break.

The need of faculty members to learn more about freshman writing
Faculty members who studied the topic of freshmen writing proposed that the provost designate at least one session of faculty conference to the college writing seminar. Faculty conference occurs before classes start in the fall and allows all faculty members time together to consider important topics. Generally, topics for

faculty conference are about student learning. The topics for the faculty conference about the freshman writing course included

- Description and explanation of the syllabus,
- Methodologies, and
- Goals.

In fact, college writing has been discussed in several faculty meetings. During the 2004-2005 academic year, faculty members who taught the college writing seminar led a workshop for interested faculty members. The workshop again covered the goals, content, and methodology of the freshman writing course. The intent of the one day workshop, offered between semesters, was to educate faculty members who were interested in teaching courses designated as communication-writing, or CW, courses.

CW courses are offered to ensure that students get sufficient writing opportunities across the curriculum and across their four year college experience. CW requirements are twofold: Writing must account for at least 25% percent of the grade for the course, and there must be more than a single graded writing assignment. Students are required to take four CW courses. They may substitute two communication-speaking, or CS, courses. Two of the communication courses must be in the student's major, one at the upper level.

In fact, our students take an average of nine CW designated courses over the course of their college careers.

In March 2008, another faculty forum was devoted to discussing the freshman writing course (named the College Writing Seminar, or CWS) and CW courses. The forum was generated by a report from the faculty committee on academic planning and assessment (APAC). The committee wished to know the sense of the faculty about the relationship between CWS and CW designated courses. The majority of faculty members expressed the desire to forge stronger links between the freshman writing course and courses that develop writing across the curriculum.

From these discussions, we have discovered that we need to do more assessing of both CWS and CW courses.

Responsibility for the freshman writing seminar must be fixed
The 2002 self study urged that a determination be made over whether the freshman writing course (CWS) is an English department course or a general education course for purposes of identifying goals and providing governance.

Because of the prominent status of the college writing seminar in our curriculum, issues relating to the course will always extend beyond the English department. From an organizational and budgetary point of view, the course is now part of the

English department. Issues arose about staffing CWS courses during the recent self study and external review of the English department. To prevent burnout of faculty members, each full time, tenure track member of the English department is to teach only one section of CWS per year.

Assessing the freshman writing course (CWS)
The task force in the 2002 self study proposed evaluating the college writing seminar (CWS), its goals, its strategies, and the uniformity of content and method across sections.

Faculty members who teach CWS have developed a plan to assess the course. The new director of the course is currently developing a more sophisticated program to evaluate course syllabi and to assess the success of the goals of the course. You can find the plan and some results in chapter 4 on page 65.

Changes to the extended orientation part of the freshman writing seminar (CWS)
In the 2002 self study, the task force wanted the differences of opinion about the nature and value of the extended orientation (EO) portion of the college writing seminar (CWS) course to be resolved. CWS is a four credit course including EO now renamed CWS Lab. The CWS Lab includes weekly discussion groups and a significant research component.

A benefit of the original EO was to help students develop a cohort group early in their college experience. That benefit needed to be retained. One day a week, CWS classmates meet for an hour with a junior or senior to discuss campus, particularly freshmen, issues. The upper class students who lead these sessions are specially chosen and trained student assistants.

CWS teachers are now encouraged to select their own student assistants. The result has been improved coordination and communication between the reading and writing component of the course and with EO, now renamed the CWS lab. Assessment findings indicated that the renaming further tightened the perceived relationship between the reading and writing portions of the course and the extended orientation portion. These perceptions of a tighter link were true for both teachers and students.

In fact, teachers have taken a more active role in assigning, monitoring, and assessing the major projects for the CWS writing lab which must now include a major research component. The lab project now includes a significant research component—rather than the more experiential component of what was previously called the "life experience project."

Faculty members who teach CWS also strongly encourage students to present their lab projects to their peers. Many lab groups develop creative projects that include a significant electronic component such as PowerPoint, multi-media, and digital films. To address student complaints that the lab was a distraction to their final paper for CWS and hindered their preparations for exams in their other courses, CWS teachers now end the lab soon after Thanksgiving break. During the two weeks before Thanksgiving break, students work exclusively on their lab projects.

B. Internationalizing the Campus

A second topic we selected in the 2002 self study was internationalization of the campus.

1. Background about internationalizing the campus

We looked at our center for international education, at our students who go abroad, at students to come to us from abroad, and at our curriculum.

A major finding of the task force investigating internationalization was the need to oversee and prioritize the activities of the center for international education. We found that we needed to link their activities to the budget in a way that permitted us to meet our goals within the frame of our overall budget realities. We had a goal of a student body with eight percent international students.

2. Status of internationalizing the campus

Below are discussions about the high priority recommendations for the section on internationalization from our 2002 self study.

Some recommendations about internationalization focused on assessment, others on administrative oversight, and yet others dealt with specific parts of the center for international education (CIE). Some of the recommendations were strategic and others more clearly tactical.

We have grouped the changes discussed below into three categories— assessments, recruitment, and finance.

Assessments completed
As a consequence of our 2002 self study for Middle States, the dean of international programs, in conjunction with her staff, conducted a self study on the goals of internationalization and on the success of the program in meeting those goals. In addition, the dean commissioned an external assessment conducted by the American Council on Education (ACE). In response to the report issued by the ACE

visiting team, the director of international programs and the provost are engaged in creating a formal planning memorandum.

The one issue which has not yet been resolved is the responsibility for recruitment of international students. In her first year of phased retirement, the former dean of the center for international education (CIE) is working with the new dean and with the dean of enrollment to develop an administrative plan for international recruitment. Also, the new dean of CIE and her staff have committed to address the other recommendations not covered by the ACE self study report or by the memo of commitment. (The memo of commitment is the agreement between the center and the president and provost for the resources necessary to carry out the agreed upon plan emanating from the self study.)

Achievement of recruitment goals
The college has experienced significant growth in both the number of students studying abroad and the number of international students on campus. This growth was clearly in line with the goals set for internationalization. Thus, in these regards, our goals continue to be met.

Review of finance effects
Since the ACE review, we understand that we need to develop alternatives for managing the financial issues that have been raised by our success. Growth in the numbers of students participating in international programs has not been matched with financial benefits to the institution. The provost is reviewing this situation with members of the committee on international education. We continue to look for lower cost alternatives for study abroad that will continue to give our students a transforming international experience.

C. Student Engagement

The final special topic we covered in our 2002 self study was student engagement.

We worried that students were over-extended and wondered if we should require a capstone experience. We reviewed curricular as well as co-curricular activities.

The status of the high priority recommendations from our 2002 self study related to student engagement follows.

Requiring a capstone experience
The task force recommended that faculty members consider making a senior or integrating experience mandatory—for example, study abroad, an internship, student teaching, or service learning.

As the result of extensive discussion of this issue, faculty members have decided to encourage, but not to require, a senior or integrating experience for each student. Approximately 80% of our students have such a defining experience. Because they do, the majority of faculty members believed that requiring such an experience would not affect perceptibly more of our students but could harm those students in special circumstances. As you will see, however, in chapter 2 on page 17, the new strategic plan recommends that every graduate have a "distinctive experiential learning opportunity." Therefore, this issue is destined to be revisited in a broader context.

Increasing the congruence of co-curricular experiences among departments
The sub-committee that studied student engagement felt that the supervision of internship experiences needed to be more uniform.

The issue was discussed at a faculty meeting. Members of the faculty believed that the requirements for internships and other experiences varied widely from program to program. Therefore, they saw no need for more uniformity, even if that meant that faculty members received teaching credit for supervising internships in some departments while in other departments the sponsoring faculty members received no teaching credit. This issue has not yet been addressed within departments.

Getting students involved in communities beyond the college
The recommendation of the task force was that our students engage the community beyond the campus, including Huntingdon borough, surrounding communities such as Mount Union and Alexandria, and national and global communities.

Our data show significant increases in service learning and community involvement in addition to the growing numbers of students participating in study abroad.

Also, we implemented the New York Times reading program. Some faculty members actively encourage their students to read it and to consult other news sources.

In response to one of the recommendations from the self study, we implemented a requirement that all students taking the freshman writing course attend at least five community events—two of which should be cultural events sponsored by the office of diversity and inclusion. Students write a reflective journal entry about their experience of the programs.

Encouraging faculty members to undertake community projects in courses
The task force recommended that faculty members develop or enhance community based projects within their courses.

Our data show significant increases in service learning and community involvement. Also, the college has continued work with Campus Compact and has received a grant conjointly with Saint Frances University which will provide funds for faculty to incorporate service learning into courses.

Supporting students with special needs
The task force recommended that members of the office of academic support services and the office of the dean of students work together to make the Statement on Students with Special Needs available to all students who matriculate.

The statement about students with special needs now appears on the web-site of the dean of students. The information will enable students who need special assistance to obtain the help they seek.

Changes in the cultural analysis sequence
The college-wide requirement that every student take two courses in cultural analysis has been changed. Students now take one course in cultural analysis (CA) and a second course named Interdisciplinary Colloquium (IC). The change happened because the subject matter in cultural analysis dealt with various cultures. Many faculty members did not feel expert enough with cultural differences to teach the course. Therefore, staffing the cultural analysis courses became a problem. The problem was solved by changing the subject matter for one of the courses to a subject that must be taught by faculty members in different disciplines. The change maintains a long culture of team teaching interdisciplinary courses at Juniata.

Now students are exposed to cultural analysis and also to special topics that are seen through the kaleidoscope of several disciplines. In this way, faculty members believed students would learn to think non-traditionally. We believe we have found a way to assess this presumption through the increased student participation in research.

The addition of the liberal arts symposium
Another significant addition to promote student engagement has been the addition of the Juniata College Liberal Arts Symposium (JCLAS). The new college event is a vehicle to encourage student research and performance. Juniata students can participate by presenting the results of their research, singly or in a group, or by submitting a poster, or by submitting or performing an artistic piece. You can learn more about the symposium and its role in helping us assess student learning in

D. Administrative Recommendations

Administrative concerns focused on aiding the primary missions of the college—to offer excellent teaching and educational opportunities to our students—and to find ways to assess the impact of our efforts. Below are the responses from the administration to these high priority points.

Responding to the call for more diversity

The self study called for the college to implement the recommendations of the diversity task force. These recommendations called for more minority presence on campus among students and faculty.

We have surpassed the expectations and recommendations of the 2000 task force on diversity. We have brought in more students of color (up from 2.5% in 2001 to over 10% now). Students of color includes a combination of all ALANA students. (ALANA means students who are American born persons of African, Latino, Asian, or Native American descent.) Including international students, our total exceeds 10%.

Also, we have created the position of special assistant to the president for diversity and inclusion and also the office of diversity and inclusion. To be more inclusive, we

- Renovated space for the office in Unity House (a dedicated place for diversity meetings and events),
- Added a minority recruitment person,
- Created training opportunities for faculty and staff members, and
- Expanded student traditions.

On the other hand, we have made little progress in the recruitment of faculty and staff members of color. Sometimes, however, this failure is not the result of lack of effort. For example, the department of accounting, business, and economics (ABE) advertised a tenure track position extensively in African American journals and on diversity sites which advertised job openings. The search took three years and seemed to end when a person of color accepted the offer. In the eleventh hour, he bolted for another institution. The new search resulted in the hiring of a Japanese professor, ironically from a teaching post in Slovakia. A more recent hire in this department was to a Chinese professor.

The diversity committee has prepared a point by point review of the diversity task force report in its 2008 diversity report. You can find more about new goals for diversity in chapter 2 beginning on page 24.

Improving the assessment of administrative units
Our 2002 self study revealed the necessity for each administrative department to perform a self study regularly. The vice presidents have instituted a process for their departments analogous to the periodic review of academic programs. The process requires that external reviewers contribute to the assessment of administrative services.

The following departments have done self studies and had external reviews:

- Marketing,
- Diversity,
- Campus network services,
- Campus activities,
- Enrollment.

As an example of the process and results, you can find information pertaining to the review and self study of campus network services at

http://staff.juniata.edu/yelnosr/cns.htm

Reviews are to begin in the fall for accounting services, human resources, and facilities services.

Support for excellent teaching
Our 2002 self study revealed a desire among faculty members and administrators for campus-wide, continuing support for teaching excellence.

The current draft of the strategic plan calls for the creation of a center for teaching excellence as a part of an overall re-design of faculty development. Our goal is to build a network of support for excellent teaching. A faculty member with experience in assessing learning agreed to lead an initiative on the scholarship of teaching and learning (SoTL). This past academic year saw much progress. Members of this SoTL group wrote a proposal for, and secured, a Teagle 2008 grant to promote the scholarship of teaching and learning on campus. The grant will also aid us in developing a center for teaching on campus.

During the fall semester of last year, the SoTL group reviewed the literature of teaching and learning. During the spring semester, members developed projects and solicited feedback from the group. The group also acquired funding from an alumnus, permitting three faculty members to continue with their SoTL projects over this summer. The discussion in chapter 2 on page 22 supplies further information about the proposed center for teaching and learning.

E.   How We Produced this Periodic Review Report

Preparation for this report began last summer. The provost appointed the two writers and editors who began assembling materials, interviewing people throughout the college to understand processes, and reading Middle States requirements.

During the summer, the provost sent the assistant provost to a Middle States conference to gather information about what Middle States required in the period review report. Upon her return and report to us, we quickly understood that our focus needed to be on assessing student learning at the program and course levels.

The provost then appointed a team primarily of faulty members, including the assistant provost, the director of institutional research, and the two editors of this report. The team soon became known as the assessment team, and, as their plan unfolded, no doubt by less flattering terminology in the dark reaches of certain faculty offices.

The team developed the plan richly detailed in chapter 4 starting on page 36. In short, the team developed a conference and workshop on assessing student learning for faculty members held before classes began in the fall. Their plan then called for members of the assessment team to visit each department to help explain the assessment process and to gauge the degree of compliance in each department. During the academic year, team members kept faculty apprised of the progress of assessing student learning through continuing contacts with faculty and staff members. Also during the year they kept the faculty informed of the progress of this report through updates at faculty meetings and from team contacts with committees.

The finished report is available to all members of the Juniata community and will be discussed formally in upcoming faculty meetings. Certainly the process of ongoing assessment of student learning will continue and become a focus for our next decennial self study.

Chapter 2:   Major Challenges and Opportunities

In this chapter, we highlight the major challenges and opportunities that confront us. These topics will be a focus for our next accreditation report. The chapter is divided into the following broad topics:

- The goals of the new strategic plan
- Developing a center for teaching and learning
- Making assessment an ongoing, annual process
- Other challenges and opportunities

A.   The Goals of the Strategic Plan

The latest draft of the new strategic plan was finished on February 8, 2008. Members of the strategic planning committee included

- Four trustees,
- The president,
- The vice president for finance and operations,
- The executive vice president for advancement and marketing,
- The provost and executive vice president for student development,
- The dean of students,
- The director of institutional research,
- The assistant to the president for administrative services,
- The administrative manager for finance and operations,
- Two professors, and
- Two students, including the president of student government.

This plan was approved by the board of trustees on April 19, 2008.

The strategic plan presents a narrative of what is meant to be achieved as well as the rationale for change. You can find the entire document in Appendix 2: The New Strategic Plan for Juniata on page 75.

Meeting the goals of this strategic plan will constitute the major challenges the college faces for the next several years.

Following is the new mission statement.

> Juniata's mission is to provide an engaging personalized educational experience empowering our students to develop the skills, knowledge, and values that lead to a fulfilling life of service and ethical leadership in a global community.

We believe the college is well on the way to providing much of the experience the mission statement suggests. By delineating new strategic goals, however, we believe we can prepare our graduates even better for the 21st century. These strategic goals reach beyond those originally developed in the 2001 strategic plan. The strategic goals are predicated upon the following challenges and opportunities:

1. Significant advances in biotechnology and medicine, and tension regarding the ethics of implementing these advances
2. Ubiquitous information technology with a transformational effect on communication
3. Unprecedented entrepreneurial opportunity
4. Growing environmental limitations
5. Conflicts of increasing complexity and danger
6. Changes in the content and delivery of education with demand for greater accountability and affordability
7. Frequent interactions with people of diverse cultural perspectives and practices
8. Significantly greater career opportunities for our students as the "baby boomer" generation retires.

1. The planning process

We are well positioned for these next steps. Juniata has reached its highest enrollment, largest number of applications, most talented students, and largest capital campaign in the college's history. In the last nine years, the college has created many more hands on learning experiences by adding 200,000 square feet of new and renovated learning space and by developing many more educational experiences off campus through new partnerships.

Initially, the plan was reviewed during campus 'town hall' sessions with members of the faculty and administration. Then, during the spring and summer of 2006, the president and the executive vice president of advancement and marketing met with over 100 alumni in 12 cities to gauge their interest in the plan. In addition, the board of trustees discussed items for the plan at its retreat in the summer of 2006. The input from these meetings was given to the subcommittees of the plan to be used in their deliberations.

These subcommittees included 88 members representing students, faculty, staff, alumni, and trustees. These people were provided access to Jim Collins' book *Good to Great and the Social Sectors* as well as the Drucker Foundation's Self Assessment Tool. Through the Collins book, we learned that "greatness is not a function of circumstance. Greatness, it turns out, is largely a matter of conscious choice, and discipline." Through the Drucker Self Assessment Tool, we answered the following questions:

- What is our mission?

- Who are our customers?
- What do our customers value?
- What are our results?
- What is our plan?

Through this process, there emerged three major strategic initiatives. They were

- The teaching and learning environment initiative
- The 21st century campus initiative, and
- The economic advancement initiative

In the next section, we discuss each initiative and the goals for each.

2. Strategic initiatives and goals

In this section we look at each initiative, present the goals generated from the initiative, and sometimes comment, in italics, below a goal.

The teaching and learning environment initiative
To empower every student for a fulfilling life of service and ethical leadership in the global community, we will

1) Immediately review our freshman year programs to assure that every student is receiving the best possible information for success. Beginning with summer orientation and continuing through the freshman year, each freshman should become fully engaged in a coordinated, interactive, and collaborative learning process with other students and with her or his advisor. Further, we will review the activities in the sophomore year to improve the educational and social experience of the second year for our students.

Comment: As you can see, we are committed to continue the work on the first year experience that started with the 2002 self study. Here, we broaden the topic to include the sophomore year as well. The results of the national survey of student engagement (NSSE) and collegiate learning assessment (CLA) surveys will help us with the first year. So too will an investigation of both the freshman writing course and writing across the curriculum help us. You can see more of our planned assessments in chapter 4.

2) By 2011, every Juniata graduate will have at least one distinctive experiential learning opportunity related to each student's educational objectives. These may include an internship, service project, an extended course experience off campus, research, student teaching, or international study. These experiences will provide the opportunities for our students to test and develop their skills in a "real world" setting, develop self confidence, and gain a better understanding of a culture different from their own. Our expectation is that the vast majority of our

graduates will have several of these growth experiences. We will work diligently with Juniata alumni as well as cultivate existing partners and establish new partnerships to provide enhanced opportunities.

Comment: As you may recall, we discussed the topic of a required capstone experience in chapter 1. The task force that studied the special topic of student engagement recommended this change in our curriculum. Faculty members, however, voted not to require a capstone experience. The proposal above suggests that we will revisit this topic. The emphasis in this goal for an experiential experience is in the tradition of hands-on education at Juniata. Historically, we have found that our students learn best by doing.

3) By 2009, we will have a center for teaching excellence in place to support faculty who are working on improving their teaching. There is considerable momentum for this center among faculty members as shown by the strong response to learn more about the Scholarship of Teaching and Learning (SoTL).

Comment: You will find mention of the center later in this chapter when we discuss securing a Teagle grant to fund the center. Also, more about Teagle funding is in chapter 4 where we talk about SoTL helping us assess student learning.

4) By 2008, we will create a new plan for faculty development. This plan will set a realistic goal for increasing the funds available for faculty development, will address how faculty development funds are allocated, and will explain how we assess the use of money for faculty development.

5) By 2009, we will create programs to address the interpersonal and intercultural skills of our students, including networking, interviewing, resume development, portfolio creation, and social skills.

6) By 2010, we will have expanded our international programs with special emphasis on new and expanded programs in China, India, and Africa.

7) To help meet a major national need, by 2010 we will have at least 10 additional students in each class preparing to teach junior and senior high school science. We will achieve this goal by leveraging the assets in our highly successful programs in education, science, and science in motion.

8) By 2010, we will have considered the possibility of adding summer master programs in science education and in non-profit management, taking advantage of our considerable resources in these areas.

9) By 2010, we will develop with Campus Continuum a successful Age 55+ Active Retirement Community directly connected to the college.

The 21st century campus initiative

Below are the three initiatives relating to campus facilities and their efficient use.

1) Environmental sustainability.
   We are making good progress on sustainability so our plan will take us to the next level by completing the American College and University President's Climate Commitment–a commitment to develop an action plan and programs with a timetable and measurable outcomes to become climate neutral.

   Comment: The sustainability effort began in earnest at Juniata in fall 2005. The special assistant to the president spearheaded the plan which is now in place.

2) Facilities.
   By the end of the summer of 2010, Juniata will have completed

   - The restoration of classroom buildings Dale Hall and Good Hall,
   - The restoration of the administrative building Founders Hall,
   - The restoration of Oller Track, the sports running track,
   - The renovation of Muddy Run, the restaurant in the student union building, and
   - A new eating facility in the former main computer lab of Brumbaugh Academic Center.

   By fall of 2011, we will have developed preliminary architectural plans, cost estimates, and potential funding strategies for

   - Improving Beeghly Library,
   - The continued renovation of Brumbaugh Academic Center,
   - The renovation of South residence hall,
   - A music wing for the Halbritter Center,
   - A turf athletic field,
   - A World Languages and Cultures Cluster anchored by the humanities building,
   - A studio art building, and
   - The completion of the transformation of Alfarata.

   Comment: Alfarata refers to the site of the college entrepreneurship center and business incubator. We explain more about this facility in the final section of this chapter.

3) Campus Master Plan.
   By 2011, we will have completed a master plan for campus improvements and opportunities through 2026 with particular emphasis on our residence halls, recreational space, Ellis Hall, and enhanced accessibility.

The economic advancement initiative

For Juniata to continue to attract and educate outstanding students, we must develop a long term economic model that provides adequate resources to make a Juniata education not only more affordable but also highly valuable and marketable through continuing quality and outstanding outcomes.

1) Economy of scale enrollment.
   The number of Pennsylvania high school graduates is gradually declining and the make-up of these graduates is becoming more diverse. Therefore, Juniata must increase the number of students from outside Pennsylvania as well as the number of minority students. This opportunity provides added diversity which is an educationally desirable outcome for every student. Attracting diverse students from further away is also essential in order to maintain an economically sustainable enrollment of 1460 full time equivalent (FTE) students. By 2011, our student body will be made up of at least 40% from outside Pennsylvania (including 10% international) and at least 10% domestic minority.

2) Retention.
   To reach our enrollment goal of 1460 students by 2011, we will achieve a six year graduation rate of 80% or better with 95% of our graduates completing their degrees in four years or less.

3) Discount.
   Juniata must insure that the discount rate rises less than the average of peer institutions through 2011. In the unlikely event that discount of the peer group declines, we must insure that the Juniata rate of decline equals or beats the market rate of decline.

4) Endowment.
   By 2011, through additional gifts and market appreciation, our endowment will have increased to $100 million or more. Planned giving for the endowment will reach $60 million or more. A special effort will be made to raise scholarship endowments to assist students attending Juniata.

Comment: At May 31, 2007, planned giving was nearly $41,350,000. The endowment was valued at nearly $71,650,000 on that date.

5) Annual Scholarship Fund.
   By 2011, our annual scholarship fund will have increased from $900,000 to $1,300,000 with a longer term goal of $2 million.

6) Capital gifts.
   Juniata will continue to seek funds for various facility and program needs as identified in the campus master plan and through the ongoing capital budget process.

7) Budget.
   Juniata will continually review campus business processes to identify opportunities to improve operational efficiencies. By 2012, we will have increased the special funding budget to 3% of our annual budget to maintain existing facilities and equipment, as well as to support innovation and creativity.

Comment: The assessment processes in place for administrative programs will help us identify areas that need improvement and we will glean new strategies from self study and from external reviewers. You will learn more about annual and periodic assessment of administrative units in this chapter and in chapter 4.

8) By 2011, the Juniata Center for Entrepreneurial Leadership (JCEL), the Gravity Project, and the Raystown Field Station will have achieved self sustaining budgets.

Comment: JCEL is an entrepreneurship center and business incubator for the community and, especially, for students who wish to start businesses. We discuss the opportunities of JCEL in the final section of this chapter.

The gravity project is the term that the head of the theater department has given to the plan for the theater program. The term refers to a process of inviting performing artists to campus. The performers interact with students in and outside of the classroom. They teach, direct, act, design sets, and so on. They participate with students in all areas of the performing arts during their stay. This plan enriches the theater experiences of all of our students and provides additional teaching voices and performance experiences for majors. The original intent of the theater department was to have visiting performers work with Juniata students to devise original performances. These performances would then be exported to the public beyond the campus. However, the external reviewers who studied the theater department found this intent too ambitious and recommended that the plan be scaled back. It has been. Now, original collaborations and performances are kept on campus. Still, students benefit from learning from many perspectives and from the new techniques that the visitors bring.

Like JCEL, we also discuss the Raystown Field Station in the final section of this chapter. The field station is 365 acres of wilderness located on a nearby lake half an hour from campus. Recent improvements consist of living quarters for students, residential lodges, and multipurpose buildings which contain classrooms. Courses and field trips in geology and environmental science are held at the location.

9) By 2011, we will have reviewed our art and library collections to decide what is compatible with the college's long term educational and outreach goals and what items should be sold. Of course, the process will honor all commitments the college has made to donors. The funds generated by sales will be reinvested in additions to the permanent collections, in facilities to house the collection, and in staff to conserve the collection.

10) We will continue to assist Huntingdon and this region to improve our community for the benefit of the college. Emphasis will be on projects that increase the tax base. We will support initiatives that

- Support improved infrastructure (schools, water, sewage, transportation, recreation, and improved appearance of the community),
- Support the development of amenities (retail, restaurants, hotels, childcare, healthcare, retirement housing),
- Improve primary and secondary education, and
- Improve employment opportunities for spouses of Juniata employee and for recent graduates.

These projects will help us attract and retain students, faculty and staff members—the human capital so necessary to our success.

11) By 2011, the college will have reduced its debt level below that of May 31, 2007.

Comment: The debt level on May 31, 2007 was $32,926,000.

Existing committees, new ad-hoc committees, departments, and individuals will develop the best processes for accomplishing the goals of this plan.

B. A Center for Teaching and Learning

In May 2008, Juniata was awarded a grant from the Teagle Foundation for $149,500 to establish a model and replicable center for teaching and learning.

The center is to improve teaching effectiveness by documenting improvements in learning outcomes. The center will develop research projects about teaching and learning aimed at assessing student learning outcomes.

The center will be guided by a rotating board of faculty members. The board chair will be given up to fifty percent released time from teaching to direct the center. The board will consist of three faculty members who are scholars of teaching and learning. They are to be selected on the basis of their credentials in the scholarship of teaching and learning (SoTL). Each board scholar will serve a three year term. During the second year of their tenures, each scholar will become the director of the center and be given the released time. Board members will serve as resources for all faculty members and will coordinate SoTL education programs.

Using talent already on campus will minimize start up costs and insure that the advisory board and the directors already understand the campus culture and have working relationships with many faculty members. Our efforts to start this center will

give us the experience to export the model to other campuses with limited resources.

C. Making Assessment an Ongoing Process

In this section, we recognize the challenge of making annual assessment an ongoing process. We cover annual assessment of both academic programs and of administrative units.

We identify the challenge of ongoing assessment at the program level. First we look at academic programs, then at administrative units. In both, our goal is to instill a sense of ongoing assessment of outcomes at the college.

1. Annual assessment of academic programs

Institutionally, we are doing a good job assessing student learning. Also, we do a good job assessing departments through the periodic review, a key part of assessing academic outcomes. The review involves a self study and external review.

We have also made progress with annual assessment since the last self study. However, our initiative for annual assessment at the course and program levels is only a year old. The issue for us now is unevenness—some academic programs are doing a thorough job. Others are in the early stages. A few still need to get on board. Our challenge is to engage all faculty members. Below is our plan.

Every fall the provost receives a report from every faculty member about goals. The two part report 1) details the goals of the faculty member for the upcoming year and 2) explains the disposition of the goals from the previous year. To achieve ongoing assessment, our plan is to piggyback on this process in the following way. Each spring, every departmental chair will bring an annual assessment plan (AAP) to the provost.

- The plan will come as a result of conferencing with department members
- The plan will be a coherent assessment plan for the following academic year
- Though not long, the plan will detail goals, rationales, strategies, methods, and, perhaps, expected outcomes
- Tasks will be assigned to particular faculty members in the plan

Early in the fall, when provost traditionally meets with each chair to discuss the goals for each member of the department, the provost will also discuss the annual assessment plan (AAP). Since the plan will have been read previously by the

provost, only minor changes might be necessary to the plan at this point. The intention of the discussion will be to assess the climate of the department and to fix responsibility for completing the promised assessments.

The provost will bring a template for the AAP to faculty members early in the spring semester. The provost will also call a faculty forum devoted to the topic.

You will hear much more about periodic review of departments and programs, as well as annual assessment, in chapter 4 on assessment.

2. Annual assessment of administrative units

Like academic programs, administrative units do periodic review. In fact, their model is adapted from the model used for faculty departments. Their periodic review process began after the 2002 self study and was inspired by that self study. Annual assessing for academic departments and units, however, is even newer than it is for academic programs. Both academic and administrative programs share similar problems: getting started with assessment, and documenting the results, and documenting the changes that have been made as a result of feedback. We believe that staff members, although they may have started annual assessment later than faculty members, may be more motivated because of the frequent evaluations of their work.

The plan to promote annual assessment among staff members will be modeled after the one for academic programs. That is, each administrative unit will generate an annual assessment plan before the start of an upcoming academic year. As a guide, administrators will generate a template with explanations and directions.

D. Other Challenges and Opportunities

In this section, we look at new goals for diversity and inclusion, and the opportunities and challenges to us from two new facilities—the Raystown Field Station and the Juniata Center for Entrepreneurial Leadership.

1. Diversity goals

As you saw in chapter 2, the goal in the strategic plan for further diversifying our campus calls for the following:

> By 2011, our student body will be made up of at least 40% from outside Pennsylvania (including 10% international) and at least 10% domestic minority.

In the May, 2008 diversity report, the diversity committees prioritized actionable steps. They include

- Recruit more diverse faculty and staff members, especially those of ALANA identification and homosexual males.
Note: ALANA is a term (used primarily in academia) to refer to students who are American born persons of African, Latino Asian, or Native American descent.

Many studies have found that positive role models can serve as an effective retention resource. At Juniata, we have had particular difficulty in retaining and graduating black males and currently have no gay male role models.

- Increase funding for recruitment and retention efforts.

In addition, the committees recommended changes in four areas: diversity policy and programming, recruitment, student affairs and campus life, and academics. You can find all of their recommendations in Appendix 6: Goals from the Diversity Report on page 85. Here we summarize them briefly.

In the area of diversity policy and programming, the diversity report cites goals to

- Add "gender identify and expression" to our non-discrimination policies,
- Diversify hiring committees,
- Implement a bias response team, and
- Mandate diversity and sensitivity training.

In the category of recruitment and retention, goals include

- Establishing scholarships for ALANA students,
- Encouraging more ALANA transfer students to attend Juniata, and
- Increasing the use of minority alumni in recruiting.

Under the heading of academic retention, the report urges that

- The college commit to academic, social, and emotional support for ALANA students,
- Faculty members received instruction on the concerns of ALANA students, and
- A stronger effort be made to hire ALANA faculty members.

Finally, in the area of student affairs and campus life, the diversity report notes that

- Alumni help recruit in the areas of Washington, D. C., Baltimore, and Virginia,
- Mentoring be extended into more areas of student life, for instance athletics, student government, and so on,

- The college give high public visibility to diversity awards and ALANA students winning awards, and
- College traditions be made more friendly to ALANA students and students of differing faiths.

We are happy to have met the diversity goals of the last strategic plan. Meeting the goals of the new one will necessitate that we follow many of these recommendations in the diversity report. While we have certainly made progress, we need to do more.

2. Raystown field station

The Raystown Field Station is a 365 nature preserve located 30 minutes from campus and on the shores of Raystown Lake, an 8,300 acre man-made freshwater body. The field station presents hands-on learning opportunities for students, particularly in the areas of wildlife and aquatic research and conservation projects. Currently, the field station can house 27 students full time. Plans include building four more lodges which would increase the housing capacity to 47 students. Shuster Hall provides 6,000 square feet of space and includes a dining hall, classrooms, and all purpose rooms.

Our intention was to offer immersion semesters at this facility for all students. We planned the first program in the spring of 2005 and launched the program in the fall of 2006. The program was known as the Sense of Place (SOP) and included courses in

- Geographic information systems,
- Sustainability (a cultural analysis course (CA)—the curriculum requires students to take one CA course),
- Community living, and
- The sense of place (an interdisciplinary colloquium course (IC)—the curriculum requires students to take one IC course).

Most students of the 10 students who spent their semester at the field station also completed 1-3 research credits, as well.

In the fall of 2007, we ran the same program with slight changes. The main change was that all students took a 3 credit course in field research methods instead of offering them optional research credits. We found this change to more structure benefitted the students and the program. Nine students attended this semester.

We attempted to implement a program entitled Humanities in the Woods for the spring 2008 semester. However, we cancelled the program due to lack of student participation.

For fall 2008, we are again changing the programming. These changes are the result of feedback from faculty members and students. Notably, we are dropping the

IC designation of the Sense of Place course and dropping the credits from 4 to 2. The course will change from lecture to seminar. We are also adding a geomorphology course.

For spring 2009, we have agreed with Saint Francis University (SFU) to partner in a semester program on Ecology and Organismal Biology. According to the agreement, SFU and Juniata faculty members will each teach two courses. The student load will be split at 7 students from each institution.

As you read earlier in this chapter, one of the goals from the strategic plan is as follows:

> By 2011, the Juniata Center for Entrepreneurial Leadership (JCEL), the Gravity Project, and the Raystown Field Station will have achieved self sustaining budgets.

We are concerned that we have not seen an increase in student participation for the two semesters programs that have been run at the field station (10 and 9 students respectively). Further, we had to cancel the planned semester for spring 2008 because too few students enrolled.

Primarily, then, our challenge is faculty and student interest. We are unsure whether the issues are programmatic or otherwise. Surveys of the students who participated in the fall semesters indicate very high levels of satisfaction. Perhaps, our problem is a matter of scale. With only a few faculty members necessarily involved, we can offer only a few courses that may appeal to too few students. The courses offered may be too narrow to attract non majors. If we offer more courses, we may attract more students for the semester but end up with low enrollments in the courses. We have considered requiring EES majors to participate, but currently there is not enough space at the field station to accommodate all of the students in any given year.

We are talking with other institutions, besides Saint Francis University, to see what opportunities may exist for additional partnerships to enhance the program and to get a larger pool of students.

You can find more information about the field station at

http://services.juniata.edu/station/Information_sheets/RFS%20general%20handout%202006v3.pdf.

3. The Juniata center for entrepreneurial leadership (JCEL)

In 2005, Juniata was selected by the Coleman Foundation as one of 12 colleges in the country to receive support to develop entrepreneurship into the curriculum. On

page 46 in chapter 4 on assessment, you can see how the center and this funding have contributed to real world learning in the classroom and beyond.

In addition to advantages to students mentioned in chapter 4 are the following happenings on campus and beyond.

- A new major in entrepreneurship was added to the curriculum.

Comment: Real life entrepreneurs and service providers regularly visit the new entrepreneurship courses. Also alumni are regular guests and are involved as advisors for student projects.

- Faculty members from non-business disciplines have incorporated entrepreneurs, service providers, alumni, and JCEL sponsored guests and workshops into their courses.

Comment: This outreach to disciplines beyond business resulted in entrepreneurship being incorporated into the following courses:

  - *Managing advanced technologies,*
  - *Information technology, and*
  - *Message analysis.*

- JCEL presented discipline-related lectures and workshops to students in biology, chemistry, and computer science.

- In June of 2007, JCEL sponsored the Entrepreneurial Retreat for professors from 14 different colleges and high schools and from 8 states to help others integrate entrepreneurship into their curricula.

Also, the Sill incubator at JCEL enables students to access business operating space and equipment. Seed capital funds and access to business development resources are both available to students to pursue their business ideas. The college has obtained a commitment for a federal government grant of $952 thousand to renovate the 1st and 2nd floors of the main section of the incubator building. The renovation is expected to include a wet lab and a commercial kitchen. To expand and sustain the incubator, the college will need to raise over $500 thousand to match the federal grant. We also intend to seek funding from the Coleman Foundation to help fund a workshop studio—a large space capable of recording and filming small groups engaged in entrepreneurial workshops.

As you saw earlier in this chapter, like the Raystown Field Station, the strategic plan calls for JCEL to achieve a self sustaining budget by 2011. Funding is the challenge and this challenge is expected to be met through grants, gifts, and lease revenues. The executive director of JCEL and the executive vice president of advancement are currently drafting a three year strategic plan to obtain funding for JCEL. Primarily,

the plan calls for growing sponsoring opportunities, that is, gifts from trustees and alumni.

Chapter 3:   Trends in Finances, the Endowment, and Enrollment

We understand that you need the two most recent <u>audited financial statements</u> for the fiscal years ending in May 31, 2006 and May 31, 2007. Please note that the audit report for the year ending May 31, 2006 is for an eleven month year.

> You can access these audits in several ways. First, they are available on our website at
>
> http://www.juniata.edu/services/finance/financial_matters.html
>
> At the above URL site, you will find the audits from 2001 until our latest of May 31, 2007.
>
> You may also have received copies of audits for these two years. If you receive hard copy of this report, we have attached copies.

You also need the <u>management letters</u>. They are not on our website. They will be included with the packet if you receive hard copy of this report.

A.   Changes at the Top

At the start of this academic year (2007-2008), both the vice president for finance and operations and the controller were new. The vice president was not new to Juniata. He had served in many positions at Juniata after coming to the college from a highly successful management career in industry. He has served as special assistant to the president, as head of technology services, and as interim chief information officers before becoming vice president. The controller was new to Juniata.

This transition was made possible by the simultaneous retirement of the former controller and vice president. The former controller actually stayed an extra year beyond his original date of retirement.

Of course, replacing both financial officers at once is not ideal. The situation became more complicated when the new controller stayed only one year. The position is currently unfilled.

The transition, however, brings opportunities. Increased transparency and further simplification are beginning to be hallmarks of the new leadership. Both are valued principles as you will see at the beginning of chapter 5. There, on page 69, you will find the five principles that guide our budget process. The first reads

The budget should be widely understood and widely accepted by the major components of the community—faculty, staff, trustees, and administrators.

The search for a new controller is also being seen as an opportunity. The vice president has redefined the position and is looking for a person who brings to the job a broad financial outlook and experience with the vision to see beyond the numbers and the ability to create and communicate alternative courses of action.

Meanwhile, he has been able to tap a talented former employee with experience in the accounting department and intimate knowledge of our procedures to help with yearend closing and, if necessary, with tasks beyond. As a bonus, this returning CPA had been working in public accounting auditing profit and nonprofit organizations.

B. Enrollment Trends

You will find both actual and projected enrollments in Appendix 12: Actual and Projected Enrollments on page 105.

As you read in chapter 2, the strategic plan notes the following rationale for our goal for enrollment growth

The number of Pennsylvania high school graduates is gradually declining and the make-up of these graduates is becoming more diverse. Therefore, Juniata must increase the number of students from outside Pennsylvania as well as the number of minority students. This opportunity provides added diversity which is an educationally desirable outcome for every student. Attracting diverse students from further away is also essential in order to maintain an economically sustainable enrollment of 1460 full time equivalent (FTE) students. By 2011, our student body will be made up of at least 40% from outside Pennsylvania (including 10% international) and at least 10% domestic minority.

We know that we can accommodate 1460 students with little increase in cost. The physical plant is already available and our average class size can grow a bit. The growth represents an increase of about 47 students over actual fall enrollment of 1413 students in 2007-2008.

We also feel confident that our enrollment strategy will enable us to recruit sufficient students to reach our goal, while still maintaining a discount rate below our competitors. We have proof of good results for this upcoming fall. Already 460 prospective full time students have deposited. We expect all but a very few will enroll. We have used a conservative estimate of only 429 or fewer new students in our projections for the prospective budgets. Similarly, we use a 4 year persistence rate from freshmen status to senior status of 74.5% in our projections. Our actual

rate is better. Our 5 year four-year graduation rate averages 74.7%. The high was 76%. The 5 year six-year graduation rate averages 76.5% with a high of 78.8%.

The graph below shows the actual and projected fall enrollments. You can see our enrollments have increased since 2003-2004 so that we have been above 1400 since 2005-2006.

Actual vs. Projected Enrollments

Actual

Projected

(1,500 — 1,450 — 1,400 — 1,350 — 1,300 — 1,250 — 1,200; years 03-04, 04-05, 05-06, 06-07, 07-08, 08-09, 09-10, 10-11, 11-12, 12-13, 13-14)
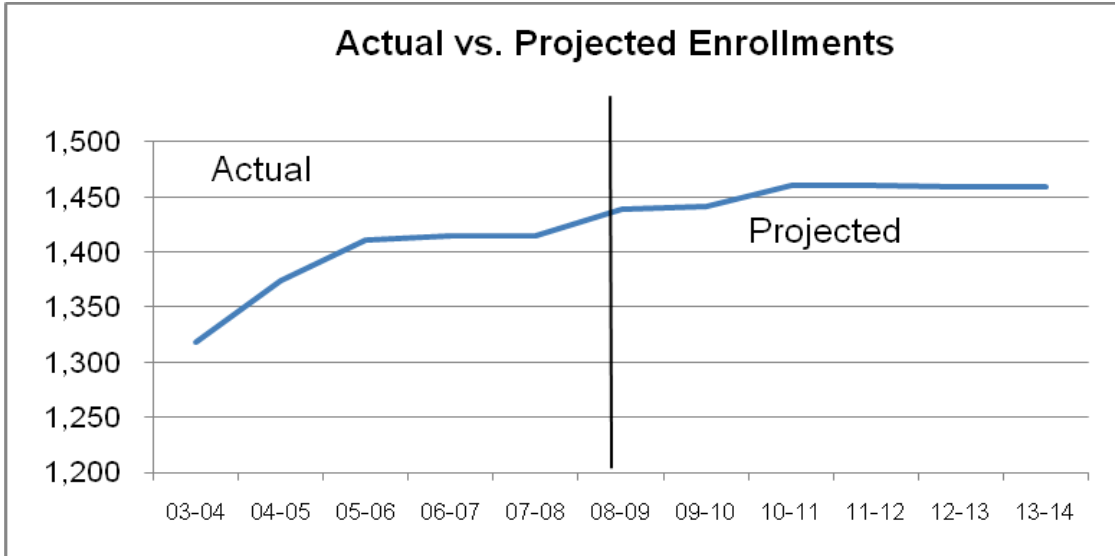
C. Our Financial Plan

Below is a summary of our budgets for the next several years. Details follow in this section.

Dollar amounts are in thousands.

Summary: Operational Funds	07/08	Est 08/09	Est 09/10	Est 10/11	Est 11/12	Est 12/13
Funds Available	34,427	36,629	38,203	40,460	42,041	44,031
Funds Needed	34,416	36,590	38,086	39,968	41,904	43,915
Surplus/(Deficit)	**11**	**39**	**117**	**492**	**138**	**115**

You will find our budget for 2007-2008 along with projected budgets through 2012-2013 in Appendix 13: Revenues and Assumptions beginning on page 106. As the appendix title indicates, the assumptions for the projections are also included.

1. Revenues

Juniata is dependent on tuition dollars more than some others. Thus, we must always work hard to control enrollment to ensure that we have sufficient revenues from students. It is imperative that we control the discount. Thus, you have seen in the strategic plan attention paid to retention, the discount, and the endowment. As

the strategic plan indicates on page 20 in chapter 2, we intend to grow enrollment to 1460 while achieving a six year retention rate of at least 80%. The plan also calls for maintaining a discount rate below that of our peers and growing the endowment to $100 million or more by 2011. Increasing our scholarship fund by $400 thousand will also help students and enrollment.

Also, the endowment is to be grown by $30 million, planned giving by nearly $20 million, and funds solicited for capital programs. The new campaign follows the most successful in the history of the college. The last campaign exceeded it goals substantially. The last campaign raised $103,420,630. The final goal had been raised from its original $70million to $100 million, so we exceeded the upwardly adjusted goal by nearly $3.5 million.

Below is a table showing the growth of the endowment since 2002-2003.

Endowment Values	
01/02	$54,015,212
02/03	$50,783,925
03/04	$56,134,831
04/05	$57,086,298
05/06	$61,744,891
06/07	$71,270,857

Because of a concerted fundraising effort to increase the size of the endowment, we have projected $80 million, $87 million, $94 million, and $100 million for budgets from 2008-2009 until 2011-2012. We will finish this year, 2007-2008, at about $75 million.

As you can see from the large costs in the line "Unrestricted Discounts," discounting tuition is costly. As the table below shows, for the past few years we have been able to increase enrollments and also keep the discount rate in a general downward trend.

Discount	Rate
04/05	50.1
05/06	49.7
06/07	48.5
07/08	49.5

Current resources are sufficient to offer excellent programs under the direction of qualified faculty and staff members in well maintained facilities. Additional resources would be highly desirable in a number of areas, including facilities, diversity, scholarships, and compensation.

This past year the budget was tight. It happened for several reasons and will continue through next year. The poor performance of the stock market reduced the

amount available to spend from the endowment. We granted a bit more aid than we originally planned to get the incoming class. We are close to capacity and cannot increase enrollment beyond the 1460 goal. Thus, we must use other strategies because we cannot continue to "grow" out of tight times. International programs were more successful than we thought. The number of students abroad this past year was 160 versus 100 in 2006-2007. Adjustments are being made to lower the costs of programs. Fortunately, the five-year budget projection signaled the upcoming tight budgets well before they were upon us. This forewarning gave us lead time we needed to make adjustments.

Projections after next year look promising. We will likely be able to have substantial contingencies. We expect a record class of 475 students this fall.

2. Expenses

You will find expenses and assumptions in Appendix 14: Expenses and Assumptions on page 108. Note again that the expense budgets are in thousands.

Savings generated by improvements in the campus infrastructure and by aggressive conservation of energy have helped fund maintenance budgets. Thanks to an aggressive sustainability effort, in January of 07 we locked in our gas pricing for the both 2007-2008 and 2008-2009. Obviously this move was fortuitous and has helped us maintain, and budget for, reasonable energy costs. You can see the benefit for 2008-2009 with only a 1.7% increase anticipated for utilities.

Finally, and in some ways most important because of its impact on resources, is reducing our dependence on unfunded scholarships and grants to attract students. The plan to grow scholarships to $1.3 million by 2011 should help immensely in this regard.

Sustainability really started the fall of 2005 as we were looking at electricity use. We have made modest savings. Our electric bill was 3.3% lower this year versus last, resulting in savings of nearly $67,000 for fiscal year 2007-2008. If we continue that trend and implement some of the other projects we've identified, our plan is to drive this cost down another 15% or so over the next few years. With deregulation coming, we expect this plan will yield significant savings.

3. Debt and debt ratings

As you saw in chapter 2, the strategic plan includes a goal to reduce its debt level below that of May 31, 2007 by 2011. The debt level on May 31, 2007 was $32,926,000.

Following is a table showing debt projections through the 2010-2011 academic year. As the table indicates, meeting the goal of the plan will be difficult and require discipline.

Fiscal Year	Outstanding debt for projects	Operating Impact Principal & Interest	Total College Debt
2007-08	$1,000,000	$30,000 interest	$32,663,000
2008-09	$6,693,000	$180,000 interest	$37,016,000
2009-10	$6,650,000	$290,000 interest $275,000 principal	$35,498,500
2010-11	$6,157,700	$270,000 interest $275,000 principal	$33,577,700

Enclosed is a Standard & Poor's Ratings Direct report (October 9, 2007) showing that Juniata received a long term rating on its series 2001 college revenue bonds of "A- Stable."

4. Capital improvements

The campus looks better than it ever has. Recent capital improvements include renovations, refurbishments, and new building. The Halbritter Center for Performing Arts was dedicated on April 21, 2006. This $8.3 million renovation and construction project renovated the college's performance hall, Rosenberger Auditorium, and added a new theatre space and classroom facilities. October of 2006 saw the dedication of the totally refurbished south wing of Brumbaugh Academic Center, named Dale Hall. Dale Hall contains a café, classrooms, offices, and study lounges. It houses the departments of communication; information technology; computer science; and accounting business and economics. The refurbishment of Good Hall continues this summer but was largely completed in the summer of 2007. As we speak, Founders Hall, our oldest building and the administration building, is being gutted and completely renovated at a cost of $8 million. A large addition to the building is also taking place.

Grants funds and gifts have helped us make the Juniata Center for Entrepreneurial Leadership (JCEL) a signature facility. Opened in 2003, the center has enabled us to update our curricula, particularly in the department of accounting, business, and economics. Students have the opportunity to start new businesses and fund them with business starter kits and low interest loans—that will be forgiven if the business fails. Similarly, the Raystown Field Station, as noted in other sections of this report, offers students many opportunities for hands-on learning. The first semester at the field station occurred in fall 2006.

Chapter 4:   The Processes and Plans for Assessment

This chapter is divided into four sections:

    A. Assessing Administrative Offices and Programs
    B. Assessing Student Learning: College-wide Efforts
    C. Assessing Academic Programs and Departments,

And the longest section

    D. The Current State of Assessment at Juniata.

This last section primarily deals with our recent struggles to convey the message of ongoing, annual assessment to our faculty members.

In each of these sections, we describe current assessment activities and those which have occurred over the five years since our last report to the Middle States' Commission on Higher Education. We summarize significant data and describe actions we have taken in response to assessments. Finally, we discuss the progress of the college on assessment.

A.   Assessing Administrative Offices and Programs

Assessment for administrative offices follows a pattern similar to that used for academic departments and programs. The process was finalized in April 2004. It includes

- Periodic assessment, including self study and external review and
- Annual assessment.

Periodic Assessment
Each administrative unit undergoes a *periodic assessment* every six years. The intent of this process is for each unit to undertake a thorough self study first, to develop an action plan for the future, and then to be evaluated by outsiders. After this process is completed, members of the administrative unit under investigation prepare a *memo of commitment* which is submitted to the cabinet of top administrators. Top administrators then link the memo to the budget and commit (or deny) resources and other assistance to the administrative unit. Of course, each unit also commits to improvement and to the goals laid out in its plan.

The second step of the periodic assessment is done mid-cycle. Members of the unit under review update their progress and reevaluate the letter of commitment.

You can find the plan for periodic assessment of administrative units in Appendix 3: Administrative Program Assessment on page 80.

Annual Assessment

We began collecting assessment information annually for administrative offices and programs in fall 2007. Annual collecting was initiated by the director of institutional research. The director prepared a spreadsheet (a Word version was also later provided) for every program in the college, both administrative and academic. The intention was for each program to summarize the goals and methods that each unit used for assessment. A copy of a blank template is attached in Appendix 4: Departmental Assessment Template on page 82.

Twenty administrative units or programs filled out annual assessment forms. Several departments completed assessments for various programmatic subdivisions.

Below is a summary of the type of assessment activities used in administrative units and programs. The summary is limited to significant and characteristic assessments for each program.

The following units and programs specifically mentioned the tools listed below in the assessment summary they submitted in the fall of 2007. However, many programs use assessment tools that they did not name in the summary. For example, enrollment uses outside consultants often and most all units have strategic plans. The following table shows the assessment tool the department or program indicated that they used during 2006-2007 or indicated that they intend to use.

Type of assessment	Current participation	Future participation
Surveys, interviewing	Diversity and inclusion, Accounting services, Advancement, Alumni relations and volunteer development, Annual giving, Advancement, Center for entrepreneurial leadership, Marketing, Science outreach, Office of student activities, Library, Career services, Human resources, Campus technology services	Finance and operations, Alumni relations and volunteer development

Type of assessment	Current participation	Future participation
External evaluation or notice (ex., notice in the press)	Finance and operations (annual audit), Center for entrepreneurial leadership, Marketing,	
External evaluation as required by the periodic programmatic review process	All departments are evaluated on a 6 year rotation	
Development and use of strategic plans for change	Enrollment, Campus technology services	Facilities services
Using outside consultants	Facilities services, Enrollment	
Bringing off campus presenters, exhibitions, programs, visitors to campus	Diversity and inclusion	
Joining and interacting with regional or national groups	Diversity and inclusion, Campus technology services	
Administering pre and post surveys	Science outreach	Diversity and inclusion
Counting attendance and participation	Diversity and inclusion, Planned giving, Alumni relations and volunteer development, Annual giving, Advancement, Center for entrepreneurial leadership, Conferences and events, Science outreach, Office of student activities, Library, Career services, Human resources, Campus technology services	
Evaluating results from NSSE and CLA and other external instruments	Diversity and inclusion, Office of student activities	
Comparative results with similar institutions	Diversity and inclusion, Finance and operations, Library, and Service learning (via HEDS), Campus technology services	

Type of assessment	Current participation	Future participation
Using "customer" feedback, usage, backlogs, other indicators to assess improvement	Finance and operations, Alumni relations and volunteer development, Annual giving, Advancement, Marketing, Science outreach, Office of student activities, Library, Human resources	Facilities services, Alumni relations and volunteer development, Campus technology services
Using regularized performance review (annual or more frequent) to effect change	Annual giving, Advancement, Marketing, Campus technology services	Facilities services
Staff turnover	Accounting services	
Annual plan	Advancement, Marketing, Science outreach, Campus technology services	
Financial indicators	Accounting services, Planned giving, Annual giving, Advancement, Facilities services, Conferences and events, Office of student activities, Campus technology services	Conferences and events

The state of assessment of each unit or program is mixed. Some, like the library, are used to annual evaluation and do it consistently and well. Others, like accounting services, know what they need to do but have not yet done much of it. Service learning is still in the early stages of planning and has done virtually no assessment.

The majority is in the middle group. They have begun assessing their effectiveness but have either bogged down or not done much with results. A common failing is that while data is collected, the information is not used to inform change or, at the least, the connection between getting the feedback and the subsequent change it engenders is not documented. One of our goals by the next Middle States' review is to have all offices further along in the assessment process. Please see the section entitled Annual assessment of administrative units in chapter 2 on page 24 for the plan to achieve this progress.

B. Assessing Student Learning: College-wide Efforts

We want to know how we are doing in comparison to other colleges. In particular we want to know how well our students can write, analyze, and read. We want to know also if our students embrace diversity and can flourish in a fast changing world. Thus in this section, we cover three aspects of assessing college goals.

- First, we compare Juniata to other colleges nationally
- Then, we look at our system of periodically reviewing programs
- Next, we detail some other venues in which our students compete.
- Finally, we talk about collaborating with other colleges to assess student progress.

1. Comparing ourselves to others nationally

In this section, we discuss national surveys and the results of Juniata students compared to other students. We then also look at venues away from the classroom in which our students compete.

National surveys of students
The college participates in two national assessment programs, the national survey of student engagement (NSSE) and collegiate learning assessment (CLA). Feedback from these surveys has helped us find weaknesses to mend and strengths to exploit.

Juniata freshmen and seniors take both the National Survey of Student Engagement (NSSE) and the Collegiate Learning Assessment (CLA). In this section, we cover

- Our results from the NSSE
- Our results from CLA, and
- How we use these results.

Results from the National Survey of Student Engagement (NSSE)
This survey is a national student assessment instrument. The survey asks students to report their behaviors and attitudes to a series of questions by selecting discrete responses on a sliding scale. The survey provides an estimate of how undergraduates spend their time and shows what they gain from attending college. The survey items claim to represent empirically confirmed "good practices" in undergraduate education, reflecting behaviors by students and institutions that are associated with the desired outcomes of college.

Juniata freshmen and senior students have taken this survey since 2000 (in 2000, 2002, 2003, and 2006). This feedback provides us with comparative information that has helped us see how effectively Juniata contributes to student learning.

Overall, the NSSE results for Juniata were comparable to the comparison colleges and often exceeded them. In comparison to all colleges that participated in the NSSE in 2006, Juniata scored significantly higher in all "benchmarks." However, when compared strictly to undergraduate liberal arts institutions, Juniata scored significantly higher only in the benchmark named Supportive Campus Environment. In all others, Juniata students were above average, but not significantly so. As a result, a few areas warrant further review and possible improvement. These areas include

- Student diversity,
- Culminating senior experiences, and
- Student writing experiences.

Below are results from NSSE in these areas of interest.

- Juniata students do significantly less reading than their peers.
- Juniata students spend significantly more time preparing for class.
- Juniata students write fewer long papers (defined as 20 pages), but write more papers under 5 pages.
- Juniata students report preparing more problem sets per week than students at other institutions.
- Juniata freshmen were less likely to report an educational emphasis on making judgments and more likely to spend time memorizing and repeating facts.

Naturally these results concern us, particularly the last one.

Results from the Collegiate Learning Assessment (CLA)
The collegiate learning assessment instrument, or CLA, purports to measure the gains in student learning that the educational institution contributed to. The CLA focuses on critical thinking, analytical reasoning, written communication, and problem solving. The CLA uses two types of testing instruments: performance tasks and analytical writing tasks. Skills are measured holistically and the study compares institutional data with a national sample of over 115 four year institutions. In particular, colleges can estimate the value they add by measuring performance differences between expected scores and actual scores from the freshman to the senior years. The instrument classifies senior gains into five categories: well above average, above average, at average, below average, and well below average.

Juniata has administered the CLA only twice. Thus, to date, we have no comparative data from one freshman to senior class. Consequently, the results are not well confirmed. Overall, data from the 2006 graduating senior class indicate that Juniata seniors score only 'at average' in terms of 'expected value added' gains. Furthermore, the data seem to underscore some areas of concern about freshmen writing.

Results specifically point to shortcomings in the ability of our students

- To synthesize and integrate information from disparate sources into a cohesive and logical argument, and
- To articulate complex ideas, examine claims and evidence, support ideas with relevant reasons and examples, and sustain a coherent discussion.

Recall that NSSE showed that our freshmen report spending more time memorizing and repeating facts than making judgments. These results plus those above from the CLA suggest that we likely have a problem in the first year and, most probably, beyond.

How we use the results of national tests
Based on the combined results from NSSE and CLA, the academic planning and assessment committee (APAC) convened a faculty forum in March of 2008. The faculty spent over two hours discussing the results of the tests and considering what APAC determined as the following areas of concern.

- Seniors do not do as well as expected on integrating information.
- Freshmen do significantly less reading than those at peer schools.
- Students write fewer long papers (20 pages) and more short papers (5 pages).
- Freshmen are less likely to report an educational emphasis on making judgments.

Faculty members were asked to consider the following questions, among others.

- Should the college strengthen (or establish) links between the freshman writing course (the College Writing Seminar, or CWS) and other required courses with writing components?
- Should the college consider a second semester course for freshmen as a follow up to CWS that is writing intensive?
- Should the course load of students be reduced from 5 courses per semester to 4 and have each course count for 4 credit hours instead of the current 3 credits?
- Should the college require a college wide senior capstone course?
- Should the teaching load be reduced from 7 to 6 courses a year?

No consensus emerged from the meeting. The committee (APAC) then asked faculty members to respond to these questions through a straw poll. They also asked faculty to submit additional comments in writing.

Sixty three faculty members responded in writing (65% of the full time faculty).

- Eighty eight percent of those respondents strongly agreed or agreed that campus wide writing was an issue and needed to be investigated further.
- Fifty five percent felt that the 'freshman experience' was still an area of concern, especially competent writing.
- No consensus emerged on a required senior capstone course or on changing either faculty work load or student course loads.

As a consequence of the forum and the responses from faculty members, APAC formed a subcommittee to study these issues. The committee is constituted of two representatives from APAC, two from the curriculum committee, and additional members who currently teach either the freshmen writing course or who teach communication-writing, or CW designated courses. The committee will develop specific proposals in two areas: 1) writing, and 2) the freshman experience.

2. Periodic assessment of academic departments

In 1994, faculty members and the provost created the first periodic assessment plan for departments. The process continues today. Period review is administered by the faculty committee, academic planning and assessment (APAC).

Under the plan, each department conducted a self study every five years. The self study included reports from external reviewers who were brought to campus. The process concluded with a memo of commitment between the provost and department members.

In the first six years of the program, twelve of the thirty programs involved completed the first round of reviews. An additional thirteen were in the pipeline. However, the original five year cycle had not been synchronized with the institution's strategic planning cycle and was inadequately linked to the annual budgeting. Thus, in 2000 the process was temporarily suspended while the committee revised the process.

In May 2002, faculty members passed a proposal to revise the APAC process. The new system was put into operation in the fall of 2002. The change was made so that the process coincided better with the cycle of the strategic planning and with budgeting. The key components of that revised process follow.

a) Instead of the former 5 year cycle, under the new plan each department is placed on a 6 year cycle consisting of two stages:

- A self study and external review every sixth year, and
- An update of progress and re-evaluation of the memo of commitment at the end of the third year.

b) The creation of the position of assistant provost whose duties include helping APAC to oversee the programmatic reviews.

c) Budget requests made by the department and endorsed by the provost are included in the memo of commitment and forwarded to the budget committee for consideration.

d) At the three year point, department members review the assessment program that they detailed in their self study, determine if their goals have been met, explain what they would like to do differently, and set their goals and objectives accordingly for the next three years.

e) APAC reserves the right to ask departments to address specific issues in their review.

This process of self study and external review takes approximately one year to complete, beginning with an initial meeting with APAC to determine expectations. Six months after the meeting with APAC, the department is to submit an initial report to the committee, followed in two months by a draft of the memo of commitment. In the ensuing three months, external reviewers are to visit the campus. Each team of reviewers is to include a graduate of the program, a professional in the field, and an academic in the field.

Departments have been encouraged to invite reviewers of their own choosing or, if they prefer, the provost will invite a team. Following a written report from the review team, the department is to submit the memorandum of commitment detailing its goals for the next six years and its assessment plan for meeting those goals. The provost reviews the memorandum and responds in writing to both the department and the committee.

When appropriate, programs evaluated by external accrediting agents can substitute that accreditation report for the self study and the accreditation team for the external review team.

The APAC process is an accepted part of the institution's assessment program. According to the chair of APAC, the committee has a goal of completing five departmental reviews each year. In the past five years, 14 departments have completed the process. The committee has fallen behind in asking for the follow up three year review because, they believe, departments have become

increasingly burdened with other administrative chores. Occasionally (and 2007 is a case in point) the five per year goal was not met because of faculty sabbaticals or other departmental issues. You can find a copy of the APAC proposal showing the details of the new process in Appendix 10: Academic Program Review, Revision on page 101.

The schedule for programmatic review

To date the following departments and programs have completed their five year periodic reviews since our last Middle States' report.

Geology	2003
Philosophy	2003
Sociology	2004
Accounting, business, and economics	2004
Education	2004
Communication	2004
International studies	2004
Music	2004
Biology	2004
Psychology	2004
World languages	2005
Math	2005
Religion	2005
Politics	2005
English (and the College Writing Seminar)	2006

Programs currently undergoing reviews (2007 – 2008)
  Theatre
  History

Programs slated to be reviewed in 2008 – 2009
  Physics and Engineering
  Sociology
  Anthropology
  Computer Science
  Information technology
  Pre-law

Also, even for some departments that conduct some sorts of assessment, the data collected and conclusions drawn from it are either nonexistent or formulated so vaguely that it is impossible for a reader to intuit what the data were, what they meant, and how they could be used as an occasion for future planning. For

example, the chemistry department concluded that data gathered from standardized testing was 'disappointing' with no further qualifications despite requests from this team for clarification. This department also terminated its collection of data from senior exit interviews because the results were so positive that it saw no need to gather more information. However, this story has a happy ending. The department began another round of exit interviews at the end of this academic year. Their plan now is to perform the interviews every 2 to 3 years.

3. Other venues in which our students compete

Juniata gets external confirmation about the performance of our students from many audiences. As we have noted elsewhere in this report, experiential learning is a traditional value at Juniata. We believe that students learn best by doing. The venues that we mention here are examples of opportunities students have to compete academically. This section looks at several of those hands-on learning experiences that our students participate in for external audiences.

The national conference of undergraduate research (NCUR)
Juniata continues to support students and their research via the national conference of undergraduate research (NCUR). Each year we send students to this conference to present their research. Juniata students have traditionally represented the college well, as the statistics below suggest.

Year	Location	# of students accepted
2000	Missoula, MT	11
2001	Lexington, KY	15
2002	Whitewater, WI	23
2003	Salt Lake City, UT	29
2004	Indianapolis, IN	40
2005	Lexington, VA	24
2006	Ashville, NC	25
2007	San Rafael, CA	24
2008	Salisbury, MD	27
Grand Total		**218**

The Juniata center for entrepreneurial leadership (JCEL)
As you read in chapter 2 on page 27, JCEL is new to Juniata. This hands-on facility enables students to start their own business while in college. We could quip that assessing these student entrepreneurs is easy since they compete in the marketplace. If the business succeeds, we have likely been of help. If it does not, we as well as the student can learn hard lessons. Of course, even if a business fails, students gain valuable experience which they can use to help other businesses succeed.

The college received a grant from the Coleman Foundation in 2005 to fund curricular development in entrepreneurship across academic disciplines. One development was integrating business consulting into coursework. Students in accounting and marketing courses gave free advice to student entrepreneurs as well as to local businesses, and, thanks to the internet, to far flung entrepreneurs. The consulting was formalized into the syllabi of courses. A manual was prepared for students and updated by them, informed by their experiences. Clients came to campus to be interviewed and students visited clients' workplaces. Students prepared letters of engagement, issued progress reports, and delivered solutions, most often in the form of reports, spreadsheets, and databases.

In this way, those students who are not entrepreneurs themselves learn experientially from entrepreneurs by having them as clients. In turn, entrepreneurs learn from the student consultants. Thanks to the Coleman Foundation, the learning went both ways and continues today.

Also as a result of the Coleman grant, more Juniata student entrepreneurs have been able to attend the annual conference of the Collegiate Entrepreneurs' Organization (CEO). Juniata has sent students for the past three years. Last year, 11 students attended the 2007 CEO conference. The group included freshmen through seniors. Majors included accounting, management, communication, economics, entrepreneurship, finance, fine arts, international business, marketing, psychology, and public relations. Each student had prepared an elevator pitch for the competition; however, none of the group advanced beyond the first round of elevator pitches.

For the conference in 2006, three Juniata students advanced in the elevator pitch competition. One student took fifth place and was awarded a prize of $500. She pitched an idea for a digital greetings business, speaking about both the creative and the technical sides of the venture.

The Juniata College liberal arts symposium
The Juniata Liberal Arts Symposium (JCLAS) is new, having concluded its third year this spring. The event occurs during the spring semester. A Wednesday in April is set aside for the symposium. Classes are cancelled and students are encouraged to participate by submitting posters or presenting or by attending presentations during the day and evening. We have had a symposium for the past three years with increasing participation from presenters and attendees. The annual symposium took place for the third time this past year on April 16, 2008.

The purpose of the symposium is to enable students to present projects they have worked on to a critical audience. Most frequently these projects or papers are from research they have done. Artistic works or musical performances are

also accepted. A subset of students who present at the symposium goes on to present at the national conference of undergraduate research (NCUR).

The symposium has the benefit of giving students an audience and a critique of their work. Other students, faculty members, and visitors have gained an appreciation of the scope and quality of the participating students' efforts. The following table shows how the event has matured.

	2006	**2007**	**2008**
Posters	51	65	69
Presentations	68	111	85
Arts	2	12	18
Total participants	156	242	254

As you can see, the event has grown. Some projects involve multiple participants. The number of participants exceeds the total number of projects.

During the first two years of the symposium, faculty members and occasionally outside professionals judged the posters and presentations. The judging process was changed during the third year. Besides the difficulty of finding enough judges for the increasingly popular event, some believed that competition among students for prizes was not helpful to learning. Instead of prizes, participants received peer feedback. A copy of the feedback form that attendees filled out is attached in Appendix 5: Feedback Form for Attendees at the Symposium on page 84.

Many students complained about the lack of faculty members as judges and also about the discontinuation of prizes for exceptional projects, presentations, or performances. Clearly this issue needs more thought and discussion on campus. The symposium has been a great success. Our challenge is to make it the best experience for the students as we can.

Overall, we are pleased about this new opportunity we now have to assess student learning, to promote research and artistic production, and to engage the entire campus in appreciating the accomplishments of our students. The symposium has fostered interest in research among students and faculty members alike. The typical research model at Juniata includes students. The symposium now gives students a venue to showcase their work.

Other experiences for students to compete externally
Juniata has a history of including students in research. While a few departments, such as chemistry, have long helped students learn how to be chemists by doing research, increasing numbers of departments are now including students in research. Research is perhaps the fastest growing area of experiential learning for students over the past five years.

Juniata students regularly appear

- As presenters in the new Juniata College Liberal Arts Symposium (JCLAS),
- As co-presenters with faculty members of research at conferences and in publications
- As developers of classroom lessons for Science in Motion and Language in Motion,
- As teachers in the local public schools of lessons for Science in Motion and Language in Motion,
- In off campus competitions with students from other colleges, and
- As researchers for grants or projects.

Opportunities from Teagle funding
The Teagle grant mentioned previously enabled faculty members to use students as research assistants. Anticipating the new Teagle 2008 funding granted to establish a center for teaching and learning, faculty members are already planning internships and research positions for students.

Other opportunities to gain external feedback
Below are a few examples of the type of experiences departments provide for their students and, in some cases, how that feedback leads to change.

The department of accounting, business, and economics
The department of accounting, business, and economics (ABE) takes students to a business case competition each year. Students compete with students from similar small liberal arts colleges. Over the years, Juniata students have done exceedingly well at this competition. Over the past two years, winning has been only a memory of earlier years. Some department members have noticed other signs of sagging achievement. This feedback has resulted in the department scheduling a retreat this summer to explore new approaches to teaching and strategies for learning.

The psychology department and the department of communication
Every year, the psychology department sends students to poster sessions, many of which are highly competitive. Communication students have won public speaking competitions and had papers chosen for presentation at the Pennsylvania Communication Association and at the National Communication Association.

The chemistry department
Summer research by chemistry students has been the norm from before the 1960s. Today, the tradition involves every chemistry major who wants the experience. As a result, most chemistry majors spend at least one summer doing research at Juniata. Many of these students supplement their Juniata

experience with an additional summer at another institution. Thus, over the past 40 years, student research efforts in the department have always been "maxed out."

For the last five years, about ten students each summer have done research in chemistry. During much of this time, chemistry faculty members have secured outside funding, including outside contracts from industry or grants from foundations. Additional money is available for research from a substantial grant from the Von Liebig foundation. All of these funding sources allow about 10 students per summer to be supported.

The focus of most undergraduate grants secured in the department is education. While contract work is, of course, focused on a product, most mentors do their best to make the research educational. Often, the contractor is also very interested in pursuing the educational aspects of the contract. For example, Frank Dorman at Restek, Mark Merrick at LECO, and others have shown interest in the educational aspect of research for students.

Each spring, about 15 to 20 of our chemistry students make poster presentations of their work at the National American Chemical Society. The work for most of these posters is based on the summer research efforts. Students present and also show posters at American Chemical Society events, at the American Society of Microbiologists conferences, at Communication conferences, and at geology conferences.

Other achievement
Below is a recent example of a student researcher. We supply the example to show that our emphasis on student research is helping our students compete for, and win, coveted awards for student research.

One student researcher, soon to be junior at Juniata, received a grant from the *Society of Economic Geologists* to fund part of her summer student research at the Blue Bell (Copper) Mine in Arizona: "Copper isotope study of Silver Bell porphyry copper deposits." While the award itself is pretty small at $2,100, the accomplishment appears to be very big. Of 77 awards granted by the society in 2008, only two were awarded to undergraduates and our student was the only U.S. undergraduate to receive the award.

4. Collaborating with others to assess student progress

In this section we discuss two grants from the Teagle Foundation. The Teagle Foundation is a medium sized philanthropic foundation in New York City. One of its highest priorities is improving student engagement and learning in the liberal arts and sciences. In particular, the foundation supports studies that extend, apply, and assess knowledge about how students learn. The foundation gives priority to assessing the outcomes in courses, at institutions, and in sectors of

higher education. Below is information about two grants from the foundation that Juniata has secured.

Teagle grant for assessing student learning
Juniata, along with Furman University, Austin College, and Washington and Lee University secured a Teagle grant for $300,000 over 36 months. The purpose of the grant was to fund research on student learning. The title of the grant was "Value-Added Assessment of Student Learning in the Liberal Arts: Assessing the Impact of Engaged Learning." The researchers from the institutions developed assessment methods to provide insight into the mechanics of student instruction and motivation. All of the colleges shared information from the National Survey of Student Engagement (NSSE) and the Collegiate Learning Assessment (CLA). Each college took the lead in assessing one of four major areas:

- Undergraduate research (Furman),
- Study abroad (Austin, in consultation with the Associated Colleges of the South),
- Ethics (Washington & Lee), and
- Collaborative learning (Juniata).

Faculty members at Juniata worked on assessing peer learning. They examined the peer-tutor-learning relationship, formal and informal, group and dyad, leader and leaderless. To assess value-added peer learning at Juniata, faculty researchers completed three different studies designed to evaluate different dimensions of peer learning.

One researcher examined the interaction of students in peer study groups with peer leaders. In fall 2006, she videotaped 54 sessions of student tutoring groups for the organic chemistry course. She transcribed and analyzed the material and examined how groups develop a style, depending on leader, members, and, most importantly, the environment. She learned about how the environment matters; how it enables and constrains different kinds of learning and interaction. The results will be ready for publication soon.

The second study assessed the unintended consequences of the peer tutoring relationship. Aside from helping students improve their performance in courses, this study assessed additional skills or behaviors that students acquire as they work with peers on academic tasks. Tutors and tutees from the college tutoring program as well as a group of students not involved in the tutoring program (controls) completed the Learning and Study Strategies Inventory (2nd edition) at the start and at the end of the semester. Tutees showed significant changes in information processing, use of test strategies, self-testing techniques, time management skills, concentration, and lowered anxiety.

A third faculty member looked at cognitive maps and wondered if students who studied together would produce maps by the end of a semester that looked more like the maps an expert would produce. The project assessed the impact of students voluntarily studying together outside of class on their performance in an introductory statistics course. Students completed a measure of the semantic relationships in their memories among statistical concepts before and after the course. Research uncovered no differences that could be attributed to peer learning activities.

What the researchers learned: tutoring is beneficial for both tutors and tutees in multiple domains, including affective, cognitive, and communicative. Through the tutoring relationship, both tutors and tutees develop new skills and become more expert at both their subject matter and in their interactions with one another. Researchers also realized that they varied quite a few more variables than they should have. That is, each study examined both a different contextual problem and different outcomes.

To continue their work, the researchers will use funds from the second Teagle grant described below.

Teagle grant to promote the scholarship of teaching and learning
As noted in chapter 2 beginning on page 22, Juniata was awarded a grant from the Teagle Foundation to establish a model and replicable center for teaching and learning. <u>All projects will focus on assessing student learning.</u>

Over the three year period which the grant is to cover, the institution will monitor

- The number of people and their academic disciplines who attend campus SoTL meetings and workshops each year.
- The number of original SoTL projects presented and the academic discipline of the presenter.
- The number of SoTL projects approved by the IRB each year as well as the academic disciplines of the investigators.
- The number of SoTL conference papers presented per year.
- The number of SoTL publications per year.

We believe that our model, focused on a rotating faculty leadership, will effectively spread SoTL activity across disciplines as the center evolves. We also hope that the process fosters projects across disciplines and that the results will benefit both students and faculty members.

SoTL is fundamentally about the simultaneous assessment of both teaching practices and student learning. Establishing a campus-wide culture of SoTL will have the dual benefit of increasing our focus on student assessment as well as improving the quality of our teaching. The center will improve our teaching and

assist us in documenting improvements in learning outcomes. Improved teaching practices will further enhance the development of our students.

Collegiate learning assessment consortium

Juniata was accepted into a consortium of colleges devoted to talking about how to effectively process and use CLA results.

Sponsored by the council of independent colleges (CIC), the consortium is made up of institutions that use the collegiate learning assessment (CLA) instrument to evaluate the learning of students. The goal of the CLA project is to learn more about the institutional effects associated with large gains in analytical reasoning, critical thinking, and writing skill. The CLA provides one of the first "value added" measures that compares institutional contributions to student learning.

The third phase of the CLA consortium, of which Juniata is a part, is now under way. Thirty-five CIC member colleges and universities will work collaboratively from fall 2008 through spring 2011 to develop more comprehensive assessment strategies using the CLA. Consortium members will participate in an annual summer meeting on August 3 to 5, 2008 in Washington, DC. The gathering is the launch meeting for those participating in this next phase.

The provost will be a member of the team from Juniata attending the meeting. Accompanying him will be a faculty representative from the academic planning and assessment committee (APAC), and the director of institutional research.

C.   Assessing Academic Departments and Programs

In August, the assistant provost attended a Middle States Conference to learn more about assessment. The provost then appointed an assessment team consisting of the assistant provost, the director of institutional research, and four faculty members who had considerable experience in assessment. The team was to gather information about assessments done since 2002 in academic departments and programs.

On August 23, 2007 before the start of classes, Juniata held its annual faculty conference. The topic for the conference was the obligation of the institution to meet the Middle States accrediting standards, with major emphasis on assessment.

During the morning session, the assistant provost reported on the points emphasized at the Middle States conference. Then, the director of institutional research reviewed the template that she had distributed earlier. The template is constructed so that each department and program can summarize its assessment efforts for the past year. (You will find a copy of the template in

Appendix 4: Departmental Assessment Template on page 82.) The assessment team then described various assessment tools and answered questions about the process.

The provost announced that this emphasis on annual assessment was not simply due to requirements for accreditation, but signaled an obligation for all departments and programs to assess student learning. Departments are to keep records of all kinds of assessment using the template. Each program needs to complete the analysis of its assessments each year and submit the summary to the director annually.

Department meetings should devote some time each month to assessment, whether the time is used to collect or evaluate data or to design plans to evaluate programs. Minutes of department meetings need to be kept so that departments can maintain a written record of their assessment progress.

Once departments collect and evaluate data, they need to document the actions they will take as the result of the assessment. Further, faculty members should set the objectives they wish to achieve as a result of changes they may make. They should also explain how they intend to measure the success of those changes. If no changes are necessary, then the department should supply the rationale and suggest a timeline for future assessments.

During the afternoon session of the faculty conference, members of departments discussed the template together. They reviewed their department's initial effort at filling in the template.

Some departments had a sufficiently sophisticated assessment program in place and needed only minor revisions to the template. The majority of departments, however, were not far along in assessing student learning in their programs. Members of these less-advanced departments began the process of annual assessment by assigning tasks to members. Tasks ranged from researching assessment programs for similar programs at peer institutions to brainstorming methods of collecting data, to scrutinizing departmental minutes over the past few years. Members of the assessment team rotated among the groups giving advice and answering questions.

At the close of the faculty conference, each department or program was asked to complete the template. The date for final submission of the revised template was at the break between semesters, December 15, 2007. In the interim, members of the assessment team visited each department to discuss their summary, to evaluate their assessment plan, and to emphasize the necessity of documenting results and changes. The goal of these visits was to instill the message that assessing student learning was to be done each and every year. Department members were encouraged to ask questions and to develop procedures that they

could implement regularly. The first draft of the template was reviewed by the assessment committee and served as a starting point for the meetings.

Most meetings were attended by all members of the department. Faculty members now understand that completing the assessment template is a yearly process. Subsequent templates will be submitted to the director of institutional research each year.

D.   The Current State of Academic Assessment

In this section, we summarize the current state of assessment at the college. In particular, we focus on assessing academic programs and student learning. We recap the history of how we got to our current situation. In the next sections, we look at the annual assessment of student learning at the program or department level. First, we summarize what departments are doing. Then, we supply examples of two departments that are doing a good job, two that are doing an adequate job, and two that have just begun assessing student outcomes.

In the last part of this section, we describe our assessment of student writing and of our distribution requirements for all students. Finally, in the summary, we draw broad conclusions about the status of how we assess at the course and program level.

1. How we got here and what we have learned

In this section, we first take a long overview of how we have assessed student learning in the past. Then we look at what we learned as the assessment team traveled to departments to find out what, if any, assessment of student outcomes they were doing.

How we got here

Assessment at Juniata occurs at three levels: institutional, programmatic, and course specific. At the institutional level we have relied on surveys, graduation and retention rates, and interviews. We have participated in the National Survey of Student Engagement (NSSE) on four occasions since 2000 and will participate again this year. Our plan is to participate in NSSE every three years to allow for longitudinal comparisons of student engagement in addition to the comparisons of freshman to senior engagement. We have participated in NSSE both last year and this year because of an agreement we have with an assessment consortium funded by the Teagle Foundation.   In addition to the NSSE, we regularly participate in the Freshman Experience Survey, given in cooperation with the Association of Independent Colleges of Pennsylvania (AICUP) and the Senior Survey given in cooperation with the Higher Education Data Sharing (HEDS) consortium. We also participate in a HEDS alumni survey done every other year.

We have used the results of our NSSE administrations to make several changes in curriculum and pedagogy. In both the 2000 and the 2002 NSSE administration, we noticed that NSSE benchmarks for seniors were significantly better than those of other liberal arts colleges in four of five areas. This result was not true for the freshman benchmarks, however. We also noticed that the percentage of freshman intending to study abroad was considerable higher than the percentage of seniors who actually did study abroad.

We used the NSSE results to structure our 2002 self study and then used the results of the self study to either make changes or to determine what we still needed to know. The academic planning and assessment committee (APAC) of the faculty gives periodic reports on NSSE results to the faculty. We received the results of the first administration of CLA this fall. APAC has begun working with the office of institutional research to understand these results so they may be presented to the faculty in the spring.

What we learned is happening on campus
As might be expected, the assessment team found considerable variation in the sophistication of assessing student learning within departments. Some departments had already initiated a variety of assessment methods and evaluations. Some had created new courses, implemented new programs, or changed the ways programs were presented—all based on feedback from a variety of sources. Sources ranged from student exit interviews to alumni surveys to results from standardized tests.

Other departments were relatively new to assessment and required several meetings with members of the assessment team to ensure that they understood what was required of them now. We found that many faculty members believed that they had not done assessment only to realize during discussion with the assessment team that they had been assessing student learning for years. The primary issue, we found, was that departments and programs failed to document changes they had made as a result of the feedback they were getting. At the final count, we found only three departments that had undertaken virtually no assessment.

At the beginning of this process, faculty members reacted to the demand for ongoing assessment in several ways. Attitudes ranged from eager acceptance to a groaning skepticism that assessment was just one more institutional demand that would create more work with little payoff. Some faculty members resisted the idea of assessing, arguing that it was virtually impossible to evaluate programmatic success beyond grading students in courses. Fortunately, much of the skepticism and anxiety was alleviated during visits by the assessment team. Most faculty members now understand that they had been assessing all along but had simply not documented their assessment efforts.

By the due date for the revised summaries of assessments, virtually all departments had amended or supplemented that sheet. Several departments submitted updated reports on planned assessment.

2. An overview of our annual assessing of student learning

The assessment team identified twenty one departments or programs that were required to provide templates summarizing their annual results from assessing student learning. Several departments completed separate templates to assess multiple programs within departments.

The following summary comes from reviewing the strategies, actions, and evaluations which we hope will become the norm for all departments. In addition to assessing student work such as papers, tests, and exams, faculty members supplied the following ongoing assessments.

Ongoing assessments	Departments participating	Future planning
Exit interviews held with students who have departmental or programmatic majors	Biology, Communication; Art, Information technology, Mathematics, Psychology, Chemistry, Social work	Philosophy, Politics
Alumni follow ups through the development office or from informal faculty contacts	Art; Accounting, business, and economics; Communication, Information technology, Psychology, Chemistry, International studies, Education, Music, Sociology	Politics, English
External evaluations from professional organizations	Subjects requiring state certifications for Education(Praxis), Social work certification, Education, World languages, Music	
External evaluation required by the periodic programmatic review overseen by the faculty committee APAC	All departments are on a 5 year rotation for self study and external review	
Results from scores on standardized tests required for graduate or professional schools (GRE, MCAT, LSAT)	Art, Education, Politics, Chemistry, World languages	Psychology will give the PACAT exam to graduating seniors

Ongoing assessments	Departments participating	Future planning
Internally administered capstone examinations such as oral exams, senior theses, departmental honors programs, submission of portfolios or student teaching	Art (portfolio), Education, History, World languages, Religious studies, Politics	Philosophy, Politics, Psychology, Anthropology, Criminal justice, International studies, Earth & environmental studies
Off campus presentations, exhibitions, National conference of undergraduate research, contests, posters, performances	History, Music, Theatre , Philosophy, Psychology, Physics, Chemistry; Accounting, business, and economics	
Admittance into professions, graduate schools,	All departments	
Pre and post testing for specific skills	Math, Campus writing seminar, Religious studies, World languages, Social work	Philosophy, Politics, Sociology
Annual reviews of retention rates in courses and majors	All departments	
Standardized tests administered to majors, generally annually.	Physics, Psychology; Accounting, business, and economics	
Research on similar institutions & their evaluation tools. Includes feedback from our faculty serving as external reviewers in other programs	Criminal justice, Psychology, Social work, Information technology, Computer science, Education; Accounting, business, and economics	Philosophy

The majority of assessment over the past five years has occurred informally. Results are typically communicated (and sometimes even tabulated) in department meetings. Assessments outside of those required by the college's own requirement for 5 year reviews or in fields such as Education and Social work have been spasmodic and poorly documented.

The new program of annual assessment, put into effect in fall of 2007, requires departments to document their assessment efforts. Further, the office of institutional research is to be the repository of the documentation.

3. The good, the bad, and the ugly

Despite the whimsical heading of this section, there is no ugliness here. And the badness is non-terminal. Instead, in this section we present examples of departments that are in various stages of assessing student leaning. This section contains summaries of departments in varying stages of program and course assessment:

1.) Two programs with an ongoing assessment program,
2.) Two programs which has started using feedback to inform change, and
3.) Two programs struggling to get started.

The first example is of programs that are doing a thorough job: Physics and Information technology. Assessments in these departments are sophisticated and can serve as models for other departments. Second, are two departments that are in an intermediate stage of assessing the effect of their programs on their students: Psychology and Earth and environmental sciences. Finally, we describe the status of two departments that are just beginning: English and Philosophy. Although they have not yet assessed their programs, they have formulated plans for assessment.

For these examples, we have gleaned information from two sources:

- The annual summary that each department sent to the director of institutional research and
- Information the assessment team gathered as a result of their visiting each department in the fall semester of 2007.

The majority of the twenty one academic programs fall between high and moderate levels of sophistication in their assessments.

Programs making good progress in assessing results
In this section we look at two programs that are making good progress in assessing student learning—physics and information technology.

Physics
The Physics department serves as a model for thorough ongoing assessment. Physics is a smaller department with three full time faculty members. The department meets weekly to discuss teaching methods, student preparedness, and continuing education and activities for faculty members. The department administers two standardized examinations each year:

- Either the Force Concept Inventory or the Mechanics Baseline Survey to freshmen and sophomores and

- The ETS Field test to juniors and seniors.

The department has found that scores improve in these tests by roughly 11% from the junior to the senior years.

The department also tracks the scores on the Physical Sciences portion of the MCAT examination. Also, assessment is an ongoing procedure for its students in the 3-2 engineering program. As you may know, in a 3-2 program, the first college, in this case Juniata, prepares students with three years of science, math, and liberal arts education for transfer into an engineering program at an agreement university. Upon completion of the engineering program, the student receives a bachelor of science degree from Juniata and a bachelor of engineering degree from the agreement university. Members of the physics department track each student in the 3-2 program very carefully. Beside monitoring the courses that 3-2 students select and their GPA, they also adapt courses as needed to meet the requirements of the programs at institutions offering the final two years.

In 2007, all seniors who applied to graduate school were accepted. The two students who applied to engineering programs were also accepted. Five students secured summer research positions and made departmental presentations on their experiences at a special dinner for science alums. The department chapter of the national Society for Physics Students has been recognized for nine years running as an "Outstanding Chapter." Only 2% of all chapters gain national recognition. Of the 40 national Society of Physics Students scholarships given annually, two Juniata students received awards in 2005 and three more in 2007.

The physics department believes its success is due to the changes it has implemented over the past five years including

- Integrating a greater variety of in-depth experiences in upper level courses
- Offering Special Topics courses and
- Resurrecting previously infrequently offered courses such as Astrophysics, General Relativity, Medical Physics, and Optics.

The department has also begun to teach Thermodynamics for the first time in ten years. Interactive demonstrations have been added to the lectures in General Physics to increase student engagement. It appears to have worked. The number of students enrolled has increased, necessitating the addition of another section of the course.

The department has contributed substantially to the MCAT and GRE prep courses on campus. The success of this effort is demonstrated by a 7.6 average score by students who took the prep courses versus a 6.7 average for those who did not. The department has begun administrations of pre and post prep course

assessments. Also, they have begun to discuss restructuring upper level courses based on date gathered from the ETS and GRS field tests.

Information technology
Information technology is a relatively new major—under ten years old. Thus, faculty members in this department have had a limited time span in which to assess the success of their program. Yet, faculty members who teach in the program began by recognizing a need for external validation. Consequently, the program has had valuable feedback from professionals in the field since its inception.

To gain this external validation, department members work with an advisory board, consisting of leaders in Information technology. The board helps members of the department compose and periodically revisit a set of desired learning outcomes for students in information technology, as well as for students in other programs—digital media and computer science. Both goals for the programs and outcomes are mapped against responses from graduating seniors in their exit surveys. These interviews focus primarily on the courses students take during their time at Juniata.

The exit interview consists of a conversation between the senior and a member of the advisory board. The nature of the interview allows the examiner to ask follow up questions. Students are asked to rate their degrees of satisfaction on a Likert scale. The department has conducted these interviews for all years of its existence, 'bribing' students to participate with a departmental cook out. Ninety percent of graduating seniors have completed the interviews. The department then tracks the trends in satisfaction as well as recording yearly data.

In 2005 student dissatisfaction with the web programming course increased significantly. As a result, the department created a special topics course on scripting and modified the existing course in web design. These actions have alleviated the dissatisfaction as evidenced by the exit interviews in 2006 and 2007. The department also modified the programs, adding a course on human computer interaction and another on security engineering. Another course was modified to include project management.

The department also used data showing a consistent 100% four year graduation rate and an 85% job placement as indicators that the program meets both the internal needs of students and the external requirements of the profession.

Programs making intermediate progress in assessing results
In this section, we discuss two departments that are making average progress in assessing their efforts. They are the department of earth and environmental sciences and the department of psychology.

Earth and environmental sciences
In 2007, the former geology department and the faculty members who administered the environmental science and studies (ESS) program combined into a single department. The new department is earth and environmental sciences (EES).

Before the merger, neither the geology department nor the environmental sciences program had an assessment process. The newly formed department has adopted the standards proposed by the Accreditation Board for Engineering and Technology (ABET) to accredit science programs. The ABET standards are nationally recognized. Although assessment in the new department is in its early stages, the department has begun interviewing seniors and is collecting information on the placement of graduates. They have also added a senior capstone course to engage all of their students in research.

Psychology
The psychology department is another 'intermediate' model of an academic program that has recently used assessment to renovate their major. Two of the most successful efforts in the department are

1) Student research accepted for publication in external journals (based on research carried on with professors in the department) and
2) The number of student posters accepted for the Juniata Liberal Arts Symposium.

The department has had a high rate of success with students who have submitted projects for external presentation. Three out of four students had projects accepted by NCUR last year. Seven students presented at the annual Juniata annual liberal arts symposium, and the department had a 100% acceptance rate in graduate school for students who applied.

In the past five years, forty psychology students have had external recognition. These recognitions include poster presentations, acceptance for presentation at the Juniata liberal arts symposium, and papers accepted for publication in professional journals. These papers are typically research reports co authored with faculty members from the psychology department. An additional ten students made presentations at the National Conference for Undergraduate Research (NCUR) in the past five years.

Although success has been ongoing, the department decided to alter the major, based on feedback from alumni surveys. The surveys were conducted regularly since 1993. The two most recent ones were from 2000 and 2001 and again from 2005 and 2006. The survey was conducted in part to inform the hiring of two professors in the department to replace retirees. The survey focused on

- Finding the opinion of graduates about the adequacy of the program for their current careers,
- Identifying the professional careers of graduates since graduation, and
- Seeking the advice alumni would give current students.

Overall, graduates indicated a high degree of satisfaction with the program. Seventy three percent had attended at least some graduate school and virtually all felt well prepared for their professional lives. In addition, graduates were asked to rank the importance of the skills they had acquired in the departmental courses they had taken. You can find highlights of the survey results and the interpretation of those results in Appendix 8: Report of Survey Results—the Psychology Department on page 91. Please note that the coauthor is a student.

In addition to information from the survey, department members were convinced from information they gathered at conferences that changes were necessary to keep their department current. In particular, the department altered its major to require four courses from a set of five. The courses were seen as those most important to a psychology curriculum. Senior interviews are to be introduced at the end of the 2007–2008 academic year to assess the success of this change. The department is also creating a capstone course for seniors and will require a senior portfolio that will be used to measure students' progress over their four years at the college.

Programs just starting to assess results
Naturally we are reluctant to single out specific departments as 'worst performers' in assessment. However, based on the documents submitted to us as a result of the fall faculty conference and on the subsequent meetings, there are a few departments which, so far as we can ascertain, have not done any substantial assessment. As the result of this study and the institution's increased emphasis on assessment, they have only begun to formulate an assessment plan. The most common initial assessments for these departments are senior exit interviews, the initiation of capstone courses, and alumni surveys.

Now it is time to look at two departments that have done little or no significant assessment and at their plans to implement new programs: the department of philosophy and the department of English.

Philosophy
The philosophy department at Juniata has done virtually no out of class assessment other than its compliance with APAC's periodic program review. The department is small with only two full time faculty members. Also, a significant portion of teaching time from those two members has been dedicated to teaching general education courses. Each year, one member teaches two

sections of the college writing seminar (the freshman writing course) and one course of Interdisciplinary Colloquium, a general education requirement. The second department member teaches a different interdisciplinary colloquium course. Also, the department is in a period of transition with one member entering a program of phased retirement in fall of 2008. Notwithstanding, the department has created an ambitious program to begin in the fall of 2008.

Specifically, the department is creating "standards for student writing" to assess term papers and journals collected at various periods of a student's career at the college. The department also plans to conduct both entrance and exit interviews with students who major in philosophy. Department faculty members will keep portfolios for each student which includes one paper or examination from each of the required courses in philosophy.

English
The English department is the second candidate in our whimsically named 'ugly' category. Until this year that department had done no systematic assessment other than the traditional in course grading. They are, however, currently developing a multi-year plan to assess English outcomes.

The plans to be implemented during the academic year of 2007-08 include assessments in four areas:

- Writing skill,
- Critical reading skill,
- Knowledge of literary history, and
- Terminology and the degree to which students feel prepared for post college activities.

The first three outcomes will be measured by gathering student papers from the following courses:

EN 120 Forms of Literature
EN 242 Major American Writers I
EN 246 Nineteenth Century British Literature
EN 341 Shakespearean Drama
EN 369 The Novel to WWII
EN 410 Literary Criticism

The papers will be ranked using rubrics (still in the embryonic stages) that will be developed by members of the department. The last outcome will be measured by an alumni survey. The English department will benefit in constructing its rubrics and survey by consulting with other departments with experience in these areas.

4. Assessing student writing and distribution requirements

In this section of the chapter, we look first at our assessment efforts of the freshman writing course as well as assessing writing across the curriculum. We understand that we need to do more. Then, as a prelude to meaningful assessment of graduation requirements, we look at our effort to sharpen the definitions of distribution requirements in the curriculum.

Student writing and assessment
As we have noted before in this report, faculty members have long been concerned with the writing abilities of students. We have done no formal research that would help us pinpoint the specific areas of faculty disappointment. However, we conclude from comments made at several faculty meetings devoted to discussing student writing that faculty members perceive our students as unable to write sophisticated analytic and argumentative papers in virtually all disciplines. They identified two particular areas of consternation—the freshman writing course (CWS—the college writing seminar) and writing across the curriculum. Faculty members have incorporated writing depth into the curriculum as follows. Each student must take four courses designated as containing substantial writing. We call these courses CW, for communication-writing.

The college writing seminar (CWS)
As we noted in our Middle States report of 2002, evaluation of this key freshmen writing course was not particularly helpful. Consequently, the provost asked the director of the course to design an assessment plan to measure changes in freshmen writing skills.

In the summer of 2007, the new director of CWS and several teachers of the course developed an assessment test of writing. The test was first administered to incoming freshman in the fall of 2007. Before the fall semester started, entering freshmen were given 45 minutes to write a response to a prompt. The prompt asked them to analyze the effect of cell phones on some aspect of their lives. Incoming students were asked to write an essay of approximately 500 words and to use specific examples in support of their answers. In November, the same students were given a similar prompt and again given 45 minutes to write their essay. A copy of the directions and the prompt are in Appendix 9: Instruction and Writing Prompt, 2008 on page 99.

The essays were evaluated by members of the English department with some outside help by graduate students from nearby Pennsylvania State University. The essays were randomly numbered and were evaluated on a scale of 1 to 6 with 6 being the highest score. Papers were graded for audience awareness, organization, development, style, and grammar. Exactly 233 students participated in both the pre and post tests.

The results were disappointing. There was no significant improvement. In fact, the evaluations appeared to show that the writing ability of the students had slightly declined. Looking at only the three highest scores students could get (4 through 6), we found that 96 (41.2%) out of the incoming freshmen attained these scores. But, alas, only 85 (36.5%) of the freshmen in the CWS course scored as well.

Upon reflection, we wondered if the assessment tool that we used properly reflected the teachings of the course. The course does not emphasize writing essays. Instead, the course asks students to create papers complete with significant editing time, conferences with faculty, and rewrites. Thus, either we tested something other than what we intended to measure or we do a poor job in the course. Before we draw conclusions about whether the course is meeting its goals, we need to do more, and better focused, assessments.

The interface between CWS and CW designated courses
The second area concerning faculty members is the interface between CWS and the additional writing courses that students take during their education at Juniata. As mentioned, curricular requirements ask students to take four communications courses distributed across the curriculum. Two of the four courses must be writing based. Two may be speech-based (communication-speaking, or CS). Two of the four must also be in the student's major, and at least one must be an advanced level course.

There are many CW and CS designated courses in our curriculum. Naturally, therefore, there is a great deal of disparity in these courses. Faculty members have long worried that there is little connection between what students are taught in CWS and what is required in later writing courses. Faculty members have been informed of the goals of CWS and of the methods used to attain those goals. However, we do not know if the goals for CWS carry over to communication designated courses. Clearly, we need to do more assessment in this area.

Some faculty members have also begun to worry that allowing some students to graduate with only two additional writing courses after CWS is misguided. A minimum of two writing courses beyond CWS may not be enough writing practice for students to become proficient. Notably, however, the vast majority of Juniata students take more communication designated courses than they are required to take. Our students now take an average of 8.5 CW courses.

As cited elsewhere, a faculty forum was held in March 2008 to discuss these issues.   As a consequence of the forum and the responses to a questionnaire soliciting feedback from faculty members, the academic planning and assessment committee (APAC) formed a subcommittee to study these issues. The subcommittee consists of two

representatives from APAC, two from the curriculum committee, and additional members who currently teach either the freshmen writing course or who teach communication-writing (CW) designated courses.

The subcommittee is charged with developing proposals in two areas: 1) writing and 2) the freshman experience. Specifically, the committee is to devise curricular changes designed to establish ties between the CWS experience and subsequent CW courses.

The subcommittee worries that

- Students take CWS in the fall of their freshman year, but are not required to follow CWS with a writing course in the spring of their freshman year. Thus, they may have no writing course for at least 8-months after CWS.
- CW designated courses are divorced from CWS, focusing on disciplinary content rather than continuing the writing process begun in CWS.

To address these concerns, the subcommittee is considering the following:

- Establish continuity in the student writing experience throughout the freshman year by requiring freshmen to take a writing-intensive (CW) course in the spring of their freshman year.
- Consider how to bind CW courses with the CWS educational goals.
- Reassess the criteria for a writing intensive course.
- Discover a more common pedagogical understanding from the faculty members who teach CW courses as to what specific skills CWS strives to inculcate and how it is designed to accomplish this aim.
- Consider having a 2 hour dedicated session during each faculty conference to review the modus operandi of CWS and discuss core elements that should be a commonality in the subsequent "freshman seminar" and CW courses.

Assessing curricular distribution requirements
This section explains the work we have started on the distribution requirements in our curriculum. The acronym for this distribution is FISHN. FISHN means

- F for fine arts
- I for international
- S for social sciences
- H for humanities, and
- N for natural and mathematical sciences.

Graduation requirements stipulate that every student must take two courses in each category of FISHN. Thus, a student would take two fine arts courses, two international courses, and so on.

The curriculum committee began revising the definitions of the FISHN categories last year. They held a faculty forum devoted to the proposed new definitions in November 2008. Although faculty members agreed that the new FISHN definitions were satisfactory, they disagreed about how the definitions applied to particular courses. The proposed definitions generated much discussion but insufficient agreement for a vote. The definitions are currently being revised by the curriculum committee and will be brought back to the faculty early in the next academic year. You can find both the current and the proposed definitions in Appendix 11: FISHN Definitions—Old and Proposed on page 103.

5. Summary

Overall, we reached a number of tentative findings about our current performance in ongoing assessment at the course and program levels.

Assessment that transcends the traditional grading of tests occurs in most departments at Juniata. Nevertheless, there is a common perception that

> As long as our students do a good job of passing our courses and get into graduate schools or get the jobs that they desire, we don't need to do much beyond what is required by APAC.

Some faculty members view assessing as yet another task assigned by administrators whose only interest is in seeing that the process occurs but who will pay the results little heed.

Even where assessment has been done and data is available, there is little evidence to show that departments are willing to act on the results. Further, other than changes to campus wide general education programs, there is little evidence to show that programs that are changed come to be so as the result of assessment findings.

Most annual assessments are poorly documented by most departments. Those departments doing a good job documenting tend to be those that must assess regularly in order to meet standards imposed by outside accrediting agencies. Virtually all departments have promised to keep better records on departmental activities. Therefore, we expect more and better documentation in the future. The plan to achieve this level of assessment, when put into place this upcoming year, will ensure adequate documentation.

Chapter 5: Linking Institutional Planning to Budgeting

In this chapter we look at how planning informs budgeting. Since his arrival in 1998, the president has established and strengthened these links. Below are his principles that still guide the process:

1. The budget should be widely understood and widely accepted by the major components of the community—faculty, staff, trustees, and administrators.

2. The budget should be developed and administered to guarantee a balanced budget at the end of the fiscal year.

3. The budget must contain a capital and one-time line that should ultimately grow to three percent of its total.

4. The budget should provide funds controlled by the president and other administrators to fund creativity and provide flexibility within the budget year.

5. The budget must clearly support the college strategic goals.

The steps taken to ensure that these principles are followed are detailed below.

A.   Rationale for Changing the Fiscal Year

The change to the May 31 year end was made to achieve a tighter connection between planning and budgeting. Trustees meet at the end of April. This year, for example, they approved the new strategic plan as well as the upcoming budget for next year. This closer timing with the trustee meeting and the earlier start of the fiscal year enables administrators to plan earlier and to put new plans into effect sooner. The earlier closing date comes at the end of our annual cycle of academic activities, and, thus, represents a much more logical place to break our financial recordkeeping. Finally, the change, which was approved by both the audit committee and the business affairs committee of the board of trustees, enables us to complete our work on the annual audit before we become immersed in preparing for the arrival of the students for the next academic year.

B. How We Link Planning to Budgeting

In this section we look at those processes that we use to link planning and budgeting. In almost all cases, the process was developed, or changed, to ensure that the linkage was made.

1.   The budget team

Of particular note in the budgeting process is the budget team. The team is a broadly representative group of faculty members, students, middle managers, and administrators. Over its history, the team has assumed a key role in setting budget parameters and in determining priorities for special funding. While the president retains the final administrative authority on budget matters, nearly all recommendations of the team have been accepted. Each year the team uses the strategic plan of the college as the context for its discussions and actions.

One of the goals of having the budget team is to demystify the budgeting process. The team has rotating membership, so many of various disciplinary training eventually get to serve. So that the persons who make up the team can understand the budget, the president called for an end to confusing budget summaries. Reports were shortened and clarified. Complex calculations were simplified.

To guarantee a balanced budget, a contingency fund was established. The contingency is primarily the capital budget with an additional $100,000 of flexibility built into the budget. Capital items are prioritized by the budget team from feedback they receive from all the Juniata communities. The president makes the final decision based on the recommendation of the team. Items are funded as monies are available. The budget process begins early in September with a goal of having a near final budget for the trustees to review in February. The board of trustees votes to approve the new budget in April.

Perhaps most important about the process is that in the last decade transparency has become a value at Juniata. Such was not always the case, most likely from inattention to the cooperation that flows naturally when many people understand processes, and hence motives.

2. The sequence: making a budget

The departments of enrollment and financial planning develop pricing strategies and discounting proposals. The president's cabinet reviews the proposals. The committee on investments of the board of trustees recommends spending from the endowment to the full board. Staff members from finance and operations usually prepare other revenue estimates with assistance from personnel in other administrative offices.

The vice president for finance and operations assembles the data and, with the approval of the president, presents them to the board of trustees first at the February meeting. At the April meetings, the committee on business affairs acts formally on the operating budget by making a recommendation to the full board, which ultimately approves the budget. The board of trustees receives reports about the performance of the budget at every board meeting.

With respect to major physical capital projects, the president, in consultation with the cabinet, presents his recommendations to the board of trustees for its approval. These projects generally require major fundraising support or external borrowing. Once again, the strategic plan plays a critical role in the formulation of the list of major projects. Sometimes, however, a prospective donor indicates an interest in a project that is not mentioned in the strategic plan. In this instance, a determination has to been made about whether accepting the gift is consistent with the plan.

3. Periodic reviews inform the process

In October 2004, the president appointed a special assistant. The charge was to look for revenue opportunities as well as opportunities to reduce costs. Ultimately, the focus turned to departmental assessments--performing reviews and looking for opportunities to improve efficiency in our operations as well as sustainability. As a result of the initiative, we were able to run some processes more efficiently and manage workloads more effectively.

It is not surprising, however, that the job of the special assistant became increasingly the role of initiator for their periodic reviews. The review process was new for administrative units in 2005. They needed, and got, guidance about how to approach and perform their self study and about what to expect from external evaluators. The letter of commitment is an outcome of the periodic self study. The memo is an agreement between the administrative, or also academic, department and the administration. It typically is also a request for resources. Through the periodic review process—now done by both administrative as well as academics departments—requests for resources come from planning. Also the requests are well signaled before they are needed.

4. The process to fund departmental budgets

A system is also in place to fund the annual budgets for academic departments. In the fall semester, department chairs develop their budgets and request an amount from the provost. Administrative units across campus follow a similar procedure and make the request of their vice president. The provost finds the amount that he has available for departments before he meets with the chairs. He then meets with chairs before the budgeting process for departments begins to signal the state of the overall budget and what departments can expect.

If departments need special funding for projects, they have three avenues available to them.

1) They can ask the provost. The provost, like all vice presidents has a fund of discretionary money available to provide flexibility in funding sudden opportunities. See principle number 1 at the beginning of this chapter on

page 69. For example, this avenue of funding might send a faculty member overseas to receive a special honor.

2) They can make a special request. Special requests are funded by the contingency fund in the budget. Clearly, the fund is more in better years and lean in years of unexpected costs or revenue shortfalls. In 2007-2008 all the special items were funded. These are the capital items that the budget team prioritizes. If they are not funded, they roll over to the next fiscal year. An example would be a new grand piano for the music department.

3) Finally, they can put the request in their annual budget and hope for the best. This method works if the department can make a compelling case and if other revenue streams are dry. For example, a department might need large digital computer monitors for media editing.

5.   The increasing role of grants

As you have no doubt noticed throughout this report, we have been able to do much with the grants we have acquired to fund expanding opportunities. With these grants, we have been able to provide students with so many excellent hands-on learning situations:

- The Coleman Foundation funding for JCEL and entrepreneurship,
- The Teagle grants, enabling us to involve students in research, and
- The federal grant that gave us the Raystown Field Station, a nature laboratory and research haven.

C.   An Example of How Planning Informs Budgeting

One example of the relationship between budgeting and planning is from campus technology services. This administrative unit recently developed a strategy to save both computing and printing costs. The number of computers on campus had grown too large and costly to maintain. Costs needed to be adjusted to align with the current budget. Also the number of inkjet printers and laser printers on campus were costing the college unnecessary and unpredictable expenses.

The initiative was approved by the cabinet (the committee of top administrators) and helps support the overall sustainability goals of the college. Below are highlights of the plan.

To improve reliability and costs, campus technology services (CTS) developed a new replacement strategy. Under the new plan, CTS will replace machines in public areas and departments. Departments will budget only for upgraded features. When planning for the purchase of machines outside of the core area, departments will be

responsible for the funding of the computers but should coordinate their purchases with CTS to receive improved pricing and to ensure that the purchased computers meet requirements for accessing the campus network.

Benefits of this initiative include:

• Improving the overall quality of computers used on campus
• Better planning of the purchase of machines to secure lower prices
• Making sure that new computers go where they are needed
• Reducing the number of excess, unnecessary machines

You can find more information on this plan at http://www.juniata.edu/services/cts/about/plan.html. The complete proposal is available on page 88.

Appendix 1: Certification Statement

Middle States Commission on Higher Education

Certification Statement:
Compliance with MSCHE Eligibility Requirements & Federal Title IV Requirements

An institution seeking initial accreditation or reaffirmation of accreditation must affirm that it meets or continues to meet established MSCHE eligibility requirements and Federal Requirements relating to Title IV program participation by completing this certification statement. *The signed statement should be attached to the Executive Summary of the institution's self-study report.*

If it is not possible to certify compliance with all eligibility requirements and Federal Title IV requirements, the institution must attach specific details in a separate memorandum.

_____ is seeking:
 (*Name of Institution*)

      (*Check one*)   X Reaffirmation of Accreditation   ___   Initial Accreditation

The undersigned hereby certify that the institution meets all established eligibility requirements of the Middle States Commission on Higher Education and Federal requirements relating to Title IV program participation.

    ____ Exceptions are noted in the attached memorandum
    (Check if applicable.)

_____   _____
(Chief Executive Officer)   (Date)

_____   _____
(Chair, Board of Trustees or Directors)

Signed copy included with attachments

Appendix 2: The New Strategic Plan for Juniata

FROM VERY GOOD TO GREAT—THE PLAN FOR JUNIATA

As Jim Collins' popular book suggests, "Good is the enemy of Great." By any measure, Juniata has never been better at accomplishing its mission as demonstrated by the following statements:

> *Juniata is truly a student-centered college. There is a remarkable cohesiveness in this commitment – faculty, students, trustees, staff and alumni, each from their own vantage point, describe a community in which growth of the student is central.*
> The Middle States Commission 2003 report on Juniata
>
> *Juniata is one of a baker's dozen of the nation's best-performing liberal arts colleges.*
> The Teagle Foundation's 2005 study of the top 105 national liberal arts colleges
>
> *The faculty, staff and administration with whom the Hartwick team met appeared to share a common interest in instructional innovation and experiential, student-centered learning. Major themes appeared to be getting students involved to "own" their learning and helping each student see how his or her learning could contribute to a larger evolving plan for personal development and aspiration achievement. Juniata appeared to consider their experiential education philosophy to be an important factor in influencing student success.*
> Hartwick College Team visit report 2007

These statements are reaffirmed in the National Study of Student Engagement (NSSE) 2000, 2002, 2003 and 2006, numerous other student and alumni surveys, and unsolicited comments.

Indeed, Juniata is the only college listed in all the following diverse guides to high quality colleges and universities:

- Baron's Best Colleges
- Colleges That Change Lives (Pope)
- Making a Difference College Guide (Weinstein)
- Peterson's Competitive College Guide
- Rugg's Recommendations on Colleges
- U. S. News and World Report
- Usnews.con America's Best Colleges—A+ Options for B Students
- Princeton Review
- The Unofficial, Unbiased, Insiders Guide to the 331 Most Interesting Colleges
- Entrepreneur.com—Colleges with an Entrepreneurship Emphasis
- Washington Monthly—College Rankings
- Cool Colleges (Asher)
- ELLEgirl Magazine—Top 50 Colleges that Dare to be Different (August 2003)
- Provoking Thought: What Colleges Should Do for Students (Miles)
- Vault's College Buzz Book
- College Prowler
- Teagle Foundation—The Nations 13 Best Performing Colleges
- Cosmo Girl Magazine—The Top 100 Colleges and Universities (Oct. 2007)
- Coming in the summer of 2008—Fiske Guide

While Juniata is performing well, the best news is that throughout its history this college has never been satisfied with the status quo. Thus, we began this strategic plan with a rewriting of our mission statement to succinctly describe what we expect the outcome to be for every Juniata graduate. We should emphasize that at the heart of every discussion was not how can Juniata be better, but rather

how can Juniata be better at producing outstanding graduates? We believe that our new mission statement envelops that philosophy. It reads:

> Juniata's mission is to provide an engaging personalized educational experience empowering our students to develop the skills, knowledge, and values that lead to a fulfilling life of service and ethical leadership in a global community.

Juniata is already providing much of the experience our mission statement outlines and by accomplishing our new strategic goals we will become even better at preparing our graduates for the challenges and opportunities of the 21st Century. At the beginning of the process we also revisited the challenges and opportunities originally developed for the 2001 strategic plan. Only minor adjustments were made.

The updated challenges and opportunities for our graduates include:

1. Significant advances in biotechnology and medicine, and tension regarding the ethics of the implementation of these advances;
2. Ubiquitous information technology with a transformational effect on communication;
3. Unprecedented entrepreneurial opportunity;
4. Growing environmental limitations;
5. Conflicts of increasing complexity and danger;
6. Changes in content and delivery of education with demand for greater accountability and affordability;
7. Frequent interactions with people of diverse cultural perspectives and practices;
8. Finally, significantly greater career opportunities for our students as the "baby boomer" generation retires.

We are well positioned for the next step toward greatness. Juniata has reached its highest enrollment, largest number of applications, most talented students, largest capital campaign, and largest endowment, we hope, in the College's history. In the last nine years the College has also created a much more hands on learning experience assisted by the addition of 200,000 square feet of new and renovated learning space and by developing many more off campus educational experiences through new partnerships. Most importantly, we now have the College's best faculty ever–no simple task considering the talent of the faculty over the College's history. Certainly the adage "great faculty hire great faculty" is absolutely true at Juniata.

These successes provide the launching pad for further improvement.

THE PROCESS
After reviewing potential elements of a new strategic plan with the faculty and administration President Kepple and Executive Vice President of Advancement and Marketing John Hille met with over 100 alumni in 12 cities during the spring and summer of 2006 to gauge their interest in these elements. In addition, the Board of Trustees discussed items for the plan at its retreat in the summer of 2006. The input from these meetings was given to the plan's subcommittees to be used in their deliberations.

The Strategic Plan committees included 88 members representing students, faculty, staff, alumni, and trustees. These individuals were provided access to Jim Collins' book **Good to Great and the Social Sectors** as well as the Drucker Foundation's Self Assessment Tool. Through the Collins book, we learned that "greatness is not a function of circumstance. Greatness it turns out is largely a matter of conscious choice, and discipline." Through the Drucker Self Assessment Tool we answered the questions: What is our mission; who are our customers; what do our customers value; what are our results; and as you will see "what is our plan?" Through this process there emerged three major strategic initiatives:

THE TEACHING AND LEARNING ENVIRONMENT INITIATIVE
To empower every student for a fulfilling life of service and ethical leadership in the global community, we will

1) Immediately review our freshman year programs to assure that every student is receiving not only the best possible information for success but is also fully engaged in a coordinated, interactive, and collaborative learning process with other students and his or her advisor beginning with summer orientation and continuing through the freshman year. Further we will review the activities in the sophomore year to improve that year's educational and social experience for our students.

2) By 2011, every Juniata graduate will have at least one distinctive experiential learning opportunity related to each student's educational objectives. These may include an internship; service project; extended off-campus class experience; research; student teaching or international study. These experiences will provide the opportunities for our students to test and develop their skills in a "real world" setting, develop self confidence, and gain a better understanding of a culture different from their own. Our expectation is that the vast majority of our graduates will have several of these growth experiences. We will work much more diligently with Juniata alumni as well as cultivating existing partnerships and establishing new partnerships to provide enhanced opportunities.

3) By 2009 we will have a Center for Teaching Excellence in place to support faculty who are working on improving various aspects of their teaching. There is considerable momentum for this among the faculty as shown by the strong response to learn more about the Scholarship of Teaching and Learning (SoTL). Emeritus Professor of Psychology, Dr. David Drews, is currently leading a working group of about 20 faculty in this effort. We will seek funding for the Center for Teaching Excellence.

4) By 2008, we will create a new plan for faculty development. This plan will include a realistic goal for increasing faculty development funds; will address how faculty development funds are allocated; and how we assess the use of faculty development funds.

5) By 2009, we will create a variety of programs to address the interpersonal and intercultural skills of our students including: networking; interviewing; resume development; portfolio creation and social skills.

6) By 2010, we will have expanded our international programs with special emphasis on new and expanded programs in China, India, and Africa.

7) By 2010 to help meet a major national need, we will have at least 10 additional students in each class preparing to teach junior and senior high school science by leveraging the assets in our highly successful Education, Science, and Science in Motion programs.

8) By 2010, we will have considered the possibility of adding summer master programs in science education and non-profit management taking advantage of our considerable resources in these areas.

9) By 2010, develop with Campus Continuum a successful Age 55+ Active Retirement Community directly connected to the College.

THE 21st CENTURY CAMPUS INITIATIVE
1) Environmental sustainability.
   We are making good progress on sustainability so our plan will take us to the next level by completing the American College and University President's Climate Commitment–a commitment

to develop an action plan and programs with a timetable and measurable outcomes to become climate neutral.

4.) Facilities.
By the end of the summer of 2010, Juniata will have completed the restoration of Dale Hall, Good Hall, Founders Hall, Oller Track, the renovation of Muddy Run, and a new eating facility in the former main computer lab of BAC. By fall of 2011, we will have developed preliminary architectural plans, cost estimates, and potential funding strategies for improving Beeghly Library, the continued renovation of Brumbaugh Academic Center, the renovation of South residence hall, a music wing for the Halbritter Center, a turf athletic field, a World Languages and Cultures Cluster anchored by the humanities building, a studio art building, and the completion of the transformation of Alfarata.

5.) Campus Master Plan.
By 2011, we will have completed a campus master plan for campus improvements and opportunities through 2026 with particular emphasis on our residence halls, recreational space, Ellis Hall, and enhanced accessibility.

THE ECONOMIC ADVANCEMENT INITIATIVE
For Juniata to continue to attract and educate outstanding students, we must develop a long term economic model that provides adequate resources to make a Juniata education not only more affordable but also highly valuable and marketable because of our high quality and outstanding outcomes.

1) Economy of scale enrollment.
With the number of Pennsylvania high school graduates gradually declining and the make-up of these graduates becoming more diverse, Juniata must increase the number of students from outside Pennsylvania as well as the number of minority students. Not only is this added diversity educationally desirable for a 21st Century education for every student but it is essential in order to maintain an economically sustainable enrollment of 1460 FTE students. By 2011 our student body will be made up of at least 40% from outside Pennsylvania (including 10% international) and at least 10% domestic minority.

6.) Retention.
To reach our 1460 student enrollment by 2011 we will achieve a six year graduation rate of 80% or better with 95% of graduates completing their degrees in four years or less.

7.) Discount.
Juniata must insure that the discount rate rises less than the average of peer institutions through 2011 and, in the unlikely event that the peer group discount declines, insure that the Juniata rate of decline equals or exceeds the market rate of decline.

8.) Endowment.
By 2011 through additional gifts and market appreciation our endowment will have increased to $100m or more and our planned giving pipeline for endowment to $60m or more. A special effort will be made to raise scholarship endowments to assist students in attending Juniata.

9.) Annual Scholarship Fund.
By 2011 our annual scholarship fund will have increased from $900,000 to $1,300,000 with a longer term goal of $2m.

10.) Capital gifts.
Juniata will continue to seek funds for various facility and program needs as identified in the campus master planning process and through the ongoing capital budget process.

11.) Budget.
Juniata will continually review campus business processes to identify opportunities to improve operational efficiencies. By 2012 we will have increased the capital and special funding budget to 3% of our annual budget to support the maintenance of existing facilities and equipment, as well as support innovation and creativity.

12.) By 2011, the Juniata Center for Entrepreneurial Leadership, the Gravity Project, and the Raystown Field Station will have achieved self sustaining budgets.

13.) By 2011 we will have reviewed our art and library collections to decide what is compatible with the college's long term educational and outreach goals and what items should be sold. The process will honor all commitments the College has made to donors. The funds generated by sales will be reinvested in additions to the permanent collections, the facilities to house the collection and the staff to conserve the collection.

14.) We will continue to assist Huntingdon and this region to improve our community for the benefit of the college. Emphasis will be on projects that increase the tax base to support improved infrastructure (schools, water, sewage, transportation, recreation and improved appearance of the community), that support retention and development of amenities (retail, restaurants, hotels, childcare, healthcare, retirement housing), that improve primary and secondary education and that improve the employment opportunities for Juniata employee spouses and recent graduates. These projects will assist in attracting and retaining students, faculty and staff–the human capital so necessary for our success.

15.) By 2011, the college will have reduced its debt level below that of May 31, 2007.

After the board of trustees approves this plan, new ad-hoc committees, departments, and individuals will develop the best process for accomplishing the goals of this plan.

Appendix 3: Administrative Program Assessment

April 2004

The Periodic Administrative Department Assessment and Plan process will be conducted in two-parts over a six-year cycle, consisting of:

Departmental Self Study and External Review (every sixth year), and

Mid-Cycle Progress Update and Re-evaluation of the Memo of Commitment (end of year three of the cycle).

In this way the cycle will coincide with the three–year cycle of the College's Strategic Plan.

The review process will strive to answer the general questions—Does the department have the intended impact on the thoughts, abilities, or behaviors of our customers? Does it do so in a cost-efficient manner?

DETAILS OF PLAN
A. Departmental Self Study and External Review (Every Sixth-Year)

SELF STUDY (not to exceed 10 pages)
- The President, in consultation with Cabinet members, will provide a list of departments (or programs) to be evaluated during the spring of the year prior to the year of evaluation. This list will ordinarily be based on a six-year cycle; however extraordinary events (major gifts, new buildings, new personnel, new departments) may occasionally alter this cycle.

- Overview and Assessment: Using the Self Study Template, each department involved will provide an overview of the current state of the department. Specifically, the department will detail its mission, goals, objectives, policies, and current job descriptions. If a prior overview has been completed, the department will also address which items of the last Memo of Commitment have been completed, which items are still in progress, which items have not yet been implemented, and which new items need attention. The department will use the assessment data gathered since the last review to assess the success of the objectives described in the Memo of Commitment, and to seek ways to improve the operation of the department; the re-design of procedures to achieve a higher level of operating effectiveness and customer service is highly desirable.

- External Visit: Departments will schedule an External Visit to two or more other institutions similar to Juniata to gather information and to compare programming and procedures. A report of the External Visits should be constructed using the External Visit Template.

- Action Plan: The department will propose their program objectives (including an appropriate assessment plan) for the next six years in the form of a draft action plan. In planning its future course, the department will seek ways to improve the operation of the department, both in terms of customer service and cost efficiency. The plan must include realistic staffing, budget, and space projections. The Cabinet will then review this action plan in the light of the last Self Study and last Memo of Commitment, as well as the reports mentioned above, to determine if current circumstances indicate a need for additional focus on specific issues. The appropriate Vice President will maintain a dialogue with the department regarding the department's needs.

EXTERNAL REVIEWS
- Following approval of the initial Self Study by the Cabinet, the department will invite to campus at least one External Reviewer from another institution similar to Juniata or a consultant to review

their self study and the department's operations. The reviewer will visit Juniata, examine the self study and the department under review, and submit a single report of his or her findings, preferably before departing campus. An External Review template will be provided for the reviewer's report.

- Upon receipt of the External Review report, the department may revise its self study to reflect External Review findings and suggestions.

MEMO OF COMMITMENT

- Upon completion of the Self Study and the External Review, the department will submit to the Cabinet a Memo of Commitment detailing the department's action plan and resource requests for the next six-year period. (In this way the review process will be linked to the budget.) Upon Cabinet approval, any budgetary items that are requested by the department and endorsed by the Cabinet will be forwarded to the Budget Team for consideration.

SCHEDULE
The administrative review process will be completed within one fiscal year.

April of Prior Year - Departments about to undergo review will meet with the Cabinet or appropriate Vice President to go over Periodic Review expectations.

November 30– Initial Report and draft Action Plan submitted to Cabinet

January 15 – Cabinet Responses due to departments

January 15 – March 1- External review

March to June - Memos of Commitment drafted and finalized

Mid-cycle Progress Update and Re-evaluation of the Memo of Commitment (following year three of the departmental review cycle) – not to exceed 5 pages.

- The President, in consultation with Cabinet members, will provide a list of departments (or programs) to be evaluated during the spring of the year prior to the year of evaluation.

- Each department will review their last Memo of Commitment in the light of the assessment program that they developed in their last self study to assess the success of their program initiatives. Specifically, departments will address what items have been completed, what items are still in progress, and what items have not been implemented. They will determine if their goals and objectives have been met, determine what they would like to do differently if anything, and re-set their goals and objectives accordingly for the next three-year period. The Cabinet will reserve the right to ask departments to address specific issues within their review when deemed appropriate. This could include a revised Memo of Commitment if warranted.

SCHEDULE
September - Departments about to undergo review will meet with Cabinet or appropriate Vice President to go over Cabinet expectations.

December 31 – Progress report and possible changes in Action Plan submitted to Cabinet

March 31 – Cabinet responses due to departments

March to May – Memos of Commitment re-drafted (if needed)

Appendix 4: Departmental Assessment Template

Departmental Assessment Template - 2006-2007

Department Name: Completed by:

Assessment Process
When and in what setting does your department gather to assess the current year and plan the next?
What regular process does your department use to review the results of your assessments, and to
construct plans based on those results? Please describe.

Department Mission

Department Assessment Report

	Goal/ Outcome	Strategy	Assessment Method(s)	Assessment Results	Assessment Impact
	What are your department's goals? What student learning outcomes are expected of students in your department?	What strategies are employed to achieve the goal/outcome?	What methods are used to systematically collect and analyze data to determine the attainment of the goal/outcome? (Attach a copy of any instruments or rubrics)	What are the key findings from your assessment, interpretations of such findings, and implications for practice?	What actions or changes have you implemented (or plan to implement) to enhance student learning based on the assessment results?
Department Goals - *How do you define effectiveness as a department?*					
Goal 1					
Goal 2					
Goal 3					
Goal 4					

Departmental Student Learning Outcomes
*(knowledge, skills, and competencies that students are expected to exhibit upon
successful completion of your academic program)*

	Goal/ Outcome	Strategy	Assessment Method(s)	Assessment Results	Assessment Impact
Outcome 1					
Outcome 2					
Outcome 3					

Outcome 4				
Outcome 5				

College-wide Student Learning Outcomes *(from the College Mission Statement)*

	Goal/ Outcome	Strategy	Assessment Method(s)	Assessment Results	Assessment Impact
Outcome 1	Read with insight				
Outcome 2	Use language clearly and effectively				
Outcome 3	Think analytically				
Outcome 4	Understand fundamental methods and purposes of academic inquiry				
Outcome 5	Achieve informed appreciation of cultural heritage				
Outcome 6	Exercise creativity				
Outcome 7	Develop fundamental values- spiritual, moral and aesthetic				

Appendix 5: Feedback Form for Attendees at the Symposium

Presenter(s): _____

Peer-reviewer: _____

Session: _____

Title: _____

For each of the following statements, please use a scale from 1 to 7 to indicate whether you disagree or agree with the following statements, where 1 means that you strongly disagree and 7 means that you strongly agree.

1	2	3	4	5	6	7
Strongly			Neutral			Strongly
Disagree						Agree

____ The title clearly conveys the necessary information.

____ The abstract contains at least one sentence summarizing the main sections (e.g., Intro, Method, Results, and Discussion) and is clearly written.

____ There is a clear rational for the project.

____ The main argument/thesis/hypothesis is clearly stated.

____ The method of investigation is appropriate for addressing the argument/thesis/hypothesis

____ Evidence related to the argument/thesis/hypothesis is provided in a clear manner.

____ Conclusions based on the evidence are appropriate.

____ The tables and figures presented are relevant, easy to read and include the appropriate information.

____ References are clearly listed.

____ Overall layout is clean and easy to read.

____ Presenters answer questions well and show excellent knowledge of their project.

Please write any additional comments below.

Appendix 6: Goals from the Diversity Report

Below are the recommendations from the diversity committees from their May, 2008 report. The recommendations are grouped into four action areas.

Diversity Policy and Programming
1) Faculty and staff efforts to diversify MUST be more straightforward and mandatory.
   a. Hiring committees need to be diversified.
   b. Implement a rule that would not allow any candidate to be hired for any college position unless a QUALIFIED minority candidate has been interviewed.

2) We must make the addition of "gender identity and expression" to our non-discrimination policies and statements.

3) Research the implementation of a bias response team–
   a. Modeled after other like-institutions' teams
   b. Special Assistant to the President for Diversity and Inclusion should not be on the team
   c. Would alleviate having the "message" come from the Office of Diversity and Inclusion or from the Dean of Students repeatedly.

4) Create a system of public recognition for diversity efforts for ALL factions of campus.
   a. Tied to evaluations–some accountability for diversity goals
   b. Multicultural Competency Rubric and certification

5) Office of Diversity & Inclusion head (currently Special Assistant to the President) should have a Master's degree, PhD preferred, and some joint faculty appointment, possibly in the emerging Justice Studies Department.

6) Mandatory intensive diversity and sensitivity training should be conducted once a year. There needs to be accountability for departments and people who do not complete the training satisfactorily.

Recruitment and Retention
1) Establish 'ALANA Scholarships"–the current recruitment of students utilizes Heritage Scholarships and Ray Day Scholarships. These scholarships are currently not funded to the level at which enrollment is spending. As a result, scholarships to ALANA students are merely an outright discount. Specific dollar amounts can be given here to reflect what we spent and what is actually in the fund. We recommend setting a development goal to endow these scholarships, which would allow us to be more effective in meeting need for these students.

2) Incorporate more aggressively a 'push' for increasing minority alumni participation in the already existing Juniata Admission Ambassadors organization. There is also an existing program in place for current students to recruit at their high schools – this would be a good group of students to draw from.

3) Research community college populations in order to make an informed decision on encouraging more transfer students. We note that the small number of transfer spots available each year at Juniata is not adequate to meet our minority recruitment goals.

4) We do not feel that faculty members are adequately trained in admission product knowledge or methodology to accomplish this recommendation.

5) We recommend connecting students who visit their high school alma maters for recruitment purposes be connected with Juniata Admission Ambassadors (JAA) members and encourage them to join JAA after graduation

Academic Recommendations

1) A clearly articulated institutional commitment to provide systematic and consistent academic support for ALANA students.

2) A clearly articulated institutional commitment to provide consistent social and emotional support for ALANA students

3) A systematic method to assure that faculty members have received sufficient supplemental instruction on the issues and concerns of relevance to ALANA students and some method that promotes faculty accountability for the appropriate use of the information provided.

4) A stronger effort to promote the hiring of ALANA faculty members. The current strategies are clearly not sufficient as they have not resulted in many or sustainable ALANA hires. The presence of domestic minority faculty and staff communicates our institutional commitment to improving the climate for students of racial and ethnic backgrounds. The efforts of faculty and staff members to diversify MUST be straightforward and mandatory.
   a. Hiring committees need to be diversified.
   b. Implement a rule that would not allow any candidate to be hired for any college position unless a QUALIFIED minority candidate has been interviewed

5) We recommend that Juniata continue to develop the student and faculty exchange program with an historically black college or university.
   Juniata has begun the process of setting up a relationship with Morgan State University in Baltimore, MD where we have connections through Trustee Dr. Maurice Taylor. We have not fully explored this option and we encourage the Provosts' Office to initiate further steps to enhance this path.

Student Affairs and Campus Life

1) Juniata Alumni Ambassadors work with recent alumni (within the past 5 years) as they have had a much more positive experience at Juniata and would be more likely to be amenable to helping recruit ALANA students. We have a sizable population of ALANA alum in Washington, D.C., Baltimore, and VA. This area would be a good place to start.

2) While there are some places where diversity is celebrated publically, we need these awards to be much more conspicuous. The May Day Awards recognize cultural events, but not individual students. The Audre Lorde Book Award is handed out at Spring Convocation. However, the most encompassing award, the Social Justice Lapel Pin, awarded to seniors at graduation, is not given publically and should be.

3) Make Safe Zones training mandatory for all residence life staff and give incentives to faculty and staff for attending training. We should also implement some general diversity and sensitivity training for all faculty and staff members.

4) We request that there be a formal request from the President or Dean of students to make events like Madrigal more inclusive of the many faith traditions that exist at Juniata. Attempts to be more inclusive have been well intentioned but not well received and viewed as self-serving.

5) Trustees need to make a line item in the capital campaign to improve accessibility on campus and hire additional academic support staff as well as wellness counselors.

6) Plexus was formed in 2004 as an orientation to deal with culture shock, but has evolved into a peer mentoring group that serves ALANA, religious minorities, GLBT students and many others. There is a faction of students who do not wish to get involved with ODI and for that reason we recommend that there be several mentoring organizations, for instance one for Athletics, one for student government, etc. We also suggest these be mentoring groups rather than 1-1 – we have learned from other organizations of this sort that the one to one contact rarely works.

7) We reiterate the recommendation set for in 2001 that the topic of diversity and expectation of inclusivity as a part of the Juniata culture be vociferously mandated at each orientation and every college writing seminar lab.

Appendix 7: The Plan for Replacing Computers

Computer Replacement Plan

Current Status
Campus Technology Services is currently registering over 1000 college-owned computers. (Note: This number represents the number of machines currently showing up in our network inventory. There are additional non-networked machines which do not contribute to this count.) At an average of over $1000 per machine, the current CTS budget is not able to support this large number of machines. We have taken steps to improve upon the lifespan of all computers on campus, adding an application server which allows machines to run a slimmed down version of the operating system to connect to a server which runs the necessary programs. However, this approach is increasingly used to add extra, limited use machines throughout campus whenever a machine would have previously been removed from the network. Of the 700 'core' machines, close to 100 are over six years old (800MHz with 256MB of RAM) and would not be suitable for Windows Vista. (Tentatively planned for summer 2009).

The purpose of this proposal is to allow us to plan for the replacement of machines to make sure that users are matched with appropriate machines, while the budget is utilized to get the most return on our investment.

Proposal
This proposal focuses on five main factors:

- Improving the overall quality of computers used on campus
- Better planning of the purchase of machines to secure lower prices
- Making sure that new computers go where they are needed
- Reducing excess, un-necessary machines
- Consistency

Quality – By planning for a 6 year age limit on all core machines, the usefulness of these machines will be increased. Computer labs and individuals identified as power users will be upgraded to a new machine every three years. Due to the visibility to prospective students and increasing use of specialized software in the labs and the processing needs of certain users, we feel that it is important to ensure that these machines remain newer. Other users will receive computers removed from these locations for the remaining three years. At the end of the six year cycle, the machines will be removed from the core list.

Planning – By planning to purchase larger orders of machines at one time, we will be able to negotiate lower prices through the technology resellers. This will also give us the ability to let employees know in advance when they will receive a replacement machine, taking the guesswork and uncertainty out of the equation.

Usefulness – Campus Technology Services currently receives numerous requests to purchase new machines and other upgrades at the end of the fiscal year. These machines are normally bought with 'extra' funds remaining in budget accounts. While we appreciate the willingness of departments to help offset technology costs by using their own funding for purchases, it often results in more powerful machines going to locations where they are not yet needed. Our goal is to consistently provide users who will take advantage of the faster machines with the new computers, using their previous machines (that are only a couple years old) to upgrade users who do not need as much computing power.

Reduction – Another key component of the plan is reducing the number of machines that are becoming less needed due to the influx of mobile technologies. While some lab spaces remain extremely important due to the use of specialized software, several labs provide no additional computing options than a user bringing their laptop. Similarly, faculty are now equipped with laptops, making some of the podium machines less needed. Over the next three years, we look to gradually eliminate the 30 computer lab in BAC P107 and reduce the number of workstations in the library from 30 to 15 (replacing the remaining old

machines with newer ones). Additionally, the Computer Art lab in Good 201 will be combined with the lab in BAC B201 (which provides better functionality and newer machines) and the labs in Good 119 and Good 200 will be combined to make better use of the resources there. Overall, we plan to reduce the number of machines by almost 125 over the next two summers.

Types	Current	2008	2009	2010
Extra Workstation	7	7	7	7
Faculty/Staff	313	312	312	312
Loaner	23	22	22	22
Network	10	10	10	10
Podium	60	49	46	46
Public Lab (C102,Library,P107,G200,G201,Main)	194	128	110	101
Student Club	6	6	6	6
Student Employee	70	56	56	56
Student Extra	10	10	10	10
Totals:	**693**	**600**	**577**	**570**

Consistency – Purchasing machines in large groups will also improve the ease of preparation and support of the computers. As part of this proposal, Campus Technology Services will be responsible for base upgrades to all of the core machines on a regular basis. CTS will determine the standard specifications for new desktop machines. If a user requires a laptop to perform their duties, they will be provided a machine meeting standard specifications for a mobile machine. If departments wish to upgrade the machine, adding more memory, better video card, or choosing a laptop, they will be responsible for the additional cost encountered.

Departments wishing to upgrade or purchase new machines not falling in the core category will be responsible for securing funds for these machines. These machines will need to be ordered at the beginning of the fiscal year, at the same time the new core machines are ordered, to better take advantage of bulk pricing.

Budget Impact
With the purchase of new laptops for faculty and several other offices on campus this year, CTS is already committed to spending $72,000 in each of the next two years to pay off the remainder of the lease. Overall, approximately 160 computers have been replaced in the last year. To achieve a six year replacement cycle we will need to purchase an additional 140 computers over the next two years, then work to average the numbers purchased out to approximately 100 each year after that. Computer prices have fluctuated over the years, but we are estimating spending approximately $1500 per laptop and $1000 per desktop. Once the numbers have been thinned as explained above, CTS will need to budget an average of $110,000 per year to continue with this replacement cycle.

Included in Replacement Plan	Qty	Price Per	Total	Yearly (total/6 yrs)
Laptops	165	$1500	$247,500	$41,250
Desktops	405	$1000	$405,000	$67,500
Total	**570**			**$108,750**

Core, Self-funded, and Self-supported
Core machines include one computer per employee, public lab machines, classroom podium machines, and student employee workstations.

Self-funded machines are computers that fall outside of the 'core' category, but still fall within system requirements for network access and support. These machines are ordered through our department once per year, but are paid with funds secured by the requesting department. These machines must meet specific requirements, including manufacturer, processor, memory, and operating system.

Machines may be moved from this category to the self-supported category if they fall below minimum specifications. (example: JCEL hotel space, SIM, Field Station, etc.)

Self-supported machines are computers that fall outside of the 'core' category and do not meet the necessary system requirements. Purchasers of these machines are welcome to purchase from their preferred provider; however, they will be held to the same requirements as student machines for access to the network. The purchaser is responsible for all troubleshooting, maintenance costs, and upgrades to these machines. (Example: older machines connected to chemistry equipment.)

Appendix 8: Report of Survey Results—the Psychology Department

Note: This report has been edited for space considerations.

Psychology Alumni Survey (Spring, 2006)

Compiled by: Maria Weinzierl '06
Faculty Sponsor: Kathryn M. Westcott, Ph.D.

Overview

The Juniata College Psychology Department Alumni Survey 2006 was conducted in the Spring Semester of 2006 by Maria Weinzierl ('06) under the supervision of Dr. Kathryn Westcott. The survey was designed to meet three primary objectives: 1) to gather information about recent (1995-2005) Juniata College alumni who had Psychology as their program of study; 2) to evaluate the Psychology Department's role in students' undergraduate education; and 3) to give alumni an opportunity to provide recommendations to help the Psychology Department with goal development and future planning.

The 14-item survey was based on elements from a previous Juniata College alumni survey completed by Ray Ghaner (2001), Juniata College Institutional Research Surveys for recent graduates, and research on higher education program evaluation by Bauer and Bennett (2003). The specific areas of focus for the current survey included: education background information (graduation year, POE, graduate school information), principle occupation (after graduation, current, aspired), and evaluation of the Psychology Department's role in academic and professional development.

For this survey, Juniata College alumni from the years 1995-2005 who had Psychology as their program of study were sampled. This list of alumni was generated from Juniata College's Alumni Office. On March 28, 2006, alumni with e-mail addresses were sent an e-mail requesting completion of the on-line survey. To increase participation rates and to thank the participants for their time, participant's who completed the survey were entered into a drawing for a $50 gift card to Amazon.Com. To complete the survey, alumni were directed to the following web-site: http://departments.juniata.edu/psychology/alumni/. If an alumnus could not be reached via email (e.g., no e-mail address or e-mail was returned), paper-based copies of the survey were sent via postal mail on March 30, 2006. The letters sent via postal mail encouraged participants to either complete the enclosed paper-based survey and return it in the postage paid envelope or complete the on-line survey. The deadline to complete the paper based and web based survey was April 14, 2006. Email reminders were sent to alumni a week before the deadline encouraging completion. Copies of the web-based survey, paper-based survey, and cover letter to the alumni can be found at the end of the report.

A total of 231 alumni were contacted. The final response rate for the survey was 31.9% (n=74). Despite the small response rate, the survey provided valuable information about alumni current activities as well as feedback to the Psychology Department in terms of student's undergraduate education experience in Psychology at Juniata College. Overall, the survey results showed the majority of alumni continue their education and complete graduate degrees in diverse areas. Moreover, it is clear that with a psychology degree, individuals continue to have the ability to pursue occupations in a wide variety of disciplines including business, education, health services, law, scientific research, and social/recreational/religious areas. Results from the survey also suggest that alumni are generally satisfied with the psychology POE, services, and aspects of the department. Valuable feedback about classes and advising was also obtained.

Respondents

Juniata College alumni from the classes of 1995-2005 were the targeted audience of this survey. There were a total of 74 respondents. Names and graduation years are listed below:

[These names have been deleted for privacy. Ed.]

Survey Results

Education Background
Survey questions 1-7 collected data about the participants' educational background. This included information such as graduation year, program of emphasis, highest level of education, and graduate school attendance.

According to the results (Figure 1), the range of graduation years of the participants was 1994-2005. The class of graduates with the highest frequency of response was 2004 with 12 respondents.

Participants' were asked to provide the name of their Program of Emphasis (POE). The list of POEs received is as follows:

Program of Emphasis
Animal Behavior/Human Psychology
Animal Behavior/Science (2)
Art and Psychology in Human Development
Bio-behavioral sciences
Biopsychology
Biopsychology and French
Child Health Psychology
Elementary Education and Psychology
Expressive Psychology
Neuroscience

Note: List edited to save space. Ed.

Psychology and Spanish (2)
Psychology with an emphasis in children (2)
Quantitative Psychology

Graduate School
Results showed that 69% (n=51) of the participants continued to pursue higher education after graduating from Juniata College (see Figure 2). This number includes individuals who completed, were currently pursuing, and who attended but did not complete a graduate degree program.

The survey asked participants to provide his or her highest level of education as of Spring 2006. Descriptive statistics demonstrated that 40% (n=25) of the graduates had achieved degrees beyond the bachelors degree obtained from Juniata College (see Figure 3). The "other" degrees included Education Specialists (Ed.S), Juris Doctorate (J.D.), and a degree in specialized technology. There also was one alumna that noted that she obtained a masters degree in addition to 36 credits of coursework in special education. She was placed in the "master's" category.

It is important to note that at the time of the survey, 39% (n=29) of the alumni were enrolled in a graduate degree program (Figure 4). Individuals in the "not applicable" category included those who had completed a graduate degree, did not go to graduate school, and went to graduate school but did not complete the degree. The "other" degrees alumni were currently pursuing include licensure in Psychology, Autism Certification, and a Bachelors of Science in Nursing. At the time of the survey there also were three alumni who were completing his or her Master's degree at the end of the spring term and then continuing on with doctoral studies the next academic term. In this case, alumni were placed in the bachelor's degree category in Figure 3 and in the master's degree category in Figure 4.

The lists of graduate schools and programs of study provided by participants are listed below. Because one alumna did not specify which school or graduate program, there are 50 graduate schools and programs listed below. It is interesting to note that approximately one-third of the alumni pursued non Psychology-related programs such as Special Education, Geography, Health and Physical Education, Higher Education Administration, Human Resource Administration, Human Service Management, Law, Masters of Divinity, Masters of Social Work, Nursing, and Elementary Education.

List of Graduate Schools Attended by JC Alumni
Alliant International University CSPP
Boston College (2)
Bucknell University
California Graduate Institute, UAB (Barcelona)
Carlow University

Note: List edited for space. Ed.

Graduate Programs of Study
Clinical Art Therapy
Clinical Health Psychology
Clinical Psychology (5)

Note: List edited for space. Ed,

Principal Occupations
Question 8 collected information about alumni's occupations. Specifically, alumni provided information about their principle occupation immediately after graduation, current occupation, and ultimate career goal. The participants were provided with a list and asked to select the title that most closely describes each occupation. The list of occupations was derived from the Alumni Survey completed by Juniata College's Office of Institutional Research. This list can be found at the end of the report. Respondents also had an option to write in their job title.

Due to a coding error in the on-line survey, there is a misrepresentation of Admnistrative Support Occupations. All occupations in the Health Diagnosing and Treating, Legal-related, Scientific/Research, and Social/Recreation/Religious domains were incorrectly coded as Administrative Support. Therefore, a complete, meaningful picture of the vocational trajectories of Juniata College Psychology alumni is not available from this survey. Information from the domains of Business-Related Occupations and Education-Related Occupations, as well as some information submitted by participants in the free responses section provided some information about alumni past, current, and future occupations.

Employment after Graduation
Figure 5 displays the frequency of types of occupations among the alumni immediately following graduation. Results demonstrate that nearly one-third of the respondents were full time students following graduation. Below are the occupations selected from the list provided or free response:

Student (22)
Administrative: Administrative Assistant
                **due to technical difficulties, "Computer or Peripheral Equipment Operator" was misrepresented (17)
Business: Construction assistant for non-profit housing ministry
                Special Event Coordinator
                Medical Underwriter for an Insurance Company
                Waitress
                Intern for the Huntingdon County Planning & Development Office

Staffing Specialist

Note: List shortened to save space. Ed.

Other: Animal Keeper
                Traveled Abroad in Europe
                Student and veterinary technician
                Student and graduate assistant
                Student and ALU house manager
                Student and Computer operator

Current Employment
Figure 6 displays the frequency of the current types of occupations among alumni.

Results demonstrated that a large number of alumni were graduate students (n=12) and individuals working in the field of Education (n=14). Below are the occupations selected from the list provided or free response:

Student (12)
Homemaker (5)
Administrative: **due to technical difficulties, "Computer or Peripheral Equipment Operator" was
                misrepresented (15)
Business: Competitive Intelligence
                Managerial or management-related
                Office Manager
                Medical Underwriter for an Insurance Company
                Construction assist. for non-profit housing ministry - business

Note: List shortened to save space. Ed.

                Sports and Fitness Director
Other: Animal Educator
                Transportation planning
                Site Support Specialist
                Laborer
                Licensing Inspector
                Student and graduate assistant
                Student and TSS
                Student and Computer operator
                Did not answer (1)

Future Employment Aspiration
Figure 7 displays the frequency of the occupations in which alumni indicated they would ultimately like to obtain. Results demonstrated a preference for education related occupations (28%). Also, several alumni were unsure at the time of the survey of their ultimate career goal (18%). Below are the occupations selected from the list provided or free response:

Administrative: **due to technical difficulties, "Computer or Peripheral Equipment Operator" was
                misrepresented (22)
Business: Exec. Director of non-profit organization
                Human Resources/ Consulting
                Marketing, Advertising, or Public Relations
                Managerial or Management
Education: Elementary Teacher
                Special Education Teacher (2)
                College/University faculty (7)

Note: List shortened to save space. Ed.

Veterinary behavior
Assistant Chief Licensing
Unsure/No Answer (13)

Evaluation of Undergraduate Education
Survey questions 9-14 evaluated the Psychology Department's role in alumni's academic and professional development. This was done by having participants respond to questions using a Likert-type scale (e.g., 1 = not at all, 2 = a little, 3 = moderately, 4 = greatly). There was also an option to select "NA" if the area was not applicable.

Question 9 asked the participants to rate how well the psychology POE from Juniata College met his/her goals as a psychology major. Alumni were asked to rate how well the Psychology POE met his/her goals related to interests, preparation for graduate study in psychology, preparation for graduate study in a different discipline, personal growth, and job preparation. Overall, the results demonstrate that alumni generally felt that the psychology POE from Juniata College moderately or greatly met their goals. Ratings for each area were as follows:

	Mean	Range
Interest	3.81	2-4
Psychology graduate school preparation	3.62	2-4
Graduate school preparation other discipline	3.62	1-4
Personal growth	3.67	2-4
Job preparation	3.3	1-4

Survey question 10 asked participants to rate how satisfied they were with several services and aspects associated with the Psychology Department. This also was done on a Likert-type scale (e.g., 1 = very dissatisfied, 2 = generally dissatisfied, 3 = generally satisfied, 4 = very satisfied). Overall, results demonstrated that alumni were satisfied with academic advising, contact with faculty, quality of teaching, courses in major field, internships, study abroad, and independent study opportunities. The lowest rating, however, was received in the area of opportunity to work on faculty research. Specific ratings for each area were as follows:

	Mean	Range
Academic advising	3.49	2-4
Contact with faculty	3.62	1-4
Quality of teaching	3.77	2-4
Courses in major field	3.44	2-4
Internships	3.34	1-4
Study Abroad	3.6	1-4
Work on faculty research	2.97	1-4
Independent study	3.51	1-4

Survey question 11 asked alumni to evaluate several skill areas and abilities and indicate how important each was in both his/her personal and professional life and the extent to which each was enhanced by the Juniata College Psychology Department. Participants rated each item using a 5-point Likert-type scale (e.g., 1 = not at all, 2 = A little, 3 = Moderately, 4 = Significantly, 5 = Very Significantly). These skill areas and abilities were broken into broad areas such as abilities/skills, knowledge, interpersonal skills, and personal initiative.

The first category encompassed general skills and abilities related to literacy, writing, communication, logic/reasoning, and mathematic skills. Specifically, participants were asked to

rate the extent to which his/her undergraduate experience in Psychology enhanced his/her ability to write effectively, communicate well orally, listen effectively, problem solve, and think analytically or logically. Additionally, specific skill enhancement in the areas of basic computer use, statistics, and analysis of research literature were evaluated. Overall, alumni thought that these skills or abilities were moderately to significantly enhanced by the Psychology Department as well as important in their daily lives. Ratings for each item were as follows:

Abilities/Skills Enhancement	Mean	Median	Importance	Mean	Median
Write effectively	4.24	4		4.28	5
Communicate well orally	3.95	4		4.48	5
Listen effectively	3.92	4		4.54	5
Computer skills	3.46	3		3.82	4
Statistical skills	3.95	4		3.18	3
Problem solving	4.09	4		4.51	5
Think analytically & logically	4.26	4		4.47	5
Analyze scientific literature	3.8	4		3.31	4

Under the second category, specific types of knowledge of scientific process and theoretical foundation were evaluated. Overall, alumni thought that these skills or abilities were moderately to significantly enhanced by the Psychology Department as well as important in their daily lives. Specific ratings for each item were as follows:

Knowledge Enhancement	Mean	Median	Importance	Mean	Median
Scientific process & procedures	3.85	4		3.19	3
Theoretical foundation in field of Psychology	4.03	4		3.05	3

Under the third category, interpersonal skills such as the ability to function effectively as a team member as well as a leader and relate well to others were evaluated. Overall, alumni thought that these skills or abilities were moderately to significantly enhanced by the Psychology Department as well as important in their daily lives. Specific ratings for each item were as follows:

Interpersonal Skills Enhancement	Mean	Median	Importance	Mean	Median
Function effectively as a team member	3.85	4		4.38	5
Function effectively as a leader	3.68	4		4.2	4
Relate well to others	3.95	4		4.53	5

The final category evaluated skills related to personal initiative. Specifically, this category assessed independent work skills and the development of intellectual curiosity. Overall, alumni thought that these skills or abilities were moderately to significantly enhanced by the Psychology Department as well as important in their daily lives. Specific ratings for each item were as follows:

Personal Initiative Enhancement	Mean	Median	Importance	Mean	Median
Work independently	4.27	4		4.54	5
Develop intellectual curiosity	4.32	4		4.23	4

Open ended questions

Alumni concluded by completing three open-ended questions: 1) How satisfied are you with your overall undergraduate education in Psychology at Juniata College; 2) What did you like best about the Psychology Program at Juniata College; and 3) Do you have any recommendations of how the Psychology Department can improve the program?

The written responses can be found in Tables 1, 2, and 3. Possibly due to technical difficulties with the survey, we did not receive many responses for question 14 which asked for specific recommendations for how the Psychology Department could improve the program. Out of the 7 surveys sent back to us via postal mail, 2 of the alumni responded to question 14. Overall, the responses were very positive. Several professors, classes, and experiences were specifically mentioned and praised.

Conclusions

Overall, I think this project successfully completed the goals of Psychology Department of updating information about recent alumni, evaluating their role in students' undergraduate education, and giving alumni an opportunity to provide recommendations to be incorporated in goal development and future planning. The 74 participants provided a great deal of information concerning three specific areas of education background, principle occupations, and evaluation of undergraduate education. In the area of education, the results from the survey showed that the majority of alumni go on to complete graduate degrees in diverse areas. In the area of occupations, it is clear that with a psychology degree, individuals have the ability to pursue several occupations in the business, education, health, legal, scientific, and community-based areas. Results from the evaluation of elements of undergraduate educational suggest that alumni are generally satisfied with the psychology POE, services, and aspects of the department. Valuable constructive feedback about classes and professors was also obtained.

The response rate for this survey (32%) was slightly higher than the survey done in 2001 (28%). This may have occurred because more people utilized the online survey and there was an incentive offered. Although the online survey providing people with an opportunity to complete it more easily than the paper-based, it was difficult to contact alumni via electronic communication due to lack of current email updates. It is also important to note that there were some technical difficulties present in the survey that caused a loss of data. For future studies, the option to complete the survey in multiple ways and opportunity to offer an incentive should be continued. It is recommended that future alumni surveys should be designed to assess a broader range of Juniata College graduates with Psychology as an element of their POE and additional ways to publicize the study should be incorporated to increase response rate.

Table 1: Responses to the question: "How satisfied are you with your overall undergraduate education in Psychology at Juniata College?"

Note: This table has been truncated to save space. Ed.

Very satisfied
I'm very satisfied. I have found that I use some element of my psychology education almost every day in my coursework and in my non-academic work.
VERY!
I thought the program was very solid when I was at Juniata in the early to mid-1990's. Though I ultimately decided to not pursue a career in psychology, I feel I benefited from going through the psychology program at Juniata.

I am fairly happy with my undergraduate education in Psychology at Juniata. They could have a more diverse course load and add more courses that cover the more biological areas of Psychology.
I am very satisfied with my undergraduate education in Psychology from Juniata College. It has greatly prepared me for my graduate work. I build on the knowledge gained from my undergraduate education everyday.
Very satisfied.
I was very satisfied with my undergraduate education in psychology. It greatly prepared me for my graduate work (especially writing).

Table 2: Responses to question: "What did you like best about the Psychology Program at Juniata College?"

Note: This table has been truncated to save space. Ed.

Behavioral courses (thanks Dr. Masters!)... just wish I could've had a chance to work in the monkey lab.
The professors
The professors
I particularly enjoyed the close interaction and guidance I received from the psychology professors, especially from Dr. Dave Drews (who was my primary advisor at Juniata) and to a lesser degree Dr. Ron McLaughlin.
I liked the personal attention we received from the professors.
It was a very flexible program that allowed me to also pursue my interest in Education.
Choice of classes. Professors.
I most appreciated several of the professors, especially those that joined the staff before I graduated (Wescott & McKellop) as they brought with them knowledge about areas that I was also interested in (Counseling, School Psych, etc.)

Table 3: Responses to Question 14: "Do you have any recommendations of how the Psychology Department can improve the program."

Relate more to the real world or graduate school. In 1998, the courses were mostly book work. I think the program is changing due to what I have read in the last mailing from the college.
If they aren't offered now, classes dealing with child psych, behavior problems/trauma for children. Also, more classes dealing with how to work with children in the justice system.

Note: All graphs have been deleted to save space. Ed.

Appendix 9: Instruction and Writing Prompt, 2008

CWS Writing Sample—Summer 2007

Directions:

<u>**First 10 minutes**</u>
Complete the Writing Survey.
Allow no more than 10 minutes to complete the survey.

<u>**45 minutes**</u>
ESSAY QUESTION

Analyze and explain what impact cell phone use has had on ONE of the following groups:

- Friends
- Family members
- Students
- Other Community Members

Demonstrate your writing skills in a clear and concise essay (approximately 500 words). You should state a position, provide examples to support your discussion, and take the time to review for clarity and accuracy. Integrate at least one of the quotes or statistics into your essay. The audience for your essay will be professors in the English Department.

The writing sample and survey may have a bearing on your placement in the first year writing program and will help the English Department address the long-term effectiveness of writing instruction.

Here is the writing sample for you to consider:

Facts & Information about Cell Phones

Directions: **Integrate** at least one supporting quote or statistic from this list.

In many countries, mobile phones now outnumber land-line telephones, with most adults and many children using mobile phones. In the United States, 50% of children are using mobile phones.
"Cell Phones for Kids under 15: A Responsible Question"
http://www.point.com/articles/2006/04/cell_phones_for.php

The mobile phone itself has also become a <u>fashion</u> object of <u>totemic</u> value, with users decorating, customizing, and accessorizing their mobile phones to reflect their personality. This has emerged as its own industry. The sale of commercial <u>ringtones</u> exceeded $2.5 billion in 2004.
Lovatt, Fraser (2004) "<u>Ringtone Market Now Worth Frightening US$2.5 billion</u>"
<u>http://digital-lifestyles.info/2004/08/10/ringtone-market-now-worth-frightening-us25-billion-wap-use-doubles-but-still-rubbish</u>

But more than that, people need to recognize the error of their ways and the extent of their poor etiquette. Don't talk in elevators. Don't talk in buses or trains. Any place where people are cramped and space is limited, don't talk. You make no friends that way. Texting is a great option and should be used whenever possible. It's unobtrusive and quiet. Text, people. For the love of God, text.
Scott Goldberg, "Twelve Unwritten Rules of Cell Phone Etiquette"
<u>http://www.dmwmedia.com/news/2006/12/14/12-unwritten-rules-of-cell-phone-etiquette</u>

A quick-thinking British chef saved his life after grabbing his cell phone and taking a picture of the rare spider that bit him in the hand. A Brazilian Wandering Spider made its way into a crate of bananas that eventually ended up in the pub where 23-year-old Matthew Stevens worked. The highly-aggressive spider crawled out of the crate and under a dishcloth. When Stevens went to pick up the cloth, the spider - the size of the man's palm - bit him…. He quickly came down with more severe symptoms and chest pains, and doctors were stymied as they didn't know what type of spider bite they were dealing with. Voila, Stevens remembered his cell phone pic, which was quickly dispatched off to the Bristol Zoo for identification. Stevens was treated with the right antidote and released the next day.

"Man Saves Own Life with Cell Phone Pic." Network World. 29 April 2005. 15 June 2007. http://www.networkworld.com/weblogs/layer8/008714.html.

Many studies have shown that using hand-held cell phones while driving can constitute a hazardous distraction. However, the theory that hands-free sets are safer has been challenged by the findings of several studies. A study from researchers at the University of Utah, published in the summer 2006 issue of Human Factors, the quarterly journal of the Human Factors and Ergonomics Society, concludes that talking on a cell phone while driving is as dangerous as driving drunk, even if the phone is a hands-free model. An earlier study by researchers at the university found that motorists who talked on hands-free cell phones were 18 percent slower in braking and took 17 percent longer to regain the speed they lost when they braked.
Insurance Information Institute, "Cell Phones and Driving"
http://www.iii.org/media/hottopics/insurance/cellphones/

Flight 93 became an asterisk to a day of horror that claimed almost 5,000 lives, toppled buildings that stood like a twin Colossus on the New York shore, took down one side of the Pentagon, and ushered in a war without rules against an enemy without a state.

What made Flight 93 different was a decision reached somewhere over the skies of Western Pennsylvania, after passengers learned on cell phones that they were likely to be flown into a building as the fourth in a quartet of suicide attacks.   They decided to fight.

Roddy, Dennis. "Flight 93: 40 Lives, One Destiny." Post-Gazette 28 October 2001. 15 June 2007. http://www.post-gazette.com/headlines/20011028flt93mainstoryp7.asp.

The ubiquity of the cell phone has caused changes in certain cultural norms, as well. Businesses, movie theaters, parks and restaurants are just some of the spaces in which the appropriateness of cell phone conversations is disputed and unclear. The Metropolitan Museum of Art doesn't allow cell phones, but this doesn't always stop people from using them. (Katz shows a picture of a museum patron crouching to avoid being seen while using his cell phone.) Cell phones seem to prioritize communication with distant people over those sharing one's space, and the ethics of this new behavior are not universally agreed upon.
Prof. James Katz, "Cell Phone Culture"
http://web.mit.edu/comm-forum/forums/cell_phone_culture.htm

Appendix 10: Academic Program Review, Revision

Academic Program Review
Revision
2003

APAC proposes changing the five-year review cycle to a two-part six-year cycle. Consisting of:
  A. Departmental Self-Study and external review (every sixth year)
  B. Progress update and re-evaluation of the Memo of Commitment (end of year three of the cycle)

In this way the cycle would better coincide with the three–year cycle of the College's Strategic Plan.

DETAILS OF PLAN
A. Departmental Self-Study and external review (Every Sixth-Year)

• The administration will provide a list of departments (or programs) to be evaluated during the Spring of the year prior to the year of evaluation. This list will ordinarily be based on a six-year cycle; however extraordinary events (major gifts, new buildings, new departments) may occasionally alter this cycle.

• Each department involved will provide an Initial Report to APAC of the consequences of the last memo of commitment. Specifically, the department will address what items have been completed, what items are still in progress, what items have not been implemented, and what new items need attention. In so far as possible, the department will use the assessment data gathered since the last three-year review to assess the success of the program described in the memo of commitment, as well as to plan the future course of the program.

• The department will then propose a program for the next six years in the form of a draft action plan. APAC will then review this proposal, in the light of the last self-study, last memo of commitment, as well as the departmental report mentioned above, to determine if current circumstances indicate a need for additional focus on specific issues. APAC will maintain a dialogue with the department regarding the department's needs.

SCHEDULE
The new review process will be completed within one academic year.

April of Prior Year - Departments about to undergo review will meet with APAC to go over APAC expectations.

October 31– Initial Report and draft Action Plan submitted to APAC

December 31 – APAC Responses due to departments

January to March - External reviews

March to May - Memos of Commitment drafted and finalized

External Reviews
The External Reviews are probably the most beneficial piece of the APAC process. However, it is important to require the reviewers to submit a single report, preferably before they leave campus. APAC will provide a template for the reviewers report.

• The composition of the External Review team no longer requires a trustee participant.

- When appropriate, departments undergoing accreditation reviews will be permitted to substitute accreditation reports for the self-study, and accreditation teams for the External Review team.

Memos of Commitment
The APAC process has finally been linked to the budget during the past year. Any budgetary items that are requested by the department and endorsed by the Provost are included in the Memo of Commitment and forwarded to the Budget Committee—with the Provost's endorsement—for consideration.

B. Mid-cycle Update and Re-evaluation of the Memo of Commitment (following year three)
The Provost's Office will provide a list of departments (or programs) to be evaluated during the Spring of the year prior to the year of evaluation.

Each department involved will provide a report to APAC of the consequences of the last memo of commitment. Specifically, the department will address what items have been completed, what items are still in progress, what items have not been implemented, and what new items need attention. In so far as possible, the department will use the assessment data gathered since the last three-year review to assess the success of the program described in the memo of commitment, as well as to plan the future course of the program.

Each department will review their last Memo of Commitment in the light of the assessment program that they developed in their last self study, determine if their goals have been met, determine what they would like to do differently, and set their goals and objectives accordingly for the next three-year period. APAC will reserve the right to ask departments to address specific issues within their review when deemed appropriate. This could include a revised Memo of Commitment if warranted.

SCHEDULE
September - Departments about to undergo review will meet with APAC to go over APAC expectations.

December 31 – Progress report and possible changes in Action Plan submitted to APAC

March 31 – APAC responses due to departments

March to May – Memos of Commitment re-drafted (if needed)

Other Changes
The process will allow flexibility in the scheduling of reviews. If needed, APAC or the Provost could initiate a departmental review out of cycle.

Supporting Documents
Template for Self-study
Template for External Review
Template for Memo of Commitment

APAC April 22, 2002

Appendix 11: FISHN Definitions—Old and Proposed

Over the past two years the curriculum committee has examined the FISHN distribution requirements. We have brought this to the faculty as "topic of the day" to receive input, as well as engaged in conversations with individual faculty and departments. In summary, there seems to be general consensus that faculty are happy with the requirements. There has been confusion related to what is required of a course in order for it to receive a FISHN designation. Therefore, the curriculum committee, in consultation with other faculty, has refined the descriptions for each element of the distribution requirements. The purpose of the new descriptions are to a) make descriptions more accurately reflect how they have been interpreted, keeping in mind current course designations and b) removing the impression that distribution designations are based primarily on which department host the course.

If the new definitions are enacted, we will not require new course proposals for existing courses. Instead the curriculum committee will ask each department/program to evaluate their course offerings and determine if designations should be altered, bringing only those courses to the committee that require changes. We will further ask that courses that have 2 or more designations be seriously evaluated to see if they in fact serve each designation. We anticipate the "I" will often be cross designated with other elements of FISHN, but that others should generally not be. The overuse of cross designation has the potential to water down the distribution requirements. Below find the old and new description for each FISHN category:

Fine Arts (F):
Old: The Fine Arts requirement enlarges the domain of students' sensibilities and extends the range of their expressive abilities by providing a minimal acquaintance with the fundamental forms of aesthetic experience. Courses either involve students in the practice of certain artistic skills or in the study of the history of their development and practice, or both. Offerings include courses in Art, Music, Theatre, and Creative Writing.

New: An appreciation and understanding of art and the aesthetic experience enriches the life of the individual and produces more civically minded and socially engaged citizens. The fine arts requirement enlarges the domain of students' sensibilities and extends the range of their expressive abilities with the fundamental forms of the aesthetic experience. The primary goal of fine arts courses is to involve students in the practice of artistic skills or in the study of the history and/or theory of their development and practice.

International (I):
Old: Because we live in a steadily shrinking world, almost every issue of significance quickly becomes a global issue. Introducing an awareness of foreign values and points of view into the intellectual habit of our students is especially important. Liberal arts learning at its best should equip our students to deal responsibly with the larger world they inhabit. A course may receive an "I" designation if it meets one of the following criteria: 1. The primary aim of the course is to introduce students to the history, culture, or civic life of one or more culture(s)/ country(ies) other than the United States, or to compare the history, culture, or civic life of the United States and one or more other culture(s)/country(ies); 2. The course requires students to think and express themselves in a language other than English; 3. The course examines the social or cultural world of humans at a systemic level, i.e. it examines the international economic system, international politics, international law, etc. "I" courses include anthropology, foreign languages, geography, non-U.S. history, non-U.S. political science, non-U.S. art history, and non-Western literature and religion.

New: Because we live in an increasingly interconnected world, giving students an awareness of global issues and international perspectives across disciplines is especially important. "I" courses aim to equip our students to deal responsibly with the larger world they inhabit. "I" courses may study global issues in one of three ways. 1. The course introduces students to the history, art,

literature, philosophy, or civic life of people of different nationalities from a comparative approach. 2. The course requires students to think and express themselves in a language other than English. 3. The course examines international social, material, cultural, religious, or intellectual exchange at a systemic level.

Social Science (S):
Old: No education in modern times would be adequate without some understanding of how human behavior is determined, both individually and corporately. Leadership requires knowledge of both the insights and limitations of scientific study of the forces and factors which structure human life. Social Science courses include anthropology, business, economics, education, peace and conflict studies, political science, psychology, and sociology.

New: Understanding human behavior, including one's own, and how that behavior affects others, is fundamental to functioning in society. Social scientists strive to understand a wide range of domains, from the formation of the self to the interactions of nations. Knowledge is acquired from systematic study, using a diverse set of scientific methods including, laboratory experiments, field observation, survey work and ethnography, as well as insight acquired through experience. The social sciences apply the knowledge gained from these studies to improve the human condition.

Humanities (H):
Old: Students need to have some sense of their "cultural identity," that is, what are the forms of thought, literature, and history which have given shape and meaning to western life. An indispensable aspect of this study is acquiring the habits of mind (skepticism, imagination, judgment) necessary to reinterpret the values of this heritage in the face of the complexity and ambiguity inherent in every human situation. Humanities courses include offerings in communications, foreign languages, history, literature, philosophy, and religion.

New: Students of the humanities learn that there is no one universal or correct theory or approach that explains the whole of human knowledge or experience. The humanities use methods such as textual interpretation, historical analysis, and philosophical investigation to ask fundamental questions of value, purpose, and meaning in a rigorous and systematic way. As a result, the humanities help us acquire the wisdom that can guide our lives and teach us to think critically and imaginatively about issues that face us as citizens and human beings, informed by the knowledge of how those issues are (or have been) understood in different times, places, and cultures.

Natural and Mathematical Sciences (N):
Old: The study of nature and the acquisition of those analytical attitudes of mind necessary for systematic inquiry about the universe in which we live is central to intellectual advance. To learn the role of accident and revision in the process of discovery is as important as learning the methods and discipline for the scientific pursuit of truth. Science courses that fulfill this requirement include astronomy, biology, chemistry, geology, physics, mathematics, and computer science.

New: The natural sciences study the physical and biological aspects of the universe including matter, energy and the complexities that arise through their interactions. Students who gain knowledge of the natural sciences and the methods of science are equipped to better understand many of the difficult problems facing humans and participate in finding solutions. The methods of the natural sciences include observation, generation of hypotheses and empirical testing. Careful quantitative measurements often lead to the development of abstract models that form fundamental theories. Mathematical Sciences provide the structure, logic and abstract reasoning skills used by the natural sciences and other fields in the generation of these theories. Courses in natural and mathematical sciences provide students with the opportunity to engage in the processes and methods of exploring the natural world and to develop skills in logical and abstract reasoning.

Appendix 12: Actual and Projected Enrollments

Enrollment Summary	Actual Fall Enrollments					
Class	02-03	03-04	04-05	05-06	06-07	07-08
Senior	232.0	300.0	276.0	305.0	300.0	277.0
Junior	344.0	289.0	317.0	321.0	320.0	327.0
Sophomore	320.0	341.0	361.0	342.0	370.0	328.0
Freshmen	394.0	397.0	408.0	411.0	383.0	406.0
TOTAL DEGREE	1,290.0	1,327.0	1,362.0	1,379.0	1,373.0	1,338.0
TRFTES of ND	28.4	47.5	48.8	58.7	41.9	75.5
TOTAL TRFTES	1,318.4	1,374.5	1,410.8	1,437.7	1,414.9	1,413.5
% Change fr Pr Yr	3.1 %	4.3 %	2.6 %	1.9 %	(1.6)%	(0.1)%

Enrollment Summary	Projected Fall Enrollments					
Class	08-09	09-10	10-11	11-12	12-13	13-14
Senior	306.1	271.3	287.5	303.8	303.8	292.4
Junior	308.0	326.3	344.8	344.8	331.9	329.6
Sophomore	347.5	367.2	367.2	353.5	351.0	363.8
Freshmen	429.0	429.0	413.0	410.0	425.0	425.0
TOTAL DEGREE	1,390.6	1,393.8	1,412.5	1,412.1	1,411.7	1,410.8
TRFTES of ND	48.0	48.0	48.0	48.0	48.0	48.0
TOTAL TRFTES	1,438.6	1,441.8	1,460.5	1,460.1	1,459.7	1,458.8
% Chge fr Pr Yr	1.4 %	(0.5)%	1.8 %	0.5 %	0.0 %	0.0 %

Enrollment Summary	Actual Spring Enrollments				
Class	02-03	03-04	04-05	05-06	06-07
Senior	301	339	313	366	363
Junior	314	279	317	294	323
Sophomore	296	332	329	329	339
Freshmen	342	342	353	353	318
TOTAL DEGREE	1,253.0	1,292.0	1,312.0	1,342.0	1,343.0
TRFTES of ND	23.2	37.9	52.8	64.3	33.1
TOTAL TRFTES	1,276.2	1,329.9	1,364.8	1,406.3	1,376.1
% Chge fr Pr Yr	3.5 %	4.2 %	2.6 %	3.0 %	(2.1)%

Enrollment Summary	Projected Spring Enrollments						
Class	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Senior	335.2	370.4	328.3	347.9	367.6	367.6	353.8
Junior	353.2	332.6	352.4	372.4	372.4	358.5	356.0
Sophomore	307.3	325.6	344.1	344.1	331.2	328.9	340.9
Freshmen	341.0	360.4	360.4	346.9	344.4	357.0	357.0
TOTAL DEGREE	1,336.7	1,389.0	1,385.2	1,411.3	1,415.6	1,412.0	1,407.7
TRFTES of ND	32.2	20.4	20.4	20.4	20.4	20.4	20.4
TOTAL TRFTES	1,368.9	1,409.4	1,405.6	1,431.7	1,436.0	1,432.4	1,428.1
% Chge fr Pr Yr	(0.5)%	3.0 %	(0.3)%	1.9 %	0.3 %	(0.3)%	(0.3)%

Appendix 13: Revenues and Assumptions

The amounts in this table are in thousands.

Revenue Projections	07/08	Est 08/09	Est 09/10	Est 10/11	Est 11/12	Est 12/13
Gross Tuition	39,301	42,165	44,049	46,752	48,915	51,046
Gross Room	4,339	4,683	4,894	5,197	5,441	5,681
Gross Board	4,143	4,470	4,671	4,960	5,194	5,425
Gross Health Services Fee	237	242	256	260	261	289
Gross Activity Fee	181	185	214	217	246	246
Gross Technology Fee	448	459	484	504	505	504
Unrestricted Discounts	(17,295)	(18,974)	(20,042)	(21,506)	(22,990)	(23,991)
NetTuition,Room,Board,Fees	31,353	33,231	34,526	36,385	37,572	39,200
Other Revenue Sources	1,563	1,563	1,563	1,563	1,563	1,563
Unrestricted Gifts	1,000	1,155	1,275	1,400	1,500	1,600
Unrestricted Endow Spending	512	532	561	609	661	708
Restricted Endow Spending	0	148	279	503	745	961
Funds for Operations	34,427	36,629	38,203	40,460	42,041	44,031

The dollar amounts in this table are NOT in thousands but by student cost.

Revenue Assumptions	07/08	Est 08/09	Est 09/10	Est 10/11	Est 11/12	Est 12/13
Tuition	28,250	29,610	30,940	32,330	33,780	35,300
Room	4,220	4,420	4,620	4,830	5,050	5,280
Board	3,820	4,000	4,180	4,370	4,570	4,780
Total Tuition, Room, Board	36,290	38,030	39,740	41,530	43,400	45,360
% Chng Tuition,Room,Board	0	0	0	0	0	0
Fees	0	0	0	0	0	0
Student Activity	130	130	150	150	170	170
Technology	370	370	390	400	400	400
Health Services	170	170	180	180	180	200
Total Fees	36,960	38,700	40,460	42,260	44,150	46,130
% Change over last year	4.94%	4.71%	4.55%	4.45%	4.47%	4.48%

See next page for more assumptions.

Dollar amounts with $ signs in this table are in thousands.

Revenue Assumptions	07/08	Est 08/09	Est 09/10	Est 10/11	Est 11/12	Est 12/13
Total New Students	406	429	429	413	410	425
1st Time Fulltime Freshmen	386	409	408	392	390	404
Fall Tuition Rev FTE Students	1,413.5	1,438.6	1,441.8	1,460.5	1,460.1	1,459.7
Spr Tuition Rev FTE Students	1,368.9	1,409.4	1,405.6	1,431.7	1,436.0	1,432.4
Fr to Soph Persistance	(14.4)%	(14.4)%	(14.4)%	(14.4)%	(14.4)%	(14.4)%
4 Year Persistance Rate	74.5 %	74.5 %	74.5 %	74.5 %	74.5 %	74.5 %
Freshman Discount Rate	49.5 %	51.9 %	51.9 %	51.9 %	51.9 %	51.9 %
Gross Unrestricted Discount	45.0 %	45.0 %	45.5 %	46.0 %	47.0 %	47.0 %
Occupancy/Tuition Ratio	74.2 %	75.2 %	75.2 %	75.2 %	75.2 %	75.2 %
Fall Room Rev FTE Students	1,048.8	1,081.8	1,084.2	1,098.3	1,098.0	1,097.7
Spr Room Rev FTE Students	1,007.5	1,037.3	1,034.5	1,053.7	1,056.9	1,054.2
Fall Board Rev FTE Students	1,121.2	1,156.4	1,159.0	1,174.1	1,173.8	1,173.4
Spr Board Rev FTE Students	1,047.8	1,078.8	1,075.9	1,095.8	1,099.2	1,096.4
Juniata Scholarship Fund	$1,000	$1,155	$1,275	$1,400	$1,500	$1,600
Endow Spending Formula	5.2 %	5.1 %	5.0 %	5.0 %	5.0 %	5.0 %
Chng in Endowt Spending	1.0 %	6.4 %	5.3 %	8.6 %	8.6 %	7.0 %
Endowment FY End Value	$76,000	$80,000	$87,000	$94,000	$100,000	$103,000
Unrestricted % of Spending	16.2 %	16.2 %	16.2 %	16.2 %	16.2 %	16.2 %
Restricted Growth Offset	0.0 %	75.0 %	75.0 %	75.0 %	75.0 %	75.0 %
Total Endowment Spending	$3,089	$3,287	$3,461	$3,760	$4,083	$4,370

Appendix 14: Expenses and Assumptions

Dollar amounts are in thousands.

Expense Projections	07/08	Est 08/09	Est 09/10	Est 10/11	Est 11/12	Est 12/13
Food Service Contract	2,030	2,190	2,271	2,419	2,544	2,658
Utilities	1,723	1,896	1,987	2,118	2,287	2,447
Debt Service	1,184	1,177	1,216	1,174	1,339	1,868
Contingency Funding	0	440	726	1,092	1,177	969
Insurance Expense	329	339	343	346	346	346
Miscellaneous	74	77	77	78	79	80
Total General Expenses	5,341	6,117	6,619	7,227	7,772	8,368
Strategic Initiatives	498	438	100	52	50	0
Salaries & Wages	14,665	15,239	15,696	16,167	16,652	17,152
Fringe Benefits	6,500	7,053	7,617	8,226	8,884	9,595
Total Compensation	21,165	22,291	23,313	24,393	25,536	26,746
Provost	3,332	3,490	3,640	3,749	3,861	3,977
Finance and Operations	2,379	2,524	2,599	2,677	2,758	2,840
Advancement & Marketing	1,536	1,556	1,637	1,686	1,737	1,789
President	167	173	179	184	189	195
Total Department Budgets	7,413	7,743	8,054	8,296	8,545	8,801
Total Expenses	34,416	36,590	38,086	39,968	41,904	43,915

Expense Assumptions	07/08	Est 08/09	Est 09/10	Est 10/11	Est 11/12	Est 12/13
Compensation	2.5 %	3.0 %	3.0 %	3.0 %	3.0 %	3.0 %
Fringe Benefits	9.0 %	8.5 %	8.0 %	8.0 %	8.0 %	8.0 %
Departmental Budgets	0.0 %	1.0 %	3.0 %	3.0 %	3.0 %	3.0 %
Utilities	0.0 %	1.7 %	4.8 %	6.6 %	8.0 %	7.0 %
Capital Budget	0.0 %	1.2 %	1.9 %	2.7 %	2.8 %	2.2 %
Food Service Contract	5.0 %	4.5 %	4.5 %	4.5 %	4.5 %	4.5 %