Juniata
COLLEGE

Huntingdon, Pennsylvania

Student Development: the Climate and the Process

The Juniata College Self-Study

Submitted to the Commission on Higher Education
Middle States Association of Colleges and Schools
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Executive Summary

This self-study is an examination of student development at Juniata College. The report looks at the climate and the process of student development through three selected topics: the first year experience, student engagement, and internationalization. The self-study contains seven sections: a review of the design for self-study (the introduction), a chapter for each of the three special topics, a chapter on assessment, a chapter for the evaluation of the institution, and a chapter of conclusions that identifies our major priorities and indicates how we will proceed to make changes.

Throughout the chapters, the editors use the personal pronouns "we" and "our" to refer to the task force who undertook a particular part of the self-study. Occasionally, "we" refers to a collective "we," meaning the college faculty and, sometimes, the entire college community. These shifts in reference are clear in context.

The rationale for selecting the topic of student development came from our desire to see how well our first year students were integrated into their college experience, to learn how invested our students were in their education, and to discover how well internationalization had been integrated into the college experience.

Because this self-study concentrates on areas where faculty members and administrators suspect that we have weaknesses, the tone and the number of recommendations may appear negative to a hasty reader. We all believe that Juniata is very successful in fulfilling its educational goals. The areas we selected for this study are those in which we feel we can do better. This study reflects our desires and our plans to do just that. As a result of studying the three special topics of student development and of exploring the adequacy of our tools for assessment, we identified areas in which we do well and those which require more attention and effort. For each topic of inquiry, we discovered that we wished to know more. In that sense, we came to understand that self-study is an ongoing process rather than a conclusion. Following is an overview of what we studied and of our findings.

The college became concerned with the experiences of our first year students because of results we saw from the National Survey of Student Engagement (NSSE). We found that our freshman differ substantially from those at peer institutions, particularly the large number of our students who select programs in Biology and health sciences. Because of these interests, our freshmen have fewer opportunities to experience a broad range of subjects. The courses they take tend to be in large sections. We also found variations in the freshman writing course that may significantly affect what students learn about writing and how well prepared they are for other courses. Finally, we found a gap between what many faculty members perceive that freshman are experiencing and what the data tell us about their actual experiences.

As a consequence of the self-study, we discovered that faculty members and administrators need more information about the academic needs of incoming students. In addition, faculty members need to understand the nature of the courses that freshmen take. Teachers of freshmen courses, particularly those who teach freshman writing, need to agree on the goals of the course and on strategies to reach those goals. To evaluate whether we are succeeding, we need to evaluate the writing ability of students as they enter their sophomore year. Faculty members may need to moderate their expectations for the freshman composition course. Nonetheless, the goals and strategies for that writing course and for other heavily populated courses need to be communicated clearly to all faculty members. In addition, we need to review the impact of the Biology and Chemistry component that constitutes so large a part of the first year. We especially need to know how the freshman science cluster influences the class experiences of our freshmen.

The chapter on internationalization examines the commitment of the college to raise the awareness of students to their role in the global community. As the study indicates, we have made a good start at internationalization. However, we found problems with the study of foreign languages, study abroad, courses with an international component, and international students on campus. Increases in the number of students having international experiences are not commensurate with the funds devoted to our commitment to internationalize. Many students come to campus eager to study abroad; yet, by the time they are juniors, they do not go abroad. Many of our incoming students who are interested in science believe that their science major prevents them from studying abroad--or even from changing their major. We learned that faculty members are worried about the number, type, and size of courses that freshmen must take.

Because of our findings, we recommend changes, particularly in the oversight of the center for international education. We need more study to determine how the course of study a student chooses influences her desire to study abroad. We need to structure conditions on campus to facilitate more contact between domestic and international students. We need to encourage more students to enroll in world language courses and may need to modify programs to ensure increased language study. Faculty members need to know about study abroad so they can encourage and facilitate students. As the self-study indicates, we may need to reverse the trend of experiences abroad increasing for a summer stay at the expense of the traditional study for a semester or year. In addition, so more students can have an international experience, we should place students in programs that offer the student and the college the greatest benefit. Finally, the self-study reveals that administrators should commit to strengthening the internationalization program with the same zeal they demonstrated in the early 1990's.

The third special topic investigates the extent to which our students engage in active learning--in curricular, co-curricular, and extra-curricular experiences. We have used the results of the National Survey of Student Engagement (NSSE) to measure our success in providing an active learning environment for our students. Additionally, we examine the extent to which curricular, co-curricular, and extra curricular activities are interrelated. We looked at how supportive the campus environment is in encouraging interaction between faculty members and students and between students. We examined the availability of extracurricular opportunities that take learning beyond the classroom into the community. Finally, we examined the extent to which the campus offers diverse experiences for students and concluded that it does not.

Another result of examining student engagement was our recognition that the faculty should consider a mandatory senior experience. Like the internationalization task force, the task force studying student engagement also concluded that greater opportunities for study abroad should be available to students. Most significantly, they observed that efforts to diversify have produced inadequate results. They urge the college to implement the recommendations of the diversity task force. Finally, the task force advised that the college explore opportunities for students and for faculty members to become more involved in projects in the surrounding community.

The steering committee for this self-study decided that assessment merited an entire chapter. In the assessment chapter, the task force on assessment examined the way we assess our academic programs, the curriculum, and the faculty members who administer that curriculum. They also looked at how the college evaluates student outcomes. Further, the assessment chapter explores how well our staff members and administrators and our facilities serve the needs of our students. The task force investigating assessment emphasized using results to effect change.

The assessment self-study found that faculty members and administrators should revise the process for program review. Faculty members need to create better instruments to ascertain whether the curriculum is achieving its goals. They need to define writing goals across the campus and to examine the success of current writing courses in meeting those goals. The academic planning and assessment committee, working with the office of institutional research, should develop a plan to measure student outcomes for all programs, academic and administrative. Each administrative department should regularly perform a self-study. We need plans for future projects for campus buildings and grounds and a plan to create an open environment for disabled persons.

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Appendices for Chapter 1 How We Got Started

I. How We Got Started: A Look at the Self-study Design

In this chapter, we summarize the steps we took to produce this self-study. We explain our choice of the selected topics model and of the topics we studied. We review the committees we formed and the process we used to learn about ourselves. Finally, we introduce ourselves and explain what we believe.

A. The Model and Topics We Chose

At this historical moment, things look good for Juniata College. The administration has helped to establish a reasoned, collegial atmosphere. Enrollment has remained strong (including a record new class for fall 2002). The college has climbed the ladder in national ratings. For example, we have moved from the third to the second tier of national liberal arts colleges in the *US News and World Report* ratings.

Because the college appears to have a solid foundation of success, the steering committee chose the selected topics model of self-study. This model allowed us to focus on student development. It enabled us to investigate three areas where we have invested substantial resources, including time and effort. We see these areas as critical to the success of our current curriculum and central to our vision of helping students become globally aware, life-long learners. These topics are

> The first year
>
> Internationalization
>
> Student engagement

Last year the provost scheduled a series of faculty forums to discuss student engagement. The provost's report to the faculty, "Draft: The Juniata Curriculum," sparked continuing interest in both the first year and in student engagement. In this report, the Provost related the results of the National Survey of Student Engagement (NSSE) to the "learner-centered approach" at Juniata. Based on discussion from the forums, from faculty meetings, and from the NSSE results, the provost recommended that we examine closely the first year and look at how and to what extent we are engaging our students. He also cited study abroad and language study as examples of other areas that needed our attention. Furthermore, active learning and internationalization are conspicuous focuses in the most recent strategic plan.

Thus, with evidence from external sources, from internal direction, and from our collective understanding, we realized that we needed to learn more about how well or ill we as a community understood what we were trying to do and how strong or weak were the results of our efforts.

The mini comprehensive requirement of the selected topics model also suits the overall college climate. We feel we are doing well in many areas of interest to the Middle States Association. The college is strong. We have ongoing programs of assessment and planning. Much has happened at Juniata since the last self-study and in the five years since the Periodic Program Review. Yet what has happened has pushed us further along in the direction to which we had already committed: student-centered learning. We remain committed to that direction and to the vision articulated in our mission statement.

B. Organizing the Process

The provost, in consultation with the president and the executive committee of the faculty, chose the members of the steering committee. The goal was to have a group with wide representation from academic divisions and ranks, from many areas of administrative expertise, from students, and from alumni. (You can see the composition of the steering committee in Appendix 1 on page 7.)

The steering committee then named members to five major task forces, one for each of the three selected topics, one to study assessment methods at the college, and one to evaluate Juniata according to the standards in *Characteristics for Excellence in Higher Education* for the mini-comprehensive portion of the self-study. You can find the composition of the task forces in Appendix 2: Members of Self-study Task Forces on page 8.

C. Duties of the Task Forces

Each of the task forces was responsible for submitting a report to the steering committee. The task forces explored the following "Themes of Investigation."

> Identify the goals of their specific programs or services or processes, and determine how those goals can be best linked to the mission statement of the college;

> Evaluate the resources used to support the programs or services or processes and determine to what extent college resources can be best allocated to fulfill their goals;

> Evaluate the assessment tools and processes used for these programs or services or processes and recommend new or modified assessment tools and processes.

Crucial to these efforts was the desire to keep the self-study process open and public. The steering committee presented information about the nature, purpose, and scope of the self-study as the "topic of the day" at the November 2001 faculty meeting. Regular emails and several forums have kept the campus informed about the progress of the self-study. In addition, the steering committee

established a self-study website, open to the campus community, featuring threaded discussion boards. The *Design for Self-Study* was posted there. In addition, all reports of the task forces, at every stage of their development, have been available on the public computer drive, which is accessible by all members of the campus community.

D. Goals for the Self-Study Process

Naturally, the overall goal of the process was for faculty members, staff members, and the administration to understand and improve the educational experience for our students. Particularly, our goals were

> To improve the first year experience for our students so that a solid foundation is laid for both their academic success and their incorporation into the learning community;

> To make our students more active learners, in the process discovering what classroom conditions, pedagogical methods, curricular structures, administrative services, and off-campus experiences are most likely to lead to that primary goal;

> To increase the international awareness and experience of our student body, both to provide a culturally literate academic community and to produce students who can be responsible global citizens.

Implicit in these goals is the further goal of ascertaining the proper tools to assess outcomes in these areas.

To fulfill our mission inside and outside the classroom requires a set of interrelated goals for student development. In 2001, the provost submitted a draft report entitled "The Juniata Curriculum," which identified the following goals for student development:

> a) Acquiring intellectual skills and capacities;

> b) Understanding multiple modes of inquiry and approaches to knowledge;

> c) Developing societal, civic, and global knowledge;

> d) Gaining self-knowledge and grounded values;

> e) Concentrating and integrating knowledge.

Ultimately, we cannot achieve any of these goals without making sure that all understand the conclusions of the self-study. Further, we understand that we must implement, where possible, the recommendations of the self-study. The president and provost have provided assurances that the self-study will be

studied carefully and that all recommendations would be publicly tracked and their dispositions publicly noted.

E. Who We Are and What We Believe: A Brief Introduction

Juniata College is an independent, coeducational liberal arts college, 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 is the county seat of Huntingdon County, with 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 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.

As of 2002, the campus contained 41 buildings on over 1,000 acres, including the 316 acre nature preserve. A 665 acre field station on nearby Raystown Lake is leased from the Army Corps of Engineers and provides one of the most distinctive opportunities in environmental science in the nation. Open this fall is the William J. von Liebig Center for Science, a state-of-the-art classroom and laboratory facility.

From its inception, Juniata devoted itself to liberal education within the context of ethical values and useful citizenship. Our mission statement reflects our commitment to these goals.

Mission Statement
Juniata College

Juniata College is a community dedicated to providing the highest quality liberal arts education. The aim of that education is to awaken students to the empowering richness of the mind and to enable them to lead fulfilling and useful lives.

As a community, Juniata is especially concerned with the environment necessary to foster individual growth. It therefore values mutual support, the free exchange of diverse ideas, and the active pursuit of both cooperative and individual achievement. As a member of the international community, Juniata extends the student's academic experience into the world and encourages the free and open exchange of thought among peoples from distinct cultures and nations.

Individual growth first requires the development of basic intellectual skills: the ability to read with insight, to use language clearly and effectively, and to think analytically. A Juniata education helps students to understand the fundamental methods and purposes of academic inquiry and encourages them to achieve an informed appreciation of their cultural heritage. On this foundation, Juniata students are stimulated to exercise creativity and to develop those fundamental values—spiritual, moral and aesthetic—which give meaning and structure to life.

The qualities of mind and character nurtured within the Juniata community permit our students to realize their full potential as contributors to society, informed citizens, and caring and responsible adults.

Condensed Statement

Juniata College is a learning community dedicated to the highest quality education in the liberal arts and sciences, which will enable our graduates to lead fulfilling and useful lives in a global setting.

Approved by the Board of Trustees May 7, 1988. Revised and approved by the Board of Trustees, October 16, 1993.

It is easier to state a mission than to achieve it. This is particularly true of educational institutions because the true measure of their achievement is in the lives of their students. Colleges change lives, and our mission statement assumes that the students who graduate from Juniata will be very different from the ones who entered. Student-centered outcomes are thus essential to the identity of Juniata College.

Appendix 1: Members of the Steering Committee

William R. Alexander*, Vice President for Finance and Operations
Michelle M. Bartol*, Dean of Enrollment
Ray Chambers, Vice President and Chief Information Officer
Cynthia G. Clarke*, Director of Institutional Research
Kris R. Clarkson, Dean of Students
David R. Drews, Charles A. Dana Professor of Psychology; Chair of the
      Psychology Department
James Engler, Student, 2003; POE: Biology/Spanish
James J. Lakso, **Co-chair of the steering committee**; Provost and Vice
      President for Student Development
Janet R. Lewis, Associate Professor of Philosophy
Robert F. Reilly, Professor of Sociology
James N. Roney, Professor of Russian
Jaime Schwartz, Student, 2004; POE: Elementary and Early Education
Patricia Weaver, **Co-chair of the steering committee**; Professor of Accounting,
      Business, and Economics
Jamie D. White, Associate Professor of Physics
Ronald E. Wyrick, Associate Vice President for College Advancement

Note:
Janet Lewis and Pat Weaver edited this report with help from Peter Goldstein.
Janet Lewis is Associate Professor of Philosophy and a member of the steering
committee. Pat Weaver is Professor of Accounting and co-chair of the steering
committee. Peter Goldstein is Professor of English and served on the
subcommittee to the assessment task force.

Appendix 2: Members of Self-study Task Forces

Note: an asterisk behind the name means the member is an alum.

Members of the task force to study the first year experience
Kelly Bishop, Student, 2002; Intern to help analyze data; POE: Animal Behavior
Larry Bock, Athletic Director
Kris Clarkson, **Liaison from the steering committee**; Dean of Students
Sarah Clarkson, Director of Academic Support Services
Sue Esch*, Professor of Mathematics; Chair of the Mathematics and Computer Science
        Department
Crystal Lemke, Student, 2002; Extended Orientation Instructor; POE: Secondary Education
        Social Studies/History
Janet Lewis, Associate Professor of Philosophy
Ronald K. McLaughlin, Professor of Psychology; Expert in data analysis
Eric Orlowsky, Student, 2002; Extended Orientation Instructor; POE: Biology
Carol A. Peters, Director of the Writing Center
James N. Roney, Professor of Russian
Russell K. Shelley, **Chair of the task force;** Assistant Professor in Music; Chair of the Music
        Department

Members of the task force to study internationalization
Donna Chung, Degree-seeking international student; December 2002; POE: International
        Development and Peace Studies
Celia Cook-Huffman, Professor of Conflict Resolution
Thera Crane, Student, 2002; POE: Culture and Language/Math
Deb Kirchhof-Glazier, Professor of Biology; Director of Health Professions Program
Ellen Long, Assistant Professor of Education
Jared Miller, Student, 2003; POE: Sociology, To help with data analysis
Robert Reilly, **Liaison from the steering committee**; Professor of Sociology
David Sowell, Professor of History; Chair of the History Department
Duane Stroman, Professor of Sociology, Expert in data analysis
Philip Thompson*, Controller
Henry Thurston-Griswold, **Chair of the task force**; Professor of Spanish; Chair of the
        Department of World Languages and Cultures
JoAnn Wallace, Dean of International Programs

Members of the task force to study student engagement
Anthony Bichel, Director of Teaching/Learning Technologies
Megan Brown, Student, 2001; POE: Psychology and English; Intern to the task force to help
        organize and analyze data
Michael Byron, Associate Professor of Education; Chair of the Education Department
Ann Gaynor, Student, 2004; POE: Biology/Pre-Med
Diana Goodley*, Pennsylvania Campus Compact—AmeriCorp Vista member in Office of
        Service-Learning and Volunteer Programs
Darwin Kysor, Director of Career Services
James Lakso, **Liaison from the steering committee**; Provost and Vice President for Student
        Development; Co-chair of the steering committee
Mark Lawery, Student, 2004; POE: Biology
John Matter, Assistant Professor of Biology
Loren Rhodes, **Chair of the task force**; Professor of Mathematics and Computer Science; Chair
        of the Information Technology Department
David L. Witkovsky, Chaplain

Members of the task force to investigate assessment
Kimberly Allen, Student, 2004; POE: Elementary/Early Childhood Education
James Lakso, Provost and Vice President for Student Development; Co-chair of the steering
     committee
Ryan Mathur, Assistant Professor of Geology
David Widman, Assistant Professor of Psychology
<u>APAC Members:</u>
Brandi Bottiger, Student, 2002; POE: Biochemistry
Cynthia Clarke*, **Liaison from the steering committee**; Director of Institutional Research
Douglas Glazier, Professor of Biology
Fay Glosenger, **Liaison to the assessment subcommittee**; Professor of Education
Dominick Peruso, **Chair of the task force;** Chair of academic planning and assessment
     committee; Assistant Professor of Accounting, Business, and Economics
Paul Schettler, **Liaison for assessment to the mini-comprehensive task force**; Charles A.
     Dana Professor of Chemistry
James Tuten, Assistant Provost; Lecturer in History
Xinli Wang, Assistant Professor of Philosophy

Members of the assessment subcommittee
Fay Glosenger, Liaison from the assessment task force; Professor of Education
<u>Curriculum Committee</u>
Athena Frederick, Registrar
Peter Goldstein, Chair of the task force; Chair of the Curriculum Committee; Professor of English
Mary Hague, Assistant Professor of Politics
Jay Hosler, Assistant Professor of Biology
Jill Keeney, Associate Professor of Biology
Jerry Kruse, Assistant Professor of Mathematics & Computer Science
Sandy McBride, Professor of Art
Kristin Stiles, Student, 2002; POE: Elementary Education with a secondary emphasis in Criminal
     Justice

Members of the task force for the mini-comprehensive
William Alexander*, Vice President for Finance & Operations
Michelle Bartol*, Dean of Enrollment
Catherine Chambers, Director of Digital Communication
Ray Chambers, Vice President and Chief Information Officer
Cynthia Clarke*, Director of Institutional Research
Kris Clarkson, Dean of Students
Lynn Cockett, Assistant Professor of Communication
Tristan delGiudice, Director of Facilities Services
Athena Frederick, Registrar
David Fusco, Director of Computer and Network Services and Assistant Professor of Information
     Technology
John Hille, Vice President for Advancement & Marketing
Dennis L. Johnson, Assistant Professor of Environmental Science
James Lakso, **Liaison from the steering committee** and **Chair of the task force**; Provost &
     Vice President of Student Development
David Lehmann, Assistant Professor of Geology
John Mumford, Library Director, Associate Head Men's Soccer Coach
Paul Schettler, **Liaison for assessment from the assessment task force**; Dana Professor of
     Chemistry
Gail Ulrich*, Director of Human Resources
Ronald Wyrick, Associate Vice President for College Advancement & Marketing
<u>Library subcommittee task force</u>
Josh Hicks, Student, 2003; POE: Communications/History

John Mumford, **Chair of this task force**; Library Director; **Liaison to the mini-comprehensive task force**
Joel Pheasant*, Director of Web Technology
James Tuten, Assistant Provost; Instructor in History

Contents for Chapter 2 The First Year

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II.   Selected Topic: The First Year

The first year is obviously the foundation for the college experience. We need to understand what happens to our students during their first year so that we can understand the way students develop during their time here. Both the substance and process of the first year are crucial factors in the development of students. The first year experience underwent considerable revision in 1996 and is now due for a comprehensive evaluation.

Juniata has always aimed at providing a unique educational experience for its students. Data from the National Survey of Student Experience (NSSE) has supported the success of that goal, at least regarding our seniors. However, data about our freshmen indicate that they are not significantly different from freshmen at similar institutions. Indeed, some of the NSSE data indicate that our first year students fall below the norm in those educational experiences that enhance students' abilities to succeed in college and beyond.

For these reasons, we selected the first year experience of our students as a special topic. In this chapter, we explore the academic and non-academic components of the first year experience of our students. As we have in other chapters, at the end of this chapter we summarize the recommendations made throughout so that we can refer to them easily. We also show the priority rating of the provost in consultation with the president for each recommendation.

A. What We Know about Our Students

The results from two surveys, the National Survey of Student Engagement and The Freshmen Survey, led us to study the freshman year. A brief description of each survey and the data that engaged our interest follow.

The National Survey of Student Engagement
The National Survey of Student Engagement (NSSE) asks freshmen and seniors about their college experiences. The spring of 2000 was the first time Juniata students participated in the survey. The survey is given at 276 colleges and universities. We selected randomly 225 freshmen and 225 seniors to participate. We had a return rate of 60 percent freshmen and 40 percent seniors. (You can find a summary of the results of the survey in Appendix 11: Summary of Spring 2000 NSSE on page 80.) Some of the results from that survey indicated to us that our program, especially in the first year, might have weak spots. According to that survey, Juniata freshmen

> Had significantly fewer assigned books and readings than their peers,
>
> Were less likely to report educational emphasis on making judgments and more likely to spend time memorizing and repeating facts,

> Made significantly fewer class presentations than their peers,
>
> Reported less understanding of people of other backgrounds than their peers.

The Freshmen Experience Survey

In spring of 2001, our freshmen took the Freshmen Experience Survey, administered through the Association of Independent Colleges and Universities of Pennsylvania. At Juniata, 257 freshmen completed the survey, over 71 percent response rate. (You can find a summary of results of this survey in Appendix 10 on page 78.) Significant differences between our freshmen and this peer group follow. Our freshmen

> Were more likely than freshmen in the comparison group to declare a major upon entering college,
>
> Were less likely to have A's than their peers,
>
> Were less prepared than their peers in science, reading, math, and word processing and in study skills,
>
> Felt less challenged in reading and in spreadsheet skills and more challenged in science courses,
>
> Were more fearful of failing a course.

Based upon these survey results and upon our own observations, we decided to study the first year experience along two dimensions: 1) academic services and 2) support services. In the following sections, we will look at the both dimensions and analyze their impact on freshmen.

B. The Academic Dimension

In this section, we examine the academic experience of first year students. Thus, we explore courses common to all first year students. We investigate whether these course, activities, and situations support the academic needs of our first year students.

This section on the academic dimension of the first year includes the following parts:

> An analysis of the responses to a survey of department chairs with accompanying recommendations;
>
> An analysis of responses to a survey from teachers of Cultural Analysis I with accompanying recommendations;
>
> An analysis of the self-study of the common freshmen course, College Writing Seminar, with recommendations;

An analysis of the Extended Orientation segment of the College Writing Seminar;

An analysis of the report on Organic Chemistry and recommendations.

An analysis of statistical data about freshmen course selections, declared Programs of Emphasis, and grade point averages and a comparison of that data with faculty perceptions on the nature of the freshman class.

We were particularly interested in the impact on freshmen of two courses: the College Writing Seminar (CWS) and Organic Chemistry. The College Writing Seminar is the only course required for first semester students. A disproportionate number of our students declare an interest in the sciences. Over the last five years, approximately 30-40 percent of the incoming freshman class enrolled in both Organic Chemistry and Introductory Biology as well as in the joint Biology and Chemistry laboratory. In the fall of 2002, 219 freshmen out of a class of 395, or 55 percent, enrolled in Organic Chemistry 1. The writing course plus the science courses often account for 13 of the 15 to 18 credits freshmen normally take in their first semester. Therefore, these courses have a significant impact on the students who take them and on the general tone of the first year for all.

Faculty members who teach these courses have a clear idea of what they are trying to accomplish in their courses and are committed to altering those courses in response to student needs. Their descriptions of course goals and procedures guide our analysis in this chapter.

We have a dedicated faculty who care deeply about educational issues and were willing to devote considerable time to discuss them. Departmental chairs and teachers of Cultural Analysis I also responded to us in detail. The excellent response we got indicates the high level of interest in teaching at our school.

We relied on the following information to find out about the first year:

Results of the national Freshman Experience Survey of 2001

Results of the National Survey of Student Experiences, 2000

Results of a survey of the chairs of departments

Results of a survey of faculty members who teach Cultural Analysis I, which is a follow-up to the freshman writing course

Discussion in a college-wide forum on November 28, 2001 devoted to the first year

The self-study of the College Writing Seminar course

A report on the effect of Organic Chemistry on the first year experience

Data on first year enrollment provided by the registrar

Anecdotal information obtained from faculty and staff members and from students

Results of two surveys of exiting freshmen on the Extended Orientation portion of the College Writing Seminar

The 2001-02 Juniata College Quick Facts prepared by director of institutional research. (See Appendix 6: Quick Facts for 2001-02 on page 64.) Quick Facts for the past several years are available in the office of institutional research.

1. The Survey of Chairs

We surveyed department chairs for their opinions about the first year. They were encouraged to discuss the survey with the members of their departments before they responded. Although this survey was not scientific, it provided a sense of the major areas of concern for faculty. You can find the survey questions in Appendix 3: Survey of Department Chairs on page 57. Chairs were encouraged to respond to as many questions as they wished. Thirteen of thirty departments responded. Their responses ranged from short phrases to a five-page document. We present the most significant responses below arranged by topic. We end the section with recommendations.

Courses and Goals for First Year Students
Most departments do not offer courses exclusively for first year students. Nonetheless, chairs believe that first year students benefit from small classes that emphasize writing and interactive learning. They ascribe the inability of their departments to offer such courses as follows.

Inadequate staffing;

The need to offer upper-level courses required in the POE;

Demands that introductory level courses serve both distribution and elective requirements for upper-class students.

Due to the size of introductory courses, lecture has become the most common form of instruction. Although faculty members acknowledge that there are often better ways for students to learn, many feel that the lecture format is the only efficient way to present information to such large numbers of students. Although department members in accounting, business, and economics; in the health professions; in peace and conflict studies; and in geology pay particular attention to the needs of first year students when designing their introductory courses, none limits enrollment to first year students.

Some faculty members are experimenting with on-line instruction, with other technologies, and with multiple sections to alleviate large lecture courses for first year students. The history department supplements its large introductory survey

courses with a few freshman seminars. The department of world languages and cultures caps introductory courses to provide increased student-to-student and faculty-to-student interaction.

Several chairs noted that large classes disproportionately affect freshmen because first year students need effective teaching methods more than other students do.

The Nature of Our Students
Chairs felt that faculty members should resist the tendency to generalize about students. Our first year students are diverse. Some write well; others do not. Some read well; others do not. Many are careerist; others are not. Despite their surface homogeneity, our students differ markedly in preparation, ability, and interest.

Chairs commented positively about the willingness of students to work hard in their chosen areas, their amenability to guidance, their openness to the right kind of teaching, and their possession of basic writing and computer skills. Many chairs identified students as career-oriented and with little understanding of and appreciation for the nature and value of a liberal arts education. Such students, they felt, see required courses as obstacles and not as educational opportunities. Some argued that the inability to see value in liberal arts has many causes, including the type of student who selects Juniata, demands from the marketplace and from professional certifying organizations and graduate schools. Others argued that such perceptions of students may be largely mistaken and should be challenged. A member of the politics department summarized the situation as follows:

> *Generally, [our students'] strong point is that they will do what is asked of them; their weakness is that they remain undisciplined, as writers, as thinkers, and especially as researchers. They have energy and creativity, but they do not learn how to focus these during their freshman year. That is, they take direction well but lack the initiative to think independently or take risks academically. Our students are intensely career-oriented, which makes them averse to taking intellectual risks; indeed, it tends to make them intellectually timid. They see no utility (and less charm) in academic work, in and of itself, which creates self-imposed limits to what they are capable of doing. Some rise above this by the time they are seniors; many do not. As a faculty, we do little to help them, apparently because most of our faculty members do not view this career-orientation as an educational opportunity but rather as a factum brutum.*

According to the survey, faculty members believe that most first year students who want careers in the health professions have no choice but to enroll in the Chemistry and Biology sequence during their first year. Given the large numbers

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enrolled in this sequence, there is little opportunity for smaller classes and more individualized attention.

Several respondents spoke of a declining level of college-readiness on the part of our first year students and of their unrealistic sense of how much work is required in college. Faculty members saw students as lacking foundations in basic math and grammar. They also felt students lacked the ability to write and think analytically and to conduct research with printed materials. In fact, several people mentioned the inability of their students to understand class readings. Many referred generally to a decline in work ethic among the student body. While some saw this diminished work ethic more often in non-POE courses, others claimed it extended across all courses.

Too Much Too Soon
Respondents were concerned about front-loading our freshmen with too many high enrollment courses required in the POE, particularly science courses. The Chemistry and Biology sequence, for instance, prevents many students from getting a start as freshmen in other courses, even in other sciences. The two course plus lab semester requirement prevents substantial numbers of freshmen from exploring various interests, such as a second language. Although on average 35 percent of incoming freshmen declare an interest in either biology or pre-health, less than 20 percent graduate in those fields. Thus, for the significant percentage of students who eventually transfer out of health programs, the heavily science-laden first year handicaps exploration into other fields. Many freshmen have had only one course outside the sciences, the College Writing Seminar, by the end of their first year. Because scheduling for science students is so restricted so early in their college life, they take few distribution courses during the first year. Consequently, as they progress through college, they sometimes see distribution courses as interfering needlessly with their desire to take upper level courses in their field.

Majors that load up first year students with required courses can also adversely affect their opportunities to study abroad. Some students will choose not to go abroad for fear of missing required courses. Others will not take the time to investigate possibilities because they believe they cannot "fit in" an experience abroad. Still others limit themselves to study in English-speaking countries because they have not had time in their schedules to develop proficiency in another language.

Requirements of some medical schools, as well as those from certification programs such as Pennsylvania's teaching certification program, do not recognize courses taken out of the country. For example, teacher certification law in Pennsylvania permits students to take writing courses only from the English department. These restrictions further limit the opportunities for students to study other cultures, even in translation.

Recommendations

We realize that we did not survey student ability, but rather faculty members' opinions of such ability. Nonetheless, if we combine these perceptions with data from the surveys that occasioned this report, we can see how the course configuration for the first year gives rise to some of the differences between our freshman class and those of our peer groups. For example, since such a high percentage of our freshmen enroll in the Chemistry and Biology sequence and since introductory courses in most departments have large enrollments, it makes sense for freshman to report making fewer class presentations and reading fewer books. It also makes sense for them to feel more challenged by the sciences and less challenged by reading assignments.

We believe that freshmen have even greater need than upper-class students do for small classes which use interactive methods and which require significant reading and writing experiences. Therefore, we recommend that the provost provide incentives for some faculty members to develop small enrollment courses for freshmen that emphasize reading and writing. We also recommend that the curriculum committee solicit information from other departments offering introductory courses that attract heavy freshmen enrollments. Once identified, the committee and the provost should encourage teachers of these courses to offer at least some small sections that offer students opportunities for presentations.

Strategies that the curriculum committee might consider include encouraging students to enroll in smaller courses that develop similar abilities to those of the higher traffic courses. An ambitious goal would be to guarantee every first year student at least one writing-intensive course with an enrollment under 20 in addition to the College Writing Seminar.

Of course, to serve our students, we must stay alert to changing trends. Below are some general questions whose answers may help us learn more about our students. For example, if our students are not prepared for college, we need to discover how and why this is so. If they are ready, we need to discover the cause of faculty misperceptions. We ought to gear our academic program so that it takes into account the differences in our students' preparation, aspirations, and abilities. We should identify the best teaching methods on campus and educate our entire faculty on their applications.

We need to learn more about the abilities of our students and about their first year experiences. Therefore, we recommend that departments and programs undertake pre- and post-testing of writing, reading, and critical thinking skills in their introductory level courses. We recommend that the curriculum committee expand on the data included here to determine the kinds of courses freshmen enroll in and the sizes and types of assignments of these courses.

Many faculty members have worried about how to help our students become culturally competent. You will find international experiences covered fully in the chapter on internationalization. Nonetheless, we urge here as well that the curriculum committee explore ways to minimize obstacles for freshmen who wish to take courses that explore other cultures and languages.

2. Survey of Teachers of Cultural Analysis I

As a part of our study, we surveyed faculty members who teach Cultural Analysis I. This course is team-taught and intends to build upon the critical thinking skills introduced in the College Writing Seminar. This four-credit course is required in either fall or spring of the sophomore year. Although the subject matter of the course differs from section to section, the course stresses the ability of students to analyze primary sources and to write argumentative papers based on this analysis. Students take cultural analysis as sophomores. Thus, we believe that teachers of cultural analysis would be best able to assess student ability at the end of the first year. The survey of teachers of cultural analysis, though informal, provided us with a good sense of the major areas that trouble faculty members. You can find a summary of responses to the survey in Appendix 4: Survey of Teachers of Cultural Analysis I on page 59. Following is an analysis of responses. We explain the major findings from this survey, organized by area of inquiry, and end with recommendations.

General Characterizations of First Semester Sophomores
Teachers of Cultural Analysis I generally agreed to the following strengths and weaknesses of sophomores.

Strengths
Open to new ideas.

Have good manners, and respect the opinions of other students.

Weaknesses
Lack the vocabulary and abilities to discuss culture.

Demonstrate poor ability to master outside readings and to pull critical ideas from texts.

Are answer-driven and not process-driven.

Tend to be insular and unwilling to move outside the interests of their POE.

Again, if we compare these faculty perceptions with the results of the two freshmen surveys mentioned above, we see considerable agreement. Freshmen, by their own account, are more likely to declare a major than their peer groups. They are less likely to profess understanding of people of other cultures. Faculty

members see students as "insular." Faculty say freshmen demonstrate poor ability to master readings. Freshmen report having fewer outside reading assignments than do freshmen in their peer group.

Writing Skills
Teachers of Cultural Analysis I agreed that the writing abilities of students varied greatly. Faculty members worried most about the inability of students to write analytically and to cite properly. Because many students do not read habitually, they lack the ability to read argumentative writing. Moreover, few have critical analysis skills. Students are sophisticated when analyzing films but weak in understanding academic writing. Although most students can master writing fundamentals, most are not able to construct arguments and use evidence. Nor do they evidence a sense of style. However, some faculty members felt that, in general, the quality of writing has risen overall since 1998. Some students reported that their writing ability varied in relation to the competence of their College Writing Seminar instructors.

Opinions about Components of the College Writing Seminar
Originally, the College Writing Seminar was a five-credit course, roughly equivalent to three credits of writing instruction, a credit worth of instruction in access to technology, and a credit of extended orientation. The portion devoted to information access is no longer part of the course. Currently the course is four credits and includes extended orientation along with composition. Information access is a one-credit co-requirement.

The intention of extended orientation was to soften the transition of students from home to college. Therefore, during extended orientation sessions, students would discuss such topics as time management, challenges such as getting along with roommates, and situations that involve drinking.

Most teachers of Cultural Analysis I reported that they have little or no knowledge of extended orientation and its goals. Respondents showed greater awareness of the requirements of information access. They felt that freshmen "used the computer effectively" including functional ability with email, the public drive, and other fundamentals.

The Interaction between Common Courses
We were interested in the judgment of teachers of the sophomore course, Cultural Analysis I, about the interaction between that course and the College Writing Seminar. For example, did students feel prepared to write analytically after their freshman writing experience? Were they are to apply writing skills that they had practiced to new subject matter? Were they able to research topics and cite sources?

The response of one faculty member sums up the general feeling:

Correctly or incorrectly, [students] perceive that they are being asked to move from discussing what they feel or think [in the College Writing Seminar] to taking a documented position about what someone else has said, written or done [in Cultural Analysis]. They come with a sense of summary and self-expression and are asked to situate themselves in a world in which other voices exist as something to be recognized and replied to. They have to get used to being graded on what they assumed was all a matter of opinion or affirmation of self and others.

Recommendations
In general, the recommendations that we derive from this survey mirror those that we posited from what we learned from the survey of department chairs discussed above. Below, then, we have included only additional recommendations from those already mentioned. We encourage faculty members, especially those who teach the College Writing Seminar, to encourage (or require) freshmen to attend some number of cultural events.

Such a requirement might provide greater breadth of cultural experience for students and make them better equipped to encounter the premises of cultural study. It might also help them to foster greater intellectual curiosity and open their experience to the challenge of cultural analysis in the sophomore year. Moreover, we can hope that the requirement will develop into a habit of attendance. To prepare students better for the rigor of writing in cultural analysis, we recommend that the director of the College Writing Seminar restructure the syllabus to

Introduce analysis of arguments early in the course, and

Emphasize citation styles.

3. The College Writing Seminar

As a faculty, we have set an ambitious agenda for the course, the College Writing Seminar. In addition to teaching students writing skills that they will carry through their college career, we use the course to acculturate students to the college and to each other. This course is the only common academic experience for all freshmen. We have kept class size small to encourage interaction and to enable freshmen to form close relationships with their teachers and classmates. Because the College Writing Seminar is so central to the first year, we spend substantial time on it. In this section, we include an examination of the self-study done by the director of the College Writing Seminar, analyses of other perceptions and evaluations of this course, and a look at other programs.

The College Writing Seminar has been a part of Juniata's curriculum since 1996. Now a one-semester course taught by faculty members selected for their interest

and expertise in writing, it replaced a two-semester writing requirement. Initially, the course had three components:

> RW, the **r**eading and **w**riting component taught by faculty members;
>
> EO, **e**xtended **o**rientation, aimed at helping freshmen acclimate themselves academically and socially. Sections were led by upperclassmen chosen by the course director; and
>
> IA, **i**nformation **a**ccess, aimed at helping freshmen become computer and research literate.

Over time, the focus of reading and writing component has narrowed considerably. Currently, the reading and writing component concentrates on argumentative and analytical writing, with less attention given to narrative and descriptive writing. The information access portion of the course broke away from the rest of the course in 2000 and now stands alone as a one-credit co-requirement. We include the analysis of information access in this report because many of the comments pertain to information access when it was still part of the College Writing Seminar.

a. Assessment of the College Writing Seminar

Internal and formal evaluation of the College Writing Seminar began in 1996 and continues today. At the end of each fall semester, the teaching staff of the College Writing Seminar distributes an evaluation survey to each student. (You can find the complete self-study of the College Writing seminar on file in the office of institutional research or access it from the college webpage for the Middle States' team.)

In the survey of the College Writing Seminar, students answered 19 questions on a 4-point scale with rankings varying from '1' (strongly agree) to '4' (strongly disagree). All of the questions deal with student perception of the course and range from those that deal with acquisition of skills to ones that ask about general levels of satisfaction with the course. You can find a summary of this survey in Appendix 16: CWS Annual Assessment 1996-2000 on page 94.

Overall the reading and writing components of the course have received the highest student ratings. Questions that deal with the use of skills acquired in the course, the value of instructors comments, and, indirectly therefore the value of one-on-one conferencing consistently ranked first or second.

Questions that dealt with degrees of satisfaction of the Extended Orientation section of the course consistently received the lowest rating. Two areas received significant negative ratings. Students do not feel that the course helps them very much with study skills such as time management and development of new and

useful study strategies. Nor did they see the course as helping them with certain social interactions such as increasing respect for diverse viewpoints and developing a sense of community.

While freshmen responses indicate a high degree of overall satisfaction with the College Writing Seminar, attitudes had changed by the time students were seniors. Written comments submitted in senior exit interviews indicated that students felt that the course would have been more helpful had it focused more on analytic reading and writing. Students also felt that an assignment for a longer research paper would be beneficial, as would some instruction on in-class writing.

      b. Response to Analysis of CWS

In response to surveys and the CWS self-study, the director of the College Writing Seminar reconfigured the writing portion of the course in the fall of 2001. For example, several staff members began to experiment with themed sections. Themed sections used content for reading and analysis from a topic chosen by the instructor rather than from a general anthology of writing. Additionally, all instructors were to concentrate more heavily on analysis and on argumentation and less on narrative discourse.

We based our analysis and recommendations on comments from the director of the College Writing Seminar, from the director of Extended Orientation, and on analysis of the studies summarized above. We have organized our recommendations into two sections:

      Perceptions and evolution, and

      Other problems.

      c. Perceptions and Evolution of CWS

In this section on perceptions and evolution of the College Writing Seminar (CWS), we look at the consequences of the evolution of the course from a broadly defined first year experience into a writing-intensive course. First, we look at general issues, then at ones that are more specific. We also investigate the lack of consensus and understanding across the campus about the course and its goals. We offer recommendations when appropriate.

General Issues
It is not clear from the course syllabus that the change from a broadly defined first year experience to a writing-intensive course has been complete. Nor is it clear that all who teach or organize the course have embraced the change in

similar ways. Possibly, motivated by the desire to meet so many needs of our students, the course tries to do too much.

Responses to our surveys indicate that most faculty members do not know very much about the College Writing Seminar. Faculty members must address this situation if we are to succeed in our attempts at writing across the curriculum. Furthermore, survey responses and the CWS self-study both indicate that faculty members disagree about the appropriate purpose of the course. Such diversity of opinion is healthy, but only if the different parties exchange ideas.

Some argue that the course should emphasize writing as self-expression; others say academic writing should be the goal; still others want the course to concentrate upon the kind of writing students will do in courses at Juniata. Some faculty members believe the course should prepare students to write as educated individuals or engaged citizens. Since the College Writing Seminar is the only common freshman course, faculty should understand its nature and its purpose. Some faculty consensus or, at least, informed disagreement about course goals, is essential. Therefore, we recommend that the provost designate that at least one session of faculty orientation be devoted to a description and explanation of the syllabus, methodologies, and goals of the College Writing Seminar.

Our curriculum has always included some general education courses. No single department claimed ownership of these courses and their subject matter and staff to teach them ranged across many disciplines. Normally the faculty voted to approve the goals and syllabi for these courses at a general meeting. Although the Department of English, Communications, and Theater Arts (ECTA) lists the College Writing Seminar with its offerings, its teachers are not limited to that department. Many faculty members see the course as a general education course under broader faculty governance. The locus of responsibility has significant implications for staffing and decision-making as well as for determining the purposes and goals of the course. The confusion should be resolved. Therefore, we recommend that the provost, in consultation with the curriculum committee, decide whether the College Writing Seminar is an English department course or a general education course for purposes of identifying goals and providing governance.

d. Analysis of CWS Components

In this section, we analyze the components of the College Writing Seminar: Information Access, Extended Orientation, and Reading and Writing.

Information Access (IA)
Information access is now a one-credit co-requirement to the College Writing Seminar. Since the course teaches technological competencies within the Juniata system, it is required of new students, not just freshmen. Each student

must successfully demonstrate competency in fourteen areas of technological skill. Students may work on eight of fourteen competencies before arriving on campus. Once the semester has begun, a student can work at his own pace. Thus, advanced students can pass the competency tests early in the semester. Those with less experience will use the tutorials and exercises to learn the material. You can find more information about information access (IT 100) at http://ia.juniata.edu.

Information access includes competencies on research and on evaluating sources. Even so, faculty members believe that students do not know how to obtain credible references beyond easily accessible internet sources. They also believe that students are poor evaluators of sources. We must address these weaknesses either by devoting more attention to them in information access or by providing additional courses to do so. We believe that coordinating assignments in information access closely with assignments in the reading and writing sections might solve the problem. Therefore, we recommend that the director of the College Writing Seminar and the director of Information Access develop a plan to coordinate research assignments.

Closer coordination of assignments might also decrease student perceptions that assignments in information access are "busy work."

Using Information Access to increase the computer sophistication of students may necessitate changes in course content. Recently, students have been able to test out of the course. A more streamlined procedure to permit advanced students to place out of the course may be desirable. Certainly, we need increased flexibility, especially for exceptionally well-prepared students. Therefore, we recommend that the curriculum committee discuss the goals and content of the information access course and evaluate how closely the course meets the needs of first year students.

Extended Orientation (EO)
There is much misunderstanding about the purpose and the success of the Extended orientation portion of the College Writing Seminar. Faculty members not involved in the College Writing Seminar know little about Extended orientation. The director of the College Writing Seminar ranks Extended orientation as the least successful component of the College Writing Seminar. However, the director of Extended orientation offers statistical data to show that freshmen find EO valuable. The general assessment for the College Writing Seminar referred to above dealt with student perceptions of Extended orientation. Two surveys conducted by the office of institutional research in 2000 and 2001 give additional information. Some inconsistent data has given rise to conflicting views about the success of this component.

We need to know whether the dissatisfaction is justified, where Extended orientation is successful, where it requires revision, and whether we can accomplish its objectives more efficiently in another way.

A key element of Extended orientation is that upper-class students assume the roles of group leader and facilitator and lead the weekly discussion sessions. The CWS self-study notes that these student leaders resisted requests from faculty members to incorporate materials and assignments that are more academic. The student leaders claimed that such changes would threaten the casual atmosphere they valued in their sections. Their reluctance may be reflected in the perceptions of freshmen that the course has not enhanced their study skills. However, data from the study by the office of institutional research indicate a high degree of student satisfaction with the course overall and with its success in acclimating them to their academic environment.

Students give extended orientation high marks for helping them to "understand college policies and procedures." Nearly 90 percent agreed or strongly agreed with this position. Similarly, they credit the course for providing them with information about where to go for help with academic problems (82 percent agreement). However, only 35 percent agree that the course helped them develop academic skills.

The director of the extended orientation component, who is the assistant dean of students, offered the task force his analysis of the data. He agrees with the contention in the CWS self-study that extended orientation could be improved. He believes, however, that extended orientation makes valuable contributions to the adjustments of first year students to college life.

He notes that extended orientation benefits students in the following way:

> *[EO] provides the Dean of Students' Office with direct, weekly contact with student EO instructors who are trained to identify students who are struggling or having significant academic or social adjustment problems. Such identification allows Student Services to follow up directly or in collaboration with residential life services, academic support staff, the College Writing Seminar and other faculty to develop intervention strategies.*

Further, he cites results from studies of extended orientation. Results from fall 2000 and fall 2001 studies, prepared by the office of institutional research, support the following contentions. You can find this data in Appendix 7: Evaluations of EO, Fall 2000 and Fall 2001 on page 67.

Although some components of extended orientation (those that deal with alcohol, drugs, and relationships) are unpopular with students, most students found their

time in the class well spent. Students in extended orientation were asked to agree or disagree with the following statement:

> *Overall, the EO experience was worthwhile and useful for my first semester at Juniata.*

Students overwhelmingly agreed with the statement. In addition, as the following figure demonstrates, students agreed strongly that extended orientation "should be continued as part of the curriculum for first semester students."

Figure 1: Student survey result—EO should be continued
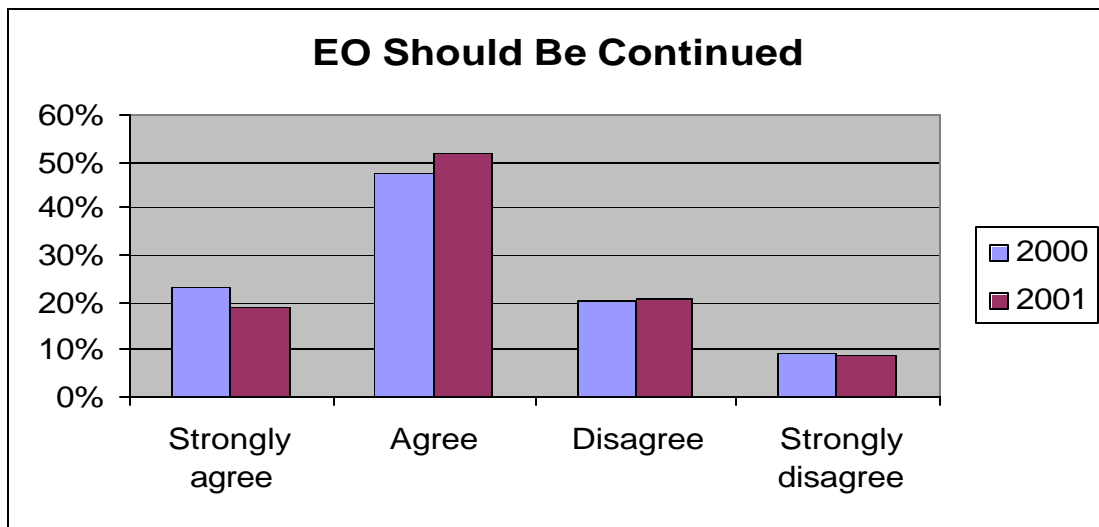
In the fall of 2001, 65 percent said that extended orientation helped them adjust to college life; 68 percent said that it helped them make better decisions; and nearly 89 percent indicated that extended orientation helped them understand who to contact when they need academic or social help.

Because of these surveys, the director of extended orientation maintains that many of the negative ratings of the component resulted from the lack of integration with the reading and writing component of the course. He said,

> *We have not done a good enough job of getting most College Writing Seminar team members to explore and develop the collaborative potential that exists between the two components.*

He defends extended orientation as a valuable tool to identify and track students with behavior problems. He agrees that extended orientation fails to improve students' abilities to study, read, and take notes. However, he defends the success of extended orientation in integrating students into the college community and in encouraging them to pursue internships.

Because of both surveys, in fall 2002 the director of extended orientation instituted the following changes:

Added sessions on personal and social responsibility;

Renewed the focus on

    a) Thinking and reading critically,

    b) Developing good study habits,

    c) Managing academic "performance anxiety," and

    d) Taking oneself seriously as a participant in academic deliberation.

The intent of these changes was to bring a closer integration of extended orientation with the Reading and Writing component of the College Writing Seminar.

Nonetheless, the director of the College Writing Seminar, along with many staff members, has a different assessment of extended orientation than does the director of that component. Appendix 16 on page 80 shows the results of the CWS survey given to freshmen at the end of the course each year. The survey asks about all three components: Reading and Writing, Information Access, and Extended Orientation. The figure, which follows, shows the average scores for extended orientation questions. The scale was from one to four. Low scores are better. As you can see in the appendix, students gave the worst scores to questions about extended orientation. Below are those questions and the average ratings over the five years.

Figure 2: Scores for EO questions from CWS annual survey

Average	Question
2.04	Increased my respect for diverse viewpoints
2.16	Increased my sense of community at Juniata
2.20	Improved time management skills
2.36	Helped me develop new and helpful study strategies
2.47	Helped me clarify academic and career goals

Thus, the data from different surveys appear to paint two different pictures. These differences and differences in opinion about the objectives of extended orientation underline the necessity for a critical review of the course and its components. Therefore, we recommend that the provost appoint a committee of staff members from student services and from teachers of the College Writing Seminar to resolve the differences of opinion about the nature and value of extended orientation.

Reading and Writing (RW)

Major changes to the College Writing Seminar have occurred in the Reading and Writing component. Portfolios submitted at the end of the semester are the main basis for evaluating student writing. In the past students were allowed to rewrite their assignments until virtually the last day of class. Teachers found that this procedure led to poorly written first drafts and made students dependent on faculty feedback. As a result, the teachers moved to a modified portfolio system, which limited the number of revisions and assigned grades to each revision. This change has produced serious student engagement earlier in the process and made student and faculty conferencing more efficient. As noted above, in response to feedback from faculty members indicating that freshmen lacked proficiency in argumentative and analytic writing, the course emphasized analysis and argument formulation.

Additionally, in an attempt to individualize the sections of the College Writing Seminar, many instructors developed theme-based sections. These sections assign readings and writing organized around a topic, or theme, chosen by the teacher. Students may select sections based on themes. Since studies show that student writing improves in proportion to depth of understanding of subject matter, concentration on one topic should help students become writers who are more confident.

As originally conceived, the College Writing Seminar was to be a common experience for first-year students. Yet, sections with themes and sections that emphasize different types of writing appear to move the course towards individualized freshman seminars. Although these changes aim to improve student writing, they also introduce multiplicity into what was intended to be a unifying experience. Therefore, teachers of the College Writing Seminar need to insure that there is consistency in the quantity and quality of reading and writing assigned across sections. They need to monitor carefully assigned writings and insure that teachers spend equal time within sections on student and faculty conferencing and on peer editing.

Although our current research indicates that students are satisfied with the College Writing Seminar, faculty members have many criticisms. In particular, they say that many freshmen do not come to them as proficient writers. Clearly, the faculty needs to become involved in finding new ways to evaluate the College Writing Seminar. Therefore, we recommend that the provost appoint a group of faculty members (perhaps including some members of the former Assessment Resource Team) to evaluate the reading and writing abilities of students as they enter the College Writing Seminar and as they leave it.

Perhaps this group could use both an in-house evaluation and some sort of outside evaluation of reading and writing skills that would compare the skills of our freshmen against a wider group of students. Such evaluations must pay particular attention to the *writing fundamentals* and *citation*.

Writing fundamentals
Faculty members differ greatly over how well the College Writing Seminar helps freshmen master writing fundamentals and over what portion of the course ought to be devoted to teaching these fundamentals. Indeed, if we look at student evaluations, teachers of the College Writing Seminar reflect this diversity. Students disagree about how well the College Writing Seminar teaches writing fundamentals. Some students claim the course spends too little time on fundamentals; others claim it overemphasizes them. Teachers of the course should resolve these discrepancies. Although student abilities may give rise to some discrepancy in evaluation and even though faculty members may have unrealistic expectations, we must resolve such differences.

Citations
Disagreements also exist over the ability of students to cite sources. Most students receive some education about these strategies before college. The College Writing Seminar teaches the APA and MLS systems and requires students to purchase a common grammar and citation reference book. While some departments prefer alternate citation systems, the College Writing Seminar cannot teach every system. Departments can introduce their requirements to their majors in POE courses.

e. Other Writing Problems

In this section, we explore other problems identified in the self-study of the College Writing Seminar and writing problems with the course sequence in Cultural Analysis. This section includes the following parts:

Difficulties caused by the reduction from two semesters of first year writing to one,

Difficulties with our current "one-size-fits-all" approach, and

Other writing issues.

The Reduced Composition Requirement
Under the current curriculum, freshmen take one four-credit writing course, the College Writing Seminar, in the first semester. In earlier years, freshmen took two composition courses, one in the fall and one in the spring. Currently, staffing two freshmen writing courses is impossible. No single course, no matter how well planned and taught, can prepare all freshmen for writing across the curriculum. Faculty members in every department must accept some responsibility for teaching writing and reading to students.

The curriculum that required students to take the College Writing Seminar also required them to take four other writing courses. Later, the faculty modified the

requirement to allow two speech communication courses to substitute for two of the four writing courses. Faculty members may wish to revisit this decision, particularly in the light of the displeasure of some with the writing ability of freshmen. However, we cannot stress too strongly that all we have to operate on at this time are these perceptions. Therefore, we recommend that the curriculum committee develop a plan to assess the adequacy of the writing requirements of the curriculum.

Currently, no connection exists between the College Writing Seminar and courses with substantial writing content, which qualify as writing-across-the-curriculum courses, designated in our curriculum as CW. Therefore, we recommend that the curriculum committee institute formal and systematic requirements that harmonize the goals and expectations of CW courses with those of the College Writing Seminar.

Instructors of CW courses receive little or no training in teaching writing as a process. If conferences, peer editing, and multiple drafts are the best means to teach writing, then faculty members who teach writing courses should be encouraged, if not required, to use these methods in CW designated courses.

Similarly, those who teach the College Writing Seminar need to be acquainted with alternative teaching methods used in other fields of study. Faculty members in other programs should educate teachers of writing who, in turn, should be willing to alter the College Writing Seminar to adapt to student needs. Therefore, we recommend the provost sponsor workshops about teaching writing for any faculty member who teaches the College Writing Seminar, any CW course, or any course that requires students to do significant amounts of writing. We also recommend that those who request development monies to further the teaching of writing be give preference.

Alternatives to the One-size-fits-all Approach
Because students vary significantly in their abilities, the College Writing Seminar has considered separating sections based on student competency. Three factors make this difficult. First, staffing is inadequate for sections that are ability-specific. Second, course schedules of large numbers of science students limit options for discussion sections. Third, measurements of student writing ability can be fuzzy. Previous attempts to create sections based on such assessments have been unsuccessful. Nonetheless, to ameliorate the one-size-fits-all approach, the College Writing Seminar self-study recommends a 1-credit grammar section for students who need remedial work. Perhaps teachers of the College Writing Seminar should implement honors sections. The task force lauds such thinking and believes experimenting with ways to reach students at many levels is worthwhile.

Many faculty members feel that, because students can rewrite papers many times, grades in the College Writing Seminar are inflated. They believe that a

grade of C in the College Writing Seminar does not necessarily indicate that a student can writing for advanced courses. Since many courses do not allow for rewrites or for student and faculty conferences, this charge of high grades may be true. Therefore, we recommend that the curriculum committee should study the nature of writing requirements in upper level courses. If teachers of the College Writing Seminar can use this information when it creates its own assignments, perhaps the expectations of students and faculty members will be more realistic.

The College Writing Seminar sets the expectations of many students about work requirements for college courses. The writing and reading done there becomes the standard against which the demands of professors in later courses are measured. Thus, the College Writing Seminar is an important course for the entire campus. All faculty members should be aware of the nature of the College Writing Seminar. In addition, all should be involved in finding ways to improve how the course serves the writing needs of our students.

Other Writing Issues
The two courses in the cultural analysis sequence, required of all students, were originally writing courses. Both courses required conferences for papers and multiple drafts. Cultural Analysis I culminated with a six-page paper on projects determined in discussion sections. All Cultural Analysis II courses included significant amounts of reading and writing, optional drafts, and ten-page research papers. As Cultural Analysis evolved into themed courses, these requirements weakened. If there are problems with the ability of our students to write, we need to review the requirements for Cultural Analysis I and II as well as for the College Writing Seminar. Tighter coordination between the College Writing Seminar and the cultural analysis courses also seems sensible.

Faculty members who teach cultural analysis are concerned that students are unable to discuss and appreciate culture. Data from NSSE supports that perception, as does some data from the survey for extended orientation. Although comfort with diversity and cultural awareness are, to some extent, experiential, staff and faculty members who are involved with freshmen need to explore ways of helping students gain the kinds of experiences that enhance cultural awareness.

4. Summary and Commentary on Organic Chemistry

Most colleges introduce Organic Chemistry in the sophomore year. At Juniata, the chemistry department created a unique approach to Organic Chemistry with original teaching materials, which received national recognition. The course is difficult. Many students, especially those interested in pre health programs, are under pressure to earn high grades, even in the first semester. Consequently, the anxiety level is very high for a significant percentage of first semester freshmen.

Because a large number of freshmen worry about the course, we solicited a report on Organic Chemistry from Professor I. David Reingold, course director. (See Appendix 8 on page 73 for a copy of the report.)

In his report, Professor Reingold addressed the history and criticisms of the course. Students who aspire to careers in the health professions must do well in Organic Chemistry. Nationally, students regard Organic Chemistry as "a killer course" and a "weed-out course." Because the course is both difficult and necessary, student complaints are normal. Therefore, our main concerns are that

1) Students receive the course in lecture format with 150 other students.

2) Our students take the course in their first year instead of in the sophomore year, as is traditional elsewhere.

3) The course likely has far-reaching implications for the first-year experience for many students.

We address these issues in order below.

1) The Large Lecture Format

Until this year, Organic Chemistry was taught in a large lecture section that met twice a week. Smaller discussion sections accompanied these lectures. The Introductory Biology course is taught in much the same way.

The large lecture classes concerned this task force and the chemistry department. At an institution that professes close contact with faculty and small classes, the course stands out as a contradiction. Freshmen probably need smaller classes and close contact more than their upper level classmates do. Yet, a significant number of our freshmen experience two large lecture classes (four if the students continue the sequence) in their first year.

The Chemistry Department is currently experimenting with a different format. They have divided the students into two sections of about 100 students per section. In addition to the discussion sections that accompany the lecture sessions, they offer four extra-help sections with about 20 students each. They strongly urge students whose backgrounds indicate possible difficulties with chemistry to enroll in the help sessions. Less weak students can take the help sessions only with permission from their chemistry professor. The chemistry department will assess this change. Because the chemistry course is a co-requisite with the Chemistry and Biology Lab, we ask for clear communication and agreement between the departments of chemistry and biology concerning changes to courses.

2) Organic Chemistry as a Freshman Course

Professor Reingold maintains that there are compelling arguments for teaching organic chemistry to freshmen. First, students find out early if they have the talents for careers in health professions, chemistry, or biology. Second, attrition in Organic Chemistry is no greater than it was in the General Chemistry course that was previously required for freshmen. Significantly, more Juniata students continue to second year chemistry courses than the national average. We find these arguments persuasive.

3) The Perception of the Impact of Organic Chemistry

Data provided by the registrar demonstrate a consistent pattern in the enrollment of freshmen in Organic Chemistry 1. Over the past five years, nearly 40 percent of incoming freshmen enrolled in Organic Chemistry 1. In the fall of 2002, that percentage climbed to 54 percent of the freshman class, or 212 students. Because the subject matter is often difficult for freshmen to master and because the classes are necessarily large lecture sections, the drop out rate is high. The table below shows the percentage of freshmen who complete the course over a five-year period.

Figure 3: Freshmen who complete Organic Chemistry.

Semester	Percent of Freshmen who finish Organic Chemistry
Fall 01	29%
Fall 00	31%
Fall 99	31%
Fall 98	35%
Fall 97	36%

We draw two important points from this information.

> The introductory Biology and Chemistry sequence involves a large number of our incoming freshmen. Although faculty members tend to exaggerate the numbers of students involved in this sequence, even the real numbers are impressive.

> Perceptions may shape our view of ourselves as a "science school." Perhaps the significant number of science students has become the basis for some faculty members to believe that the arts and humanities are under-appreciated. We wonder to what extent perception, or misperception, affects reality.

Appendix 5: Choices of POE by First Year Students on page 62 shows the number of freshmen who chose the nine most popular POEs as incoming students. Biology is clearly number one. The graph, which follows, shows this

data on POEs for 1998 to 2001. We have sorted the majors by the most popular ones chosen in 2001.

Figure 4: Most popular POEs of incoming students, 1998-2001

Popular POEs for Incoming Freshmen

Legend: Biology, Elementary Ed, Pre-Health, Exploratory, Business, Computer Sci, Psychology, Chemistry, Environmental Sci
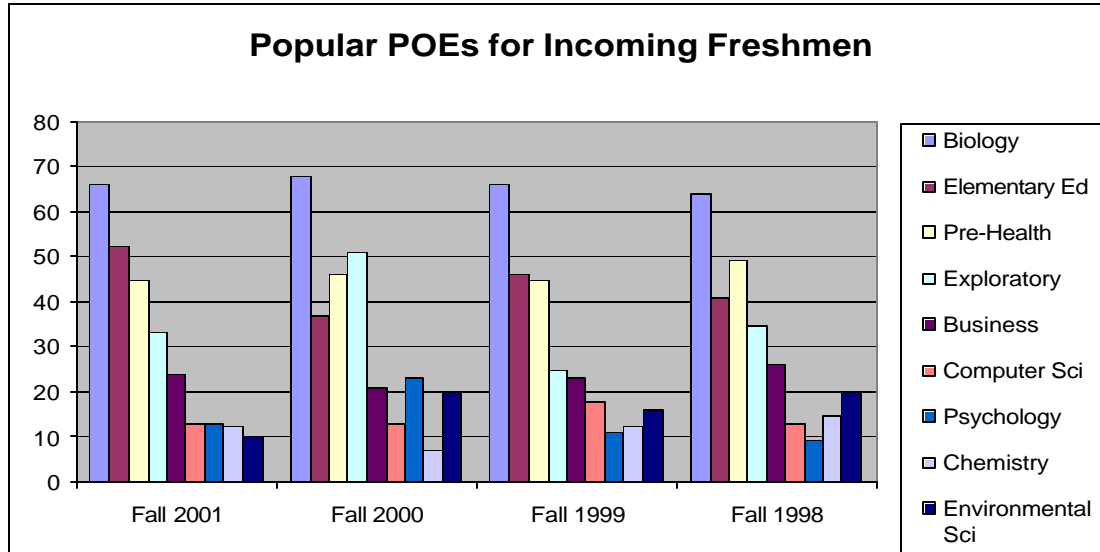
As you can see, Biology, which includes BioChem, is the most popular major. It, along with pre health majors, accounted for over 30 percent of the incoming freshmen in 2001. This evidence supports the observation that students come to Juniata for health sciences. As the evidence above indicates, however, significant numbers of them gravitate to other majors. We could help students who change POEs by making our programs easy for late entrants to enter and by helping students make the decision to change earlier.

C. Support Services for Freshmen

We examined support programs that were devoted exclusively to freshmen. Our study explores 1) summer orientation, 2) first year advising, and 3) other support services.

    1. Summer Orientation

Summer orientation programs educate new students and their families about the freshman year. This education includes information about academics, housing, extra-curricular opportunities, financial aid, and social life. During summer orientation, new students register for their first semester and investigate the college computing system. Faculty and staff members deliver the orientation along with representatives from student services, student orientation leaders, and

financial planning. The office of student services and the office of academic support services share the responsibility for summer orientation.

During orientation sessions, incoming students are assigned one or two novels to read over the summer. These novels form the basis of one or more campus lectures or discussions at the beginning of the fall semester. In addition, students in the freshman-writing course often discuss the novels as part of the reading and writing component of that course.

Students and families evaluate their orientation sessions before they depart campus. The return rate on the survey is between 40 and 50 percent. Staff members review the surveys promptly to determine if changes in orientation need to be made. A full debriefing of the summer orientations, using results from all orientation sessions, occurs each fall. Because of the feedback, changes occur. For example, because of feedback from the surveys, the June 2002 orientations were scheduled later in the month, and fall athletes were encouraged to attend a June orientation.

According to feedback from students, pre-registration advising is the most highly rated orientation service. Ninety-eight percent of students rate it as good or excellent. Parents rate the orientations as overwhelmingly positive. Both students and parents have described orientation sessions as "enjoyable," "very helpful," and "informative." Many parents comment on the high quality of the orientation and the caring nature of the staff members. In 2001, approximately 80 percent of families rated the picnic cruise and the Remote Parenting Seminar as excellent. The evaluation of the summer 2001 program in "Juniata College Summer Orientation 2001: Students and Parents Respond" is on file in the office of institutional research. You can find a summary in Appendix 15: Feedback from Summer Orientation, 2001 on page 90.

While measuring the satisfaction of families with the orientation program is relatively easy, assessing the effectiveness of the orientation program is more difficult. However, retention rates between the freshmen and sophomore year might be partially attributed to improved orientation programs. These retention rates are relatively robust, averaging over 85 percent each year from 1997 to 2002. Most recently, the college achieved a retention rate of 90 percent between 2000 and 2001 and 85 percent between 2001 and 2002. We are anxious to see if the rate rebounds to meet our goal next year.

Figure 5: Percent of freshmen who persist to sophomore year

Percentage of Freshmen Returning for Next Year
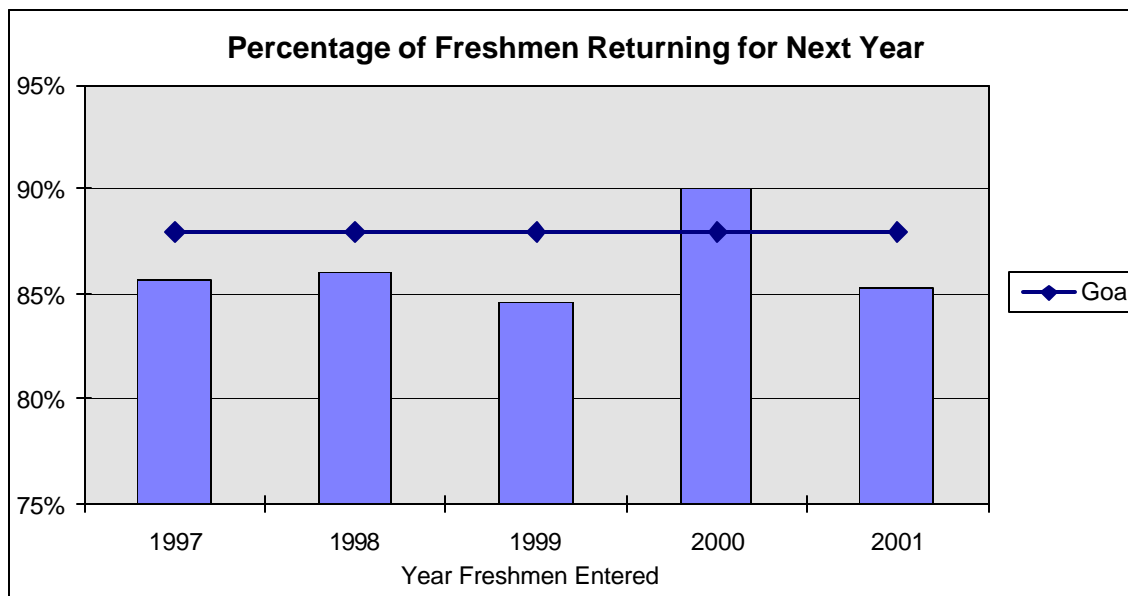
Summer orientation may have additional benefit for freshmen. According to results from the Freshman Experience Survey for 2001, our freshmen feel less prepared than other freshmen do in study skills. (You can see the results of the freshman experience survey in Appendix 10 on page 78.) The task force concluded that summer might be a good time to start students thinking about and developing study skills. Perhaps, with a head start during the summer, our students will feel more prepared for their courses throughout the first semester. Therefore, we recommend that members of the office of academic support services examine our procedures for teaching students study skills and consider the feasibility of beginning this process during summer orientation.

The budget for summer orientation in 2001-2002 was $57,000. Given the importance of facilitating a successful transition of student and family to Juniata, we recommend that the budget for summer orientation be increased 10 percent and, thereafter, that increases be proportionate to the number of incoming freshmen.

2. First-Year Advising

Much of the Juniata professional community is involved in advising first year students. In addition to 102 trained faculty members, many staff members from student services contribute enthusiastically to the program. The director of academic support services selects advisors based on the academic areas of interest a student chooses. That office conducts an advisor orientation session before the start of each fall semester. The most effective first year advisors are directive, supportive, and approachable. They deal with students as individuals

and present them with options and resources. Good advisors engage students to plan for their own academic careers and encourage them to be responsible for their own decisions.

Informal academic advising is also provided by a broad array of personnel, including instructors of the extended orientation component of the College Writing Seminar; student assistants for the Information Access course; peer tutors; club advisors; coaches; on-campus work supervisors; peers; and staff members from campus ministry, college counseling, residential life.

The goals of advising are to

a) Assist students in developing a rewarding college experience

b) Help students to identify and reach their goals

c) Help students understand available resources

d) Provide support and information

e) Help students assume responsibility for their academic careers

f) Insure that students are making satisfactory academic progress

g) Insure that students register in a timely and appropriate way.

As we learned from the Freshman Experience Survey of 2001, Juniata freshmen were more likely to turn to their academic advisor than to any other source when seeking academic advice. They were also more likely to turn to their academic advisors for both academic and personal advice. Nearly all, 93 percent, of our students reported that their advisors were available when needed. Similarly, 94 percent of our freshmen reported that their advisors are knowledgeable about their goals. Nine out of 10 said that advisors are able to help them achieve their goals. These results for advising are significantly better for Juniata than they are for comparison institutions. Over three quarters of our freshmen believe that Juniata cares about the intellectual development of its students.

The personnel evaluation committee evaluates faculty advisors by asking students to rate their advisors on a survey form. All students, not just freshmen, are asked to rate their advisors. Because only ten percent of students return completed forms and because the responses are usually either very positive or negative, we have yet to find a more informative mechanism to assess advising. Although the Freshman Experience Survey offers us valuable information, we lack an effective method to evaluate the performance of faculty and staff members as advisors. Therefore, we recommend that the office of academic support services (in consultation with members of the assessment resource team) design an instrument to assess the effectiveness of first-year academic

advising. Perhaps evaluations can be conducted during the academic year in sections of the College Writing Seminar. Additionally, we recommend that the personnel evaluation committee explore ways to achieve at least a 30 percent return rate for <u>all</u> advisor evaluations. Finally, we recommend that members from the office of academic support services compile data to ascertain the effectiveness of our academic advising and summer orientation efforts. The data should include the number of

Drop/adds for freshmen compared to other students; and

Course withdrawals for freshmen compared to other students.

Overall grade point averages for freshmen as compared to other students both internally and as compared to some sort of peer schools.

3. <u>Other Support for Freshmen</u>

In this section, we evaluate the following support services for freshmen:

The peer-tutoring program,

Academic counseling

The program of admitting freshmen conditionally,

Policies for students with special needs (learning difficulties)

The writing center, and

Administrative programs to track students academically.

a. Peer Tutoring

A corps of trained peer tutors is available to tutor individuals and groups in a variety of subjects. Peer tutors are selected based on faculty recommendations. Tutors work with tutees to develop and master the skills necessary for particular courses or projects. The service is free. In the 2001-02, the budget for peer tutors was $19,300, approximately $15.40 per student for peer tutoring.

The primary goals of peer tutoring are to help students by providing academic clarification and to help them improve their understanding. Students seek tutoring for different reasons. Some seek tutoring because of academic weakness, poor performance, or because professors recommend it. Academically superior students also seek tutoring to increase their understanding. Instructors must approve all requests for tutoring. The specific situation defines the particular goals for tutoring sessions. Tutor and tutee define goals together.

The peer-tutoring program is evaluated using several surveys, which are summarized in an academic support report. You can see the portion of that report pertaining to tutoring in Appendix 9: Report on Peer Tutoring on page 75. Tutees assess their tutors. Tutors also evaluate themselves and the program.

Students attending group tutoring sessions and individual tutoring sessions say that the sessions are convenient, adequately publicized, and that requests for a tutor were answered quickly. We have collected but not yet evaluated data that compare freshman satisfaction with upper class satisfaction.

In the four semesters from spring 2000 to fall 2001, an average of nearly 14 percent of all freshmen used tutoring services. As Figure 6, which follows, shows, freshmen are the heaviest users of peer tutoring, a result we might expect.

Figure 6: Percent of classes using tutoring
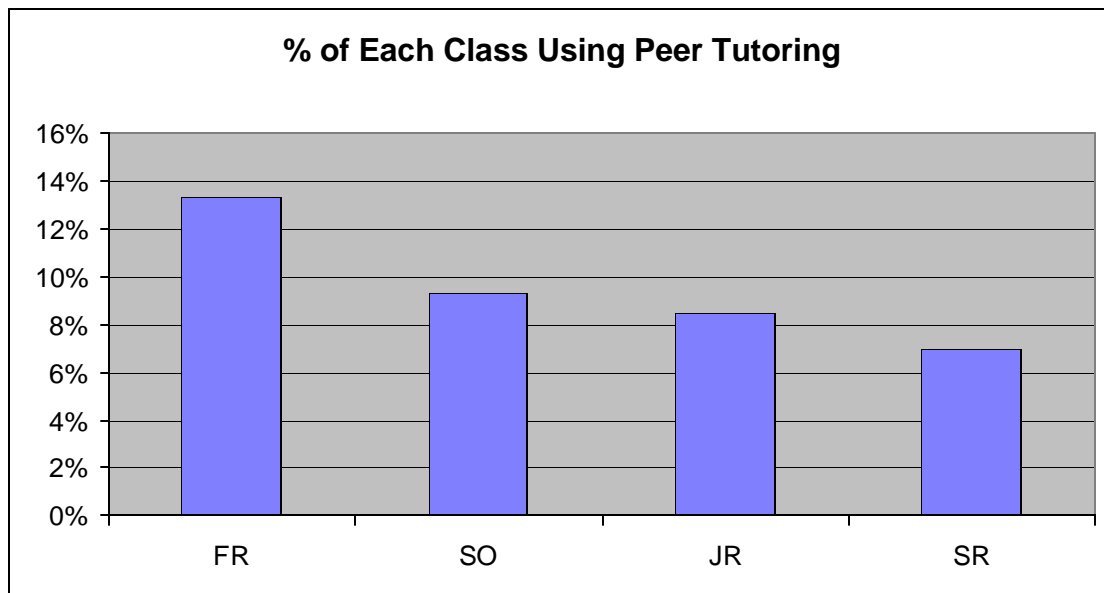
As the following table illustrates, most students believe they benefited from the tutoring they received. The table shows answers to the question: "As a result of the tutoring program, I believe I have benefited."

Figure 7: Tutees have benefited from peer tutoring

Session	A great deal	Somewhat	Very little	Not at all
Group	32.2%	49.4%	17.6%	6.8%
Individual	73.1%	24.3%	2.4%	0.2%

As you can see from the table above, students believed they benefited from peer tutors, especially one-on-one. As the following graph shows, however, all

students, including freshmen, tend to chose group tutoring sessions over individual tutors. Yet, as Figure 7 above shows, individual tutoring benefits students more.

Figure 8: Percent of tutees by class, group versus individual tutoring

Percent of Tutees by Class
(Group and Individual Tutoring)
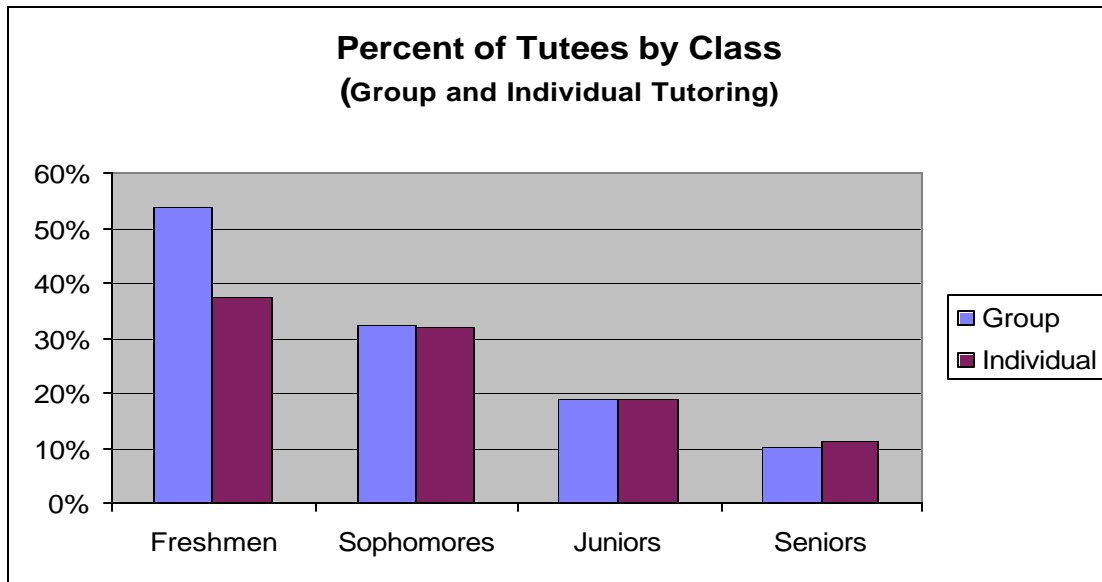
As the graph also shows, most tutees are freshmen and they are most likely to choose groups tutoring over one-on-one tutoring. Faculty members should note these trends and advise freshmen to get one-on-one tutoring at the first sign of trouble. Faculty members can also design help sessions to supply more one-on-one contact. Over the past five years, approximately 54 percent of the group tutees and 37 percent of the individual tutees were freshmen.

Although we have considerable data that report degrees of satisfaction with our tutoring program, we have no data to demonstrate whether peer tutoring aids a student to master the course concepts. Therefore, we recommend that the office of academic support assess the success of the tutorial program by following the academic performance of a sample of students after the tutoring, at least in the courses for which the student sought help. We recommend that the office of academic support compare persistence to sophomore year between students who seek tutoring and those who do not.

  b. Academic Counseling for Students

The goals for academic counseling are to enable students to

  Persist through to graduation,

  Identify areas of study where they will find success,

Identify personal and academic problems,

Develop coping skills,

Gain the ability to function as independent, self-reliant people, and

Assume responsibility for their academic careers.

The office of the dean of students and the office of academic support services are both available to help students with social and academic problems. Staff members of these offices ask students to reflect upon their interests, strengths, and problems. Families are often encouraged to participate in such meetings. Students are encouraged to seek the advice of their academic advisors and other key people, such as teachers or coaches. Often representatives from residential life and campus ministry become involved.

Counseling services are accessible to any student who wishes to receive them. The offices of the dean of students and of academic support services are open Monday through Friday from 8:30 a.m. to 5 p.m. A student who stops by or calls these offices is invited to schedule an appointment. Students are also strongly encouraged to use their advisors as counseling resources for academic needs. Services are well publicized: the director of academic support services speaks to all orientation groups and information is available on the college "Pathfinder" website and in the annual newsletter from the dean of students. New students meet with their academic advisors on the first day of classes and set up appointments for continuing contact during the first semester.

The office of the dean of students has established a First Year Call-In Program. Under the program, every new student meets with a staff member during the first semester to discuss the student's transition. The program also provides for random Early Call-Ins and for Routine Early Call-Ins for new students identified as "at risk." In all these cases, students meet individually with a staff member to discuss support options available to the student.

Inevitably, some students do not succeed, even with support and intervention. The offices of the dean of students and of academic support services often are familiar with those students who end up on academic probation or who withdraw in the first year.

We can present a few statistics on the results of the academic counseling program. For instance, the office satisfies 100 percent of the requests for academic counseling. Over the past four years, over 150 students per semester have had appointments with staff members from academic support services. Of these, over 40 percent were freshmen.

Academic counseling is one of a number of resources available to a student who is struggling or unsure. Staff members are guided by the persistence rate from the first to second year, and indeed throughout all four years, as an objective

indication of whether what we, and others, are doing is working. Since the implementation of early intervention into academic counseling, retention rates for freshmen have risen from slightly below 80 percent in 1993 to 85 percent or better from 1997 to 2002. Eighty-five percent of our 2001 entering freshman class returned for their sophomore year.

We believe both the offices of the dean of students and academic support services should collect additional information to tell us much about all students, especially vulnerable freshmen. Therefore, we recommend that members of the office of the dean of students assess the success of the call-in programs by checking with the faculty member who submitted the notice of concern about the progress of the student after s/he received counseling. Members of the office of the dean of students could also compile information on the problems that students present during these meeting. The dean's office should also track the persistence of students who seek help. This information, over time, will help us spot trends and signal when we need to change programs.

c. Conditionally Admitted Students

Each year over 7 percent of the freshmen class is admitted conditionally. In the judgment of the office of enrollment, these students may be able to meet their academic potential but may also struggle academically. The goal of the college for this program is to give students with weak records a chance to achieve good academic standing after their first semester and to persist in their education.

Conditionally admitted freshmen work closely with the faculty advisors who are selected for their ability to work with such students. Advisors, students, and members of the office of academic support work together to transition the student to college-level work. Students must meet regularly with their advisors and with the director of academic services.

Because the number of conditionally admitted students is so small, staff members can tailor their efforts to each student. A conditionally admitted student meets with the director of academic support five times during the fall semester of the first year. The student must attain a GPA of 1.67 in the first semester in order to have the Conditionally Admitted designation removed. A student who does not attain the required 1.67 GPA is placed on academic probation. Students on academic probation see the director of academic support services five times per semester until they are no longer on academic probation. Once a conditionally admitted student achieves the minimum GPA, the director of academic support weighs the progress and problems of that student to decide how much further intervention is necessary.

Since fall 1994, approximately 78 percent of conditionally admitted students have received at least one mid-term notice. As the following figure indicates, the

percentage of notices to conditionally admitted students is quite high. However, the number has decreased in recent years. Note that a student may receive a notice for more than one course.

Figure 9: Number of mid-term notices to CA students

Ratio of Mid-term Notices to CA Students

Year	Percentage
94-5	~78%
95-6	~59%
96-7	~87%
97-8	~93%
98-9	~77%
99-0	~81%
00-1	~74%
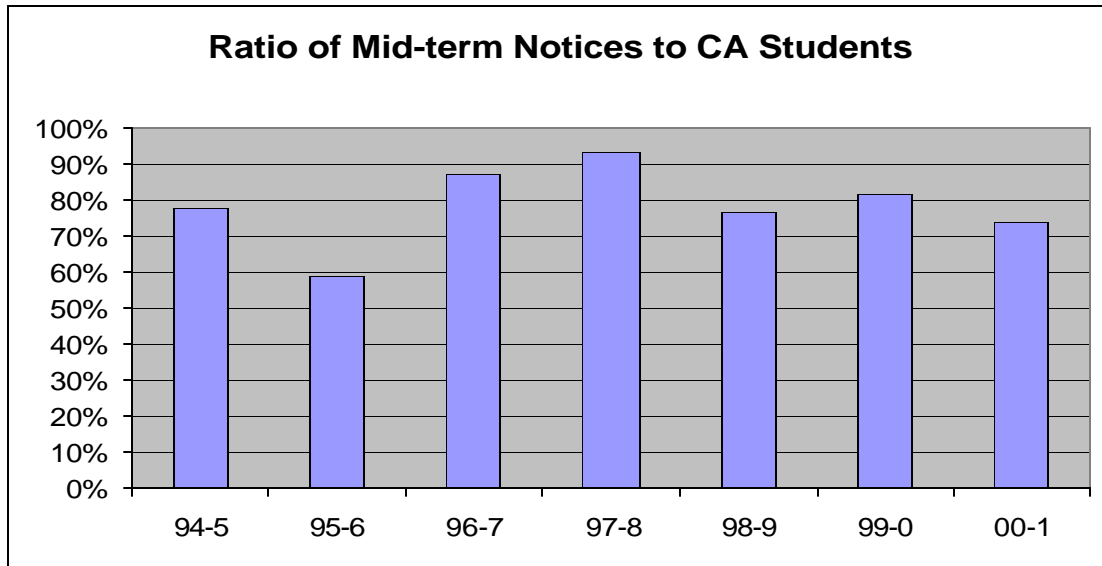
Since 1992, the average GPA of conditionally admitted graduates has been just over 2.6, compared to a GPA of 2.9 for all graduates. The average GPA of a conditionally admitted student who withdraws is slightly over 1.9.

Since 1992, only 36 percent of our conditionally admitted students have graduated, compared to an overall graduation rate of over 70 percent. These results indicate a significant degree of academic difficulty for these students. The following graph shows the disposition of the 301 students conditionally admitted since 1992.

Figure 10: Disposition of conditionally admitted students, 1992-2001

Disposition of Conditional Students

Withdrew
39%

Dismissed
5%

Pursuing degree
19%

Graduated
36%

Other
1%
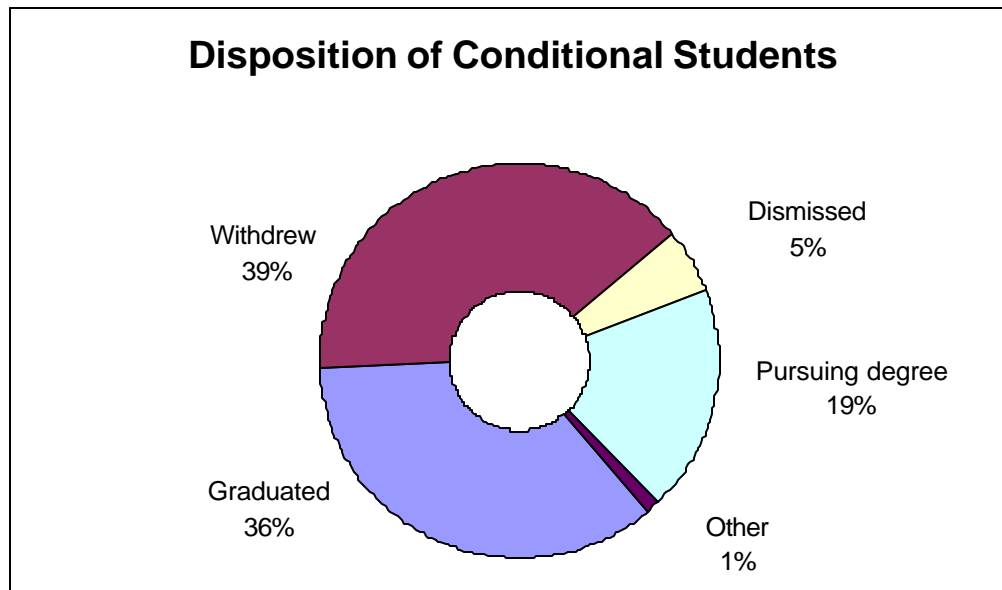
As you can see, nearly 40 percent, or 119 students, have withdrawn voluntarily whereas 5 percent have been suspended or dismissed. Of the 301, 19 percent are still pursuing their degrees.

Forty percent of conditionally admitted students have been on academic probation at some time. This high percentage is not the full story of their academic progress, however. As the following figure illustrates, conditionally admitted students receive a larger proportion of mid-term notices than their peers do. Although they average only 7.3 percent of the freshman class, they represent nearly 20 percent of the freshmen who receive notices.

During the past five years, personnel in the office of academic support surveyed conditionally admitted students to be responsive to their needs. (See Appendix 12: Survey Questions for Conditionally Admitted Students on page 84.) When asked how the program worked for them, they answered as follows on a scale from one to 10, with one being the lowest level of satisfaction. No student scored the program below 7 and most rated it a 9. Students were pleased with the support they received. Because of feedback from the surveys, the director of academic support services now meets with conditionally admitted students in their second semester whether or not they have met requirements to be reclassified from conditional status. (You can find a summary of the results in Appendix 13: Responses from Survey of Conditional Admit Students on page 85.)

d. Students with Special Needs

Although we have no formal program for students with special needs, you can find the policy on the dean of students' web page at http://services.juniata.edu/dean/disabilities.html. This policy is also included in Appendix 14: Policy for Students with Special Needs on page 89.) Students with special needs are those who

Identify themselves as such during the enrollment process and eventually matriculate, or

Identify themselves as such very early in their first year or during freshman orientation, or

Experience trouble with academics or with the social and emotional transition and who communicate their special needs sometime after the start of the first semester.

The number of students with special needs is small. At present, between 20 and 25 students receive accommodation for learning differences and special needs. Probably an equal number exist who do not ask for accommodation.

Juniata is ill equipped to offer much assistance to students with special needs. Students who identify themselves during the enrollment process receive our Statement on Students with Special Needs. Students with special needs are encouraged to meet with a member of the department of academic services. Staff members in academic services follow their progress regularly for at least the first semester. The goals of such meetings are

To aid students who have special needs in their academic or social transition,

To help them enhance their coping skills, and

To enable them to be pro-active on their own behalf.

Unfortunately, not all students with special needs identify themselves before matriculation and Juniata cannot support many with severe conditions. Those with special needs who do succeed do so largely through their own perseverance. They need to be very hard working, earnest, self-motivated, persistent, and open to feedback and counsel. Juniata has neither the resources nor the staffing to support high maintenance students with special needs. Because such students are not required to declare themselves, some students enroll who are unaware of our meager resources. Therefore, we recommend 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. Then, students will have a clear picture of what we can and cannot do for them.

e. The Writing Center

The writing center provides walk-in assistance to writers across the curriculum, including help with prewriting, drafting, researching, revising, and editing. The center offers support especially to students in the College Writing Seminar and to international students. In 2001-02, the budget for writing tutors at the center and for administrative expenses was over $11,000. The center is housed in the basement of Beeghly Library. The ample space permits individual conferencing and work at computers. Hours are 7 to 10 PM, Monday through Thursday.

A director coordinates and monitors a staff of student tutors. Tutors are selected based on faculty recommendations and on interviews with the director and with other tutors. Once hired, new tutors shadow experienced tutors and read the text, *St. Martin's Source for Writing Tutors.* All staff members of the writing center attend either the National Conference on Peer Tutoring or the National Writing Center Association Conference each year.

Since the fall of 1999, approximately 79 percent of freshmen have used the writing center during the fall semester and 10 percent have used it during the spring semester. Recall that almost all freshmen take the College Writing Seminar in the fall.

An average tutoring session lasts from 40 to 60 minutes. The student writer and the student tutor determine the focus of each session. Usually, writers come with a rough draft of their essay and a set of comments made by their teachers. They are often frustrated about how to improve. Tutors ask a series of questions to help writers focus their efforts and improve the quality of their work.

The writing center supports student engagement and academic success by fulfilling the following objectives:

Providing tutorial assistance to writing across the curriculum,

Using a Socratic method to ensure that student writers answer their own questions,

Providing support for students taking English as a second language,

Providing remedial support for weaker writers.

Members of the staff meet with the director weekly during the fall semester and as needed throughout the spring semester to discuss operational issues including staffing, recurring problems, and training needs.

Current assessment is largely anecdotal. In response to a brief survey, faculty members rated their overall satisfaction with the writing center as a "4" on a 1 to 5 scale with 5 being "excellent."

We need to know more about how effective the center is and how satisfied students are with the help they get there. Therefore, we recommend that the director of the college writing seminar include questions about the writing center in the course survey administered to students at the end of the semester. Questions should solicit information about what percentage of freshmen writers use the center and whether they used the help they received to their benefit.

f. Tracking Academic Performance

Various systems are in place to track the academic performance of all students. These systems include the First Year Call-In Program, and Routine and Early Call-In Programs, all of which we discuss in the following section on academic counseling. Other tracking systems include Notices of Concern, Mid-Term Notices, phone contact, and communications in compliance with the Family Educational Rights and Privacy Act.

These tracking systems are in place

> To ensure that students are aware of academic support services and to make those services easily accessible.

> To help students understand that their academic progress is important

> To help students understand that academic success is a planning process in which they must become engaged

> To inspire students to become responsible for their own education, and

> To help students realize that academic development and social development are mutually reinforcing aspects of their life in college.

In this section, we look at these other systems. We have organized the discussion into two parts: 1) Notices and 2) Managing Students in Trouble.

Notices
Faculty and staff members use the on-line Notice of Concern to alert members of the dean of students' office that a student may be in trouble and intervention may be necessary. When a staff member receives a Notice of Concern from a faculty member or from another staff member, s/he schedules an appointment with the student.

Midway through each semester, faculty members use Mid-Term Notices to report poor performance and excessive absences in courses. As you can see from the following graph, the percentage of freshmen receiving mid-term notices in the fall semester has declined over the past two years. The bottom line shows freshmen

as a percent of the student body. The top line shows the percentage of freshmen who receive mid-term notices.

Figure 11: Trend of freshmen receiving mid-term notices

Midterm Notices for All Freshmen
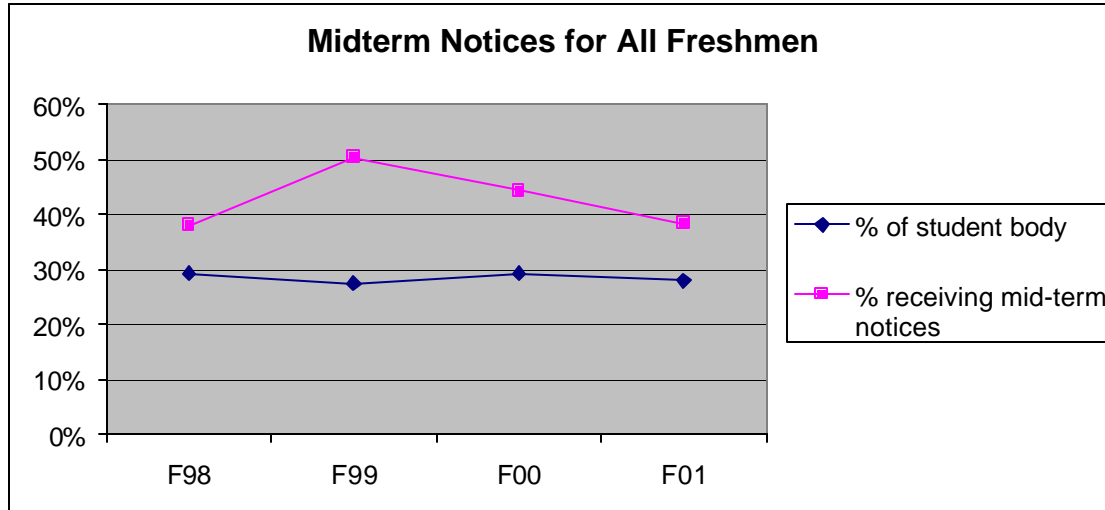
Members of the office of academic support services immediately contact all students who receive three or more mid-term notices. The staff member then schedules appointments for the students for academic counseling. Academic support services contacts conditionally admitted students who receive two or more mid-term notices for academic counseling. The office monitors the progress of these students into the next semester.

Not surprisingly, freshmen receive most of the mid-term notices given out, as you can see in the figure below.

Figure 12: Mid-term notices by class, fall 1998 to spring 2002

Mid-Term Notices by Class, F98 to S02

- Non-degree 1%
- Freshmen 45%
- Seniors 10%
- Juniors 17%
- Sophomores 27%
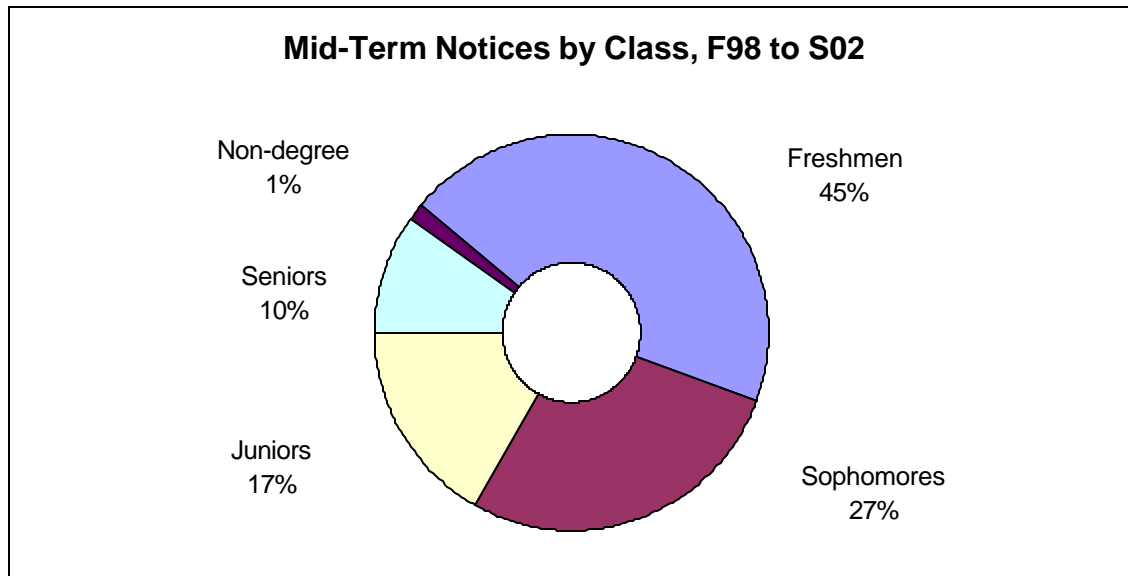
What did surprise us was the discovery that freshmen receive significantly more mid-term notices in the spring semester than in the fall. As you can see from the following graph, all other categories of students received more notices in the fall semester.

Figure 13: Mid-term notices by semester and class, 1998-2002

When Students Get Mid-term Notices

Freshmen, Sophomores, Juniors, Seniors, Non-degree

Legend: Fall, Spring
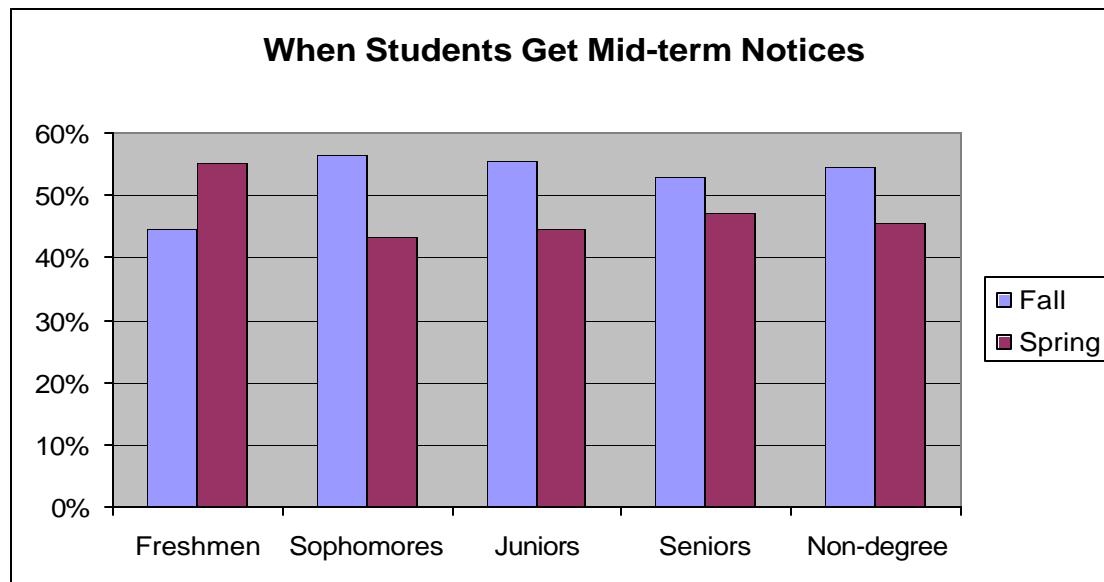
We wondered why freshmen appeared to do worse in the spring than in the fall semester. One speculation was that perhaps they do worse because they are in more large-enrollment courses. Another factor might be because the average freshman takes more credits in the spring. Certainly, one factor is that instructors

of the College Writing Seminar do not send out mid-term notices. Since almost all new students take the College Writing Seminar in the fall semester, the count of notices does not necessarily represent a count of students doing poorly in the fall semester. Teachers of the College Writing Seminar do not send notices because the course is set up to work closely with each student. Teachers of the course conference often with students. Their goal is to help students improve their writing. Staff members, therefore, feel the mid-term notice does not fit the goals of the course. Naturally, if a student had a problem, the writing teacher would still inform student services or academic support, or both.

We need to find out if the reason is one of these or another. Therefore, we recommend that members of the office of academic support services look at class size, courses taken, and credits taken to find factors why freshmen do worse in the spring. Comparing a sample of freshmen in science to a sample of non-science majors, might be instructive. We suggest that the investigator look first at the average GPA for freshmen by semester, then at average class size by semester and average credits by semester.

Managing Students in Trouble
Members of the dean of students' office, concerned parents, faculty members, coaches, or advisors may initiate phone contact at any time if there is anxiety over a student. Furthermore, faculty and the office of academic support services identify and contact all students who experience academic problems. Academically troubled students are required to meet with someone in the office of the dean of students for help. If a student misses the appointment, s/he is pursued until the meeting occurs. The assistant dean of students devotes approximately 80 percent of his time to dealing with freshmen.

Many students report that they have benefited from the direct and persistent contact of faculty and staff members who are proactive about intervening to provide academic and social assistance. Students say they appreciate these efforts.

D. Evaluation and Recommendations

In this section, we review our findings and conclude with a summary of recommendations.

1. <u>What We Learned and How We Will Use It</u>

We selected the special topic of the first year experience because we wanted to find out why our freshmen

Report significantly fewer reading assignments than their peers,

Place a greater emphasis on memorization than their peers,

Give significantly fewer class presentations,

Have less understanding of persons of differing backgrounds,

Show a greater likelihood of declaring a major upon matriculation,

Earn fewer A's than peer freshmen,

Are less prepared for science and math, and

Express greater fear of failing courses.

Based upon our study of the first year experience, we can hazard explanations for much of these worries. A far greater percentage of our freshmen enroll in Biology and pre health sciences. Likely, they attend Juniata because of our strong reputation for science. For these reasons, more of our first year students are likely to have declared majors upon matriculation. And, more will have chosen science majors.

The schedules of most science students in their first year include the introductory Chemistry and Biology sequence. Thus, for a large proportion of our first year students, this sequence of 17 credits (counting a Chemistry extra-help section) accounts for over half of the credits of the first year. If we add the four credits for the College Writing Seminar and the one credit for Information Access, then 22 of the recommended 30 credits for the year are for required courses. With only eight credits left to select other courses, we can easily see why freshmen do not enroll in courses that require heavy commitments of extensive reading and writing. Many freshmen enroll in introductory level courses in areas such as Psychology and Sociology. These courses, because they also serve their own majors, are in large sections, typically lecture format, and require few class presentations. Few require term papers or extensive reading.

Because of this concentration in Chemistry and Biology and because of the large lecture sections of introductory courses, we can predict that students would rely more on memorization. The difficulty of the Organic Chemistry sequence as well as competition from the large number of peers in science might explain why our freshmen feel less prepared in science. These reasons might also explain their greater fear of failing courses as well as the fewer "A" grades that they earn.

2. Summary of Recommendations

In this section, we summarize our recommendations for the first year experience and indicate the current disposition of each. In addition to the summary, we have included a rating of each recommendation made by the provost in consultation

with the president. The key to the rating of the current state of the recommendations is as follows:

D = Done or work is in progress
H = Highest priority, need to get started
C = will get Consideration
R = must be Revised

We based the hypotheses that we discussed above upon our study of the freshmen curriculum and the nature of its courses. This self-study has shown us that we should test these hypotheses. Our recommendations pertaining to the curriculum follow.

	Rating
A. The curriculum committee should ascertain the courses freshmen select, particularly the number of courses by division, by enrollment size, and by reading and writing assignments and report its findings to the faculty.	H
B. The curriculum committee should solicit information from other departments offering introductory level courses that attract heavy freshmen enrollments. Once identified, the committee and the provost should encourage teachers of these courses to offer at least some small sections that offer students opportunities for presentations.	C
C. The provost should provide incentives for some faculty members to develop small enrollment courses for freshmen that emphasize reading and writing.	C
D. The personnel evaluation committee should explore ways to achieve at least a 30 percent return rate for all advisor evaluations.	C
E. The curriculum committee should explore ways to minimize obstacles for freshmen who wish to take courses that explore other cultures and languages.	R
F. Teachers of the College Writing Seminar and, perhaps, other courses should encourage (or require) freshmen to attend some number of cultural events.	C
G. The curriculum committee should discuss the goals and content of the information access course and should evaluate how closely the course meets the needs of first year students.	H

Key: D = Done or work is in progress; H = Highest priority, need to get started; C = will get Consideration, R = must be Revised

In addition to the suspicions aroused by the NSSE and the Freshman Experience Survey, we found that faculty members were very concerned about the quality of freshman writing. Similarly, we found that faculty members understood little about the College Writing Seminar—a course that may set the tone for the expectations of students about college courses and college writing. We found little connection

between the College Writing Seminar and courses that contain a writing component (CW). For this reason, we make the following recommendations.

		Rating
H.	The provost should designate at least one session of faculty orientation to a description and explanation of the syllabus, methodologies, and goals of the College Writing Seminar.	H
I.	The provost, in consultation with the curriculum committee, should decide whether the College Writing Seminar is an English department course or a general education course for purposes of identifying goals and providing governance.	H
J.	Either the curriculum committee or the academic planning and assessment committee should appoint a task force to evaluate the College Writing Seminar, its goals, its strategies, and the uniformity of content and method across sections.	H
K.	The provost should appoint a committee of staff members from student services and from teachers of the College Writing Seminar to resolve the differences of opinion about the nature and value of the extended orientation.	H
L.	The curriculum committee should develop a plan to assess the writing requirements of the curriculum. The plan should include ways to evaluate the impact of using communications courses for writing courses on writing ability. The plan should also insure that teachers of the College Writing Seminar and writing-designated (CW) courses share coordinated goals.	R
M.	The director of the College Writing Seminar and the director of Information Access should develop a plan to coordinate research assignments.	R
N.	The director of the College Writing Seminar should include questions about the writing center in the course survey administered at the end of the semester.	C
O.	The provost should sponsor workshops about teaching writing for any faculty member who teaches the College Writing Seminar, any CW course, or any course that requires students to do significant amounts of writing.	D
P.	Departments and programs should undertake pre- and post-testing of writing, reading, and critical thinking skills in at least one introductory course.	C
Q.	The director of the College Writing Seminar should restructure the syllabus to introduce analysis of arguments early in the course and to emphasize citation styles.	D
R.	The provost should appoint a group of faculty members (perhaps including some members of the former Assessment Resource Team) to evaluate the reading and writing abilities of students as they enter the College Writing Seminar and as they leave it.	R

S. The curriculum committee should study the nature of writing
requirements in upper level courses.

R

*Key: D = Done or work is in progress; H = Highest priority, need to get started; C = will get
       Consideration, R = must be Revised*

Finally, although retention rates are good, we recognize that we could learn more about our successes and failures in dealing with the non-academic life of our first year students. Therefore, we make the following recommendations.

Rating

A. Members of the office of academic support should assess the effectiveness of academic advising for the first-year.

C

B. Members of the office of student services should examine how we teach students study skills and evaluate students' strengths and weaknesses.

R

C. Members of the office of academic support services look at class size, courses taken, and credits taken to find factors why freshmen do worse in the spring.

C

D. Members from the office of academic support services should compile data to support the success of our academic advising and summer orientation efforts.

R

E. Members of the office of academic support should assess the success of the tutorial program by looking at the academic performance of a student after the tutoring.

R

F. Members of the office of the dean of students should assess the success of the call-in programs by looking at the academic performance of a student after the call-in.

R

G. Members of the office of academic support services and the office of the dean of students should work together to make the Statement on Students with Special Needs available to all students who matriculate.

H

H. The budget for summer orientation should be increased 10 percent and, thereafter, proportionate to the increase in the number of incoming freshmen.

C

*Key: D = Done or work is in progress; H = Highest priority, need to get started; C = will get
       Consideration, R = must be Revised*

Although we realize we have constructed an ambitious list of recommendations, we know that faculty members want and need to understand the first year experience. Our freshmen need us to help them succeed. To help, we must learn all we can about the students we teach.

Appendix 3: Survey of Department Chairs

Dear Department Chair,

The Middle States task force working on the first year has asked Jim Tuten and Jim Roney to write a report on the role of the academic program in the first year experience with a special emphasis on the fall semester, including College Writing Seminar and first year chemistry. As a part of that report, we are collecting information from various units on campus. You are asked to provide any information you can on how your department or program deals with first year students. We encourage you to discuss these questions with your colleagues. Your response need not be lengthy but should address as many of the areas mentioned below as possible. If you do not have the time or desire to address all of the areas, send us whatever you have. We will be glad to receive any information. Please feel free to contact either of us with any questions you might have. We thank you in advance for your time and effort.

General Questions
Does your department have specific goals and desired student outcomes for first year students?
If so, which of these are you attaining and not attaining? How, and why?
Does your department have courses designed specifically for first year students?
What teaching methods do you employ which work particularly well or badly with first year students?
What issues and problems does your program now face with first year students?
What are the greatest strengths and weaknesses of our sophomores?

The Relationship of Your Program's Goals to the Expectations for Sophomores List
The task force is using a list of the expected proficiencies for sophomores, developed at a faculty forum, to shape its report. Please comment on the list from the perspective of your program.

Expectations of Sophomores (task force document)
Freshman Proficiency in Language (Listening/Speaking/Reading/Writing) Skills
Freshman Proficiency in Thinking/Problem-Solving/Analytical Skills
Freshman Proficiency in Study/Learning Skills
Freshman Proficiency in Cultural and Cross-Cultural Competence
Freshman Proficiency in Information Literacy/Research Skills
Academic Responsibility
Have Begun a Liberal Arts Education and Can Articulate Educational Goals
Has Been Intellectually Challenged/Engaged
Develop Integration with Juniata Communities
Open to New Experiences and Healthy Lifestyles

What do you consider freshman proficiency in the Sophomore Expectations described above?
How (methods, materials, activities, etc.) does your program succeed in helping students to attain such proficiencies?
Where, specifically, does it succeed? How, and why?
Where, specifically, does it not succeed? How, and why?
Are there areas on the Expectations list which do you not consider a primary concern of your program?
What programs on campus do you rely on to develop such proficiencies?

College Writing Seminar/EO/IA
Based on the students you encounter in your program, in what ways is EO succeeding and not succeeding in successfully acculturating first-year students to life at Juniata, both academically and non-academically?
Has IA prepared students with the basic skills they need to do research or obtain the basic information they need to work in your program?

Based on the students you encounter in your program, how does College Writing Seminar interact with the rest of the curriculum? Do proficiencies and content transfer?
How is the writing requirement working for first year students?
Do sophomores write well?
Do POEs in your program typically take writing courses other than College Writing Seminar, either departmental courses or distribution courses, during the first year?

Other First Year Courses
Do you encourage students to explore different courses (begin their distribution or take exploratory electives) during the first year, or do POE requirements mean that a student must take largely a prescribed sequence of courses?
Does your program make a distinction between POE and FISHN courses in terms of method or content? If so, how does this affect first year students?
How do the FISHN courses and departmental courses interact in a student's education? Do proficiencies and content transfer?
A large percentage of our first term students take the same chemistry or biology courses. How does this affect your program and students?

Assessment
How do you assess the attainment of programmatic goals and desired student outcomes for first year students?
What information do you have?
Is there any other specific information about student performance which you would like to have?

Resources
How do you use the resources which you have at your disposal to meet the needs of first year students?
Could you accomplish similar tasks with fewer resources?
Could additional resources in some areas produce improved results? Be specific about missed opportunities or problems which need to be solved.

Program History
Have there been any significant changes in how your program deals with first year students?
What were the reasons for any changes?
Do you anticipate additional changes in the future?

Questions of your own
?????

Please send your responses to Jim Roney or Jim Tuten

Appendix 4: Survey of Teachers of Cultural Analysis I

The survey questions and the most common responses are listed below.

General characterizations of first semester sophomores
The following strengths were reported:

Many are "open to new ideas."

They have good "manners, and respect for others in class."

The following weaknesses were reported:

They "lack the vocabulary and abilities to discuss culture."

Poor ability at "reading monographs and pulling critical ideas from texts."

They are "answer and not process driven."

"Insularity; unwillingness to move outside of POE."

On writing skills
Nearly all respondents felt that writing varied widely among students and that Cultural Analysis served in a role as a sophomore writing course.
Too many "lack the ability to write argumentatively."
"Can't cite properly."
"The first essay seems to have risen in overall quality since 1998."

First year preparation
When asked to assess the success of the first-year in preparing students, faculty members noted that the "fundamentals of writing" were achieved for the overwhelming majority of students. However, not the skills of argument construction, display of evidence, nor much sense of style.

"They have little sense of the difference between types of discourse: academic…and popular… [also] very little aesthetic sense."

How is the writing requirement working for first year students?
"Not so well."
"I find students have a wide range of skill levels in the sophomore year."
"If the students can be believed on this, who they have for College Writing Seminar matters in their skill level."
"Many are not habitual readers which is odd for a liberal arts school. Lack of ability to read argumentative writing."
"Have little critical analysis skill"
Instructors report that students showed the most facility in handling films and the least facility with primary sources and intellectual writing.

What single aspect of the first year experience would you most want changed?
Respondents suggested smaller classes or seminars "in which students could extend themselves." A system emphasizing student engagement by requiring attendance at some number of cultural events.

General wishes included more effective preparation for college reading and writing, their recognition that one's own education is the paramount responsibility of each student, and efforts to "increase their intellectual curiosity."

The perception that the first year curriculum is dominated by Chemistry/Biology was underscored by the following comment: "Loosen the stranglehold that Chem/Bio I has on the curriculum. The entire campus kowtows to one course. That alone creates a perception that the sciences are more important. [Not just students] need cultural analysis."

Comments and perceptions of Extended Orientation
Most claimed to have a vague knowledge or to know nothing of what Extended Orientation does or has as its goals.
One argued that based on student comments it seemed that Extended Orientation experienced diminishing returns after midterm and posited that "perhaps it should become optional or the format should change after midterm."

Comments and perceptions of Information Access
Respondents felt strongly that freshmen should "use the computer effectively" including email, p drive and other fundamentals.
Several faculty saw a problem with the computer and technical emphasis that resulted in students becoming uncritical of information.

Interaction between College Writing Seminar and Cultural Analysis I
"Students report that they are asked to do a different kind of writing in cultural analysis and that the understanding of culture in the College Writing Seminar and in Extended Orientation is not only different from that in Cultural Analysis I but also sometimes what Cultural Analysis I considers to be incorrect. This is a shock for many of them. Correctly or incorrectly, they perceive that they are being asked to move from discussing what they feel or think to taking a documented position about what someone else has said, written, or done. They come with a sense of summary and self-expression and are asked to situate themselves in a world in which other voices exist as something to be recognized and replied to. They have to get used to being graded on what they assumed was all a matter of opinion or affirmation of self and others."

Expectations of sophomores
Below are the summarized responses to the list of Sophomore Proficiencies. Faculty members report a wide variance in student skills. Comments reported here are intended to reflect the majority view.
Freshman Proficiency in Language (Listening/Speaking/Reading/Writing) Skills
Many are unsophisticated readers and writers.
Freshman Proficiency in Thinking/Problem-Solving/Analytical Skills
While analytical skills may be rising, most offer opinion rather than analysis.
Freshman Proficiency in Study/Learning Skills
This area could be improved, but it was also noted that it is an endemic problem. Students are best at cramming and with short-term memory skills.
Freshman Proficiency in Cultural and Cross-Cultural Competence
"Depends on pre-college background for most."
Freshman Proficiency in Information Literacy/Research Skills
Typically lack any non-internet research skills and apply an uncritical use of information sources.

Academic Responsibility
While many are career-oriented, they are not cheaters by intention. Problems arise frequently due to a poor understanding of proper citation and paraphrase procedure. As one professor put it, "The impression is that they WANT to be academically responsible but aren't always sure how to go about it."

Have Begun a Liberal Arts Education and Can Articulate Educational Goals Pretty focused on job goals.
Many see this as a weakness. Little has prepared students for these goals and a respondent reframed the issue thus, "The question isn't have they—it is how do we institutionalize this and where and when?"

Has Been Intellectually Challenged/Engaged
Faculty members found a clash between liberal arts goals and a vocational orientation among many students. Again this disharmony may be a societal issue. "A good chunk of this is a result of

our primary and secondary educational system and the culture in which the students grow up. One year isn't a long time to develop critical thinking." Similarly, a respondent took issue with the conflation in this expectation saying, "Challenged, yes I think so. Engaged is a different question and should be as such. Our culture is at best ambivalent and the culture most of our students are reared in is at worst anti-intellectual."

Develop Integration with Juniata Communities
Most have, but the freshmen year is a struggle for many. It is especially hard on those not on a varsity sport and not inclined to the "party scene."

Open to New Experiences and Healthy Lifestyles
Many faculty members seem unsure about this category. Those that addressed the issue directly considered Juniata freshmen to be much like their peers in this regard. "Clearly they don't get enough sleep, eat healthily, nor exercise regularly. But neither do I." Yet another professor emphasized the New Experiences side of this question, saying, "I am not sure if we do everything we could to push study abroad as early as we could. But I also know that students who are just leaving home for the first time often balk at the thought of too many new experiences too quickly."

Other comments or questions
Several faculty members argued strenuously for changes in the College Writing Seminar and Extended Orientation. These statements are included below.
"I do feel that College Writing Seminar might do a better job of introducing analytical argument earlier and with more force. But I also realize that this is something that 99.9% of them will not have done in high school and thus it is harder to push and takes longer to stick."
 "I am VERY concerned about students' ability to use and cite sources properly. What can we do to improve that? Also, can we teach them to use both in-text and footnote citations?"
"Could we implement a mentoring program in which senior students are available to freshmen to answer questions on a confidential basis? I would like the Extended Orientation instructor to fulfill this role but I doubt the confidence is cross-gender—students might like having a hotline or someone to turn to that's impartial."

Appendix 5: Choices of POE by First Year Students

This information is intended give a profile of freshmen activity beyond the required College Writing Seminar course. Put another way, the data helps answer the question, What else do Juniata freshmen do academically?

The following data provided by the registrar demonstrate a fairly consistent pattern in the enrollment of freshmen in Organic Chemistry 1. These figures represent the students completing the course. Nearly 40% of the freshmen start the course. Two important points can be derived from this.

1. Organic Chemistry and the Chem-Bio sequence are very significant in the freshmen experience for a large minority of the student body.
2. As noted by the chair of Chemistry in his report, the perception on campus is that this minority is in fact a large majority.

Semester	Percent of freshmen in Organic Chemistry
Fall 01	29%
Fall 00	31%
Fall 99	31%
Fall 98	35%
Fall 97	36%

Incoming Freshmen POE
The office of enrollment provided the following figures. These reveal the largest Programs of Emphasis (POE) declared by incoming freshmen. The top ten declared POEs are listed and the total listed as Exploratory/Undeclared. Several features are apparent from this data.

1. The declared programs of interest included over forty different POEs. This reflects a wide range of interests even though perception on campus is that our student body is "frighteningly homogenous. Half of my last class was composed of Bio majors."
2. To address the source of this perception the data from Fall 2000 entering class shows that around 30% of freshmen began with interests in Biology or Pre-Health professions. This number is broadly in keeping with the figures from Organic Chemistry. However, that number falls to 23% (2001-2002 Fact Book) as a percentage of the overall student body.
3. Nearly a tenth of the incoming class is undeclared or exploratory.

Incoming Choice of POE	Fall 2001	% of class	Fall 2000	% of class	Fall 1999	% of class	Fall 1998	% of class
Biology (includes Biochem)	66	18.1	68	17.9	66	18.9	64	17.6
Business (ABE)	24	6.6	21	5.5	23	6.6	26	7.1
Chemistry	12	3.3	7	1.8	12	3.4	15	4.1
Computer Science	13	3.6	13	3.4	18	5.1	13	3.6
Elementary Education	52	14.2	37	9.7	46	13.1	41	11.3
English	7	1.9	10	2.6	8	2.3	14	3.8
Environmental Science/Studies	10	2.7	20	5.3	16	4.6	20	5.5
Exploratory/Undeclared	33	9.0	51	13.4	25	7.1	35	9.6
Information Technology	8	2.2	9	2.4	0	0.0	0	0.0
Pre-Health Professions	45	12.3	46	12.1	45	12.9	49	13.5
Psychology	13	3.6	23	6.1	11	3.1	9	2.5
Other*	82	22.5	75	19.7	80	22.9	78	21.4
Class Total	**365**	**100.0**	**380**	**100.0**	**350**	**100.0**	**364**	**100.0**

Other* Includes:
Allied Health
Geology
Mathematics
Physics
Pre-Engineering
Natural Sciences/General
Politics
Sociology
Social Sciences/General
Art
Communications
Foreign Languages
History
Philosophy
Religion/Pre-Ministry
Humanties/General
Peace & Conflict Studies
Liberal Arts/General

The freshman class average GPA at the end of Fall semester.

Class	Average GPA
Fall 01	2.488
Fall 00	2.487
Fall 99	2.514
Fall 98	2.407
Fall 97	2.353

Additional data is being sought as the initial reports led to a series of significant questions.

> *Besides College Writing Seminar/EO/IA and the Chem-Bio sequence, what other courses are characteristic of the freshmen year?*

Early and somewhat incomplete data suggests that a range of introductory courses across the disciplines are characteristic here as in higher-education generally. Such courses include Survey of Western Art and World Art, Introduction to Human Communications, Message Analysis, Intro. To Computer Science and Computer Science I, Intro. to Business, Foundations of Education, Child Development, US History to 1877, US History Since 1877, Principles of Information Technology, Intro. to International Politics, Intro. to American Government, Intro to Psychology and Intro to Sociology.

Draft 1 3/17/02 jht

Appendix 6: Quick Facts for 2001-02

JUNIATA COLLEGE QUICK FACTS: 2001-02

DESCRIPTIVE PARAGRAPH	Students who can be described as intelligent, independent, creative, determined, friendly, active, or unique; students who rise to academic challenges; those who are intrigued by environments rich with lakes, mountains, fresh air, and natural beauty; those who are hungry to discover who they are and what they are capable of—these students owe it to themselves to consider Juniata College. At Juniata, students have the opportunity to explore their interests and prepare for a useful life and a successful career. Juniata's traditions include excellence in academics, small classes, collaborative student-faculty relationships, a close-knit community, a family-like atmosphere, and many surprises, including Mountain Day.
GENERAL INFORMATION	**Location:** Huntingdon, PA (Small Town) **Founded:** 1876 **Status:** Independent, Private, Four-year coeducational (Undergraduate only) **Historical heritage:** Church of the Brethren **Motto:** "Veritas Liberat"—Truth Sets Free **Team Name:** Eagles **School Colors:** Blue and Gold **Campus:** 1097 Acres total; Main Campus—110 Acres, 40 Buildings **President:** Dr. Thomas R. Kepple, Jr. **Accreditations:** Middle States Association; Council on Social Work Education; American Chemical Society; National Association of Education of Young Children; PA State Board of Education
STUDENTS	**Enrollment:** Fall 2001: 1302 total; 1276.9 FTE **Characteristics:** 58% Women; 97% Full-time; 5% International; 2.1% Domestic Minority **Geographic Origin:** 36 States and 22 Foreign Countries; 76% from Pennsylvania **Freshmen Admissions:** # Applicants—1402; Accepted—1108 (79%); Enrolled—342 (31%) **Freshmen Profile:** # First-time Full-time Freshmen—342. Average SAT: 1160; Average GPA: 3.70; SAT ranges: Verbal: 530—620; Math: 530—630 **Athletics:** NCAA Division III; Middle Atlantic States Collegiate Athletic Conference 19 Varsity Sports offered (10 Women, 9 Men). 1994 & 1999 Men's Division III Volleyball Champions; 1981 to present: Quarterfinalist, Division III Women's Volleyball; Division III Runner-up, 1996, 1997. **Campus Activities:** No Fraternities or Sororities. 97 student-run organizations—Student Government; Activities Board; Choral, Instrumental, Dance, Drama/Theater, Art organizations; Newspaper, Yearbook, Literary Magazine, Radio Station; Religious, Service, Political, International, Outdoor, Subject-Related & Special Interest clubs. **Campus Traditions:** Lobsterfest; Mountain Day; Christmas Madrigal Dinner; All Class Night; Springfest

ACADEMIC PROGRAM	**Calendar:** Semester; Limited Summer Session **Degrees Offered:** Bachelor of Arts, Bachelor of Science **Curriculum:** Flexible, "values-centered" curriculum; 50% of all students design their own majors or "Programs of Emphasis" (POEs); Each student consults with 2 advisors. **# Designated POEs:** 53 **Most Popular POEs:** Biology/Pre-Health-23%; Education-13%; Accounting/Business-10%; Sociology (including Sociology, Social Work, Anthropology & Criminal Justice) -6%; Environmental Science/Studies-5% **New Programs/POEs:** Information Technology; Environmental Science & Studies; Museum Studies; Religion **Off-Campus Study:** Internships in virtually every discipline; Study Abroad in 14 Foreign Countries; Marine Semester, Urban Semester, Washington Semester; Cooperative Degree programs in Law, Engineering, Dentistry, Medicine, Optometry, Podiatry, Nursing, and Allied Health fields. **Student/Faculty Ratio:** 13.7 to 1 **Average Class Size:** Average Lecture: 21; Average Lab: 16; Average, all: 15 **Retention:** 90% of Freshmen return 2nd year; 73% graduate in 6 years
FACULTY & STAFF	**Faculty Size:** Fall 2001: 92.6 FTE; 83 Full-time, 29 Part-time **Full-time Faculty Stats:** 96% hold Terminal Degree; 96% Tenured or Tenure-track; 33% Female **Staff Size:** Total Employees (including faculty) as of 11/1/01: 280 Full-time, 76 part-time
FACILITIES	**Library Holdings:** Books, Serial Backfiles, Government Documents: 250,000; Serial Subscriptions: 3,500; Microform Units: 200; Video/Audio Units: 1,400; 12 Commercial On-Line Services; Access to Penn State University Library **Computers:** Campus-wide computer network with access in all dorm rooms; 250+ computers and 12 computer labs available for student use; Cyber Cafe ("Cyber Connection") in Student Center **Special Facilities:** 665-acre Raystown Environmental Studies Field Station; 316-acre Nature Preserve & Peace Chapel; Early Childhood Education Center; Juniata College Museum of Art; Ceramics studio & Anagama kiln; Sports & Recreation Center including Strength & Fitness Center, Olympic-size pool, 2 gymnasiums, & racquetball/handball courts. **Under Construction:** 88,000 square-foot, $20 million, state-of-the-art von Liebig Center for Science; Raystown Environmental Studies Field Station Campus **Facilities in Planning:** Black-box Theater; Business Incubator **Residence Halls:** 11 Residence Halls; Capacity—1098; New Residence Hall—Alfarata—in planning stage; 82% of Degree-seeking students live on-campus
FINANCES	**Cost:** 2001-02 Tuition: $20,190; Room: $2,880; Board: $2,610; Fees: $420; TOTAL: $26,080 **Financial Aid:** 100% of all freshmen judged to have financial need received financial aid.; Average financial aid package of all students determined to have need: $17,273; % of need met of all students determined to have need: 90%
ALUMNI & DEVELOPMENT	**Endowment Size:** Endowment & Related Funds, June 30, 2001: $71 Million **% Alumni Giving:** Five-Year Average, 1996-97 through 2000-01: 39%

COMMENDATIONS:	Registered in Loren Pope's *Colleges That Change Lives*, *Peterson's Competitive Colleges*, *The Barron's 300: Best Buys in College Education,* Barron's *Compact Guide to Colleges*, *Rugg's Recommendations on the Colleges*, and *Cool Colleges*. First educational institution to have a contractual agreement with the United Nations. Ranked 59th among four-year colleges in Yahoo! Internet Life's survey of "America's Most Wired Campuses". In a 2001 study of the 137 most productive undergraduate science programs Juniata was rated 4th best in the number of science degrees granted as a percentage of the total degrees granted. Juniata also was among at best in producing graduates who ultimately received a Ph. D in science. Source Academic Excellence—a study of the role of research in the natural sciences a undergraduate institutions. Among 518 highly selective baccalaureate institutions, ranked in the top 6% in the number of biology graduates and top 2% of physical sciences graduates who have earned the Ph.D. Nearly 95% of Juniata's applicants to medical, dental, optometry, podiatry, & veterinary schools, and 100% of JC's applicants to law school have been accepted. Undergraduate institution of 1997 Nobel Prize winner in Physics, William D. Phillips, '70. Juniata consistently produces Goldwater scholars, Fulbright scholars, All-USA College Academic Team scholars, and St. Andrew's Society scholarship winners.
FURTHER CONTACT	**General:** Phone: Toll-free: 1-877-JUNIATA (814) 641-3000; Web Home Page: www.juniata.edu **Admissions:** Phone: (814) 641-3420; Fax: (814) 641-3100; email: admissions@juniata.edu; Toll Free: 1-877-JUNIATA **Financial Aid:** Phone: (814) 641-3142; Fax: (814) 641-3100

Appendix 7: Evaluations of EO, Fall 2000 and Fall 2001

Introduction
The extended orientation evaluation was administered in both the fall of 2000 and the fall of 2001. This survey was designed to evaluate the extended orientation program from the perspective of the student. Questions focus on whether or not extended orientation was helpful to students and whether different aspects of college life and the college transition were clarified and enhanced.

Student comments are dealt with throughout the report through tables and graphs. While direct quotes may not be used, the categorizations preserve the participants intention and content.

Student Opinions of the Worth of Extended Orientation
Unless the question specifically indicates that a student comment should follow, all questions were responded to on a four point scale, with 1 indicating strong agreement and 4 reflecting strong disagreement.

Overall, the EO experience was worthwhile and useful for my first semester at Juniata.

	2000	**2001**
Strongly agree	18.29%	10.70%
Agree	50.61%	63.10%
Disagree	24.39%	20.86%
Strongly disagree	6.71%	5.35%

I believe that the EO internship meeting encouraged me to pursue internships in the future.

	2000	**2001**
Strongly agree	16.46%	31.02%
Agree	44.51%	37.97%
Disagree	27.44%	23.53%
Strongly disagree	11.59%	7.47%

The EO class was generally boring, worthless and a waste of time.

	2000	**2001**
Strongly agree	11.59%	11.76%
Agree	23.78%	24.06%
Disagree	48.78%	48.66%
Strongly disagree	15.85%	15.51%

I think the EO experience should be continued as part of the curriculum for first-semester students.

	2000	**2001**
Strongly agree	23.17%	18.72%
Agree	47.56%	51.87%
Disagree	20.12%	20.86%
Strongly disagree	9.15%	8.56%

Improvement through Extended Orientation
I improved my study, reading and note-taking skills in EO.

	2000	**2001**
Strongly agree	4.88%	4.81%
Agree	30.49%	32.62%
Disagree	48.78%	48.66%
Strongly disagree	15.85%	13.90%

I became more knowledgeable about diversity through the EO experience.

	2000	**2001**
Strongly agree	13.41%	5.88%
Agree	48.17%	40.64%
Disagree	26.83%	40.11%
Strongly disagree	11.59%	13.37%

EO helped me to adjust to life at Juniata College.

	2000	**2001**
Strongly agree	17.68%	17.11%
Agree	45.73%	55.08%
Disagree	28.05%	21.93%
Strongly disagree	8.54%	5.88%

I think the EO experience helped me make more informed and responsible decisions during my first semester.

	2000	**2001**
Strongly agree	10.37%	8.02%
Agree	44.51%	53.48%
Disagree	34.15%	30.48%
Strongly disagree	10.98%	8.02%

The EO experience helped me to realize that I am an important and valued member of the Juniata community.

	2000	**2001**
Strongly agree	7.93%	5.35%
Agree	44.51%	51.34%
Disagree	40.24%	36.36%
Strongly disagree	7.32%	6.95%

EO helped me understand college policies and procedures.

	2001
Strongly agree	23.53%
Agree	65.24%
Disagree	8.56%
Strongly disagree	2.67%

EO helped me understand who to contact when I need academic or social help.

	2001
Strongly agree	17.11%
Agree	65.24%
Disagree	13.90%
Strongly disagree	3.74%

What were the most beneficial aspects of EO for you? (comment)
Frequency of Types of Comments

		2000	2001
None	None	3.74%	7.32%
The Instructor	Instructor	0.00%	3.66%
	Upperclassmen perspective	9.63%	1.83%
	TOTAL	**9.63%**	**5.49%**
Social Interaction	Getting to know/meet others	21.39%	28.66%
	Interaction	0.00%	3.05%
	Adjustment	3.74%	0%
	TOTAL	**25.13%**	**31.71%**
Acad Info/JC Policies	Informative	1.60%	9.15%
	College Policies	13.37%	3.05%
	Picking classes	9.63%	0.61%
	Graduation Requirements	1.60%	0.00%
	Contacts	1.07%	0.00%
	Internships	5.35%	0.00%
	POEs	0.53%	0.00%
	Portfolios	1.07%	0.00%
	Academics	1.07%	0.00%
	Judicial Process	2.67%	0.00%
	TOTAL	**37.96%**	**12.81%**
Social Information	Juniata traditions	0.00%	3.05%
	Campus Events	1.07%	0%
	Alcohol information	0.00%	1.22%
	College Life	0.00%	0.61%
	Getting involved	0.00%	0.61%
	Life Experience	1.07%	1.22%
	TOTAL	**2.14%**	**6.71%**
Enjoyable class	Relaxing	0.00%	1.83%
	Fun	0.00%	1.22%
	A break from work	2.14%	0%
	TOTAL	**2.14%**	**3.05%**
Skill development	Improved skills	0.00%	0.61%
	Helps with CWS	0.53%	0.00%
	Study Skills	2.14%	0.61%
	Time management	0.53%	0.00%
	TOTAL	**3.20%**	**1.22%**
Specific Activities	Role Playing	0.00%	0.61%
	Journal Entries	1.60%	3.66%
	Diversity Workshop	1.07%	0.00%
	First few weeks	0.53%	0.00%
	Getting the Planner	0.53%	0.00%
	Open Discussion	8.56%	0.00%
	Express feelings	0.00%	12.80%
	TOTAL	**12.29%**	**17.07%**

What suggestions do you have to improve EO for next year's students?
Between Years Comparison of Frequency of Types of Comments

	2000	**2001**

N/A	46.95%	34.22%
shorter	0.61%	8.02%
Waste of time	3.66%	7.49%
Better diversity workshop	0%	6.95%
Different topics	0%	4.28%
No early classes	0.00%	3.74%
No diversity workshop	4.88%	3.21%
Less busy work	0%	2.67%
No grades on journals	0%	1.07%
Field trips	0%	1.07%
More on college life	0%	1.07%
Syllabus of Journals	0.00%	1.07%
Visit campus offices	0.00%	1.07%
Adjusting to college life	0%	0.53%
Alcohol policies	0.61%	0.53%
Campus life	0%	0.53%
Class by Email	0%	0.53%
Condom experience unnecessary	0%	0.53%
Different journal topics	4.27%	0.53%
Discussion sessions	0%	0.53%
Internships	0%	0.53%
No night classes	0.00%	0.53%
No sexual education	0.00%	0.53%
Stay on Topic	0.00%	0.53%
Get rid of it	0.00%	0.00%
less journals	4.27%	0.00%
less meetings	4.27%	0.00%

What other topics would you like to see discussed in EO? (comment)
Between Years Comparison of Frequency of Types of Comments

	2000	**2001**
none	70.12%	72.19%
Juniata traditions		2.67%
Scheduling		2.14%
Clubs	1.22%	1.60%
Conflict solving	0.61%	1.60%
Residential life		1.60%
Study Skills	2.44%	1.60%
College life		1.07%
More portfolio info		1.07%
Party drugs	0.61%	1.07%
Pre-Registration	3.66%	1.07%
Abroad		1.07%
Finals	2.44%	1.07%
Policies	0.61%	0.61%
Adjusting		0.53%
Campus Jobs		0.53%
Class trips		0.53%
Counseling		0.53%
Current Issues	1.22%	0.53%
CWS advice	0.61%	0.53%

	2000	2001
Food		0.53%
GPA		0.53%
Info on Profs		0.53%
Job information	0.61%	0.53%
Personal issues		0.53%
POE's	0.61%	0.53%
Relationships	0.61%	0.53%
Social life		0.53%
Stress		0.53%
Time management		0.53%
Town activities		0.53%
Diversity	6.71%	

SUMMARY AND RECOMMENDATIONS

	% who agree or strongly agree	
Over-all Evaluation:	**2000**	**2001**
EO should be continued.		
EO is useful.	69%	75%
EO is not boring, worthless.	65%	64%
EO should be continued.	71%	69%

Improvements Experienced as a result of EO:	**2000**	**2001**
Academic Benefits:		
EO encouraged internships.	61%	69%
EO did not improve reading, studying, and note-taking	65%	63%

Improvements Experienced as a result of EO:	**2000**	**2001**
Academic Benefits:		
EO encouraged internships.	61%	69%
EO did not improve reading, studying, and note-taking	65%	63%
Social Benefits:	**2000**	**2001**
EO aided understanding of JC policies.	na	89%
EO helped students understand who to contact for help.	na	82%
EO aided adjustment to life at JC.	63%	72%
EO helped student make more informed and responsible decisions.	55%	62%
EO helped student realize he/she important & valued member of JC community.	52%	57%
EO improved knowledge of diversity.	62%	47%

	2000	2001
Comments—Most Beneficial Aspects of EO	% of Respondents:	
Social Interaction	25.13%	31.71%
Academic Information/JC Policies	37.96%	12.81%
Open Discussion/Expression of feelings	8.56%	12.80%
None	3.74%	7.32%
Social Information	2.14%	6.71%
The Instructor/Instructor's perspective	9.63%	5.49%

Comments: Most Frequent Suggestions for the Following Year	2000	2001
Better/no diversity workshop	4.88%	10.16%
Fewer/shorter meetings	4.88%	8.02%
Different topics	4.27%	4.81%
No early classes	0.00%	3.74%
Less busy work	0.00%	2.67%
More on college life/adjustment	0.00%	2.13%
Change/reduce journals	4.27%	2.13%

Other Suggested Topics

Almost three quarters of the students responding in both groups chose not to answer this question. Of those that did respond, the most frequently suggested topics are listed below.

	2000	2001
Campus Life/Activities	1.22%	8.00%
Scheduling/Academic Information	7.93%	9.15%
Adjustment issues/Counseling/Drug Information	1.83%	5.32%
Study skills/Time management	2.44%	2.13%
Job Information	0.61%	1.06%
Diversity	6.71%	0.00%

RECOMMENDATIONS

1. Continue EO, but consider shortening its duration. Interest in the course appears to wane after mid-semester recess.
2. Continue to promote social interaction as primary benefit of course. Incorporate as much information about Juniata campus life and activities as possible.
3. Incorporate more information regarding Juniata policies, academic information, and course scheduling.
4. Improve the diversity workshop. The workshops administered in 2000 were better received than those administered in 2001.
5. Consider adding study skills and time management to course material.

Appendix 8: Report on First Year Chemistry

Effect of Organic Chemistry on First-Year Experience and Overall Curriculum

By Dr. David Reingold, Chairman, Department of Chemistry

In 1993, the chemistry department changed the chemistry curriculum to teach organic chemistry as the first chemistry course (Ch 105/106, Organic Chemical Concepts I and II), and leave the topics of the traditional general chemistry course for the second year. The reasons for this change are laid out thoroughly in the article I wrote for *J. Chem. Ed.*, available on line at http://faculty.juniata.edu/reingold/phil.doc. Given that a majority of Juniata freshmen are enrolled in this course, OCC I has a greater impact on the freshman experience than it might otherwise have.

The major effect of teaching organic chemistry first on both the first-year experience and on the college curriculum as a whole lies not in its reality but in its perception. The reality is that the attrition rate in OCCI varies between 15 and 30%, which is not very different from the rates we had for General Chem (when we had it). Nationally, only 30% of students beginning first-year chemistry continue to the second year. At Juniata our number is often over 50% (recall that many students only need one year of chemistry, so some attrition is built-in).

The perception, across the country, is that organic chemistry is a killer course, a weed-out course. Indeed, many students do find it hard (though many also find it relatively easy). Surprisingly, in spite of its reputation, a great many students taking the course do not put in the required effort. It is made very clear from the first day that chemistry cannot be learned in spurts, cramming for tests the day before the exam. Nevertheless, many students insist on doing just that. Most of them fail. This year there are a number of students taking the course for a second time, and doing fairly well. When asked what the difference is, most admit that they did not do the work last year. With sustained effort, and a willingness to seek help when confused, freshmen can negotiate organic chemistry easily, as witnessed by the many who do every year. The ones who do not succeed are often those who do not try.

Why do they take a course and not do the necessary work? I don't know. We could force them to do so, by collecting and grading homework, giving quizzes, and in other ways requiring the work we think is necessary. There are some faculty members, both in and out of the chemistry department, who think we should do this. So far we have not, for several reasons. One is that the belief that college students should be treated like adults, meaning that they should be told what they need to do to succeed but allowed to choose whether to do so. Another is that every time we have asked whether we should, members of the student advisory team say no. A third is that being a scientist or health care professional (essentially everyone in the class has one or the other of these goals) requires a great deal of motivation. It could be argued that students who lack the motivation to study science are well served to find out early that they may be better suited for another career.

Possible Changes in Chemistry Curriculum
Currently CH 105 Organic Chem Concepts I is taught as a single large (150-200) lecture, with three other faculty sitting in. The four faculty combine to offer 10 discussion sections a week: 3 on Mondays at 2:00, 3 on Mondays at 3:00, and (this year), one each at 8 and 10 on Wednesdays and Fridays. These latter four comprised what we called our OCCX section (X standing for extra help). (These are in addition to two student-led tutorial sessions and innumerable office hour consultations.) For 2002-3 we have decided to split the course into four sections of approximately 40 students each. This change would allow us to populate the sections differentially—we have not yet decided whether or not to do so. This new structure will have psychological and recruiting benefits, by virtue of smaller class sizes; whether it results in better education remains to be seen.

Other changes being considered for the near future include postponing CH 121 Chem/Bio lab for one semester, so that it does not begin until the spring of the first year. There are many advantages associated with such a move, among which are the following:

- Greater flexibility for scheduling of freshman class, allowing first-semester students to take something other than science and CWS
- Fewer students going through the course, allowing savings in supplies and faculty FTE's, and greater personal attention
- Students will have had a semester of coursework before beginning lab, so that lab modules can assume some minimal background knowledge
- Students who change career directions during the fall semester will not have spent time on a lab course they feel they no longer need
- Students who begin the lab sequence in the spring will be ostensibly more motivated and have a greater aptitude for science and can therefore have an enhanced laboratory experience.

There are also disadvantages associated with this proposal:

- There is a sense that science students like the lab course and should not spend an entire semester (their first!) not doing any lab work,
- Chemistry and biology are experimental sciences, and students should be able to experience that as soon as possible
- The domino effect of postponing Chem/Bio lab by a semester would mean one less semester of lab work for our Chemistry POE's.

Since the Biology Department prefers not to make this change, we will not be changing Chem/Bio Lab for the 2002-3 year. Longer range changes, including dissociating chem lab from bio lab, have not been ruled out.

Other changes being contemplated in the chemistry department's ongoing discussions concern the chemistry POE and will have no impact on first-year students or the campus as a whole.

Appendix 9: Report on Peer Tutoring

Note: The following information was acquired from the office of academic support services. The information is from fall 1997 through and including spring 2001.

Group Tutoring Evaluation--Questions and Summary Responses:

Tutoring sessions are scheduled at convenient times:

Strongly Disagree	2.8%
Disagree	8.6%
Neutral	17.4%
Agree	54.9%
Strongly Agree	16.3%

Tutoring sessions are adequately publicized:

Strongly Disagree	1.0%
Disagree	4.9%
Neutral	13.6%
Agree	53.0%
Strongly Agree	27.5%

The dates and times of tutoring sessions are NOT clearly communicated:

Strongly Disagree	23.9%
Disagree	52.9%
Neutral	13.6%
Agree	7.7%
Strongly Agree	1.9%

As a result of the tutoring program, I believe that I have benefited:

A great deal	32.2%
Somewhat	49.4%
Very Little	11.6%
Not at all	6.8%

Individual Tutoring Evaluation--Questions and Summary Responses:

I have received adequate information about the peer tutoring program:

Strongly Disagree	0.9%
Disagree	4.0%
Neutral	16.5%
Agree	59.5%
Strongly Agree	19.2%

The process of getting a tutor is convenient:

Strongly Disagree	0.9%
Disagree	1.3%
Neutral	5.6%
Agree	52.3%
Strongly Agree	39.9%

My tutoring request is answered in a timely manner:

Strongly Disagree	0.9%
Disagree	2.7%
Neutral	5.1%
Agree	37.7%
Strongly Agree	53.6%

As a result of the tutoring program, I believe that I have benefited:

A great deal	73.1%
Somewhat	24.3%
Very Little	2.4%
Not at all	0.2%

Tutor Self-Evaluation--Questions and Summary Responses:
Publicity about the tutoring program is adequate:

Strongly Disagree	0.0%
Disagree	7.3%
Neutral	10.4%
Agree	62.0%
Strongly Agree	20.3%

The process of getting a tutor is INCONVENIENT for students:

Strongly Disagree	19.6%
Disagree	52.2%
Neutral	20.2%
Agree	7.1%
Strongly Agree	0.9%

The correspondence I receive from AcSS is clear:

Strongly Disagree	0.6%
Disagree	0.9%
Neutral	4.3%
Agree	58.5%
Strongly Agree	35.6%

Any questions or concerns I have about the program are addressed in a timely manner:

Strongly Disagree	0.3%
Disagree	1.0%
Neutral	14.0%
Agree	55.9%
Strongly Agree	28.9%

Tutor training sessions are useful

Strongly Disagree	8.7%
Disagree	24.1%
Neutral	28.8%
Agree	30.3%
Strongly Agree	8.0%

Group Participants (Some courses offering group tutoring are not freshmen course)
Freshmen 53.94%   Sophomore 32.42%   Juniors 18.79%   Seniors 10.07%
Students may participate in more than one group.

Individual Tutoring Participants:)
Freshmen 37.64%   Sophomore 32.07%   Juniors 18.98%   Seniors 11.34%
Students participate in more than one group

Additional data is available in the office of academic support about how many times a tutor met with a tutee and how many group tutoring sessions a student attended, but it is not compiled.

What percent of **freshmen** requesting the support service receive the service? Are there enough tutors available?
>Most all students, at least 99.9%, who request tutoring receive the service. We have only had two semesters (since the beginning of the tutoring program in 1992) when it was not possible to fulfill the tutoring requests for two classes. In each case, there were only one or two tutees involved. The tutors that we had to tutor this specific subject (who have tutored this subject before) felt that they were not "qualified" to tutor these classes due to the way the professor was teaching the class at the time.

What percent of **freshmen** use the service, as a measure of demand and therefore success?
>All tutees indicate on the tutor request form if they were "referred" by a professor or if they came on their own accord, so the "demand" data would be available but it is not compiled. We do not track "success" at this time, but the Registrar's Office indicated they could help retrieve data. We will change our tutor request form to include the question, "What is your approximate grade at this time in the class?" so that we may be able to track "success."

What percent of **freshmen** continue to use the service for more than a few trial sessions? for later courses?
>Data exists, not compiled. We have all tutor request forms for the past several years so we know who the tutees are each semester.

What percent of **freshmen** who use the service finish the course in which they are having difficulty?
>Data exists, not compiled. Registrar's office indicated that they may be able to help in this area.

What percent of **freshmen** who use the service improve (do not improve) their course grade or gpa, e.g., from Midterm Notice to final grade, or self-reported?

Between Fall 1998 and Fall 2001	Total	Freshmen
Average number who received mid-term notices:	239.29	106.71
Average number with notices who requested tutoring:	44.86	21.29
Average percentage with notices who requested tutoring:	18.75%	19.95%

What percent of **freshmen** who use the service "succeed", e.g., do not go on Academic Probation or leave JC for academic reasons ("fail to succeed") academically?
>Data exists, not compiled.

What percent of **freshmen** who leave for academic reasons used or did not use the service?
>Data exists, not compiled.

Appendix 10: Results of the Freshman Experience Survey, 2001

Results from the Association of Independent Colleges and Universities of Pennsylvania Freshman Survey

Introduction
Administered through AICUP: 257 first time freshmen completed survey = 71.4% response rate
Aspirant Institutions
    –Bucknell University
    –Haverford College
–Lafayette College
Peer Institutions
    –Gettysburg College
    –Lycoming College
    –Washington and Jefferson College
    –Westminster College
Not the normal number of comparison institutions
Local questions included

Background Information
JC students more likely to:
    Declare a major upon entering college
    Work
    Average HS Grades: Slightly more likely to have A or A- than peers, Less likely than aspirants
    Average Grades: First Semester JC slightly less likely to have A's than peers, far less likely than aspirants

Academic Advising
JC students:
    –Go to assigned advisor for help more than other students—especially more than
      aspirants
    - Spend more time meeting with their advisors
    - Most popular reason for meeting with advisors—scheduling or signing forms.
    - Majority reported that advisors were available when needed
    - Report advisors being more knowledgeable about their goals and ways to achieve them

Preparation for Freshman Year
JC Students:
    - Less prepared than aspirant students in science, reading math, and word processing.
    - Less prepared than all other students in study skills

Freshman Year courses
JC Students:
    - Felt less challenged in reading skills, spreadsheet skills, and word processing
    - Felt more challenged than peers in science courses
    - Were slightly more likely to fear failing a course
Why?
    - Most popular reason—inadequate background
    - Other areas more likely for JC students—too much material, didn't understand professor,
      and subject matter too difficult

Skills Assessment
JC students:
  Less likely to rate selves in highest 10% in: - Independent work
                                               - Leadership ability
  More likely to rate selves low in   - Math ability
                                       - Ability to manage time
                                       - Public speaking ability
  Saw more improvement in   - Ability to manage time
                                       - Writing ability—68% said CWS improved their writing skills

Time spent in Activities
JC students: - Less likely to spend time on housework
                  - Less likely to spend 10 hours or more studying and exercising/playing sports
                     than peers
72% of freshmen spent most of their weekends on campus
49% of freshmen disagreed with the idea that alcohol negatively affects academic performance, with more women disagreeing than men
In response to the statement, "Students use alcohol because they lack alternatives," 22% agreed, 25% were neutral, and 24% disagreed.

Transition from High School to College
Jc Students: - Were more likely to feel overwhelmed
                 - Were more likely to feel depressed
                 - Were more likely to rate institution helpful in financial aid, dealing with advisors,
                   and student clubs.
                 - Were less likely rate institution helpful in student government and improving
                   study skills.
Had more difficulty adjusting to: - Increased time demands
                                - Demands from professors
                                - Academic Freedom
Overall Feelings about Freshman Year:
     - JC students just as likely to regard freshman year as generally happy

Overall Satisfaction: Academic Aspects:
More likely to be Very Satisfied: - Registrar
                                   - Academic Offerings
                                   - Academic Advising
Less likely to be dissatisfied with- Computer services
                                   - Academic advising
                                   - Social Aspects:
Less likely to be very satisfied with Food Services
More satisfied with Health Services

Local Questions:
77% of freshmen believe that Juniata cares about the intellectual development of students
43% of freshmen agree that courses outside the POE are important
54% were satisfied with the social activities at Juniata
42% felt a strong sense of community
41% agreed that Juniata provides an opportunity to learn about people from other cultures
Pre-college Expectation: - JC students expected same as peers, less than aspirants
Extent that Expectation Met Reality: JC students:
    - More likely to find academic demands and amount of time studying to be more than
      expected
    - More likely to find Quality of res life and social life less than expected.
                       -     Similar to others in number of students expecting to transfer or leave.

Appendix 11: Summary of Spring 2000 NSSE

I. About the Survey
Administration:
Gathered in the spring of 2000.
Included 276 colleges and universities, 53 of who were surveyed via the web.
A random sample of 450 Juniata students (225 freshmen and 225 seniors) were surveyed via the web.

Response rates:
JC: 62% (60% freshmen, 40% seniors; 64% female, 36% male)
All Web-based institutions: 42%
All Baccalaureate I institutions: 50%.

Survey Design and Purpose:
The NSSE study, also referred to as the College Student Report, asks undergraduate students about their college experiences.

Benefits:

Benchmarking instruments—establishing regional and national norms of educational practices and performances by sector
Diagnostic tool—identifying areas in which an institution can enhance students' educational experiences
Monitoring device—documenting and improving institutional effectiveness over time

II. Findings – JC vs. Baccalaureate I Institutions
A. Level of Academic Challenge

JC seniors spent more time preparing for class, (**Freshmen** spent about as much time as peers)—yet both seniors and **freshmen** were as likely as their peers to come to class unprepared.
JC **freshmen** had **significantly** fewer assigned books and readings than their peers. Seniors were similar to their peers.
JC students were as likely as their peers to read unassigned books (all slightly more than "some"), and participate in co-curricular activities.
JC seniors wrote more short (less than 20 pages long) papers or reports than their peers. • Both **freshmen** and seniors were similar to their peers in the number of long papers. • JC students were **significantly** more likely to rewrite a paper or assignment several times.
JC students were fairly similar to their peers in acquiring skills in thinking critically and analytically, in speaking clearly and effectively, in writing clearly and effectively, and in acquiring a broad general education.
JC students were somewhat more likely to report acquiring skills to analyze quantitative problems
JC students were somewhat more likely to report emphasis of: • Analysis of basic elements of an idea, experience or theory • Application of theories or concepts to practical problems.
JC students were as likely to report an emphasis on: • Synthesis & organization of ideas • Making judgments about information value (seniors).
JC **freshmen** were a bit less likely to report an emphasis on making judgments about information value.

JC **freshmen** were **significantly** more likely:
- To report memorizing facts, ideas or methods to repeat them in the same form. (Seniors were similar to their peers).
- To indicate that test questions were mostly multiple choice.
- JC seniors were about as likely to indicate that test questions were mostly essay or open-ended.

JC students—particularly **freshmen**—were a bit more likely to indicate that they worked harder than they thought they could to meet instructors' standards

JC students—particularly **freshmen**—were more likely to indicate that Juniata emphasizes spending significant amounts of time studying and on academic work

B. Active and Collaborative Learning

JC students were similar to their peers in the amount of time spent participating in class discussions

Juniata **freshmen** made **significantly** fewer class presentations. JC seniors made slightly more

JC students were similar to their peers in the amount of time spent working with other students on projects during class.

JC students were **significantly** more likely to work with classmates outside of class

JC students were a bit less likely to say they contributed to the welfare of their community

JC students were about as likely as their peers to participate in a community-based project as part of course.
   Very few students—Juniata, peers, or those from all surveyed colleges—participated in community-based projects as part of a course.

JC students were as likely as their peers to discuss class readings with someone other than their instructor

C. Student Interactions with Faculty Members

JC students were about as likely as their peers to discuss grades and assignments with their instructor.

JC students (particularly seniors) were more likely than their peers to report talking to faculty about career plans (significantly more likely),

JC students were about as likely to discuss ideas from class readings with their instructor outside class.

JC seniors were more likely than their peers to report working with faculty on activities other than course work.

JC seniors were **significantly** more likely than their peers to report receiving prompt feedback on academic performance

JC students were about as likely to work with faculty on research projects.

JC seniors were more slightly more likely to report that they worked with faculty on research projects "never".

D. Enriching Educational Experience

JC students were about as likely as their peers to report having serious conversations with students with different religion, political beliefs, or personal values.
- **Significantly** fewer JC students had serious conversations with students of different race or ethnicity.
- JC **freshmen** indicated that they had acquired **significantly** less understanding of people of other ethnic/racial backgrounds.
- Seniors rated themselves similarly to their peers.
- JC seniors indicated that they were as likely to be encouraged to have contact with students with different racial or ethnic backgrounds.
- JC **freshmen** indicated a bit less encouragement.

JC students were **significantly** more likely to know and use computing & information technology. JC students were **significantly** more likely than their peers to use an electronic medium to discuss or complete an assignment, and JC students were **significantly** more likely than their peers to use email to communicate with an instructor or other students.
JC students plan to or already have participated more in • Interdisciplinary coursework • Independent study or self-designed major (significantly more) • Practicums, internships, or field experiences • JC seniors were significantly more likely to acquire job or work-related knowledge.
JC students plan to or have already participated significantly less in: • Study Abroad. There is a large difference between **freshmen** and seniors; 47% of **freshmen** want to, but only 24% of seniors did. • Foreign language coursework • Culminating senior experience
JC students were about as likely as peers to participate in co-curricular activities. While JC students were just a bit less likely than their peers to indicate that their education contributed to their embracing the ideal of contributing to the welfare of their community, **significantly** fewer JC students plan to or have already participated in community service or volunteer work.
JC seniors were more likely than their peers to indicate that their education had contributed to their skills in working with others.
When asked to what extent their education contributed to their personal development, JC students and their peers rated themselves similarly in the following areas: Learning on your own, Being honest and truthful, Understanding self, and Skills for voting in elections.

E. Supportive Campus Environment

JC students (particularly seniors) indicated a higher level of school-provided support needed to succeed.
JC seniors were more likely to believe that their school helped in coping with non-academic needs.
JC **freshmen** are **significantly** less likely to work on-campus than are their peers, while seniors are more likely.
All Juniata students are **significantly** less likely to work off-campus.
JC **freshmen** were more likely than their peers to relax and socialize, while JC seniors were less likely.
JC students were slightly more likely to believe that their institution provides the support needed to thrive socially.
JC students were more likely to report friendly and supportive relationships with other students and with faculty, and **significantly** more likely to report friendly and supportive relationships with administrators.

F. College Satisfaction

If given the option, JC students (especially seniors) were more likely than their peers to choose the same institution again.
Satisfaction with the entire educational experience at Juniata increased with time spent at Juniata.

III. JC vs. All Other Institutions

Juniata indicated a similar or higher frequency than the "all institutions" group in all survey areas except:

Freshmen:

Made a class presentation	JC less
Increased understanding of racial differences	JC less

Seniors:

Participated in culminating senior experience	JC significantly less
Worked on campus	JC less

All students:

Had serious conversation with students of different race or ethnicity	JC significantly less
Provided care for dependents living with the student	JC significantly less
Worked off-campus	JC significantly less

Appendix 12: Survey Questions for Conditionally Admitted Students

<u>Evaluation: Conditional Admit Program/Academic Support Services, Fall 2001</u>
It will be a great help to us if you would please answer briefly the questions below and on the opposite side and return this form to us in the envelope here **by Wednesday, December 12, 2001**. The best way for us to meet the needs of CAs, and all students, is to have your thoughts on what has worked for you and what hasn't.

Thanks, **many** thanks,

Sarah & Renee

<u>Questions:</u>
Is the Conditional Admit Program what you expected? Why or why not? Were there any surprises?

Do you support the Conditional Admit Program? Why or why not?

What aspect of the program was most helpful or successful for you? Please explain.

What aspect of the program was most burdensome or pointless for you? Please explain.

Please comment on Sarah May Clarkson's availability for appointments, counseling, or advice.

How could we improve our services to you? Please explain.

Would you want to, or do you feel we should require, CAs to come in for regular appointments in their **second** semester? Explain why or why not.

On a scale of 1 to 10 (10 being the highest, and 1 being the lowest), rate how the Conditional Admit Program worked for you in your first semester at Juniata: _____.

In the space below, please give us any other thoughts, comments, or feedback that will be helpful to us as we strive to serve the CAs and all Juniata students.

thank you ? thank you ? thank you ? thank you ? thank you ? thank you ? thank you

**Please return this evaluation in the addressed envelope to
Academic Support Services / Founders Hall 208
<u>by Reading Day</u>,**

Questions to Ask Yourself
? Describe yourself as a student before you came to Juniata College.
? How would you describe yourself as a student now, at the end of your first semester.
? What do you consider the successes (skills you've developed, actions you've taken, academic and other accomplishments) of your first college semester?
? What do you consider disappointing from your first semester?
? What are your goals for the spring semester?
? What are your goals for the time *after* the spring semester?

Appendix 13: Responses from Survey of Conditional Admit Students

Evaluation Responses: Conditional Admit Program/Academic Support Services, Fall 2001
Is the Conditional Admit Program what you expected? Why or why not? Where there any surprises?
- No it was not what I had expected. I thought it was going to be more of a "tutoring time."
- It was actually pretty fun. I enjoyed our meetings and am doing fine.
- No. I was surprised that I actually met with a person. It was nice to talk, informally about my concerns. (An addition to EO)
- The program was not what I expected. I thought the academic support service would have been a lot harder on me. I was very surprised at how nice and helpful meetings were.
- It was pretty much what I expected. I knew I would be meeting with someone to keep them updated with how I was doing.
- More help than I have expected. Sarah has been a great help both as a teacher and as a CA person.
- Yes, very much so. Whenever there was a problem I would to go Sarah. It was like getting a foot in the door early.
- The Conditional Admit Program is basically what I expected, it was helpful to get to know more people that just your advisor and it helped me adjust a bit easier.
- I wasn't actually sure at first what the CA program was; I only knew that I had been conditionally accepted. Once I began to meet with Sarah, there weren't any surprises and it was what I had expected. I enjoyed talking with Sarah.
- Yes, it was what I expected. Sarah was always on here feet ready to help.
- Yes, very much what I expected; I knew that it was going to be mostly a time for discussing things.
- I really didn't know what to expect from the program.
- No, it was more than I expected. Sarah took the time to get to know me and my situation.

Do you support the Conditional Admit Program? Why or why not?
- I was hesitant at first but I realized it was a fairly useful program.
- Yes, but I think some different students need to be in it. How did I end up in this?
- ?? It could be a mandatory thing just to ensure that everyone is doing their work.
- Yes, It builds the confidence of a person who is uncertain of their status in college.
- I did not at first because I saw it as though I would have been a label. After being in the program, I support it 100 percent. I think it was nice to know that someone cared about how I was doing in academics and outside of school.
- Yes, those who didn't perform well in high school may do great in college.
- Again, yes very much so. CA kept me on track. I knew that I would get asked how I did and what I did so rather than be embarrassed I did the work, where as if I didn't have someone to report to it probably wouldn't have gotten done as quick.
- I support this program; it doesn't make you feel any different than a normal student but you have more people you can talk about if there's a problem with classes, work and professors.
- I support the program because it keeps students who are conditionally accepted on the right track. I don't fully understand the criteria for conditionally accepted students though.
- I support it because the program makes sure that your doing well in classes.
- Yes, I would say that every freshman should have the opportunity to talk on a regular basis to an advisor.
- Yes it helped me stay on top of things.
- Yes I feel that the program gives the students a way to feel more comfortable about the environment and what they are doing.

What aspect of the program was most helpful or successful for you? Please explain.
- My advisor was really nice and actually cared about my progress and was very helpful with problems I was having.
- Reflecting on what I needed to do… It was like a planner.

- Just tips on how teachers are, what their tests are like and stuff.
- I thought it was helpful describing the FISHN requirements. This part I was quite uncertain about the specifics.
- I thought the meetings were the most successful because it made me realize that others do care about my education.
- Meetings. Able to evaluate classes and recognize problems early on.
- The "openness." I could talk to Sarah and I wasn't afraid to share my problems about school.
- It was helpful talking to Sarah May Clarkson, especially around course selection time for 2nd semester because she is more than willing to help you out and she tries to make students have the classes they want.
- What I most enjoyed was talking about each of my classes individually and Sarah knew everything that was coming up in each of my classes. I liked the relationship that we formed.
- I liked the comments and t he confidence it gives me.
- Just talking about all the aspects of my first semester.
- Being informed about tutors.
- When Sarah talked about each class with me. I also liked when she talked about non-school activities such as roommates and what I do at home.

What aspect of the program was most burdensome or pointless for you? Please explain.
- Sometimes we met when I didn't think it was really necessary to meet. Getting up early for some of the meetings was a downside too.
- N/A
- ?? It was fine.
- I did not see any aspect of this program burdensome or pointless.
- I did not find any burdensome or pointless aspects.
- ?
- There wasn't any pointless times. It kept me on track. How can I be made with that?
- It wasn't pointless to me, or burdensome, the meetings were fairly brief and painless.
- I felt all aspects were effective in their main purpose and not one aspect of the CA program stood out and was pointless or burdensome.
- Nothing was pointless.
- I really don't think any aspect of the program was pointless to me.
- None
- There was really nothing that I can think of that didn't have a logically point behind it.

Please comment on Sarah Clarkson's availability for appointments, counseling, or advice.
- She always had time available to meet. She always made time.
- WOW… lots of rescheduling.
- She was always there when I went and was very helpful.
- Sarah's times were convenient, if there was a problem it was easily worked around.
- Sarah May Clarkson was great. Her schedule always fit mine, and she always had positive advice for me.
- Open any time I had to make an apt. of I had a question.
- She was very available. Whenever I wanted an appt. there was an opening…maybe I'm just lucky. Sarah helped me out a lot when it came to how to study what I need to concentrate on.
- Sarah May Clarkson's availability was never a problem. Her meetings were to the point and she was more than willing to help answer any questions you had.
- The appt. times that I received were always a convenience for me. Sarah was constantly offering me excellent advice/suggestions that I carefully considered. Her insight was very helpful.
- Her availability was great; I never had a problem with any of her advice/ counseling.
- She was available whenever I needed her.
- She always made sure that the appointments she made fit my schedule. I liked how she wrote everything down too. It showed she actually cared. She didn't talk to me like she was above me either.

How could we improve our services to you? Please explain.
- N/A
- N/A…everything seems fine to me.
- ???
- N/A
- Do not change a thing.
- Maybe you could pay me some money or something. Even thought you won't, I'd figure I would try.
- Nothing really.
- I honestly don't have any comments on this question.
- As I said before, I wasn't even sure what it meant to be a CA student at Juniata. Maybe, it could have been explained to me in further detail so that I knew what was involved (meetings).
- Have professors comment on our progress.
- Require tutoring for CA's
- Maybe help with the schedules. Because I know I had some problems with mine that seemed like Sarah would understand better than anyone else I talked to.

Would you want to, or do you feel we should require, CAs to come in for regular appointments in their second semester? Explain why or why not.
- I don't think it is necessary. For some it may be helpful but I think I've gotten all the help I need.
- No, if I need help, I know I can see Sarah about a tutor.
- I thought if you did good you were done, so that might be changing your rules.
- Yes, if they struggle through the first semester. Maybe, for only one meeting in the second semester to see how they handle a full course load.
- I think it should be up to the CA.
- Only if they want to. Make them come in for one, then the rest are optional.
- Yes! I would like that. I think that is would be a good think if we HAD to come in, 2nd semester could be a time for slacking.
- I think that a few appointments during the 2nd semester wouldn't hurt. It may be helpful for the students to talk about any concerns they have or just see where they stand on everything.
- I feel that it depends on the individual themselves as to whether of not they need to come in for meetings throughout the second semester. Some CA's may still need guidance, while others are well on their way.
- I personally don't feel that it should be required but it would be a good idea to have some appointments.
- Yeah, it will help me to stay on top of things.
- Yes. I feel they are very beneficial. I know I would want to come in next semester. It gives me a feeling that at least someone cares about my situations and grades.

On a scale of 1 to 10 (10 being the highest, and 1 being the lowest), rate how the Conditional Admit Program worked for you in your first semester at Juniata:
- 2 students responded 10
- 3 students responded 9
- 7 students responded 8

In the space below, please give us any other thoughts, comments, or feedback that will be helpful to us as we strive to serve the CAs and all Juniata students.
- Keep helping…
- Thank you for your help!! Enjoy the Spring Semester!
- Overall good.
- I think that if I actually listened to what Sarah was telling me and used her advice more my grades would have been higher.
- It wasn't a program that I felt made me feel different from other students and I like that fact.

- Overall, I felt that the CA program worked well for myself. I enjoyed being able to talk with Sarah and ask for her opinions and thought about certain aspects of college life, either academically or socially.
- Thanks for everything!
- Everyone in the office was friendly and helpful to me as a student. I really appreciated the services and feel that they should keep going.

S:/CA/CAEvaluationResponsesFA01.doc

Questions to Ask Yourself

? Describe yourself as a student before you came to Juniata College.
- Didn't study very much, did care about the quality of my work as much.
- I never had to really study because high school was easy.
- Lazy, just got by.

? How would you describe yourself as a student now, at week 14 of your first semester.
- More studious, quality of work as improved.
- I'm a better writer and I study a lot for exams.
- A worker, I spent countless hours to do well and it paid off.

? What do you consider the successes (skills you've developed, actions you've taken, academic and other accomplishments) of your first college semester?
- Met new people, developed study and test taking skills. Work has improved and writing skills have improved as well.
- I improved tremendously in my writing skills.
- ?? I worked hard.

? What do you consider disappointing from your first semester?
- Taking my comp sci tests makes me feel like I'm an idiot. An IT major should do good in a computer class. Didn't do too horrible, just made stupid mistakes.
- It was harder than I thought would be.
- Some test scores.

? What are your goals for the spring semester?
- To rock. What to get at least a 3.0, lotta work but hey.
- Take more classes than my first semester and get all B's or higher on every class.
- A 2.9 GPA!!

? What are your goals for the time *after* the spring semester?
- Enjoy the summer. Going to try to get an internship. Must make money, it just goes away here at school.
- None.
- To get good grades

Appendix 14: Policy for Students with Special Needs

<u>Students with Disabilities</u>

The Dean of Students and the Director of Academic Support Services are responsible for carrying out the policy regarding services to students with disabilities. All prospective students requesting information concerning support for students with disabilities will be provided the opportunity to meet with the Dean of Students or the Director of Academic Support Services as part of the pre-admissions process.

Students with disabilities who are admitted to the College may be asked to provide appropriate documentation in support of any reasonable accommodations requested. Documentation will remain confidential and be kept on file in the Dean of Students Office. At no time will anyone, other than the Dean of Students, the Director of Academic Support Services and the student with a disability, have access to the documentation, however, the student may elect to have the information shared with whomever they chooses at any time.

The Dean of Students and/or the Director of Academic Support Services will act in the role of advocate for students with disabilities upon admission to Juniata College. Section 504, Subpart E, of the Vocational Rehabilitation Act of 1973 (PL 93-112) and Title II of the Americans with Disabilities Act (PL 101-336) serve as the basis for that advocacy.

More specifically, students with a documented disability will be considered for reasonable accommodations as outlined in their appropriate documentation which must be provided to the College by the students upon their requests for such reasonable accommodations.

Students who elect to be evaluated for a learning disability after acceptance to the College will assume financial responsibility for the expenses occurred. The Dean of Students and/or the Director of Academic Support Services will assist students in the process of finding appropriate resources for evaluation/assessment.

Appendix 15: Feedback from Summer Orientation, 2001

Summary Results: 2001 Summer Orientations June 15-16, 17-18, 20-21, and 22-23

__Student Evaluations__

Day One:	Excellent	Good	Fair	Poor
Information Expo	25.6%	66.7%	7.2%	0.5%
Planning for Academic Success	29.7%	61.5%	8.2%	0.5%
"I'm in college…now what?"	34.5%	55.7%	9.3%	0.5%
Annual walk to the Peace Chapel	24.4%	48.2%	24.9%	2.5%
Dinner in Baker	29.6%	61.3%	8.5%	0.5%
Information Technology	26.2%	50.8%	21.0%	2.1%
Discussion Groups	34.2%	55.3%	7.9%	2.6%
Social Event	42.4%	44.0%	13.1%	0.5%
Day Two:	**Excellent**	**Good**	**Fair**	**Poor**
Breakfast with Faculty	20.6%	61.9%	16.9%	0.5%
Study Abroad	23.2%	60.9%	15.2%	0.7%
Academic Advising	76.9%	21.1%	2.0%	0.0%
Farewell Reception	26.6%	61.3%	12.1%	0.0%
Miscellaneous:	**Excellent**	**Good**	**Fair**	**Poor**
Food Service	37.4%	53.3%	8.7%	0.0%
Accommodations	40.2%	54.6%	5.2%	0.5%

Student Comment Summary:

Positive:	# Comments
Orientation leaders helpful/great	12
Fun/Great/Feel Welcome	9
Fun social	4
Helped meet people	4
Advisor meeting excellent	2
Informative	2
Walk to Peace Chapel great	
Finger Painting fun	
IT good - nice to have email address early	
Negative:	**# Comments**
IT difficult to understand/slow	6
Too hot to walk to Peace Chapel/Too rainy	6
Didn't see faculty at breakfast; hard to distinguish from parents	3
Bad music/Not enough to do at social event	2
Class selection confusing first day	
Academic success session boring	
Not enough campus life info	
Food poor	
Residence hall noisy late at night	
No towels or sheets	
No benches in showers	

Suggestions:
Air conditioning in dorms
Copy of schedule beforehand
More knowledgeable people helping with IT
Need more groups at Information Expo
Include info on transfer credits at advising session
Pair students with similar POEs when orientation leaders help choose classes

COMMENTARY:

The overwhelming majority of students had a positive experience during Orientation. Many commented on how much fun they had, how welcome they were made to feel, and how much they were looking forward to entering in the fall. They were especially positive in their ratings and comments regarding academic advising, their orientation leaders, and many commented that the session helped them to meet people who would help them feel more comfortable in the fall.

Negative comments centered primarily on difficulty in understanding the IT session, in dissatisfaction with the walk to the Peace Chapel (due to either warm or wet weather), and on difficulty in distinguishing faculty from parents at the breakfast.

RECOMMENDATIONS:

Improve IT session.
Provide copy of orientation schedule beforehand.
Make it easy to identify faculty at breakfast.
Re-consider Peace Chapel walk during inclement weather.

Parent Evaluations

Day One:	Excellent	Good	Fair	Poor
Information Expo	35.2%	58.2%	6.6%	0.0%
Chaplain's Office Remarks	32.0%	67.2%	0.8%	0.0%
"Remote Parenting"	78.7%	20.6%	0.7%	0.0%
International Programs	36.4%	59.7%	3.9%	0.0%
Career Services	38.2%	55.0%	6.9%	0.0%
Health Services	52.6%	45.1%	2.3%	0.0%
High Tech Class Demo	47.3%	49.1%	3.6%	0.0%
Lake/Picnic boat cruise	81.5%	17.7%	0.8%	0.0%
Financial Aid	45.1%	41.8%	11.0%	2.2%
Day Two:	**Excellent**	**Good**	**Fair**	
Academic Life	68.0%	29.7%	1.6%	0.8%
Residential life	73.4%	25.0%	1.6%	0.0%
Billing and payment	53.3%	43.9%	1.9%	0.9%
Farewell reception	36.0%	56.0%	5.3%	2.7%
Miscellaneous:	**Excellent**	**Good**	**Fair**	
Food Service	50.8%	40.8%	8.5%	0.0%
Accommodations	30.1%	53.4%	14.6%	1.9%

Parent Comment Summary:

Positive:	# Comments
Enjoyable/Great/Helpful	15
Informative overall/Well-delivered	8
Staff high quality/caring/friendly/open & honest	6
Great picnic/cruise	5

Positive:	# Comments
Sold on commitment to child's education and safety.	3
Good meeting & talking with parents	2
Good high tech class/computer info	2
Academic Life session excellent	
Billing & payment options outlined well	
Appreciated addressing parent concerns	
"Who should I call List" very helpful	
Coach connection at picnic a plus	
Convenient accommodations	
Negative:	
Financial Aid folks not visible/got no information	5
Dorm accommodations/condition	4
Lack of counsel in course selection	
Nothing for invited younger siblings to do	
Some info on second day was redundant	
One female presenter talked down to parents and belittled students	
Career Services session too long	
Health Services session too short	
AWOL sheet should not be included in packet	

Suggestions:	# Comments
Provide orientation schedule/picnic/cruise directions beforehand; include time periods	6
Prepare parents for conditions sleeping in dorms; tell to bring fans	4
Better location and longer time for Financial Aid discussion	2
Include parents at student sessions on computers	2
Give parents extra paper for notes	2
Present health info to students	2
Include student experiences re: international programs	
Clarify connection between language study and study abroad	
Include computer demos in evening and on second day	
Schedule later orientation session after all schools out	
Provide dates for Family Weekend	
Provide message board so parents can communicate with students	
Include Fire Exit plans in dorm rooms; chart of dorm room numbers	
Include men's and women's bathrooms on each floor.	

COMMENTARY:

'The overwhelming majority of parents also had a positive experience during Orientation and found it to be informative. Favorite sessions that received extremely high ratings were the Lake Picnic/Cruise, the "Remote Parenting" seminar, and the sessions on residential life and academic life. Many parents commented on the high quality and caring nature of the staff, saying that they were sold on the College's commitment to their child's education and safety.

RECOMMENDATIONS:
Present health information to students.
Install message board for parent-student communication.
Schedule later orientation session after all schools out.
Include Fire Exit plans in dorm rooms.
Prepare parents ahead of time for conditions to expect if sleeping in dorms.
Provide copy of orientation schedule beforehand.
Improve delivery of Financial Aid information; make staff more available.
Include small note pad, dates for Family Weekend, and directions to lake cruise in packet.

Appendix 16: CWS Annual Assessment 1996-2000

The assessment instrument used asks students to rank their responses to the following statements as Strongly Agree, Agree, Disagree and Strongly Disagree:

1. I will be able to use skills I developed in this course in other areas of my academic life
2. I have developed greater self-awareness and self-respect in this course.
3. This course has shown me that college professors also learn from the courses and from the students they teach.
4. This course has helped me improve my time management skills.
5. My participation in this course has increased my sense of community at Juniata.
6. This course has helped me develop new and helpful study strategies.
7. This course helped me understand that learning involves integrating classroom experiences with personal experiences.
8. This course has helped me clarify my academic and career goals.
9. My experience in this course has increased my respect for diverse viewpoints.
10. This course helped me use writing as a means of learning.
11. This course helped me plan and develop my writing.
12. In this course I learned more about how to support a main idea and organize information.
13. I learned to use research to explore and support my ideas.
14. This course helped me focus on the needs and expectations of my audience(s).
15. I feel better prepared to use computer applications in my academic coursework.
16. Conferences with my instructor played a valuable role in my writing process.
17. My instructor's comments on papers were valuable in helping me revise my work.
18. I feel that I learned from other students in class discussions and workshop groups.
19. Overall, I found this course to be a worthwhile educational experience.

The tables below show the mean score in rank order for each of the items assessed: Strongly Agree (1), Agree (2), Disagree (3) and Strongly Disagree (4):

Ave	1996	1997	1998	1999	2000	Question
1.40	1.40	1.41	1.40	1.39	1.38	Ability to use skills in other areas of academic life
1.43	1.48	1.36	1.48	1.42	1.41	Instructor's comments were valuable in revising
1.49	1.50	1.44	1.50	1.52	1.48	Plan and develop writing
1.52	1.51	1.46	1.51	1.61	1.49	Conferences with instructor were valuable in writing process
1.62	1.65	1.61	1.65	1.61	1.60	Use research to explore and support ideas
1.67	1.72	1.67	1.72	1.61	1.61	Support a main idea and organize information
1.68	1.73	1.68	1.73	1.63	1.64	Course is, overall, a worthwhile educational experience
1.72	1.74	1.75	1.74	1.68	1.70	Use writing as a means of learning
1.77	1.78	1.78	1.78	1.75	1.77	Focus on needs and expectations of audience
1.81	1.78	1.82	1.78	1.82	1.86	Understand learning integrates classroom with personal experiences
1.87	1.84	1.90	1.84	1.88	1.90	I learned from other students in class discussions and workshop groups
1.94	1.94	1.90	1.94	1.95	1.95	Developed greater self-awareness and self-respect
1.98	1.97	1.95	1.97	1.99	2.00	College professors also learn from the courses and students they teach

Ave	1996	1997	1998	1999	2000	Question
2.01	2.00	1.97	2.00	2.01	2.08	I feel better prepared to use computer applications in course work
2.04	2.05	1.97	2.05	2.06	2.08	Increased my respect for diverse viewpoints
2.16	2.20	2.11	2.20	2.13	2.14	Increased my sense of community at Juniata
2.20	2.20	2.21	2.20	2.22	2.16	Improved time management skills
2.36	2.44	2.32	2.44	2.29	2.29	Helped me develop new and helpful study strategies
2.47	2.53	2.41	2.53	2.46	2.41	Helped me clarify academic and career goals

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III. <u>Selected Topic: Internationalization</u>

This chapter is the report of the task force on internationalization. The chapter contains the following major parts:

A. Enduring Goals and Recommendations
B. Why and How We Studied Internationalization
C. What We Have Discovered about Internationalization
D. Resources
E. Evaluation and Recommendations

Part A presents the most pressing goals for internationalization. Part C contains analysis by topic and covers the questions submitted by the steering committee to the task force. Part D covers the critical issue of resources. Part E, as we have done in other chapters, summarizes the recommendations so that we can keep focused on them and track them more easily.

Throughout the chapter, we refer repeatedly to the center for international education, or simply to the Center. Below is an organization chart of that administrative unit.

Figure 14: Organization of the center for international education

```
┌──────────────────────┬──────────────────────┬──────────────────────┐
│ International         │ Dean of              │ Associate Director of│
│ Education Committee   │ International         │ Enrollment           │
│ (Faculty &           │ Programs             │ (International        │
│ Administrators)      │                      │ Admissions)          │
└──────────────────────┴──────────────────────┴──────────────────────┘
              ┌────────────────┼────────────────────┐
┌──────────────────────┬──────────────────────┬──────────────────────┐
│ International Student │ Director, Intensive  │ Director of Study    │
│ Advisor              │ English Program      │ Abroad               │
│ (Coordinates         │ (Coordinates ESL     │ (Information &        │
│ Services)            │ Program)             │ Counseling)          │
└──────────────────────┴──────────────────────┴──────────────────────┘
┌──────────────────────┬──────────────────────┐
│ Assistant            │ Senior Instructor,   │
│ International Student │ Intensive English    │
│ Advisor              │                      │
│ (Liaison to          │                      │
│ Residence Life,      │                      │
│ Campus Activities,   │                      │
│ Student Services)    │                      │
└──────────────────────┴──────────────────────┘
                 ┌──────────────────────┐
                 │ Part-time            │
                 │ Instructors (2)      │
                 └──────────────────────┘
```

The center for international education has the primary responsibility to advance the strategic goals of internationalizing the campus. The Center sometimes acts directly, such as with study abroad. At other times, it plays a collaborative role, such as with co-curricular activities. Its role can be primarily supportive, such as encouraging students taking world languages. The intensive English program is part of the center for international education, though with its own budget. The intensive English program supports the Center in advancing the goals of the college and plays a complementary role in internationalization.

A. Enduring Goals and Recommendations

In this section, we review the broad goals that sustain our internationalization effort. We present a brief assessment of progress to date for each goal. Finally, in this section, we recommend actions needed to achieve these goals.

The goals for the internationalization of the college are articulated in three strategic plans. The center for international education generated the first two plans in 1993 and 1998. The third is the latest strategic plan for the college. (You can find a copy of this plan in Appendix 18: The Strategic Plan for Juniata, April 21, 2001 on page 152.) The goals in the plans do not differ significantly. The 1993 plan resulted in a change to the mission statement of the college, which now states:

> As a member of the international community, Juniata extends the student's academic experience into the world and encourages the free and open exchange of thought among peoples from distinct cultures and nations.

Thus, internationalization has become integral to many aspects of the college, touching all students, faculty, and staff in some fashion. In that sense, all efforts toward the internationalization of the college are inherently part of our mission.

1. The Broad Goals for Internationalization

The goals for the internationalization of the college demand cooperation and commitment from many segments of the college community. The goals for internationalization are ambitious: we seek to alter the very fabric of the institution. Below is a summary of these goals. A short assessment of progress is in italics below each goal.

Goal: Expand the international content of the curriculum, including the development of new academic programs with an international content and the addition of international content to existing programs.

Progress: We have partially realized this goal. Three new Programs of Emphasis contain an international focus. The course sequence in cultural analysis has considerable international content, but most programs have added little international content.

Goal: Increase the percentage of students who study world languages and cultures to 20 percent.

Progress: We are halfway toward goal. By 2001-02, the percentage of students taking foreign languages was just over 17 percent, whereas in 1993-94 the percentage stood at 13 percent. Growth has been greatest in Spanish and French with little improvement in German and Russian.

Goal: Provide an internationalized set of co-curricular activities.

Progress: We have made excellent progress through the efforts of the center for international education, United Cultures of Juniata College, Model UN, Spanish Club, French Club, and others.

Goal: Increase the number of students who graduate with an international experience, especially those who have participated in a study abroad program. Increase the number of students studying abroad to a minimum of 100 per year.

Progress: Much of the progress took place in the five years since 1993 and concerns remain. Traditionally, the college sent most students abroad for one or two semesters with only a few going during the summer. However, by 2001-02 the number of students studying abroad during the academic year dropped to 55 from a high of 69 in 1999-2000. Meanwhile, the number of summer students rose dramatically from four in 1994-95 to 24 by 2001-02.

Goal: Increase the number of students from other countries who earn a degree at the college to 8 percent of the student body and provide institutional support for their successful acculturation, integration, and retention.

Progress: We made good progress through 1996-97 (from 2.4 percent to 5.6 percent), but have seen a slow reversal to 5.2 percent through 2001-02.

Goal: Increase the number of faculty who support the effort to internationalize through professional development opportunities, seminars, and visits to study-abroad sites.

Progress: Progress has been uneven.

Goal: Expand the services of the center for international education to a broader segment of the Juniata community while providing appropriate staffing levels to accomplish its tasks.

Progress: We have largely realized this goal. The Center has grown from 1½ staff members housed in a small office in Founders Hall in 1993 to a staff of over 6½ located in the renovated Oller Center for Peace and International Programs. (The intensive English program employs over two of these staff members.) The Center's programming activities have expanded considerably over the years.

We still desire these goals and, we think, they are attainable. Renewed attention is necessary, however, to achieve them.

2. Recommendations to Achieve These Goals

The college should develop a plan to achieve these strategic goals for internationalization. Below are the over-all recommendations to begin that plan.

A. To achieve the broad academic goals for internationalization, the college should

   Expand the international content of the curriculum

   Increase the number of students who study world languages and cultures

   Increase the number of students who graduate with an international experience, and

   Increase the number of international students at the college.

B. The faculty should assess the impact of internationalizing components of the academic program on our students' global competence, attitudes, and perceptions.

C. The provost should provide clear priorities and budget guidelines to the dean of international programs.

D. The international education committee should advise and assess the center for international education, providing feedback on strategic initiatives and evaluating the programs, personnel, and activities of the Center. (This committee includes five faculty members, two students, and one staff member from student services. the president formed the

committee nearly ten years ago and the dean of international programs chairs it.)

B. Why and How We Studied Internationalization

Juniata's commitment to internationalization, substantial before 1992, became a strategic priority in 1993. This strategic priority aims to transform the institution in large and small ways. The college has invested considerable resources to enhance the international experiences of our students. We have not yet fully assessed the impact of that investment.

One assessment, an article coauthored by Juniata professor Dr. David Drews, studied the effects of study abroad on students' perceptions of internationals. (See Drews, David R., Lia L. Meyer, and Peter N. Peregrine; "Effects of Study Abroad on Conceptualizations of National Groups," *College Student Journal*; December, 1996, pp. 452-461.) The study revealed that study abroad seems to produce more personalized views of other national groups (as opposed to stereotypical ones).

Data from the Senior Survey, administered through the Higher Education Data Sharing Consortium (HEDS), suggests that our progress has not been as great as we might have hoped. (A copy of Senior Survey is available in the Office of Institutional Research. You can find the latest HEDS report on the results of that survey there also.) Further, the resources expended for internationalization have been greater than expected. Therefore, the steering committee suggested this self-study to assess the results of internationalization.

The steering committee named a twelve-person task force on internationalization in the fall of 2001. The steering committee submitted questions for the task force to consider, a list that the task force expanded. Members met weekly to identify pertinent materials. Task force members designed several surveys to gather information on study abroad, international students, and faculty activities and opinions. A two-person team oversaw the distribution, collection, and basic analysis of the surveys. The task force sponsored an open forum for the faculty to discuss the goals of internationalization. Further discussions took place during a regularly scheduled faculty meeting. The entire committee assisted in drafting the report. Several members of the task force edited and coordinated the draft that went to the steering committee.

Our strategic goals are not easily isolated into components that a committee can readily analyze. Therefore, we prepared a series of questions, many of which correspond directly to the broad goals for internationalization. Other questions touch upon several of the goals, while some explore continued support for the goals. Still others probe the resources associated with the goals. The answers to the questions put to the task force sustain the analysis that follows.

C. What We Have Discovered about Internationalization

In the following analysis of internationalization at the college, the task force assessed the progress toward our goals, evaluated whether goals from earlier plans were still appropriate, and suggested new goals when appropriate. This section examines many facets of the effort to internationalize, including 1) Academic experiences, 2) World languages and cultures, 3) Co-curricular activities, 4) International students, 5) Study abroad, and 6) Resources.

1. <u>Internationalization in Academics</u>

To explore the infiltration of internationalization goals into academic matters, the task force looked at those parts of the academic program that relate to internationalization and at their effect upon students. In this section, we look at the following topics:

Administrative support,

Faculty influence,

Curricular exposures to internationalization, and

The importance of language courses on the effort to internationalize.

We start below with the support of the college administration for internationalization initiatives. Included are the results of our assessment of administrative support.

a. Administrative Support of Internationalization

Administrative support is critical to the success of any internationalization effort. This section assesses the historic role of the administration and traces shifting levels of support for internationalizing the campus. Below is the question we explored.

Question for Analysis
How have administrative decisions influenced the internationalization of the academic program?

At Juniata, internationalization began almost 40 years ago with faculty who used their collegial contacts abroad to exchange research, ideas, and students. While early administrative support was mainly permissive, conscious support in the 80s and 90s greatly helped faculty members to internationalize. In 1984, the administrative position of director of international programs replaced the prior service of faculty volunteers. Internal and external assessment of international

programs and services occurred in 1993, 1996, and 2002. Strategic plans in 1993 and 1998 included comprehensive internationalization goals while the 2001 strategic plan for the college contains specific international initiatives.

Funding for international recruitment activities in 1993-1997 encouraged steady growth in the number of international students. Since then, attention to international recruitment decreased. While annual international enrollments have not decreased significantly, they do not approach the goals of the strategic plans.

Decisions about the use of resources are critically important to the college's ability to internationalize. Currently five faculty members represent international diversity on staff. They are professors Nieto, Spain; Kipphan, Germany; Jaeger, Germany; Ochiai, Japan; and, most recently, Wang of China. In addition to devoting resources to faculty diversity, the institution needs to support financial aid for study abroad and for international students; to fund visiting language instructors in Spanish, French, and German; and to maintain full-time positions in German and Russian. Current financial support of faculty international work, travel, and study contributes to the internationalization of academic offerings.

Administrative decisions also influence the visibility of internationalization efforts. You can access international information from the first page of the Juniata website. The alumni magazine often features international accomplishments and challenges. Moreover, the college produces special publications for the international market. Staff members of the center for international education sit on committees for enrollment, marketing, strategic planning, safety, residence life, and academic affairs. The board of trustees regularly encounters staff members from the Center, international students, and students who return from abroad. International programs gained strong visibility on campus when it moved into the remodeled Oller Center. Further commitment came with the decision in 1999 to name a permanent administrator for international programs and to give the administrator the status of dean of international programs.

Decisions made by the curriculum committee and by the registrar have

> Simplified the mechanics of registration and the transfer of credits from abroad,
>
> Approved a dual degree program for exchange students, and
>
> Approved language credit for advanced courses in English as a Second Language.

Yet, special incentive funding for study abroad and international programs ended with the 2002 budget. Recent efforts to reestablish international enrollment activities are not included in the strategic plan of the enrollment center. Currently, the enrollment office does not highlight international activities as a distinctive feature of Juniata, although it is moving slowly to do so. Recently, international

expertise has been a factor in making hiring decisions. However, such consideration is not a written policy.

b. Faculty Influence on Internationalization

We surveyed faculty members to determine attitudes. We were interested in how faculty might shape the curriculum to meet internationalization goals, how they might influence students desiring to go abroad, and how interested they are in broadening their knowledge of other cultures.

<u>Question for Analysis</u>
To what extent does the faculty influence the internationalization of the academic program?

To find out about faculty experiences, the task force gave the questionnaire in Appendix 24 on page 166 to faculty members. Our survey suggests that a core of our faculty say they are committed to internationalization. Most, however, are not as active in the internationalization process as they might be.

As the following graph shows, the number of international ("I" designated) courses offered on campus has grown, almost doubling since 1993-94. In addition, 20 faculty members say they teach courses with a significant international component, even though these courses do not carry the "I" designation. Yet, "I" courses are taught predominately by relatively new hires and by a relatively static group of faculty members.

Figure 15: The growth in "I" courses from 1993-94 to 2001-02
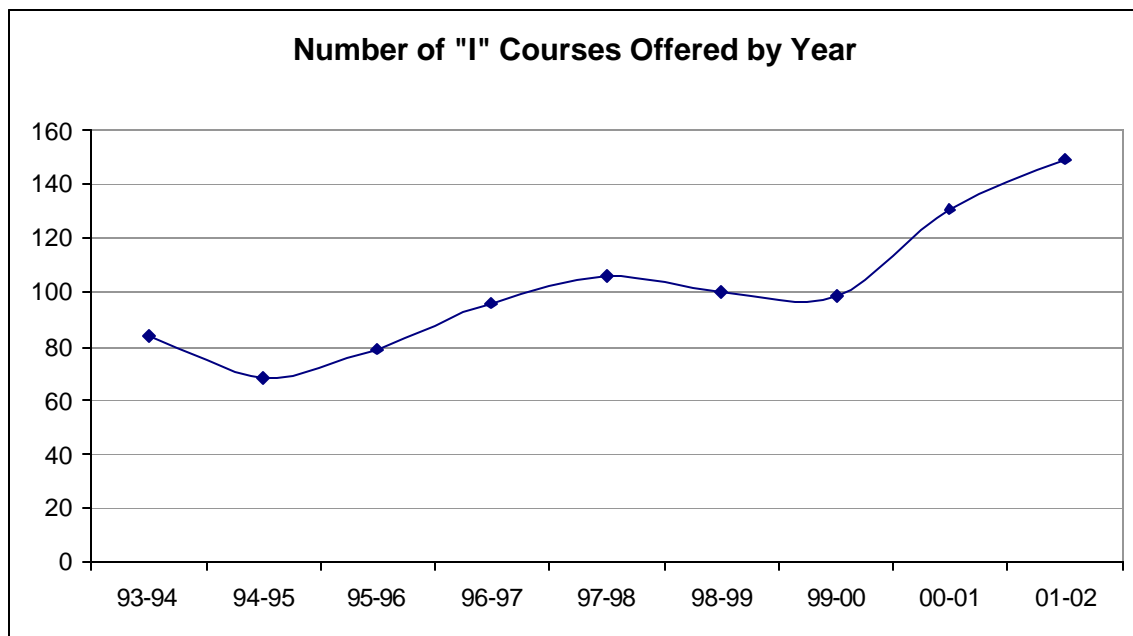
We have not succeeded in swelling the ranks of teachers of "I" courses with longtime faculty members. Thus, while the number of "I" courses has increased, the number of faculty members teaching them has not grown significantly.

More than 90 percent of our faculty members say they encourage students to study abroad. No faculty member reports that s/he rarely, or never, encouraged students to go abroad. Seventy-six percent encourage advisees to take a second language and nearly 64 percent say that their department has made changes to the POE in order to facilitate study abroad.

The following graph shows awards of professional development funds to faculty members for internationalization activities over the past eight years. This data represents 47 awards, 30 for scholarship and curricular development and 17 for conferences and workshops.

Figure 16: Professional development funds

As the graph indicates, the level of support has been uneven, largely because the levels of available funds vary from year to year.

Nearly all faculty members see internationalization as an asset to the college, and over 87 percent believe an international experience will give students a competitive advantage. Almost everyone agreed that knowledge of international issues is important for younger generations.

Members of our faculty also continue to develop international experiences. Thirteen percent have participated in international faculty exchanges, 24 percent

have worked abroad as visiting faculty members, and 40 percent have gone abroad for professional development. Nineteen percent of the faculty members say that they have traveled with Juniata students outside the US on educational trips.

The data reviewed in this report suggest that on the whole Juniata faculty are very committed to internationalizing the curriculum and to exposing Juniata students to international issues. Still, gaps in the international experience of faculty and in our programs remain. For example, only 13 percent of the faculty has participated in an international faculty exchange.

Recommendations to Improve the Internationalization of Faculty
Faculty members and administrators should work together to

A. Encourage programs that serve international needs and stay mindful of those needs when hiring.

B. Provide funding for professional and curricular development for internationalization before funding non-internationalization requests.

C. Enhance the international components within courses and develop new "I" courses.

D. Develop incentives for faculty to create or teach "I" courses.

E. Assess the international experience of the faculty.

F. Link institutional resources to new international initiatives.

c. Curricular Exposures to Internationalization

To assess the effect of internationalization on academics, we considered a question that focused attention on curricular issues. We look first at curricular issues. The curriculum exposes students to international issues and cultures. Those curricular points of contact are in 1) general education, 2) language requirements, and 3) majors that include international components.

We used the question below as a starting point for thinking about academic matters.

Question for Analysis
How does the academic program foster internationalization?

To answer the question, we examined those parts of the academic program that relate to internationalization and found out how the parts affect students.

1) General Education and Distribution Requirements

General Education Requirements
Two general education requirements focus on internationalizing students. The two-course sequence of cultural analysis expands our students' understanding of human culture and of how culture affects perceptions of human life and of the world. Cultural Analysis I develops skills necessary for students to think critically about culture. Courses offered as Cultural Analysis II (a student must choose one) provides a deeper analysis of topics introduced in Cultural Analysis I. Course materials stimulate discussion about the assumption that to be "Western" is to be "modern."

"I" Distribution Requirement
All students are required to take two courses with an "I" (international) designation. In 1993, we required only one, but curricular reform in 1996 doubled the requirement. Interestingly, the number of students enrolled in "I" courses has shifted since this curriculum change. In particular, the number taking 10 or more "I" courses has doubled, as has the number of students taking more than 15. On average, a student in 1996 took 3.8 "I" courses while the average nearly doubled to 6.6 by 2001.

2) Language Requirements

Several Programs of Emphasis (POEs) require foreign language study. These include the POEs in world languages, peace and conflict studies, international studies, international business, art history, and international politics. (We discuss courses in world languages and cultures in more detail below.)

3) POEs with International Components

Ten years ago the college initiated a process of systematic reviews of academic programs. One requirement for the review was to assess the international aspects of all POEs. As a result of these reviews, several programs enhanced their international offerings by developing the following POEs in 2000: 1) international studies, 2) international business, and 3) international relations.

Recommendation to Increase Internationalization in POEs
The faculty should research ways to include international dimensions in as many designated POEs as possible.

2. World Languages and Cultures

We have purposely not discussed world languages and cultures in the large section above on internationalization in academics. We are convinced that taking

courses in world languages and cultures is the most critical academic dimension of the internationalization. Thus, the topic deserves its own section.

We ask the question below because we believe increasing the number of students who take courses in world languages and cultures is critical to the success of internationalization.

Question for Analysis
What factors influence our students to study world languages and cultures?

The report of the 2000 National Survey of Student Engagement indicates the urgency of expanding enrollments in world languages. (You can find the latest NSSE report in the office of institutional research.) The report indicates that Juniata students are half as likely to take a second language as students at peer institutions. Language study is a primary means for our students to learn about other cultures. It enables our students to take advantage of our non-English study abroad programs that are under-used. If more of our students studied languages, we could attract more international students in order to meet our goal of an 8 percent international student population. We could diversify our academic offerings. The failure to expand the numbers of students taking languages adversely affects the entire internationalization program.

We explored why students did or did not take world languages by using both anecdotal and survey information. We administered a survey to 310 sophomores, 88 of whom responded, a 28 percent response rate. (See Appendix 17 on page 151 for a copy of the questions asked and summary results of the Data from the World Language Survey of Sophomores.) Of those students who were taking a second language, over 90 percent were taking it outside of their POE.

According to this survey, the factors influencing students most in the choice to take a second language were

      Good experience in high school language classes (35.2%)

      Desire to enhance career possibilities (30.7%)

      Desire to develop cultural and language proficiency (29.5%)

      Desire to travel (20.5%)

      Flexibility of POE (17%)

      Desire to study abroad (14.8%)

      Faculty support (12.5%)

      Importance for POE (10.2%)

      Contact with international students (9.1%)

Peer encouragement (6.8%)

Since the question asked students to pick all choices that applied to them, their answers add to more than 100%.

Factors that most discouraged students from language study were

Irrelevance for POE (31.8%)

Concern about ability to learn language (29.5%)

Not interested in languages (27.3%)

Fear of negative effect on GPA (22.7%)

Inflexibility of designated POE (15.9%)

Bad experience in high school language classes (15.9%)

Lack of peer encouragement (4.5%)

Lack of faculty support (3.4%)

Little correlation existed between the intention to study abroad and the decision to take a second language. We did not find this result surprising since most of our students select English-speaking programs for study abroad. "Careerism," on the other hand, was an extremely important variable for both groups. Students who take languages generally take them as electives outside of their POE. Yet, students who do not take a language seem to think they should not since a language is not required in their POE. Faculty support for taking languages seems to matter little to students. However, we are unsure whether faculty are not encouraging students or whether students are not listening to faculty. We continue to believe that faculty should encourage students to become proficient in a second language.

Recommendations to Improve Enrollments in World Languages
The international education committee should provide plans to appropriate administrators to

A. Recruit more students who will take world languages and who will study abroad.

B. Enroll students who wish to enhance their language skills, perhaps by requiring a language in as many POEs as possible.

C. Design incentives for students to study abroad in non-English speaking countries.

D. Increase faculty support of internationalization by helping them to learn languages, visit study-abroad sites, and get information on the relevance of language study to careers.

3. Internationalization in Co-curricular Activities

Below is the question we used to find out about internationalization efforts in co-curricular activities.

Question for Analysis
To what extent do co-curricular activities "extend the student's academic experiences into the world" [quote from College Mission Statement]?

Co-curricular activities with an international character have increased significantly since 1993. The center for international education, academic programs, and other institutional entities sponsor many of these activities. Student-led clubs and groups contribute significantly too. Sharing a room with an international student creates bonds that last for years. A service-learning trip to the Dominican Republic or Honduras has changed the direction of some student's lives. The International Film Series, the annual German Marshall Fellow Lectureship, and the many language and culture clubs enrich the international character of a liberal arts education. These are but a few of many activities fulfill our college mission to encourage "the free and open exchange of thought among peoples of distinct cultures and nations."

Most co-curricular activities germinate from a small, "internationally focused" segment of the faculty and student population. Model UN, United Cultures of Juniata College, and some lecture and film series often attract broader audiences. Many faculty members require or strongly encourage students to attend international events. For example, the Conversation Partners Program of the intensive English program that paired international with US students attracted over 50 students this year because a faculty member required it for a communications course. Many co-curricular activities serve as essential components of many "I" courses; thus, students who direct student clubs also participate in the activities to fulfill course requirements. Our challenge is to increase participation in a wider range of co-curricular activities for more students.

Recommendations to Improve the Internationalization Impact of Co-curricular Activities:
The center for international education should

A. Improve the coordination among individuals, groups, and offices sponsoring international activities.

B. Formulate strategies to increase attendance at international co-curricular activities.

C. Collaborate with the office of career services to increase the number of international service-learning opportunities and internships.

4. Internationa Students

In this section, we discuss three questions that relate to international students. Recommendations for each of the questions follow the analysis. First, we look at the influence of international students. We then evaluate how well Juniata meets their needs. Finally, we look at strategies to increase the number of international students.

    a. The Influence of International Students

Our international students are an asset to the institution. Below is the analysis of their impact across the campus.

Question for Analysis
To what extent does the presence of our international students influence those mission and goals of the college that pertain to internationalization?

The majority of our students do not study abroad. Their contact with international students may be the primary way to achieve the college's mission to encourage "the free and open exchange of thought among peoples from distinct cultures and nations." Most of the international exchange students are chosen to study abroad through a competitive selection process. Consequently, they are academically strong and highly motivated. Many professors have expressed their appreciation for the diversity of perspectives that international students bring to the classroom. Given the homogeneous composition of the Juniata student body, this contribution to diversity should not be underestimated.

International students have made a notable contribution to the new Language in Motion program. International students, returnees from study abroad, and students in advanced world language support the program. They prepare and present language and cultural activities to middle and high school students in local school districts. In only its second year, the program received the Institute of International Education's Andrew Heiskell Award in the category of Internationalizing the Campus. Through their participation in this program, international students provide valuable community outreach for Juniata while they familiarize themselves with US culture beyond the college community.

According to responses from the Email Questionnaire for juniors and seniors, over 27 percent of students claimed that contact with international students positively influenced their decision to study abroad. Only a few students were negatively influenced by contact with international students. (The task force administered this survey in February 2002. You can find the data pertaining to it in Appendix 25 on page 169.)

According to the responses from the Faculty Questionnaire on International Experiences, 94 percent of the faculty either agreed or strongly agreed that meaningful contact with international students should be an integral part of a college education. (See Appendix 24 on page 166 for a copy of the survey.)

However, data from both the National Survey of Student Engagement (NSSE) and from the Senior Surveys suggest that Juniata students have significantly fewer conversations with students from different backgrounds than did students from the comparison groups. This result may flow from the ethnic uniformity of Juniata students. It could also indicate ethnic segregation among students. Both our freshmen and seniors reported less personal development in understanding people of other racial and ethnic backgrounds than our peer or all-college comparison groups.

While it is not easy to measure the impact that international students have brought to the campus, we believe that in general international students have positive influences.

Recommendation to Improve the Influence of International Students
The center for international education, office of student services, and other interested parties on campus should develop and implement more opportunities for contact between domestic and international students.

b. Meeting the Needs of International Students

In this section, we look at the question of how well the college meets the unique needs of international students. Recommendations follow the analysis.

Question for Analysis
How well does the college meet the needs of international students?

The center for international education is one of several administrative offices that support international students. Others include student services, accounting, enrollment, security, residence life, career services, and the registrar.

In 2001, the center for international education redistributed staff responsibilities into two positions: a director of study abroad and an international student advisor. This redistribution resulted in no increase in staff. Instead, a support staff position was eliminated.

The center for international education provides the following services and programs to international students:

INS information, assistance, and requirements

Information about Juniata before arrival

Orientation upon arrival to campus

Weekly meetings during the first semester

Cultural workshops

Academic and general advising about international student issues

The Juniata College Partner Degree Program

A workshop on how to apply for US internships

Tax workshop and tax advising

International Friendship Families

The intensive English program contributes to the goal of internationalization through its academic program, co-curricular activities, and as a recruiting tool for international students. The program helps us exchange our students with international students through the Juniata College exchange program (JCEX). The program helps students seeking a four-year degree and prepares international students who need help with English. The program offers courses within the department of world languages and cultures and co-sponsors many co-curricular activities.

In 2001-02, 43 percent of the first-year international students at Juniata enrolled in at least one course in the Intensive English program. This enrollment is more than double the enrollment in Intensive English courses 5 years ago and demonstrates the expanding role of the intensive English program in support of international students.

One goal of intensive English is to facilitate interaction between domestic and international students. The following examples exemplify how domestic and international students connect.

Intensive English is linking English as a Second Language courses to courses in another field of study. The goal is 1) to provide international students who are learning English with opportunities for sustained language use with native-speaking students and 2) to provide both groups with learning across cultures. In fall 2001, students in the *Intercultural Communication* course collaborated with students taking a course in English as a Second Language to design a "culture."

Intensive English sponsors the Conversation Partner program in which pairs of US and international students meet. The program now attracts about 60 students each semester.

The College Bound summer program sponsored by Intensive English helps prepare many of Juniata's exchange and degree students for their first semester of academic work. Evaluations of this program confirm the

value of intensive work on language and on cultural issues before the academic year begin.

To discover the experiences of international students while here, the international student advisor designed an exit survey for international students. (You can find a copy of the spring 2002 survey in Appendix 20 on page 161. Other surveys with summary results are on file in the center for international education.) The advisor administered the survey twice: at the end of the spring and fall semesters of 2001. The 38 respondents represented students in the intensive English program, four-year degree students, and exchange students. Respondents rated general advising, orientation, and information they received before arriving as the most helpful to their transition and well-being.

In response to the question "Overall, what were the most desirable aspects of your experience here?" they ranked the following answers most favorably.

Meeting new people, making friends (32%)

Offering academic opportunities (29%)

Providing the opportunity to learn from a different cultural point of view from both students and professors (29%)

Traveling (13%)

Some areas were not rated so favorably. When asked about the least desirable aspects of their Juniata experience, students selected the following answers most frequently.

Academics, including differences in workload and in expectations (24%)

Lack of public transportation (16%)

The local area and number of activities going on in the town (16%)

Food (13%)

Difficulties with roommates (11%)

Students commented frequently that they felt unprepared for the difference in academic structure compared to their own country. Many felt overwhelmed by the academic system at Juniata. Although the majority of international students felt people were friendly and accepting, several commented that they felt unwelcome and separate from the mainstream student culture.

Recommendations to Improve How Well We Meet the Needs of International Students

    A. Advisors and the center for international education should help international students prepare for our educational system by encouraging

more of them to participate in the College Bound program and by
providing special advising sessions one month into the semester.

B. We all should encourage resident students to welcome students from
other cultural backgrounds. The center, for example, could initiate a
mentoring program.

c. Expanding the Number of International Students

Below is an analysis of how to achieve the long-standing goal of having 8 percent
of the student body be international students.

Question for Analysis
What factors affect achieving the goal of the college for an 8 percent international
student population?

The following graph shows the trend of international students for the last 10
years.

Figure 17: Percent of international students, 1992-2002

International Students as Percent of Student Body
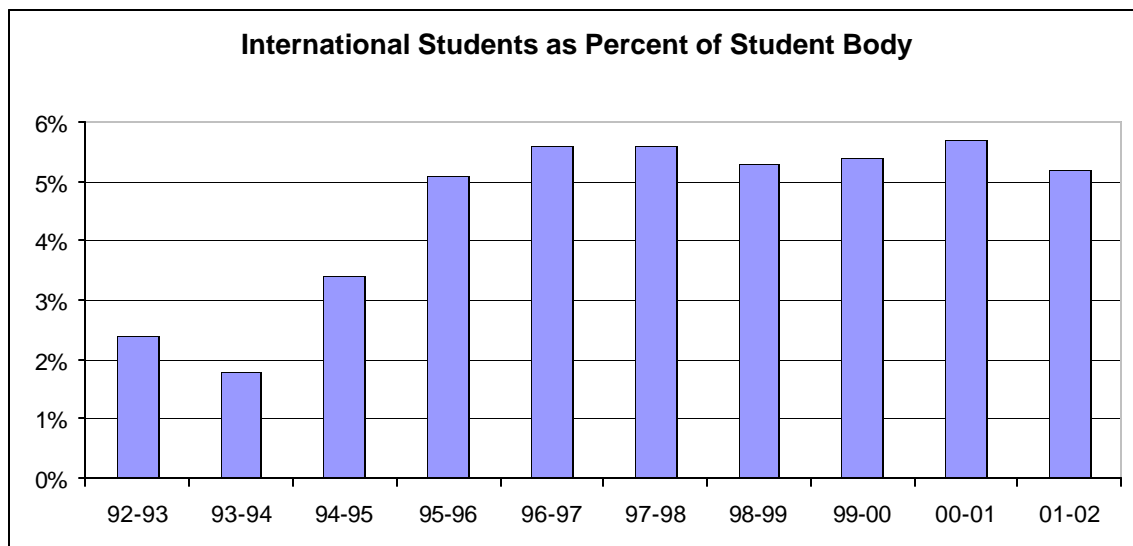
Rapid progress toward the goal of 8 percent reached a plateau in 1996-97 at
about 5.6 percent. The percentage has begun to decline to 5.2 percent in
2001-02 as the size of the student body increased. In 2001-02, we admitted
fewer international students. This reduction will gradually reduce the percentage
of international students unless aggressive recruitment efforts are begun quickly.

As Figure 18 which follows shows, the composition of international students is
also a problem. (You can find the data on which Figure 18 is based in the table

titled Number of international students, 1992-2002 on page 163.) The number of degree students has shrunk. Declining numbers of international degree students have continuing implications. When the college fails to recruit a four-year degree student, it loses an international student for four years.

Figure 18: Count of international students, 1992-2002

International Students, 1992-2002
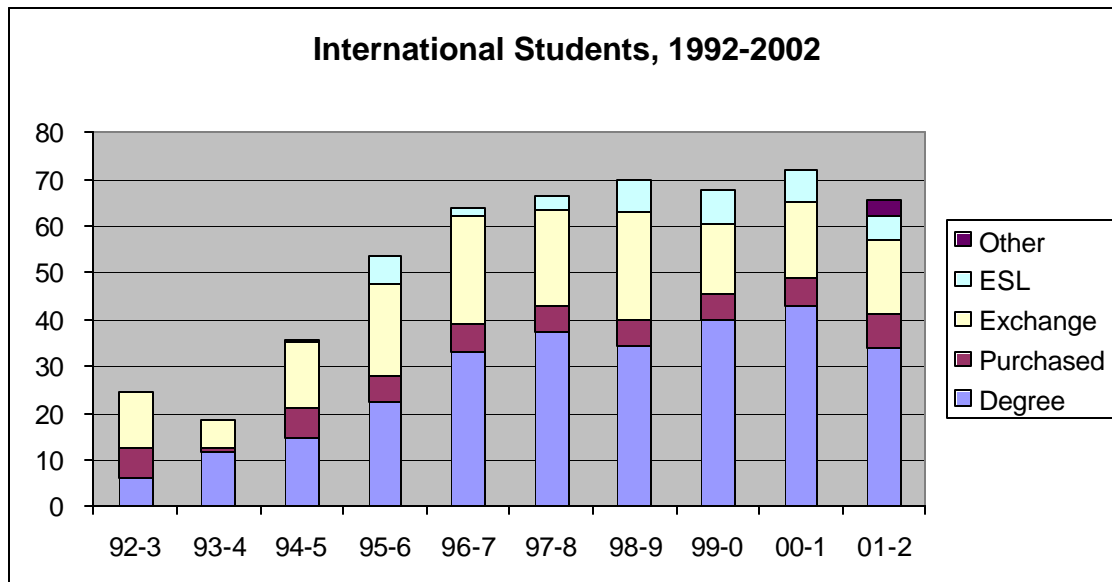
We often categorize our international students into five mutually exclusive groups:

      Degree: four-year degree-seeking students.

      Exchange (JCEX): exchange students who attend for one or two semesters.

      Purchased: students from study abroad programs that the college purchases from others, for example, from Brethren Colleges Abroad to study at several sites or from Leeds University. Students attend for one or two semesters.

      IEP: students who participate in the intensive English program

      Other: others who do not fit within one of the above categories.

The 1998 strategic plan to internationalize the campus set a goal of 104 international students in a student population of 1300, or 8 percent overall. The 1998 plan envisioned that most of these students would be four-year degree-seeking international students and one-year exchange students. The highest percentage of international students, 5.7 percent in 2000-2001, fell short of our goals. Following is a breakdown of the shortfalls for 2000-01.

Figure 19: Anticipated versus actual international students, 2000-01

Type	Goal	Actual	Shortfall
Degree	54	43	11
Exchange or Purchased	40	22	18
IEP	10	7	3
Total	**104**	**72**	**33**

The following factors show how the current organization, programs, and activities help or hinder the ability of the college to meet the goal of a student body with 8 percent international students. The international enrollment team, which began operating in the fall of 2001, determined these factors.

Factors that Support Internationalization

For four-year degree-seeking international students

Good relations with several overseas educational advisors.

Positive reports from international students who have been here.

An established relationship with Sakae Institute for Study Abroad, a Japanese recruiting firm.

For exchange students

New programs in Spain and Australia offer possibilities for growth.

Negotiations to reclassify programs in the Czech Republic and Northern Ireland programs to be exchange, rather than purchased, programs can reduce costs.

The Partner Degree program attracts exchange students. (This program enables international students to get a degree from Juniata as well as from their home institution.)

For students who need intensive English training

The intensive English program enables students to attend who would otherwise not be able to. This program is critical to increase the enrollment of degree students.

The College Bound Program can attract degree and exchange students who need transitional help with English.

The granting of academic credit for English as a Second Language courses has broadened the appeal of the college.

The safe local environment, which reassures students far from home.

Those academic programs that are strong.

Knowledgeable personnel and infrastructure, especially in the intensive English program.

An enrollment counselor with extensive international experience.

The availability of financial aid to international students.

Factors that Hinder Internationalization:

For four-year and degree-seeking international students

The enrollment office has not consistently committed to the travel and energies necessary to recruit degree students. For example, until 1998, the counselor charged with recruiting international students traveled abroad, developed contacts, and made Juniata visible in Asia. This active international recruitment is no longer done.

We have no comprehensive marketing strategy for recruiting international students.

We lack an established policy for locating and working with legitimate fee-based referral agents.

The international economic environment often hurts US recruitment.

We suffer from increased competition from other colleges for international students.

The center for international education and the enrollment office are not coordinated to reach internationalization goals.

We lack a coordinated enrollment team with adequate representation. For example, the international student advisor was not included in meetings this year even though she developed the Center website.

We have not identified leadership roles and responsibilities for the enrollment team.

The college website is inadequate to recruit international students.

For exchange students

Our relations with some exchange partners are inconsistent. Changes both at Juniata and at our partners have temporarily hurt our partnerships and reduced the number of students coming and going.

We have too few students with language skills sufficient to take full advantage of existing and anticipated exchange opportunities.

The number of students who use some of our exchange sites has declined.

For students who need intensive English training

We have evidence and experience to conclude that summer programs do not feed degree programs.

The College Bound program is labor intensive and may deny us the opportunity of developing other programs.

Qualities of the college that hinder internationalization

The high cost of tuition.

Low name recognition. The designation "college" hurts us as it usually means "high school" worldwide.

Negative reports from international students who studied here.

A history of lack of support from the residential life program. (Recent progress has partially remedied this situation.)

The rural area is alien to most international students.

Lack of public transportation.

Many of our domestic students tend to be provincial and narrow in their worldview.

The campus environment is not always open and receptive to international students.

The International Enrollment Team that determined the supporting and hindering factors listed above revised the enrollment goals for 2001-02. The team suspected that a goal of 7 to 8 percent international students was feasible, with the following breakdown. Recall that "Degree" means an international student is a full-time four-year student. "Exchange" means an exchange student, while BCA refers to students in the Brethren Colleges Abroad program, a purchased program. IEP stands for students needing intensive English training and, thus, enrolled in the intensive English program.

Figure 20: Anticipated versus actual international students, 2001-02

Type	New Goals	2001/02	Shortfall
Degree	60-65	34	26-31
Exchange or BCA*	29-34	23	6-11
IEP	10-15	5	5-10
Total	**95-114**	**62**	**37-52**

*Note: Exchange students bring international students to Juniata at reasonable cost. Thus, they should dominate the Exchange or BCA category.

Recommendations to Meet the Goal of 8 percent International Students

The provost and the vice president for advancement should instruct the center for international education and the office of enrollment to

A. Create a comprehensive enrollment plan, with appropriate goals, a timeline, a marketing strategy, and a redesigned website.

B. Articulate clearly the responsibilities and functions of the International Enrollment Team and define channels of communication and leadership.

C. Assign an enrollment counselor to international responsibilities and devote sufficient resources so the counselor can attract international degree students.

D. Devote sufficient human resources to the enrollment plan.

E. Assess the performance of members of the International Enrollment Team.

F. Reevaluate enrollment goals if the college changes its overall enrollment goals.

G. Reevaluate recruitment goals if the college expands to 1500 students.

H. Have the international enrollment team report annually to the president's cabinet, which would assess its progress.

I. Recruit exchange students rather than students from purchased programs, like BCA.

J. The vice president for advancement should

K. Create a contingency advertising "pot" of $2,000 to allow for opportunistic marketing.

5. Study Abroad

This section looks at study abroad at Juniata and considers six questions relating to our program. We start with an overview and analysis of the current situation, ending with recommendations to improve the number and the mix of study abroad students.

Juniata has a significant study abroad program. As Figure 21 shows, in the past 5 years, about 20 percent of the graduating class has studied abroad.

Figure 21: Portion of seniors who studied abroad, 1995-2001

Seniors	1995	1996	1997	1998	1999	2000	2001
Class Size	228	214	261	241	259	273	281
No. Abroad	23	33	54	41	53	52	71
Percentage	**10%**	**15%**	**21%**	**17%**	**20%**	**19%**	**25%**

Exchange relationships in the sciences and in humanities have traditionally been strong, although participation by science students has declined through the 1990s. Since 1992, efforts were made to design study abroad programs for a wider range of POEs, with the education department leading the way. In addition, summer programs were added to prepare students for longer periods abroad and to serve those who simply cannot be away for a semester or a year. Most of our growth has come from summer programs.

a. Overview and Analysis

Students at Juniata have a variety of study abroad options. Students who study abroad for one or two semesters may use a Juniata College exchange program. In an exchange program, the Juniata student pays tuition to Juniata and exchange places with a student from a partner school. A student may participate in a purchased program, either one from Brethren Colleges Abroad, from Leeds University, or from one of the Honors sites. An honors site is a purchased program for students with higher GPAs. In a purchased program, the student pays tuition at Juniata, plus transportation, and the college purchases a place for the student from the program provider. Financial aid and student loans transfer into both exchange and purchased programs. Finally, students may also select a program not offered by Juniata by making arrangements with the assistance of the center for international education and with the office of financial planning. We call these non-JC programs. College financial aid is not portable for these students, but federal aid is.

The college also supports several summer programs:

        Three language study programs:

Spanish in Orizaba, Mexico

French in Lille, France; and

German in Marburg, Germany

One international business program in Muenster, Germany, and

An environmental field station program in Tiputini, Ecuador.

In addition, short-term special programs are occasionally offered outside of the normal academic year. Although short-term and summer programs are increasingly popular, they may come at a price. No evidence shows that they spur longer-term programs. In fact, they may divert students from longer-term programs.

Figure 31: Study abroad by program type, 1994-2003 in Appendix 21: Data for Study Abroad and for International Students on page 163 gives an overview of study abroad. The table tracks the history of participation by the type of program. The following table, which is based on this data, illustrates the leveling off of study abroad for longer times and the increase in short-term experiences.

Figure 22: Long-term versus short-term study abroad

Type	94-5	95-6	96-7	97-8	98-9	99-0	00-1	01-2	est 02-3
Long-term	37	58	47	46	61	69	62	55	63
Short-term	4	8	8	23	7	16	25	24	38

Appendix 22 on page 164 offers a site-by-site history of participation in study abroad since 1993. It demonstrates that the number of students who study abroad in a language has been stagnant. Growth has taken place largely in English language sites. As you can see from Figure 23, which follows, since the turn of the century, English-speaking sites are more popular than non English-speaking sites.

Figure 23: Students at English v non-English speaking sites

English versus Non-English
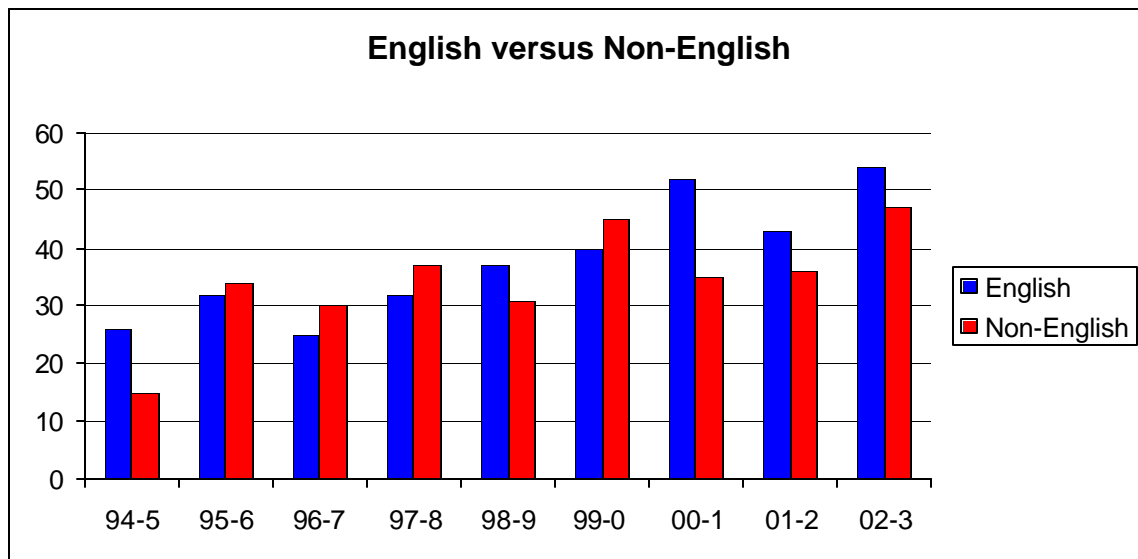
Although the college has invested considerable resources in study abroad, we compare unfavorably with our peer institutions in the percentage of students who study abroad. The NSSE report and the 1998 Senior Survey both indicate that we trail our Pennsylvania and national peers by at least 10 percent. While activities counted as study abroad vary from school to school, our performance merits scrutiny.

Survey and anecdotal information suggest various reasons to explain the small percentage of Juniata students who study abroad. As mentioned above, we might not count all the activities that we could when reporting our total. Our students likely come from families that do not support study abroad. Parents of our students are more likely to have only high school degrees. Our students are more likely to pursue academic programs in biology, education, and physical science, programs that make study abroad difficult. In addition, surveys show that they are more career-oriented and less likely to have traveled before college. Finally, all of our study abroad programs have rigorous academic standards, which exclude a significant percent of students.

Figure 24, which follows, shows the number of students studying abroad for the past seven years. The table compares students studying abroad to the number of full-time equivalent students from 1995 to 2002.

Figure 24: Number abroad, 1995-96 to 2001-02

Year	FTEs	Regular Academic Year Programs				Summer Abroad	Total Abroad	% of Total FTEs
		Full Year	One Semester	Total	% Total			
1995-96	1030.9	32	28	60	5.8%	8	68	6.6%
1996-97	1110.7	19	24	43	3.9%	7	50	4.5%
1997-98	1153.6	23	22	45	3.9%	21	66	5.7%
1998-99	1205.6	28	31	59	4.9%	7	66	5.5%
1999-00	1231.1	28	35	63	5.1%	14	77	6.3%
2000-01	1259.6	28	29	57	4.5%	27	84	6.7%
2001-02	1247.0	18	40	58	4.7%	27	85	6.8%

As you can see from Figure 24 above, while the total number of students who studied abroad has trended upward, the total number of students who have studied abroad for either one or two semesters has remained relatively constant. In addition, since the number of students at the college has increased over this period, the percentage of students who went abroad during the academic year has declined since 1999-00. The percentage increase has come through increased summer numbers, especially since the addition of the Muenster international business program. The sharp decline in 2001-02 in number of students taking a full year abroad is especially startling.

The following figure shows the number of students abroad in summer and in short-term programs compared to those abroad for one or two semesters.

Figure 25: Students abroad in summer v during the year
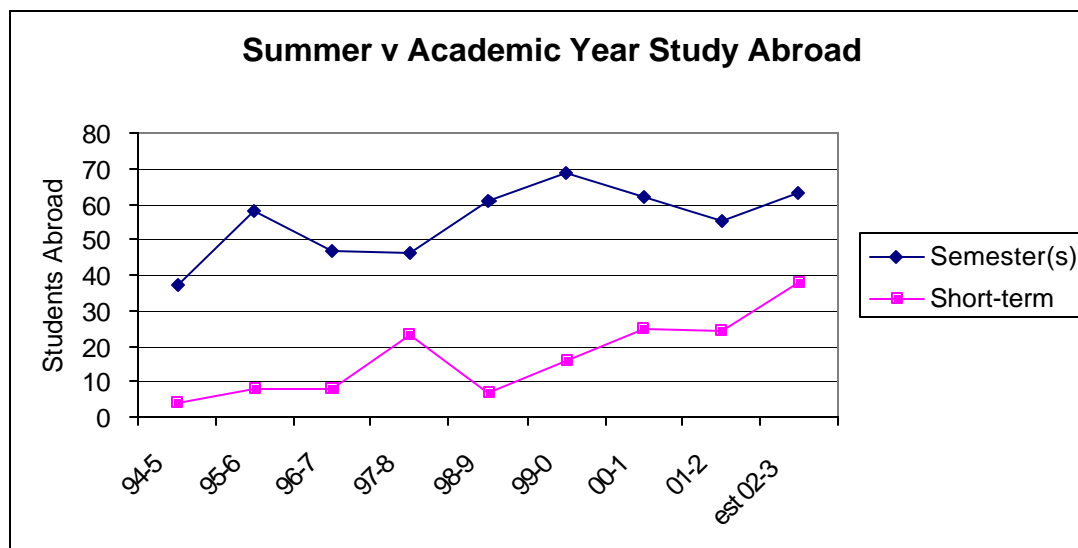
Recommendations to Improve Study Abroad:

The center for international education should

    A. Increase the number of students who study abroad during the academic year, preferably at Juniata College exchange sites.

    B. Convert as many purchased programs as possible into Juniata exchanges.

    C. Articulate the plans and the rationale for summer programs.

    D. Link costs for study abroad to specific strategic goals.

    E. Give special attention to study abroad at non-English language sites.

    F. Provide information on academic programs to exchange partners to attract more students from abroad. For example, partners could receive information on the following Juniata programs: International Business, American Studies, Environmental Science and Studies, and Peace and Conflict Studies.

    b. Student Attitudes

We have noticed that students sometimes change their minds about wanting to go abroad once they are on campus. This section explores why.

Our analysis focused on

    Student attitudes toward study abroad

    The influence of advising, faculty attitudes, and the center for international education

    The inflexibility of some majors, and

    The degree of campus involvement.

We organized discussion of these topics around five questions from the steering committee.

Question for Analysis
Why do students who initially indicated an intention to study abroad choose not to?

We conducted an email survey of current Juniata juniors and seniors to gather information on the factors that most influenced a student's decision to study abroad. Of 518 students surveyed, 84 responded, a 16.2 percent response rate.

You can find the survey and a summary of the results in Appendix 25 on page 169.

The results are skewed because over 50 percent of the respondents had studied abroad, a disproportionately high percentage considering that only 20 to 25 percent of our students study abroad. Still, this survey provides useful information on the factors influencing students to study abroad.

The top three negative influences were

> Financial considerations (additional expense or loss of income)

> Inflexibility of the designated POE

> Insufficient proficiency in a second language.

Question for Analysis
To what extent do institutional factors, such as advising, faculty, and the center for international education influence a student's decision to study abroad?

Results from the Faculty Questionnaire on International Experiences (see Appendix 24 on page 166) indicate that 73 percent of faculty members actively encourage their advisees to go abroad, and nearly 18 percent sometimes advise students to go abroad. However, 21 percent also indicated that they are not sure if they are adequately informed to advise students who are interested in study abroad.

The center for international education plays a key role as an advocate for study abroad with all constituencies—students, faculty, and administration. In addition to the other tasks it performs, the Center also

> Informs,

> Promotes (especially at freshman orientation and at study abroad fairs),

> Develops new international offerings,

> Assesses and improves the quality of international programs,

> Identifies professional development opportunities for faculty, and

> Designs and supports internationalization initiatives.

Recommendations to Improve the Influence of Institutional Factors on Study Abroad

> A. The international education committee, in conjunction with the president, the provost, and the dean of international programs, should establish priorities for the center for international education for study abroad.

B. The international education committee should review new sites and direct the Center to establish sites that meet the language and POE needs of students.

C. The international education committee should monitor and assess the Center and report its findings to appropriate college administrators.

D. The Center and the committee should organize a yearly session during Faculty Conference to orient and train advisors. Second-year faculty members should be required to attend, since they assume advising duties in their second year. Sessions should be open to all faculty members.

Question for Analysis
To what extent does the Program of Emphasis affect the decision to study abroad?

In heavily prescribed POEs, students often believe that they are precluded from studying abroad. However, since students can fulfill general education requirements while studying abroad as well as take some courses in their POE, they should not feel shut out of study abroad. Yet, in the email survey, juniors and seniors ranked the inflexibility of heavily prescribed POEs as the second most important factor in their decision not to study abroad. Students who change their POE in the first or second years also find it difficult to study abroad because they must make up program prerequisites. This difficulty is especially true in education and in pre-health programs. Additionally, many medical schools will not accept courses taken abroad. On the other hand, in some POEs study abroad is required or strongly encouraged. These students assume that they will study abroad during the junior year.

We suspect that students who change their POE in the first or second years find it quite difficult to study abroad. A late start in education, in pre-health programs, and for undecided categories makes going abroad especially hard.

Recommendations to Ameliorate the POE as a Barrier to Study Abroad
The international education committee should

A. Study the data on going abroad by POE to determine which programs have been sending small percentages of their students abroad. The committee should then work with these departments to reduce or eliminate the barriers to study abroad.

B. Oversee the creation of a study abroad option for all designated POEs. Such options would include a four-year grid that demonstrates how students can fit study abroad into their schedules.

Question for Analysis
To what extent does the decision to study abroad affect the POE?

Four of the 32 students who returned this year's Eagles Abroad survey (Appendix 19, page 156) reported changing their POE as a result of studying abroad. In all cases, however, the change was minor. Anecdotal reports tell of numerous students who made significant changes to their POE or who altered their career plans because of their experience abroad. In addition, many students who study in a non-English-speaking country incorporate a secondary emphasis in the target language into their POE. Some even declare an interdisciplinary POE, which is in effect a double major.

Question for Analysis
How do other factors, such as family influence or involvement in campus activities or sports, impact the decision to study abroad?

In the email survey of juniors and seniors (Appendix 25 on page 169), 19 percent reported that involvement in sports or other campus activities made them not want to study abroad. A small percent rated the negative influence of family and peers as a factor—less than 5 percent for family and fewer than 3 percent for peers.

Alternatively, one third of the students who had <u>not</u> planned to study abroad changed their minds. They indicated that the most important factors in their decision were

> To expand their personal horizons,
>
> To enhance their marketability, and
>
> To respond to the encouragement of their peers.

The data reveal a developing institutional culture that promotes international experience as part of a liberal arts education. The data also show that we need to encourage students more.

Recommendation to Encourage Positive Influences for Study Abroad
Involve returnees more prominently as promoters of study abroad and as mentors in pre-departure orientation.

c. Support for Students Who Study Abroad

Students studying abroad need support in three time periods: pre-departure, while abroad, and after returning. This section looks at each period and evaluates the effort of the college and of the center for international education.

How well do the college and the center for international education support students who go abroad?

Students who study abroad receive support from members of the Juniata faculty, administration, and the center for international education. The dean of international programs handles credit transfer from study abroad programs. The director of study abroad provides support before and after students go abroad, maintains contact with students while they are abroad, and responds to their concerns. The college allows students to keep financial aid during their time abroad.

Most data for this analysis is from the Eagles Abroad survey, sent to 80 returnees in December 2001 and completed by 32, a 40 percent response rate. (The survey questions are in Appendix 19 on page 156.)

1) Pre-Departure Support

The center for international education provides information, counseling, and application help for students who are planning to study abroad. A well-attended Study Abroad Fair is held every fall. Here, students receive preliminary information on study abroad sites and meet returnees. The following graph shows how students got information about study abroad. The responses were to the question: *How did you find information about the program?* Students could pick all answers that applied to them.

Figure 26: Sources of information most cited

Sources of Information for Study Abroad
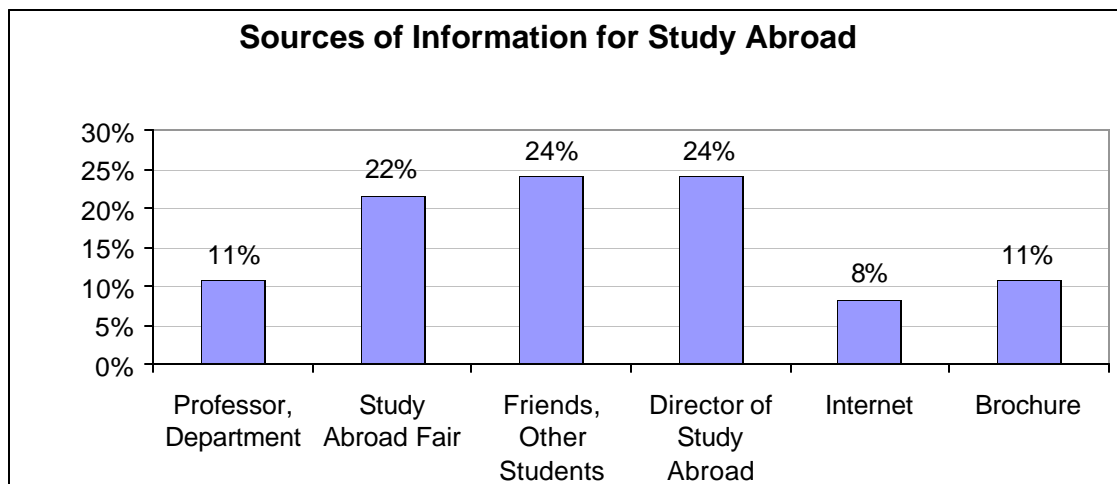
As noted earlier, more than 90 percent of our faculty members say they encourage students to study abroad. As Figure 26 shows, students who studied abroad were unlikely to have gotten information from a professor. In fact, the

student was as likely to get information about study abroad from a brochure as by talking to her professors. The message from professors to go abroad does not seem to be getting through to students. Students who went abroad got information primarily from friends and other students and from the director of study abroad.

In the semester before their departure, students attend orientation sessions presented by the center for international education. Of those surveyed, 97 percent attended the sessions, while 72 percent found them helpful.

Almost a third of the students felt that they did not meet with the director of study abroad as often as they would have liked. In addition to personal meetings with center for international education staff, students can meet one-on-one with a mentor, an upper-class student who has studied at the student's future country and who can offer advice, support, and inside information. This mentor program is one of the most valuable resources provided by the center for international education, and student feedback is almost uniformly positive.

The Center also helps students get passports and contact foreign universities. Some students report that the Center is often slow and paperwork is lost or sent in late. Several complained about visa information. The restructuring of the Center to allow the director more time to help study abroad students seems to have solved many of these problems.

Before leaving campus for study abroad, students must develop a rough four-year plan outlining all courses to fulfill graduation and POE requirements. Faculty advisors should approve this plan. However, since course offerings and registration procedures are so different at foreign universities, students are not always able to anticipate the courses they will take while abroad. In the Eagles Abroad Survey, only 53 percent of the students report having their coursework approved by their advisors before leaving Juniata.

2) Support While Abroad

Since the restructuring of the center for international education and the addition of an International Student Advisor, communication between Juniata students abroad and the Center has improved markedly. The director of study abroad is also in contact with the host university and can often assist students with finances and housing. Comments about support from the Eagles Abroad Survey were almost equally divided between positive and negative from students who were abroad during 2000-01. Responses from students who were abroad in the fall of 2001-02 were almost all positive.

Communication between students who are abroad and their Juniata faculty advisors is a problem. Since determining in advance what courses a student will take while abroad is difficult, students need good communication with their

academic advisors. While 59 percent reported that they had corresponded with their advisors while abroad, 20 percent indicated that contact was only minimal.

Starting in the 2000-01 academic year, students who are abroad have been able to register for Juniata courses using email. This improvement has greatly reduced problems with registration.

3) Post-Return Support

The center for international education conducts re-entry programs where study abroad returnees can discuss their time abroad. In addition, IS 400: Senior Seminar in International Studies has been designed specifically for students who have just returned from abroad.

Although most transfers of course credits from study abroad are slow, Juniata handles them smoothly. However, policies to transfer credit and grades from non-BCA programs need to be clarified.

Recommendations to Improve Support for Study Abroad:
The center for international education should

A. Publish paper and web documents that summarize all study abroad opportunities. They should also correlate study abroad sites with appropriate POEs.

B. Systematically verify all information that is given to students to ensure accuracy.

C. With the help of study-abroad returnees, update the manuals for each site. Include explanations of all logistics of the program, including visa acquisition, insurance issues, food and housing arrangements, credit and grade transfer policies, and contact information. Emphasize course-registration procedures. Update every year, without exception.

D. Systematically evaluate study abroad programs and universities, especially in the areas of academic competency and international student support.

E. Maintain strong contact with partner universities.

F. Streamline the process to set up international internships for students.

G. Revise the student survey so that it takes less time to fill out but still provides useful information and gives students the opportunity to be heard. Make the survey electronic to speed analysis. Administer the survey when students return from abroad and act upon the results. Involve the international education committee in this process.

H. Improve efficiency in addressing student concerns by email.

I. Enhance active faculty support for study abroad.

J. Work with others to provide mandatory training for academic advisors to counsel students who want to go abroad and who are abroad.

K. Improve communication among the Center and faculty advisors while students are abroad.

The faculty should

L. Consider waiving Cultural Analysis II requirements for students who study abroad, especially for those who study at non-English programs.

The administration should

M. Increase funds to the Center to pay for student help in preparing program manuals and other paperwork.

D. Resources

In this section, we analyze resources. We look at how resources are used and at the effect they have on 1) study abroad, 2) international students, 3) the center for international education, and 4) the intensive English program.

1. Resources and Study Abroad

Our students have many choices for study abroad. We purchase programs offered by Brethren Colleges Abroad (BCA), we exchange students with several universities, we purchase positions for our students in England, Northern Ireland, Australia, Czech Republic, and elsewhere, and we operate several summer programs.

The costs associated with these programs vary widely. The exchange programs are by far the least expensive to the college, while the BCA and other purchased programs are the most expensive. Exchange programs normally operate on a one-for-one exchange, with a Juniata student paying regular fees, and then exchanging positions with a student from a partner institution. We pay BCA for each student, as is the case with purchased programs. The BCA program also includes the expectation that Juniata will allow a certain number of students from BCA schools to attend Juniata at varying costs. Finally, summer program costs vary from inexpensive language programs in Mexico to the more expensive ones in France and Germany.

Students may also choose a program not associated with the college, although few do. Although this choice does not cost the college money, it does mean a loss of revenue for the college from the student. A basic analysis of the resources associated with study abroad follows.

Our discussion of resources considers several variables:

> The number of students using a program,

> The revenue from those students,

> The financial aid given to those students,

> The direct cost of the program, and

> The indirect costs of the center for international education, such as compensation, operating expenses, and programming charges.

We have reliable data beginning in the 1995-96 academic year. Two tables in Appendix 23 on page 165 show the average "profit" per student for exchange, BCA and other purchased programs, and summer programs. The second figure in Appendix 23 summarizes the data in the first and is graphed below.

Figure 27: "Profit" per student per program type, 1995-2001
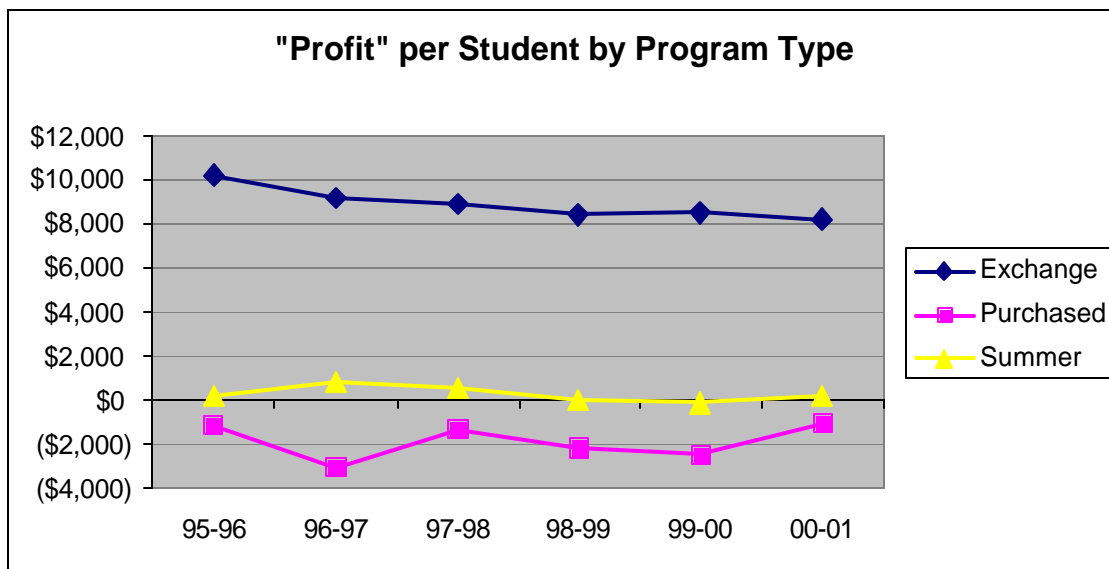
As you can see from Figure 27, exchange programs provide excess revenue over costs by a wide margin. In an exchange relationship, the college receives its normal revenue stream from the student who is abroad while at the same time providing normal educational services to an international student at Juniata.

"Purchased" programs consist of those from BCA, Leeds University, and Honors sites. Direct costs associated with these programs averaged almost $7,700 per

semester per student during 2000-01. On the other hand, direct costs for exchange programs averaged just over $1,300 per semester per student in 2000-01. Thus, the cost for a student in a purchased program averages substantially more than the cost for student from an exchange program.

Before 1999-2000, the college paid for airfare and rail passes for students studying abroad. Since then, the college has begun to phase out this practice, which should further reduce the costs of exchange programs. Students with demonstrated financial need may receive aid for expenses over academic breaks, but travel expenses are no long paid.

Summer programs vary in profitability. The Muenster business program usually produces positive net revenue.

The process for financing study abroad needs to be examined. Historically, the dean of international programs would submit a tentative budget in early December when the number of students who intended to study abroad the following year could be projected. That count was adjusted in the spring when final tallies were known. The current budget process requires that a budget be fixed in November, before study abroad counts are available. Further, the center for international education must maintain its budget within a narrow range, a difficult process, given so many different programs.

Recommendations to Use Study Abroad Dollars More Effectively:
The center for international education should

A. Emphasize exchange programs whenever possible. They are less expensive and they bring international students to campus.

B. Develop new programs to replace purchased programs. Choose purchased programs that cover costs over those that lose money.

C. Insure that summer programs pay for themselves.

The provost should

D. Set a timeline and project the resources needed to allow the Center to meet institutional goals for study abroad. Determine the cost per student that should be spent on study abroad.

E. Provide the Center with a "contingency" fund to cover unanticipated costs of study abroad.

F. Examine the indirect costs of the Center, including compensation, operating and programming expenses.

G. Insure that output (i.e. more students going abroad, new activities on campus, increased numbers of international students) rises to justify increased costs.

H. Connect budget increases for study abroad to goals of the strategic pla n or provide a contingency fund to the Center to increase students from and to exchange sites.

2. Resources and International Students

Several categories of international students attend Juniata. We have four-year, degree-seeking students; exchange students who attend for one or two semesters; students from BCA schools abroad who attend for one or two semesters; students who participate in the intensive English program; and, occasionally, others who do not fit within one of the above categories. Our data on these students begins in the 1995-96 academic year. The following table compares the average revenue less aid to the college for an international degree student versus an exchange student.

Figure 28: Net revenue per exchange versus degree student*

Year	Exchange	Degree
1995-96	$941	$9,493
1996-97	$1,863	$10,501
1997-98	$1,288	$13,263
1998-99	$41	$10,983
1999-00	$136	$12,709
2000-01	$385	$13,298
2001-02	$1,082	$15,351

*BCA students are not included in the table because they are not charged tuition. Depending upon particular BCA agreements, these students pay a portion of room, board, and fees assessed by the college.

The table shows only direct costs to the student. Costs that apply to all students such as the costs of room and board are not shown. Of course, costs to students show up as revenue to the college.

As you can see, exchange students provide positive, though small, revenues. Degree students not only provide substantial revenues, they also contribute mightily to the internationalization of the living and learning environment of the campus.

As Figure 29 shows, full-time international students receive less financial aid from the college than do their domestic counterparts. Only once in the past seven years has this not been the case.

Figure 29: Average aid: international vs. domestic degree students

Average Aid per Student
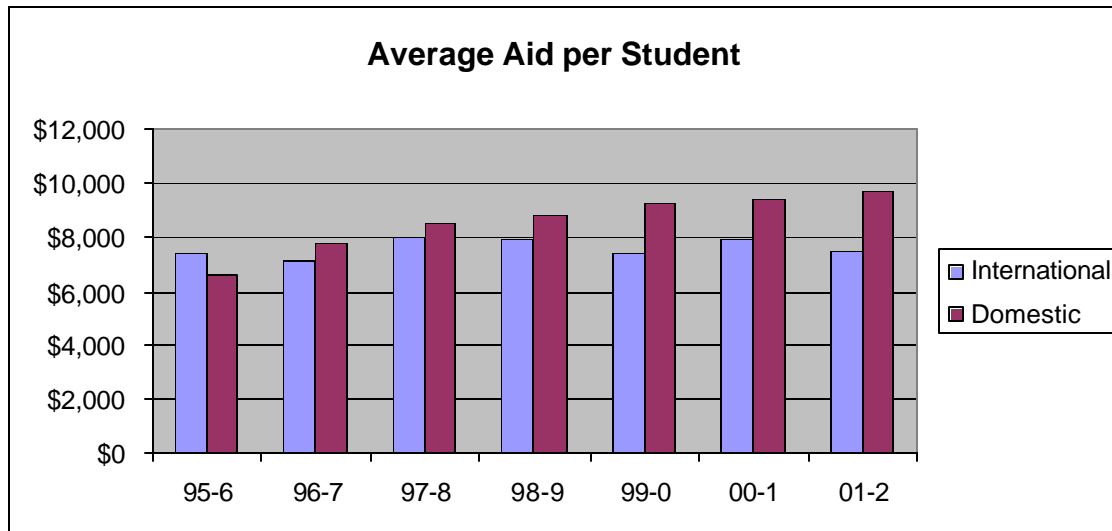
There are positive financial reasons to increase the number of four-year international students. For instance, admitting a higher percentage of international students seeking a degree would likely reduce the college discount rate.

Recommendations to Improve the Mix of International Students:
The college administration should commit to and the center for international education should undertake the following:

A. Aggressively pursue the goal of an 8 percent international student body by increasing the number and proportion of four-year degree, exchange, and intensive English international students.

B. Create a comprehensive plan to meet the 8 percent goal and consider whether the 8 percent target might be increased.

3. Resources and the Center for International Education

The college created the center for international education to direct its internationalization efforts and invested considerable resources in its operations. The Center houses the dean of international programs, a director of study abroad, an international student advisor, and a half time international student advisor. The intensive English program, a separate budgetary unit but administratively part of the Center, includes the director of intensive English programs, an ESL instructor, and adjunct instructors. Neither the Center nor the intensive English program is singularly responsible for the internationalization of the campus. An international education committee assists the Center. The office of enrollment, academic program officers, student services, and administrative

officers play vital roles in our shared goal of further internationalizing the campus. Still, in terms of resources, the Center and the intensive English program are the largest costs of internationalization.

The 1993, 1998, and 2001 strategic plans articulated goals to internationalize the college. The college has invested resources in that effort. The task force has considered effectiveness of the center for international education and the intensive English program in promoting the goals for internationalization.

Question for Analysis
How successful have the center for international education and the intensive English program been in promoting the strategic goals for the internationalization of the college?

This question requires a complicated set of answers, many of which we have addressed above. In terms of resources, we asked

> What resources were being used,
>
> Whether the resources are being used well,
>
> Whether they could be used differently with better results, and
>
> Whether added sources of revenue were possible.

Before analyzing the resources of the Center and of intensive English, we asked another question:

> *How clearly have the president and the provost guided the Center and the program toward the priorities articulated in the strategic plans?*

It is not clear that the provost and president have guided the center for international education and the program of intensive English toward strategic priorities or have monitored their progress toward those goals.

As you can see in Appendix 26: Internationalization Budgets on page 171, costs associated with the Center have risen dramatically since 1993-94. Yet, the increases have been in line with increases for total educational and general fund expenses (E & G). In 1995-96, unusually high costs were incurred for study abroad, the Intensive English programs, and for implementing the 1993 strategic plan. You can see these costs as a relatively stable percentage of the total E & G costs over the years in the following figure. Figure 30 also shows the bump in costs for1995-96.

Figure 30: Internationalization as a percent of E&G

Internationalization Costs as % of E&G
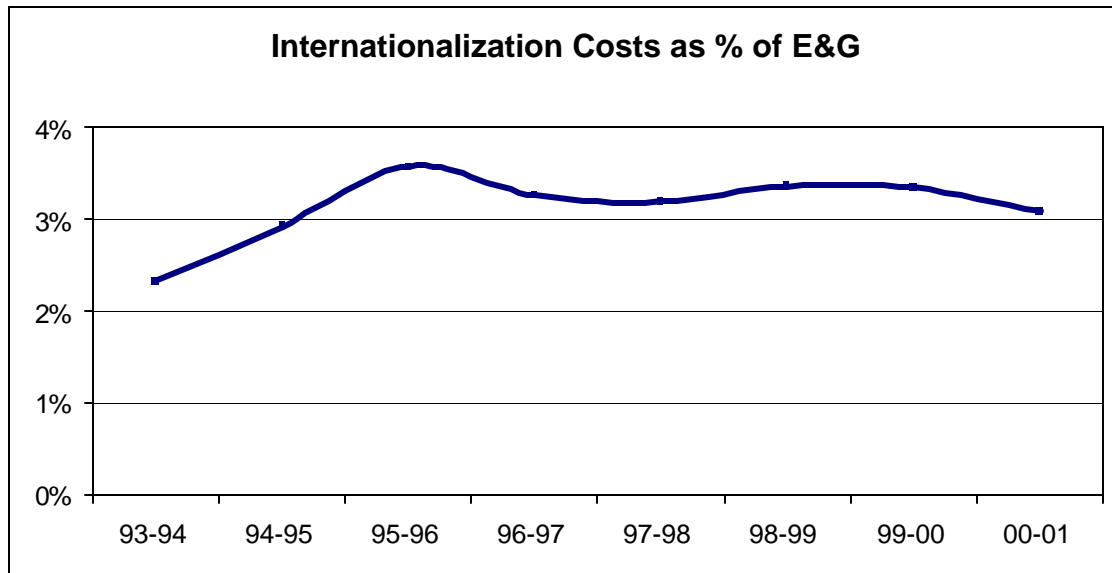
Several caveats counterbalance the generally positive assessment that costs stayed relatively flat as a percent of total costs. Staff members have been added and reassigned in keeping with the 1993 and 1998 strategic plans, but without a notable increase in measurable services delivered. Since programming costs reflect the delivery of study abroad and other services, adding resources without seeming to get a payoff is an item of some concern.

Further, as has been mentioned earlier, the percentage of students who study abroad for a semester or more has declined. More students are using expensive purchased programs as opposed to cheaper exchange programs. Since exchange programs represent the better use of resources and bring international students to campus, programming resources are not being used as effectively as they might. Moreover, both the number and percentage of international degree students has declined. All of these factors taken together point to disappointing results, especially considering the significant investment the college has made.

Recommendations to Improve the Use of Resources for the Center for International Education:

A. The president and the provost should provide clear guidelines to the dean of international programs on budget parameters and on prioritizing internationalization initiatives.

B. Faculty members and administrators should review the costs of internationalization with a view toward stabilizing costs except where progress toward goals requires increased resources.

C. The administration and the center for international education should link costs for study abroad to specific strategic goals.

4. Resources and the Intensive English Program

In 1993, the college committed itself to establish an intensive English program as a component of its internationalization agenda. The program had three primary goals.

> To produce revenue from its summer programs;

> To produce revenue from ESL students during the academic year; and

> To support the ESL needs of degree students who lacked sufficient English language skills for direct entry into the college.

In addition, staff members with the intensive English program promoted co-curricular and acculturation activities. In 1996, the administration re-authorized the program and decreased the emphasis upon generating resources. At that time, we realized that the initial assumption that full-time ESL students might become degree students incorrect.

Intensive English does not attract significant numbers of full-time ESL students. Neither have summer programs become a significant revenue source that might offset regular semester programming. Like most new programs, intensive English cost the college thousands of dollars to get underway. The program crucially supports degree students whose English skills preclude full immersion into the regular academic program. Further, the program increasingly serves BCA and exchange students. Yet, the hope that such a program would also be an opportunity to generate substantial revenues was mistaken. Thus, the direction and goals of the program appear to have shifted. The new role of the program needs to be defined.

The center for international education and some members of the administration do not agree about the mission of the intensive English program, its service functions, and its resource dimensions.

Recommendations to Clarify the Role of the Intensive English Program:

A. The center for international education should clearly articulate the goals and purposes of the intensive English program.

B. The provost and president should endorse the goals and purposes of the intensive English program.

E. Evaluation and Recommendations

In this section, we look first at the lessons we learned and the conclusions we have drawn from our study. We then tackle how we will use what we have

learned to effect change. Finally, we summarize all of our recommendations so that we can use this portion of this report to refer to suggestions quickly and to monitor our progress in addressing each one.

1. <u>What We Learned</u>

We have attempted the first systematic assessment of the internationalization efforts at Juniata College since NAFSA consultant Harriet Marsh evaluated our progress toward the 1993 strategic plan in 1996. We have collected reliable data to track study abroad, international students, "I" courses, and students in World Language and Culture courses. In addition, we have surveyed students taking language classes, study abroad returnees, and faculty. We have examined survey data from international students. Finally, we have analyzed financial information from 1995 to the present, building upon the work done earlier by Philip Thompson, Controller, for the 1998 strategic plan for internationalization.

We found much to confirm our sense that the college has made enormous progress toward internationalization. Highlights certainly include

> The number and percentage of international students on the campus,

> The expansion of our study abroad program,

> The growth in scope and activities of the center for international education, and

> The range of co-curricular activities available to our students.

We knew, and confirmed, that we have a core of faculty dedicated to internationalization and that various administrative decisions have supported our efforts. We confirmed our sense that our resources dedicated to internationalization have increased dramatically, most notably in support of study abroad. But we also learned that these increases were in line with the rates of overall increases in costs.

We still have work to do. Although the percentage of students who take world languages has increased, our shortcomings in this critical area must be addressed. We cannot achieve our academic or study abroad goals without a sharp expansion in the number of students taking world languages. Nor have we impacted the general student population in all the ways that we should. We must assess how our curriculum and other aspects of the college shape the international awareness and knowledge of our students. We confirmed our suspicions that the nature of our student body affects the likelihood of them taking languages, studying abroad, and increasing their international awareness.

Clearly, we must be attentive to enrollment strategies as well as curricular and programmatic changes. We learned that the most marked progress toward our

goals took place in the five years after the 1993 strategic plan for internationalization. After that, progress slowed and, in some cases, stalled—not completely an unexpected finding given that early progress toward goals is easier than the final legs. Still, we have learned that we need to coordinate our activities in pursuit of our goals much better. We cannot rest upon our laurels. This is true not only for the center for international education and the intensive English program, but also for the broader college community. We spend enormous institutional energy and resources on internationalization, but without clear oversight or prioritization of the objectives that we are pursuing. The center for international education, the intensive English program, and the college must articulate goals, determine strategies to achieve the goals, and systematically assess our performance.

2. <u>How We Will Use What We Have Discovered</u>

Our recommendations serve as the best guide to how we will use the knowledge we have gained in completing this report. Many of the recommendations touch upon the points made above, such as increasing the numbers of students who take world languages, but many deal with improving our study abroad program. Our task now is to capitalize on the momentum created by this process and transform it into action. To that end, we must focus upon translating goals into objectives and upon creating plans to achieve our objectives. Significantly, we will need to survey and assess our efforts periodically, just as we have during this self-study.

The need to oversee and prioritize the activities of the center for international education represents a major finding of the task force. We need to link those activities to the budget in a way that permits us to meet our goals within the frame of our overall budget realities. We must design and use instruments that enable us to assess the academic impact of our efforts. For example, we do not regularly measure the impact on our students of "I" designated courses or of the cultural analysis requirement. An instrument that assesses these courses would be valuable and useful. We must then act to change our academic activities in response to those assessment findings.

In addition to changes noted above, restructuring the international education committee represents a most significant departure from past patterns. The International Enrollment Team promises to be another valuable tool for reaching our goal of a student body with 8 percent international students. Students who use our study abroad programs will certainly benefit from our findings. We undoubtedly understand the resources associated with internationalization better and can focus our activities in ways that use them more effectively.

3. Our Recommendations

To enlarge our understanding and to move forward, we realize that we need more research and more assessment. We also can look ahead to the future of internationalization on our campus. Thus, after we summarize the recommendations from this report, we present a few recommendations for future goals.

a. The Summary of Recommendations

The summary that follows represents the recommendations of the task force on internationalization. Although re-ordered, they repeat the recommendations from the preceding sections of this report and show our progress to date with each. Gathering them together here before us, we hope, will keep them in our minds and keep us on track to deal with them.

Recommended Activities to Reach Current Internationalization Goals
The task force endorses the goals inherent in the 1993 and 1998 plans for internationalization and in the 2001 strategic plan for the college. The overarching goals for internationalization articulated in all three strategic plans are

> To improve the international content of the curriculum
>
> To increase the number of students who study world languages and cultures
>
> To increase the number of students who graduate with an international experience, and
>
> To increase the number of international students at the college.

Listed below are the actions and measures that the task force recommends to achieve these goals. The final set of recommendations relates to the role of the administration in overseeing the internationalization process and in linking resources to internationalization initiatives. The key to the rating of the current state of the recommendations is as follows:
> D = Done or work is in progress
> H = Highest priority, need to get started
> C = will get Consideration
> R = must be Revised

To improve the International Content of the Curriculum and Co-curricular Activities

	Rating
A. The faculty should assess the impact of internationalizing components of the academic program on students' global competence, attitudes, and perceptions.	H
B. Faculty members and administrators should work together to encourage programs that serve international needs and stay mindful of those needs when hiring.	C
C. Faculty members and administrators should work together to provide funding for professional and curricular development for internationalization before funding non-internationalization requests.	D
D. Faculty members and administrators should work together to enhance the international components within courses and develop new "I" courses.	C
E. The faculty should research ways to include international dimensions in as many designated POEs as possible.	H
F. Faculty members and administrators should work together to develop incentives for faculty to create or teach "I" courses.	C
G. Faculty members and administrators should work together to assess the international experience of the faculty.	D
H. Faculty members and administrators should work together to link institutional resources to new international initiatives.	H
I. The center for international education should improve the coordination among individuals, groups, and offices sponsoring international activities.	D
J. The center for international education should formulate strategies to increase attendance at international co-curricular activities.	D
K. The center for international education should increase the number of international service-learning opportunities and internships in collaboration with the office of career services.	C

Key: D = Done or work is in progress; H = Highest priority, need to get started; C = will get Consideration, R = must be Revised

To Promote World Languages and Cultures

	Rating
A. The international education committee, in conjunction with the office of enrollment, should provide plans to appropriate administrators to recruit more students who will take world languages and who will study abroad.	R
B. The international education committee should provide plans to appropriate administrators to enroll students who wish to enhance their language skills, perhaps by requiring a language in as many POEs as possible.	R

	Rating
C. The international education committee, in conjunction with the office of enrollment, should provide plans to appropriate administrators to design incentives for students to study abroad in non-English speaking countries.	R
D. The international education committee should provide plans to appropriate administrators to increase faculty support of internationalization by helping them to learn languages, visit study-abroad sites, and get information on the relevance of language study to careers.	C

Key: D = Done or work is in progress; H = Highest priority, need to get started; C = will get Consideration, R = must be Revised

To Improve Study Abroad

	Rating
A. The center for international education should increase the number of students who study abroad during the academic year, preferably at Juniata College exchange sites.	D
B. The center for international education should emphasize exchange programs whenever possible. They are less expensive and they bring international students to campus.	D
C. The center for international education should convert as many purchased programs as possible into Juniata exchanges.	D
D. The center for international education should articulate plans and rationale for summer programs.	H
E. The center for international education should link costs for study abroad to specific strategic goals.	R
F. The center for international education should give special attention to study abroad at non-English language sites.	D
G. The center for international education should provide information on academic programs to exchange partners to attract more students from abroad. For example, partners could receive information on the following Juniata programs: International Business, American Studies, Environmental Science and Studies, and Peace and Conflict Studies.	D
H. The center for international education should develop new programs to replace purchased programs. The Center should choose purchased programs that cover costs over those that lose money.	D
I. The center for international education should insure that summer programs pay for themselves.	D
J. The international education committee should study the data on going abroad by POE to determine which programs have been sending small percentages of their students abroad. The committee should then work with these departments to reduce or eliminate the barriers to study abroad.	H

	Rating
K. The international education committee should oversee the creation of a study abroad option for all designated POEs. Such options would include a four-year grid that demonstrates how students can fit study abroad into their schedule.	H
L. The center for international education should involve returnees more prominently as promoters of study abroad and as mentors in pre-departure orientation.	D
M. The center for international education should publish paper and web documents that summarize all study abroad opportunities. They should also correlate study abroad sites with appropriate POEs.	D
N. The center for international education should systematically verify all information that is given to students to ensure accuracy.	H
O. The center for international education should, with the help of study-abroad returnees, update the manuals for each site. Include explanations of all logistics of the program, including visa acquisition, insurance issues, food and housing arrangements, credit and grade transfer policies, and contact information. Emphasize course-registration procedures. Update every year, without exception.	H
P. The center for international education should systematically evaluate study abroad programs and universities, especially in the areas of academic competency and international student support.	H
Q. The center for international education should maintain strong contact with partner universities.	D
R. The center for international education should streamline the process to set up international internships for students.	D
S. The center for international education should revise the student survey so that it takes less time to fill out but still provides useful information and gives students the opportunity to be heard. Make the survey electronic to speed analysis. Administer the survey when students return from abroad and act upon the results. Involve the international education committee in this process.	H
T. The center for international education should improve efficiency in addressing student concerns via email.	D
U. The center for international education should enhance active faculty support for study abroad.	D
V. The center for international education should work with others to provide mandatory training for academic advisors to counsel students who want to go abroad and who are abroad.	D
W. The center for international education should improve communication among the Center and faculty advisors while students are abroad.	D

	Rating
X. The faculty should consider waiving Cultural Analysis II requirements for students who study abroad, especially for those who study at non-English programs.	R
Y. The administration should increase funds to the Center to pay for student help in preparing program manuals and other paperwork.	R

Key: D = Done or work is in progress; H = Highest priority, need to get started; C = will get Consideration, R = must be Revised

To Aid and Increase International Students

	Rating
A. Advisors and the center for international education should help international students prepare for our educational system by encouraging more of them to participate in the College Bound program and by providing special advising sessions one month into the semester.	D
B. We all should encourage resident students to welcome students from other cultural backgrounds. The center, for example, could initiate a mentoring program.	D
C. The provost and the vice president for advancement should instruct the center for international education and the office of enrollment to create a comprehensive enrollment plan, with appropriate goals, a timeline, a marketing strategy, and a redesigned website.	R
D. The provost and the vice president for advancement should instruct the center for international education and the office of enrollment to articulate clearly the responsibilities and functions of the International Enrollment Team and define channels of communication and leadership.	R
E. The provost and the vice president for advancement should instruct the center for international education and the office of enrollment to assign an enrollment counselor to international responsibilities and devote sufficient resources so the counselor can attract international degree students.	R
F. The provost and the vice president for advancement should instruct the center for international education and the office of enrollment to devote sufficient human resources to the enrollment plan.	R
G. The provost and the vice president for advancement should instruct the center for international education and the office of enrollment to assess the performance of members of the International Enrollment Team.	R
H. The provost and the vice president for advancement should have the international enrollment team report annually to the president's cabinet, which would assess its progress.	R
I. The provost and the vice president for advancement should instruct the center for international education to focus on recruiting exchange students rather than students from purchased programs	R

	Rating
J. The provost and the vice president fo r advancement should instruct the office of enrollment to focus on recruiting four-year international students.	R
K. The vice president for advancement should instruct the office of enrollment to create a contingency advertising "pot" of $2,000 to allow for opportunistic marketing.	C
L. The provost and the vice president for advancement should instruct the center for international education and the office of enrollment to reevaluate these goals if the college changes its overall enrollment goals.	C
M. The provost and the vice president for advancement should instruct the center for international education and for the office of enrollment to reevaluate their recruitment goals if the college expands to 1500 students.	C
N. The center for international education, office of student services, and other interested parties on campus should develop and implement more opportunities for contact between domestic and international students.	D
O. The college administration should commit to and the center should undertake the aggressive pursuit of the goal of an 8 percent international student body by increasing the number and proportion of four-year degree, exchange, and intensive English international students.	R
P. The college administration should commit to and the center should undertake the creation of a comprehensive plan to meet the 8 percent goal and consider whether the 8 percent target might be increased.	R

Key: D = Done or work is in progress; H = Highest priority, need to get started; C = will get Consideration, R = must be Revised

To Improve Administrative Oversight

	Rating
A. The international education committee should advise and assess the center for international education, providing feedback on strategic initiatives and evaluating the programs, personnel, and activities of the Center.	R
B. The provost should provide clear priorities and budget guidelines to the dean of international programs.	D
C. The president and the provost should provide clear guidelines to the dean of international programs on budget parameters and on prioritizing internationalization initiatives.	D
D. The international education committee should monitor and assess the Center and report their findings to appropriate college administrators.	R

	Rating
E. The international education committee, in conjunction with the president, the provost, and the dean of international programs, should establish priorities for the center for international education for study abroad.	R
F. The international education committee should review new sites and direct the Center to establish sites that meet the language and POE needs of students.	H
G. The international education committee, with the Center, should organize a yearly session during Faculty Conference to orient and train advisors. Second-year faculty members should be required to attend, since they assume advising duties in their second year. Sessions should be open to all faculty members.	D
H. The provost should examine the indirect costs of the Center, including compensation, operating and programming expenses.	R
I. The center for international education should clearly articulate the goals and purposes of the intensive English program.	H
J. The provost and president should endorse the goals and purposes of the intensive English program.	H
K. The provost should set a timeline and project the resources needed to allow the Center to meet institutional goals for study abroad. Determine the cost per student that should be spent on study abroad.	R
L. The provost should provide the Center with a "contingency" fund to cover unanticipated costs of study abroad.	R
M. The provost should insure that output (i.e. more students going abroad, new activities on campus, increased numbers of international students) rises to justify increased costs.	R
N. The provost should connect budget increases for study abroad to goals of the strategic plan or provide a contingency fund to the Center to increase the number of students from and to exchange sites.	R
O. Faculty members and administrators should review the costs of internationalization with a view toward stabilizing costs except where progress toward goals requires increased resources.	R
P. The administration and the center for international education should link costs for study abroad to specific strategic goals.	R

Key: D = Done or work is in progress; H = Highest priority, need to get started; C = will get Consideration, R = must be Revised

   b. For Future Goals

The task force recommends that

   A. Future goals be established taking into account changes in the student population, faculty interest, and the availability of resources.

B. The institution recommit to internationalization, in conjunction with the proposed reevaluation of the goals in 2005-06.

C. The provost, the international education committee, and the dean of international programs link institutional resources to new international initiatives.

Appendix 17: Data from the World Language Survey of Sophomores

Number of Respondents = 88 (30.7% Male; 69.3% Female)

Questions asked and summary of responses:
1. Are you studying a second language at Juniata?
    31.8% YES   68.2% NO

    26.0% of males responding are studying a second language
    34.4% of females responding are studying a second language

2. How many semesters have you studied a second language? (Mark all that
    apply by putting an 'X' between the brackets)
    21.6% Freshman fall   25.0% Freshman Spring
    27.3% Sophomore fall   19.3% Sophomore Spring
     3.4% Summer between Freshman Spring and Sophomore Fall

3. Is your second language included in your POE?
    9.1% YES   58% NO   33% No Response

    11.1% of males responding have a second language included in their POE
     8.2% of females responding have a second language included in their POE

4. What factors were most important in your decision? (Mark all that apply.)

To study a second language?	NOT to study a second language?
10.2% Importance for POE	31.8% Irrelevance for POE
17.0% Flexibility of POE	15.9% Inflexibility of designated POE
6.8% Peer encouragement	4.5% Lack of peer encouragement
14.8% Desire to study abroad	27.3% Not interested in languages
35.2% Good experience in high school language classes	15.9% Bad experience in high school language classes
12.5% Faculty support	3.4% No faculty support
29.5% Desire to develop cultural and language proficiency	22.7% Possible negative effect on GPA
9.1% Contact with international students	29.5% Concern about ability to learn language
20.5% Want to travel	
30.7% To enhance career possibilities	

Appendix 18: The Strategic Plan for Juniata, April 21, 2001

A College of Uncommon Vision and Uncommon Commitment

Juniata has been a distinctive college from its inception. It began, as important things always do, with a vision and a commitment. The principal founders—the Brumbaughs, Jacob Zuck, and James Quinter—had an uncommon vision for a college founded not to copy the then common male-only models of Oxford, Cambridge, Harvard or Princeton, but rather to establish a coeducational institution based on the values of the Church of the Brethren—community, peace and service. These men, and many more generations of loyal members of the Juniata family, gave much of their lives and their wealth to sustain the College's uncommon vision. The values that they supported are perhaps even more important today than in 1876.

Now Juniata has entered a period of unprecedented opportunity to advance its uncommon vision and commitment as the College moves into the 21st Century and toward our 125th year. This Strategic Plan has been developed to seize these opportunities. Through it, we also expect to find or create, and then nurture, additional competitive advantages.

The Process

The Strategic Planning Committee[1] actively encouraged input from alumni, students, faculty, staff, Trustees, and other friends of Juniata College. Information was collected from surveys, from campus forums, and open meetings, at a Board of Trustees retreat, and from many one-on-one and group meetings. Several drafts of the plan were widely circulated and discussion was invited throughout the process.

Input from the Juniata community and from external sources showed the Committee that our goal should be to strengthen Juniata's uncommon liberal arts approach rather than to change it. Indeed, the Committee reaffirms the primary mission of Juniata College as a learning community dedicated to provide the highest quality education in the liberal arts and sciences and to empower our graduates to lead fulfilling and useful lives in a global setting.

The Committee also recognized that no college can successfully plan for the 21st century without first identifying the major challenges and opportunities for which its students must be prepared. We, therefore, identified the dominant characteristics that will define our graduates' world.

The characteristics of this new and interdependent Global Community include:
- Enormous advances in biotechnology and medicine;
- Ubiquitous information technology;
- Unprecedented entrepreneurial opportunity;
- Environmental limitations;
- Frequent interactions with people and cultures outside our own;
- Conflicts of increasing complexity and danger; and
- Changes in the content and delivery of education.

The College demonstrates particular academic strengths directly related these dominant characteristics—strong programs in the sciences; a new program in information technology; emerging strength in business, communications and environmental studies; a long history of strength in teacher education, peace studies and international education.

The problems and opportunities presented by these characteristics can most successfully be addressed in a community of learners who:
- Are intellectually bold, active and imaginative;

- Use a creative and interdisciplinary approach to problem solving;
- Recognize and apply moral, spiritual, and aesthetic values in decision making;
- Read with insight, use language clearly and effectively, and think analytically; and
- Respect diversity in persons, cultures, and perspectives.

A liberal arts education at Juniata is crafted to foster these attributes and is supported by a firmly held commitment to help our students achieve and express their full intellectual potential. In implementing the plan, consideration should be given to activities and processes that will help realize these outcomes for our students.

The Plan

With these characteristics and strengths in mind, the Committee identified three broad areas of strategic importance that will enhance the education of our students.

I. Develop new and innovative opportunities for active learning that challenge, support and mentor students.

A. Enhance and enrich the educational experience for Juniata students.
- Support faculty scholarship and other initiatives that lead to increased student engagement including student-faculty research and participation in community-based projects such as service-learning and K-12 partnerships.
- Support faculty initiatives that encourage more active and collaborative learning.
- Develop the Information Technology curriculum and integrate the IT program with other departments on campus.
- Create an enhanced Department of Religion that will provide a new POE and become an integral part of the General Education curriculum.
- Work with the faculty to develop a quality general education program that can be staffed fairly and efficiently.
- Work with the faculty to expand capstone experiences for all students.
- Seek new opportunities to foster civic engagement.
- Create a coordinated program of speakers, exhibits and performances to support community-wide discussions on common issues of importance.
- Continue enhancing access to information in support of the academic programs.

B. Expand international and multi-cultural experiences for Juniata students.
- Provide professional development opportunities and incentives to encourage faculty to expand the international and multi-cultural content of the curriculum.
- Increase the percentage of faculty who can support international programmatic needs and initiatives.
- Increase the percentage of faculty and staff who represent multi-cultural backgrounds and perspectives.
- Increase the percentage of students studying language by supporting and promoting language study and related co-curricular activities.
- Increase the percentage of graduates who have had an international or cross-cultural experience by diversifying and expanding study abroad to meet academic program needs and by creating new opportunities for students whose academic or co-curricular program prevents their participation in semester or academic year programs.
- Create opportunities for all members of the Juniata community to learn from their encounters with different ideas, values and behaviors.

C. Provide advanced opportunities for student research and other experiential learning by creating new facilities and programs on and near the campus.
- Build the von Liebig Center for Science creating cutting edge student research space.

- Renovate and add a theatre to Oller Hall creating additional opportunities for student and visiting artist performances.
- Create a business incubator in downtown Huntingdon to provide space for students and members of the community in which to develop businesses.
- Build a new living/learning field station on Raystown Lake to provide enhanced research and instructional opportunities in environmental science.
- Renovate Brumbaugh Center to create new spaces for information technology, business, and communication and to improve spaces for math/computer science, geology, physics, environmental science, and field biology.
- Convert several houses to student residential space that will be allocated to students with creative year-long projects.
- Reorganize Ellis Hall to provide better spaces for student offices and activities.
- Use the campus to learn about the environment.
- Respond to changing technology needs

D. Strengthen existing relationships with other entities and aggressively seek new strategic alliances to increase opportunities for our students, faculty and staff.
E. Explore new and enhance existing co-curricular opportunities for student growth.
F. Explore options for enhancing art facilities.

II. Enroll at least 1300 full-time equivalent students who are diverse and academically select.

A. Develop a summer conference program that is synergistic with student recruitment.
B. Create and enhance program activities which will enable the College to generate 1500 or more applications annually.
C. Attract and retain students, faculty and staff consistent with the goals outlined in the Diversity Task Force Report 2001.
D. Establish special admission and retention programs and financial aid strategies which will enable the College to improve matriculation by African-American, Native-American, Hispanic-American, and Asian-American students.
E. Increase the number of four-year degree seeking international students by expanding and enhancing relationships with sources of international recruitment.
F. Explore the addition of new varsity teams, intramural sports, and outdoor recreational opportunities that attract additional students.
G. Institute enrollment initiatives to recruit students to achieve a better academic balance.

III. Provide the resources necessary to carry out the strategic plan.

A. Align the budget with strategic initiatives.
B. Increase the endowment by investing to produce a minimum return of 7% above inflation over a 10-year period.
C. Increase the endowment by obtaining new gifts at an annual rate exceeding the rate of inflation.
D. Complete the capital campaign objectives by 2005.
E. Improve energy conservation and implement a preventive maintenance program.
F. Develop and implement a plan to seek and involve alumni, parents and friends as volunteers in more campus activities.
G. Seek additional funds for annual and endowed scholarships, enabling the College to better serve a need-based population of approximately 70% (currently ranging from 76 to 82%) while at the same time decreasing the use of institutional discount.
H. Develop learning opportunities and an appraisal system for employees that reward continuous improvement and mutual respect.
I. Seek funding to expand community based projects.
J. Support faculty in seeking additional professional development funds.
K. Develop a strategy to improve publicity.

IV. Other important initiatives
- A. Implement a competitive and equitable compensation plan for faculty and staff.
- B. Enhance the appearance of the campus and the accessibility of college-operated facilities.
- C. Consider the implications of enrollment growth beyond 1300 full-time equivalent students.

The Strategic Plan for Juniata is expected to set in motion a process that will enable Juniata to deal with the challenges and opportunities most likely to confront the College and its students during the dawn of the 21st century. Process is the key word. The Committee recognized that there will not be a "final" plan, but rather a series of strategic plans refocused every three years by community feedback, completed goals, and discovery of new opportunities. Completing the items within the plan require the work of numerous committees, departments and individuals responsible for finding the best alternatives and setting specific goals and objectives. Funding for these initiatives requires success in fund raising, increases in enrollment, reduction of tuition discounting, increases in tuition and fees, and reallocation of existing resources.

1. Strategic Planning Committee:
   Bill Alexander, Vice President for Finance and Operations
   Cindy Clarke, Institutional Research Analyst
   Bill Hershberger, Trustee
   John Hille, Vice President for Advancement & Marketing
   David Hsiung, Associate Professor of History
   Tom Kepple, President
   Jim Lakso, Provost & Vice President for Student Development
   Teresa May, Class of 2001
   Bob Reilly, Professor of Sociology
   Dan Sahd, Class of 2001
   Paul Schettler, Professor of Chemistry
   JoAnn Wallace, Dean of International Programs
   Pat Weaver, Professor of Accounting, Business, and Economics

Appendix 19: Eagles Abroad Questionnaire

1. Program where you studied

   _____

2. Length of program   _Semester _Year __Summer
3. Dates attended: From _____ To _____
4. Program of Emphasis: Pre-Departure

   _____

5. Program of Emphasis: Current

   _____

6. What were your goals and expectations when you decided to study abroad?
7. What were some of the factors that led you to choose this particular program?
8. How did you find out information about the program?
   __Professor or department
   __Study Abroad Fair
   __Other students, friends
   __Study Abroad Advisor
   __Internet
   __Brochure
   __Other_____
9. Did you meet with the Study Abroad Advisor as much as you would have liked?
   __Yes   __ No
10. Did you have an opportunity to discuss your plans with your departmental academic advisor?
    __Yes   __ No
11. Was your coursework overseas approved by your academic advisor before you left?
    __Yes   __ No
12. Did you correspond with your academic advisor regarding your coursework while you were overseas?
    __Yes   __ No
13. Were Juniata faculty, administrators, and center for international education personnel prompt and helpful in addressing your questions and concerns (both at Juniata and while you were abroad)? Explain.
14. Did you attend the pre-departure orientation sessions?
    __Yes   __ No
15. Were they helpful?
    __Yes   __ No *Please comment*
16. Did you feel that you were adequately prepared for your experience before you departed?
    __Yes   __ No *Please comment*
17. Did you feel that you were adequately prepared for your experience after you arrived in your host country?
    __Yes   __ No *Please comment*
18. Were you anxious or nervous before your departure? Were your parents? How did you cope?
19. Did you feel prepared for the cultural adjustment that was required when you first landed?
20. What adjustments or difficulties did you find?
21. How about later in the program? How did you cope?
22. What, if anything, could have been done differently to avoid or deal with some of the difficulties you experienced?
23. Name one way in which your time spent studying abroad made your more globally or culturally aware.

ACADEMIC DATA
24. What courses did you take?

    __ Mostly electives (e.g., language/culture/history)
    __ Mostly in my POE _____
    __ Combination (some required courses, some electives)

25. What was the registration process like? Did you pre-register for classes? Did you have any difficulties? Explain, please

26. The classroom instruction was provided by
    __ all non-U.S. instructors
    __ primarily non-U.S. instructors
    __ equal number of non-U.S. instructors and U.S. instructors
    __ primarily U.S. instructors
    __ all U.S. instructors

27. Courses that I took were *(check all that apply)*
    __ special courses for Juniata students
    __ special courses for U.S. students only
    __ special courses for all foreign students
    __ regular host institution courses
    __ independent study
    __ internship

28. Academic performance was assessed by (check all that apply)
    __ written exams
    __ oral exams
    __ papers of field reports
    __ "pop" quizzes
    __ class attendance
    __ participation in class discussion

29. The courses I took included (please check appropriate spaces)

	Mostly	Some	Not at all
Lectures	___	___	___
Tutorials	___	___	___
Field Research	___	___	___
Class Discussions	___	___	___
Internships	___	___	___
Field Trips	___	___	___

30. Did you have access to *(check all that apply)*
    __ Libraries
    __ Study areas
    __ Computers
    __ Classrooms
    __ E-mail
    __ Tutors

31. Were these resources sufficient for your needs?
    __Yes   __ No
    Please comment

32. Did the program meet your academic expectations?
    __Yes   __ No
    Please comment

33. How would you rate the academic quality of the program?
    __ Similar to Juniata
    __ Better than at Juniata
    __ Not as good as at Juniata

34. Were you able to successfully transfer credits upon return to Juniata?

35. How did your time abroad affect your grade point average?
    __ Positively
    __ Not at all
    __ Negatively

LANGUAGE ASSESSMENT

36. What was the language of instruction in your program? _____ *(If language in your program was English,, skip ahead to next page)*

37. Before studying abroad, I had completed
    a. _____ years in high school
    b _____ semesters in college
    c. list the courses you took
    _____

    d. _____ additional special language programs (please explain)
    _____

38. How would you rate your proficiency in the language before and after your program?
    a. Before the program
        __ Excellent
        __ Good
        __ Fair
        __ Poor
    b. After the program
        __ Excellent
        __ Good
        __ Fair
        __ Poor

39. Do you feel that you were adequately prepared for the language aspect of the program?
    __Yes   __ No

40. What level of language proficiency do you recommend for student participating in this program?

41. Did you have access to a language tutor (or anyone) for help?
    __Yes   __ No

SOCIAL AND CULTURAL ASSESSMENT

42. Did you participate in extra-curricular activities either school-based or in the local community?
    __Yes   __ No

43. If so, what activities and how often?

44. What efforts did the program make to initiate contact between you and local students and citizens of your host country? What efforts did you make?

45. How often and for how long did you travel? (e.g., frequently, for long weekends, months at a time….)

46. What modes of transportation were available to you?
    __ airplanes
    __ boat
    __ bikes
    __ trains
    __ car
    __ other (please explain) _____

47. Were there special local opportunities of particular interest in the region, city or town in which you studied?
    __Yes   __ No
    Please comment

FOOD AND HOUSING ASSESSMENT

48. Did you have a choice of where you lived?
    __Yes   __ No

49. In what type of setting did you live?
    __ Host family
    __ Residence Hall

__ Student apartment
__ Other (specify) _____
50. Please comment on your housing experience _____
51. Did the program provide meals?
__Yes   __ No
52. Did you have a choice of where you ate?
__Yes   __ No
53. Where did you eat?
__ Host family
__ University dining hall
__ Restaurant or cafeteria
__ Cooked own meals
__ Other (specify) _____
54. How was the food? Did your eating habits change at all? *Please comment.*
55. Were the food arrangements adequate and reasonable? Why or why not?

ADMINISTRATIVE AND SUPPORT SERVICES
56. What resources in your program were available to you? *(Please check all that apply.)*
__ Program Director/Administrator
__ Academic and Personal Counseling
__ Coordination between Juniata and host institution
__ Medical and Dental Services
__ Other services (specify) _____
57. Was there an on-site orientation session?
__Yes   __ No
   If yes, was it helpful?
__Yes   __ No
Please comment
58. Were there resources available to help deal with issues such as housing, banking, travel and local information?
__Yes   __ No
Please comment
59. Overall, were you satisfied with the manner in which the program was run?
__Yes   __ No
Please comment

EXPENSES
60. Approximately how much did you spend on personal expenses? (total for entire time you stayed abroad) $_____
61. On what did you spend your money?
__ More food
__ Books
__ Field Trips
__ Travel
__ Phone
__ Socializing
__ Postage
__ Gifts
__ Other (specify) _____
62. How much would you recommend that a student going on your program budget for monthly expenses?
$_____
63. Were any study abroad scholarships available to you?
__Yes   __ No
Please comment

64. Did you work while abroad?

     __Yes   __ No

     If yes, was this arranged by your program?

     __Yes   __ No
65. Where did you work? Were you paid? Please comment on your experience.

OVERALL ASSESSMENT
66. Was the program honestly advertised??

     __Yes   __ No

     Please comment
67. If not, how was it misrepresented?
68. What were the most desirable aspects of the program?
69. What were the least desirable aspects of the program?
70. Would you recommend this program to other Juniata students (in general?)

     __ Yes, absolutely

     __ Yes, with reservations

     __ No, absolutely not

     Please explain.
71. Would you recommend this program to other Juniata students with your POE?

     __ Yes, absolutely

     __ Yes, with reservations

     __ No, absolutely not

     Please explain.
72. What advice would you give to students considering study abroad generally?
73. What advice would you give to students considering studying in your host country?
74. Have you encountered any problems with your department or with Juniata administrative offices as a result of being away from campus on a study abroad program?

     __Yes   __ No

     Please comment
75. Do you have any practical advice to help other students prevent or deal with problems like this?
76. Did your career plans or other personal goals change as a result of your study abroad experience? In what way? What can you suggest that will make other students' experience even more valuable?
77. Additional comments or remarks
78. On a scale of one (extremely important) to five (negligible importance), please rate the importance of the following factors in your decision to study abroad and to pick your particular study abroad program/location:

	Study Abroad	Your Program
a. Program of Emphasis	_____	_____
b. Advice of Faculty Members	_____	_____
c. Advice of Past Students	_____	_____
d. Advice of Study Abroad Office	_____	_____
e. Language	_____	_____
f. Travel Opportunities	_____	_____
g. Get Away from Campus	_____	_____
h. Cultural Experience	_____	_____
i. Academic/Internship Opportunities	_____	_____
j. Other reason(s) (please specify)	_____	_____

79. In which of these areas did the program meet or exceed these expectations?
80. In which of these areas did the program not meet these expectations?

Thank you very much ☺

Appendix 20: International Student Exit Survey

Before you depart, we would like to ask you for a few moments of your time to fill out this experience evaluation. Your comments and information are very useful to us. Feel free to write honestly and completely. Thanks for taking the time to do this.

1. What were some of your goals and expectations when you decided to come to Juniata College?
2. What were some of the things that led you to choose Juniata College?
3. What was your first impression of Juniata?

4. How useful was the orientation that you received when you arrived on campus?

Very Useful				Not Useful at All
5	4	3	2	1
Responses 3	**11**	**5**	**3**	

5. Did you experience any difficulties later in the semester that you think may be "culture shock"? That is, did you notice any cultural differences that were difficult for you? Please explain.
6. The Center for International Education provides services and support to international students to help them handle matters such as accounting, transport, and INS issues. Please comment on what you liked and/or how we might improve information to students in these areas.

Helping to arrange transportation to and from airport, shopping, etc.

Very Helpful				Not Helpful at All
5	4	3	2	1
Responses 8	**7**	**4**	**1**	

Advising about immigration and travel issues (visa, passport, I-20, travel)

Very Helpful				Not Helpful at All
5	4	3	2	1
Responses 11	**8**	**1**		

General Advising (help provided by the staff of the CIE – JoAnn Wallace, Kati Csoman, Michelle DeNamur, Jarmila Polte, Elizabeth Smolcic, Prudence Ingerman)

Very Helpful				Not Helpful at All
5	4	3	2	1
Responses 8	**9**	**3**	**1**	

Tax Workshop (help filling out tax forms for 2001)

Very Helpful   Not Helpful at All
                  5   4   3   2   1
         Responses 2   5   4

OPT Workshop and Advising (for students who have been at Juniata for the whole year)

         Very Helpful   Not Helpful at All
                  5   4   3   2   1
         Responses 4   6   1
7. How much do you feel you were able to become a part of the community of people at Juniata?
         Completely   Not at all
                  5   4   3   2   1
         Responses   6   8   4   3   1
8. What extra-curricular activities were you involved in while at Juniata?
9. How would you rate your relationship with your roommate?
         Great   Very Poor
                  5   4   3   2   1
         Responses   8   5   3   3   3
10. Did you have a host family?   Yes   No
                                 Responses   17   5
11. Would you recommend this host family to other students?
         Yes   No
         Why or why not?
12. How often did you see your host family?
          Weekly   Once a month   A few times during the semester
Responses 1   2   8
13. How challenged were you by the academic work at Juniata?
         A lot   Not at all
                  5   4   3   2   1
Responses 2   7   9   5
14. Overall, what were the most fun/enjoyable/interesting aspects of your experience?
15. What were the least fun/enjoyable/interesting aspects of your experience?
16. What advice would you give to other students coming to Juniata?
17. Have your career plans or your personal goals changed as a result of your experience at Juniata? Please explain.
18. How do you think you might have changed or grown?

Additional comments and remarks? (Use reverse side if necessary....)

Thank you very much for taking the time to fill out this survey.
We will consider your comments carefully.

Appendix 21: Data for Study Abroad and for International Students

Figure 31: Study abroad by program type, 1994-2003

Type	94-5	95-6	96-7	97-8	98-9	99-0	00-1	01-2	est 02-3
Exchange	8	27	17	15	24	31	24	11	31
BCA (purchased)	23	24	22	27	32	28	19	22	12
Leeds (purchased)	3	4	4	4	4	4	4	4	5
Honors (purchased)							9	12	13
Non JC (purchased)	3	3	4		1	6	6	6	2
Long-term total	**37**	**58**	**47**	**46**	**61**	**69**	**62**	**55**	**63**
Summer	4	8	8	23	7	16	25	24	38
Short Term				13					
Non long-term total	**4**	**8**	**8**	**36**	**7**	**16**	**25**	**24**	**38**
Total	**41**	**66**	**55**	**82**	**68**	**85**	**87**	**79**	**101**

Figure 32: Number of international students, 1992-2002

	92-3	93-4	94-5	95-6	96-7	97-8	98-9	99-0	00-1	01-2
Degree	6.0	11.5	14.5	22.5	33.0	37.5	34.5	40.0	43.0	34.0
Purchased	6.5	1.0	6.5	5.5	6.0	5.5	5.5	5.5	6.0	7.0
Exchange	12.0	6.0	14.0	19.5	23.0	20.5	23.0	15.0	16.0	16.0
ESL			0.5	6.0	2.0	3.0	7.0	7.0	7.0	5.0
Other										3.5
Total	**24.5**	**18.5**	**35.5**	**53.5**	**64.0**	**66.5**	**70.0**	**67.5**	**72.0**	**65.5**

Appendix 22: History of Study Abroad by Site

	94-5	95-6	96-7	97-8	98-9	99-0	00-1	01-2	02-3
BCA Programs									
Athens	10	9	4	5	8	7	3	8	3
Barcelona	1	1	1	3	3	7	4	3	
Cheltenham	6	6	6	7	4	5	0	3	4
China		1		1	1	0	2	2	
Cochin				3	3	4	3	2	2
Nancy		1	1	1	2	1	0	0	1
Quito	2	3	8	5	5	2	5	1	
Sapporo	3	3		1	1	0	0	1	
Strasborg	1		2	1	5	2	2	2	2
Total BCA	**23**	**24**	**22**	**27**	**32**	**28**	**19**	**22**	**12**
Brno (H)							1	2	1
EPA/London (H)							2	2	3
Lincoln	4	2	3	5	4	4	3	2	5
Leeds	3	4	4	4	4	4	4	4	5
Lille		1	1		3	4	1	2	3
Marburg	1	5	2	2	3	4	3	1	1
Munster	2	3				0	1	0	1
Newcastle (H)							5	4	7
Non-JC	3	3	4		1	6	6	6	2
Osaka		4							
York		7	8	6	12	16	12	3	13
Seville									4
UDLA	1	5	2	1	1	2	3	3	2
Ulster (H)							1	4	2
Volgograd			1	1	1	1	1		2
Subtotal	**37**	**58**	**47**	**46**	**61**	**69**	**62**	**55**	**63**
Summer									
Amazon			2	2	2	1	0	2	2
Lille	4	2	1	7	1	1	0	10	7
Munster(s)							16	6	9
Orizaba		6	5	14	4	14	9	6	20
Total Summer	**4**	**8**	**8**	**23**	**7**	**16**	**25**	**24**	**38**
Grand Total	**41**	**66**	**55**	**69**	**68**	**85**	**87**	**79**	**101**
English	26	32	25	32	37	40	52	43	54
Non-English	15	34	30	37	31	45	35	36	47

H = Honors program (higher GPA required)
Shaded = program taught in English

Appendix 23: Revenues and Costs per Student

Figure 33: Revenues and costs per student by program type

Students Abroad Revenues and Costs per Student						
Program	**Academic Year**					
Exchange	**95-96**	**96-97**	**97-98**	**98-99**	**99-00**	**00-01**
Net revenue	11,863	11,024	11,263	10,331	11,195	10,184
Direct cost	(1,645)	(1,819)	(2,358)	(1,960)	(2,650)	(1,933)
"Profit"	**10,218**	**9,204**	**8,906**	**8,371**	**8,544**	**8,250**
Purchased	**95-96**	**96-97**	**97-98**	**98-99**	**99-00**	**00-01**
Net revenue	23,633	20,510	21,620	23,008	22,526	32,669
Direct cost	(24,528)	(26,486)	(25,848)	(27,302)	(26,906)	(36,788)
"Profit"	**(895)**	**(5,976)**	**(4,228)**	**(4,294)**	**(4,380)**	**(4,118)**
Summer	**95-96**	**96-97**	**97-98**	**98-99**	**99-00**	**00-01**
Net revenue	1,706	1,857	2,004	1,243	1,596	1,310
Direct cost	(1,523)	(1,060)	(1,504)	(1,237)	(1,692)	(1,160)
"Profit"	**183**	**797**	**500**	**6**	**(96)**	**151**

Figure 34: Summary of "profit" by program type

Revenue less Direct Cost per Student						
Program	**95-96**	**96-97**	**97-98**	**98-99**	**99-00**	**00-01**
Exchange	10,218	9,204	8,906	8,371	8,544	8,250
Purchased	(895)	(5,976)	(4,228)	(4,294)	(4,380)	(4,118)
Summer	183	797	500	6	(96)	151

No allocated (indirect) costs are in the amounts in either table. The data also excludes rebates from BCA in 1997-98, 1998-99, and 1999-00 as well as the costs to bring BCA program students to campus.

Appendix 24: Faculty Questionnaire on International Experiences

1. How many years have you taught at Juniata? _____Years.

Which of the following international experiences have you participated in?
(Check "Yes" or "No" if you have participated in any of the following)
1=No; 2=1-2 Times; 3=3-4Times; 4=5-9 Times; 5=10-15 Times; 6=16-19 Times; 7=20+Times;
NR=No Response

Note: Responses in the table below are in percents.

INTERNATIONAL EXPERIENCE	1	2	3	4	5	6	7	NR	Total
2. Taught a course with an "I" (International) designation	63.5	7.9	3.2	4.8	3.2	4.8	9.5	3.2	100
3. Developed an "I" course (alone or with others)	66.7	12.7	1.6	4.8	4.8	1.6	3.2	4.8	100
4. Participated in an international faculty exchange	82.5	9.5	0.0	3.2	0.0	0.0	0.0	4.8	100
5. Write in here—total weeks in all exchanges	82.5	1.6	1.6	3.2	3.2	1.6	1.6	4.8	100
6. Went abroad as a visiting faculty.	71.4	19.0	3.2	1.6	0.0	0.0	0.0	4.8	100
7. Went abroad for international professional development (If yes, list countries visited in the margin)	49.2	23.8	12.7	9.5	0.0	0.0	0.0	4.8	100
8. Went abroad simply as a tourist	33.3	28.6	12.7	15.9	3.2	1.6	3.2	1.6	100
9. Number of courses you teach each two year cycle that have a significant (20% or +) international component but are not designated as "I" courses	71.4	11.1	4.8	4.8	0.0	0.0	0.0	7.9	100
10. Developed a study abroad or other international program?	71.4	19.0	3.2	0.0	0.0	0.0	0.0	6.3	100
11. Traveled with JC students outside the U.S?	74.6	14.3	3.2	0.0	0.0	1.6	0.0	6.3	100

12. How proficient are you in another language? Choose best answer(s) below.
      I'm not proficient in any other language   46.0%
      I could get by as a tourist in this language   38.1%

French	12
German	11
Spanish	8
Italian	2
Portuguese	2
ASL	1
Czech	1
Finnish	1
Russian	1

      I could teach a course in this language   7.9%

Spanish	3
German	3
Chinese	1
Latin	1
Polish	1
Russian	1

      Could get by as a tourist in one language and teach a course in another 7.9%

13. Do you actively encourage your advisees to go abroad? Circle one.
    Yes—almost always   73.0%
    Yes—sometimes   17.5%
    Yes—but rarely
    Never
    No Response   9.5%

14. Do you actively encourage your advisees to take a second language? Circle one.
    Yes   76.2%
    No   12.7%
    No response   11.1%
    If you answered "no" check all "reasons" below that apply:
        First year language courses are 4 credits   3.2%
        Foreign language courses are too time-consuming   3.2%
        Foreign language not relevant to student's POE   3.2%
        Foreign language might lower student's GPA   3.2%
        Proficiency to study abroad is too hard to achieve   0.0%
        Not necessary   6.3%
        Other   9.5%
            write in:_____
    If you answered "yes", check all "reasons" below that apply:
        Foreign languages are important for POE   33.3%
        Foreign language is an important life skill   73.0%
        Foreign language fosters cultural understanding   66.7%
        Foreign language enhances job opportunities   60.3%
        Other   12.7%
            write in:_____

15. Has your department made changes such as modified POE requirements and/or
    scheduling flexibility to facilitate study abroad?
    Yes   63.5%
    No   14.3%
    Don't Know   14.3%
    No Response   7.9%

16. Do you feel you are adequately informed to advise students who are interested in going
    abroad?
    Yes   63.5%
    No   9.5%
    Not Sure   20.6%
    No Response   6.3%

PLEASE INDICATE HOW STRONGLY YOU AGREE OR DISAGREE WITH THE STATEMENTS
BELOW BASED ON THE SCALE OF:
    SA =Strongly Agree
    A=Agree
    U=Undecided
    D=Disagree
    SD=Strongly Disagree
    NR=No Response

STATEMENT	SA	A	U	D	SD	NR	Total
17. Internationalization is an asset to Juniata College.	82.5%	15.9%	1.6%	0.0%	0.0%	0.0%	100%
18. Internationalization should be expanded at Juniata College.	44.4	34.9	20.6	0.0	0.0	0.0	100

STATEMENT	SA	A	U	D	SD	NR	Total
19. Students' career choices have been influenced by their international experience.	33.3	54.0	9.5	1.6	0.0	1.6	100
20. Study abroad is the best way for students to develop second language proficiency.	55.6	34.9	6.3	0.0	3.2	0.0	100
21. Study abroad is the best way for students to experience another culture.	71.4	25.4	0.0	1.6	1.6	0.0	100
22. International experience will give students a competitive advantage in their careers.	39.7	47.6	12.7	0.0	0.0	0.0	100
23. Successful people will have to work effectively with people from other societies.	50.8	42.9	1.6	1.6	0.0	3.2	100
24. Knowing a second language will help students find a better job.	28.6	41.3	25.4	3.2	0.0	1.6	100
25. Knowledge of international issues is important to me.	65.1	31.7	0.0	1.6	0.0	1.6	100
26. Knowledge of international issues is important for younger generations.	61.9	34.9	0.0	3.2	0.0	0.0	100
27. College educated adults should be proficient in a second language.	28.6	38.1	22.2	9.5	1.6	0.0	100
28. Students should experience another culture at some time during their college career.	63.5	28.6	7.9	0.0	0.0	0.0	100
29. Meaningful contact with international students should be an integral part of a college education.	55.6	38.1	4.8	1.6	0.0	0.0	100

30.   Department: _____
         Name: _____

Appendix 25: Email Questionnaire for Juniors and Seniors

Internationalization Task Force   February 8, 2002

Note: Amplified answers are not included here. The full responses are available
from the office of institutional research.

Email Questionnaire for JC Juniors and Seniors
22.6% of respondents were male   77.4% of respondents were female

1. Upon entering JC, did you intend to study abroad?
        Yes – 53.6%   No – 46.4%
2. Will you have studied abroad prior to graduation?
        Yes – 51.2%   No – 48.8%
3. What factors influenced your decision regarding study abroad? Check **ALL**
    that apply:

25.0% Importance for POE	13.1% Irrelevance for POE
32.1% Flexibility of the POE	17.9% Inflexibility of designated POE
33.3% Family encouragement	4.8% Family discouragement
29.8% Peer encouragement	2.4% Peer discouragement
41.7% Faculty encouragement	4.8% Faculty discouragement
46.4% Attractive study abroad options offered by JC	3.6% Discouragement from significant other
21.4% Advice/Information from study abroad staff	19.0% Involvement in sports or other campus activities
27.4% Develop language and/or cultural proficiency	27.4% Financial considerations
27.4% Enhance marketability	8.3% Didn't meet minimum GPA
27.4% Contact with international students	6.0% Possible negative effect of study abroad on GPA
26.2% Positive prior international experience	17.9% Insufficient second language proficiency
54.8% Desire to expand personal horizons	7.1% Concern about ability to adapt to another culture
	1.2% Negative prior international experience

Other (please list): 27.4%

4. Of the factors that influenced your decision to study abroad, what were the
    three most important (in rank order)?
        a. 19.8%—Desire to expand personal horizons
        b. 12.4%—Other
        c. 11.9%—Develop language and/or cultural proficiency

        Top negative responses:
        6.4%—Financial considerations

5.0%—Inflexibility of designated POE
3.0%—Insufficient second language proficiency

33.3% of students who said they **were going to** study abroad will **not** have done so by graduation.

<u>The top reasons given for this were</u>

Financial considerations – 33.3% of those intending on studying abroad but not doing so.

Inflexibility of designated POE – 26.7% of those intending on studying abroad but not doing so.

Didn't meet minimum GPA required – 26.7% of those intending on studying abroad but not doing so.

33.3% of students who said they **were not going to** study abroad **will have** done so by graduation.

<u>The top reasons given for this were</u>

Desire to expand personal horizons – 84.6% of those not planning on studying abroad, but doing so.

Enhance marketability – 46.2% of those not planning on studying abroad, but doing so.

Peer encouragement – 30.8% of those not planning on studying abroad, but doing so.

Appendix 26: Internationalization Budgets

	Internationalization Budgets (in thousands)							
	93-94	**94-95**	**95-96**	**96-97**	**97-98**	**98-99**	**99-00**	**00-01**
CIE Departmental	102.6	110.6	134.9	190.4	190.4	178.3	188.5	191.6
CIE Programming	240.6	278.7	405.6	346.1	346.1	377.3	450.9	491.4
Total CIE	343.2	389.3	540.6	536.5	536.5	555.7	639.4	683.0
Net IEP Costs (Revenue)	1.3	58.8	0.1	17.8	17.8	3.4	(10.0)	(5.9)
Net Smr Abrd Costs (Rev)		(5.4)	(3.9)	(5.6)	(5.6)	(10.5)	(1.5)	0.6
Total Costs	**344.6**	**442.8**	**536.8**	**548.7**	**548.7**	**548.6**	**627.9**	**677.8**
Educational & General Fund Expenses--E&G	14,868.3	15,114.3	14,988.9	16,811.2	17,169.7	18,665.8	20,263.1	22,001.3
CIE Dept as % E&G	0.7 %	0.7 %	0.9 %	1.1 %	1.0 %	1.0 %	0.9 %	0.9 %
CIE Prog as % E&G	1.6 %	1.8 %	2.7 %	2.1 %	2.2 %	2.4 %	2.4 %	2.1 %
Total CIE as % E&G	2.3 %	2.6 %	3.6 %	3.2 %	3.2 %	3.4 %	3.4 %	3.0 %
IEP as % E&G	0.0 %	0.4 %	0.0 %	0.1 %	0.0 %	(0.1)%	(0.0)%	0.1 %
Smr Abrd as % E&G	0.0 %	(0.0)%	(0.0)%	(0.0)%	(0.1)%	(0.0)%	0.0 %	(0.0)%
Total as % of E&G	**2.3 %**	**2.9 %**	**3.6 %**	**3.3 %**	**3.2 %**	**3.4 %**	**3.3 %**	**3.1 %**

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IV. **Student Engagement**

Times have changed. Forty years ago, students competed for the opportunity to attend most colleges. They went to college because they wanted to continue as students; they were eager to enroll in classes. Today our society expects college degrees from almost all high school students. Many go to college because others expect them to attend and because they need a college degree to make a living. Faculty can no longer assume the students who populate their classes come to them eager to learn, eager to explore unfamiliar subjects. Colleges must do more than merely inform students; they must motivate students to care about their educations. As faculty members, we must teach students to care about the process of their educations as much as they care about the degree at the end of the process.

Student engagement is one of the less understood aspects of the college experience, not least by us. We all know that students need to be active learners; at the same time, the processes that can best achieve this goal are not always apparent. Student engagement, both inside and outside the classroom, is an essential component of effective student development, and we need to place it in context with the mission of the college. Our participation in the National Survey of Student Engagement makes this issue particularly ripe for close study.

A. **Why We Studied Student Engagement**

We studied student engagement because we noticed that our students believed they had fewer "enriching educational experiences" than did students at other colleges. Naturally, we are concerned about such an outcome. We worried that perhaps we were not adequately engaging our students.

Therefore, the provost scheduled a series of faculty forums to discuss student engagement. The provost's report to the faculty, "Draft: The Juniata Curriculum," sparked continuing interest in student engagement. In this report, the provost related the results of the National Survey of Student Engagement (NSSE) to the "learner-centered approach" at Juniata. Based on discussion from the forums, from faculty meetings, and from the NSSE results, the provost recommended that we look at how and to what extent we are engaging our students. Furthermore, active learning is a conspicuous focus in the most recent strategic plan.

Engaged students give education vitality. This report investigates many active learning activities, within and outside the classroom, that are available to students during their years at Juniata.

One of the first questions the steering committee asked the task force was

Does the college use a variety of educational strategies?

We can confidently answer yes. In fact, to facilitate our review, evaluation, and organization of the assessment of student engagement, we identified three subcategories to help us represent different forms of student engagement experiences. These three areas of student engagement are
       Curricular
       Co-curricular, and
       Extra-curricular.

1. <u>How We Studied Student Engagement</u>

In this introduction, we explain each category and supply examples. These activities help define the student engagement. Because so many activities exist, we restrict our study to many, but certainly all. We tried to select those that we believed would tell us the most about our students.

Curricular
Curricular activities are course activities that occur in class. Examples include active and collaborative learning in the classroom, in-class activities, assignments, projects, and labs.

Co-curricular
Co-curricular activities qualify for academic credit but occur outside the traditional lecture, discussion, or lab formats. Instead, they more often occur beyond the classroom and into the community. They include off-campus experiences such as internships, practicums, and service learning. On-campus experiences include senior capstone projects and undergraduate research. Study abroad experiences also belong here, but are addressed in the chapter on internationalization.

Extra-curricular
Extra-curricular activities are campus activities not necessarily tied to any course or curriculum. They also may have connections with the community at large. They include experiences such as campus jobs, clubs and organizations, athletics, artist series and cultural events, campus ministry, Federal work-study program, service projects, and traditional campus events such as Mountain Day, Madrigal Dinner, and All-Class Night.
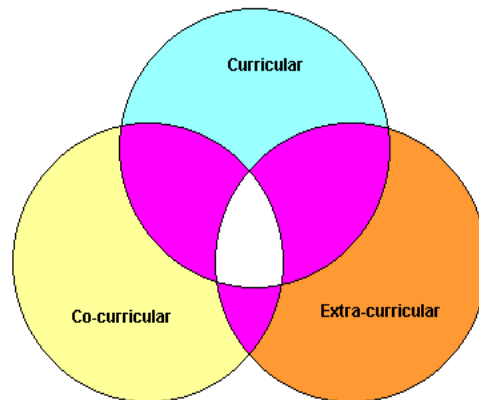
We visualize these three areas of student engagement as intersecting circles.

Many of the activities we look at can be classified in more than one of the three categories. Indeed, we believe the more a student's circles of engagement overlap, the better the overall college experience.

2. The Connection of Activities to Goals

The activities of student engagement across the three areas sufficiently support the goals of the college mission statement. This section relates each of the nine goals from the mission statement to the activities of student engagement.

Goal: *"Lead fulfilling and useful lives"*

All areas of student engagement are designed to provide experiences to be useful in life after graduation.

Goals: *"To use language clearly, read with insight"*

"To think analytically"

"Understand the fundamental methods and purposes of academic inquiry"

The three goals above are supported primarily through curricular activities. In particular, the general education requirements of the college cover these goals, as do courses within a student's program of emphasis. Co-curricular activities also support these goals through capstone and research activities.

Goals: *"Pursue cooperative and individual achievement*

"*Environment necessary to foster individual growth*"

Both curricular and co-curricular activities support the two goals above through class assignments, team projects, internships, senior capstone projects, practicums, and undergraduate research.

Goals: *"Free and open exchange of thought among peoples from distinct cultures and nations"*

"To realize their full potential as contributors to society"

Co-curricular and extra-curricular activities support these goals through international activities and study abroad; the artist series and cultural events; interaction with faculty, staff, other students, and people in the community.

Goal: *"Develop fundamental values – spiritual, moral, aesthetic."*

Extra-curricular activities support this goal through campus jobs, clubs and organizations, athletics, and campus ministry.

The remainder of this chapter considers various assessments of curricular, co-curricular, and extra-curricular activities. While we make recommendations throughout, we conclude the chapter with broad recommendations based on our findings as well as summarize recommendations we made throughout the body of this report. (You will find assessment of the curriculum covered in the chapter on assessment.)

3. The Tools We Used

We relied primarily on information from the National Survey of Student Engagement, last administered in spring 2000 and the Senior Survey of 2001. We also had information inventoried by the office of institutional research and made available to us from a version of the Assessment Inventory sorted by special topic—in this case "student engagement."

a. National Survey of Student Engagement

The National Survey of Student Engagement (NSSE) measures the level of academic engagement in a college or university. While NSSE is relatively new, it has earned a reputation as a promising measure of learning outcomes and of what actually happens on college campuses. A sample of first year students and seniors take the NSSE in the spring semester at more than 200 colleges and universities throughout the United States. Juniata participated in the survey in the spring semester of 2000 and will do so again in the spring of 2002 and 2003.

While NSSE does not measure student outcomes directly, the survey draws on a body of empirical and theoretical research that links specific activities to student outcomes. Higher levels of engagement in such activities produce more positive student outcomes. Further, the survey allows us to compare levels of engagement at Juniata to levels at other liberal arts colleges who participated in the survey.

Our analysis and discussion of the results of the NSSE for 2000 led us to select both the first year and student engagement as special topics for our self-study. You can find a summary of the 2000 NSSE data in Appendix 27 on page 198.

b. Senior Survey

Seniors take the Senior Survey at the Senior Salute in the spring semester. The Senior Survey is a national annual survey created by the Higher Education Data Sharing Consortium (HEDS), a group of other Baccalaureate I (Liberal Arts) institutions. Juniata has participated in this survey twice, most recently in 2001. However, Juniata will participate again in 2003.

The survey gathers information about seniors' college experiences, evaluations, expectations, and plans. The survey enables us to compare our college to similar institutions and to institutions that we aspire to be like. These data have helped us understand the perceptions and activities of our students over the course of their college careers. This information has helped us particularly to understand the co-curricular and extra-curricular experiences of our seniors. You can find a summary of the findings of the Senior Survey in Appendix 28 on page 202. A fuller analysis is available online in the Exchange public folders in the Institutional Research folder.

B. What We Learned about Curricular Activities

We asked ourselves what the results of surveys and our own observations told us about the academic engagement of our students, particularly their engagement with the curriculum. In this section, we look at how the experiences of our students differ from those students from other colleges. We offer recommendations to narrow those differences at the end of the chapter. We begin with NSSE.

The questions on the NSSE are grouped to yield a composite index in five areas of engagement:

1) Level of academic challenge,

2) Active and collaborative learning,

3) Student interactions with faculty members,

4) Enriching educational experiences, and

5) Supportive campus environment.

A separate composite score, called a benchmark by NSSE, is computed for first year students and for seniors in each of these categories.

The NSSE results confirm many of the good things that we believed were happening. In general, the survey shows that Juniata is both challenging and supportive. Our students reported that they spent more time studying and on academic work and had higher quality relationships with other students and with

members of the faculty and administration than was reported by the national sample. Both seniors and freshmen answered that they would select the same college again at slightly higher rates than others in the survey.

The survey also indicated some problems.

Surprisingly different survey results for first year students compared to seniors,

Poor results in the area NSSE identifies as "Enriching educational experiences," and

Lack of progress in achieving greater diversity in the student body.

1. How Our Freshmen Differ

In looking at the data for the spring of 1992, we see a different pattern for seniors than for first year students. Figure 35, which follows, compares the NSSE benchmark scores for Juniata students with means of students from liberal arts colleges in five areas of student engagement.

Figure 35: Comparison of freshmen and seniors to national means

NSSE Category	First Year		Seniors	
	Juniata Score	National Mean	Juniata Score	National Mean
Level of Academic Challenge	54.3	55.3	58.5	57.6
Active and Collaborative Learning	43.4	44.5	56.9	52.5
Student Interactions with Faculty	33.8	35.5	53.1	47.6
Enriching Educational Experiences	56.3	57.4	46.6	52.1
Supportive Campus Environment	66.7	64.1	66.2	60.9

*red indicates that Juniata fell below the national mean.

For seniors, the data suggest slightly better performance in the area of "Level of academic challenge" and much better performance in three areas: "Supportive campus environment," "Student interactions with faculty," and "Active and collaborative learning."

The pattern for seniors is not the same for first year students, however. In four of the five areas, our freshmen scored below the mean of the comparison group. The only category in which they scored above is "Supportive campus environment."

We wondered why our freshmen differed so significantly from our seniors. We discovered that our freshmen

> Were less engaged than the comparative group and than our seniors.

> Read less than their peers did. (However, our seniors read more than their comparison group.)

> Made fewer in-class presentations than freshmen made at other colleges. (Our seniors made about the same number of presentations, as did other seniors.)

> Were significantly more likely than other freshmen to take multiple choice or short answer exams versus more open-ended exams. (Our seniors, on the other hand, took more open-ended exams than their peers did.)

> Spent significantly more time memorizing facts to be repeated back in tests. (Memorizing was not the norm for our seniors.)

Many faculty members have suggested that the first-year enrollment patterns can explain the differences in the results. The freshmen class at Juniata differs significantly from the national norm. Our different pattern of enrollment tilts heavily to science majors as the CIRP Freshman Survey, administered by UCLA, clearly demonstrates. You can find this survey on file in the office of institutional research.

A typical first semester schedule for a first year student at Juniata includes organic chemistry, biology, a combined chemistry and biology lab, a one-credit course in information access, and the four credit composition course. While composition sections are limited to 16 students per section, both organic chemistry and biology are large lecture sections. The testing in these courses is primarily multiple-choice and problem solving. While teachers provide weekly discussion sections for both chemistry and biology courses, freshmen apparently see them as primarily lecture-driven.

2. Experiences of Our Students Differ

Scores for "enriching educational experiences" were very low for both our freshmen and seniors. The experiences of our students differed significantly from the national norms in several areas.

> Our curriculum does not have a required culminating senior experience.

> Our students are less likely than students are at other colleges to take foreign language courses or to study abroad.

Our students are much less likely to have had a serious conversation with students of different races, ethnicity, religious beliefs, or political opinions.

Juniata students seem to have fewer opportunities to interrelate with people who differ from them in race, ethnicity, or religion. The lack of opportunity for our students to interact with individuals with diverse backgrounds is evident in the responses of both freshmen and seniors. Our students were less likely to say that "understanding people of other racial and ethnic backgrounds" was an important part of their personal development.

The chapter on internationalization contains recommendations dealing with our students studying abroad. The chapter on the first year deals with the inadequate experience of our freshmen with diversity. In addition to these, we make the following recommendations.

While some POEs have capstone courses, we have no college requirement for a "senior experience." For this reason, we conclude that we should investigate the desirability of a mandatory senior experience.

We need greater diversity on campus. In 2001, a Diversity Task Force recommended increasing the level of diversity at Juniata. (You can find the Diversity Task force Report in the public folders in Exchange in the Institutional Research folder.) At its fall 2001 meeting, the board of trustees accepted the recommendations of that task force. The college administration has committed itself to implementing those recommendations. You can find them in Appendix 29: Recommendations of the Diversity Task Force, 2001 on page 204.

C. What We Learned about Co-Curricular Activities

Juniata College is committed to providing an environment that fosters individual growth and the pursuit of both cooperative and individual achievement. The faculty has tried to design a Juniata education so that it extends students academic experiences into the world and encourages the free and open exchange of thought. Therefore, faculty members have developed a wide range of co-curricular experiences for students in order to supplement and enrich academic programs.

1. <u>What We Mean by Co-curricular</u>

Co-curricular is the participation of a student in credit-bearing, academically related experiences that take place outside the traditional classroom. Such experiences would include, but not be limited to, internships, practicums, student teaching, service learning, fieldwork, and research. Typical titles of credit-based experiences include

> Practicums and student teaching,
>
> Internships and mini-internships,
>
> Research projects,
>
> Field trips, and
>
> Volunteer work.

Typical placements for our students include those at public schools, hospitals and clinics, colleges and universities, business and industry, legal and political offices, and human service agencies.

Most co-curricular experiences are traditional but some are unique. The course sequence "Innovations for Industry" is an experiential activity unique to Juniata. The courses are 12-credit capstone experience that is split into a series of three courses. Beginning in the junior year, student teams of two to four undertake a project from a partnering industry. Students taking Innovations for Industry practice project management and teamwork. As they progress through the series of courses, students apply technology to solve a problem for the client company.

2. Participation in Co-curricular Activities

Participation in co-curricular activities varies significantly across programs. In programs where co-curricular participation is required, naturally participation is 100 percent. For example, programs in the education department require practicums and student teaching for state certification. Social work requires internships, the information technology program requires the Innovations for Industry course sequence, the museum studies program requires practicums and internships, and environmental science requires internships.

For programs where participation is optional (criminal justice, politics, computer science, and various business POEs), participation is less than 100 percent, but strongly encouraged. Some programs, such as those in the health professions, encourage non-credit internships and research projects. Other POEs, for example, information technology, computer science, and psychology, encourage both credit and non-credit experiences. Many departments encourage students to undertake research. As part of the research experience, students often present their work at the National Conference on Undergraduate Research (NCUR) and at the Juniata College Research Symposium, a spring event for students to present the results of their research.

Below we look at each type of co-curricular experience in detail. We cover internships, undergraduate research, service learning, and other activities.

a. Internships

A staff member is currently creating a database for sponsored internships for use by students and staff members. Internships are popular at Juniata. Recall that we have two types of internships: credit and non-credit. Noncredit internships, typically undertaken over the summer receive transcript notation when certain students and the experience meet defined requirements. The following table lists the number of credit and non-credit interns hips.

Figure 36: Number of internships, 1996 to 2001

Year	Credit	Year to Year % Change	Non credit	Year to Year % Change
1996-7	72		64	
1997-8	55	(30.9)%	86	25.6 %
1998-9	78	29.5 %	115	25.2 %
1999-0	82	4.9 %	138	16.7 %
2000-1	75	(9.3)%	116	(19.0)%

As you can see from Figure 36, non-credit internships are a popular option for our students. We have to wonder about the decrease in both types of internships for 2000-01. Whereas the number of non-credit internships has increased significantly, the number of credit internships has remained relatively stable over the 5 years. The following graph shows the relationship between the two types of internships and the decrease in both types over the past year.

Figure 37: Number of internships, credit and non-credit

183
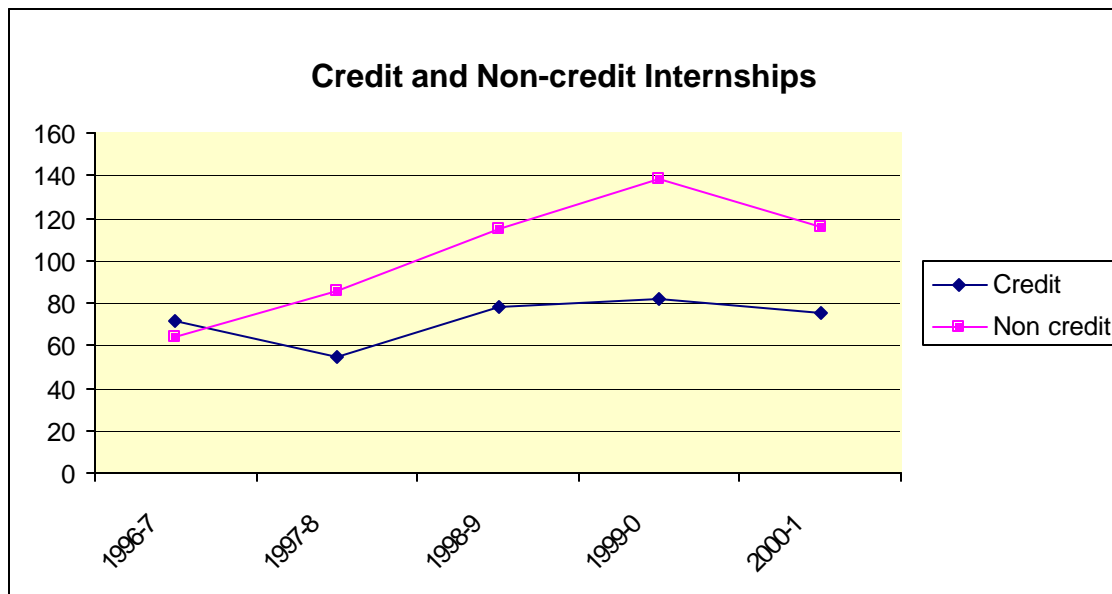
Recent notable internship sites include the Pennsylvania Department of Environmental Protection, J.C. Blair Hospital (our community hospital), the accounting firm of PricewaterhouseCoopers, the National Drug Intelligence Center, Advanced Glassfiber Yarns (a local industry), and KidsPeace.

The following table shows the number of placements for practicums and student teaching in the education department.

Figure 38: Practicums and student teaching, department of education

Year	Practicums	Student Teaching
1996-97	232	49
1997-98	234	39
1998-99	241	39
1999-00	246	48
2000-01	234	38

As Figure 38 shows, the number of students participating in practicum experiences has varied little over the past five years. Student teaching has increased in two of the five years, but it consistently serves about 40 or more students. Examples of student teaching and practicum sites include Huntingdon Area School District, Mount Union Area School District, Juniata Valley School District, Altoona School District, Tussey Mountain School District, and Mifflin County Schools.

b. Undergraduate Research

Perhaps the best reflection of undergraduate research is the good representation of our students in the Juniata College Research Symposium and at the National Conference for Undergraduate Research (NCUR).

The campus chapter of Tri-Beta Lambda Epsilon, a biology-based honor society, organizes the annual Juniata College Research Symposium each spring. Program grants from the von Leibig foundation support the symposium. It is open to students from disciplines across campus who present their research orally and with posters. These presentations represent independent faculty-guided research that enriches and extends, but does not duplicate, the traditional curriculum of a baccalaureate degree program. A panel of judges reviews the presentations. Students who have performed outstanding research receive monetary awards.

Figure 39: Activity at the research symposium, 1998-2002

Year	Presentations	Students	Departments represented
1998	25	35	4
1999	23	30	7

Year	Presentations	Students	Departments represented
2000	50	51	10
2001	51	56	11
2002	37	47	11

As Figure 39 shows, despite a dip in student activity for 2002, the symposium is attracting wider representation of disciplines. We believe we can interpret this wider representation to mean that students from outside the sciences are interested in research. Overall, interest and participation have generally grown across campus. We will watch for the pattern of growth to continue.

The National Conference of Undergraduate Research (NCUR) is a three-day annual conference that, unlike meetings of other professional bodies, welcomes presenters from all institutions of higher learning and from all corners of the academic curriculum. The University of North Carolina at Ashville conceived and implemented the idea for this conference in 1987. The initial conference drew over 400 participants. At the 10th year anniversary in 1996, organizers counted registrations from more than 2,000 colleges and universities from across the United States. Over 40 percent of the registrants were from fields in the humanities, social sciences, and the arts. NCUR and its host sites have jointly raised funds to ensure a strong minority presence at its conferences. Organizers believe in the value of diverse dialogue and that participants will take their excitement about research back to their campuses.

The college has participated in NCUR since March 1992. If we adjust for participants as a function of institutional size, we often send the largest contingent to the conference. Professor David Reingold, advisor to NCUR, notes one problem with the conference: students from the presenter's institution tend to be the only ones who attend a presentation.

Figure 40: Activity at NCUR, 1998-2002

Year	Students	Departments represented
1998	15	6
1999	33	8
2000*	8	3
2001	15	7
2002	24	9

*In 2000, attendance was limited by the cost of airline tickets to the University of Montana and because the event was a month earlier than usual.

The increase in participation at NCUR in 1999 coincides with the availability of von Liebig Foundation funds for the event. About half of the departments have students presenting at this event and at the Juniata symposium. Those departments represent varied disciplines across the curriculum.

c. Service Learning

Service-learning has been part of the curriculum for the past three years. In addition to earning credits for service-learning courses, students sometimes perform community service in other courses as part of the academic requirements for the course. For example, the taxation course in the accounting program has a service component, as so some sociology courses. To date, we have no system to track service hours in courses.

Figure 41: Service-learning course activity, 1996-2001

Year	# Students	# Hours
1999-00	39	1,362
2000-01	49	1,296

The counts in Figure 41 are students and hours from the one credit service-learning course. Examples of placements for credit in service-learning include Big Brother, Big Sister; the Salvation Army, ARC of Learning, J.C. Blair Hospital, Head Start, PA Prison Society, Shavers Creek Environmental Center, and the Skills Workshop.

d. Other Activities

The collaboration of the college with area schools provides opportunities for students to participate for college credit. For example, the campus hosts both the state regional National History Day competition and the Science Olympiad State Competition each year. Many Juniata students, including those enrolled in teacher certification programs, serve as judges at these two events. Students in education can earn from one to three upper-level course credits in education, depending on the extent of their work for the Science Olympiad. Fifty-one students served as judges and in other roles for History Day in spring 2002.

The college also offers New Visions and Voyages, a one-week summer residential enrichment program for students from ages 9 to 14. Juniata students, many enrolled in the certification program for elementary education, serve as counselors and earn college credit for their participation.

3. Assessing Co-curricular Activities

The means for measuring student outcomes from co-curricular experiences vary. Faculty sponsors or staff members typically visit students pursuing experiences off-campus. Faculty members are required to visit the worksite of students on credit internships twice. In addition, most departments also complete contemporary measurements such as performance evaluations, portfolio

assessments, written reports, exit interviews, and journals. Others also use longer-term outcomes such as graduate surveys or acceptance to graduate and professional schools. The published results or public presentations of research projects generally serve as assessments of the outcome. Faculty members evaluate student progress in Innovations for Industry courses through direct observation, from reviews by the clients, and from reflection papers written by the students. Some departments use "informal, anecdotal assessments" to evaluate. Regardless of the assessment technique used, all co-curricular experiences are evaluated.

A subcommittee of this task force completed a survey of co-curricular opportunities available at Juniata. You can find the survey questions in Appendix 30: Email Questionnaire on Co-curricular Activities on page 206. Of 22 departments, institutes, and programs, all except three offer some form of co-curricular experience.

The NSSE survey section titled "enriching educational experiences" attempts to measure participation in co-curricular and related experiences. Composite scores for this section of the NSSE survey indicate that our freshmen score similarly (56.3 to 57.4) to the national norm. Juniata seniors appear to score significantly lower (46.6 to 52.1) than the national mean. However, the questions that contribute to the composite score for "enriching educational experience" include experiences outside the definition used by this task force. Therefore, we reviewed individual questions for a truer picture of co-curricular activities at Juniata.

As we learned, Juniata freshmen are more interested than their peers are in participating in practicums, internships, fieldwork, and other experiences requiring active engagement. Juniata seniors also scored higher than their peers for their interest is such experiences. A follow-up survey of graduates six months out administered by the office of career services supports the NSSE findings. The follow-up survey tells us that 63 to 65 percent of graduates complete either a credit or a non-credit internship while at Juniata. The HEDS Senior Survey of the class of 2001 indicates that 47 percent of Juniata graduates completed an internship compared to 41 percent of our peer school graduates and 38 percent of the national group.

Results from surveys about culminating experiences and our freshmen are mixed. Our freshmen scored slightly higher than the national norm on their expectations of a culminating experience but significantly lower than the peer group (55 percent to 40 percent). These differences increased by the time students were seniors. As the following table reveals, participation of our students fell far short of both the national and the peer groups.

Figure 42: Participation in a culminating senior experience

Class	Juniata	Peers	All NSSE
Seniors	32%	74%	55%

Clearly, Juniata students are very different in this area.

Part of this differential may rest with the lack of clarity in the definition of a "culminating senior experience." Some departments offer internal "capstone" opportunities and courses, but for other departments the capstone experience is typically external--an internship or student teaching opportunity. Students may not know they are participating in a "capstone" experience. Nonetheless, however we define a "culminating experience," we recognize that we need to investigate this topic further. For this reason, we recommended earlier in this chapter that the curriculum committee investigate the desirability of a mandatory senior experience and bring their findings to the faculty for discussion.

D. What We Learned about Extra-Curricular Activities

We assumed that students who are involved in extra-curricular experiences are more likely to persist to graduation than those who are not. Consequently, we are committed to providing such experiences in sufficient variety and in numbers to engage as many students as possible. Our social community and faculty members encourage students to participate in extra-curricular activities.

1. Description of Extra-curricular Activities

The third area of student engagement is that of extra-curricular experiences. This task force defined extra-curricular experiences as those activities that take place outside the classroom for which students receive no academic credit. Such experiences provide students with a sense of inclusion, interaction, and support. Examples of these experiences are athletics (both collegiate and intramural), participation in a club or organization, campus jobs, involvement with campus ministry, community service, and participation in some traditional events of the college.

2. What We Learned about Extra-curricular Activities

The following data from the NSSE show the number of hours of involvement per week for students in extra-curricular activities.

Figure 43: Comparison of hours spent in extra-curricular activities

Class	Juniata	Peers	All NSSE
First Year	2.24	2.22	1.85
Senior	2.34	2.29	1.76

Key: 1 = 5 or fewer hours per week
      2 = 6 to 10 hours per week
      3 = 11 to 15 hours per week
      4 = 16 to 20 hours per week
      5 = 21 to 25 hours per week
      6 = 26 to 30 hours per week
      7 = greater than 30 hours per week

The data show that our students average significantly more time in extra-curricular activities than the national average and are roughly equal to students in comparable liberal arts colleges.

a. Sense of Community

Juniata develops a sense of community by maintaining a set of long-standing campus traditions that students see as valuable and important. For example, in a recent survey by the office of campus activities, Mountain Day received an average rating of 4.65 out of 5 in response to a question about the importance of various activities to the student body. Likewise, Springfest received an average rating of 4.01 from students. Both of these events bring members of the faculty and administration and students together outside the classroom in an informal setting. The Juniata Activities Board administered the survey electronically to students in January 2002. You can find a summary of the results in Appendix 31: Results of the JAB Survey of Students on page 207. Based on this survey, the office of campus activities made significant changes to programming. For instance, along with the alumni office, the activities office sponsored a combined Homecoming and Family Weekend. In addition, the office of campus activities changed May Day from a women's breakfast to a recognition brunch for student leaders. Further, the office replaced the Winter Formal with a more casual event, added more live music programs, and added regular van service to Altoona and State College.

The recent senior survey of 2001 students revealed several important strengths as well as potential areas for growth in the area of engagement in extra-curricular events. The survey indicated that Juniata seniors are significantly more satisfied with the social life on campus than are seniors at peer schools and at aspirant colleges. Our seniors were most satisfied with their involvement in student government; with having a voice in policies; with participating in campus safety and religious life; with attending lectures and speakers, and with feeling part of the campus community.

The following graph compares the satisfaction of Juniata seniors with the aspirant and peers groups.

Figure 44: Satisfaction with campus life, Juniata versus other seniors
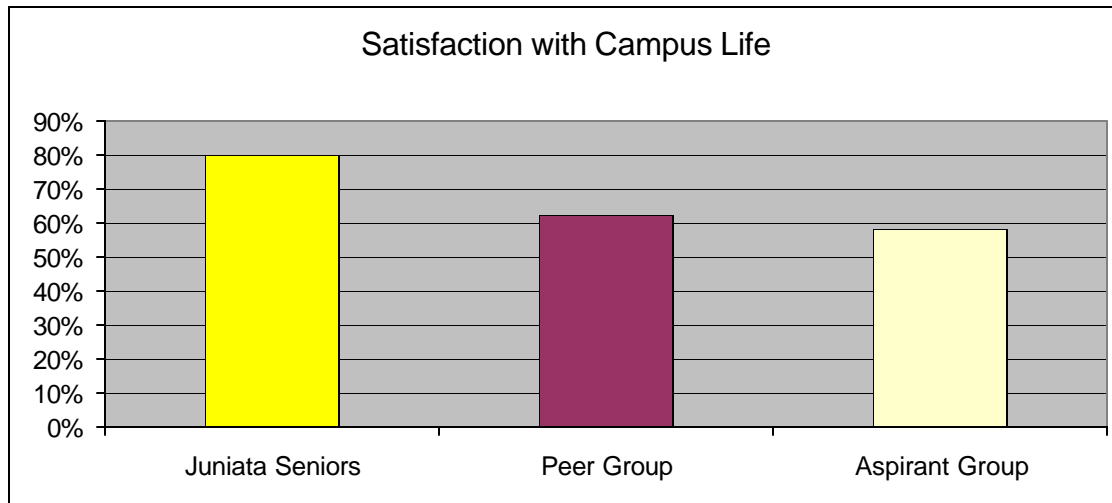
As the graph shows, over 80 percent of Juniata seniors expressed satisfaction with the sense of campus community, followed at a distance by our peer group and by the aspirant group. Traditional events--such as Mountain Day, Madrigal Dinner, and other community wide celebrations—may have helped forge this strong sense of community identity among Juniata seniors.

One reason students may feel as though they fit in is the homogeneity of the campus. As noted elsewhere, diversity is an area of concern for Juniata. We have relatively few minority students and thus lack broad ethnic diversity. According to feedback from surveys of students, the facilities and programs of the student center also need attention.

While the NSSE tells us that our seniors are satisfied with their college experience, the picture may be more complicated. For example, the office of career services surveys graduates six months out. One the items asks graduates to grade their satisfaction with their overall Juniata experience on a scale of A to F. The results follow.

Figure 45: Satisfaction of graduates with their college experience

Average Satisfaction "Grade"

GPA values by year:
- 1996: 3.58
- 1997: 3.66
- 1998: 3.59
- 1999: 3.67
- 2000: 3.54
- 2001: 3.54
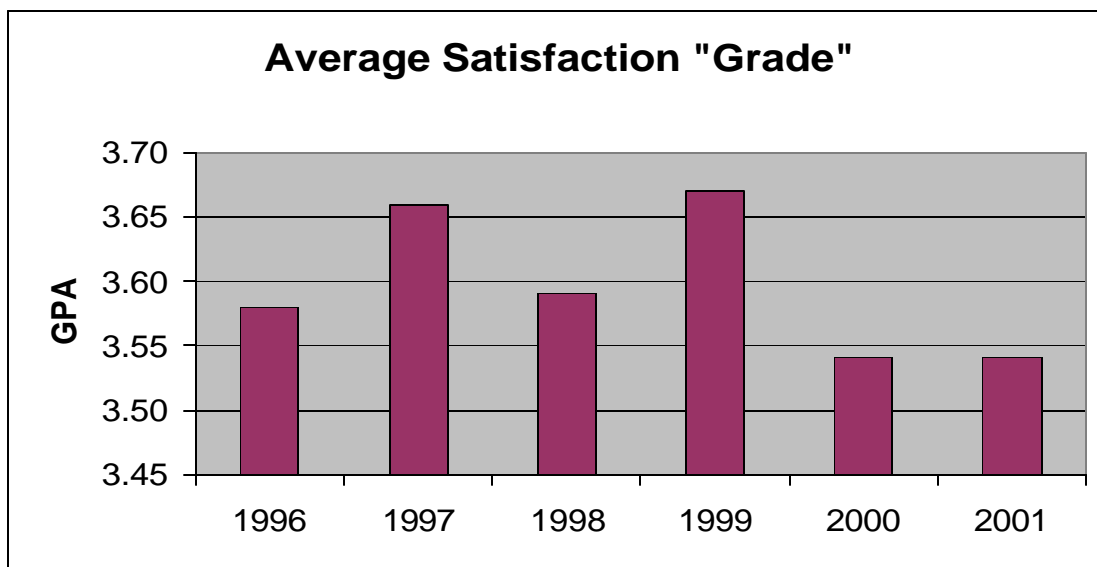
As the graph indicates, graduates gave Juniata a high grade, an average "GPA" of 3.60 over the past five years. However, we note and wonder why the grade has dropped in the past two years.

b. Athletics

Participation in athletics is an important part of extra-curricular activities at Juniata. A high percentage of students is involved in collegiate athletics. They maintain GPAs comparable to students who do not participate in athletics.

As of January 2002, 387 students were involved in collegiate athletics. Members of the athletic staff recruited nearly one third of the current freshmen class. These students are members of the 19 collegiate sports teams. For fall 2002, the cumulative GPA of students on sports teams was nearly 2.8. This GPA was close to the average GPA of over 2.9 for the student body.

The entire athletic staff is involved in recruiting student athletes. Staff members offer a variety of support to students in athletic programs. They support the academic achievement of students in many ways. For example, the football program adjusted practice times and paid to keep the dining hall open extra hours so that athletes in natural science courses could participate in afternoon science laboratories. The department of athletics made these changes with no increase in their budget.

c. Results from NSSE

The NSSE survey indicates that students at Juniata consistently experience a greater level of support than the level that students at other liberal arts colleges experienced. The measures of support included areas such as

Help in coping with non-academic responsibilities,

Support supplied to thrive socially, and

Quality relationships with peers and with members of the faculty and administration.

The following table compares Juniata freshmen and seniors with peers from similar liberal arts colleges and with all who participated in the National Survey of Student Engagement.

Figure 46: Student perceptions of support from the college

Class	Juniata	Peers	All NSSE
Freshmen	66.7	64.1	59.8
Seniors	66.2	60.9	56.4

The college does many things to make students aware of the extra-curricular opportunities available to them.

Throughout the academic year there is extensive advertising about speakers and club meeting times, and schedules for other events are sent to all student email accounts.

The enrollment office regularly requests that student clubs and organizations be involved in enrollment open houses, to show prospective students the range of extracurricular activities available at the college.

Each fall there is a "club fair" at which the clubs and student organizations share information and work at recruiting new members for the upcoming academic year, during a large picnic known as Lobsterfest.

During each of the multiple freshman orientations, campus clubs and organizations are given the opportunity to recruit and share important information about extracurricular activities available to first-year students.

The Office of Service Learning and Volunteer Programs helps coordinate and publicize opportunities for students to get involved in service projects both on and off campus. During the homecoming football game there is campus-wide recognition of students involved in service.

3. Community with Other Students

Students have many opportunities to interact with other students outside of the classroom and formal extra-curricular activities. For residential students, living on campus provides a forum for increased interaction. Nearly all students live with one or more roommates; the layout of most residence halls allows for contact with neighbors and facilitation of community development within a floor or section of a building. In addition, all but one residential facility is co-ed, and the traditional residence halls house students from freshmen through seniors. Programs with residential life staff members range from casual social activities to more structured service projects in the community.

To provide a fuller community experience, we need increased diversity. NSSE responses to a question about having serious a conversation with students of a different race or ethnicity shows Juniata students lag behind their peers.

4. Community with Faculty, Staff, and Administration

Students have numerous opportunities to interact with members of the faculty and staff outside of curricular requirements and activities.

Student leaders, such as resident assistants and club officers, have a variety of opportunities to interact with staff members from student services, with faculty advisors, and with other administrators. Students serve on various committees with members of the faculty, staff, administration, and board of trustees. Such memberships enable students to understand important campus issues and to offer input in addressing them.

NSSE data related to these interactions gives a generally positive view of the atmosphere of the campus community. Although the overall rating of student interactions with faculty was less positive than similar institutions for first year students, the rating increased for seniors. Possibly, this trend results from increased personal attention students receive in small upper-level courses.

As noted earlier, the overall rating for a sense of a supportive campus environment is higher for Juniata than for other institutions. Questions in related areas show Juniata rating either average or above average in areas such as

Frequency of discussing future plans with faculty member or advisor,

Being provided with the support needed to thrive socially, and

Positive relationships with faculty and administration.

5. The Community beyond Campus

Students have a variety of opportunities to engage with the wider community of Huntingdon County beyond the campus. Following are some examples.

Juniata currently offers a Fine Arts Series that averages six cultural events a year. The Artist Series draws a number of students to the performances. Two new committees are working to make the artist series increasingly reflective of the cultural interests of students and the Huntingdon area. These committees involve students in the decision-making process and seek to bring in new artists who will appeal to our students and to the local community in new ways.

Last year, the college lecture series brought 65 public lectures to Juniata. The newly appointed coordinator for the lecture series will help engage students in intellectual pursuits outside the classroom.

Through the community service component of the federal work-study program, fifty-eight students are involved in jobs that relate directly to the community.

The new Bonner Leaders program allows students to engage with the community by committing to work with an agency or organization for two years. This program is related to AmeriCorps, a major component of the national service movement and a connection that strongly encourages students to realize their potential as contributors to society.

Five student organizations focus specifically on service in the local community. At least ten others are involved in some community service. One notable example is the campus chapter of Habitat for Humanity. This student organization assists the local Habitat affiliate, as well as several others in Pennsylvania, on building projects, in fundraising, and in education events. One of the largest and most active clubs on campus, JC Habitat received a regional award for creative programming in the fall of 2000 and hosted a conference in the spring of 2002, the largest gathering ever of Habitat campus chapters in the Northeast region.

The Juniata Active Volunteer Association (JAVA) hosts the annual Special Olympics Pennsylvania central fall sectional. JAVA recruits over one hundred Juniata student volunteers and coordinates four competition venues, food service for the athletes, and awards ceremonies throughout the day.

Several athletic programs encourage participation in community service activities throughout the year. In the spring of 2002, fifty-seven Juniata students participated in Athletes in the Classroom. They visited local elementary schools and read stories to students. In addition, the annual All Girls Sports Night provides an opportunity for young females in the

community to learn basic skills in various sports from Juniata student athletes. This free event drew 120 participants this year.

A substantial contingent of students do volunteer work in the Huntingdon community. Fourteen students serve as Big Brothers Big Sisters with the local agency, and several are involved with local Boy Scout and Girl Scout troops. Many students, too, are involved in local churches.

Internships and service-learning projects are also opportunities for students to engage the community beyond campus. Two examples are the PA Literacy Corps program and the Juniata Currents project.

Other institutions are now replicating our well-known and innovative Science in Motion science outreach program. Similar to the Science in Motion program, the newly organized Language in Motion program involves student volunteers in local schools.

In spite of these opportunities, Juniata rates only average in other NSSE items related to engagement in the community. For instance, the frequency of our students participating in a community-based project as part of a regular course is no different from the level of student participation at other institutions. Juniata students spend less time than others working for pay off-campus. These indicators might also reflect the size and location of Huntingdon as well as lack of transportation. In addition, Juniata students are only as likely as other college students to vote in elections. They were at the norm in their assessment of the value of contributing to the welfare of the community.

E. Student Engagement Summary

Juniata College students seem to be well engaged in curricular, co-curricular and extra-curricular activities. Generally, these activities enhance the commitment of students to the college and increase their satisfaction with their college experience.

Specific strengths include the following characteristics of student engagement.

The campus environment is supportive, highlighted by significant student and faculty interaction.

Students experience a variety of co-curricular, experiential opportunities that take learning beyond the classroom via such means as practicums, internships, research opportunities, and student teaching.

Students can choose from numerous on-campus and off-campus extra-curricular opportunities.

Challenges include remedying the following shortcomings.

Course schedules of first year students are heavy in the sciences with larger class sizes limiting some opportunities for active student engagement and learning.

We are not consistent in providing a culminating senior experience across programs.

Possibly, too many extra-curricular activities dilute the involvement and commitment of students to an activity.

F. Recommendations

Below are the recommendations of the task force based on this study of student engagement. As we have done in other chapters, we show the current state of disposition of each recommendation. The provost, in consultation with the president, rated each recommendation. The key to the rating of the current state of the recommendations is as follows:

D = Done or work is in progress
H = Highest priority, need to get started
C = will get Consideration
R = must be Revised

	Rating
A. The faculty should review the first-year curriculum in light of the evidence we found of large class sizes and concentration of science courses.	H
B. The faculty should consider making a senior or integrating experience—for example, study abroad, an internship, student teaching, Innovations for Industry, or service-learning—mandatory.	H
C. Administrators should provide the center for international education with resources to provide students with more opportunities for study abroad.	R
D. The college should implement the recommendations of the diversity task force.	H
E. The provost should convene a task force to improve congruence across the co-curricular experiences of departments and programs. Uniform supervision could enhance student outcomes.	H
F. The provost should fund more research projects for non-science faculty and students.	R
G. The dean of students should investigate the number of extracurricular activities to students to ascertain whether we have too many of them.	R

	Rating
H. Faculty and staff members should encourage students to commit to extracurricular activities rather than merely joining as many groups as possible.	R
I. Faculty and staff advisors should incorporate the extra-curricular involvement of students into the advising process. A first step is to provide academic advisors with information about their advisees' participation in extra curricular activities.	C
J. Personnel in student services should work more closely with faculty members to develop curricular and extra curricular opportunities.	C
K. We should all encourage our students to engage the community beyond the campus, including Huntingdon borough, surrounding communities such as Mount Union and Alexandria, and national and global communities.	H
L. The provost should encourage more faculty members to develop or enhance community-based projects within their courses, perhaps by supplying professional development funds for developing new ventures.	H
M. The curriculum committee should investigate the desirability of a mandatory senior experience and bring their findings to the faculty for discussion.	H

Key: D = Done or work is in progress; H = Highest priority, need to get started; C = will get
        Consideration, R = must be Revised

Appendix 27: Summary of 2000 NSSE Survey

I. About the Survey

Administration:

Gathered in the spring of 2000.
Included 276 colleges and universities, 53 of whom surveyed via the web.
A random sample of 450 Juniata students (225 **freshmen** and 225 seniors) were surveyed via the web.

Response rates:

JC: 62% (60% **freshmen**, 40% seniors; 64% female, 36% male)
All Web-based institutions: 42%
All Baccalaureate I institutions: 50%.

Survey Design and Purpose:

The NSSE study, also referred to as the College Student Report, asks undergraduate students about their college experiences.

Benefits:

Benchmarking instruments—establishing regional and national norms of educational practices and performances by sector
Diagnostic tool—identifying areas in which an institution can enhance students' educational experiences
Monitoring device—documenting and improving institutional effectiveness over time

II. Findings—JC vs. Baccalaureate I Institutions

A. Level of Academic Challenge

JC seniors spent more time preparing for class, (**Freshmen** spent about as much time as peers)—yet both seniors and **freshmen** were as likely as their peers to come to class unprepared.
JC **freshmen** had **significantly** fewer assigned books and readings than their peers. Seniors were similar to their peers.
JC students were as likely as their peers to read unassigned books (all slightly more than "some"), and participate in co-curricular activities.
JC seniors wrote more short (less than 20 pages long) papers or reports than their peers.   - Both **freshmen** and seniors were similar to their peers in the number of long papers.   - JC students were **significantly** more likely to rewrite a paper or assignment several times.
JC students were fairly similar to their peers in acquiring skills in thinking critically and analytically, in speaking clearly and effectively, in writing clearly and effectively, and in acquiring a broad general education.
JC students were somewhat more likely to report acquiring skills to analyze quantitative problems

JC students were somewhat more likely to report emphasis of:
• Analysis of basic elements of an idea, experience or theory • Application of theories or concepts to practical problems.

JC students were as likely to report an emphasis on:
• Synthesis & organization of ideas • Making judgments about information value (seniors).

JC **freshmen** were a bit less likely to report an emphasis on making judgments about information value.

JC **freshmen** were **significantly** more likely:
• To report memorizing facts, ideas or methods to repeat them in the same form. (Seniors were similar to their peers). • To indicate that test questions were mostly multiple choice. • JC seniors were about as likely to indicate that test questions were mostly essay or open-ended.

JC students—particularly **freshmen**—were a bit more likely to indicate that they worked harder than they thought they could to meet instructors' standards

JC students—particularly **freshmen**—were more likely to indicate that Juniata emphasizes spending significant amounts of time studying and on academic work

B. Active and Collaborative Learning

JC students were similar to their peers in the amount of time spent participating in class discussions

Juniata **freshmen** made **significantly** fewer class presentations. JC seniors made slightly more

JC students were similar to their peers in the amount of time spent working with other students on projects during class.

JC students were **significantly** more likely to work with classmates outside of class

JC students were a bit less likely to say they contributed to the welfare of their community

JC students were about as likely as their peers to participate in a community-based project as part of course.
• Very few students—Juniata, peers, or those from all surveyed colleges— participated in community-based projects as part of a course.

JC students were as likely as their peers to discuss class readings with someone other than their instructor

C. Student Interactions with Faculty Members

JC students were about as likely as their peers to discuss grades and assignments with their instructor.

JC students (particularly seniors) were more likely than their peers to report talking to faculty about career plans (significantly more likely),

JC students were about as likely to discuss ideas from class readings with their instructor outside class.

JC seniors were more likely than their peers to report working with faculty on activities other than course work.

JC seniors were **significantly** more likely than their peers to report receiving prompt feedback on academic performance

JC students were about as likely to work with faculty on research projects.

JC seniors were more slightly more likely to report that they worked with faculty on research projects "never".

D. Enriching Educational Experience

JC students were about as likely as their peers to report having serious conversations with students with different religion, political beliefs, or personal values.

- **Significantly** fewer JC students had serious conversations with students of different race or ethnicity.
- JC **freshmen** indicated that they had acquired **significantly** less understanding of people of other ethnic/racial backgrounds.
- Seniors rated themselves similarly to their peers.
- JC seniors indicated that they were as likely to be encouraged to have contact with students with different racial or ethnic backgrounds.
- JC **freshmen** indicated a bit less encouragement.

JC students were **significantly** more likely to know and use computing & information technology.
JC students were **significantly** more likely than their peers to use an electronic medium to discuss or complete an assignment, and
JC students were **significantly** more likely than their peers to use email to communicate with an instructor or other students.

JC students plan to or already have participated more in
- Interdisciplinary coursework
- Independent study or self-designed major (significantly more)
- Practicums, internships, or field experiences
- JC seniors were significantly more likely to acquire job or work-related knowledge.

JC students plan to or have already participated significantly less in:
- Study Abroad. There is a large difference between **freshmen** and seniors; 47% of **freshmen** want to, but only 24% of seniors did.
- Foreign language coursework
- Culminating senior experience

JC students were about as likely as peers to participate in co-curricular activities.
While JC students were just a bit less likely than their peers to indicate that their education contributed to their embracing the ideal of contributing to the welfare of their community, **significantly** fewer JC students plan to or have already participated in community service or volunteer work.

JC seniors were more likely than their peers to indicate that their education had contributed to their skills in working with others.

When asked to what extent their education contributed to their personal development, JC students and their peers rated themselves similarly in the following areas:
Learning on your own,
Being honest and truthful,
Understanding self, and
Skills for voting in elections.

E. Supportive Campus Environment

JC students (particularly seniors) indicated a higher level of school-provided support needed to succeed.

JC seniors were more likely to believe that their school helped in coping with non-academic needs.

JC **freshmen** are **significantly** less likely to work on-campus than are their peers, while seniors are more likely.

All Juniata students are **significantly** less likely to work off-campus.

JC **freshmen** were more likely than their peers to relax and socialize, while JC seniors were less likely.

JC students were slightly more likely to believe that their institution provides the support needed to thrive socially.

JC students were more likely to report friendly and supportive relationships with other students and with faculty, and **significantly** more likely to report friendly and supportive relationships with administrators.

F. College Satisfaction

If given the option, JC students (especially seniors) were more likely than their peers to choose the same institution again.
Satisfaction with the entire educational experience at Juniata increased with time spent at Juniata.

III. JC vs. All Other Institutions

Juniata indicated a similar or higher frequency than the "all institutions" group in all survey areas except:

Freshmen:

Made a class presentation	JC less
Increased understanding of racial differences	JC less

Seniors:

Participated in culminating senior experience	JC significantly less
Worked on campus	JC less

All students:

Had serious conversation with students of different race or ethnicity	JC significantly less
Provided care for dependents living with the student	JC significantly less
Worked off-campus	JC significantly less

Appendix 28: Summary of Findings, Senior Survey, 2001

I. Background Information
Student Characteristics
The majority of Juniata seniors are between the ages of 21 and 24 and are female. Furthermore, the overwhelming majority of students are white/caucasian.

Financial Aid Information
Over 90% of Juniata seniors received some form of financial aid. The most common forms of aid were merit-based grants and loans.

Prior Goals
When they were freshmen, the most common career aspirations for the Class of 2001 were in biology, education, and pre-medical. The least common were those that did not require a college degree, careers in the entertainment industry (broadcasting, arts/entertainment, and sports/recreation), and careers in college administration.

Parents' Education
One half of the mothers and fathers of Juniata seniors do not have a Bachelor's degree. This agrees with other findings that Juniata has more first generation college students than do other schools. Under two percent of parents of Juniata seniors have some type of Doctorate or Law degree.

II. Undergraduate Experience
Program of Emphasis
The most common POEs for last year's graduating class were in the natural sciences, followed by the social sciences. About 9% of the class of 2001 took advantage of the POE system and had interdisciplinary POEs.

Grade Point Average
Juniata seniors had higher GPAs in their POEs than they did overall. Very few Juniata seniors graduated with a GPA of C or below.

Academic
Juniata students reported participating in more active learning, such as class presentations, academic discussions, and group projects. About one fifth of the senior class had participated in faculty research. While academics are the core of the Juniata experience, students are also active in other areas on campus.

Approximately one-third of Juniata College seniors take advantage of opportunities such as semesters abroad and honor societies.

Co- curricular
Off campus and paid summer internships appear to be an integral part of the Juniata experience. By far, the most popular co-curricular activities involve community service. In fact, participation levels in many other organizations are lower than they are at Aspirant institutions.

Social and Cultural
Approximately 50% of seniors report attending cultural events. However, 13% have participated in a cultural group, and 12% reported participating in a racial/cultural awareness program. Domestic cultural programming has an audience, but fewer participants.

III. Evaluation of Undergraduate Experience
Overall Evaluation
Most of the Class of 2001 are satisfied with their educational experience at Juniata College. They would choose Juniata again.

Enhancement of Abilities
Most JC seniors reported that their academic and work-related abilities were greatly enhanced by their education.

Least enhanced were those relating to cross-cultural interactions: learning another language and being able to relate to people of different races, nations, or religions. Another group of skills that fewer seniors reported were enhanced related to cultural awareness: the abilities to evaluate the role of science and technology in society, to place problems in a historical prospective, to develop an awareness of social problems, and to understand moral and ethical issues.

Satisfaction with Academic Experiences
Over 75% of seniors were satisfied with all listed academic experiences. Generally, JC students are satisfied with course instruction and their interactions with faculty.

Satisfaction with Campus Life
Juniata seniors were most satisfied with technology facilities and most student services. They were also pleased with campus events, such as lecturers and speakers, and campus safety.

They were least satisfied with anything relating to the student center and food services. Socially, they were least satisfied with the diversity on campus and the climate for minority students on campus.

IV. Future Plans
Plans for This Fall
The majority of students planned to be employed full time after graduation. Of these seniors, only 7% had already accepted an offer. The most common first job upon graduation was in education, other fields, the social sciences, or environmental sciences.

For the most part, those who were planning to attend graduate school had been accepted and were planning to addend a specific one that fall. Approximately 32% were going for Master's degrees, with another 15% of those planning to attend graduate school entering Ph.D. programs. By far, the most popular programs were in biology and the life sciences, and medicine.

Traveling, raising a family, and military service weren't common primary activities.

Educational Plans for the Future
In the long term, many Juniata students anticipated working towards Master's degrees. The most popular areas for their future degrees were education, business, and biological and life sciences, which correspond with the fields of the people who opted for full-time enrollment after graduation.

Long-Term Career Goals
The most common career goals were in education, other fields, college teaching or research, and environmental science. The least common were those for which a college degree was not necessary.

JC seniors are most interested in the security of their careers and the challenge of their work. They are least worried about earning money, working long hours, status, and working for social change.

Appendix 29: Recommendations of the Diversity Task Force, 2001

Recommendations
The following recommendations are each assigned to one of three major "action areas:" **Diversity Policy and Programming**, **Recruiting for Diversity**, and **Supporting Diversity on Campus**. While aspects of each recommendation may require attention from a combination of each of the major action areas, we have done our best to assign them to the area where we believe the most immediate initial attention is needed. The Task Force asserts that #1 and #2 below are the most immediate and critical tasks to accomplish in order to advance and monitor the success of the diversity program. Following # 1 and # 2, the remaining recommendations are viewed as significant strands in a web of high priority "starting points" to consider in the effort to build a successful campus-wide diversity program.

Diversity Policy and Programming
1. The administration should develop a comprehensive plan for encouraging diversity that includes specific articulation of funding support, financial goals, scholarship initiatives, recruitment and retention plans, etc. The guiding principle in this effort should be to fashion the composition of the community in a manner such that persons of a variety of diversities will be comfortable being a part of the Juniata community. In terms of domestic minorities, the Task Force recommends that the college's initial target should be to increase the number of students to a comparable parity with similar institutions. (See Addendum V) At the current enrollment of approximately 1300 students, this goal translates into approximately 3.5 to 4.5 % (46-59 students) compared to the current 2.3% (29 students). We believe we can and should make significant progress toward this general target within the next 3-5 years.
2. Address the need for a professional advocate/coordinator for diversity. A diversity coordinator would need to be well supported by policies, practices, and programs throughout the community.
3. An intensive "homecoming/planning meeting" for Juniata alumni of color should be organized. The intention is for former students to share their stories of being students of color at Juniata and to recommend ways we could improve our current initiatives. An alternative: put together both an on-campus and a satellite-based meeting to bring together Juniata's current and former students of color.
4. Establish a "minority scholarships" line item in the capital campaign.
5. Create a minority alumni association – to help with recruitment and retention.
6. Direct each department/unit to conduct a diversity audit/review toward developing goals, objectives, strategies and action plans to enhance diversity in each area. Where appropriate, this should include an assessment of how and whether Juniata's curriculum adequately supports the diversity imperative.
7. Send a team to visit at least two institutions that have adopted the POSSE or similar programs that have had some success at recruiting and graduating minority students.
8. Identify and establish contact with a historically black college that might be interested in establishing a relationship of faculty/student exchanges.
9. Establish an ongoing representative body to initiate, sustain, and monitor the diversity program. Establish an "annual audit" to be presented to the Cabinet and Board of Trustees.
10. Develop a standard taxonomy to represent the various dimensions of diversity in college publications.
11. Create leadership awards recognizing students who promote and contribute to diversity.
12. Intensify symbolic support for diversity: posters, "safe zones," programming, official statements from president, faculty, board of trustees, etc.
13. Establish an AWOL alumni network to sustain continuity, create networking opportunities, and strengthen the overall outreach among Juniata GLBT graduates.

Recruiting for Diversity
14. Intensify efforts to recruit a more diverse faculty, staff and student body. Immediate task: develop a unique/special strategy to attract desirable minority students for matriculation in the fall of 2001.
15. Increase targeted advertising in "minority" markets.
16. Make plans to develop "bridge" programs with regional high schools that have high percentages of minority students. This may include on-campus programming for students and parents as early as the student's late-elementary or early junior-high years.

Supporting Diversity on Campus
17. Enhance support networks for minority students (peer/faculty mentors, academic support, general programming, and dedicated meeting space.)
18. Provide periodic diversity training for faculty, staff, administration, and students.
19. Expand Juniata's traditions to be more inclusive and representative of current and anticipated diversity (i.e. Madrigal).
20. Review and enhance provisions for welcoming and supporting students, faculty and staff with various disabilities.

Appendix 30: Email Questionnaire on Co-curricular Activities

1. What types of co-curricular experiences does your department offer to students?

2. To what extent do students in your department participate in co-curricular experiences?

    Are these experiences electives or requirements?

3. What is the rationale for offering co-curricular experiences to students in your department? For example, what skills and attributes do you hope students will gain from the experience?

- How do you measure or assess student performance and skill acquisition gained through these co-curricular experiences?

Appendix 31: Results of the JAB Survey of Students

Juniata Activities Board Student Survey Results, January 2002

Total Number of Respondents = 266

Gender:	Women	206	77%
	Men	58	22%
	No Response	2	
Class:	Freshman	91	34%
	Sophomore	64	24%
	Junior	54	20%
	Senior	55	21%
	No Response	2	
Residency:	On-Campus	237	89%
	Off-Campus	28	10%
	No Response	1	

Please rate each of the following campus traditions on a scale from 1 to 5, based on how important they are to you, 5 being very important and 1 being not important. Leave the field blank if you have no opinion or are not familiar with the event.

	ALL	WOMEN	MEN	FROSH	SOPH	JUNIOR	SENIOR
Family Weekend	2.57	2.58	2.54	2.59	2.57	2.20	2.04
Mountain Day	4.65	4.63	4.71	4.48	4.72	4.61	4.64
Homecoming Weekend	2.71	2.76	2.51	2.41	2.78	2.52	2.47
Madrigal Dinner	3.85	3.89	3.69	3.32	3.74	3.68	4.11
Madrigal Dance	3.90	3.98	3.61	3.72	3.89	3.74	3.73
Winter Formal	2.79	2.85	2.59	1.92	2.21	2.18	2.29
All-Class Night	3.57	3.54	3.64	1.42	3.20	3.13	4.22
Springfest Weekend	4.01	3.97	4.14	1.82	3.68	3.80	4.24
May Day Breakfast	2.59	2.67	2.28	1.36	1.97	1.89	2.40

Using the same scale (1to 5), how would you rate JAB's other events?

	ALL	WOMEN	MEN	FROSH	SOPH	JUNIOR	SENIOR
Friday Nite Live	3.65	3.59	3.80	2.91	3.51	3.13	3.27
Major Concert	4.41	4.47	4.18	3.23	4.05	4.44	4.02
Major Speaker	3.43	3.50	3.16	2.88	3.55	3.09	2.96
Movies	3.65	3.80	3.10	3.36	3.77	3.46	3.09
Trips	3.06	3.30	2.30	2.00	2.88	2.42	2.11
Coffeehouses	3.02	3.21	2.40	2.30	3.01	2.33	2.49

Did you attend Madrigal Dinner this year?
140 out of 266 (52.6%) replied yes.

Did you attend Madrigal Dance this year?
171 out of 266 (64.3%) replied yes.

If No, why not? (Choose all that apply.)
Cost too much   11

Didn't know what it was	3
Didn't want to camp out	20
Date not a JC student	29
Just not interested	52
Other	28

What location would you prefer for Winter Formal?

On campus	75
Off campus	48
Doesn't matter to me	131

How would you feel if May Day Breakfast were changed from a women's celebration to a leadership recognition event?

Great idea - I like it!	49
Don't change it	62
Doesn't matter to me	87
Don't know	54

Do you think JAB events are adequately publicized?
229 out of 266 (86%) replied yes.

If JAB were to eliminate some activities in order to free up budget and time for other events, which would you not mind eliminating? (Choose all that apply.)

	ALL	FROSH	SOPH	JUNIOR	SENIOR
Family Weekend	75	21	17	15	22
Mountain Day	0	0	0	0	0
Homecoming Weekend	68	19	18	16	15
Madrigal Dinner/Dance	11	5	3	1	2
Winter Formal	81	10	28	18	25
All-Class Night	32	14	7	11	0
Springfest Weekend	10	0	8	1	1
May Day Breakfast	90	16	28	25	21
Friday Nite Live	45	18	4	14	8
Major Concert	18	3	5	2	8
Major Speaker	74	25	15	16	17
Movies	27	7	1	7	12
Trips	99	23	24	24	28
Coffeehouses/Small Concerts	97	26	23	24	23
NONE	29	17	6	3	3

Appendix 32: Survey of Faculty on the Curriculum

Below is a copy of the email survey sent to faculty members in the spring of 2002. The copy here has been edited to help outside readers understand references.

To what extent do you think the following parts of the curriculum are meeting important curricular objectives?

1. The POE   [Note: Juniata's name for "major." The abbreviation stands for Program of Emphasis.]

2. The distribution requirements (FISHN)   [FISHN is an acronym for the five categories of distribution requirements: Fine arts, International, Social science, Humanities, and Natural science.]

3. CWS   [CWS stands for College Writing Seminar which is the freshman writing course. The course also contains a credit worth of Extended Orientation and used to contain a credit of Information Access.]

4. CA   [CA stands for Cultural Analysis. Two courses, Cultural Analysis 1 and 2 are required.]

5. CW and CS requirements [Refers to the communication requirement for College Writing and College Speaking courses.]

6. The Q requirement   [Refers to the Quantification requirement.]

Contents for the Chapter 5 on Assessment

Table of Appendices for Chapter 5 Assessment

V.   The State of Assessment

This review of assessment at Juniata College can be understood best by understanding the state of assessment during the 1992 self-study. In 1992, even as we recognized that we used a variety of assessment tools, we were self-critical of the breadth and thoroughness of our assessment and of our use of assessment for practical change. Some departments employed robust assessment while others did not, and fewer still used their data to make changes. As a result of suggestions made by the 1992 review team, Juniata has moved towards a culture of assessment on campus.

This chapter of the self-study looks first at the current state of assessment and explains how we got there. Then, we examine our assessment of academics: the periodic program review, the curriculum, and student outcomes. Next, we consider how we assess facilities. Finally, we evaluate the assessment creation of administrative services and employees. We include a summary of recommendations in the last section to help us follow-up on them.

We do not cover assessment of co- and extra-curricular outcomes in this chapter. Instead, you will find it covered in the chapter of the self-study on student engagement.

A. Developing A Climate of Assessment

As a consequence of our self-study in 1992 and of the Middle States evaluation conducted that year, we realized that assessment was not a major strength. We realized that we needed to do more, and better, assessment.

Some of our first steps into assessment were tentative. Later, we moved more directly, but we were not always successful in evangelizing the message to assess. Yet, we have made significant progress. Nonetheless, we recognize that we still have work to do and people to convince. The process is never done, nor—so we have learned—should it be.

We look here at three efforts that have shaped our commitment to assessment: 1) the work of the assessment resource team and its chair, Professor David Drews, 2) the report by Professor Donaldson on assessing student outcomes, and 3) the work of the director of institutional research, Cynthia Clarke.

1. The Assessment Resource Team

One of the first profitable things we did to learn about assessment was to name the Assessment Resource Team (ART), an ad hoc committee of 3 or 4 faculty members with interests in assessment. Within the first years of its creation and

with administrative support, several faculty members attended excellent assessment conferences, for example the AAHE Assessment Conference in San Francisco and the NCRIPTAL Conference on Conflict Over Content: Knowledge, Values and Higher Order Inquiry in Chicago. Though not specifically an assessment conference, the Chicago meetings were clearly germane to assessment issues. Administrative support also provided a small but very good library of writings about assessment in colleges. As a consequence of institutional support and the interest of individuals, several faculty members became learned about assessment, particularly Professor David Drews, whose office still houses our library of assessment literature. Professor Drews, who coauthored an article on assessing the effects of study abroad, currently serves as our resident expert on assessment.

The primary function of ART was to consult with individuals and programs about assessment issues. Because the larger goal was to create a culture of assessment, committee members tried to help faculty members to do assessment rather than step in and do it for them. Very often, the most valuable thing the committee did was to help these faculty members clarify what they were trying to accomplish in a course or program. Once the goals were clear, questions about what to measure and how to gather the data were often much more tractable.

In its first years, ART was responsible for collaborative projects with several departments. One especially notable success was with Introduction to Art History, whose goals initially appeared to be quite difficult to measure. After conversations with ART members, the teacher, Professor Rosell, was able to articulate her goals so clearly that two senior art majors could reliably rate student essays on the four dimensions of interest to the teacher. Because students wrote about the same painting at the beginning and at end of the course, Professor Rosell and the committee were able to get a clear sense of their progress.

In spite of several successes of the magnitude of the Art History example, ART's business declined over a period of years. The decline was partly caused by the disappointment of some faculty members that ART would not do the assessing for them. Partly, the gradual erosion of ART's initial missionary zeal caused its own decline. Without a culture of assessment to support the willingness of the committee to help, ART withered.

Nonetheless, we have made important strides. The institution realized that a long-term commitment to assessment was necessary and, over the long run, would benefit the community. Several departments began assessing student outcomes, and we had identified campus experts and created campus resources.

2. The Report on Assessing Student Outcomes

One of the assessment resource team's final efforts was to involve faculty members in the publication of a handbook that described some of its projects and offered some general assessment advice. One faculty member, Professor Donaldson, took the lead and spearheaded the creation of the report *Assessment of Student Outcomes: Agenda for 1999-2000 and Beyond*. This report became a major source of assessment information and is still used. A copy is accessible to all in the Exchange public folders under Assessment. You can find the table of contents of that report in Appendix 38: Contents of the Report on Assessing Student Outcomes on page 266. We include the contents to indicate the breadth and depth of the report and to suggest how helpful it is to members of many departments as they think about assessment.

3. Recognition of the Importance of Institutional Research

After years in the 1990's of sporadic institutional research, the office of institutional research was re-created. The redesigned position called for the director to assume responsibility for all institutional research, including gathering and analyzing data, administering surveys, doing research, and annual benchmarking.

So that faculty members and administrators could know about all the assessment that was being done on campus, the director compiled an Assessment Inventory. Constructing this tool involved contributions from every department across campus. Below is the text of the first memo sent from the director of institutional research to all faculty members and administrators.

> *Would you please send me a list of any and all assessment practices that you or your department employ and/or administer? The assessments can be formal (that is, in written form) or informal in nature. Any form of assessment—formal or informal—of programs, students, faculty, staff, or alumni should be included. The only exceptions would be 1) tests that are administered to evaluate students' progress through a course, and 2) employee performance evaluations; those are already covered.*
>
> *The following items should be answered for each form of assessment that is employed:*
> *1) Name of the assessment,*
> *2) A brief description of its purpose,*
> *3) When and how it usually takes place,*
> *4) How often it takes place, and*
> *5) Who or what is assessed.*
>
> *If the assessment is informal, please note that as well.*

Example: Senior Exit Interview—to assess student satisfaction with department—administered each spring to all graduating seniors.

In the next call for information, the director asked for the following additional information.

How the assessment has informed decision-making, and what changes if any have resulted.

The intent of the inventory is two-fold. First, it provides the college community with a database that faculty and staff members can access when questions arise about whether a particular assessment is taking place. The information will eliminate some duplication of effort and point decision-makers in helpful directions. Second, the inventory provides the college with an opportunity to determine if the current assessment that is taking place is sufficient. Such assessments help us learn whether we are meeting our goals and fulfilling our mission.

The inventory is available to the college community at all times. You can find a copy in the public folders in Exchange in the Institutional Research folder. The document "Assessment Inventory" contains the entire inventory. The document "Assessment—Administrative Summary" summarizes the types and purposes of assessments being conducted by each administrative department and details the kinds of "desirable" assessments that are not being conducted, but probably should be. You can see examples of details from the assessment inventory in this chapter in Appendix 34: Tools Used to Assess Academic Outcomes on page 257 and in Appendix 35: How Assessment Results Inform Decisions on page 261.

This tool inventories the assessment efforts of all academic and administrative departments and programs. The inventory lists all assessments administered at the college by department. Included in the inventory is information about each assessment that details the

Purpose of the assessment,

How, when and how frequently it is administered, and

How we use the information to inform decision-making.

However, it does more. The inventory tells us what changes took place as a result of the assessment. It links assessment of assertions to goals from the mission statement of the college. It reveals the organizational structure of assessment by showing

Who or what was assessed,

The source of the assessment (who is being asked),

The type of assessment (what do we what to know or measure).

The inventory has been an invaluable resource. It tells us who is assessing and who is not. It tells us what types of assessments we are doing. It helps us to see where we are strong and where we are wanting. It shows departments what others are doing and so spreads ideas for assessment. Most important, this record of what and why we assess is a visible reminder to all of our commitment to assessment.

B. Assessing Academics

In this section of the chapter, we look first at how academic programs are assessed. We explain the old method and the revised process. Then we explore our assessment practices for the curriculum and the issues surrounding our assessment of the curriculum requirements.

Academic programs now engage in a wider variety of assessment activities and all programs are evaluated by means of a process called the periodic program review. Overall, program reviews have been successful. However, the process has also shown strains, and thus the provost recently suspended the process so that it could be revamped. In addition, while departments and programs now assess more than ever, some are more committed than others are. Moreover, we have yet to develop a consistent set of tools to assess the curriculum.

1. Assessing Academic Programs

The 1992 self-study called for a standing committee, with a budget, to oversee assessment and to assure its continuity. Our goal was to make planning and assessment a fundamental part of administering academic programs. Evaluating programs would become an integral part of institutional planning and resource allocation. By 1994, Juniata had designated the academic planning and assessment committee to oversee the assessment of programs. Below is an explanation of the process we used to evaluate programs.

a. The Old Program Review

The old process to assess academic programs worked as follows.

Faculty members who taught the program prepared a self-study document that described activities, accomplishments, and problems over the previous five years. They examined these activities, accomplishments, and problems against

The college mission statement and strategic plan;

The previous review of the program;

The program's plan; and

Any external criteria that applied.

Questions that had been identified by the academic planning and assessment committee, or by others, were addressed in the self-study. The teachers of the program evaluated the current situation with the help of outside evaluators and developed preliminary action plans for the next five-years.

The final step in the process was the memorandum of commitment. This memo was an agreement between the program director, the president, and the provost. This agreement made official the support that the college agreed to give the program to achieve its goals. You can find an example of a memo of commitment in Appendix 39 on page 268. You can find the description of the original process in Appendix 40: The Old Process for Program Review on page 269. There you can see the overview and rationale for the process, which remains unchanged under the revised system. We discuss the new system in the upcoming section.

Over the past five years, the process met with qualified success. Of the thirty programs, twelve have completed the first round and thirteen are in the process of doing so. Only five programs have not begun and three of these (international studies, general education, and the new program of information technology) are non-traditional so that the process is difficult to structure.

Program review has produced change. Changes have already been implemented through the medium of the memorandum of commitment, a formal agreement between the administration and faculty members who teach the program. For example, the review of psychology highlighted the need for that program to keep pace technologically. As a result, in the memo of commitment, the college agreed to help the department build a computer lab. The lab has made it possible for the department to add one new research course, to change pedagogy in several other courses, and to provide new research opportunities for students.

Despite such successes, the old process of program review was not synchronized with our 3-year strategic planning cycle and was inadequately linked to the annual budget. In addition, the process itself had at times proved cumbersome, resulting in some having trouble finishing on time. Therefore, the process was suspended in the fall of 2000, pending a revision of the timetable. Below is an explanation of the new system for program review.

b. The New Program Review

In the last two years, important developments have taken place. The first development is the proposal by APAC to revise the process. In general, the proposal is to change the five-year review cycle to a two-part six-year cycle, consisting of 1) self-study and external review of departments every sixth year, and 2) an update of progress and re-evaluation of the memorandum of commitment every third year. The second development is the creation of the position of assistant provost. Among other duties, the assistant provost helps the academic planning and assessment committee (APAC) to oversee the program reviews.

Below is a look at the details of the revised process.

New Procedure for Self-study and External Review
Under the new procedure, the administration will provide a list of programs to be evaluated in the spring before the year of evaluation. This list will be based on a six-year cycle; although extraordinary events such as major gifts, new buildings, and new programs may occasionally alter the cycle.

Each program involved will report to APAC the consequences of the last memorandum of commitment. Specifically, the program will address in writing what has and has not been completed, what is still in progress, and what new items need attention. The program will use data gathered since the last review to evaluate the success of the program.

Faculty members who staff the program will then propose a plan for the next six years in the form of a draft memorandum of commitment. APAC will review the draft to determine if current circumstances indicate a need for added focus on specific issues. APAC will maintain a dialogue with the department regarding the needs of the program.

Proposed Revised Schedule
Under the new rules, this review process would be completed within one academic year. Below is the timeline for the process.

April of prior year: Programs about to undergo review meet with APAC to go over the expectations of APAC.

October: Initial report is submitted to APAC.

December 31: Draft of the memo of commitment is submitted to APAC.

January to March: External reviewers visit campus.

March to May: Memo of commitment is finalized.

Change in the Role of External Reviews

External reviews are perhaps the most beneficial piece of the assessment program. To avoid delay, reviewers must be required to submit a single report, preferably before they leave campus. APAC will provide a template to aid reviewers. In addition, the team of external reviewers will no longer require a trustee participant. When appropriate, programs undergoing evaluation for accreditation can substitute the accreditation report for the self-study and the accreditation team for the external review team.

Firmer Linking of the Commitment to the Budget

During the past year, the process of reviewing programs has been linked firmly to the budget. Budget requests for the program that are endorsed by the provost are included in the memo of commitment and forwarded to the budget committee for consideration.

New Expectations: Update and Reevaluation

Department members are to update their progress and reevaluate the needs of their programs needs since their last review. The new procedure requires them to

> 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 goals and objectives for the next three years.

The academic planning and assessment committee will very likely ask programs to address specific issues in their review.

APAC presented this proposal to the faculty at the May 2002 faculty meeting, and the faculty accepted that report. APAC will implement this proposal during the current academic year. The assistant provost and APAC will monitor the new process closely, with an eye to designing procedures that assess programs more effectively.

2. Assessing the Curriculum

The curriculum is a complex set of interlocking courses and requirements that cover core studies, disciplinary work, and distribution studies. The college catalog contains a full description. In this section, we look at the assessment instruments that we have used to evaluate the curriculum and consider what assessment tools might serve us better.

Our self-study has revealed that we do little assessment in several areas of the curriculum. In many cases, our understanding of how well the curriculum is

working is based on a general sense of things, not hard evidence. Sometimes, this lack of pointed assessment may be unavoidable. For example, the purpose of the distribution requirements is to expose students to all aspects of a liberal arts education. However, success in achieving this goal will not be apparent in students until later in their lives. The president has generated one gauge of how well our alumni do. You can see the result of his initiative in the college publication *At Juniata we believe the ultimate **measure of quality** is the success of our graduates.* The flyer lists examples of alumni who have excelled in many fields.

To strengthen our assessment of the curriculum, we recommend that the curriculum committee investigate better instruments to evaluate whether our curriculum is achieving its goals.

In preparation for this self-study, we conducted an informal survey asking faculty members to what extent they felt the elements of the curriculum fulfilled their goals. Over 50 percent (forty-six out of ninety) faculty members responded. The questions were open-ended and responses ranged widely. Even so, trends were apparent. (You can find a copy of this survey in Appendix 32: Survey of Faculty on the Curriculum on page 209.)

a. Liberal Arts Distribution Requirement

The catalog lays out the rationale for five areas for distribution—social science, natural science, humanities, fine arts, and international. Students must meet requirements in each area. Currently, we do not measure the extent to which students are affected by the distribution courses that they take. For example, we have not asked students who have taken natural science courses to show that they have acquired "those analytical attitudes of mind necessary for systematic inquiry about the universe in which we live." We have left this evaluation to be done in particular courses. If a student gets an A in a course that meets the distribution requirement for natural science, we presume that the student has made progress toward achieving an "analytical attitude of mind." As noted above, we asked faculty members to judge the effectiveness of the distribution requirements in achieving their goals. The majority reported satisfaction with the requirements, but, of course, these results do not evaluate the effectiveness of the liberal arts requirements. However, if a large numbers of students and faculty members felt the courses were not achieving the goals for distribution, we would reconsider the distribution requirements.

One possible assessment tool for distribution requirements would be a general examination. Before graduation, we could ask students to take an examination that showed an understanding of each of the five areas of distribution. If carefully designed, such an examination might give us an idea of how broad an education our students have been able to achieve.

On the other hand, students feel the effects of a liberal education not so much in college as in life. An assessment of the effects of the distribution requirements will necessarily be limited to the very early results of the experience, unless we survey alumni on these particulars. We will have to decide whether the effort to shape and administer such a tool will be worth the information it can provide us.

b. Cultural Analysis Component

The cultural analysis requirement consists of two courses: Cultural Analysis I, taken in the sophomore year, and Cultural Analysis II, taken in the junior year. Since this requirement has been controversial, we have assessed it heavily. We have interviews seniors in the past three years to judge the effectiveness of cultural analysis, particularly of Cultural Analysis I. In addition, a faculty task force was formed to investigate and evaluate Cultural Analysis I. (You can find the report in Appendix 33: Report of the Cultural Analysis Task Force on page 253.) Members of the task force interviewed faculty members and students extensively about the goals, methods, and outcomes of cultural analysis. As a result of their report, faculty members voted to continue cultural analysis in its current form until the end of the 2002-03 year. Then, we will reassess the course as part of an overall evaluation of the curriculum.

Cultural Analysis II is meant to follow from the cultural and writing experiences of Cultural Analysis I. Students choose from a variety of courses in different disciplines, all of which involve cultural analysis plus writing. The Cultural Analysis II courses are periodically evaluated by a subcommittee of the curriculum committee (or by the director of cultural analysis) to make sure they present approaches and assignments that follow effectively from the experience of Cultural Analysis I. The cultural analysis subcommittee, or the director, makes recommendations to the curriculum committee, which approves the courses for three years. Faculty members who want their courses approved for the Cultural Analysis II designation must have either taught in Cultural Analysis I or participated in a cultural analysis workshop.

While teaching Cultural Analysis II, a faculty member is part of a cultural analysis team. The team includes the teaching staff of Cultural Analysis I and meets regularly to share ideas about the cultural analysis core. Now, however, such coordination among faculty members is a hope rather than a reality. In the early days of cultural analysis, faculty members held workshops and meetings regularly. In recent years, they have been sporadic. Thus, Cultural Analysis II courses are no longer so tightly connected to the goals and experiences of Cultural Analysis I courses as in the past.

In addition to the exit interviews mentioned earlier, Cultural Analysis II courses are assessed, as are all courses, through student evaluations. However, student

evaluations consider courses without regard to their place in the cultural analysis sequence. They ask students basic questions about how well the course was conducted, their satisfaction with the instructor, whether course goals were communicated and met, and so on.

To this point, neither students nor faculty members have been asked to evaluate the extent to which the second half of the sequence builds upon the first half. For faculty members to evaluate the sequencing properly, we need a closer relationship between those who teach Cultural Analysis I and those who teach Cultural Analysis II. As noted, at the end of 2002-03, cultural analysis will be reassessed. We recommend that

> If the cultural analysis sequence is continued in its present form, the director of cultural analysis and the curriculum committee should define the relationship between Cultural Analysis I and Cultural Analysis II.

> If the cultural analysis sequence is continued in its present form, the director of cultural analysis and the curriculum committee should assess how well Cultural Analysis II expands upon Cultural Analysis I.

Teachers of Cultural Analysis I and II will need to meet at least annually to find the best ways to assure continuity between the courses.

Finally, there remains the question of the connection between cultural analysis and the first-year writing course, College Writing Seminar. Cultural analysis is meant to give students the skills to question the assumptions of their own and other cultures. But we also expect cultural analysis to give students writing experience that builds on the freshman composition course. This relationship is covered in detail in the chapter of this self-study regarding the first year experience.

c. Communications Components

The communications requirements of the curriculum include the freshman writing course, called the College Writing Seminar (CWS), and a combination of other courses designated as college writing (CW) or college speaking (CS).

The freshman writing course is a required four credit course in composition for all first-year students. You can find description and assessment of this course discussed at length in the chapter of this study on the first year experience.

The faculty designed the CW and CS requirements to increase writing and speaking proficiency. Courses with the CW designation contain substantial writing. The faculty intended that they build upon the writing experiences of the College Writing Seminar and to a lesser extent upon cultural analysis courses. Courses with the CS designation contain substantial speech-based skills. By

requiring students to take communication courses within their field of concentration, we pursue the goal of "writing and speaking across the disciplines" which allows students to communicate effectively with those in their chosen field.

Communication—Writing (CW)

We are perhaps weakest in evaluating this area of our curriculum. Instructors who teach CW courses are required to meet only a loose set of standards. There is no attempt to coordinate their efforts or to impose a uniform set of requirements. Those instructors who already teach the College Writing Seminar tend to be familiar with current trends in writing pedagogy, but no attempt has been made to enlighten all faculty members about effective methods of teaching writing in advanced courses. Similarly, we do not assess the improvement in writing, if any, of our students because of their taking CW courses.

In preparation for this self-study, we asked faculty members to assess the effectiveness of CW courses. The results were revealing. Many respondents were at a loss to explain what the CW courses were supposed to do, and many felt that CW was not helping the students significantly.

Given the importance of writing to a liberal education, we must look more deeply at the CW requirement. We recommend that the curriculum committee should

> Formulate common goals for CW courses.

> Schedule regular meetings among instructors of the College Writing Seminar and CW courses to discuss implementing common goals.

> Assess the writing skills by upperclassmen before and after they have taken CW courses.

> Use assessment data to improve the CW requirement.

We must find ways to evaluate assess the writing skills of upper-class students. One method is the exit essay, in which we ask seniors to write an essay on a topic related to their discipline. Perhaps we could add another essay on a topic unrelated to their discipline to see if the "writing across the disciplines" has helped or hindered their general writing skills. We would also have to decide whether minimum performance in these essays would be required for graduation. At issue is our belief of the importance of the writing requirement for upper-class students as part of the curriculum.

Communication—Speech (CS)

Perhaps the newness of the CS requirement explains the results from the faculty survey on the curriculum. The survey revealed that faculty members are unfamiliar both with the courses that fulfill the CS requirement and with the skills that CS courses cover. Although many faculty members agree that speech

communication is valuable, some believe that CS courses should not be allowed, as they are currently allowed, to substitute for some CW courses.

We do not agree on how to assess CS. Unlike CW courses, which appear in virtually every discipline in the curriculum, CS courses are usually from programs in Communication and World Languages. If CS courses are to fulfill part of the communication requirement, courses emphasizing speaking should be distributed across the curriculum, as are courses emphasizing writing. To effect this broadening, faculty members must consider the aims and methods of CS courses. We need to decide the comparative roles of speaking and writing as part of a liberal education. Therefore, we recommend that if the substitution of CS for CW courses is continued, the curriculum committee should explore the benefits of expanding the designation of CS into more disciplines to achieve "speaking across the curriculum." Further, the curriculum committee should find tools to assess the effectiveness of CS courses as requirements in the curriculum.

d. Quantitative Component

The faculty instituted the quantitative requirement (Q) with the new curriculum in 1996. The faculty survey on the curriculum revealed that faculty members are aware of the role of quantitative literacy in a liberal education.

The Q requirement, although at first more controversial than the CW requirement, has provoked little or no faculty comment since its inception. While controversy has faded, we have little sense of what the Q requirement has or has not accomplished. We do not assess the quantitative skills of our students outside of the particular Q courses they may take. Thus, while we do measure their progress within courses, we do not measure their improvement, if any, before and after they have satisfied the Q requirement. Therefore, we recommend that the curriculum committee find tools to assess the effectiveness of Q courses as requirements in the curriculum.

Once again, the assessment tool that could give us this information is an exit examination. We could ask students to solve mathematical problems, and the results might tell us whether the Q requirement has lifted our students to the proper standard. However, since there is no effort to achieve "quantitative skills across the disciplines" in the same manner as is done with writing, such examinations might not measure the success of the requirement so much as the maturation of the student.

e. The Program of Emphasis

The Program of Emphasis (POE) has been a part of our curriculum for 30 years. It has proven to be extremely popular among students. Students routinely register more satisfaction with the POE than with any other part of the curriculum. The goals of the POE are clear: to allow students, if they choose, to create programs more flexible than the traditional "major" and, thus, to promote independent thinking and interdisciplinary work.

Beyond knowing that it is popular with students and that many of them craft nontraditional programs, we have not assessed the extent to which the POE meets its goals. Until recently, the registrar lacked the software to track the number of so-called *individual* POEs (student-generated programs) versus *designated* POEs (a set of courses prescribed by the department and which correspond to traditional "majors.") Hand counts told us that over 50 percent of our students choose "individual" POEs. However, we have not yet been able to measure the degree of individuality these POEs represent. For instance, how many individual POEs are truly interdisciplinary versus ones where but one or two courses differ from a designated POE? We have relied on our own sense of how the process is working, as gathered primarily through the advising process. However, since each student at Juniata has two faculty advisors, we are able to assemble a more-than-casual sense of how well the POE works to the advantage of students.

For example, all students spend time at least twice during their college stay reflecting on their POE and on how it will help them achieve their goals for their education and for their careers. First, as second-semester freshmen, they write the "Initial POE," a form that asks them to list 10 courses from their POE and to write paragraphs describing their academic goals and their career goals. You can see this form with instructions in Appendix 36: The Initial POE on page 262. As the directions to the form explain,

> *The student should present a clear, concise, cogent statement that addresses three areas:*
>
> > *Intellectual skills to be developed—i.e., conceptual skills, human interaction skills, information skills, etc.*
> >
> > *Content knowledge or subject areas to be mastered—i.e., accounting, communications, geology, mathematics, etc.*
> >
> > *Perspective/outlook to be developed—i.e., an ability to make judgments; to understand and choose from broader cultural and/or philosophical points of view; to recognize and resolve ethical questions in a variety if contexts, etc.*

The second formal opportunity for students to make these reflections is in the second semester of the sophomore year. During advising, students work with their advisors to complete the second form, the POE form. (You can find this form in Appendix 37 on page 264.) Completing this form is a graduation requirement. In it, students list all the courses in their POE, including prerequisites. They must supply the following information:

> A synopsis of their academic goals and an explanation of how the POE should help the student meet these goals. (They are to show how the courses they have chosen present an integrated whole. When *read* by another, the POE should make clear the intellectual path the student has chosen.)

> A rationale of the POE for those selecting an individual or interdisciplinary POE. (The student is to show how each course, or group of courses, leads to the fulfilment of the student's academic goals.)

> An explanation of the career directions the student intends the POE to support.

From these advising processes, we have recognized that the POE needed revision. In the spring of 2002, faculty members restructured the POE. (You can find this restructuring detailed in the Educational Program section of the mini-comprehensive chapter.) The revision provided two new provisions. First, the faculty clarified and strengthened the interdisciplinary content of "interdisciplinary" POEs. Second, we clarified the options and requirements for a "secondary emphasis."

The National Survey of Student Engagement (NSSE) is one tool we will continue to use to follow the interest of students in interdisciplinary work over time. We also need to track the statistics from the registrar on the number of students choosing the different options. Frequent feedback from faculty on the new process will help us determine what modifications are necessary.

3. Assessing Academic Student Outcomes

In this section, we examine how we assess the academic results of our efforts for our students and explain how we link our goals to the mission statement.

Assessing programs and the curriculum can tell us whether we are meeting our stated goals. Using procedures to evaluate programs and the curriculum is assessing at a macro-level. Ultimately, however, our success can be gauged only by student outcomes. Here, we look at results at the micro-level—which reveals student outcomes.

This section is in three parts. First, we identify what we have done to assess student outcomes. Then we describe how we use the results of those assessments to improve the decisions we make about our programs and our college. Finally, we evaluate how well the assessments we use reveal our progress towards our goals.

a. Current Assessment Practices

Most of our assessments of student outcomes originate at the level of individual courses and measure competencies as part of course requirements. Faculty members assess student performance within courses in several ways, including exams, written papers, presentations, and portfolios. Data for Juniata from the National Survey of Student Engagement (NSSE) suggest that the type of assessment given to freshmen differs from that given to seniors. (The NSSE surveys only freshmen and seniors.) Our freshmen are more likely to encounter multiple-choice questions on exams while seniors encounter more open-ended exam questions. One reason why we selected the first year experience as a special topic for this self-study is a direct result of this information from the NSSE survey. Since our freshmen report more multi-choice questions, we wondered if our freshmen were in too many large sections.

While in-class assessment is a basic requirement of any academic institution, we also assess academics frequently outside of the classroom. The methods of extra-classroom assessments vary greatly. We use a classification scheme devised by Bill Hill at Kennesaw State University that allows for a clearer picture of assessment at Juniata. Hill's scheme identifies seven methods for student-centered assessment:

4) Objective Tests;

5) Essay Tests;

6) Task Performance and Competency Measures;

7) Portfolios;

8) Self-Assessment;

9) Surveys and Interviews; and

10) Unobtrusive and Archival Measures.

As the information obtained from the heads of programs indicates, Juniata uses techniques from the seven methods. (You can see this data for Juniata in Appendix 34: Tools Used to Assess Academic Outcomes on page 257.) We will define each of the methods and give several examples of techniques used by various programs. In addition, even though many programs use similar

techniques (for example, alumni surveys), the content and implementation of the instrument very likely differs considerably from program to program.

b. How We Use the Assessments

In this section, we look at each method and briefly review our efforts to 'close the loop' based on the results of out-of-class assessments. You can see how we track the changes that result from assessment feedback in Appendix 35: How Assessment Results Inform Decisions on page 261. The table there is an excerpt from the assessment inventory kept by the director of institutional research. The excerpt shows a few examples of assessment tools used by the anthropology and social work programs. These examples illustrate how we use the results of assessment to influence change and how we keep track of those changes.

Objective Tests
As you know, objective tests assess a student's mastery of a specific body of knowledge. We typically give objective tests to our seniors to assess their acquisition of material within their POE. These tests are often nationally normalized tests, such as the GRE (both the general and the subject tests) or the MFAT (Major Field Achievement Test) offered by ETS.

As you can see in Appendix 34, there are ten instances of programs using objective tests to assess the academic outcomes of their students. Programs using these tests are in

> Accounting, Business, and Economics;
>
> Chemistry;
>
> Education;
>
> Health Professions;
>
> International Studies;
>
> Psychology; and
>
> World Languages and Cultures.

For example, the department of accounting, business, and economics administers the MFAT in business to graduating seniors. The chemistry department uses two tests: the American Chemical Society Standardized Test for Freshmen (given to juniors for programmatic reasons), and a Practice GRE given to seniors. Not all departments administer these tests to all of their majors. For example, in departments tracking GREs, not all graduating seniors take the GREs and not all seniors report the results to their departments.

How We Use Objective Tests

Objective tests are reliable indicators of student competence in a specific body of knowledge, usually the materials within their POE. Eight departments or programs frequently review the performance of their students (usually as seniors and juniors) on related tests. They identify the students' strengths and weaknesses and use the results to inform decisions about future curriculum changes, to adjust POE requirements, and to change their practice of advising students. For example, the health professions program uses student MCAT, OAT, DAT, PCAT scores to counsel students on where to apply to professional schools.

Some programs use the results of objective tests to prepare their students for future tests. For example, one year the MCAT scores of students in health professions were down. The program immediately used prep courses and increased preparation time. Student scores have since improved. Similarly, students who express an interest in law school are able to participate in mock LSAT exams. The department of world languages and cultures uses an annual language test to place incoming students in language courses. A study of students over the past five years has shown that the placement test is a fairly accurate indicator.

Essays

Juniata does not often use out-of-class essays as evaluations of students or as guides to programming revision. One example where it is used is in the department of accounting, business, and economics. There, juniors take an essay examination about a business problem. The writer of the best essay wins a scholarship for senior year. Another example from the same department occurs in an advanced accounting course where students write essays on a topic selected by the Pennsylvania Institute of Certified Public Accountants. Students with the best essays submit them to the competition. A Juniata student won first place in 2000. Another example is the Juniata College Research Symposium, an annual gathering in which students who submitted papers to the National Council on Undergraduate Research (NCUR) present their research.

A broad definition of "essay" also includes the annual Bailey Oratorical Competition held for our students on campus each year. The competition requires students to write and deliver a speech, which is judged not only on presentation but on organization and content. External judges pick the winners. Students from accounting, business, and economics participate annually in the Tau Pi Phi National Case Competition, in which business leaders judge the written materials and oral presentations of student teams.

In addition, students submit papers to academic conferences, most frequently at the annual meeting of the National Council on Undergraduate Research. Juniata has been active in NCUR and participation in the last few years has increased.

How We Use Essays

Success in competitions and the acceptance of papers to conferences help us measure how our courses prepare students for advanced academic work. For example, the communication department uses the Bailey Oratorical Competition to measure the effectiveness of instruction in public speaking courses. The department of accounting, business, and economics studies the strengths and weaknesses of its student presentations at competitions and uses this information as a guide to what skills we need to stress. The turnout and quality of presentations at the college symposium is a valuable barometer to alert us to problems that our students may have with research techniques and presentation skills. The symposium also lets us gauge the intellectual interest of our students in research.

Task Performance and Competency Measures

Task performance and competency measures assess how well students perform tasks that are common to a discipline. Eleven programs at Juniata use these techniques. While most of these instances appear in the course catalog and, therefore, may appear to be in-class methods, they have more in common with outside-class techniques. Their character as outside-class techniques is primarily due to the independent nature of the experiences. For instance, students are given greater leeway in these situations compared to similar in-class experiences, such as laboratory courses, where the experience is much more predetermined. In addition, the results of these more independent experiences are more likely than in-class experiences to find their way off campus into journals, conferences, and out-of-class presentations.

One example of a task performance measure is internship experience. Several programs on campus—for example, the department of accounting, business, and economics as well as career services—seek feedback from the site supervisor about the student's ability, competence, and professionalism.

A second example of a task performance measure is the use of capstone courses and related research opportunities. For example, in the course Senior Seminar in Psychology, students select a topic in psychology with which they are relatively unfamiliar, research that topic, and propose original research in that area by the end of the semester. The peace and conflict studies program has a similar capstone course where students integrate their knowledge of conflict and mediation in a thesis project.

A related measure is the award of Distinction in the POE, which the faculty instituted in 1998. Thirteen departments have created standards for the award. In the last two years, eleven departments have made a total of 30 awards of distinction in the POE.

Several departments also offer 300 and 400 level courses in research, which require students either to continue an existing line of research started by a faculty member or to perform original research. For example, geology offers a course in which a student is given a specimen from the collection at Juniata and is expected to analyze it thoroughly.

Although not listed in Appendix 34, several departments, including chemistry, geology, biology, and psychology, track the number of students participating in academic conferences. These conferences include our local conference, the Juniata College Research Symposium, as well as the National Undergraduate Conference for Research (NCUR), and discipline-specific conferences (for example, the Pittsburgh Chemistry Conference, the Annual Meeting of the Eastern Psychological Association, and sectional and national meetings of the Geological Society of America).

How We Use Task Performance and Competency Measures
These measures help us gauge the skills our students have acquired for their futures. At least five departments or programs track the performance of students in internships, teaching positions, or practicums. The education department uses the information to assess the overall competency of their students, to inform graduation decisions, and to monitor compliance with state guidelines. The peace and conflict studies program discusses among faculty the capstone work of their students. The discussions have led to earlier interventions with students into their planning and preparation for senior theses.

In addition, the positive results of assessment have increased the confidence of many departments and programs in what they are doing. For example, the geology department has observed that the success of their students in internships and in research "sells" their graduates to graduate schools and to employers. Accordingly, the department's principal curricular and advising adjustment has been to promote these kinds of experiences to as many of their students as possible.

At the institutional level, the career services office has filed evaluations of student internships so that future interns can learn from the experiences of others.

Portfolios
The portfolio method involves collecting student materials over time and looking at the evolution of the work. Four programs report using portfolios to assess student academic outcomes. These programs are in accounting, business and economics; education; criminal justice; and peace and conflict studies. The education department, for example, continues the portfolios that students begin in the College Writing Seminar. Students add materials from a range of courses and from other activities to the portfolio over the course of the student's college career.

How We Use Portfolios

The portfolios developed by all freshmen in the College Writing Seminar have been an effective method to monitor student progress. Four programs continue to use portfolios to track progress. The results are mixed. The education department finds this method useful in their full program review. However, one program found portfolios too difficult to manage and evaluate and has discontinued them this year.

Self-assessment

This method of assessment includes such things as self-reflective journals, in which students consider how a learning experience has affected them. Two programs use the method consistently. The education department uses the self-reflective journal as well as a personal statement of education. In addition, the music department has students keep journals of the experience while on tour. Several courses use self-reflective essays, often accompanying portfolios.

The initial POE and the final POE are also examples of self-reflection for each Juniata student concerning her or his education and career goals. Examples of the forms are in Appendix 36 on page 262. As noted earlier, POE write-ups are required of every student. Students frequently meet with their two advisors several times before these POE reflections are approved by both advisors, by the student, and by the registrar.

How We Use Self-assessment

In the music department, concert choir members submit journals written during their 10-day tour each spring. The teacher analyzes the journal entries and uses the information to adjust the tour in following years. The social work program requires students to develop personal statements of learning and to complete an assessment of the extent to which they have met their objectives. It also requires students to keep self-reflective journals for every volunteer experience and internship experience. In the journal, they are required to relate their practical experiences to past and present course content.

The initial POE and full POE write-ups force students to confront their career goals and to plan their course of study. The exercise focuses students on the reasons they are here and helps them take responsibility for their education. The process also helps advisors spot troubles with designated as well as with individual POEs. Recently the faculty acted on concerns coming from this process when it voted to restructure the POE.

Surveys and Interviews

Surveying or interviewing students is our most common form of assessment. Programs report using this method in 26 instances. Of course, the use of the

method varies considerably by program, particularly as to 1) who is surveyed, 2) what is asked, and 3) when the survey occurs.

We participate in three campus-wide surveys:

> The National Survey of Student Engagement (NSSE);

> The Freshman Experience Survey—given in cooperation with the Association of Independent Colleges and Universities of Pennsylvania (AICUP); and

> The Senior Survey—given in cooperation with the Higher Education Data Sharing (HEDS) consortium.

The NSSE is given to all seniors and freshmen every three years. The Freshman Experience Survey is given to freshmen at the end of the year every year, except in those years when the NSSE is given. The Senior Survey is given to graduating seniors every year. Copies of these surveys and reports of the results are on file in the office of institutional research.

Each survey asks students about their satisfaction with the academic, social, and developmental experiences they have had at Juniata. Each asks specific questions regarding academic achievement, measured both objectively and subjectively. For example, the Senior Survey asks students whether they are members of honorary societies and whether they engaged in academic research. The NSSE asks students about the level of academic challenge of the institution, with questions about how many books they are required to read per course, how many papers and class presentations they produce for each course, and how much time on the average they spend preparing for each class.

Additionally, five academic programs do annual exit interviews with their seniors. These interviews range from structured interviews, such as those used by peace and conflict studies, to relatively unstructured conversations with students. In addition, many programs survey their alumni. Alumni surveys vary considerably, ranging from informal, occasional contacts to formal instruments.

How We Use Surveys and Interviews
A variety of surveys and interviews conducted at both the college and program levels provides us with rich information on the satisfaction of our students with the college, their programs, and their academic outcomes before and after graduation. We use the results of these surveys and interviews to monitor the effectiveness of many programs and to improve student outcomes. Below are some recent examples.

> The director if institutional research presented to the data from first year experience surveys conducted by the office of institutional research and by the center for international education to the cabinet and to the faculty.

The results provide a benchmark for helping programs and supporting offices to adjust activities to improve student outcomes.

The results of senior exit interviews, senior surveys, and graduate surveys conducted by the career placement center and at least seven programs led programs to change future offerings. For instance, the full board of the peace and conflict studies program discussed the information from annual senior exit interviews. New courses were planned and changes in course scheduling were made because of the data. In response to senior exit interviews conducted in 2001, the mathematics department restructured one course, reaffirmed its "algebraic-graphical-numerical" approach to teaching mathematics, and improved its web page. Based on the information from their senior survey, the politics department is proposing a new one-credit course for sophomores on conducting research and writing papers for courses in politics.

At the institutional level, the cabinet and the faculty heard summaries of NSSE 2000. As a result, the steering committee selected student engagement for the Middle States self-study. The cabinet and the faculty also heard summaries of this year's HEDS data. The information led to a college-wide discussion during a faculty conference. We believe that this discussion is an important step toward improving student outcomes.

The information from surveys of employment and graduate school acceptance, conducted by career services and by five programs, has been used to change programs in order to produce more effective student outcomes. For example, as a result of its senior graduate school acceptance rate, the anthropology program changed course offerings and course rigor. It also developed good advice for current and prospective students. Very possibly 2001 was a very good year for biology graduates to get quality employment because the students did more research. As a result, the department increased faculty workload credit for directing student research. The result of the senior placement survey administered by the geology department has affected the sequencing and the frequency of offerings in the department. The survey has also led to an increase in the number of available undergraduate research opportunities. The psychology department learned that their graduate school placement record confirms the effectiveness of the department's current practice. They decided to retain the present structure of their program.

The results of alumni surveys conducted by the office of institutional research and by at least five programs have affected college decisions about academic programming. In the past, the psychology department used an alumni survey to generate a booklet of advice to incoming

psychology students. Several programs, such as psychology and social work, commented that their alumni surveys have generally reinforced that they are on the right track. The history department has found out that its alumni survey has effectively informed its decisions regarding the best pedagogical practices.

Unobtrusive and Archival Measures

Unobtrusive and archival measures capture student achievement that results from other indices and activities. Several programs use these measures to track student outcomes. For example, the registrar tracks the number of students making the dean's list, the number of students achieving certification in the certification programs, and the number of academic actions taken for each student. Another example of using archival measures is the tracking done by the office of service learning. Service learning tracks the number of students participating in service learning and of the number of hours put in by each student.

In addition, two archival measures track the performance of students who are having academic difficulties. Faculty members can send The Notice of Concern, a general indication of potential student troubles, at any time to the office of student services. The Mid-Term Notice is an indicator of low grades in a particular course. The student's teacher generates the notice. Copies go to the student, the registrar, and to the student's advisors.

How We Use Unobtrusive and Archival Measures

Information gathered from student participation in service learning activities has helped set the future focus of student learning and has led to decisions about the number and the type of courses offered. The data also has affected federal funding grants for our service learning programs.

Assessment of the academic outcomes of our students is not an end in itself. Rather, it stimulates growth, renewal, and improvement. In the 1992 self-study, we found that at the institutional level, Juniata had not made enough effort to use the data it had collected. Since then, the college and each program have paid more attention to evaluation for improvement. Accordingly, the campus climate has become more conducive to innovation and to change based on the information gathered from assessing student outcomes. Based on these assessments, the college and many departments have revised programs and services to improve outcomes. We cite specific examples later in this section.

As noted, most academic outcomes are assessed within courses. Instructors often recommend that, based on grades and performance, students get tutors through the academic support center. Most programs monitor student grades closely and take measures to improve grades. For example, the health professions program looks at the grades of all their students at the end of the

sophomore year. They then send each student a letter over the summer letting the student know if s/he is on track, borderline, or not competitive to apply to professional schools the following year. When students return, the committee counsels "borderline" and "doubtful" students on their options. The program also uses student grades to determine who is eligible for awards and research experiences (such as the annual Harvard, Emory, and University of North Texas research positions).

Advisors and student services use Notices of Concern and Mid-Term notices to flag problems with students, helping them in both academic and non-academic difficulties. The Mid-Term Notice is a particularly effective device because it shows the grade a student is receiving at the mid-term point in the course. Furthermore, the mid-term notice provides students with suggestions from the professor on how s/he can raise the grade. Advisors often use these notices to request meetings with students to discuss ways to improve academic performance. The office of student services has been keeping statistics on Mid-Term Notices since 1997, noting how many students have received how many notices in their careers. They have recently begun to compile data on Notices of Concern as well.

c. Academic Outcomes and the Mission Statement

The purpose of assessing student academic outcomes is to find how the college experience shapes the lives of students. Our mission statement outlines eight desired student outcomes:

>To lead fulfilling and useful lives;

>To use language clearly, read with insight (both written and oral);

>To think analytically;

>To promote cooperative and individual achievement;

>To freely and openly exchange thought among peoples from distinct cultures and nations;

>To understand the fundamental methods and purposes of academic inquiry;

>To realize their full potential as contributors to society;

>To develop fundamental values—spiritual, moral, aesthetic.

These desired outcomes drive our assessment. However, no assessment scheme can exhaustively evaluate each goal of the mission statement. For instance, developing spiritual and moral values and leading fulfilling and useful lives are relative achievements. As objective targets to be measured, they are

not easily quantified. In this part of the report, we review how the objectives in the mission statement are related to assessing student academic outcomes throughout the college.

Thinking Analytically

To foster intellectual growth for each student, we develop the student's ability to reason analytically. Work inside and outside of the classroom is used to improve this fundamental skill. Core curriculum courses that all students must pass, such as Cultural Analysis and College Writing Seminar, gauge a student's ability to think critically. External measurement of this skill comes from standardized tests, such as the GRE, which provide and evaluation of our students' acquisition of this skill by outsiders. In addition, the NSSE survey contains questions about the time devoted to developing analytical skills. We also use the self-evaluation questions on the Senior Survey to measure the effectiveness of the academic experience of our students.

Using Language

Assessing oral and written language skills is done in courses within the POE. Student satisfaction surveys, course evaluations, and grading all indicate our progress in increasing communication skills. This progress is tracked primarily in the freshman writing course and in cultural analysis courses, all of which are required of all students. Courses with the writing designation of CW require faculty across disciplines to assess writing in upper level courses. Student use of the writing center also provides another measure of student progress. Other assessments of written and oral communication skills come from the NSSE survey. That survey presents questions that address improved written and oral skills. Similarly, the Senior Surveys ask students to rate their own improvement. Standardized tests present us with another outside gauge of our success in instilling language skills.

We also track less direct, but no less significant, measures. For instance, the level of success of our students at outside essay, research, and case competitions tells us if we are on track.

Cooperative and Individual Achievement

Many courses require cooperative group work that the teacher evaluates. Some upper level courses include research projects from which the teacher can assess a student's achievement. Successful student research presented in publications and in presentations at conferences provides another opportunity to assess individual and, often, cooperative achievement. The NSSE survey asks students about their ability to work in groups.

Free and Open Exchange of Ideas among Different Peoples

Assessing freedom and openness with others is difficult. Students who spend time abroad evaluate their experience. We use their responses in several surveys as assessment tools. The international office also uses the Global

Awareness Profile to assess the secular awareness of students. Evaluations from cultural analysis courses and from surveys given by the international office help us understand if the curriculum accomplishes this goal. The NSSE survey also measures the goal in the section that covers understanding people from different races and cultures.

Fundamental Methods and Purposes of Academic Inquiry
We measure the awareness of our students of the fundamental methods and purposes of academic inquiry primarily in senior capstone courses. The NSSE also evaluates student understanding with questions about learning effectively on one's own and acquiring a 'general' education. In addition, academic conferences such as the National Council on Undergraduate Research, competitions, and scholarship awards inform us about our progress in helping students to achieve this goal.

Useful and Fulfilling Lives
This category relates to another in the Mission Statement: "full potential as contributors to society." Assessment of them is relative. Most departments track the activities of their graduates. Senior and alumni surveys ask if students achieved their goals during their experience at Juniata College. The NSSE survey assesses students with self-evaluation questions.

Development of Fundamental Values
The development of moral, spiritual, and aesthetic values is also difficult to assess. The NSSE survey presents questions about personal morality. We also derive a measure of these ideals from student participation in campus ministry activities. We help students develop a sense of the aesthetic in the courses designated F, which signals that they meet the curriculum requirement for courses in the fine arts. In 1999, the student government drafted a Statement of Academic Intent that clarifies the responsibility students have during their college experience. The extent to which students conform to the laws and principles of academic integrity is another measure of moral values. Thus, for example, data on the frequency and degree of violations helps us monitor honesty.

Although, fundamental values are difficult to assess, our cultural analysis sequence, required of all students, requires that students examine the values of their culture, and often of other cultures as well. The faculty may wish to discuss an ethics requirement for all students as well when discussions on a new curriculum begin next year.

In the 1992 self-study, the steering committee concluded, "it is desirable but premature to have a comprehensive, integrated assessment plan for the institution." Since then, our attitude has changed and our assessment has greatly improved. Still, some programs are clearly ahead of others in assessing academic outcomes. Some programs, especially those not subject to accreditation, seem to have no effective assessment plan in place. Accordingly,

we think it is time to develop and implement an institution-wide Juniata Student Academic-Outcomes Assessment Plan (JSOAP). An outcome assessment plan, such as the one written by the Middle States Commission on Higher Education, would be one possible blueprint for JSOAP.

As a first step, we believe that the president and provost should require all parties to report their assessment efforts and results to the office of institutional research.

With a complete inventory of assessments, APAC can fill gaps in assessment and seek better techniques.

C. Assessing Facilities

The college assesses facilities, both buildings and grounds, to ensure that we are providing a safe, functional, and attractive environment for learning, living, and working. These assessments allow us to identify immediate needs and help us to plan maintenance and projects.

1. Residence Halls

To assess the residence halls, we hold numerous meetings and inspections during the year. Resident assistants meet monthly with their students to discuss issues involving the facilities in which they reside. Resident directors meet weekly with the resident assistants to discuss issues involving the facilities for which they are responsible and in which they reside. Concerns that arise from these meetings, including maintenance and safety issues and residence hall improvements, are discussed at a weekly meeting with the director of residential life, the resident directors, the assistant director of facilities services, the custodial supervisor, and the director of safety and security.

Members of the offices of residential life and facilities services inspect each residence hall twice a year, focusing on safety, maintenance, and future projects. In addition, the department of facilities services takes one week each summer in each residence hall to inspect spaces, perform maintenance, and identify and document future projects. The office of safety and security also performs annual inspections for safety and security of all residence halls as well as routine daily inspections.

All three offices--residential life, facilities services, safety and security--continue to develop tools to assess residence halls. Two years ago, the meetings mentioned above were less productive. Then, inspections were not done regularly. We have corrected this lapse. However, we must do more to identify future projects.

2. Athletic Facilities

Members of the department of facilities services test the pool water daily to ensure that it is within acceptable limits. In addition, an independent lab tests the pool water weekly to ensure that it is within acceptable limits. The department of facilities services does not assess athletic facilities. However, the department of facilities services does spend much time cleaning the facilities and maintaining the athletic fields. While tending facilities and fields, staff members informally assess them each day. They are especially sensitive to safety and security issues.

The athletic department assesses athletic facilities. At the end of each season, the athletic director interviews team captains to determine necessary or desired maintenance and improvements. At the end of each athlete's career, s/he evaluates the athletic facilities. In addition, coaches assess their respective facilities throughout the year, identifying safety and maintenance issues and future improvements.

Although the athletic facilities are well maintained, we could improve the assessment of them. The athletic department has developed assessment tools to help the athletic director, coaches, and athletes identify safety and maintenance problems quickly. To improve current practice,

> We recommend that the department of facilities services assess the athletic facilities and fields regularly for maintenance and safety issues, as well as to identify future projects and improvements.

> We recommend that the athletic department and the department of facilities services together develop a system to respond quickly to the needs of the athletic department.

3. Accessibility

In May 1991, campus buildings were assessed for accessibility for persons with disabilities. In August 2000, the president established an accessibility committee, comprised of eight members, which first met in October 2000. The committee was to set priorities to make college programs and unique college facilities accessible. The new von Liebig Science Center, Halbritter Performing Arts Center, and the Raystown Field Station were designed to meet accessibility needs. Renovations to the Brumbaugh Science Center and to Founders Hall will address accessibility needs.

Accessibility initiatives that have been accomplished include

> Installing railings in the center stair of Good Hall;

> Ensuring that the registrar schedules classes in accessible locations;

Establishing persons with disabilities as a diversity group equal in administrative consideration with students of different races and national origins;

Adding a comprehensive description of services for students with disabilities to the college catalog;

Providing two accessible entrances to Ellis Hall; and

Training faculty on how to work with students with disabilities.

Buildings recently renovated and accessible include the Kennedy Sports and Recreation Center, Cloister, Swigart Enrollment Center, Oller International House, 1931 Moore Street, Corner House, and East Houses.

In addition to these buildings, the president has set priorities for other improvements. You can find the priorities for accessibility to buildings in Appendix 42 on page 273. As that list shows, the highest priorities are expected to be completed within the next two years. They include the following locations:

Building	Map location
Good Hall	11
Lesher Hall	21
South Hall	25
Ellis Hall (Bathroom)	9
Beeghly Library	4

Despite the progress that the college has made, the institution still lacks a plan for creating an environment that is amenable to those with disabilities. A thoughtful plan should go beyond physical accessibility. We also need to heighten awareness among all members of the community of the problems faced by those with disabilities. The accessibility committee will continue to work toward these goals. Therefore, we recommend that the accessibility committee, working with others as needed, develop a plan to create an open environment on campus for disabled persons.

4. Parking

Each semester, the office of safety and security reviews the number of vehicles and parking spaces. No department is currently conducting any other parking assessment.

The office of safety and security has done a very good job tracking the historical data regarding parking on campus, as well as documenting the need for additional parking. However, parking needs more attention. Even though the department of facilities services currently has plans to add parking space, the

college does not have a master plan for parking. Without such a plan, the next step in developing added parking is unclear. An assessment of parking that ties together current parking and current needs with planned parking and anticipated needs seems like a logical next step. Therefore, we recommend that facilities services, in conjunction with the administration, develop a five-year plan for parking that evaluates current capacity and quality and that projects parking needs and costs.

5. <u>Buildings, Grounds, and Equipment</u>

The department of facilities services assesses buildings and grounds to ensure that we are providing a safe, functional, and attractive environment for learning, living, and working. These assessments allow us to identify immediate needs and also help us determine future maintenance and projects.

Currently, the department of facilities services performs, or contracts for, the following assessments:

Annual pressure vessel inspections;

Annual elevator inspections;

Annual transformer oil testing;

Annual fire alarm testing and inspections;

Annual smoke detector inspections and cleaning;

Annual and monthly fire extinguisher inspections;

Annual and quarterly wastewater testing;

Daily pool water testing; and

Daily boiler water testing.

The department of facilities services also currently performs the following tests and inspections:

Weekly emergency generator testing;

Daily mechanical room inspections;

Semi-annual roof inspections;

Annual wheelchair lift testing;

Annual resident hall room inspections;

Semi-annual fire hydrant flushing; and

Annual inspections of storage and unoccupied space.

In addition to the above assessments, department employees regularly tour buildings and grounds to evaluate safety and maintenance issues and to identify future projects and improvements. Personnel from facilities services are involved with campus committees that focus on college facilities, including the safety committee and the accessibility committee. The department of facilities services has contracted for several professional assessments, including a Facilities Overview Assessment, Campus Utility Plan, and Campus Landscaping Master Plan.

Besides maintaining all grounds and equipment, the department of facilities services is responsible for vehicles. Currently, office personnel monitor the mileage of the college fleet and schedules routine maintenance and repairs. Employees who routinely use college vehicles and equipment are required to inspect those vehicles and equipment daily. However, the office maintains no documentation of these inspections, except for the 60' boom lift. Grounds equipment that will be used in the upcoming season is inspected annually, just before the change in seasons. These inspections are not documented. Grounds equipment that is used in the current season is inspected informally throughout the season, but these inspections are also not documented. No one systematically inspects custodial equipment during the year.

The administration should assign responsibility and provide resources to the facilities office to inspect and assess college vehicles and equipment. As noted above, members of the facilities office monitor mileage and schedule maintenance on vehicles. However, they should also inspect the vehicles. The daily inspections of vehicles and equipment that the office of facilities services performs are a good start. Department personnel should do more. We recommend that the office of facilities services

Document these inspections and keep maintenance logs

Document the annual inspections of grounds equipment and keep logs, and

Conduct and document annual inspections of custodial equipment.

The college currently accepts drivers for fleet vehicles by inspecting the driver's license. To operate a college van, the driver must also pass a road test. The college must improve the process of accepting drivers. The office of facilities services has recognized this need and has proposed a more stringent qualification process. The office of facilities services has submitted a draft of the proposal to the safety committee for review. The hope is to have a new process in place before the start of the Fall 2002 semester.

In general, the college and the department of facilities services have significantly improved the assessment of buildings, grounds, and equipment. They continue to expand the assessments that they perform. The department also continues to improve its documentation of assessments and inspections. Now department members must coordinate these efforts into a coherent plan. Department members are currently developing a Master Plan for Facilities Services that will institutionalize the assessment methods for facilities. By using self-assessment of the department and by developing a comprehensive plan, the office of facilities services will move from reaction to planning. We recommend that the head of the department of facilities services continue work on the master plan for facilities services and that he submit a draft proposal by next year.

As part of the master plan, the department of facilities services will continue to develop relationships with the other departments in the college. The relationships that have flourished over the last two years between facilities services, residence life, and safety and security have helped the college to assess and maintain its assets, especially in the residence halls. To expand upon the success achieved with the residence halls, the master plan for facilities services should call for the department of facilities services to develop relationships with all academic and administrative departments, including the athletic department.

D. Assessing Administrative Services and Employees

In this section of the chapter, we look at administrative services, then at the assessment of faculty members, administrators, and staff members.

1. <u>Assessing Administrative Services</u>

Virtually every administrative department within the college is assessed in some way to determine if the service or function it performs is effective and to examine avenues of improvement. The most pervasive method is the Annual Performance Review. The review requires the supervisor of the office to meet with his or her employees to review goals, assess performance, and set goals for the next year. Each supervisor meets with the appropriate vice president to review personal goals and office performance. Finally, the cabinet meets to review performance within each administrative area and to discuss goals for the following year. Information from these meetings informs the administration of programmatic and service needs and, thus, affects the budget for the upcoming year.

Within most administrative departments, employees perform additional assessments to determine student participation, student satisfaction, program effectiveness, and future program needs. We assess student engagement, or participation, through the National Survey of Student Engagement (NSSE), the Freshman Experience Survey, the Senior Survey, the Alumni Survey, and

through the compilation of department activity logs. We measure student satisfaction via the Freshman Experience Survey, the Senior Survey, the Alumni Survey, student activity statistics, and various internal surveys.

In some cases, campus-wide surveys sufficiently measure program effectiveness. For example, we measure student satisfaction with the registrar's office primarily through the Freshman Experience and the Senior Surveys. These surveys are probably an adequate measure of the effectiveness of that office. However, we need additional assessment to measure the effectiveness of most departments. The department uses its goals and informal feedback to determine the need for additional assessment.

Users measure the effectiveness of many offices for student services and academic affairs—offices such as academic support, international education, the field station, science outreach, athletics, and residential life—through surveys and exit interviews. In addition, the office of student services interviews students alone and in focus groups to assess effectiveness. The office of career services uses graduate placement statistics, satisfaction indicators from their alumni survey, and graduate surveys generated by academic programs.

Many administrative departments throughout the college—for example, athletics, the early childhood center, safety and security, advancement, and student financial planning—also assess their performance using measures of student performance and persistence and other statistical methods. Still others—safety and security, accounting, the early childhood center, finance and operations, student financial planning, museum management, science center management, and facilities services—are assessed through external reviews or audits or through regular internal inspections.

Finally, the director of institutional research prepares a broad review of the major indicators of institutional health—the Strategic Indicators Dashboard—each fall for the board of trustees. (The dashboard Indicators are available in the office of institutional research.) The indicators clearly communicate the progress of the college over time and in comparison to other institutions.

Thus, much the administrative departments at Juniata generate much assessment. We have improved our assessment practices since the last Middle States self-study. The addition of the office of institutional research has helped. This office has vastly improved the collection of data, has established a regular cycle for student assessment, and has earned the reputation as an assessment resource on campus. In addition, many administrative functions are undergoing more rigorous review since the 1998 Periodic Program Review. For example, thanks to both external and internal assessments, the department of facilities services has established a plan for the entire campus for maintenance, for landscaping, and for facilities in general.

However, not all administrative departments assess their performance thoroughly. With the exception of the annual performance review—which emphasizes the performance of individual employees more than the performance of a department—we have no requirement that each department regularly perform a self-study. We expect that a thorough self-study would evaluate departmental needs, detail departmental goals, lay out the measures to be used to evaluate the achievement of those goals, and would then report on progress and program effectiveness. Some administrative departments do conduct such reviews. However, all departments would benefit from such a process. Therefore, we recommend that the president direct each administrative department to perform a self-study regularly.

2. Assessing Faculty Members

The performance of faculty members is assessed formally and informally and from inside and outside of the college.

Inside, assessment occurs by six major mechanisms. First, the personnel evaluation committee, consisting of full professors elected by the faculty, assesses the performance of a faculty member. The assessment evaluates teaching, advising, scholarship, and service. The committee sends its recommendations for contract renewal and promotion to the provost. Data used in these evaluations includes student evaluations of courses and of advising, evaluations from colleagues, evaluations from the chair of the department or program, and professional data sheets submitted by each faculty member.

Second, the performance of all faculty members is reviewed annually using statements of goals. The statement, prepared by each faculty member, summarizes his or her accomplishments of the past year and identifies goals for the coming year. (You can find the rationale and explanation for this and other faculty evaluation processes in Appendix 41: Annual Performance Review of Faculty beginning on page 271.)

Third, some departments consider the performance of individuals within the department or program. These assessments may include in-house evaluations and student exit interviews.

Fourth, the academic planning and assessment committee (APAC)--consisting of the provost, the assistant provost, five faculty members, and one student--assesses academic programs and the contributions that faculty members make to those programs.

Fifth, the faculty-led curriculum committee evaluates and approves new courses and curricular changes proposed by faculty members.

Sixth, outstanding teaching and service are recognized by special annual awards and honors: for example, the Beachley Distinguished Teaching and Service Awards.

Informal self-assessment also commonly occurs. For instance, one faculty member might compare his performance, activity, and accomplishment with peers. This informal assessment often occurs when faculty members discuss with colleagues their successes or failures with certain methods of teaching or advising.

Outside assessment of faculty members includes success at publishing, obtaining grants, winning awards and honors, and presenting at conferences or at other institutions by invitation. These achievements usually appear in the professional data sheet. In addition, the office of institutional research tracks faculty publications and grants.

The college provides funds for faculty members to participate at in-house workshops and regional, national, and international conferences involving pedagogy and scholarship. In this way, faculty members frequently, and often subconsciously, engage in informal, self-generated assessment by comparing themselves with peers at other institutions.

A good assessment system should 'close the loop' by connecting performance to criteria. The performance of a faculty member may be improved by encouraging better approaches in teaching and advising. Recruiting and retaining the best faculty members can also improve performance. Formal ways of 'closing the loop' include promoting successful faculty members and having the provost review the annual statements of goals. Department chairs also play an important role in assessing and guiding faculty members. In addition, most faculty members conscientiously self-evaluate and adjust their performance accordingly.

Although faculty performance is assessed in numerous productive ways, there is room for improvement. First, the college needs a better support structure to help faculty members remedy weak performance. Currently, such support is sporadic. Therefore, we recommend that the provost appoint a task force to establish a campus-wide support network for excellent teaching. The network should include seminars, workshops, and advising sessions led by award-winning teachers in and outside of the college.

As part of the plan, the task force should develop a system to recognize valuable faculty activities, such as community service and college outreach. Currently, such activities do not formally count as contributions of the faculty member.

3. <u>Assessing Administrators and Staff Members</u>

Since 1998, the college has assessed the performance of non-faculty employees using the Employee Performance Review. The review consists of evaluation by supervisor evaluation and by the employee's self-assessment of goals and objectives. As part of the review, the supervisor and employee develop, review, and agree on new goals that harmonize with the needs of the person, with the department, and with the mission and strategic plan of the college. Supervisors then work with the director of human resources to determine salary increases. As members of the union, physical plant personnel are not subject to this performance review.

The office of human resources trains supervisors to use the review process for improvement. Supervisors are encouraged to meet with employees quarterly to provide feedback on their progress. The process works only as well as the ability of the supervisor and employee to maximize the developmental features of the performance review.

The use of the review has resulted some of the following actions: promotions, dismissals, new positions, salary increases, reassignments, and identification of employee interests.

While there are many instruments to evaluate faculty members and academic programs, assessment of administrative staff is not so comprehensive. For example, many administrators and staff members regularly present at conferences, apply for grants, and receive awards. Presently, this data is not collected. This situation needs to change. Therefore, we recommend that supervisors enlarge the evaluation criteria for staff members to include professional activities and that they use this information in the evaluation of personnel.

In addition, because no mechanism exists for external review of nonacademic programs and departments, administrators and staff rarely receive feedback from external agencies or from peer reviewers from other institutions. Therefore, we recommend that the vice presidents institute a process analogous to the periodic review of academic programs for their departments to ensure that external reviewers contribute to the assessment of administrative services.

Similarly, the performance of employees is now reviewed by a small set of internal evaluations. The reviews should include feedback from a wider audience, both internally and externally. We recommend that the president direct that the reviews of staff members and administrators be broadened to include external evaluators and more internal ones.

E. Summary of Recommendations and Future Direction

We have developed a number of recommendations from our analysis of assessment at Juniata College. You will find these recommendations summarized below. We conclude the chapter with a discussion of the future direction of assessment at the college.

1. Summary of Recommendations

Below are the recommendations that appeared throughout the report. As we have treated summarized recommendations throughout the report, here we also indicate the current state of our progress for each. The provost, in consultation with the president, rated each recommendation. The key to the rating of the current state of the recommendations is as follows:

  D = Done or work is in progress
  H = Highest priority, need to get started
  C = will get Consideration
  R = must be Revised

Assessing the Curriculum

	Rating
A. The curriculum committee should investigate better instruments to evaluate whether our curriculum is achieving its goals.	D
B. If the cultural analysis sequence is continued in its present form, the director of cultural analysis and the curriculum committee should define the relationship between Cultural Analysis I and Cultural Analysis II.	D
C. If the cultural analysis sequence is continued in its present form, the director of cultural analysis and the curriculum committee should assess how well Cultural Analysis II expands upon Cultural Analysis I.	D
D. To strengthen the writing requirement of the curriculum, the curriculum committee should formulate common goals for CW courses.	D
E. To strengthen the writing requirement of the curriculum, the curriculum committee should schedule regular meetings among instructors of the College Writing Seminar and CW courses to discuss implementing common goals.	D
F. To strengthen the writing requirement of the curriculum, the curriculum committee should assess the writing skills by upperclassmen before and after they have taken CW courses.	C
G. To strengthen the writing requirement of the curriculum, the curriculum committee should use assessment data to improve the CW requirement.	C

	Rating
H. If the substitution of CS for CW courses is continued, the curriculum committee should explore the benefits of expanding the designation of CS into more disciplines to achieve "speaking across the curriculum."	R
I. The curriculum committee should find tools to assess the effectiveness of CS courses as requirements in the curriculum.	C
J. The curriculum committee should find tools to assess the effectiveness of Q courses as requirements in the curriculum.	C
K. The curriculum committee should find devise tools to assess the use and benefits of the restructured POEs.	C

Key: D = Done or work is in progress; H = Highest priority, need to get started; C = will get Consideration, R = must be Revised

Assessing Student Outcomes

	Rating
The president and provost should require all parties to report their assessment efforts and results to the office of institutional research.	D

Assessing Facilities

	Rating
A. The department of facilities services should assess the athletic facilities and fields regularly for maintenance and safety issues, as well as to identify future projects and improvements.	D
B. The athletic department and the department of facilities services should together develop a system to respond quickly to the needs of the athletic department.	R
C. The accessibility committee, working with others as needed, should develop a plan to create an open environment on campus for disabled persons.	D
D. Facilities services, in conjunction with the administration, should develop a five-year plan for parking that evaluates current capacity and quality and that projects parking needs and costs.	C
E. The office of facilities services should document these inspections and keep maintenance logs.	D
F. The office of facilities services should document the annual inspections of grounds equipment, keep logs, and conduct and document annual inspections of custodial equipment.	D
G. The head of the department of facilities services should continue work on the master plan for facilities services and submit a draft proposal by next year.	D
H. The master plan for facilities services should call for the department of facilities services to develop relationships with all academic and administrative departments, including the athletic department.	R

Assessing Administrative Services

	Rating
The president should direct each administrative department to perform a self-study regularly.	H

Assessing Faculty Members

	Rating
The provost should appoint a task force to establish a campus-wide support network for excellent teaching. The network should include seminars, workshops, and advising sessions led by award-winning teachers in and outside of the college.	H

Assessing Staff members and Administrators

	Rating
A. Supervisors should enlarge the evaluation criteria for staff members to include professional activities and should use this information in the evaluation of personnel.	C
B. The vice presidents should institute a process analogous to the periodic review of academic programs for their departments to ensure that external reviewers contribute to the assessment of administrative services.	H
C. The president should direct that the reviews of staff members and administrators be broadened to include external evaluators and more internal ones.	C

2. Suggestions for Future Assessment

The college may consider appointing an ad hoc committee, perhaps as a subcommittee of Academic Planning and Assessment Committee (APAC), to draft a plan for coordinating the assessment of student academic outcomes. Possibly the plan could be modeled on the Periodic Program Review we use to assess programs. We advise starting with some programs that are ahead of others in assessment planning. The ad hoc committee would help the program refine its assessment plan as well as assist with gathering and interpreting data. These early plans would serve as models for others and would give APAC feedback to fine-tune its assessment plan for the college.

Of course, student academic outcomes are complex. There are no standardized criteria to evaluate student outcomes. Thus, no single measurement will be sufficient. Diverse approaches are encouraged. At the same time, we want to make sure that programs use a variety of fruitful methods of assessment.

Currently, many programs stick to one or two methods, such as surveys and interviews, and ignore other methods. A feature of the coordinated assessment plan will be to

>Encourage that programs use the widest variety of useful assessment methods and

>Insure that all primary goals are assessed.

A college-wide plan would also allow us to use our assessment tools more effectively. For example, we often assess student academic outcomes informally, for example in friendly conversations with students outside of the classroom and from informal contacts with alumni. The coordinated approach would help us incorporate informal assessments into the institutional assessment plan. In addition, since most assessments originate at the course level, a unified approach will help us to link course-level assessments to long-term assessments.

A college-wide coordinated plan would also allow us to investigate potential inadequacies in traditional methods of assessment. For example, our assessments have not considered the effect of different student learning styles. Thus, our assessment methods may be biased in that regard. Further studies on learning styles and on other issues are needed. A coordinated plan would make such studies easier to begin, perform, and implement.

Ultimately, our assessment of student academic outcomes must link to the mission statement. We still face the challenge of how to measure broadly envisioned outcomes and how to determine what constitutes evidence of our success. The coordinated approach of a college-wide assessment plan would ensure that we keep the mission statement front and center. Thus, the fundamental goal of our coordinated assessment plan must be to design reliable pathways between methods of assessment and the desired outcomes endorsed in the mission statement.

Appendix 33: Report of the Cultural Analysis Task Force

To: James Lakso, Provost; Faculty Executive Committee
From: CA1 Task Force—Russ Shelley, Jamie White, Jim Donaldson
Date: April 12, 2001

Report

I. Introduction
The Faculty Executive Committee, through the Provost, created a "task force" to look at the situation CA1 is in. The task force—Russ Shelley, Jamie White and Jim Donaldson—was asked, in the Provost's words, "Is the educational outcome of CA1 worth the staffing costs?"

Our charge was to assess the current situation of CA1, not its history. We were NOT asked to redesign or suggest alternatives for CA1. We were given discretion as to the process. We were given license to make whatever recommendations seemed appropriate from our findings.

II. Process
The Task Force (CA1TF) met on January 26 and February 2. These meetings were devoted to:
>A discussion of our charge from the Executive Committee and the Provost;
>A review of the materials prepared for the December faculty meeting, our personal notes from that meeting, and the minutes of that meeting;
>A discussion of process issues and our goal of having a report to the faculty at its May 2001 meeting.

We decided to conduct two small group meetings. CA1TF met February 16 with four individuals who have experience teaching CA1—Bill Russey, David Sowell, Celia Cook-Huffman, and Jim Tuten. We were seeking to understand what the common goals are for any CA1 course.

The second small group meeting was February 28, with faculty members who are "relatively new to CA," who have CA written into their Juniata contracts, or who at least feel obligated to teach CA by institutional necessity. This included Phil Earenfight, Xinli Wang, Belle Tuten, Paula Wagoner and Jim Borgardt.

These two meetings with CA1 faculty were conducted much in the same manner. We opened the meetings by giving each faculty member a few minutes of uninterrupted time for an "opening statement." Discussion seemed to flow freely and build upon the opening comments.

We had hoped that faculty members would feel comfortable and speak freely in these meetings. We believe that they were candid and forthright. Each shared positive and negative thoughts about his/her experiences and perceptions about students' experiences with the courses. These meetings helped us understand what the main goals are for CA1.

CA1TF assumed that the goals of each course in the current array of CA1s were articulated to the students and that they were being met. We had no intention, indeed it would have been outside our charge, to examine the conduct of each course. Further, we assumed that the devices used in each CA1 course for evaluating student outcomes (tests, papers, etc.) were appropriate for that course.

Subsequently, CA1TF met several times to discuss the information we received and to formulate this report.

III. Findings—Goals for CA1
With respect to the goals of CA1, we found the following:

CA1 has changed much from what was first offered. Gone is the "common experience" in terms of one course and the content that it delivered. We now have a variety of courses, each with its own subject/content.

The original concept of a singular "common experience" might have been a worthy goal, but it has proven to be an unworkable venture. Finding additional reasons for why the original design did not work was beyond the scope of our charge.

The way CA1 is being offered in the spring semester 2001, using separate CA1 courses, is superior to earlier approaches. With nurturing, it seems these courses will mature into particularly valuable learning and growth opportunities for our students.

There is probably a small minority of faculty members who cling, for whatever reason, to the original model, and resist the current approach, criticizing it as illegitimate, since it is not what the faculty actually passed years ago. While this may be, CA1TF believes that the faculty's Curriculum Committee has operated in good faith in approving all of the current CA1 courses.

CA1 courses that are driven by process, not by a particular content, appear to be more successful, both in terms of faculty satisfaction and student growth. The content varies from one CA1 course to another, depending upon what the team of faculty members in charge of that one course are able to bring to it.

The goal that works for CA1 appears to be "to equip students with the skills necessary to examine their own culture, their assumptions about themselves and about other people and about other cultures."

Despite growing up in their own culture, students are not equipped to analyze it, nor to challenge it, nor to understand how it shapes their thinking about another culture. This is the role CA1 should play.

The student resistance and resentment that plagues every course that is "required" of them, seems to be mitigated by offering a variety of options in CA1.

All of the current CA1s challenge students to examine their assumptions about other cultures.

IV. Findings—Staffing
With respect to staffing issues related to CA1, we found the following:

Despite perceptions, we found no evidence to show that personnel decisions are negatively impacted by involvement in CA1.

There was considerable disservice done to newly hired faculty members, mostly in the form of thrusting them into an under-defined situation, where the senior faculty members did not provide the guidance and support that might have mitigated the negative aspects of the situation. There also seems to have been a benign neglect on the part of administrators who wrongly assumed that these newly hired faculty members would not be bowled over by such a situation.

The time commitments for any faculty member to engage in CA1, especially for the first time, seem to be overwhelming. This detracts from all the other contributions these faculty members are making.

When hiring for certain positions was approved, persons employed were chosen for the contributions they could make not only to the department, but also to the GE/CA aspects of our curriculum. Unfortunately, the definition of CA and the contributions expected were less precisely defined the further back in CA1's history you look.

There is a significant residual resentment held by those faculty who feel they were forced, coerced, or otherwise required to include CA1 in their teaching load. We believe that there are some legitimate reasons for this resentment, but also believe that it is dwindling.

Team teaching and faculty interaction can be positive aspects. This seems more likely to have arisen when teams were self-selected, but less likely when faculty were "dumped together." CA1 groups are now formed out of mutual interest, often with some common experience binding the group.

A few faculty members, particularly those not directly involved in teaching CA1, have expressed concern about colleagues teaching in CA1 courses without having the same level of "mastery of content" that faculty members bring to their own disciplinary courses. CA1TF believes that this argument is less significant than in the past, since new CA1 teaching teams are self selected and organized around the group's particular interests and/or expertise. In addition, when the goal is understood to be more process oriented (e.g., critical thinking), and less about content, every faculty member ought to be able to contribute his/her disciplinary expertise. This can be done without having the same content-specific sophistication that another colleague brings. Each professor then asks, "How does a professional in one discipline approach, view, discuss, consider, and struggle with a cultural issue?" This, we believe, is one factor that makes some CA1 courses a valuable experience for students.

V. Recommendations
Operate the existing, evolutionary approach to CA1, as exhibited in the spring semester 2001, through 2001-02 and 2002-03. Gather the appropriate data through course evaluations and other methods. During the 2003-04 academic year, conduct a thorough investigation of the data. If this demonstrates that the CA1 courses are accomplishing what the faculty wants, fine. If not, the faculty should commission another task force to determine alternatives.

Staffing for CA1 is complicated, which is all the more reason to develop a multi-year staffing plan. There are several aspects to staffing that may be complicated to implement. Here are some important issues to address:

For any faculty member who was hired with GE/CA expectations in his/her contract, include them in the staffing plan.

In the recruiting process, for those positions that will have a contractual clause obligating the position to be involved in CA1, GE/CA1 leaders and coordinators should interview candidates. As much exposure to CA1 teams as possible should be fostered, allowing them to "size each other up." Make all expectations known to the candidates, including any summer expectations/obligations.

For newly hired faculty members with CA1 in their contracts, allow them in their first year to float among the various CA1 courses, observing more "as a student" and less as a contributing faculty member. This will help them and the faculty members in CA1 courses determine where the new faculty members best fit.

Allow faculty members to rotate in and out of CA1 courses. For example, a four-person team could have three teaching the course in any given year, while the fourth team member "gets reinvigorated." This could involve "being a student," meaning that he/she stays involved in learning about the course, counts it as part of teaching load, but does not have to teach and grade. Or "rotation" could mean going on sabbatical, or teaching a course back in his/her home department.

If rotation is built into the staffing plan, care must be given to how this college resource is next committed. If, for example, a new upper-level course back in the host department is created, what is the expectation about how and when the new course will be regularly offered? Such decisions

need to be made within the existing structures and processes of department plans, the APAC periodic program review process, and consequent commitments from the Provost.

Also, if a person rotates out of a CA1 course, is the home department still obligated to provide equivalent staffing for CA1?

For how many years is a faculty member with CA1 written into his/her contract obligated to teach it (or its successor)?

Should every department/program be required to provide staffing for CA1? If not, what criteria are applied to make such decisions?

Summer support for course design, faculty development, team building, should be provided. However, not all faculty members are available during the summer.

The faculty as a whole should develop ownership of the staffing plan for CA1.

Appendix 34: Tools Used to Assess Academic Outcomes

Prepared by the Director of Institutional Research

Initiated By:	Instrument/Structure	Purpose	Method
Acctg, Bus, Econ	Major Field Achievement Test in Business (MFAT)	Assess student outcomes	Objective Test
Acctg, Bus, Econ	Ratings by Cooperative Education/Internship Supervisors	Assess intern performance; collectively program results	Task Performance & Competency Measures
Acctg, Bus, Econ	Statistical Data: Honors, Awards, Scholarships to ABE students	To cite individual accomplishments	Unobtrusive/Archival Measures
Acctg, Bus, Econ	Student Portfolios	Four-year collection of student work	Portfolios
Acctg, Bus, Econ	Student Publication: "Pragmaticus"	Sharing accomplishments; public relations	Task Performance & Competency Measures
Acctg, Bus, Econ	Tau Pi Phi Case Competition	Head-to-head comparison against other colleges	Task Performance & Competency Measures
Acctg, Bus, Econ	Wolf-Kuhn Case Write-up Scholarship Competition	Case writing competition among sophomores	Essay
Acctg, Bus, Econ	PICPA Essay Competition	Case writing competition among intermediate accounting students, locally, then state-wide.	Essay
Anthropology	Senior Graduate School acceptance Stats	Track grad school attendance	Survey/Interview
Art	Art Alumni Survey	Assess graduate outcomes & program effectiveness	Survey/Interview
Art	Senior Exit Interview	Assess post-graduate plans & program effectiveness	Survey/Interview
Biology	Employment & Grad School Statistics	Evaluate student preparedness via ability to get quality employment in field	Survey/Interview
Career Services	Graduate Survey	Determine Post-grad plans, record internships, assess interaction with department	Survey/Interview
Career Services	Internship Evaluations	Evaluate interns and intern employers	Task Performance & Competency Measures
Career Services	Senior Survey	Determine post-grad plans	Survey/Interview
Center for International Education	International Student First Month Evaluation	Assess the experience of International students; their rating of international student and new student orientation	Survey/Interview

Initiated By:	Instrument/Structure	Purpose	Method
Center for International Education	Pre- and Post Survey of Cultural Understanding and Cultural Interaction	Assess cultural understanding and cultural interaction	Survey/Interview
Chemistry	Graduate Survey	Assess how undergrad education has served them in their later lives	Survey/Interview
Chemistry	Junior Standardized Exam	Assess chemistry proficiency	Objective Test
Chemistry	Senior Standardized Exam	Assess chemistry proficiency	Objective Test
Communication	Database	Track student involvement in study abroad & internships, and track post-grad placement	Unobtrusive/Archival Measures
Criminal Justice	Access program for tracking graduate surveys.	Track outcomes of graduates such as current job, current graduate program	Survey/Interview
Criminal Justice	Exit interview	Informal personal assessment of program solicited by faculty of students	Survey/Interview
Criminal Justice	Senior Internship/Research course		Task Performance & Competency Measures
Criminal Justice	Student Portfolios		Portfolios
ED	Praxis Exam	Assess student outcomes	Objective Test
ED	Student Practicum Evaluations	Assess practicum performance	Task Performance & Competency Measures
ED	Student Teacher Evaluations	Assess student teacher performance	Task Performance & Competency Measures
ED	Student Portfolios		Portfolios
ED	Personal Statement of Teaching Philosophy		Self-Assessment
ED	Post Graduate Statistics on Employment		Survey/Interview
ED	Unified elementary/early childhood & unified special education certification programs Spring Survey		Survey/Interview
Geology	Senior placement stats	Tracking of post-college job and graduate school placement	Survey/Interview
Geology	Research/Practicum Classes		Task Performance & Competency Measures
Health Professions	Health Professions Annual Reports	Assess graduate placement success of recent graduates	Survey/Interview

Initiated By:	Instrument/Structure	Purpose	Method
Health Professions	MCAT test scores	Assess critical thinking and reading skills + subject competency	Objective Test
History	Alumni Survey	Assess post-JC careers and views of JC History education	Survey/Interview
History	Senior Exit Interview	Assess Student satisfaction, attainment	Survey/Interview
History	Senior Capstone Course		Task Performance & Competency Measures
International Studies	GAP test - Global Awareness Profile	Measure how course IS 200 affects general global awareness.	Objective Test
Institutional Research	AICUP Freshman Experience Survey	Evaluate Freshman Year	Survey/Interview
Institutional Research	Cooperative Institutional Research Program - Freshman Survey	Collect data on Freshmen; Evaluate admissions process	Survey/Interview
Institutional Research	HEDS Alumni Survey	Evaluate college experience, collect post-graduation activity data	Survey/Interview
Institutional Research	National Survey of Student Engagement (NSSE)	Evaluate level of student engagement in activities correlated with adult success	Survey/Interview
Institutional Research	Survey of Internship/Research Experiences & Faculty Grant/Publishing Activity	Track experiential student data and faculty professional development data	Survey/Interview
MA/CS	Senior Exit Interview	Assess perceived strengths & weaknesses in MA/CS programs, courses, activities	Survey/Interview
Music	Tour Group journal		Self-Assessment
Peace and Conflict Studies	Capstone course	Synthesis of work in mediation, conflict resolution and conflict intervention	Task Performance & Competency Measures
Peace and Conflict Studies	Senior Exit Interview	To collect qualitative data on student's experience and growth	Survey/Interview
Peace and Conflict Studies	Senior Thesis	Synthesis of academic work in major research project	Task Performance & Competency Measures
Peace and Conflict Studies	Student portfolio	Linear review of student academic product	Portfolios
Psychology	Alumni Survey	Assess graduate outcomes & program effectiveness	Survey/Interview

Initiated By:	Instrument/Structure	Purpose	Method
Psychology	GRE tests	Assess proficiency in subject	Objective Test
Psychology	PACAT (nationally normed version of the Major Field Achievement Test (MFAT)	Assess proficiency in subject	Objective Test
Psychology	Senior Grad School Placement	Track grad school attendance	Survey/Interview
Psychology	Senior Seminar Program Evaluation	Part of course: Assess program satisfaction & effectiveness	Task Performance & Competency Measures
Registrar	Statistical Information - Dean's List, Academic Actions List, Social Work Certification, Education Certification, International Certification, GRE scores data entry for departments	Monitor and evaluate student progress and student outcomes	Unobtrusive/Archival Measures
Service Learning	Participation Statistics	Track number of participants and hours of community service	Unobtrusive/Archival Measures
Social Work	CSWE Yearly Statistics Report	Track enrollment, student characteristics, faculty time, scholarship, & salaries.	Unobtrusive/Archival Measures
World Languages & Cultures	ACTFL Oral Proficiency Interview	Assess student oral proficiency	Objective Test (Survey/Interview)
World Languages & Cultures	University of Wisconsin College-Level Language Placement Test	Assess language proficiency in French, German & Spanish	Objective Test

Appendix 35: How Assessment Results Inform Decisions

Assessment Inventory 2000-2001

Initiated by Anthropology

Tool, Structure	Purpose	To, By Whom	How Assessment Results Inform Decisions; What has changed?
Senior Exit Interview	Assess Anthropology program	By faculty to Seniors	Enables identification of courses that need to be redesigned, added, or eliminated. Feedback has led to the redesign of the Anthropology POE.
Senior Graduate School acceptance Stats	Track grad school attendance	By faculty to Seniors & Grads	Determines how anthropology courses have played a role in career decisions and graduate school; influences decisions regarding course offerings and course rigor. Also provides good advice for current and prospective students.
Student Entrance Interview	Assess Student expectations	By faculty to incoming students	Information of preconceived notions makes it possible to identify interests and properly advise students regarding course selections. Also identifies areas for later, more focused independent study and possible "topics" course offerings.

Initiated by Social Work

Tool, Structure	Purpose	To, By Whom	How Assessment Results Inform Decisions; What has changed?
CSWE Reaffirmation of Accreditation	Demonstrate that JC program meets CSWE standards	CSWE examines department, program	Enabled us to assess how well our program meets the CSWE curriculum standards and how we compare to other accredited BSW programs. In the past we have made minor changes to the curriculum and our teaching methods based on feedback from the site visitors and CSWE.
Professional Semester/Social Work Evaluation	Assess mastery of 12 objectives of Social Work Program	By faculty to seniors	Enables seniors to assess the extent to which they have mastered the 12 objectives of the Professional Semester. Enables us to assess the extent to which we have met the goals of the Social Work Program and the CSWE standards.
Social Work Senior Exit Interview	Evaluate strengths and weaknesses of SW Program and Professional Semester experience	To seniors by faculty	We have changed topics discussed in the Professional Semester Seminar and modified assignments given in the Professional Semester. We have modified course content as a result of student feedback.

Appendix 36: The Initial POE Form

INSTRUCTIONS:
The IN-POE must be submitted prior to pre-registration in the spring semester of the freshman year. (See Academic Calendar). The IN-POE is valid, at most, through the end of the second term, sophomore year. The completed POE (regular POE form) must be submitted by pre-registration in the spring semester of the Sophomore year but may be submitted earlier.

ACADEMIC GOALS AT JUNIATA
Student should present a clear, concise, cogent statement that addresses three areas:

- Intellectual skills to be developed—i.e., conceptual skills, human interaction skills, information skills, etc.

- Content knowledge or subject areas to be mastered—i.e., accounting, communications, geology, mathematics, etc.

- Perspective/outlook to be developed—i.e., an ability to make judgments; to understand and choose from broader cultural and/or philosophical points of view; to recognize and resolve ethical questions in a variety if contexts, etc.

INITIAL PROGRAM OF EMPHASIS (IN-POE)
(PLEASE **TYPE**)

OFFICE USE ONLY
HEGIS CODE

STUDENT'S NAME: [TYPE NAME HERE]

ACCEPTED _____

PROVISIONAL _____

GENERAL ACADEMIC AREA(S) OF INTEREST:

REJECTED _____

SEE COMMENTS BELOW __

[TYPE YOUR AREA OF INTEREST HERE]

DATE [DATE] _____

GENERAL ADVISER: [TYPE GEN. ADVISER HERE]   STUDENT I. D. # [STUDENT I. D.] ____

PROGRAM ADVISER: [TYPE PROG. ADVISER HERE]   P. O. BOX # [P. O. BOX] _____

INITIAL POE TITLE - (Use 25 letters or spaces):   PHONE # [COLLEGE PHONE NO.] ____

[TYPE YOUR IN-POE TITLE HERE]   CLASS YEAR [YOUR CLASS YEAR] ____

ACADEMIC GOALS AT JUNIATA: STUDENT'S SIGNATURE [SIGN YOUR NAME HERE] ____

CAREER GOALS AFTER GRADUATION: (General or Specific) (If Uncertain, please state accordingly)

INITIAL COURSES: (Identify ten (10), including Catalog No. and Name. Example: EB335 - Auditing)

1. _____ _____ 6. _____ _____

2. _____ _____ 7. _____ _____

3. _____ _____ 8. _____ _____

4. _____ _____ 9. _____ _____

5. _____ _____ 10. _____ _____

GENERAL ADVISER'S COMMENTS: PROGRAM ADVISER'S COMMENTS:

_____

_____

_____

_____

Signature   Date   Signature   Date

REGISTRAR'S COMMENTS:

_____

Registrar's Signature

Submit **four (4)** copies.

Appendix 37: The POE Form

PROGRAM OF EMPHASIS

Name: _____   Date: _____
Student # _____   P.O. Box _____
Expected Graduation Date _____   College Phone # _____

Class: ( ) Freshman   ( ) Sophomore   ( ) Junior   ( ) Senior

Advisors:_____   _____
   ( ) first submission   ( ) replaces current submission

Title: _____
                 (Limit or abbreviate title to 36 characters)
    ( ) Designated   ( ) Individual   ( ) Interdisciplinary

Your Program of Emphasis needs to consist of 45-60 semester hours of course work**. An Interdisciplinary Program of Emphasis may have a maximum of 90 semester hours.** All pre-requisites are to be included as part of your program. Each program needs to have 18 semester hours of upper level course work. No more than 15 semester hours can be research, independent study or internship.

Dept	Cat No.	Title	Cr Hrs	Dept	Cat No.	Title	Cr Hrs

Total Credit Hours _____

Two courses (from above) must be "C" courses (CS, CW); one of these must be numbered at the 300 level of above. Please list them below:

_____

_____

▪ Synopsis of your academic goals and how this POE should help you meet these goals. Show how the courses you have chosen present an integrated whole. When read by another, the POE should make clear the intellectual path you have chosen.

- Rationale: How does each course (or group of courses) lead to the fulfillment of these goals stated above? (To be completed for an individual or interdisciplinary POE)

- What career directions do you intend for this POE to support?

_____ _____
Signature   Date

Please have your advisors sign this page before printing the additional copies. Four copies of the completed POE should be submitted to the Registrar's Office. If your POE is interdisciplinary, you must have approval from each department.

- **Program Advisor Comment:**

_____
Program Advisor's Signature

- **General Advisor's Comment:**

_____
General Advisor's Signature

- **Registrar's Comment**:

_____ _____
Registrar's Signature   **Date**

Appendix 38: Contents of the Report on Assessing Student Outcomes

Table of Contents

Appendix 39: Sample Memo of Commitment

MEMORANDUM
Date: February 7, 1996
To: David Reingold, Chair Chemistry Department
From: Robert W. Neff, President
Re: Memo of Commitment -Chemistry Department

Please review this response to the action plan proposed by the Chemistry Department. Call on Provost Hatala if further conference is needed and indicate the concurrence of the department by returning a signed copy of this memo to my office. I look forward to supporting this plan for improvement of the Chemistry program.

The Chemistry Department has already acted on some of its goals in its proposed Memo of C Commitment. The Curriculum Committee approved major revisions in courses for environmental chemistry and a new course to prepare selected students for success in Organic Chemical Concepts, the introductory course in our program. A new system for monitoring lab safety has been implemented. Discussions proceed on all-college responsibilities, including service courses and general education. Specific plans have been prepared on the Chemistry Club, computers and distance learning, as well as grant writing for major instruments and research support.

The college will make a good faith commitment to assist the Chemistry Department to fulfill its plans for improvement:

1. As chemistry faculty members take sabbatical leave or secure released time through grants, the Provost will judge replacement according to the instructional needs of the chemistry program. For one semester sabbatical leave, deferring one or more courses or using adjunct instructor(s) is more likely than full time replacement. The department is commended for supporting teaching courses in biology and general education, and engaging students in research.

2. The college will provide additional funds in the chemistry budget over the next four years for replacement of small laboratory equipment, designating at least $5000 by the year 2000 out of Special Course Fee now collected.

3. The college will continue a halftime lab manager to assist the Science Van Project and the Chemistry Department, using as much in grant funds as possible. The other half of this position will serve as Director of Distance Learning.

4. To assist the department in obtaining grant support, the college will provide help from Kevin McCullen to write proposals, matching funds for major instrument grants (with a priori approval), and support for grants with limited indirect cost support (with a priori approval), The Provost will identify the specific improvements sought in fund accounting and work with the Accounting Office to effect changes.

5. The President and Provost recognize and commend the members of the Chemistry faculty for their many contributions to the strength of Juniata College in the sciences. Through scheduled instruction, close student relations, involvement in campus governance and development, and professional contributions beyond the campus, the chemistry faculty supports the reputation and development of Juniata College.

Department Chair
President
Provost

Appendix 40: The Old Process for Program Review

Academic Planning and Assessment Committee
**The Process of Periodic Program Reviews for Assessment, Planning, and Resource
Allocation**
Revised by APAC 4/7/98

I. Overview
In its mission statement, the Juniata College community defines institutional identity, context, and
purpose. These aims are refined through strategic planning, a process which formulates college
wide priorities to guide specific programmatic decisions. Within the division of Student
Development, academic departments and operating units relate accomplishments and problems
to these priorities, then formulate plans, and identify resource needs by means of regular,
periodic review. In this way, progressive development of individual programs is made an integral
part of overall institutional planning and resource allocation.

II. Purpose
Academic departments, programs, and operating units use periodic program review to prepare a
five year action plan and guide decisions on resource allocation. We recognize that traditional
departmental units are not the same as programs (e.g., the Biology Department vs. Health
Sciences). Thus, the process will try to link programmatic reviews with relevant departmental
reviews.

III. Initiating the Process
The Provost, department chairs and the Academic Planning and Assessment Committee (APAC)
establish a five year cycle for program review such that all academic departments, programs, and
operating units in Student Development complete the process once in that time period. The cycle
coincides with external accreditation dates, where applicable.
The Provost provides each program with necessary background information and data:
  • College Mission Statement
  • Strategic Plan (with institutional priorities)
  • Previous program review and plan
  • Resource data for previous five years: budget, personnel, equipment, space, etc.
  • For academic departments, data for previous five years on courses offered,
    enrollments, advisees, scholarly activity, participation in general education courses,
    community service
  • Other information specific to the program or requested by program personnel

Questions to be addressed are formulated for each review. Some questions will be specific to a
particular program; some questions will specifically address the relationship between
departments and programs of study (e.g., Biology and Health/Allied Health); some questions will
be generic, applying to all departments. Questions for an operating unit will be developed by the
unit's director and that person's supervisor. At this stage, the President and Provost review the
draft questions and the President approves all proposed program review questions.
The same persons at this time jointly agree on the four external reviewers who would be
particularly helpful in examining these questions (see part V. below).

IV. Preparing the Self Study
The academic department or operating unit prepares a self study document which describes
activities, accomplishments, and problems over the previous five years. These areas are
examined against the College's Mission Statement and strategic plan, the program's previous
review and plan, and any external criteria which may apply. The questions identified for the
review are addressed in the self study. Preliminary action plans for the next five year period
should be developed at this time.

All members of the program personnel contribute to preparing the self study. In certain instances, several programs may work together to review a collaborative undertaking.

APAC will serve as an oversight body during this part of the process. It should be kept appraised of the progress made and will provide feedback to the department/program in response. The goal of APAC will be to strengthen the self study.

V. Conducting an External Review of the Program

A critical step in the review process is to engage external reviewers to examine the program or operating unit. A review team should consist of three to four members. The members should represent the following constituencies: 1) A faculty or staff member from a college that is considered to be Juniata's peer or that represents a model for planning; 2) A reviewer from outside academe, with experience in an appropriate profession; 3) A Juniata alumnus; and 4) A Trustee.

The official invitation to reviewers to participate is extended by the Provost. The operating unit director or program chair, in consultation with the Provost, invites external reviewers to the campus and sends the self study document to each reviewer for study prior to arrival. The external reviewers should be on campus together and prepare a single External Reviewers' Report summarizing their observations and recommendations. If bringing the reviewers together on campus for one visit becomes logistically difficult, APAC may allow two visits. However, a single External Reviewers' Report would still be expected. Upon completion, the reviewers' report is sent to APAC for review and comments. It is then forwarded to the operating unit director or program chair, with a copy to the Provost. Honoraria are supplied by the Provost.

The Trustee reviewer will be asked to participate with the Provost in reporting about the review and its Five Year Plan (see below) to the Board of Trustees.

VI. Preparing the Five Year Plan

The program personnel, through their director or chair, prepare a <u>brief</u> response to the External Reviewers' Report noting agreement or disagreement. The response includes a set of goals for the program over the next five years, an outline of action plans which will accomplish those goals, and the resources required. Where departments and programs overlap significantly, plans and goals should cover shared interests.

For academic departments, the department chair, APAC, and the Provost negotiate a Good Faith Commitment in which they agree on the goals, action plans, and resources to be provided over the next five years. The President gives final approval to the negotiated Good Faith Commitment.

VII. Reporting to the Board of Trustees

The Provost reports the results of program reviews and Good Faith Commitments to the Board of Trustees.

VIII. Anticipating the Next Periodic Program Review

The review process requires more than a full academic year. Thus, the next review occurs four years later. During that period, program development and attendant resource allocation are guided by the negotiated Good Faith Commitment. The next review is based on those same goals, actual progress toward them, and any adjustments in all-College plans and circumstances.

Appendix 41: Annual Performance Review of Faculty

The **primary purposes** of faculty performance review are
1. To promote the accountability of faculty activity and performance;
2. To provide information to assist the Provost in evaluating faculty performance.

This approach to faculty performance review is based on the beliefs that
3. It seeks to promote improvement of faculty performance;
4. It builds upon the data base already available to the Provost which includes, but is not limited to, existing PEC files, the faculty activities report, course syllabi, advisor evaluations, Periodic Program Review documentation, and so forth;
5. It shall be user-friendly and as non-labor intensive as possible;
6. It will aim to enhance and never undermine collegial partnerships among faculty;
7. All faculty will engage in regular systematic evaluation of their courses; (See "Process for Regular Systematic Evaluation of Courses")
8. It will be applied towards maintaining an equitable salary administration system.

The Performance Review Process

1. By the first day of classes in the **Fall** semester each faculty member will prepare a summary (two pages maximum) detailing his/her performance objectives for the next 12 months. These objectives will reflect teaching effectiveness, advising, professional development, and service, the four main areas of faculty responsibility described in the Faculty Handbook.

    A. The faculty member will submit the summary to his/her Department Chair and Program Director (e.g., Director of General Education), if there is one, for review and signature which indicates approval. In instances where the faculty member is a Chair or Director, s/he will select a senior colleague for review and signature. In instances where the reviewer(s) disapproves the summary, the faculty member and reviewer(s) will work collaboratively to reach a position which is acceptable to all parties.

    B. The faculty member will submit the summary of performance objectives with reviewer signatures to the Provost by the end of September. The Provost will meet with the Chair or Director to review summaries of performance objectives submitted by members of the Department or Program. If the Provost accepts the summary as submitted, s/he need only acknowledge such approval via a brief message to the faculty member. In cases where the Provost questions or disagrees with the summary, s/he will work collaboratively with the faculty member and, if necessary, the Chair or Director, to reach a resolution which is acceptable to all parties.

2. By the first day of classes of the **Fall** semester the faculty member will prepare a summary appraisal (two pages maximum) of her/his accomplishments during the preceding twelve months. The summary will reflect on the extent to which the performance objectives were achieved as well as on any other salient items related to faculty performance including those areas where the faculty member feels s/he experienced significant growth and development.

    A. The faculty member will then submit the summary appraisal to his/her Department Chair and his/her Program Director, if there is one, for signature which indicates approval. In instances where the faculty member is a Chair or Program Director, s/he will select a senior colleague, preferably the same one used in 1.A., for review and signature. In cases where the Chair, Director, and/or senior colleague disapproves the summary appraisal, the faculty member, Chair, Director, and/or senior colleague will work collaboratively to reach a position which is acceptable to all parties.

B. The faculty member will submit the signed summary appraisal to the Provost by the end of September. The Provost will meet with the Chair or Director to review the summary appraisal statements submitted by members of the Department or Program.

C. Upon examination of faculty performance review materials the Provost may identify a faculty member who is not meeting performance expectations, in which case any summary action would be contingent upon a full evaluation, including PEC review, as prescribed in the Faculty Handbook. (See section 2.8.3)

Process for Regular Systematic Evaluation of Courses

-All faculty are strongly encouraged to employ some systematic evaluation in each of their courses for purposes of improving their instruction. The particular method(s) of evaluation will be left to the discretion of the faculty member. The findings of these evaluations are the sole property of the faculty member.

-All faculty are required to evaluate at least one course per year using the PEC course evaluation scheme. Faculty are required to rotate their courses in this annualized process. Machine scored data summaries and student comment sheets of teaching effectiveness will be kept in the faculty member's Official Personnel File.

Other Guiding Principles

1. The intention of the performance objective summary is to set the general direction and tone of what the faculty member hopes to accomplish. The faculty member is free to amend the summary at any time, particularly as new opportunities or demands present themselves. Amendments to the summary will follow the review process as described in 1.A&B.
2. In those instances where additional college resources (i.e., those not usually budgeted to a department or program) are needed for a faculty member to satisfy performance objectives, some mechanism needs to be in place to address shortfalls.
3. FD&B will review and revise this system as needed after it has been piloted for a year or two.
4. Departments and programs are strongly encouraged to create opportunities where faculty members can share each other's performance objectives with colleagues.

Revised 3/98

Appendix 42: Priorities for Accessibility to Buildings

Highest Priority—work expected on these facilities in the next two years:

Building	Map location
Good Hall	(11)
Lesher Hall	(21)
South Hall	(25)
Ellis Hall (Bathroom)	(9)
Beeghly Library	(4)

Middle Priority—accessibility to unique spaces

Building	Map location
Baker House	(3)
I Harvey Brumbaugh	(5)
Humanities	(12)
Knox Stadium	
Mission	
Pink	
Hess	

Lowest Priority—architectural plans begun; therefore, only emergency modifications would be considered:

Building	Map location
Founders	(10)
Oller	(14)
Brumbaugh Science Center	(6)

Facilities that will likely change purpose within the next five years:

Building	Map location
Quinter House	(17)

Facilities recently renovated and accessible:

Building	Map location
Kennedy Sports & Rec Center	
Cloister	(19)
Swigart/Enrollment	(1)
Oller International House	
Carnegie	(7)
1931 Moore Street	
Corner House	
East Houses	(20)
Alumni House	(2)
Sherwood (Main Floor)	(24)
Tussey & Terrace (Main Floor)	(26)
2111 Cold Springs	(31)

Facilities likely to be replaced in the next five years:

Building	Map location
Oneida Hall	(15)
Ceramics Studio	(8)

[building survey priorities 10-18-02]

Contents for Chapter 6 An Evaluation of the Institution

Table of Figures for Chapter 6 Evaluation of the Institution

Table of Appendices for Chapter 6 Evaluation of the Institution

VI.   An Evaluation of the Institution: the Mini-Comprehensive Report

In this section, we evaluate the institution and summarize our recommendations. This section of the report contains sections on

> Student development,

> Finance and advancement,

> Information, and

> Shared responsibilities.

In the subsections noted above, we summarize the personnel, services, facilities, and resources devoted to the achievement of pertinent goals.

To improve the readability and balance of this report, the assessment of the institution is not included here. Although an essential part of our analysis of the college, that section is long and therefore has been given its own section.

A. Student Development

This section on student development covers 1) faculty and the educational program and 2) policies and services for students.

1. Faculty and Educational Program

In this section about the faculty and the curriculum, we look first at the faculty. Next, we describe the educational program. You will find recommendations, as appropriate, interspersed throughout the section.

a. The Faculty

You will find this portion of the report on the faculty divided into three parts: 1) the make-up of faculty, 2) attitudes and perceptions, and 3) current issues. You will find an account of the assessment of faculty performance included in the chapter on assessment, rather than here.

Make-up of the Faculty
At the start of the 2002 academic year, there are 90 full-time faculty members at Juniata. The basic demographics of the faculty are as follows:

a) 31% female

b) 94% white, non-Hispanic,

c) 96% in tenure track positions

d) 4% in fixed term positions

e) Tenure track positions:

> 42% full professors,
>
> 22% associates,
>
> 33% assistants, and
>
> 2% instructors.

f) 84% hold the doctorate and 94% have the terminal degree required for the continuing contract and promotion.

g) Of 86 full-time faculty members in the tenure track:

> 29 tenured,
>
> 26 continuing contract, and
>
> 31 tenure-track probationary period.

The number of full-time faculty members has grown from 79 in 1997-1998 to 90 in 2001-2002. During this period, the ratio of full-time equivalent students to full-time equivalent faculty has declined from 14.7 to 13.4. In the past five years, many faculty members retired. At the same time, the college has added new academic programs in criminal justice, environmental science and studies, and information technology.

The combination of faculty growth, program growth, many retirements, and a decline in the student to faculty ratio has resulted in a very different faculty today than it was in 1992. Of the 90 full-time faculty members in 2002, over 52 percent joined the faculty in the past ten years. One-third of the full-time faculty have come to Juniata since President Kepple arrived in 1998.

Attitudes and Perceptions
What follows is a description of the attitudes, interests, and perceptions of faculty members.

Every three years, faculty members participate in a survey conducted by the Higher Education Research Institute (HERI) at UCLA. The most recent survey, administered in the fall of 2001, revealed the following faculty perceptions:

> The climate at Juniata supports teaching and learning.

Faculty members differ significantly over the importance of research.

The importance of scholarship appears to be greater in 2001 than it has been in previous surveys.

The relationship between the faculty and the administration has improved.

The change in attitudes concerning research may be partly due to the large number of new faculty members.

The following table compares key results for the 1995, 1998, and 2001 HERI surveys.

Figure 47: Comparison of attitudes of faculty members

Year	1995	1998	2001
The faculty are typically at odds with campus administrators (% in "high agreement")	51%	2%	2%
Faculty here respect each other (% in "high agreement")	19%	38%	56%
Satisfied with relationships with administration (% "satisfied" or "very satisfied")	40%	89%	94%
Overall job satisfaction (% "satisfied" or "very satisfied")	60%	89%	88%

The issue of trust between the faculty and the administration emerged as an issue in the 1992 self-study. As you can see, recent data indicate a significantly improved relationship between faculty members and members of the administration. As the table shows, most faculty members are satisfied with their jobs, their colleagues, and with the administration.

Current Issues
While the HERI survey data indicate that the relationship between the faculty and the administration is generally good, the issue of faculty compensation continues to trouble many. Faculty members generally believe that they are inadequately compensated compared to colleagues at similar colleges. Members of the administration are working with the faculty development and benefits committee to develop a plan for compensation. Two issues dominate the discussion:

The definition of "appropriate comparison group," and

The setting of compensation goals by either

a) Using the mean for all ranks or

b) Comparing individual ranks.

A second concern of the faculty is the adequacy of funds for professional development. Currently, faculty members can use three pools of funds for professional development. The first is an endowed pool, managed by a faculty committee. This pool normally runs from $60,000 to $65,000 per year. The second is an endowed pool managed by the provost. These funds most often fund activities related to curricular priorities, such as general education, study abroad, or teaching-learning technology. Normally, $25,000 is available. The third pool is available for faculty in chemistry, physics, and biology through a grant from The William J. von Liebig Foundation. Often, this grant of $30,000 is unused by the end of the year. In recent years, the funds have barely covered the costs of faculty development. We need to find additional sources of professional development funds to meet the growing needs of a younger and larger faculty.

b. Educational Program

The chapter on assessment fully covers the educational program. What follows is a summary of curricular development and requirements since the last curricular revision in 1996.

Current History of the Curriculum
The faculty approved the current curriculum in the spring of 1995. Implementation began in the fall of 1996. The curriculum provides for

In-depth disciplinary or interdisciplinary study, and

Breadth of study in a variety of subject areas.

Students gain in-depth study through the construct of the Program of Emphasis, or POE. The POE is roughly comparable to a "major" at other colleges--with some significant differences, which we note later in this section. Students gain breadth from the liberal arts distribution requirements, or FISHN, an acronym for

Fine arts;

International;

Social science;

Humanities;

Natural sciences.

The college also emphasizes communication skills, including a required course for all first-year students, the College Writing Seminar, or CWS. Further, students must choose from upper-division courses that emphasize writing or speaking skills (CW and CS). Similarly, students must take at least one course that develops their mathematical skills to satisfy a quantitative requirement, or Q.

Finally, students take two courses to develop their awareness of culture: its premises, its features, its effects. Students begin this sequence of two courses, called Cultural Analysis (CA), as sophomores. First, students select from a menu of courses developed to cover the basics of cultural analysis, Cultural Analysis I. Next, they select from courses spread among the disciplines that cover material from a cultural orientation, Cultural Analysis II.

Curriculum Requirements
Next, we look briefly at each of the requirements of the curriculum:

The Program of Emphasis,

Distribution

Communications

Quantitative

Cultural analysis.

The Program of Emphasis (POE)
We view the POE as the heart of the Juniata curriculum. It provides students with the opportunity to develop an individual program in depth, covering a single discipline or many disciplines. It promotes creativity and interdisciplinary approaches. It encourages students to think about the way in which a set of courses may combine to form a coherent course of study.

In practice, the POE has had both successes and failures. At the beginning, in the early 1970s, every student, with help from his advisors constructed all POEs. Thus, all were "individualized." Each student justified her POE through a written rationale, approved by faculty advisors. However, students did not always want the responsibility of such a task. Additionally, some departments required relatively complex sequencing of courses that made some POEs fairly regimented. For these reasons, two kinds of POEs evolved. First, the "designated POE," which was in effect a traditional major with requirements set forth by departments and programs. Second, the "individual" POE, an individually constructed program that might range over many disciplines and was justified in the student's rationale.

This distinction has served Juniata fairly well, giving students the option to pursue traditional majors or to create programs of their own.

Currently, over half of students choose individual POEs, indicating that the basic idea still has considerable value. Students regularly report overall satisfaction with the POE process. From time to time faculty members have become dissatisfied with the POE. In particular, many faculty members have found it difficult to reconcile the designated POE with the underlying goals of the POE in general. There has been frequent criticism of students who have made no effort

to integrate various portions of their individual POE, opting instead for a grab-bag approach. Furthermore, faculty members have often found themselves at a loss over where to draw the line between a properly integrated POE and a heterogeneous collection of courses. Different faculty members have applied these standards differently. Consequently, quality control--assuring that the students have thought about and carefully constructed their programs--has at times suffered.

The desire of many students to include a "secondary emphasis" in their POEs--in effect, a traditional minor--has further strained the process. In one sense, this desire for a minor may be merely an extension of the natural student desire to be told what to do--the same frame of mind that produced the designated POE. However, the secondary emphasis poses particular difficulties to the POE process because the POE is, ideally, an integrated selection of courses, not a mere major and minor. Some departments have endorsed the idea of the secondary emphasis, making the process of securing truly integrated POEs more difficult than ever.

In 2001-2002, with the addition of many new faculty members, no understanding of the goals and processes of the POE existed. Neither did a consensus of what those goals and processes should be. A subcommittee of the curriculum committee clarified the POE to provide the institution with a renewed framework for this vital part of our curriculum.

The subcommittee drafted a proposal for revision of the POE, which the faculty approved in March of 2002. The revision is included in the minutes of the March 2002 faculty meeting which are on file in the office of the provost. The system contains two important new provisions:

1) An interdisciplinary POE must contain at least 15 credits outside the department with the plurality of credits.

2) The secondary emphasis is officially codified, but exists as a separate entity outside the POE.

The design of the first requirement guarantees that students who contemplate interdisciplinary work are fully committed to that task. They cannot add one or two courses to a traditional major and claim to have engaged in interdisciplinary study.

The intent of codifying the secondary emphasis is to aid students who prefer a traditional major with minor, without attempting to integrate their studies. The codification also draws a clear line between the interdisciplinary POE and the traditional major with minor. Such a demarcation ensures that students who wish to commit themselves to interdisciplinary study, in fact, will complete a fully integrative course of study.

The new POE system will begin in the fall of 2002. In the chapter on assessment, we note ways in which we will try to measure its success or failure. To insure the legitimacy of the POE, we recommend that the curriculum committee

> Analyze the following data on POEs: how many times students change their programs, how many programs are truly individual versus those that departments or programs designate.

> Educate new faculty on the nature of the POE

> Insure that faculty members share a common understanding of the POE.

> Continue assessing the utility of the POE as an educational and marketing tool.

Liberal Arts Distribution (FISHN)
The POE insures depth of education. Distribution requirements provide breadth. The requirements reflect the traditional split of the disciplines into humanities, social sciences, and natural sciences. Certain disciplines in the humanities receive a separate "fine arts" designation. Thus, our students study or practice the imaginative arts. The "international" designation, which extends across the disciplines, is part of our continuing commitment to require students to view issues from a global perspective.

This five-category classification, which goes by the acronym FISHN, is a relatively conventional method of requiring breadth of study. Its main fault is that it separates groups of disciplines by lines that, although traditional, are in reality blurred. For example, history and communication are disciplines that we categorize as humanities, but from certain perspectives, some would consider them social sciences. In part to compensate for this categorization, the system allows some courses to receive multiple designations: Fiction Writing, for example, is both a humanities and a fine arts course; International Politics is both social science and international. While most FISHN designations are relatively straightforward, some courses are difficult to assign.

Although Juniata is committed to breadth in its curriculum, we recognize that these FISHN designations have the important practical function of spreading students around the departments. FISHN designations are not automatic. Departments request an assignment for a course, which the curriculum committee must approve. Sometimes, departments have requested that a course receive more than one FISHN designation in order to attract students to a course. In a few cases, departments have either not requested a designation or dropped the request in order to relieve the pressure on an oversubscribed course. The curriculum committee tends to be strict about adding designations and not so strict about dropping them.

Students and faculty report general satisfaction with the FISHN system. We will have to watch closely to see if changes are necessary. For example, if the

current trend toward more interdisciplinary academic disciplines continues, then we may have to replace traditional line-drawing by something else.

Communications Requirement (CWS, CW, CS)
In this communications part of the report, we look at the three curriculum requirements: CWS, the freshmen composition course; CW, or college writing; and CS, or college speaking.

College Writing Seminar (CWS)
The College Writing Seminar is our first-year English composition course in combination with extended orientation. The course is every new student's introduction to college life at Juniata. You will find this component of the curriculum covered in detail in the chapter on the first year experience.

Writing and Speaking (CW, CS)
The faculty designed the CW and CS requirements to require students to learn and apply communication skills beyond the first-year composition course. By requiring courses with a substantial communications component, we pursue "writing and speaking across the disciplines," which will allow students to communicate effectively both inside and outside their area of concentration.

However, as explained in detail in the chapter on assessment, the CW and CS requirements suffer from inconsistent administration and evaluation. Although faculty members agree generally that an upper-division requirement in communications is necessary, they differ widely on how effective the current requirements are. Moreover, some feel that the CS option, which allows students to take courses with a speech component as part of the communication requirement, allows students to neglect their writing development.

Certainly, our assessment of this part of the curriculum needs significant improvement. However, whatever methods we use to assess communication skills, no communication component can be successful without the dedication of all faculty members to developing those skills. It is not clear that all members of the faculty are at present so dedicated. When asked, they support the principle, but they are not always ready to dedicate the time needed to instruct students in advanced-level skills. For this segment of the curriculum to be successful, we recommend that interested and involved parties consider the following suggestions. A standing committee be convened to administer CW and CS and to insure that

> Requirements for prospective CW and CS faculty and courses are defined and rigorous;

> CW and CS courses are reviewed to insure that requirements are met;

> Sufficient faculty members are willing to staff these courses;

> The administration is willing to fund appropriate staffing; and

All faculty members are instructed in methods of teaching communication skills;

Quantitative Component (Q)

Too often, the "liberal arts" are considered synonymous with the humanities. By requiring students to take one or more courses with a mathematical orientation, we assert that quantitative literacy holds a place of importance in a liberal arts education. This requirement has been in effect only since 1996, and, as noted in the chapter on assessment, we have done little assessment of its success.

Students must demonstrate basic competencies in statistics and mathematical skills. To satisfy the requirement, students have three options:

1) Complete a "Q" course, which deals with both statistical and mathematical skills

2) Complete a statistical (QS) and a mathematical (QM) course

3) Pass proficiency exams in math and statistics.

Unavoidably, the nature of the quantitative requirement is different from that of communication skills. Whereas writing and speaking can find applications across the disciplines, quantitative components of many disciplines can be hard to discern. To give students more choices, we recommend that the provost provide incentives for faculty members

In the humanities to produce a course in quantitative analysis and

In the social sciences to create additional quantitative courses.

Cultural Analysis (CA I and CA II)

Cultural analysis is a central activity of a liberal arts education. It requires students to confront the premises that underlie their culturally based assumptions and encourages a catholic and tolerant approach to cultures different from their own. The cultural analysis sequence, introduced in 1996, replaced an older, comparative model that required courses either in non-Western cultures or in different eras of Western culture. Cultural analysis is a more unified, theoretical presentation that reflects the current scholarly approach in cultural studies.

Each student takes two courses designed to develop the necessary skills to identify, understand, and analyze culture. The first cultural analysis course, chosen from a selection of approved courses, asks students to acquire skills that will allow them to think critically about culture from a variety of theoretical and comparative perspectives. Teachers use a variety of texts and media selected to stimulate discussion on the nature of modernity and on how the interactions between proponents and opponents of the modern have shaped our world. Course materials reflect some of the principal ideas and assumptions behind the

institutions and beliefs that inform perceptions, definitions, and critiques of the modern world. Cultural Analysis I courses cannot satisfy distribution (FISHN) requirements. For Cultural Analysis II, students also choose from a list of courses designed to enhance their skills in identifying, understanding, and analyzing culture. Students may use Cultural Analysis II courses to fulfill requirements for their Program of Emphasis.

The cultural analysis sequence was controversial from the first. The courses as initially structured differed substantially from the pattern approved by the faculty. Moreover, a vocal minority of faculty members who preferred the older cultural model were distrustful of the idea and its aims. None of this controversy would have mattered, however, had the courses proved a success with students and with the faculty members who were asked to teach them. In fact, Cultural Analysis I, the introductory course, designed as a common experience analogous to the College Writing Seminar, proved unpopular and frustrating, both for students and faculty members. Something had to be done to save the idea.

In response to these problems, faculty members slowly changed Cultural Analysis I from a single course taught by different teams of faculty members to a menu of related courses. The change gave students more choice and faculty members more scope to teach in areas in which they were naturally comfortable. As noted in the assessment chapter, the evolved Cultural Analysis I courses are more successful, although hardly an unmitigated triumph. Opposition to cultural analysis has continued. In the academic year 2001, a task force studied Cultural Analysis I and suggested improvements. The report of that task force is on file in the provost's office and available online via the website. Importantly, the task force found that Cultural Analysis I successfully met the goal "to equip students with the skills necessary to examine their own culture, their assumptions about themselves and about other people and about other cultures." This goal was the original goal of the cultural analysis sequence. Although this success would seem to confer legitimacy on the current version of Cultural Analysis I, the course remains controversial among students and faculty members. Likely, faculty members will reconsider the course in any forthcoming review of the curriculum.

The place of Cultural Analysis II in the requirement has always been vague. For Cultural Analysis II, students choose from a menu of already-existing disciplinary courses, taught by faculty who are teaching in their home fields. Thus, courses that fulfill this requirement are less controversial than Cultural Analysis I courses. When it became clear that we could not staff two courses with the format of Cultural Analysis I, the provost asked the curriculum committee to create a cultural analysis subcommittee with power to review and approve courses that applied for a Cultural Analysis II designation. Faculty members heard this decision announced at a faculty meeting, but the faculty never voted on it. Yet, clearly, this reshaping of Cultural Analysis II did not reflect the original intent of the faculty which had endorsed a sequence of two common courses in 1995.

The cultural analysis experience has been painful. Whether or not cultural analysis survives in its current form at Juniata, it nonetheless holds an essential place in a liberal arts education. Most likely, the faculty will endorse its goals. This adventure has taught us caution when exploring curricular options. We must not only be very clear about what we want, but we must also be sure that we are able to get what we want and also that what we get really is what we wanted.

Therefore, we recommend that the faculty

> Sustain the effort to tie the aims and ends of the diverse CA II options with the more unified CA I courses

> Consider whether CA II has any legitimate place in the sequence, particularly if CA is changed

> Continue to assess CA I.

2. <u>Policies and Services for Students</u>

In this section on policies and services for students, we look first at a) academic policies, then at b) student policies, and finally at c) services for students.

Since 1997, Juniata College has defined new strategic initiatives that focus on the capital campaign and on related issues, for example, building projects, program enhancements, fiscal management, and enrollment growth. While institutional growth and development are prudent, we must continually reassure students of our commitment to empower individuals to grow and develop. Our policies and services must clearly reflect this commitment of the institution to its students. Policies and procedures should demonstrate care and concern for individuals and for the community.

The college mission statement describes Juniata as a learning community that prepares students for usefulness and service through intellect, imagination, and basic values. Toward that end, a goal of the staff members in the office of student services is to

> *Work with and support the faculty to provide conditions which will promote learning and personal development. Student Services staff work to create a safe learning environment free from harassment; an environment that values and supports diversity; and a community in which individuals treat one another with civility, respect, and compassion.*

The Periodic Review Report of 1998 noted that the college had reorganized and redefined its administrative structure. These changes triggered a reorganization of student services. The office changed policies and the way it delivered some

services to students. The following assessment of policies and services for students focuses on changes that have occurred since 1998.

This section looks at student affairs, with the spotlight on new academic policies, and on general policies, such as alcohol and drugs and fire safety, and student services. Below is a quote from the president of student government. We include it to illustrate the recognition of students that their opinions count and to show their acceptance of their responsibility to keep the community and themselves safe.

> *Students have input on everything from POE changes to who gets honorary degrees to changes and evaluations of policies and departments. Students have a tremendous say in policies and committees.*

Lavinia Kolarczyk, 2001-02 Student Government President

a. Academic Policies

As we would expect, the curriculum largely dictates academic policies. Students and faculty advisors use a graduation checklist of the requirements. The checklist is a helpful tool to plan and track progress to graduation. The registrar administers academic policies related to the curriculum according to guidelines developed by the curriculum committee of the faculty. You can find these and other policies outlined in the college catalog.

Faculty members are encouraged to include the academic integrity policy in their syllabi and to review the policy with students. Students and others can find the policy on the intranet. The office of support services handles violations of academic integrity. When necessary, the academic judicial board, consisting of faculty members and students, adjudicates violations. The registrar and the student academic development committee (SAD), a faculty committee, consider other policy interpretations and exceptions, including academic standards of progress.

Below we identify new policies and then evaluate how they have worked.

New Policies
Recently, the student academic development committee (SAD) became aware that a few students with academic difficulties were allowed to persist without any formal review or definitive academic action. This situation arose because before the fall of 2001 students could withdraw from an unlimited number of courses. In addition, a student with permission from an instructor could withdraw from a course as late as the last day of class. Students in jeopardy of failing or of receiving a low grade often withdrew. Because the withdrawals were recorded as W, meaning *withdraw,* they had no impact on GPAs and students were not

subject to academic review. This policy allowed some students to continue to enroll in courses even though their chances of academic success were small.

To remedy this situation, the Student Academic Development Committee changed the policy as follows:

> Effective fall 2001: A withdrawal grade of WF or WP is recorded when a student drops a course after the official drop-add period at the beginning of the semester and before the withdrawal deadline. WP signifies that at the time of the withdrawal the student was passing the course. WF signifies that at the time of the withdrawal the student was failing the course. While the GPA is unaffected by WP and WF grades, these grades do alert students and advisors of academic needs.

> Effective with the class of 2005: Students may withdraw from a maximum of four courses taken at Juniata College during their undergraduate careers. While an allowance for medical withdrawals or other unusual circumstances may be made, a student is subject to academic review on a fifth course withdrawal.

Another new development saw students accept academic responsibility for their educations. A group of students and members of the faculty and staff developed a document entitled *Philosophy and Principles of Academic Responsibilities.* You can find the document in Appendix 47 on page 362. Student government approved the document in April 1999. Copies were printed, framed, and displayed prominently in buildings throughout the campus.

The college clarified its interpretation of the Family Educational Rights and Privacy Act. In 1996-97, the college allowed faculty advisors, parents of dependent students, and coaches of intercollegiate athletes to receive copies of correspondences involving violations, charges, actions awards, and citations. During the first two years of the new practice, advisors, parents, and coaches submitted a written request to receive this information. However, since 1999-2000, the advisor, parent, or coach receives notice unless s/he asks not to get it--a so-called "hard waiver." This policy complies with the Family Educational Rights and Privacy Act, which allows revealing such information under section 4.1, Disclosure of Educational Record Information.

The student code of conduct now applies to all students regardless of whether they are on or off college property. We believe that upholding proper conduct only while students are on campus suggests that the college cares about students only when they were on campus. The expansion of the policy clarifies the intention of the college.

Assessment of New Policies
Although it may be too early to assess the change in the withdrawal policy, other changes, such as the reorganization, strategies for early intervention, and

renewed attention to academic responsibility, have been successful. Student retention rates and graduation rates have improved during the past five years. As we saw in the chapter on the first year, the percentage of freshmen who stay for their sophomore year has improved over the past ten years. As you can also see from the following figure, persistence to graduation is climbing toward our goal of 78 percent.

Figure 48: Graduation rates in six years
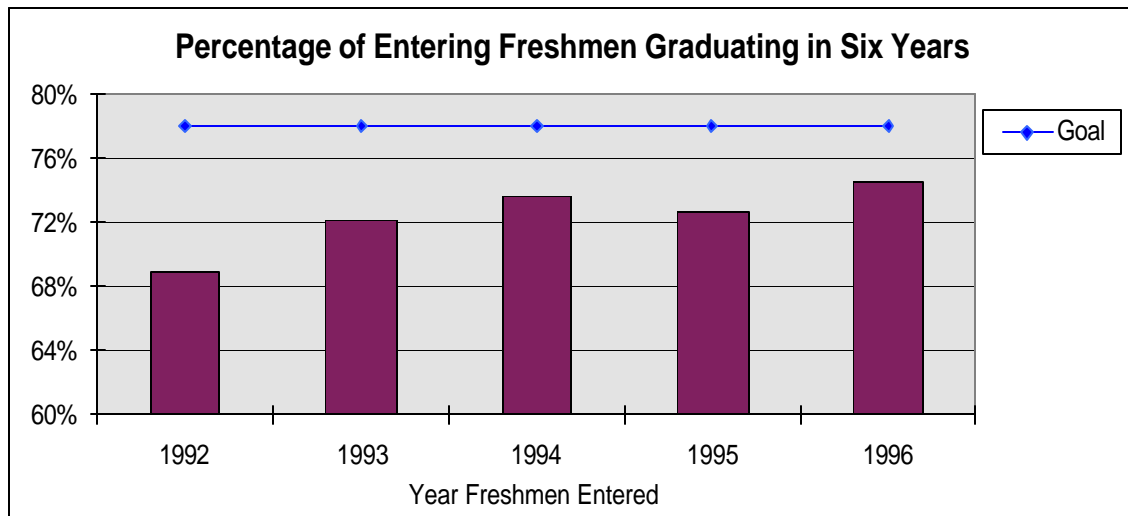
Percentage of Entering Freshmen Graduating in Six Years

Initially, some students regarded communicating violations to coaches, faculty, and family members via the Information Act to be paternalistic. Now, however, there is a general understanding and acceptance of the intent of the policy—that Juniata is a caring college community. Virtually all parents of dependent students, all faculty advisors, and all intercollegiate coaches opt to receive information. Other colleges and universities are adopting similar policies since the Warner and the Foley amendments to the Family Educational Rights and Privacy Act actually coerce the sharing of information.

Local residents and law enforcement agencies applaud the expansion of the student code of conduct beyond the campus. They appreciate the willingness of the college to address the behavior of students beyond college property lines.

Communication has improved on campus among faculty and staff members and the athletic department. Similarly, it has improved between campus personnel and local law officials. An example of this improvement is a policy instituted by the athletic department. Students bring their athletic schedules to classes in the first week to reduce potential conflicts with course activities.

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Local residents and law enforcement agencies applaud the expansion of the student code beyond the campus. They appreciate the willingness of the college to address the behavior of students beyond college property lines.

Communication has improved not only on campus among faculty and staff members and the athletics department, but also between campus personnel and local law officials. An example of this improvement is a policy instituted by the athletic department. Students bring their athletic schedules to classes in the first week to reduce potential conflicts with course activities.

    b. General Policies

In this section, we look at general policies in student services, such as alcohol and drugs, fire safety, and smoking. Again, we emphasize policies and situations that have changed.

Alcohol and Drugs

Juniata is not immune from the troubles of alcohol and other controlled substances. Alcohol use and alcohol‑related behaviors are an unfortunate fact of campus life. We have taken a variety of initiatives to address this problem. For example,

> Student clubs and organizations sponsor and organize a range of alcohol‑free activities and annual alcohol awareness programs, such as "Brew Week."

> Faculty members offer presentations, such as "the Biology of Alcohol."

> We use Alcohol 101, an awareness program developed at the University of Illinois, in the freshmen composition course.

> The athletic department sponsors programs on healthy lifestyles and teaches the athletic consequences of substance use.

> Notice of disciplinary charges and actions, including those for misusing alcohol, are sent to faculty advisors, parents of dependent students, and coaches.

> Students who abuse alcohol are referred to Responsible Alcohol Choices, a program developed and instructed by the college counseling staff.

On-campus "wellness housing" is available for students. The residents of wellness floors agree to abstain from all controlled substances and to maintain healthy lifestyles.

We received a grant from the Pennsylvania Liquor Control Board to establish a Campus-Community Coalition to address issues of alcohol use and misuse in our community.

Staff members of student services are active members of the Huntingdon County Heroin Taskforce.

In 1999-2000, the office of health and wellness services administered the Core Institute Alcohol and Drug survey to students to assess changes from the freshman to the senior year. Our students will participate in the survey again in 2002-03. The survey results indicate the following:

A high percentage of students are aware of college policies on alcohol and drugs.

Over half of the respondents did not know about the college drug and alcohol prevention program.

There was a low incidence of illegal drug use among our students.

There was low use of marijuana and other illegal drugs in the last 30 days.

A large majority, 83%, said they prefer not to have drugs available at parties.

Over 78% are concerned about prevention.

Over 93% perceive use here to be less or same as on other campuses.

Our students were aware of high-risk behaviours.

A low percentage reported experiencing peer pressure to drink or use drugs.

When offered alcohol or drugs, 65% reported refusing.

Juniata students are less likely to drive under the influence.

They are more likely to receive criticism for using drugs or alcohol.

In addition, each fall semester, the office of residential life surveys students who have chosen to live on substance free floors. Residence directors and resident assistants discuss the information and can initiate changes based on the data. Personnel in the office of residential life review changes and use the information to determine if students are meeting the objectives of the floor.

Certainly, we need to do more, but signs of progress are encouraging. We have to alert students to the existence of the program for drug and alcohol prevention. We recommend that the office of health and wellness services and student services develop a plan to publicize the existence of the drug and alcohol prevention program.

Fire Safety
In January 2000, the president appointed a committee to review fire prevention and alarm procedures. You can find the report of this committee in Appendix 48: Report of the Fire Prevention Program Committee on page 363. The committee evaluated the current procedures and found that the Fire and Emergency Evacuation Plan for Residence Halls was outdated. The committee also found that no one had responsibility for developing, implementing, and assessing a fire prevention plan. Staff members did not routinely inspect buildings to ensure that they continued to meet fire codes. The committee submitted the report in April 2000 and the situations noted above are remedied.

As you can see from Appendix 48 under the headings *Current Practices* and *Current Programs and Procedures*, we are doing much to ensure fire safety. In addition, we track activations of fire alarms and repairs using a database that the Huntingdon Fire Chiefs praised.

The campus safety committee subsumed the fire prevention committee referred to above. The joined committees became the campus safety and fire prevention committee, established as a standing committee of the college by the president in the fall of 2000. The budget team approved $25,000 for fire safety issues in each of the past two years. In addition, funds have been allocated to address recommendations of the campus safety and fire prevention committee. These recommendations include such things as a new fire alarm system for a residence hall, a new fire escape for student apartments, and external fire notification systems in the Brumbaugh Science Center and in Ellis Hall.

All college buildings are currently "smoke free." The only enforcement issue is keeping smokers at least 20 feet from entranceways.

c. Services for Students

Student services lie under the jurisdiction of the office of the dean of students. Faculty members and academic departments that report to the provost also administer services to students. For the purposes of this report, each department within student services identified significant changes in policies and services that should be included in our evaluation of what we do. We cover the following topics:

Student activities

Athletics

Campus ministries

Career Services

Residential life

Safety and security

Health and wellness

Students with disabilities

Following is a compilation of the changes and assessments arranged by department.

Student Activities

The Student Organization Handbook, first published in 1997 and revised in 2000, explains the policies and services for campus activities. The handbook is available exclusively on the web. Policies that have changed since 1997 include those pertaining to

Registering student organizations

Posting signs

Fundraising

Field trips and travel

Emergency procedures

High-risk activities

Signatures for financial transactions

All communication services have improved. Student groups can access budget reports online. They can find available times for rooms and equipment for events more easily by using the online event scheduler. A cyber café is available in the student center.

Freshmen rated clubs and activities, including student government, more positively than did freshmen at peer and aspirant institutions. Traditional events, such as Mountain Day, Madrigal Christmas Dinner and Dance, and All-class Night, are very important to our students. Seniors indicate a high degree of satisfaction with campus activities.

However, students are dissatisfied with the programs and facilities at the student center, Ellis Hall. The center houses the campus post office, dining hall, the office of career services, and the bookstore. Because the physical layout of the building makes it unsuitable for most meetings and other activities, the building sees sparing use as a center for student activities.

Athletics
The Athletic Department Policies and Procedures Handbook, available online in the public folders, describes the policies and services of the athletic department. New services for student athletes since 1995 include

A new strength training facility

Improvements to the fitness center

Two new athletic fields

A new softball field

Pool renovations

We believe that the strength-training program, personnel, and facilities are among the best in the nation.

New and changed policies are numerous and far-reaching. They include policies for such things as sexual harassment, insurance, equipment, and medical and counseling information.

If we evaluated athletics solely on the winning percentages of our varsity teams, Juniata athletics would not receive a very satisfactory rating. Few of our nineteen varsity teams won more contests than they lost. With the exception of the volleyball teams, none of our teams achieved national rankings over the last 25 years. However, when the evaluation includes participation, student satisfaction and development, academic achievement, and quality of staff, then our athletics programs rate among the best in NCAA Division III.

Since 1995, we have upgraded to seven full-time positions in athletics. These upgrades from part-time to full-time status have brought about important improvements in recruitment, coaching stability, and overall quality. There is a very high degree of satisfaction and pride among student athletes at Juniata.

The department performs three assessments during the year. First, the coach evaluates each athlete, and vice versa, in a private meeting between the two at the end of every season. Second, each team evaluates the coach at the end of the season during a team meeting led by the team captain. Third, an athletics administrator interviews each senior to determine student satisfaction and to find ways to improve the athletics program. Finally, the staff keeps statistics for such things as use of the weight room and the pool.

Pressing needs include a new floor for the gym and expansion and renovation of the locker rooms. The athletic department also needs flexible field space, lighting, and artificial turf.

Campus Ministries

Since 1998, campus ministries reports directly to the dean of students. In 1999, the college hired a new chaplain. Campus chaplain David Witkovsky is an ordained minister in the Church of the Brethren. The chaplain's familiarity with the Church of the Brethren and with other area churches has strengthened relations between local churches and the college. The office of community service and volunteer programs evolved out of campus ministries. The office of career services now houses the program.

During the 2001-02 academic year, Juniata College students completed over 30,000 hours of volunteer community service. Service trips have been made to Haiti, Honduras, Tennessee, and New Mexico. Over the past five years, increasingly numbers of students have been involved in campus ministries programs and activities. Please see the campus ministry web page for examples.

To assess the interests of students in campus ministry, office personnel survey students every three years. The staff use results to identify the interests of students currently involved in ministry events as well as to gauge the needs and expectations of those not active. The survey has led to new ideas for programs.

Career Services

The nature of services provided through the office of career services has changed over time. On-campus job recruitment has all but vanished. Students are much more likely to use internet tools for assistance with job searches. Career services provides a variety of support and resources including

> Access to regional job fairs

> Opportunities to network

> Workshops on resume writing and job interview skills

> A one credit course in Career Planning offered each semester.

The office of career services maintains a database that is available to students for networking: the parent and alumni career team database (PACT). You can find more information about career services and its activities from its web page accessible from the Juniata College website.

Recent changes in requirements for internships include the following. Students can now receive transcript notation of an internship if they put in 240. This represents a reduction from the previous requirement of 350 hours. Even at 240, our requirement is often higher than the number of hours required by other colleges. We have formalized procedures for students to apply for urban semester experiences like the Washington Center. We changed procedures to be consistent with the timeline for studying abroad. Students now apply by December 1 of the year before participation. Students also provide a personal statement, a resume, an academic transcript, and complete an interview with the

internship committee. The director of career services and faculty members constitute the internship committee

The office of career services receives favorable evaluations on the annual senior survey. Seventy percent of the seniors gave career services a letter-grade rating of A or B. As you can see from the following graph, over 70 percent of seniors graduating in 2001 participated in an internship during their undergraduate years.

Figure 49: Percent of seniors who had internships
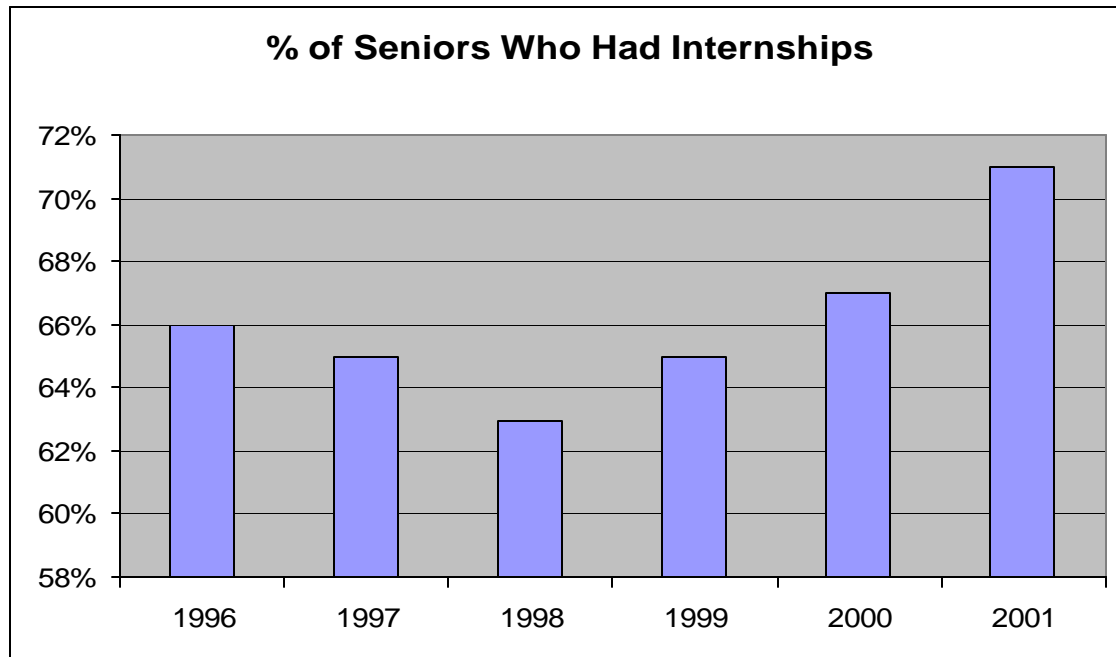
On average, over 225 students complete internships each year. As the data suggests, the popularity of internships appears inversely related to the availability of jobs in the economy. Juniata students recognize that in a tight job market an internship can help them get a job offer.

Another reason internships have become popular in recent years is the result of a change in procedure. In the last few years, interns report on their experiences as part of the Extended Orientation portion of the freshman composition course. Thus, freshmen hear about internships in the first semester of their college career. The large jump in the 2001-02 academic year may also be the result of our increased emphasis on using the parent and alumni database. We assigned all new students an alumni mentor in the student's career field at the beginning of the first semester. We provided guidelines for the mentor to contact their student at least five times during the year. Recently, we developed a workshop on networking and reference materials for students.

Since approximately one third of our graduates go directly to graduate or professional school, we also work hard to provide service to these students. Specifically, we developed and offer workshops on *Selecting and Applying to Graduate or Professional School* and on *Writing Personal Statements and Essays*. We have developed handouts as reference resources for each workshop as well.

Many of the ideas for the services explained above came from analyzing surveys we give to students. For example, six months after graduation, we mail a survey asking about post-graduation plans, internships, and interaction with career services. Results have helped us assess how well we prepare our students. You can find a copy of the latest survey with summarized results in Appendix 49: Career Service Survey and Results on page 366.

To get an earlier indication of the plans of graduating seniors, we administer a questionnaire during graduation week. In addition, upon completion of an internship, we ask interns to evaluate their hosts as well as asking hosts to evaluate the intern. This valuable feedback provides us with information to judge the preparedness of the intern and to evaluate the quality of the internship experience. Student evaluations of the experience are available to new students seeking internships.

Residence Life

Staff members of the office of residence life review the policies, procedures, and services provided to students annually and revised them as needed. You can find the residential policies and services described in the Residential Life and Housing section of the Pathfinder, the student handbook, available on the college website. For a virtual tour of housing facilities, see the Residential Life and Housing web page.

Following are examples of the evaluation tools the office of residential life uses.

Student GPA by Residence Hall

Review of Pathfinder (the student handbook)

Goals and expectations developed by each residence hall

Annual audit and review of policies and services performed and related to residential life

The evaluation of the residential director

The self-evaluation of the residential director

The peer evaluation of the residential assistant

The performance self-appraisal of the resident assistant

Evaluation by students on the floor of the resident assistant

A survey of resident assistants

The survey of students in substance free resident halls

The survey of students in co-ed floor resident halls

The survey of students in the international resident halls.

Results of these tools allow personnel in the office of residential life to make informed decisions and facilitate change. The resident directors and resident assistants share all information. Resident directors and assistants are empowered to make changes based on gathered information. The director of residential life reviews all feedback to ensure that the objectives of the office are met efficiently. The main objective of the office is to ensure a safe, secure, and positive experience for students. You will find the most recent audit of policies and procedures for resident life in Appendix 53: Review of Residential Life Policies on page 377.

Recent feedback led to inspections of all resident halls each semester and providing safety tips to residents for the holiday season. Semester inspections of the resident halls were the result of responses from students on surveys to questions dealing specifically with safety, security, and cleanliness. Recent changes were made to policies and standards to safeguard students from fire. In addition, the office initiated an air conditioner policy since students told us they were unsure about what was allowed. Staff members also established standards for appliances since, again, students stated they did not know what was acceptable. Student complaints about open-ended policies such as smoking, room damage, and visitation, led to more changes. For example, staff members changed or added to radio procedures, the approval form for programs, moving procedures, and the development of a philosophy and principles for responsible hosting. Staff members undertook facilities and security initiatives to ensure the fire safety and prevention in the residence halls. You can find a report of changes to the student handbook in Appendix 54: Recent Changes to the Student Handbook on page 379.

We have seen increases in both housing and staffing. In the past ten years, on-campus housing capacity has increased nearly 100 places--from 1,028 in 1992 to 1,122 in 2002. The increased capacity resulted from re-claiming office space in residence halls when health services and counseling services moved out of the residence halls. In addition, we gained two small houses, former faculty housing, at 2111 Moore Street and 1631 Mifflin Street. Residential staff members now number eight full-time resident directors, all of whom also have appointments in another area of the college.

In the past several years, we have changed the way students chose living quarters. To emphasize and reward academic achievement, we changed from a lottery system based on seniority to one based on grade point average.

Improvements include the following. The office of residential life is now located in a residence hall. The new location provides a reception area, kitchen, offices for the director and the resident director, a meeting room, and storage area. Recycling programs are in place in all the buildings. Renovation of the residence halls is now complete. Within the past seven years, all residence halls have been renovated. Each room is wired with phone, cable TV, and network connections. Most recently, East Houses received air conditioning.

An exciting program has been the formation of special interest housing. These learning communities now include Wellness Housing, a substance free area; the International Floor, with kitchen and dining areas, and the Information Technology floor.

With the increase in units, has come an increase in demand for campus housing. The 2001 senior survey shows that the satisfaction of our students with student housing is higher than the satisfaction of either of the peer group or the aspirant group. Currently, only nine single rooms are available in college housing, which makes the high satisfaction rating among students even more impressive. Plans to renovate the newly acquired Alfarata Building will increase the number of single rooms available to students.

Safety and Security
For a complete description of safety and security services and resources, please see Campus Safety and Security web page available from the college web page.

The office of safety and security has increased personnel and equipment. The staff now includes the director, six full-time officers, and two part-time officers. The four-wheel drive patrol vehicle features a light bar, direct radio contact with local law enforcement agencies, a computer, and emergency medical equipment. New radio communications systems include the transmitter, radio tower, and repeater (emergency phone number). Three blue light emergency phones now dot the campus along with new campus lighting, crosswalks, traffic flow patterns, and regulations, and signage. Personnel from safety and security can use a new golf cart to assist with on campus patrols and transports. Finally, a bike patrol with patrol training and certification for officers widens the reach of safety and security.

We are fortunate to have, and we highly value, our safe campus environment. The office of safety and security emphasizes prevention through regular inspections of buildings and through educational programs. Anecdotally, students and staff members like and respect safety and security personnel. You can find a sample form that officers routinely use to inspect buildings in Appendix 51: Example of a Building Inspection Form on page 372. Crime statistics are supplied in Appendix 52 on page 374.

Health and Wellness

The Health and Wellness Center, located at 1622 Moore Street in a former residence, provides a homey atmosphere complete with a porch swing and a fireplace in the living room. Health services and counseling services are delivered in two offices in the center. Before the move to the Moore Street house, the health center was housed in a residence hall. The move, which occurred about five years ago, provided needed privacy for students. The college nurse is a full-time college employee. The college has contracted with a physician and a physician's assistant to provide visiting hours and services. Counseling services are performed in-house. The college employs a full-time lead counselor certified to supervise counseling interns who work with health educator interns. The college contracts a consulting psychiatrist.

The office of counseling services recently received a grant from the Pennsylvania Department of Education to develop a Student Assistant Program (SAP). The program is a shared effort by the State, county, and community to address the needs of students experiencing barriers to learning at school. The program will provide undergraduate training to teach Juniata students to recognize at-risk behavior among middle and high school youth. The training program should be especially appealing to students pursuing careers in education, social work, and criminal justice. Classes begin fall 2002.

According to the HEDs senior survey from 2001, the departments of both health services and counseling services received significantly higher satisfaction ratings from students than did the same services at peer institutions for both peer and aspirant groups. Personnel at the center keep abreast of community health issues and responsive to the Juniata community. For example, this fall the college nurse emailed all to ask about interest in low cost flu shots at the center. Because of the response, the center provided the shots.

As our summer student population of research assistants, students in the intensive English program, camp goers, and so on grows, on-campus health services should be expanded to the summer months. We also need to monitor increasing student demand on counseling services. This division may require additional staffing.

Students with Disabilities

See Section C3 of the assessment chapter for information about facilities for disabled students. Admitted students who have disabilities are required to provide documentation in support of reasonable accommodations they request. We keep that documentation confidential and on file in the office of the dean of students. The dean of students acts in the role of advocate for students with disabilities. Section 504, Subpart E, of the Vocational Rehabilitation Act of 1973 (PL 93-112) and Title II of the Americans with Disabilities Act (PL 101-336) serve as the basis for that advocacy.

3. <u>Enrollment</u>

This section looks at the organization of the enrollment team, the current state of enrollment, financial information the office provides to outsiders, and assessments. The enrollment section ends with a section of recommendations.

a. Organization of the Enrollment Team

The enrollment team consists of the admissions staff and the student financial planning staff. Members of the team are located in the William J. Swigart Enrollment Center—a facility completed in 1996. They work together closely.

The enrollment team focuses upon building relationships with prospective students. The eight enrollment counselors and two financial planning counselors provide individual attention to each prospective student. Support personnel also give special attention to potential students. Senior enrollment managers have a total of 76 years of experience. The dean of enrollment has 18 years of experience. The director of financial planning has 23 years of experience, 14 of them at Juniata. The top enrollment associates all have over ten years of experience for a combined 38 years of experience at Juniata.

b. The Current Situation

After remaining at about 1,250 students for four years, the number of applicants for admission rose to an all-time high of 1,458 in 2001. As you can see from the following graph, enrollment for fall 2001 reached 1,302 and for fall 2002 is even larger. The strategic plan calls for enrollment levels of 1,300 students.

Figure 50: Growth in student enrollment, fall 1997 to fall 2002
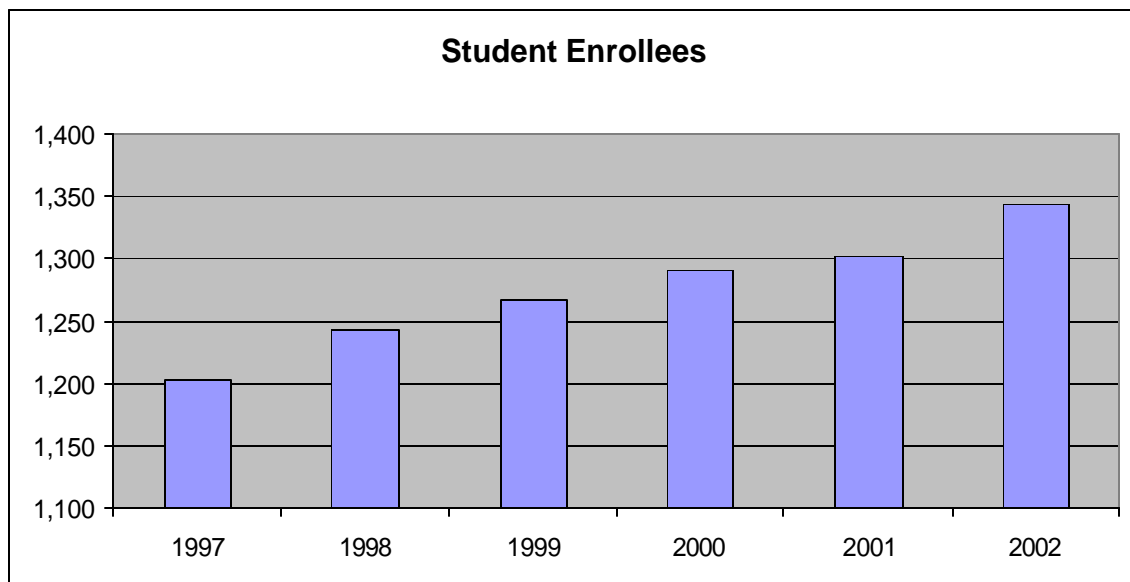
As of September 1, 2002, the first year class consisted of 402 students versus 365 for last year.

You can find enrollment statistics for the past six years in Appendix 43: Fall Enrollment Statistics, 1997-2002 on page 358. You can see a jump in these enrollment figures in the past two years by about 200 applicants. We are pleased with the increased number of applicants and the greater selectivity that the larger pool has allowed.

A key tool for enrollment has been the development of a yearly master plan that guides the activities for recruitment and financial planning. A copy of the enrollment plan for the classes of 2005 and 2006 is available upon request. The plan includes items such as

Inquiry, application, and deposit goals for the year

Academic quality goals for the incoming class, including SATs, GPA, and class rank

Diversity goals for ethnicity, international, and geographic distributions

Net revenue and tuition discount parameters

Outlines of tactical activities to accomplish the goals for the given year

You can see from Figure 51, which follows, net revenue from tuition from 1997 through the 2001 academic year.

Figure 51: Net tuition revenue from students, 1997-2001

Net Tuition & Fees Revenue (in thousands)

Year	Revenue
1997-98	$10,119
1998-99	$10,754
1999-00	$11,221
2000-01	$12,428
2001-02*	$13,512
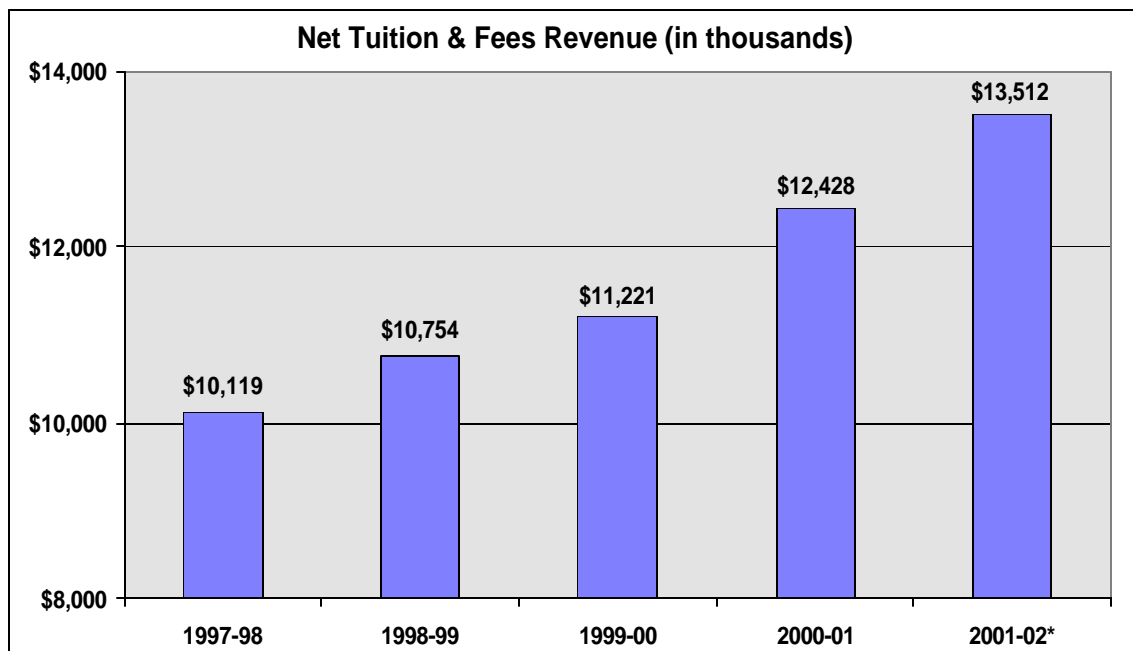
As you can see, the college has experienced a healthy increase in net revenue over the five years.

However, plans for enrollment must address the relationship between the discount rate and the size of the class. The following graph shows the relationship of the actual unfunded discount to the discount goal of 39 percent. As the graph demonstrates, we have more work to do to achieve this goal. To maintain fiscal health, we must achieve enrollments with a slowly decreasing discount over the next several years.

Figure 52: Discount rate, 1997 to 2001
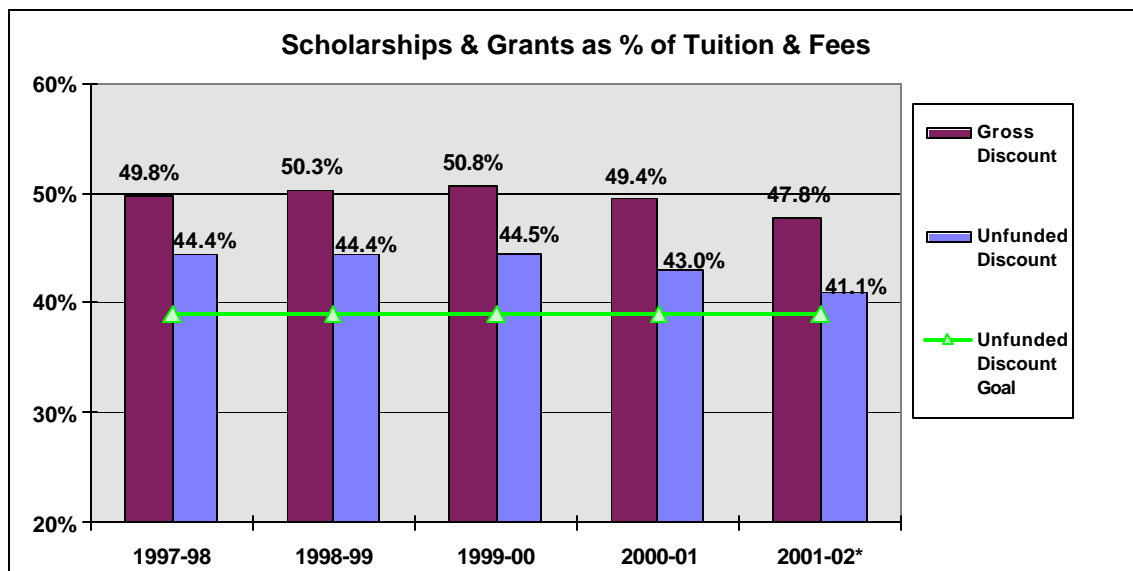
Plans call for the office of enrollment to develop a three-year master plan beginning with the 2002 academic year. In the plan, goals will drive activities. Annual goals will flow from a long-term strategic vision for enrollment. The plan will include such initiatives as

> Addressing imbalances among academic programs

> Recruiting in specifically targeted markets in MD, NJ, and NY

> Building name recognition outside of traditional market areas

> Developing tactics to lower the tuition discount rate

> Developing initiatives to recruit more diverse students and to provide campus programs for current students of color.

> Expanding the parent loan program to help families finance a Juniata education

Collaborating with the office of conferences and events to attract more college age audiences

Investigating a Juniata honors program

Establishing an admissions system using recruiters located in the areas they serve. For example, employ an area recruiter for New York State on a part-time basis. If this effort is successful, we will place more part-time recruiters in target areas.

Encouraging retention of enrollment employees by allowing them released time so they can pursue graduate education.

In 1998, the enrollment management committee was established to advise on enrollment issues. The group meets an average of six times per year. The committee advises staff members from enrollment on issues such as athletics, merit scholarships, international recruitment, and faculty involvement in enrollment. Strategically, the existence and function of the enrollment management committee demonstrates the pervasive understanding that enrollment is a college-wide endeavor. The committee includes faculty members, administrators, alumni, and students. You can find a list of the members from the 2001-02 committee in Appendix 44 on page 359.

Upcoming initiatives for enrollment include an upgrade of publications, new marketing plans, and special goals for diversity and selectivity. The three-year master plan for enrollment will link to the findings and initiatives of the college marketing committee. For example, the enrollment office anticipates that strategic goals can increase market share in selected geographic areas. Appendix 45: Geographic Distribution of Students, Fall 2001 on page 360 shows the geographic origins of current students. Over 75 percent were from Pennsylvania. We want to increase the number of US students from outside Pennsylvania. The majority of international students come from the United Kingdom, Germany, Japan, Ecuador, and France, with one or two from other countries.

A key component for successful enrollment is the quality of information available for prospective students. (The most recent brochures from enrollment are available in the packet for the Middle States evaluation team.) Such brochures in addition to the catalog and the Juniata Financial Planner, a financial aid toolkit, furnish information about

    a) Educational opportunities

    b) Student services

    c) Criteria for scholarships and grants

    d) Conditions for grants and loans

e) Financial aid resources

f) Eligibility for financial aid

g) Procedures for obtaining financial aid

In addition to consulting publications, prospective students can participate in the Early Financial Aid Assessment program. In this program, an enrollment counselor helps prospective students calculate the cost of education at Juniata and shows how financial aid might affect that cost. Financial aid counselors offered appointments to enrolled students during summer orientation.

c. Assessment and Recommendations

As you have seen, enrollment policies have resulted in increased numbers of admitted students over the past two years. The retention rate (over 90 percent for freshmen, 73 percent graduation rate in six years) testifies that recruited students stay at the college. The dean of students conducts one-on-one exit interviews with every student who chooses not to remain. Rarely does a student say s/he is leaving because she felt misled by enrollment promises or that the college failed to live up to his expectations.

Superiors assess personnel within the office of enrollment, all of whom set personal goals each year. Additionally, the office is assessed as an administrative unit. The office of enrollment sets targets to measure against results. Besides overall enrollments objectives, the office sets goals by regions. Most, but not all, goals appear in the annual enrollment plan.

The office conducts many assessments of its efforts. Every prospective student who visits campus receives the Campus Visit Questionnaire in the mail shortly after the visit. The purpose of the survey is to gain information on the impression potential students and their families had of the campus and college. The enrollment office sends questionnaires after every event. The team discusses the results and makes changes as appropriate. Most notable changes from such feedback have been changes in itinerary for the events to cater to the needs of visiting families. For example, we have found that programs that go too late into the afternoon do not allow sufficient daytime driving time for many families.

The enrollment office uses student tour guides to show the campus to visiting prospects and their families. After each tour, tour guides complete a form to gauge the match of the potential student with Juniata. This assessment evaluates the general enthusiasm and readiness of the student for the Juniata experience. The office of enrollment chooses tour guides carefully through a structured interview process. Each guide receives a three-day training program. Feedback on their performance is immediate since enrollment counselors see

visitors immediately after the tour and the first question is "How was your tour?" Guides perform many tours and, once they start, they tend to stay with the program until graduation.

The office performs an annual survey of prospects who withdraw their applications and go elsewhere. Results inform the enrollment team of direct competitors to which we have lost students. Enrollment counselors use the results to determine how thy can improve the enrollment process. Also annually, enrollment staff analyzes application overlap questions in the CIRP survey, which the office of institutional research administers to new students. This information shows enrollment team members which competitors Juniata beat in the admission process. The feedback also helps us identify competitors and trends.

The office of institutional research maintains data from freshmen, sophomores, and seniors who leave Juniata. We also have marketing research from Prescience Associates which includes survey data from *cancelled admits*, students who were admitted but who choose not to attend. *Cancelled admits* did not perceive Juniata to offer a "good range of social and campus activities." You can find a summary of the results of the Prescience study in Appendix 50: Marketing Research for the College on page 368.

The most rigorous enrollment assessment occurs annually at the three-day analysis at the end of each year using the consultant firm Noel-Levitz. During this intensive "debriefing," consultants and staff evaluate the success of each enrollment strategy undertaken during the year and guide staff members to use limited resources more effectively in the future.

An informal survey of students and faculty members indicates that many believe that photographs to market the college to prospective students feature a disproportionate number of minority students. We are dedicated to attracting students who are more diverse but the issue of how to do so has been difficult for us. By featuring the involvement of minority students at Juniata, we believe that we present our openness and eagerness to become more diverse. We remain puzzled about how else we can get out the message so effectively that we welcome minority students.

To get new perspectives and insight on this issue, the enrollment management committee should solicit feedback from interested constituencies on the issue of overusing photographs of minority students in publications. The committee should suggest and investigate the effectiveness of alternative methods.

Currently, the office of enrollment does not prepare a full academic profile of incoming students. The profile would contain information such as geographic composition, average GPA, average SAT, number of valedictorians and merit scholars, and so forth. Typically, colleges send such profiles to guidance counselors and to prospective students. Both academic and demographic

materials must be included in the profile so students can form an accurate picture of the student body at Juniata. Since the student visit is key to our recruitment efforts, however, we have stressed it versus the profile.

External audits evaluate the administration of financial aid. The audits are the Title IV Federal Compliance audit and the annual college audit performed annually by Young, Oakes, Brown & Company, CPAs. The CPA firm examines our compliance with federal, state, and institutional program regulations. The PA department of education, administrators, and trustees receive the annual college audit, as does as any interest party. Audits occasionally result in changes, primarily to office procedures. The PHEAA conducts an audit of financial aid sporadically, sometimes as often as every three years, to ensure compliance with state regulations.

The financial aid office uses two internal assessments of financial aid. The first, done annually, is part of the end-of-year assessment using the consulting firm Noel Levitz. The second grows from the annual performance evaluation of the effectiveness of the department and includes input from the office of development management.

To ensure continued financial health of the college, to systematize assessment, and to coordinate enrollment and marketing activities, the office of enrollment should continue to develop the three-year master plan for enrollment.

The office of enrollment must assess the results for the first year that the plan is operational, 2002-03. Therefore, the plan should anticipate assessment and, thus, contain steps to assess results. Finally, the plan must contain strategies to decrease the discount rate while keeping enrollments steady.

B. Finance and Advancement

In this section on finance and advancement, we look at 1) external relations and marketing, 2) diversity, 3) alumni relations, 4) the campaign, 5) financial resources, and 6) facilities, equipment, and other resources.

1. External Relations and Marketing

Departments with major external relationships report to the vice president for advancement and marketing. These departments include alumni relations, advancement, enrollment, and external relations and marketing.

Evidence of the commitment of the college to marketing includes the following initiatives and characteristics.

The recent creation of an integrated marketing committee for the campus,

A unique emphasis on alumni volunteerism,

A comprehensive campaign that includes significant levels of volunteer leadership, and

Enrollment and retention strategies.

A special focus area for external relations and marketing has been integrated into marketing. President Kepple created the integrated marketing committee for the in November 2001, charging it to develop a three-year, institution-wide marketing strategy, based on the new strategic plan and using the following assumptions:

The plan will identify marketing research needs.

The plan will describe:

Target markets and characteristics;

Points of contacts and interdependencies by target audience;

Different influencers of target audience members;

Information needs and offers focused upon target audiences.

The plan will identify general institutional positioning statements.

The plan will set mechanisms to annually evaluate marketing strategies.

The plan will assess advertising effectiveness and potential.

Action plans to achieve marketing objectives will be formulated.

In the charge to the committee, the president acknowledged, "Development of the plan will be an evolutionary process. In the first year, the committee will create an initial plan with specific outcomes that will be strengthened over time."

The committee was established with representation across constituency groups and Juniata divisions. You can find the membership of the initial committee in Appendix 55: Members of the Integrated Marketing Committee on page 381. Four areas were identified as critical for consideration in developing the first year plan marketing plan. Those areas are enrollment, alumni, current students, and fundraising. Below are the objectives for the first year marketing plan.

Goals for Enrollment
Goal 1 : Establish awareness and comprehension of Juniata in targeted, new markets in New Jersey, Maryland and New York.
Goal 2 : Solidify Juniata's foothold in traditional markets (as defined by a 60 mile radius) by building comprehension and conviction within the defined area.

Goal 3:   Impact awareness and comprehension of Juniata with national opinion leaders and third-party endorsers.

Marketing Goals for Current Students

Goal 1:   Increase student awareness and comprehension of cultural event offerings available throughout the academic year.

Goal 2:   In conjunction with the wellness center, develop strategies to promote student wellness and healthy living.

Goal 3:   Create a viable, new communication tool to enhance campus communication.

Goal 4:   Incorporate students in the planning of Blitz events.

Marketing Goals for Fundraising

Goal 1:   Develop strategies to support an increase in percentage of giving to 40 percent participation.

Goal 2:   Evaluate volume and effectiveness of the fundraising communication sent to alumni.

Goal 3:   In conjunction with the Fundraising Marketing Team, develop strategies to support fundraising initiatives in newly defined enrollment markets.

Marketing Goals for Alumni Relations

Goal 1:   Evaluate volume and effectiveness of *friend* raising communication sent to alumni.

Goal 2:   Support the development of a viable parents organization in support of institutional objectives in enrollment and fundraising.

Goal 3:   Build Juniata's volunteer base by creating opportunities for alumni volunteer work in support of enrollment initiatives in new market areas.

Goal 4:   Incorporate video into alumni affinity pages through development of "Reflections" video scrapbook.

At the conclusion of its first six months of operation, the integrated marketing committee

Identified linkages between the new marketing plan and the strategic plan for the college,

Selected new geographic region from which the college will generate additional support for alumni, fundraising, and enrollment initiatives, and

Defined program initiatives to advance in new and traditional markets.

Funding for new initiatives has also been budgeted. Constituent programs within the committee must now implement plans that are driven by the strategies that have been adopted.

Volunteers

Effective use of volunteers represents a major marketing tool for enrollment and one that we will continue to develop. In conjunction with the alumni office, the enrollment center has created a structure to increase the number of alumni volunteers significantly and to keep the volunteers actively engaged in recruitment efforts. The goal of this group is to generate 100 additional applications. Enrollment counselors will actively communicate and regularly manage student contacts with regional volunteer leaders. This activity will expand the number of Juniata representatives throughout recruitment regions.

2. Diversity

In an effort to recruit and retain a diverse student body, Juniata has created an office for diversity and inclusion. The special assistant to the president for diversity and inclusion is responsible for recruiting and retaining minority students and for promoting diversity. Duties include developing and implementing recruitment strategies to meet enrollment goals, planning campus visits, and coordinating campus activities promoting diversity. Additionally, the special assistant serves as a liaison between the college and minority families and assists in retention programs to enhance the Juniata experience for diverse individuals.

The college is well known throughout central Pennsylvania and has been highly successful in penetrating the market within a sixty-mile radius of Huntingdon. We are an excellent liberal arts college with a well-deserved national reputation among higher education professionals and academics. We need to expand our reputation and name recognition to prospective students and parents beyond our traditional geographic and socio-economic markets.

Juniata students tend to demonstrate higher financial need than those at many of our peer institutions. Likewise, the demographic makeup of the student body does not reflect the demographics of the United States, let alone the world. Both realities present strong challenges. The concentration of students from the sixty-mile radius around Huntingdon contributes to high financial need since the economic resources of area residents tend to be moderate to low. The current market concentration presents particular challenges for us as we try to manage the rate of discount. If we are successful in this current market outreach, we must remember to continue to serve our traditional market.

Established in the 2001-02 academic year, the office of diversity and inclusion seeks to build and support campus diversity. You can access the office of diversity and inclusion web page via the Juniata website. As you may recall, the report on diversity from the president's task force is available in the public folders in Outlook.

Recent Progress

After a group of faculty, students, and staff came up with the diversity plan in 1999, a series of steps were implemented based on their recommendations. First, a person was hired to oversee diversity efforts across the campus. Another step taken was the institution of a central office for diversity where students could feel comfortable bringing up issues that arose. The expectation was that the diversity staff member would plan events that would include and help celebrate the entire campus body. These steps are accomplished.

However, because of the diversity staff member is both an enrollment counselor and a member of student services, many current students do not feel comfortable approaching the special assistant. When problems arise, they tend to search out a familiar face in the faculty, particularly Dr. DeVries, Professor of Sociology and an African American. As the diversity position evolves from less enrollment work to become a permanent position in student services, this problem will correct itself. In the meantime, efforts are being made to interact with each student on a more personal level.

As far as recruitment is concerned, we have moved ahead this year by adding ten fairs targeted to minorities. These fairs have proved to be enormously successful in getting us contacts that we would not otherwise have seen. Whether they prove to be fruitful as a recruiting tool remains to be seen. We also have teamed up with two organizations, Nueva Esperanza and Uplift, Inc to help us locate students. These two community-based organizations help students find a school that fits what they are looking for. These organizations are familiar with the Juniata philosophy and can help the students to make informed decisions about college.

Each year we set goals for the number of students of color we hope to recruit. Last year we missed the goal of eight African American students by enrolling five. Officially we have one Hispanic and 15 four-year international students. We met our goal for international students. Next year, we will keep the same goals.

Responsibilities of the Diversity Position

Generally, the position is responsible for recruiting and retaining a diverse student population. Specifically, how to achieve this diversity is not clearly defined. This situation could be viewed as a problem or as an opportunity. The problem of no prescribed plan of action comes from the fact that the position is new. The chance for opportunity occurs because there is room for trail and error. We are willing to try things. If they do not work, we will start over. Nothing holds us to a stalwart regimen. Therefore, part of the responsibility of the diversity position is to think of creative ways to recruit and retain students.

Along with the responsibility to recruit and retain comes the duty to plan campus events. These events should promote awareness of diversity and include activities such as conducting the freshman extended orientation workshop,

fostering close relationships with parents and students, and acting as a liaison between enrollment and student services and between minority families and the campus.

Below are the responsibilities from the job description:

1) Develop and implement recruitment strategies to meet enrollment goals. Plan and develop a strategy for increasing minority student campus visits. Involves alumni, faculty and current students in the recruitment effort.

2) Co-ordinate and implement campus-wide activities promoting diversity.

3) Serve as a liaison between the College and minority families. Assist in retention programs to enhance the Juniata experience for diverse individuals.

4) Review and evaluate admission applications and materials. Make admission recommendations.

5) Works with student financial planning in ensuring appropriate resources are available.

6) Perform primary research about diverse markets for entire enrollment staff to coordinate and implement in individual territories.

7) Perform other duties as assigned. See attached sheet for specific 2002-2003 duties.

Diversity Initiatives
Of course, we are in the early stages. This position was cognitively created in 1999. In 2001, a temporary person filled the position in order to help us define areas we need to improve. Not until July of 2002, however, did a permanent appointment to the position occur.

One Initiative is the creation of a diversity committee. The committee is a permanent committee made up of members from all areas of the college to help address issues that arise, define areas that we should change, and help to make more sound decisions. After the Race Unity Forum in September, The people who attended responded to a survey overwhelmingly that the forum should held regularly. Faculty members and administrators have supported events. Some who cannot make events have even emailed their support of the event even though they could not be there.

One issue that students mention repeatedly is the overrepresentation of students of color in our brochures. We worry that if we do not have students of color in them, then we risk not attracting students of color. However, if there are too many, students will feel mislead. This year, consultants created a new line of

brochures for us with these objectives clearly in mind. Most believe that the new brochures are a great improvement.

Another initiative was the Freshman Diversity Workshop. There has been great debate about this function for years. This year, during the Race Unity Forum this September, the workshop dominated the conversation of students. The diversity coordinator met with a group of students who helped run the workshop in the past and who wanted to help change it. They developed goals to retain critical ideas and changed the contentious atmosphere that the freshmen had objected to. This year, the special assistant for diversity and inclusion brought in a diversity expert from outside of the college and, with help from the students, reorganized event. The result was much greater success than ever before. Much more interactive, the workshop avoided the controversy it engendered in the past. It now gives us a new outlet to bring diversity issues before our students.

Goals for the Diversity Position

President Kepple assesses the performance of the diversity coordinator. He meets with the coordinator bi-weekly to discuss events and goings-on. In addition, the dean of enrollment, dean of students, and assistant dean of students provide guidance and support.

Below are the self-prepared goals of the special assistant to the president for diversity and inclusion for this year.

1) Establish relationships with at least one or two schools in each region that may be used as a potential feeder schools.

2) Work with students to establish an on-campus race unity forum.

3) Develop a working, interactive web page for the office of diversity and inclusion.

4) Plan and execute an overnight for students of color for fall 2002. Depending on success—decide if this action should also be carried out in the spring.

5) Determine a policy by which minority or out-of-state students can apply for transportation costs to be covered in order to increase visitation. (Student must have 2.5 GPA and express financial need.)

6) Encourage Jewish students on campus to form a Jewish student organization.

7) Implement a more diverse tele-counselor and tour guide staff.

8) Work with development to investigate new avenues for money for minority programming and scholarships.

3. Alumni Relations

Colleges often speak of alumni who give back to the alma mater. Juniata committed itself to enlisting 2,000 volunteers by August 31, 2003. Each alumni volunteer gives a minimum of five hours in order to promote the college mission. A grant from the Teagle Foundation formalized the volunteer emphasis and set a three-year period for its implementation. The alumni council and alumni staff members have made major strides in promoting voluntarism and in educating other departments about the benefits of voluntarism.

The receipt of the Teagle grant for 2000-2003 energized the alumni relations program. Staff members describe programs as "volunteer driven" and relate that volunteers "come to us and tell us what they want to do and what they need to do it." (From the unpublished Year Two Report to the Teagle Foundation.) Between July 1, 2000, and June 30, 2002, over 1,250 alumni volunteers contributed at least five hours to the college. With the addition of parents, friends, and some alumni who gave less than the required annual total, volunteers contributed nearly 6,000 hours to Juniata last year.

Juniata's volunteers have enabled a range of programs and projects. These include

Admissions volunteers and leaders

Regional event sponsorship

Affinity groups

An International Alumni Meeting

Newsgroup email

Parents and alumni career team

A Volunteer Leadership Training Conference.

Perhaps strikingly, one third of the volunteers come from a group known as the GOLD group, Graduates of the Last Decade. In order to continue the activity of young alumni, the alumni council and office of alumni relations sponsor an annual senior dinner. Volunteers even lead the senior dinner. Twenty-one seniors and underclassmen organized and ran the dinner. Similarly, a newly formed student alumni association organizes a campus event called Senior Salute. In 2002, the student alumni association observed its first full year. A key goal of the group is to build connections between alumni and current students.

4. <u>Uncommon Outcomes: A Comprehensive Campaign</u>

Alumni and friends also partner with Juniata through contributing financial resources. The college launched a $70 million campaign to grow the endowment, to support current annual programs, and to fund five capital projects. At campaign launch on April 15, 2000, donors had contributed nearly fifty million dollars toward the goal.

From any perspective, the Uncommon Outcomes campaign was ambitious. The $70 million goal nearly doubled the $36 million dollar outcome of the previous campaign. Volunteers took responsibility for individual projects, each of which functioned as unique campaigns. The campaigns and the original goals follow:

Figure 53: Fundraising goals for the campaign

Uncommon Outcomes Campaign	Goal
The Juniata Fund	$7,000,000
The Campaign for Excellence in Science	$30,875,000
The Campaign for The 125th Anniversary	$3,000,000
The Campaign for The Arts	$7,750,000
The Campaign for Entrepreneurial Leadership	$12,250,000
The Campaign for The Future	$9,125,000

The Uncommon Outcomes campaign concludes June 30, 2005. As of June 30, 2002, the campaign had recorded gifts and commitments of nearly $80 million. An estimated additional $6 to $10 million in current gifts will be required to complete campus construction projects. In large measure, the remaining need reflects the over-subscription of the Campaign for The Future (for the endowment) and the addition of a category for undesignated or unknown bequest commitments.

A major component of the Uncommon Outcomes campaign was the receipt of a Kresge Challenge Grant for bricks and mortar. Juniata's proposal to Kresge requested $1 million toward $7.5 million earmarked for a new Center for Science and endowment. Kresge awarded the college a challenge grant of $800 thousand. By the launch of the Kresge Challenge campaign, in January 2001, we needed to raise nearly $6.5 million in order to receive the Kresge grant. By July 2002, the Kresge Challenge goal was well within reach. The receipt of over $3.5 million for endowment, a volunteer-led campaign for the Center for Science that involved 42 teams, and lead gifts for naming made the goal attainable.

Over ten years ago, projects such as the widely recognized Science in Motion program demonstrated the importance of grants from foundations, corporations, and government. Today, the college advancement operation employs one full-time and two part-time grants persons. The support of faculty members and

administrators engaged in seeking grants plays a critical role. In fiscal 2002, the college requested grants of nearly $32.5 million.

Alumni participation and annual giving remain mainstays of advancement efforts. Seventy class fund agents staff annual fund appeals to classmates for The Juniata Fund. Student workers staff autumn and spring phonathons that focus upon different alumni segments each year. The Juniata Fund for fiscal 2002 was hit hard by a variety of factors such as the 9/11 tragedy, the recession, and competing capital and endowment campaigns. Nevertheless, donors came within a few thousand dollars of reaching the $1.2 million goal.

The college is especially proud of the participation rate for alumni. Over 38 percent of alumni have contributed in each of the past five years. For three successive years, 100 percent of trustees, faculty, administration, and staff have contributed financially to the college. In fiscal 2002, the alumni council also contributed at 100 percent. Nevertheless, we hope to improve participation rates. Our "Rock the Top Goal" for alumni participation is 50 percent by June 30, 2003.

The Uncommon Outcomes campaign and several important leadership gifts have bolstered the giving record. William J. von Liebig and Suzanne von Liebig made possible The William J. von Liebig Center for Science and vital current programs for cutting-edge science by a gift of $18 million. An additional gift that must remain anonymous added significantly to the total in fiscal 2002. This anonymous gift will be applied to various capital projects. John and Irene Dale created the Information Technology program at Juniata College through a gift of nearly $4.4 million. Additional gifts from the Dales have supported Juniata science and technology scholarships and matched new annual scholarships. Campaign chair, Barry Halbritter and his spouse, Marlene Halbritter, have committed $2 million toward the Halbritter Performing Arts Center, a project that will add a flexible space theatre, a multi-purpose classroom, and faculty offices, among other spaces, to Oller Hall.

Advancement has faced various challenges including those unique to the past fiscal year. Volunteer enlistment and collaboration as well as management of multiple campaigns within the Uncommon Outcomes comprehensive campaign extended the outreach of the staff, even while they provided opportunities for growth. Finally, turnover of development personnel created challenges. Fortunately, donors noted Juniata's proven record of accomplishment. They enabled the college to record three successive years, 2000, 2001, and 2002, at $8 million or more per year in gifts and grants received. The table in Appendix 56: Dollar Amount of Gifts by Source on page 382 details the sources of gifts from 1997 to 2001.

Two fundraising initiatives deserve comment. The athletic department will be adding a position of Athletic Development and Marketing Coordinator in the fall of 2002. This person will coordinate athletic department fundraising. We hope the

new position will promote growth in gifts for athletics as well as for endowments linked to particular sports, currently football, volleyball, baseball, and tennis. Second, online giving and financial planning for deferred giving are important features of Juniata's gifts@work web pages. Alumni and friends may peruse gift options, naming opportunities, and estate planning ideas online. Site visitors can access floor plans for capital projects and barometers of campaign progress for each of the Uncommon Outcomes campaigns. They can download pledge forms and other forms. A web cam provides live coverage of the Center for Science construction. Finally, prospective donors may calculate the charitable deduction and the income stream for most deferred gift plans at the site.

5.   Financial Resources

In this section, we identify our financial resources, explain where they originate and how we acquire and use them, note who makes decisions about their use, assess the adequacy of our resources, and comment on financial reporting systems.

What We Mean by Financial Resources
Generally, the educational services we offer are organized by *people* into *programs* and are delivered at various *physical locations*. Each of these elements requires financial support either in terms of operating funds or capital improvements.

Operating budgets, which reflect the sources of our revenues and the programmatic beneficiaries of our expenditures, serve as a financial plan for an annual cycle of our activities. We receive and consume these financial resources over the course of the fiscal year. See Appendix 57: Current Fund Budgets for the Past Five Years on page 383 for a summary of recent operating budgets.

In contrast to operating budgets, capital budgets relate to the sources and uses of funds in one fiscal year to enhance our productive capacity in future years. These capital, or accumulated, assets fall into two general categories: financial capital and physical capital. Financial capital is best represented by endowment funds. Returns from endowment funds are an important revenue source for the operating budget. Physical capital, which is assessed in the chapter on assessment, consists of the land, buildings, and equipment we own. Of course, it takes financial resources to acquire and maintain physical capital. Generally, the cost of maintaining physical facilities is part of the operating budget. Major acquisitions of physical capital are funded from sources outside the operating budget, although some minor items do rely on operating revenues for funding. See Appendix 58: Anticipated Sources of Funding for Projects on page 384 for a list of current and planned major projects, their projected costs, and anticipated sources of funding.

Where Our Financial Resources Come From

For the most comprehensive view of where our financial resources come from, see our audit report, exhibit FR–C. To see specific sources of revenues for operating purposes, the comparison of revenues, expenditures, and transfers for the past five years in Appendix 57 on page 383 is informative. Please note that data for 1999-00 include an unusually large pledge, which makes comparisons to other years difficult.

The dominant fact of our revenue structure is the very high discount rate (scholarships and grants as a percentage of gross tuition and fees). A consequence of a high discount rate is that for every dollar of additional tuition generated only about $0.50 is available to support our programs. For the past several years, improvements to facilities have been made to enhance the perception of value of a Juniata education to perspective students. (For example, improvements such as the Enrollment Center, Carnegie Hall, Oller Center for Peace and International Programs, Fitness Center, Muddy Run Café, most residence halls, campus aesthetics, and numerous technology projects.) The completion of the von Liebig Center, the Halbritter Center for the Performing Arts, the renovation of the Brumbaugh Science Center, and the new facilities at the Raystown Field Station will continue this process. Likewise, program changes in information technology, environmental sciences and studies, general education, and in athletics complement the physical changes. The steady increase in the discount rate in the 1990's seems to have leveled off, but we continue to be challenged as we try to realize more net revenue from tuition. We are mindful that students base the decision to attend Juniata on both the ability to pay and the willingness to pay. Even if we are successful in producing a greater willingness by getting the message out about the value represented by a Juniata education, we will only help our position if these willing prospects also have the ability to pay. Certainly, increased endowed scholarships can play an important role, but, in the end, we may have to identify new admissions prospects who possess greater financial means.

After student-generated revenues, spending from the endowment is the second most important source of operating funds. The policy of the board of trustees of investing most endowment assets in equities led to a remarkable increase in total endowment assets. You can see some of that increase in four of the five years shown in the figure below.

Figure 54: Market value of the endowment fund

Market Value of the Endowment Fund
(in millions)
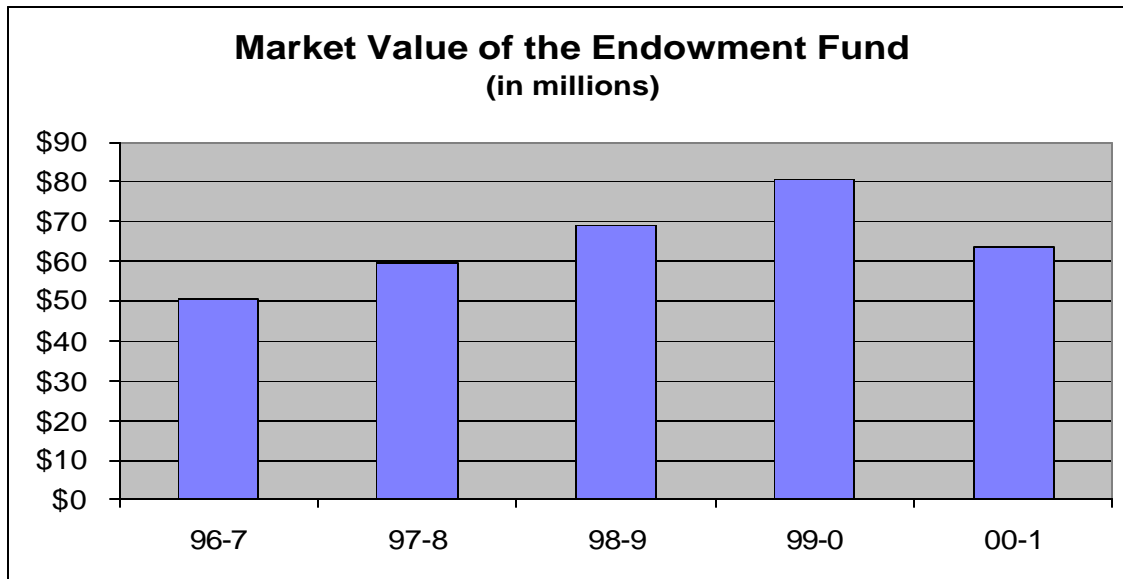
The recent downturn in the stock market has had an adverse effect on total endowment assets. The impact on the operating budget has been dampened by the use of a five-year moving average to determine spending. You can see the spending for the past five years in Figure 55, which follows.

Nevertheless, we are looking at several years of flat spending from the endowment. The committee on investments of the board of trustees has hired a professional investment consultant to assist with managing the endowment and improving performance. Increasing the size of the endowment through new gifts is also a primary objective of the Uncommon Outcomes campaign.

Figure 55: Endowment spending using a five-year moving average
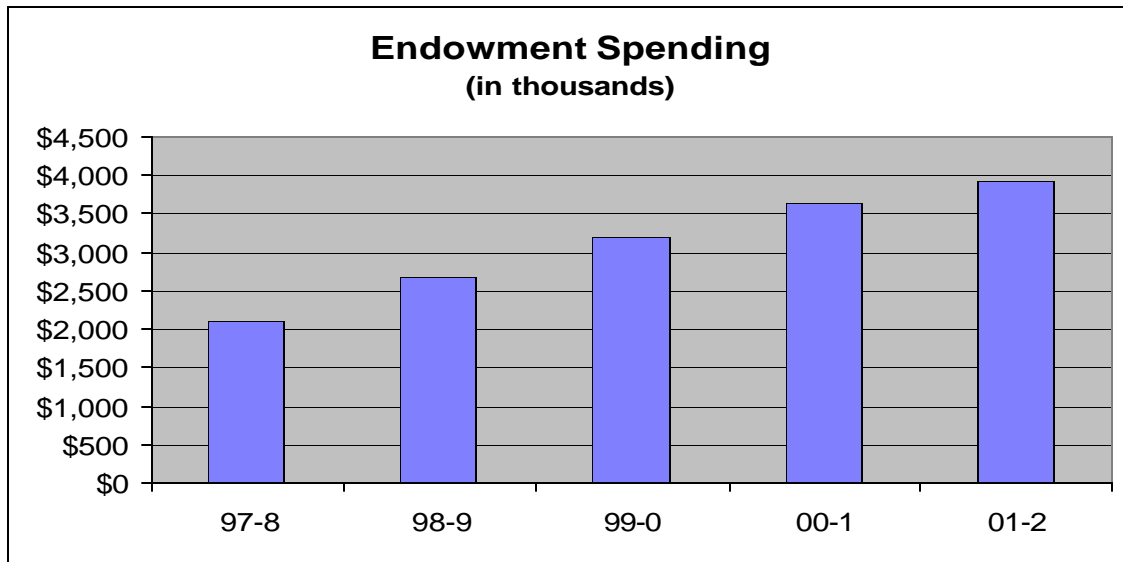
How We Use Our Financial Resources
To get a broad overview of resource allocations, the reader is referred to
Appendix 57: Current Fund Budgets for the Past Five Years on page 383. The
Departmental Comparison of Expenditures and Transfers provides a more
detailed breakdown of expenditures by function. (See Appendix 59 starting on
page 385.) Research, Public Service, Academic Support, and Student Services
all grew by about 25 percent since 1997-98. The areas of the greatest increases
during this time were Instruction at 37 percent and Institutional Support (45
percent) while Operation & Maintenance of Plant and Auxiliary Enterprises had
the least growth at 16 and 19 percent respectively. Within Instruction,
expenditures for instructional compensation grew by 35 percent. Within
institutional support, support for technology grew by 124 percent and fundraising
expenses were up 57 percent. New programs were started in information
technology, environmental science and studies, and the museum of art.
Intercollegiate sports reinstated men's cross-country and tennis. A new
administrative area was created with the establishment of the office of the vice
president and chief information officer. Starting with $300,000 in 1999-00 and
increasing by $50,000 each year since, we have budgeted a contingency fund to
provide a reserve to assure a balanced operating budget. Once that objective is
met, the fund will underwrite special funding needs. You can see how the fund
was used the past few years in the following figure.

Figure 56: Special fund requests, 1999 to 2002

Special Funding Requests Budget vs. Actual		
	Special Funding Requests	
Fiscal Year	Budget	Approved
1999-00	$300,000	$301,790
2000-01	$350,000	$482,740
2001-02	$400,000	TBD
2002-03	$450,000	TBD

Another way of analyzing allocations for resources is to look at the most important objects of the expenditures such as personnel compensation, technology, utilities, and debt service. Of these, personnel compensation is by far the most significant. One way of looking at its effect on the operating budget is to see how personnel compensation as a percentage of available unrestricted funds changes through time.

Figure 57: Increase in personnel compensation over time
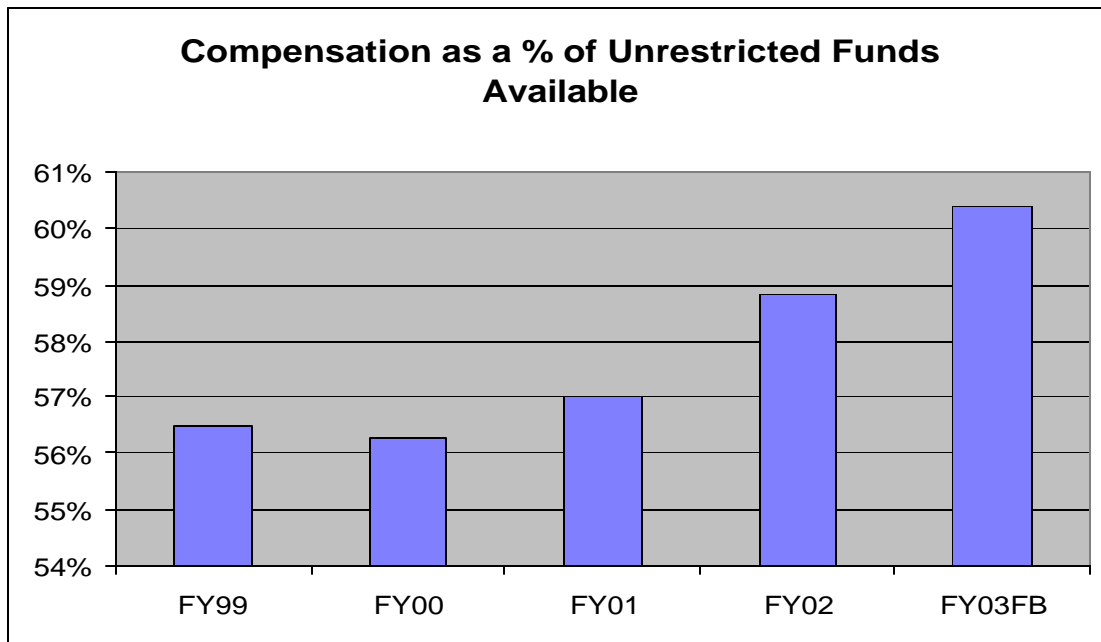
Historically when we have exceeded 60 percent for this self-designed ratio, we have had to constrain the growth of personnel compensation in order to balance the budget.

The recent dramatic increase in this ratio has been caused mostly by an increase in the number of positions, and, to a lesser extent, by the above average year-to-year increase in salaries for continuing faculty. Personnel increased in order to staff the fundraising campaign and new academic programs. Over the

past decade, the mean for faculty salary has been below the mid-point of our comparison group. After a concerted effort to bring it up to the mid-point, this goal was accomplished in 2001-02.

From a financial point of view, one of the most important ratios for a private liberal arts college is its student-faculty ratio, which relates its most important source of revenues to its most important category of expenditures.

Figure 58: Student faculty ratios ten years by division
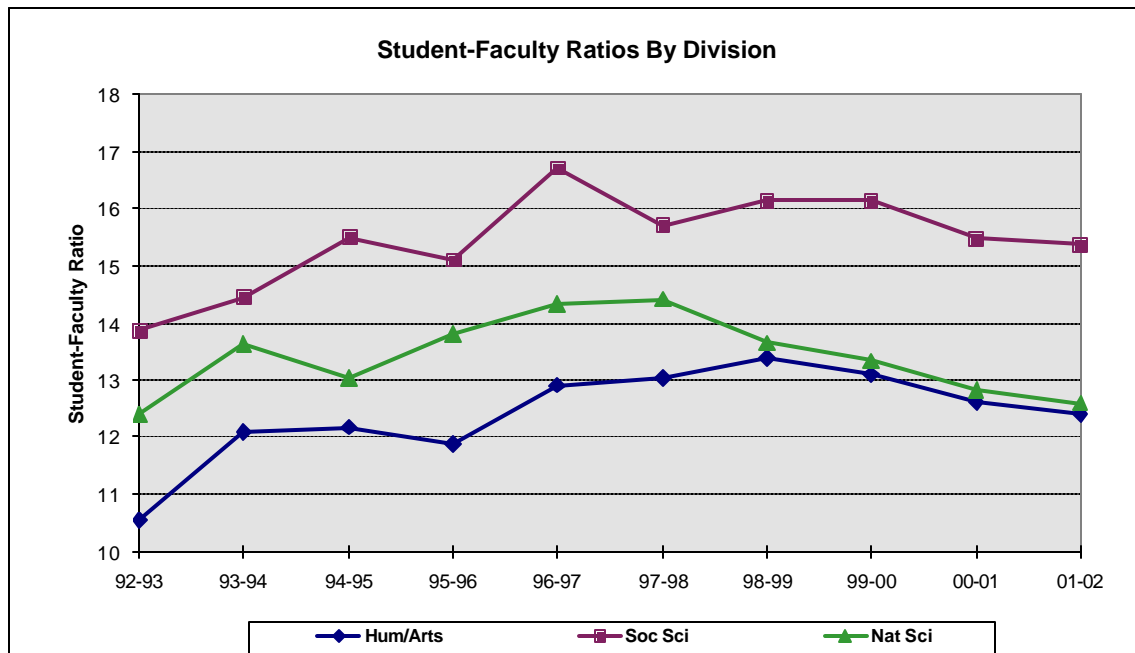
We have stated that our goal is to maintain a student-faculty ratio of approximately 14 to 1. Therefore, with the present size faculty, we could add 54 students and still meet that goal. Conversely, we would need 3.8 fewer faculty members with the current number of students to be at a 14 to 1 ratio. This overflow translates into nearly $265 thousand at our average rate for faculty compensation.

How the Strategic Plan Informs Decisions about Financial Resources
The operating budget is developed using the process depicted in Exhibit FR–L. This exhibit is in a packet of handouts and is also available in the Office of institutional research. The participants are also identified. Of particular note is the budget team. The team is a broadly representative group of faculty members, students, middle managers, and presidents. You can find a list of current members of the team in Appendix 60: Members of the Budget Team on page 389. Over its three-year history, the team has assumed a growing 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 is

encouraged to use the strategic plan of the college as the context for its discussions and actions.

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 trustee 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. A plan without funding is a dream; a plan with funding is a program.

The Sufficiency of Our Financial Resources s
Our resources are sufficient to offer excellent programs under the direction of qualified faculty and staff members in well-maintained facilities. However, additional resources would be highly desirable in a number of areas. These include technology, facilities, compensation, diversity, and scholarships and grants.

The price of trying to stay current with advances in technology is high. The vice president and chief information officer is preparing a projection of needs and is working with the vice president of finance and operations to develop a way of paying for it. The latter is likely to include a significant increase in the technology fee.

Savings generated by improvements in the campus infrastructure and by aggressive conservation of energy have helped fund maintenance budgets. The continuation of these policies and purchases of productivity enhancing equipment should help sustain this trend.

Most problems with compensation relate to the faculty and administration. Other employee groups already receive competitive compensation packages. The

president and his staff are currently putting a compensation plan together for faculty. The plan will include comparative information on financial and other resources as well as compensation data. After sharing these materials with the fringe benefits and development committee, the president will present the plan to the board of trustees in October 2002.

Juniata's location and cost has made it difficult to attract under-represented minorities to campus. In spite of increasing numbers of international students, older students, and Asian students, much remains to be done to bring African-Americans, Hispanics, and non-Christians to campus. The president has established the new position of special assistant to the president for diversity and inclusion to improve our efforts in this important dimension of our life. The director of human resources is also endeavoring to get more persons of color into our applicant pools.

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. While we cover tuition discounting more thoroughly elsewhere in this report, Juniata differs from most of its competitors in the degree to which we discount our price. Resolution of this issue would go a long way to relieving the financial pressures we feel with our operating budget.

How We Account for Our Financial Resources
The college adheres to generally accepted accounting practices for colleges and universities as promulgated by the American Institute of Certified Public Accountants (AICPA), the Financial Accounting Standards Board (FASB), and the National Association of College and University Business Officers (NACUBO). The firm of Young, Oakes, Brown & Co., P.C. conducts an independent audit annually. The auditors report their findings to the committee on audit of the board of trustees.

Summary and Recommendations
Overall, the financial resources of the college are adequate to support its programs. The budget process engages a many and is tied to our strategic plan. Student-generated revenues predominate even after considering our high discount rate. Recent stock market declines will likely adversely affect operating income for several years to come, but growing strength in our enrollment efforts should be sufficient to offset endowment decreases. Our financial record keeping complies with industry standards, and ultimate decision-making authority rests with the board of trustees, which, in turn, acts on the recommendations of the president.

Implementing the following recommendations would secure the financial health of the college for years to come.

1. Reduce the tuition discount rate to 46 percent by 2005-06.

2. Attain a student-faculty ratio, based on full-time equivalents, of not less than 14 to 1 by 2003-04.

3. Produce an annualized real rate of return from the endowment of at least 5.1 percent over a time horizon greater than 5 years, and in a manner consistent with the Investment Policy Statement of the board of trustees.

6. <u>Facilities and Other Resources</u>

Assessment of facilities is covered in detail in the chapter on assessment. Here we look at academic facilities, controlling hazardous chemicals, the field station, and both the science and language in motion programs.

a. Academic Facilities

Since 1998, major capital projects have been undertaken to renovate the Museum of Art and the building that became the Oller Center for Peace and International Programs. These facilities represent significant improvements over the prior facilities that housed the Baker Institute and the Center for International Programs.

The current capital campaign focuses on academic facilities. The von Liebig Center for Science, open in spring 2003, will greatly improve the teaching and learning space for biology and chemistry. Plans are being developed to renovate the north wing of the Brumbaugh Science Center to accommodate the departments of information technology; communications; and accounting, business, and economics. A new black box theater will be constructed as an addition to Oller Hall. This improvement will not only provide new academic space for the theater program, it will also free Oller for rehearsal space. A new environmental field station and research facility is under construction at Raystown Lake. The field station should be a significant improvement in academic facilities for the environmental science and studies program.

Cosmetic improvements including floor coverings, furniture, window coverings, ceilings and paint are planned for Good Hall. These changes will improve the appearance and functioning of this academic facility. Our goal is to improve the quality of academic space used by all programs. In the future, we will address the renovation of the south and west wings of the Brumbaugh Science Center.

In the past few years, we have made considerable progress in incorporating teaching and learning technology into each classroom. Like everyone else, the major problem we have with the technology is maintaining its functionality.

b. Controlling Hazardous Chemicals

Although Chemistry is the major user of hazardous materials such as acids, oxidizers, and solvents on a routine basis, minor users include the departments of Biology, Geology, Physics, and Environmental Science as well as the Science-in-Motion Project. For this reason, the college is required to have a Chemical Hygiene Plan (CHP), which the chief administrative officer of the college must update and sign annually. The CHP is a federally mandated document designed by the user, Juniata College in this case. The plan contains procedures by which college employees and students must deal with the procurement, usage, storage, and disposal of chemicals. As an example, one specific CHP provision prohibits student use of certain categories of hazardous chemicals unless a faculty member is present. The chemical hygiene officer oversees implementation of the plan as well as assessing of its effectiveness every year.

The plan contains a mechanism for laboratory inspections and assessing chemical hygiene. These inspections are done under the guidance of the chemical hygiene officer (who also manages the Brumbaugh Science Center).

One outcome of these annual inspections is an assessment of our present status and ideas of how to improve it. These ideas are then incorporated into the annual updates of the CHP or into other places such as course syllabi as appropriate. Results of this process have been an impressive decrease in the possibility of student or employee exposure to hazardous materials. One measure of this decrease in exposure is the 50 percent reduction in hazardous waste generated by labs and then collected for disposal by waste companies. This decrease in annual waste has permitted disposal three or four times per year at about the same annual cost that existed seven years ago.

At the same time, storage has been minimized by evaluating each chemical in our chemistry stockroom for usefulness relative to potential hazard. Inventory of high hazard-low usefulness chemicals has been eliminated. Streamlined ordering, fast turn-around by chemical suppliers, and availability of overnight shipping has effectively minimized inconvenience to the occasional user of these chemicals.

Redesign of laboratory courses has dramatically reduced the production of hazardous waste. Students and teachers can now do many experiments on a micro level, using specially designed glassware for the purpose. Some experiments have simply been eliminated where other alternatives exist with equivalent educational benefit. For example, a freshman experiment that produced gallons of hazardous waste in the form of heavy metals (iron) dissolved in a chlorinated hydrocarbon (chloroform) has been eliminated.

The chemical hygiene officer must now approve all chemical purchases. As a result of these combined improvements, the chemical hygiene officer has been able to reduce the total volume of hazardous waste produced annually by science departments to the point of achieving "Conditionally-Exempt Generator" status as defined by the U. S. Environmental Protection Agency. The Chemical Hygiene Plan and its continued development and assessment are reflected in the design of the Von Liebig Center for the Sciences. Storage facilities for chemicals will be much improved in the new building. Ventilation is also better and more appropriate to the user of chemicals.

However, use of hazardous materials will no longer be restricted to one building. While Chemistry and parts of Biology will be in the Von Liebig Center, Geology, Ecology, Physics, and Environmental Science will continue to be minor users of chemicals in the Brumbaugh Science Center. In addition, the newly relocated Science Van project will use chemicals in the Baxter Building. Thus, Juniata College joins the many institutions that cannot restrict usage of hazardous chemicals to one building.

Since the existence of our CHP is not sufficiently advertised, many faculty members, particularly new faculty members and those outside the Chemistry Department, are unaware of its existence or of its requirements. Including this policy on the intranet would make it more available and would be a first step toward making faculty members and students being more aware of its provisions.

c. Raystown Field Station

The academic planning committee developed the following academic plan for the Raystown Field Station, as a consequence of $5 million in funding to expand the facilities from US Representative Schuster, Congress, and the Army Corps of Engineers. The plan is intended to insure a fit between the purpose of the facility and the mission of the college. Funding ought to support programs rather than to direct them. The committee used the 1999 External Review of the Raystown Field Station as a basis for the plan, as well as having the academic plan from Bodega Marine Laboratory as a template. Details of the mechanisms to attain the goals described in the plan are in Appendix 61 on page 390.

Mission of Raystown Field Station
The mission of the Raystown Field Station (RFS) is to serve the mission of Juniata College by providing a locale and facilities for experiences integrating theory and application, especially through environmental research, research training, and education.

The following goals address the implementation of this mission:

Provide an educational climate that results in successful teaching and learning opportunities throughout the year.

Provide a research climate that results in fundamental discoveries about the environment.

Provide a climate in which students can develop to their full potential, as contributors to society, informed citizens, and caring and responsible adults.

Integrate undergraduate research training with research activities.

Build and maintain a site-specific monitoring database.

Establish mechanisms to communicate field science to the general public.

Serve the larger community through environmental education, meeting facilities and other outreach activities.

It is important that the activities of the institution are tied to the overall mission of the college. As we face a $5 million gift for facilities, we need to state clearly how these facilities and programs relate to our mission. The current mission of Juniata College is to develop students that reach "their full potential as contributors to society, informed citizens, and caring and responsible adults." Informed, responsible citizens are citizens with environmental awareness, who assume responsibility for future generations. Curriculum, research, and outreach activities at the field station will promote this component in the education of a responsible citizenry.

We can attain these goals for the field station in the following ways: 1) through the undergraduate curriculum and 2) through research and research training, and 3) through outreach..

Undergraduate Curriculum
A number of approaches can make RFS an integral part of Juniata College. These approaches require creativity in logistics and advance planning. In two of these plans, Semester at the Field Station and Summer Specialty Courses, students would live at and take all of their classes at the field station. These plans will be fully costed so that the curriculum has its own funding stream. The RFS dormitories will have year-round use, increasing the number of beds available on the main campus and permitting increased enrollments.

The goals of the Semester at the Field Station are to provide students an immersion experience in a natural environment as well as a small-group intensive-study experience. Students would live at the station and take an entire semester course load at RFS. Courses from across the disciplines (courses normally taught at the college) could be taught at RFS. These might not just be science courses. Politics, philosophy, art . . . many courses not needing specialized equipment could be taught at the field station on a rotating basis.

We will begin the Semester at the Field Station incrementally, starting with a curriculum that naturally fits the facilities and environment of RFS (ESS, Biology and, Geology). Once we have some experience with logistics of this new curricular concept, we plan to expand to other disciplinary areas, so that all faculty members have the opportunity to teach in a small-group, immersion setting that the expanded RFS will provide. We would design the ensemble of courses available a number of years in advance based on faculty and student interests, so students could plan when they need to take FISHN requirements or POE requirements. FISHN courses might not be available at the station. They could be available via teleconferencing, connecting campus-based classes to RFS classes. The opportunity to teach occasionally at the station would be open to a majority of faculty members on a rotating basis. Note that this program will be designed to fit the needs of each faculty member, department, and program, rather than try to force a scheduling design onto faculty members.

Within the sciences, many faculty members do not have time to teach specialty courses (e.g., fish ecology, ornithology, entomology). We envision summer school at RFS for these types of special courses. They would be selected based on the interest of students and faculty members. For faculty members, the courses would be additions to normal teaching load and therefore would include additional salary stipends. Non-science faculty members may desire to teach summer specialty courses in the setting of Raystown Lake. Specialty courses would be attractive both to Juniata students and to students from other colleges. Juniata College plans to form a consortium of undergraduate institutions that have similar curricular interests for summer specialty courses. The consortium could supply instructors as well as students.

Classes taught at RFS might have enrollment from both RFS and campus-based students if enrollment for such classes is greater than the number of students actually residing at the field station. In such cases, enrollment in RFS classes could be increased without requiring more beds at RFS, though doing so would require a regular transport schedule between RFS and Huntingdon. An alternative would be to teleconference RFS classes to the campus.

Because student feedback indicates the RFS experience is a highly desirable one, such alternatives deserve future consideration.

Research and Research Training
The expanded RFS offers the opportunity for additional research training for students through research conducted by both Juniata College faculty members and by external researchers. The external researchers could mimic the Von Liebig model of a senior visiting research scientist or could be a visiting scientist who comes for a season, a semester, or a year. Yearlong researchers would pay for their use of the facility through grants, such as NSF. There also might be privately funded residential space for visiting scientists. These researchers could use Juniata College undergraduates as research assistants in the summer and

during the semester. These researchers might provide seminars to the college or act as research mentors for our students.

We are interested in research at the station fulfilling a role in research training of undergraduates. The presence of graduate students from other institutions, working on a research team that includes our students is of value to the college mission and provides excellent research training to our students. Therefore, we envision graduate students using these facilities.

We also see a role for research at RFS to tie together goals of community service and of curriculum development. For example, watershed research, including a database of environmental parameters, could partner with the Juniata Watershed Partnership and with other community groups with watershed concerns.

Funding for research equipment, supplies, and personnel will be crucial for the successful implementation of these plans. We have identified potential funding sources and potential research partners. External research funding is expected. The design of the research facilities will take place with input from a selection of current users.

Outreach
Outreach programs are important agents for communicating scientific findings and transmitting values to non-science students and the public. Everything from educational programming for the non-Juniata community to alumni activities and conference facilities serve the outreach mission of RFS. Past and current outreach functions have included the following:
    Retreats and Student Club Activities
    K-12 Environmental Education
    Alumni Activities
    General Environmental Education for Raystown Lake visitors
    Conferences for Professional Organizations

Future outreach programming could include
    Summer program for gifted high school students
    Governor's School for Environmental Science
    GLOBE teacher training in environmental monitoring
    Friends of RFS programming for alumni
    Public Seminar Series

Any increase in outreach activities will be based upon the availability of facilities after meeting the needs of undergraduates and research programs. Outreach activities will be self-supporting, through grants, user fees, donations or revenue generators. The outreach mission is important, as it also serves the outreach mission of the Raytown Lake Army Corps of Engineers. RFS could be a model watershed for watershed education at all levels.

      d.   Science and Language in Motion

In this section on Science and Language in Motion, we look at both programs. The model, Science is Motion, is established and successful. Language in Motion is new.

Science in Motion Project
The Science in Motion Project has been funded continuously from outside sources since it was proposed in 1987. The project focuses on transporting scientific equipment and expertise to surrounding high schools on an on-call basis. Although generally operating outside the college mission statement, Science in Motion has generated considerable internal enthusiasm because its services advertise the college very favorably. Initially funded as a NSF project with supplementary funding from numerous foundations over the first ten years, the project received state funding for the past three years as a central part of a Basic Education and Higher Education Science and Technology Partnership Program. This partnership program expanded the Science in Motion concept statewide. In 2002, Science in Motion became the site of the Pennsylvania Governor's Institute for the Life Sciences, bringing 120 teachers and facilitators and $120,000 to campus for the week at the end of July.

The Science in Motion Project has moved to a new location in the Baxter building three blocks from campus. The recently purchased building will house physical plant and the Science in Motion project. This move brings with it issues of security and safety, primarily because of the use of laboratory chemicals. Three locales will now use chemicals: the freshman laboratories (which will remain in the Brumbaugh Center), the Chemistry Department in the Von Liebig building, and the Science in Motion Project in the Baxter building. This scattering of chemicals will require some additional planning concerning how and where chemical stocks are maintained. Those with responsibilities in the different buildings will have to allow extra time and they will need to carry resource materials (including laptops, teaching models and chemicals) with them. Large universities solve some of these problems with multiple stockrooms and multiple stockroom managers. It is not clear that this approach is economically viable for Juniata. Probably we want to avoid having students or others carrying hazardous chemicals across campus on a regular basis. The van driver usually loads and unloads the van herself. The new location for the Science in Motion van raises questions about the process because of its relative isolation from the rest of the campus. Planning for these issues is a work in progress.

Language in Motion
In the fall of 2000, Juniata initiated an important new outreach program. Language in Motion takes upper-level language students, international students, and study-abroad returnees into area language classes to do presentations on language and culture and to show young people the value of international experience. Students can either take a one-credit class or participate as

volunteers. Below are participation and activity counts for the nearly two years the new project has been running.

Figure 59: Activity counts for Language in Motion

Year	Students	Presentations	Schools
2000-01	12	52	6
2001-02	24*	142	7**

*plus three visiting language instructors
**one only via videoconference

As you see, the number of students doubled in year two of the program while the number of presentations nearly tripled. These numbers bode well for the future of a program that can generate excitement about study abroad and raise awareness of world cultures.

C. Information

In this section, we address college publications, statistical information, learning resources and the library, information and services, and the library.

1. Publications

Juniata's major publications are its catalog published yearly, the *Pathfinder* (the student handbook), alumni publications, enrollment brochures, and faculty and staff manuals. The catalog contains statements of mission, goals, and institutional objectives as well as a faculty roster and course descriptions. *Pathfinder* is available to all students on the web. It explains of policies relevant to students and contains information about offices and personnel available to students for social, financial, and educational aid. The faculty manual, which contains faculty by laws and policy, is available to every faculty member and periodically updated. It too is online. The staff manual, which except for minor changes has been same since 1986, is currently being revised.

The academic year of 2002-03 will mark the first time that the publications for admission will be cohesive. External relations and marketing and enrollment have worked with a consulting firm to develop a consistent theme, style, and message to relay to prospective students. Students, faculty members, and alumni played an important role in developing the publication plan. They helped us be sure that the messages reflected in the publications are indeed reflected in daily life on the campus.

Publishing technology at the college has grown rapidly during the last ten years. Recognizing the need to use its resources better and seeing the benefits of centralizing some its publishing services, the college recently combined the

major components of its publishing units. The centralized publishing unit is responsible for graphic design, world-wide-web design, website maintenance, centralized electronic production services, digital printing and finishing, print procurement, and incoming and outgoing mail. Digital Communications, created in August 2001 as part of the advancement division, is responsible for college publications, whether printed or online.

In December 2001, staff members created a purchasing policy for printed materials that would contain costs, achieve a consistent and unified appearance of printed materials, and maintain quality standards. The president's cabinet approved this policy in January 2002.

2. Statistical Information

The office of institutional research provides the statistical information used in all official college materials. Having a single resource for statistical information helps us be consistent in college materials. To measure our compliance with the accreditation standards, we compared the statistical information in the catalog to that published in other printed and online materials. We found our story to be consistent across media and audience. The college catalog is not yet available in its entirety on the web, but plans exist to place the 2002-04 version there. As future versions of the catalog are published electronically, the previous versions will be archived electronically in accordance with accreditation standards.

Overall, college printed and electronic materials were consistent, honest, and accurate. Students who responded to an email survey were unanimous in agreement that the catalog supplied sufficient information, that other Juniata publications were consistent with the catalog, and that no publications were misleading.

However, a significant number of students felt that minorities were overrepresented in some recruitment materials. A number of faculty members share this sentiment. Many brochures contain pictures of groups of students in which minority members are featured. These representations may imply that minority enrollment at the college is significantly higher than it actually is.

Juniata's publicity should accurately reflect the make up of faculty and staff members and students. In particular, minority students and faculty members should not be featured to the extent that their presence implies a substantial minority population. A method of reviewing all published policies to ensure consistency between all publishing mediums should be developed soon. In addition, policies to ensure consistency between all publishing mediums should be developed soon. The college should develop a comprehensive list of all college publications and it should be available to those who wish to examine the integrity and accuracy of such publications.

3. Learning Resources

To respond to the need to organize burgeoning technology and the explosion of information at this campus as elsewhere, the president instituted the position of vice president and chief information officer in 2001-02. One of the primary functions of the holder of that office was to assess of the state of technology at the college.

The CIO's first action was to meet faculty members, individually and in departmental meetings, and members of the president's cabinet (key administrators). He asked questions designed to identify the extent to which personnel currently used technology and to determine their needs. This process will be repeated regularly.

The office of human resources coordinates training for new staff members. Recognizing that new employees demonstrate varying levels of proficiency, we have made these small-group sessions. Typically, an instructor explains our network, log-on procedures, shared storage systems, enterprise-wide software, and the like to two or three staff members at a time. The instructor and students identify areas requiring additional work. New faculty members are introduced to technology at Juniata as a part of the new faculty orientation process. Staff members of the teaching and learning technology center (TLT) demonstrate the technology available in the classrooms and make arrangements for training as needed.

TLT personnel train faculty and staff members for all college-wide technology rollouts. Training in the use of Datatel, Blackboard, WebCT and the Course Performance System (CPS) was developed and delivered as the products were adopted across the campus. Similarly, training in Microsoft XP and Macintosh Operating System 10 (OS X), as well as future Datatel modules, is being planned now. The position of associate director of the technology solutions center was recently filled. The center, located in Ellis Hall, focuses on experiential learning, research and development, and technology support. The solutions center is a natural outgrowth of the initiatives started with the teaching and learning technology center (TLT). The solutions center links the functionality of the Help Desk, end-user support, and software licensing with the student-managed model of the TLT. It also links to training and to software support to create a center of excellence.

Delivery of help to users has been reorganized. Staff positions from the Help Desk, PC technicians, and the training coordinator were combined into one unit—the Technology Solutions Center. By combining training with technical support, the reorganization makes possible a process to allow continuous assessment of training needs. The Help Desk coordinator and the PC technicians regularly report the types of problems they encounter to the training coordinator, who is responsible for developing intervention strategies.

Nearly 100 percent of faculty members use some form of electronic information to enhance their courses. All members of faculty have a networked computer available to them. All faculty members use email to communicate with students and peers. Ninety five percent of our classrooms are equipped with PCs, LCD projection systems, VCR, DVD, and stereo sound systems. More than a dozen of our classrooms hold specialty items such as SmartBoards, closed-circuit video cameras, and other digital technologies. The eleven computer labs on campus contain state-of -the-art computing equipment. One of those labs, the Cyber Cafe, is open to all faculty and staff members and students 24 hours a day, seven days a week. Students can use their ID cards to checkout digital video cameras and other specialized equipment from the TLTC and audiovisual office. The library provides access to a large selection of online databases and full-text journals, as well as the Encyclopedia Britannica online. These resources are available from anywhere on campus as well as to students, faculty and staff members off-campus.

Presently the teaching and learning technology center (TLTC) and the academic department of information technology are preparing a campus-wide survey of technology. Project ARGUS will produce a multi-level map of campus technology applications, course-by-course, and department-by-department. This information will be the basis for technology planning and training.

Incoming students complete Information Access (IA), a one-credit course designed to prepare them to use technology at Juniata. (Information Access is evaluated in the chapter on the first year.) The goal of information access is to provide students with a basic understanding of the technology available to them on campus, as well as how to use software packages such as Word, Outlook, Excel, PowerPoint, and FrontPage.

The technology solutions center has a student-directed team of trainers that offers training classes for programs such as FrontPage, PhotoShop, and Flash for students who wish to gain additional knowledge. The college allows students to receive credit for courses taken electronically from other sources as long as the course is from an accredited institution and the student provides the registrar with an official transcript.

4. Information and Services

More and more information of interest to students and employees is available online. Students and teachers can access Information about class registration, dropping and adding courses, required course purchases. A variety of admission information is available at http://www.juniata.edu/pages/admissn/. Prospective students can apply for admission through the common application.

The college has plans to create its own online application process within the next few months. The office of student financial planning is enhancing their website to provide forms online. Prospective students may submit an estimator form electronically. All students may submit aid applications through FAFSA on the web.

The college catalog and the student handbook, the *Pathfinder*, are available on the Web. By visiting http://www.juniata.edu/catalog/policy/pathfinder/, students can locate information regarding academic computing, transfer credit policy, academic standing, the appeal process, the graduation process, academic integrity, and many other campus policies.

As the pace of change quickens and the amount of availability information explodes, we must ready ourselves. The CIO ought to explore the feasibility of creating a way for students to access their personal information online. Similarly, the CIO should investigate the technological benefits and constraints of allowing students to register and to drop or add courses online. We should implement online billing and credit within the next year. We should investigate the benefits of establishing a campus card system that, among other things, could allow students to make online purchases from the bookstore.

Below are some quick facts pertaining to the accessibility of technology on campus.

> There are approximately 215 public access computers located across campus.

> Juniata enrolls approximately 1300 students, making the student-to-computer ratio 6:1.

> The college provides 50MB of web space for all faculty and staff members and 25MB for all students. The college strongly encourages students to use this space to develop their web skills.

> The campus has information about many types of campus activities available online and more is coming.

> 1) A list of clubs and organizations is available at http://clubs.juniata.edu

> 2) An online version of the college newspaper is in development for next year.

> The college website has an area dedicated specifically to promoting upcoming events. This area also has links to more information about the Juniata College Artist Series, guest speakers, and museum exhibits.

> It is possible to access an online calendar of all events currently scheduled for the school year.

The college charges students a technology fee of $100 per semester. This fee covers cable television, phones, voice mail, and network connectivity in every room. The technology fee is considered when financial aid packages are determined. The fee includes multiple network connections in the residence halls and off-campus access.

The college does not require students to purchase their own computer, but does encourage them to do so. Public-access labs are available in several locations on campus, reducing the need for all students to purchase a computer and providing access to those who do not own a computer. The campus Help Desk helps students configure their computers to connect to the campus network and them with basic software support. The teaching learning and technology center provides students with a greater level of software support on many standard and specialized software packages. Computer and network services (CNS) supports network connections in residence halls for computers that meet the specifications listed below.

Supported Operating Systems

Windows 95 or Windows 98 (all versions)

Windows NT Workstation 3.51 or 4.0

Windows 2000 Professional

Windows ME

Macintosh OS 7.5.5 or higher and Open Transport 1.1.3 or higher

Other operating systems (such as linux) may be used on EagleNet.

Required Network Hardware

All Intel-based PC computers (non-Macintosh) must use a 3Com 10Mbps or 100Mbps ethernet network card with a RJ-45 Twisted-Pair (UTP)

10base-T connector to connect to EagleNet. Macintosh computers may use their built-in Apple network hardware or a network card that has been approved by Computer and Network Services.

Students are required to use a category-V ('cat five') UTP cable to connect to EagleNet. The college bookstore sells 3Com network cards, category-V cable and can order approved non-3Com network cards for Macintosh computers.

The campus currently operates on a three-year replacement plan.

5. <u>The Library</u>

The future for Beeghly Library and for libraries in general is bright. The information age has arrived. The most important job of the library is to be prepared for opportunities. Ultimately, the purpose of information will be to provide education to a world of people sorely in need of the ability to understand one another. In this regard, libraries are at the forefront, and they must be equipped with the most advanced resources.

Beeghly Library is an essential part of the information age at Juniata and a center of academic life on campus. The library is heavily used. Within its walls and through its databases, students and faculty members spend hours in research. In a sense, the library is the most powerful and essential academic tool.

The library as a physical entity is one that students consider friendly, comfortable, and a desired place to undertake academic pursuits according to the latest survey of spring 2002. However, our library is falling behind other small college libraries. It is smaller now than it was in 1982 at the time of the last self-study by at least 6,000 square feet due to the closing of the science library. Even then, it was considered too small by about 2,000 square feet. According to our assessment based on standards of the Association of College and Research Libraries, the library is too small by about 5,000 square feet. Moreover, several study areas are not aesthetically appealing.

The library needs aesthetic and technological improvements and space. The renovation and improvement of study areas would positively affect appearance and efficiency. We need funds to consolidate The Special Collections, then organize, weed, and display them properly.

US Department of Education statistics tell us that relative to other colleges our budget is adequate. However, a problem faced by this library and others is the ability to keep pace with the rising cost of print books and journals. Colleges cannot continue to increase library budgets in order to keep pace with rising print costs. In 1982, the library was able to increase its book collection by 5,000 volumes per year, but we can order less than half that many in 2002. The book budget is also smaller than it was ten years ago. Periodicals can often increase by 25 to 35 percent in a year for the print.

We have made cuts recently in microfilm, which is being replaced by online full-text resources. We have expanded significantly in recent years in technology. For a relatively modest price, several databases offer all of their publications online. These include thousands and even billions of full-text offerings such as Lexis-Nexis. We find ourselves buying more and more electronic resources while trying to cancel hardcopy. Nevertheless, electronic resources are expensive and often they augment rather than replace.

Book Collections

Our book collection grows at only 2000 volumes per year. When the book budget is not increased yearly, we must buy fewer books. Recent budget stagnation has resulted from the increasing cost of technology, the necessity to slash in one area to improve another. Within the collection, circulation activity reflects a correlation with library use, collection size, acquisitions emphasis, and POE. Certain subject areas are favored by strong book users of the library. We do not know whether the popularity occurs because we have more majors in particular disciplines or because certain disciplines rely more on books. Nonetheless, we buy more books and holdings are larger in areas that generate circulation traffic. There is a logical pattern to developing collections and circulation patterns. Our policy is to focus on undergraduate research. Faculty members select books with that policy in mind. New faculty members are dismayed by our weak collections in some areas. Efforts must be made to carve out greater portions of the budget for books.

Periodicals

Our philosophy about periodicals has been to have a solid collection in print, on microfilm (for costly but less used journals), and in electronic format for instant access. The library has access to nearly 4,000 journals, an increase of 3,000 journals from ten years ago. We have added electronic access from major providers such as JStor, American Chemical Society, Project Muse (John Hopkins University), Wilson Select Plus, Proquest, and Ideal (Academic Press) to name several. The first major weeding of the collection a few years ago eliminated some expensive journals that, although prestigious, were little used. In exchange, we committed heavily to electronic journals and databases, which has increased our holdings. In return, we have tried to search and purchase as many quality academic databases for the faculty as possible.

Electronic Databases

Members of the library staff believe that electronic databases, now backed by print and microfilm, have been more than satisfactory for students and faculty members alike in providing undergraduates with periodicals. A very efficient alternative is interlibrary loan. Art journals are an area of weakness in our holdings because images are more difficult to encounter in microfilm or electronically.

We are soon likely to add another full-text physics database for next year (our second one), as well as Jane's Information Database for political and military science. We will continue to use our funds for more databases in electronic format and will teach and inform patrons about these databases. In our mind, the dollars are well spent if the result is students and teachers researching using the databases.

In conclusion, we need to bolster the print art journal collection. We believe very strongly that a representative print collection maintains the academic integrity of

the library. The traditional library is still a necessary part of the academic environment, but it must make concessions in order to increase holdings.

Library statistics show that Juniata is a very active small college library. In these statistics, we include not only databases geared for the general academic user, but also more sophisticated databases used by upper level students and faculty members

Figure 60: Database searching trends over three years

Selection of Four Library Databases
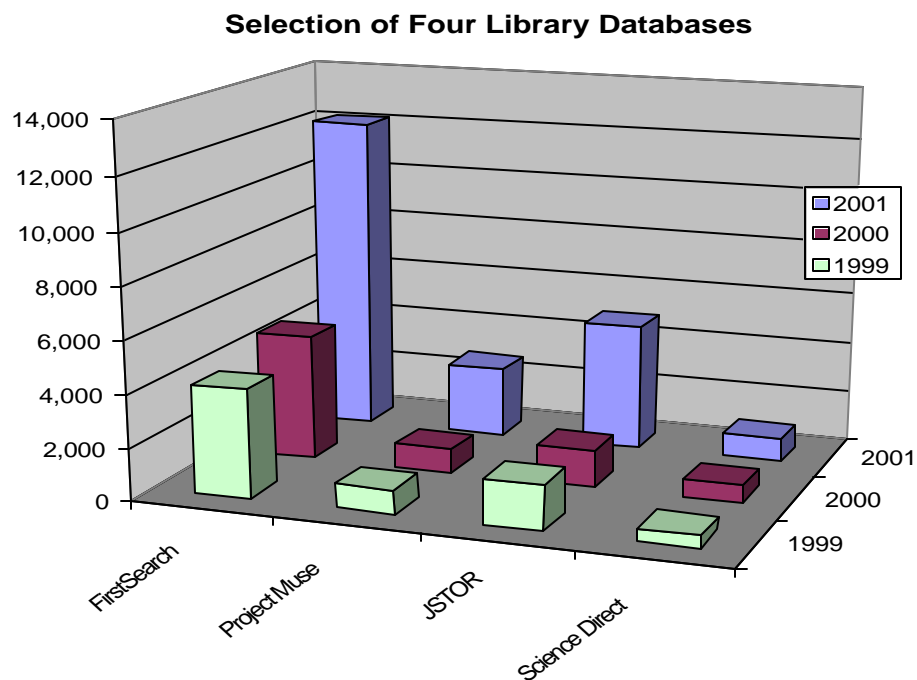
As the figure above shows, within the college, searches of electronic databases has generally gone up. In a few cases, activity has leveled or dropped, however. The logical reason for the drop is that with more choices for research, users need not depend on any single database. Thus, with more choices searching spreads out over several databases.

We need to find the right balance at the library between having too many similar databases, while still covering all major areas. Currently, we are excited about adding two large and prestigious databases for next fall: Sci-Finder Scholar in chemistry and the Cambridge Scientific databases.

Elsevier Science has visited our library several times in hopes that our library personnel Juniata can explain why students and faculty members here have been such prolific users of their database, especially compared to usage at other small colleges. The strength of science and undergraduate research at Juniata, coupled with strong library instruction in the sciences, has likely led to this high

usage. The director of the library hopes to make this presentation at ALA next year.

Statistics show us large increases in electronic library research. We have concluded that instructional programs are encouraging or forcing students to use library databases. We are anxious to see if response times hold steady and if the research is done in an environment conducive for academic research. We are anxious to seek more and better sources, to anticipate need, and to provide the right resources in advance.

Sirsi, our web cat, was installed in the summer of 2000 and became our automated system in the fall of 2000. While at times Sirsi has been confusing and frustrating, staff members implemented Sirsi with their best efforts and good results. The lack of a systems librarian has forced library personnel to struggle with inevitable problems in the new system. Yet, the web cat provides a state of the art search mechanism for users on a par with those of the best universities in the country. According to our latest survey in spring 2002, users seem satisfied and enjoy the modern search capabilities Sirsi provides. The survey asked users, "Do you believe that the library is an integral part of academic life at Juniata College?" Of the 234 students who responded "yes" to the question, well over half chose their reason as because the library was a necessary place to do research. As you can see, then, our students are serious about research and they find the library a useful research tool.

Figure 61: Reasons students use the library
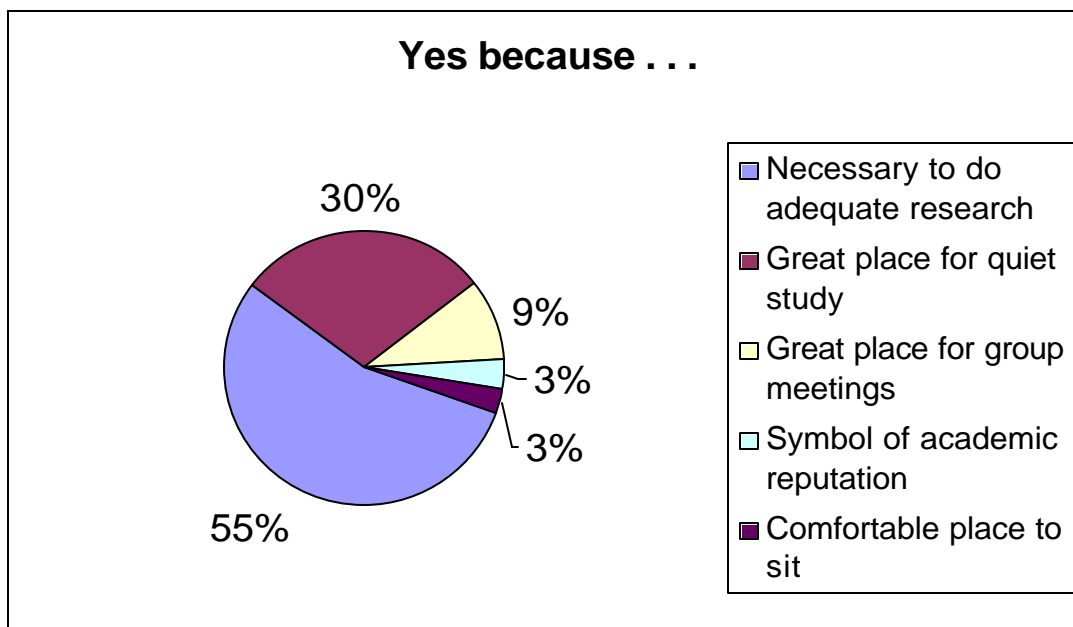
Technological Hardware

Due to the move to more electronic databases, the need for hardware in the library is increasing. Ten years ago, the library had two or three cdrom stations that were not networked. Since then, the library has gone to a five-station local cdrom network, and then to larger network encompassing the whole campus and beyond. Currently, Beeghly has over 30 workstations for searching in the library and 22 network ports for laptops. In the electronic classroom, there are 13 machines and an LCD projector, an elmo projector, and an electronic whiteboard. In addition, we have hardware for photocopying and the new automated system, Sirsi, as well as the security detection system.

In every survey done in the last ten years, whether administered by library personnel or by others at the college, library technology has been found to be lacking. The most recent surveys point to poor machines as being a mark of great dissatisfaction for students using the library. The machines we have are slow, with insufficient memory. The computer line into the building is not of the highest caliber available and needs to be. While we have improved in resources and in teaching, we need hardware to allow users to have a satisfactory research experience.

Due to our dependence on technology, library personnel rely heavily on outside help to keep things running. Generally, we have tried to rely on student computer assistants as student employees of library and separate from personnel from computer network services for the college. This strategy has not worked well chiefly because the computer students for the library have neither the time nor the direction they would have if they were under the direction of computer network services. Therefore, the library must find a way to involve itself under the computer network services and not become a distant outpost. Administrators of computer network services are aware of the problem and have recently addressed the situation. We have seen much positive change recently. This summer of 2002, staff members from computer network services generously brought our machines up to speed for the fall.

Of course, the whole campus must face upgrade problems. Nonetheless, the library should be at the head of the line. Our system heavily influences the academic life of our students and faculty members. The library needs attention from infrastructure to keyboards. Two areas of primary need are 1) the speed of the lines feeding the library and 2) the computers which students work with daily. A new T1 line or at least an increase in the capabilities of the current lines would speed things up. New machines would take advantage of the faster speeds. Now, a wireless solution seems an exciting possibility. Should wireless access prove to be a satisfactory option, we would like to move in that direction.

Library Instruction and Reference

Instruction is a priority at the library. Library patrons need to know how to take advantage of the resources. Being able to use a print subject index in the past is

quite different from using modern search engines. Now each reference question takes more time. Sometimes, we are sure others are waiting for the chance to ask a question.

As you can seen in the following figure, the library staff is now actively promoting and teaching library skills to students and others.

Figure 62: Increase in library instruction over six semesters

Library instruction sessions per semester
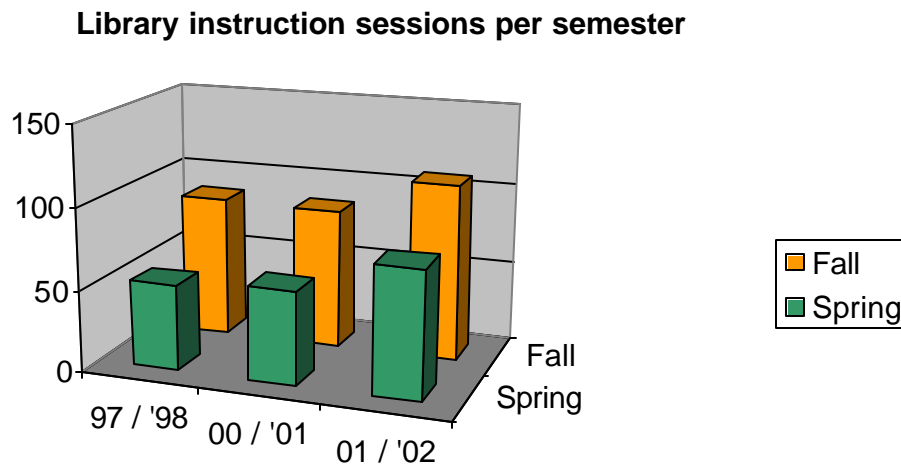
Besides the increasing number of session, the number of attendees has also grown. We have begun to integrate information literacy skills and to teach elementary bibliographic techniques to freshmen. Half of our freshmen may have three or four library sessions in the first semester alone. An accreditation team for the chemistry department recently found that our library instruction program in chemistry was one of the most advanced they had ever seen.

The electronic classroom in the basement is not a good arena in which to teach the large numbers of students passing through the library. The space is unattractive and barely functional. The computers it contains are barely able to keep up even with outdated software. Even the LCD projector is an old model, which should be upgraded. The room is often very hot and, combined with all the computers, is very uncomfortable. A more effective room with upgraded technology and comfortable temperatures would offer students a real laboratory in which to learn library skills.

Our reference desk service has always been a strength. The individual attention which we emphasize results in our being able to help library patrons with their research needs while also staying sensitive to the research needs of our students. We are able to gear our teaching and selection of databases, as well as print selections, to correlate with research requirements. The reference desk is busier than ever. In recent years, the addition of new desk and counter and

signs has contributed to a more welcoming atmosphere. The chief reason for the increase in library use is the tremendous number of databases and resources at our fingertips. Technology has made members of the reference staff, and indeed the entire staff, more involved with patrons than ever.

Patron Relations
Our students and faculty members are our primary clientele. We pay a great deal of attention to their needs and follow through on meeting those needs. In a recent survey, student patrons were highly satisfied with the library. As the following figure shows, the level of satisfaction is strong and growing. We believe that in the area of instruction, we have made advances. Many members of the faculty are now aware that a quality instruction program available to them. And, they are using it. We know this because of the large number of library instruction classes they request.

Figure 63: Students satisfied with the library

The Library Suits My Academic Needs
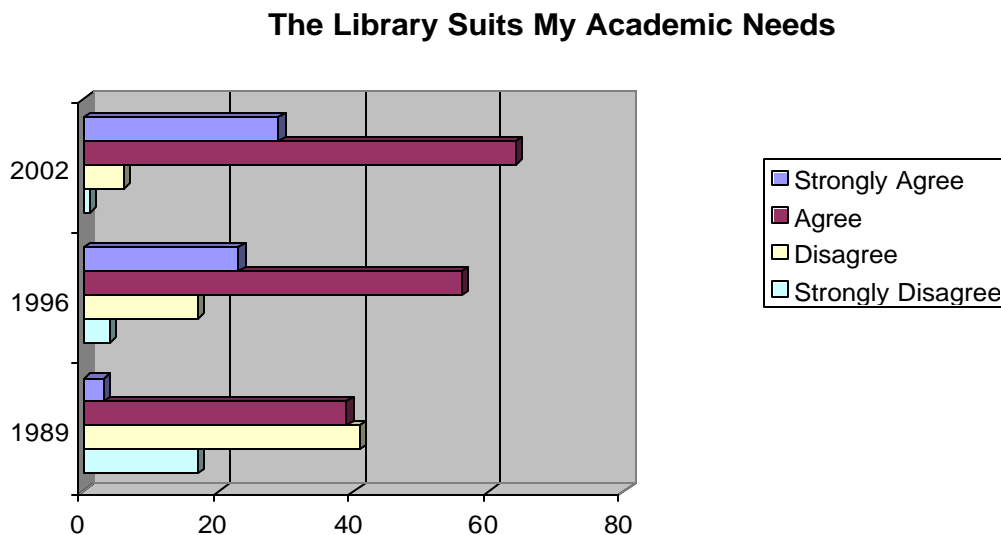
However, a senior survey given by the college found that students are less satisfied with the library than was their peer group. Our daily contact with students and faculty members through reference, circulation, or in other areas gives us some indication of their needs and frustrations.

In recent years, we have tried to build the collection to support the direction of library research at the college, which of course is directed by the faculty. We have been somewhat successful. The introduction of capstone projects in which teachers ask seniors to undertake research projects is an example of the changing scope of our mission. Satisfying faculty members has been a greater challenge since their research needs and intellectual tastes may go far beyond what a small college can accommodate. However, we do not find that faculty members are unreasonable with their requests. Collaborating with faculty

members is very rewarding for library personnel. Our decision to purchase Sci-Finder Scholar from Chemical Abstracts was a joint decision between members of the chemistry faculty and the library.

Naturally, faculty members are, at times, quietly frustrated that the library is not a better research facility. Their book budgets are small. Even though we are a small college catering to undergrads, we must still improve the collection for faculty members. We need more money to purchase books in particular areas and to continue to improve the periodical collection. The electronic age has also made it easier for faculty members to use the library without having to be in the building. While we would welcome them in the library, we lack of a gathering place. The print journal collection in many areas is not large and tempting to browse. New books are not sufficient in number or variety to raise much interest from faculty members. Thus, increasingly we see them using the resources without visiting the premises. If we can add to the building, a faculty area must be part of the plan.

Personnel
Another concern is our small staff, which relies heavily on student workers. We find it hard to embrace new projects or requests of our services. Such ideas as adding hours, adding new patron groups, and requests for making space for offices or classes all affect our ability to deliver library services to our primary group of academic library users. If our study rooms become classrooms, then we find that the second floor becomes noisy and students lose group space. If we add summer hours, then staff members must concern themselves with covering evenings during vacations. In addition, we must then find well-trained students who are local and can help.

In the last Middle States Report, the college was commended for the quality of the library personnel. Fortunately, many of those staff members fortunately are still here. According to US Dept. of Education, compared with our peer group, our staff is too small by at least two or three persons, even when compared to the smallest of colleges. The consultants to the 1992 Report, at a time when our staff was larger, criticized the job descriptions, titles, and compensation given to support staff. See exhibit 1. Members of our reference staff believe they are still under compensated.

The library and the college could benefit from an increase in library staff. Another reference librarian as well as a support staff position would noticeably improve our services. We may get a half-time support position next year if things go as planned. A new reference position would allow for a greater liaison with the faculty. Besides increasing compensation, we should clarify job descriptions and titles. Given the effective staff that we have, they are stretched. Support staff are given responsibilities normally assigned to professionals. While technology has increased demand for library services, it has not made patrons more self-sufficient. By making users more powerful searchers of information,

technology has increased their need for support. Library personnel have found their traditional roles now augmented by demands created by technology.

Special Collections
The college has excellent special collections, made up of rare books, papers, materials from the Church of the Brethren, and college materials. The collection of rare books and manuscripts is of national importance. Proceeds from a prudent de-accession could support the primary part of the collection. Currently, two volunteer archivists work with the Special Collections. The college is lucky to have two such experts on the staff, but staffing issues when they retire are a concern. The collection is not often displayed to the college community or beyond. Its purpose is to preserve our heritage, but also to be informative. The occasional class that sees the collection is the only regular visitor to the collection.

The special collections are now going through an appraisal process that will help clarify our holdings and our direction. Staff members would like to integrate the archival collection records into the Sirsi database. The advantage would be a single database, which everyone can easily access. A permanent display or exhibit is needed, and, fortunately, this is an area in which the friends, archivists, and library staff members are making changes. A display was created this summer along with a brochure. An attempt must be made to bring the collection together, since it is now spread out on three floors. If done, the resulting space could serve other functions. The compact shelving in the basement may turn out to be the best area to store and consolidate archival resources.

New initiatives, such as the local cultural heritage group, could certainly benefit from access to the special collections. A new addition to the library could encompass a room for special collections and local culture. Genealogists already flock to use Juniata's collection of local newspapers on microfilm. The college library maintains its microfilm machines in large part for the use of these genealogists.

A Self-evaluation of the Library
This library, like many others, is caught in the wave of technology. Library personnel are trying to provide patrons with the latest research technology. This is an active library and well used. The groups we seem to connect with, according to our survey, are our students. The library does not appear to be as useful to faculty members, although we think this attitude is changing.

In the years ahead, the major issue concerning the library will be our ability to offer sufficient and excellent service within the physical parameters that limit us. As library personnel, we want to increase our role in the academic life of the college because we feel that the library should be an essential part of every student's experience. We believe that the college is on its way to addressing the needs of the library and that resolutions to problems with infrastructure and with

the building are imminent. Because we work with, and around, these obstacles everyday, however, we have a sense of urgency over ameliorating them. In the next capital campaign, we are assured that the library is being strongly considered for renovation and possibly for an addition. The library has made great strides in the last decade. We have much more to do. The library must be poised to enter a 21st century resplendent with possibilities for those prepared to embrace them. In the next capital campaign, the library must be an integral part of any campus plan.

D. Shared Responsibilities

In this section of the chapter we address 1) the mission and goals of the college, 2) the governing board, 3) organization, administration, and governance, and, finally, 4) planning and resource allocation.

1. Mission and Goals

As an independent, coeducational liberal arts college, Juniata seeks to instill qualities of character and intellect that encourage students to strive for excellence in their personal and professional affairs and thus enable them to achieve satisfying and beneficial lives.

To achieve this goal, the college supports a flexible, value-centered curriculum, wherein students may design their Programs of Emphasis, which often transcend traditional majors. Students may tailor their POE to personal goals and needs. Each student consults with two faculty advisers and may seek counsel from a full-time director of planning and placement or from a full-time college counselor. Coursework on- and off-campus varies and includes frequent seminars, fieldwork, credit and noncredit internships, study abroad, independent study, and research.

In addition to its accreditation by the Middle States Association of Colleges and Schools, Juniata College is on the approved list of the American Association of Collegiate Registrars and Admissions Officers. The college is certified by the American Chemical Society and the Council on Social Work Education. The Commonwealth of Pennsylvania has authorized the college to award teaching certificates in Early Childhood Education, Elementary Education, unified Special Education with Early Childhood or Elementary Education, and ten areas in Secondary Education. The college is a member of the National Association of Independent Colleges and Universities, The Pennsylvania Association of Colleges and Universities, the Council of Independent Colleges, the American Association of Colleges and Universities, and numerous other state and national professional associations.

You can find a copy of the mission statement in Chapter 1 of this self-study. To realize the mission of the college, Juniata has a strategic plan that is periodically revised. The president of the college provides updates on elements of the strategic plan to the campus community in annual campus forums held each August and to the Board of Trustees in their meetings. The most recent strategic plan was finalized in April of 2001. A copy of the plan is in the appendix to the chapter on internationalization and is available on the college website at http://www.juniata.edu/pages/president/sp2001.html.

The strategic planning committee, convened by the president, developed the current strategic plan by getting input from alumni, students, members of the faculty and staff, trustees, and other friends of the college. The committee conducted surveys, held campus forums, a retreat for the board of trustees, and other meetings. Several drafts of the plan circulated in order to solicit feedback from those in the college community. The strategic plan supports the college mission and defines clear and measurable goals.

2. Governing board

The Juniata College Board of Trustees passed documents on reorganization on May 4, 1996 to streamline the work of the board. The reorganization placed strategic planning within the executive committee, reduced the number of committees of the board from ten to six, and put greater authority in the hands of the president.

Three standing committees—on business affairs, on education and student life, and on advancement and marketing—meet at the regular times of the board. Twelve to fourteen members of the board serve on each committee. There is no overlapping of membership. The new board framework places greater stress on policy and provides greater amounts of time for the committee meetings. If a policy item relates to more than one committee, the committees will sit in con-joint sessions or one will be designated to hear the issue first and the second will receive that committee's recommendation and then take appropriate action. The general responsibilities of these committees are as follows:

> The committee on education and student affairs brings the work of student affairs and academic affairs under the purview of one committee.

> The committee on business affairs brings together the old committees of compensation, buildings and grounds, audit, and budget into one committee.

> The committee on advancement and marketing embraces the larger issues of marketing and positioning of the college with reference to alumni, friends, and other constituencies.

The executive committee now carries responsibility for the annual review of the president, for strategic planning with direct interface with the strategic planning committee on campus, and for setting price and discount rates for enrollment. Two committees that meet outside the regular board meetings are the committee on finance and investment and the committee on trustees. The committee on finance and investment meets at times appropriate for investment counselors in New York. The committee on audit meets following receipt of the independent audit of the college's financial statements. The committee on trustees meets for the recruiting, evaluation, and orientation of new trustees at times appropriate for these considerations. Beginning in 1999 and annually since then, the committee on trustees has conducted a formal orientation and assigned a mentor for each new trustee and has sponsored board and cabinet retreats in 1999 and 2002 to facilitate strategic planning.

The board has sought to improve campus communication by encouraging trustees to visit classrooms and facilities—new or old—and to visit with students. Additional time for these contacts has been procured by scheduling meetings in such a way as to permit trustees a greater amount of free time and greater flexibility of hours in which to make campus visits and conversations possible. To insure broad, two-way communications, there are two student and two faculty representatives to each of the standing committees as well as to the trustees as a whole. Additionally, the trustees have three elected trustees from each of two special constituencies—the Church of the Brethren and alumni.

The role of the president was changed significantly in the reorganization regarding faculty promotion, sabbaticals, and tenure. Before reorganization, these actions required a vote of approval by the board. Currently, they require only presidential approval, although they continue to be reported to the board.

In conclusion, the reorganization of the board brought about greater time for deliberation and greater authority for the president in the administration of personnel policies. The board is now engaged in the strategic direction of the college. An attached copy of the bylaws that includes the standing orders of the board shows the way in which policy and administration have been revised. See Appendix 62: Bylaws of the Board of Trustees on page 394. A complete listing of current and emeriti trustees is attached in Appendix 63 on page 402.

3. <u>Organization, Administration, and Governance</u>

As with most institutions, Juniata College has a well-defined organizational structure. The organizational structure may be sub-categorized by Advancement & Marketing, Academic Affairs-Student Development, Finance & Operations, and Campus Technology Services. Campus Technology Services is the most recent reorganization and is partly the result of the recent hiring of a Chief Information Officer. (The structure of Juniata College is illustrated in the organization chart

included with the information packet. The chart is also available in the office of institutional research.)

At Juniata College, assessment takes place at nearly all levels. For each level, there is a well-defined assessment procedure. Assessments include student-centered outcomes in and out of the classroom; performance of faculty and staff members and administrators; effectiveness of curricula and programs; and adequacy and suitability of facilities. Please refer to the chapter on assessment for a full review of all assessment activities.

4. <u>Planning and Resource Allocation</u>

Juniata's leadership has embraced the value of strategic planning since 1987 when President Robert W. Neff began a strategic planning process designed to position the college to succeed in a complex and rapidly changing environment.

Ultimately, four strategies were developed.

Recruit and train excellent faculty,

Provide facilities which support the mission of the college as we enter the 21st Century,

Enroll no fewer than 1000 FTE students with a demonstrated academic performance (SAT and class rank) which will maintain our classification as a Liberal Arts I institution (by 2000, 1200 FTE students) with attention to the diversity of the student body, and

Ensure adequate financial resources to support the college mission as we enter the 21st Century.

The Academic Planning and Assessment Committee (APAC) is charged with guiding assessments of student academic outcomes. The Strategic Planning Committee (SPC) provides continuity to the planning process. SPC is charged with developing criteria to help determine the roles of the individual academic programs. It is a decision-making body through its role in prioritizing resource requests against the strategic initiatives of the college.

In 1994, a process was developed that required each academic department to undertake a self-study and external review every five years. Additionally, SPC identified a set of strategic issues facing the college, and recommended

Increasing enrollment by establishing new programs that capitalize on strengths in the natural sciences,

Increasing enrollment in programs with under-utilized capacity, and

Improving the physical plant.

Strategic Plan
In 1996, the SPC was directed to develop a strategic plan and a set of indicators to facilitate comparing of the performance of the college with the performance of competitive institutions. The campus community reviewed that document, Strategic Plan 1996, and that feedback was used to create Strategic Plan 1997.

In 1998, Thomas Kepple became Juniata's 11th president. One of his first actions was to reconfigure the Strategic Planning Committee, which he chaired. The committee currently consists of senior administrators, faculty members, a trustee, several members of the faculty, and students. Under President Kepple, the committee was charged with creating a plan to guide the college during the next three to five years. The plan was to be based on input from all constituencies: faculty, students, trustees, administrators and staff, alumni, and friends of the college. As the plan evolved, drafts were circulated and discussed.

According to the Report of the President, 2000-20001, input from the Juniata community and from external sources encouraged the committee to strengthen Juniata's uncommon liberal arts approach rather than change it. The committee reaffirmed the primary mission of Juniata as a learning community dedicated to providing the highest quality education in the liberal arts and sciences and to empowering its graduates to lead fulfilling and useful lives in a global setting.

The committee understood that no college can successfully plan for the 21st century without first identifying the major challenges and opportunities for which its students must be prepared. Juniata has identified the dominant characteristics that will define our graduates' world in an interdependent, global community. At the highest level, the characteristics include

Enormous advances in biotechnology and medicine;

Ubiquitous information technology;

Unprecedented entrepreneurial opportunity;

Environmental limitations;

Frequent interactions with people and cultures outside our own;

Conflicts of increasing complexity and danger; and

Changes in the content and delivery of education.

Juniata demonstrates particular academic strengths directly related to these dominant characteristics–strong programs in the sciences; a new program in information technology; emerging strength in business, communications, and environmental studies; and a long history of strength in teacher education, peace studies and international education.

The college recognizes that the problems and opportunities presented by these characteristics can be addressed most successfully in a community of learners who

> Are intellectually bold, active and imaginative;

> Use a creative and interdisciplinary approach to problem solving;

> Recognize and apply moral, spiritual and aesthetic values in decision making;

> Read with insight, use language clearly and effectively; and

> Respect diversity in persons, cultures, and perspectives.

With these characteristics in mind, the college has identified broad areas toward which the energy and resources of the college will be directed to enhance the education of students.

> Develop new and innovative opportunities for active learning that challenge, support and mentor Juniata's students and enhance and enrich their educational experience.

> Enroll at least 1300 full-time equivalent students who are diverse and academically select.

> Provide the resources necessary to carry out the strategic plan.

Additionally, the plan recognizes the need to implement a competitive and equitable compensation plan for faculty and staff, enhance the appearance of the campus and the accessibility of college-operated facilities, study the implications of increasing enrollment beyond 1300 FTE students.

Report of the President
Under President Kepple, Juniata's Strategic Plan became a series of strategic plans refocused every three years by community feedback, completed goals, and the discovery of new opportunities.

Kepple formalized an annual process of setting objectives whereby departments and individuals were required to formulate objectives to be used to measure the progress. These objectives become part of the annual performance review process. As people become more accustomed to the planning process, the president expects objectives to become more and more challenging.

President Kepple also worked with the planning team and with members of his cabinet to develop a set of indicators, or measures, to help track progress toward attaining goals. These indicators, called a "dashboard," allow a broad audience to track progress toward attaining goals. They are discussed by members of the president's cabinet regularly and reported to the board of trustees annually.

In April 2001, the board of trustees adopted The Strategic Plan for Juniata, A College of Uncommon Vision and Uncommon Commitment. As the college nears the end of the first full year of operations under the plan, progress is evident. Examples follow.

Strategy: Develop new and innovative opportunities for active learning that challenge, support and mentor students.

<u>Progress</u>

Information Technology POE established.

Associate provost appointed to organize general education program.

Strategy: Provide advanced opportunities for student research and other experiential learning by creating new facilities and programs on and near the campus.

<u>Progress</u>

The von Liebig Center for Science building is nearing completion.

Construction has started on the Raystown Lake Field Station.

Architects are developing plans for the renovation of the Brumbaugh Center to create a home for Information Technology, Communications, and Business and improve spaces for Math and Computer Science.

The $4.9 million campus infrastructure project replaced or improved the water heating and chilling systems as well as electrical, telephone and data transmission lines.

Strategy: Expand international and multicultural experiences for Juniata students.

<u>Progress</u>

Juniata faculty served on BCA strategic planning committee.

Created World Languages and Cultures department.

Included native speakers in languages classes.

Established Language in Motion program to expose high school students to Juniata students fluent in languages or returning from study abroad.

Strategy: Enroll at least 1300 full-time equivalent students who are diverse and academically select.

Juniata's class of 2005 represents a 3 percent increase in diversity over the class of 2004.

Diversity Task Force created. (This report was given to the board of trustees at its 2001 spring meeting. The board accepted the report and approved its recommendations, thus empowering the college to move forward with their implementations.)

Special assistant to the president for diversity hired.

Enrollment for 2001 at 1,291 FTE – up from 1,136 in 1994

Strategy: Provide the resources necessary to carry out the strategic plan.

Progress

Planned gifts reached $3.5 million and exceeded goals by over 200 percent.

Overall giving reached $8.1 million.

Volunteer force reached 665 individuals who gave at least five hours of time to Juniata.

Additional Progress

Chief Information Officer hired to create and lead a technology strategy.

Criminal Justice program created.

Religion department expanded by two persons.

Molecular Biology and Environmental Sciences established as fields of study.

The Peace and Conflict Studies program strengthened.

A counseling program was added in student services.

The office of academic support services was created for at-risk students.

Director of Church Relations position added.

In addition, plans for the renovation of Oller Hall, an addition of the Center for the Performing Arts, the renovation of Founders Hall, and the establishment of an entrepreneurial incubator program have been formulated. Their implementations are in various stages of completion. You can find information on the status of all these projects in the Unusual Outcomes Campaign Report.

A budget team, led by Vice President for Business and Financial Affairs William Alexander and made up of faculty and staff members, students and administrators guides the overall development of the annual operating budget and evaluates special funding requests.

Semi-annual budget reports are made to the trustees. The reports explicitly relate budget expenditures to the strategic plan of the college.

The office of Vice President and Chief Information Officer was created and filled by Ray Chambers. He has been charged with restructuring all technology-based support services into a single, coordinated unit and with developing a technology plan to guide technology investment and ensure enterprise-wide system compatibility.

Recommendations
We still have work to do. The following items are on our agenda.

The relevance of unit and individual objectives need to be assessed.

Coordination between unit and individual objectives should be examined. Members of the faculty and staff need to be better acquainted with objectives of other departments and include them in their planning.

We need to ask whether unit and individual objectives are realistic.

We need to ascertain which objectives have been met and which ones have not and determine reasons why objectives are unmet.

The appropriateness of planning periods should be examined. Is there consistency among the one, three, or five year time periods?

Strategies should be implemented to insure consistency among the different planning styles of the four vice presidents.

E. Summary of Recommendations

The provost, in consultation with the president, rated each recommendation from this section, as with the others. Below is a summary of the recommendations along with the ratings. The key to the rating of the current state of the recommendations is as follows:
D = Done or work is in progress
H = Highest priority, need to get started
C = will get Consideration
R = must be Revised

	Rating
A. The curriculum committee should analyze the following data on POEs: how many times students change their programs, how many programs are truly individual versus those that departments or programs designate.	D
B. The curriculum committee should educate new faculty on the nature of the POE	H
C. The curriculum committee should ensure that faculty members share a common understanding of the POE.	H
D. The curriculum committee should continue assessing the utility of the POE as an educational and marketing tool.	R
E. To get new perspectives and insight on this issue, the enrollment management committee should solicit feedback from interested constituencies on the issue of overusing photographs of minority students in publications.	C
F. Reduce the tuition discount rate to 46 percent by 2005-06.	R
G. Attain a student-faculty ratio, based on full-time equivalents, of not less than 14 to 1 by 2003-04.	R
H. Produce an annualized real rate of return from the endowment of at least 5.1 percent over a time horizon greater than 5 years, and in a manner consistent with the Investment Policy Statement of the board of trustees.	D
I. Regarding the communications requirement of the curriculum, interested and involved parties should convene a standing committee to administer CW and CS and to ensure that requirements for prospective CW and CS faculty and courses are defined and rigorous	R
J. Regarding the communications requirement of the curriculum, interested and involved parties should review CW and CS courses to ensure that requirements are met.	R
K. Regarding the communications requirement of the curriculum, interested and involved parties should ensure that sufficient faculty members are willing to staff these courses	R
L. Regarding the communications requirement of the curriculum, interested and involved parties should secure the commitment of the administration to fund appropriate staffing.	R
M. Regarding the communications requirement of the curriculum, interested and involved parties should instruct all faculty members in methods of teaching communication skills.	R
N. Regarding the quantification requirement of the curriculum, the provost should provide incentives for faculty members in the humanities to produce a course in quantitative analysis and in the social sciences to create additional quantitative courses.	C
O. The faculty should sustain the effort to tie the aims and ends of the diverse CA II options with the more unified CA I courses.	R

	Rating
P. The faculty should consider whether Cultural Analysis II has any legitimate place in the sequence, particularly if Cultural Analysis I is changed.	R
Q. The faculty should continue to assess Cultural Analysis I.	D
R. The office of health and wellness services and student services should develop a plan to publicize the existence of the drug and alcohol prevention program.	C
S. The office of enrollment should continue to develop the three-year master plan for enrollment.	D
T. A method of reviewing all published policies to ensure consistency between all publishing mediums should be developed soon	C
U. Policies to ensure consistency between all publishing mediums should be developed soon	R
V. The college should develop a comprehensive list of all college publications and it should be available to those who wish to examine the integrity and accuracy of such publications.	H
W. The CIO ought to explore the feasibility of creating a way for students to access their personal information online.	C
X. The CIO should investigate the technological benefits and constraints of allowing students to register and to drop or add courses online.	D
Y. The college should implement online billing and credit within the next year.	C

Key: D = Done or work is in progress; H = Highest priority, need to get started; C = will get Consideration, R = must be Revised

Appendix 43: Fall Enrollment Statistics, 1997-2002

	1997	1998	1999	2000	2001	2002*
Yield:						
Number of Applicants	1,236	1,257	1,249	1,253	1,458	1,418
Number of Acceptances	1,049	1,038	1,067	1,020	1,150	1,111
Accept as % of Applicants	84.9%	82.6%	85.4%	81.4%	78.9%	78.3%
Number of Enrollees	366	364	351	380	365	402
Enrollees as % of Accept	34.9%	35.1%	32.9%	37.3%	31.7%	36.0%
Quality (freshmen)						
Mean Composite SAT	1164	1154	1143	1150	1160	1159
Average GPA	3.59	3.65	3.63	3.72	3.70	3.74
% in top 10% of HS Class	36%	39%	37%	42%	39%	36%
Fall enrollment:						
Full-time Students	1,161	1,216	1,230	1,249	1,260	1,323
Part-time Students	43	28	38	42	42	21
TOTAL All Students	**1,204**	**1,244**	**1,268**	**1,291**	**1,302**	**1,344**
FTE, All Students	1,172.5	1,225.1	1,238.6	1,263.5	1,276.9	1,330.0
New Transfer Students	24	24	23	18	23	25

*Projected as of 8/1/02

Appendix 44: Members of the Enrollment Management Committee

Sam Brumbaugh '54, **Alumni Trustee**
Amy Buxbaum, **Senior Women's Athletic Administrative**
Cindy Clarke, **Institutional Research Specialist**
Dan Cook-Huffman, **Assistant Dean of Students**
James Donaldson, **Professor of Accounting, Business, & Economics**
Jerome Dvorak '87, **Alumni Representative**
Grace Fala, **Associate Professor of Communication**
John Hille, **Vice President for Marketing and Advancement**
Erika Marshall, **Student '03**
Cynthia McKinney, **Alumni Representative**
Randy Rennell, **Director of Financial Planning**
Martin Schettler, **Student '03**
Jo Ann Wallace, **Dean of International Programs**

Appendix 45: Geographic Distribution of Students, Fall 2001

Origin	Number	% of Total
PA	990	76.0%
MD	63	4.8%
NJ	49	3.8%
NY	42	3.2%
VA	14	1.1%
ME	11	0.8%
CT	10	0.8%
MA	10	0.8%
OH	6	0.5%
CO	4	0.3%
PR	4	0.3%
RI	4	0.3%
Other States (24)	36	2.8%
Foreign Countries (22)	59	4.5%
TOTAL	**1,302**	**100.0%**

Appendix 46: Distribution of Students from Other Countries, Fall 2001

Country	Number	% of Total
United Kingdom	11	18.6%
Germany	9	15.3%
Japan	9	15.3%
Ecuador	5	8.5%
France	5	8.5%
Korea	2	3.4%
Mexico	2	3.4%
Morocco	2	3.4%
Austria	1	1.7%
China	1	1.7%
Egypt	1	1.7%
Iran	1	1.7%
Israel	1	1.7%
Kosovo	1	1.7%
Mauritius	1	1.7%
Russia	1	1.7%
Saudi Arabia	1	1.7%
Spain	1	1.7%
Switzerland	1	1.7%
Taiwan	1	1.7%
Turkey	1	1.7%
Ukraine	1	1.7%
Total	**59**	**100.0%**

Appendix 47: Philosophy and Principles of Academic Responsibility

FORMULATED BY THE STUDENTS OF JUNIATA COLLEGE AND APPROVED BY STUDENT GOVERNMENT, APRIL 15, 1999

As a community, Juniata is dedicated to providing an academically challenging and personally enriching liberal arts education. It is the responsibility of students to expand and fulfill their educational careers to the best of their abilities. The Student Government of Juniata College approved the following principles of academic responsibility, and believes that students are more likely to meet success when certain academic and personal attitudes a re adopted.

The academically responsible Juniata College student takes a holistic approach to education; has a genuine sense of purpose; exhibits integrity, curiosity, assertiveness, and humility in the learning process; and understands the fundamental nature of learning is change. Furthermore, an academically responsible student:

- Recognizes learning as a life-long process.

- Assumes responsibility for identifying and achieving academic goals as well as monitoring academic process.

- Attends class regularly, is well prepared, and participates actively in class activities including discussions, debates, and group assignments.

- Establishes and maintains a mutually beneficial and supportive relationship with faculty, administrators, and peers.

- Prioritizes responsibilities, effectively manages time, and wisely incorporates outside interests.

- Maintains a healthy balance of social life and academic responsibilities, choosing social opportunities and personal relationships that advance educational goals.

- Is well informed about local, national, and world issues.

- Leads a balanced lifestyle recognizing that proper rest, nourishment, and recreation play a key role in academic success.

Appendix 48: Report of the Fire Prevention Program Committee

On January 19, 2000, a fire in Boland Hall at Seton Hall University left three students dead, six students critically burned and more than fifty others injured. In light of the tragedy, President Kepple appointed the Fire Prevention Program Committee. The Committee's charge was "to review the College's fire prevention and alarm procedures, to be certain we are following our existing policies, and recommend potential modifications to policies systems." Members of the Fire Prevention Program Committee include:

Kris Clarkson, Dean of Students (Chair)
Kathy Collins, Director of Residential Life
Tristin delDiudice, Director of Facilities Services
Earl Martin, Assistant Director of Facilities Services
Roy Nagel, Brumbaugh Science Center Manager
Rocco Panosetti, Director of Campus Safety & Security
Gail Ulrich, Director of Human Resources

ASSESSMENT OF CURRENT FIRE PREVENTION AND ALARM PROCEDURES

Policies:
At our initial meeting, Fire Prevention Program Committee members reviewed current Juniata policies pertaining to fire safety. The only written Juniata College fire safety policies we found were the Fire Safety section in the *Pathfinder*, and the fire safety guidelines and procedures which appear on the Safety and Waste Management web page (see appendix I). We located a 1990 Fire/Emergency Evacuation Plan for Residence Halls, but noted that the plan needs to be updated (see appendix II). We did not find any employee policies regarding fire safety.

Current Practices:
Further discussion of current practices noted the following:
- Only the residence halls and Carnegie Hall/Shoemaker Galleries have fire alarm systems which are linked to a service provider. All other college-owned buildings are limited to heat and smoke detectors which activate building alarms.
- There is no centralized record keeping of service; i.e. inspections, cleaning, testing, etc.
- Training programs are conducted for residence staff (RAs & RDs), security officers, and science students/lab assistants.
- Fire drills are conducted periodically for residence halls, but not for other building areas.
- Evacuation routes are not posted in buildings.
- Storage areas, hallways, and exits should be systematically monitored.

Meetings with Huntingdon Fire Department:
The committee agreed to extend an invitation to the chief officers of the Huntingdon Fire Department to tour the campus and share recommendations to improve fire prevention. Rocco Panosetti arranged a lunch meeting with the Huntingdon Fire Department. The first meeting took place on March 7, 2000 and discussions included;
- responding to fire alarms on campus (access to the old 18th Street in case of fire
- fire prevention programs for the campus community
- fire training for residential staff and security
- evacuation procedures and evacuation drills (specifically for the Early Childhood Center)
- disaster preparedness
- opportunities for further collaboration.

A second meeting and campus tour took place on March 13, 2000. The Huntingdon Fire Chiefs noted fire hydrants which were formally the Borough's responsibility are now on college property. They recommended the following:

- Dirt must be removed around campus fire hydrants allowing at least 6 inches from hydrant fittings to the ground.
- All campus fire hydrants must be flushed until clean water flows from each hydrant.
- All campus fire hydrants must be painted red and white to match borough hydrant colors.

The Chief and Assistant Chief said they would like to run evacuation drills on campus. They also offered to conduct fire prevention programs on campus and agreed to assist with our RA and RD training programs. They reviewed (and were impressed by) our database for tracking fire alarm activations and repairs, and the chief expressed an interest in meeting with President Kepple.

REVIEW OF STANDARDS ESTABLISHED BY OCCUPATIONAL SAFETY & HEALTH ADMINISTRATION (OSHA).
The Committee downloaded and distributed copies of fire safety worksheets and regulations which are located on the web page of the U.S Department of Labor Occupational safety & Health and Administration web page (http://www.osha-sic.gov/OshStd) (Appendix III). A review of the OSHA standards and completion of a "self-inspection checklist' provided by OSHA, indicated the College has been remiss in several areas. For example, the Committee recognized that no specific individual or office area at the College has designated responsibility for developing, implementing and assessing a fire prevention plan and/or an emergency evaluation plan. Although we assume that college buildings meet fire codes, there are no routine inspections which document that fire doors are not blocked, exit routes are clear and free of obstructions, etc.

Feeling somewhat overwhelmed by the breadth and detail of OSHA regulations related to fire prevention, the Committee agreed to organize our findings under three headings; 1.) Things the College is currently doing to provide fire prevention and fire safety, 2.) Things the College is currently working towards to improve fire prevention and fire safety, 3.) Things the College could be doing to improve fire prevention and fire safety (if we had unlimited resources).

CURRENT FIRE PREVENTION PROGRAMS AND PROCEDURES, AND RECOMMENDATIONS FOR POTENTIAL MODIFICATIONS.
Current Programs and Procedures:
- Provide fire safety training for residential staff (RAs RDs), Chem-Bio lab students and teaching assistants, and safety and security staff.
- Conduct fire drills in residence halls and record results of the drills with Security Services.
- Yearly building inspections conducted by Security Services resulting in corrective action.
- Annual inspections by insurance providers.
- Room by room inspections in residence halls conducted by residential staff three times each academic year; Thanksgiving break, semester break, spring break. Violations of fire safety policy are reported and prohibited items are confiscated.
- Smoke-free residence halls (apartment-style residence halls not included).
- Contract service providers (change from Security Link to Vigilant) to provide routine maintenance of heat and smoke detectors and fire alarms (including smoke detector replacement in East Houses), and routine maintenance of campus fire extinguishers (Schwartz).
- Alarm monitoring and assessment by Security Services (database of activations and service calls).
- College Safety Committee and on-line safety concern form.
- Regular meetings with Huntingdon Fire Chiefs.
Brumbaugh Science Center/Science Departments:
- Reduced the total volume of flammable liquids by more than 50%.
- Installed fire extinguishers in all science laboratories.
- Posted emergency phone numbers at all laboratory and community phones.
- Obtained new flammables materials cabinets for the Biology department and the Raystown Field Station.
- Using chemical labeling system using National Fire Protection Association (NFPA) hazard ratings.

- Using restricted hazardous materials requisition system for the distribution of NFPA level four hazardous materials.
- Regular inspections of BSC chemical storage shed, automated CO_2 fire extinguishing system and the fire alarm pull stations in BSC.

Programs and procedures in progress:
- Overload protection on electrical outlets.
- Inspection of campus storage areas, cleaning and purging where necessary and appropriate.
- "Quick connects" installed on campus fire hydrants.
- Posting evacuation routes in every room of the residence halls.
- Posting evacuation routes throughout college-owned buildings.
- Establishing campus policy regarding "acceptable temperature range." Physical Plant will assume responsibility for supplying all necessary heat sources (prohibiting personal space heaters).
- Providing campus-wide fire prevention/fire safety educational programs.
- Regular inspections by the Huntingdon Fire Department.
- OSHA training for supervisors.
- Safety Committee walk-throughs.
- Fire safety instructions for summer camps and conferences.
- Fire Prevention Plan.
- Emergency Evacuation Plan.

Brumbaugh Science Center:
- Solicited a quote from Simplex for wiring pull station fire alarms in the Brumbaugh Science Center to a central switchboard (pull stations currently ring only in-house).
- Construction of the new Von Liebig Center for the Sciences will provide science facilities equipped with modern fire detection and control systems.

Additional Recommendations:
- Conduct fire drills in non-residential buildings.
- Provide mandatory training for faculty and staff in relation to fire safety, including fire prevention measures, fire extinguisher training, and fire evacuation and response protocols.
- Budget allocation for fire safety program.
-
- With Unlimited Resources Available:
- Full-time Safety Manager position (see sample job description).
- Consultant to conduct a campus-wide fire safety audit i.e. signage lighting, exits, flammables, etc.
- Connect non-residential building alarms directly to a service provider.
- Install sprinkler system in all residence halls.
- Full compliance with all OSHA standards pertaining to workplace fire safety.

Submitted to the president, April 26, 2000

Appendix 49: Career Service Survey and Results

Below is the survey of graduates of the class of 2001 six months after graduation along with summarized results.
Response Rate: 140/284 = 49%

What was your Program of Emphasis?

Art (2)	Biology (23)
Chemistry (5)	Economics & Business Administration (18)
Education (19)	English, Communication, Theatre Arts (11)
Environmental Science & Studies (20)	Geology (4)
History (3)	Math and Computer Science (3)
Peace & Conflict Studies (3)	Physics (1)
Politics (6)	Psychology (10)
Sociology, Social Work & Anthropology (11)	World Languages & Cultures (0)

Which of the following best describes your current career status?
1. Not employed, not seeking   1%
2. Not employed, seeking   9%
3. Employed part-time   9%
4. Employed full-time   48%
5. Graduate School   31%
6. Employed full-time & graduate school   4%

How long did it take you to become employed following graduation?
1. Employed before graduation   20%
2. 0-3 months   60%
3. 4-6 months   14%
4. > 6 months   6%

What methods of assistance have/did you use in your job search? (Circle all that apply)
1. Direct application   65%
2. WWW site   58%
3. Responded to classified ad   52%
4. Personal contact/network   45%
5. Attended job fair   39%
6. Career services referral   34%
7. Faculty assistance   25%
8. Alumni Contact   12%
9. Other   11%

What job search method led to your employment?
1. Personal contact/network   34%
2. Direct application   21%
3. Responded to classified ad   21%
4. WWW site   19%
5. Other   12%
6. Career services referral   10%
7. Attended job fair   7%
8. Alumni Contact   3%
9. Faculty assistance   2%

If you have started a full-time job since graduation, what was your starting salary range?
1. Less than $18,000   21%

2. $18,000 - $20,999	1%
3. $21,000 - $23,999	4%
4. $24,000 - $26,999	25%
5. $27,000 - $29,999	18%
6. $30,000 - $32,999	11%
7. More than $33,000	21%

Median Salary=$24,000-$26,999   Mean Salary=$25,856

Did you register with the Career Services Office by providing a copy of your resume?
1. Yes	69%
2. No	31%

If you used the Career Services Office, what grade would you give it?
A	27%
B	43%
C	19%
D	6%
F	6%
Cumulative GPA:	**2.79/4.00 (2.88/4.00)**

Describe your present graduate/professional school status.
1. Currently attend	32%
2. Already completed	0%
3. Will attend in the future	53%
4. Have no plans to attend	14%

How would you grade Juniata College in terms of preparing you for your chosen career/advanced degree?
A	56%
B	31%
C	12%
D	1%
F	0%
Cumulative GPA:	**3.42/4.00 (3.47/4.00)**

How well does your Juniata POE relate to your job/further study?
5 = Directly related	52%
4	27%
3	12%
2	4%
1 = Not relate at all	5%

Did you complete a credit or non-credit internship while at Juniata?
1. Yes	71% (67%)
2. No	29% (33%)

What grade would you give your overall experience at Juniata College?
A	66%
B	25%
C	7%
D	2%
F	0%
Cumulative GPA:	**3.54/4.00 (3.54/4.00)**

Appendix 50: Marketing Research for the College

Prescience Associates: Marketing Research for Juniata College, 1999

Research Findings – Highlights

College Search Process
Colleges considered (Funnel Survey, Soph Survey)
> Enrolled freshmen and surveyed sophomores applied to a relatively low mean number of colleges

One-quarter apply to only Juniata

Cancelled admits apply to significantly more
> Opinions about private/public education are predictive of applying to and enrolling at Juniata; students who deposit are more likely to have applied to other Baccalaureate colleges
> Residence/migration are key (Funnel Survey)
>> PA students who remain in-state and non-PA students who migrate "act" very similarly
>> PA students who migrate out-of-state "act" more like non-PA students who remain in-state

Implications:
> Scoring students for private affinity, number of other schools applied to, and location of other schools applied to during qualification interviews can help focus yield activities and messages. Focus on those most likely to enroll.

Top sources of first knowledge of JC (Soph Survey)

Think, Evolve, Act postcards	19%
Family members/parents	18%
HS guidance counselor	8%
College fair	7%

Timing of first knowledge of JC (Soph Survey)

• Junior yr – high school	35%
• Senior yr - high school	22%
• Sophomore yr	12%
• Middle School/Jr High	12%
• Freshman yr	8%

Resources used by students (Funnel Survey)
Prospective Students:
> Campus visit is top resource
> Almost as important - people resources - Financial aid office, faculty, and admission counselors.
> Web site is as important as publications

Current sophomores:
> In-person recruitment experiences are more important than positioning communications.
> Financial aid staff, faculty, and admissions staff all important.
> Conscious consideration of location and rural atmosphere
> Students recognize core values in admission literature, but generally skeptical about "official" communications
> Rankings in national magazines and High School guidance office important – but less so than other resources

Most influential in making college choice (Funnel Survey)
> Parents

High School teachers
Coaches

College Search Core Values, Factors Influencing Enrollment, and Message Impact

Core values assigned to Juniata (Focus groups, Soph Survey)

Academically strong/challenging

Friendly/personal/intimate

Small

Open, offers opportunities

Not included: Brethren heritage, spiritual life, community service

Core values rated very high or somewhat high by sophomores at JC, and –

Important to all prospective students (Funnel Survey):

All students are made to feel a part of the campus community.

Programs prepare you for real-life challenges.

Prepares students to meet the challenges of a changing world.

An outstanding educational value.

Programs designed to foster individual responsibility.

Community focuses on the whole person.

Important to all students, but more important to enrolled students than other students in funnel:

Faculty know their students by name.

Students learn how to think, not what to think.

Students are actively involved in their own learning.

Prepares students for the useful occupations in life.

Flexible program tailored to students' personal goals.

Commitment to education in a liberal arts framework.

Think, Evolve, Act.

Implications:

Reinforce above messages that are supported by sophomores and important to prospective students.

Strengthen brand identity, particularly if Juniata aspires to national positioning

Recruitment messages recalled by prospective students (Funnel Survey)

In tests of unassisted recall – even among enrolled freshmen - Juniata is at a disadvantage, because of size, location, and institution type (Baccalaureate I).

Recruitment messages and impressions recalled by current students (focus groups)

Messages most recalled:

Campus community

Individualized POEs/research opportunities

Study abroad

Teaches students "how to think, not what to think"

Programs in the sciences are "flagships"

No strong recollection of:

Peace and conflict studies

Service learning

Internationalization or globalization

Experiential learning as a concept

Implications:

Messages that were not recalled were not effectively communicated and/or were not important to enrolled sophomores. Effective messages need to be tailored to tune in to positioning statements that are important to prospective students.

How Juniata rates on factors that prospective students consider very important (Soph Survey, Funnel Survey):

Factors that both enrolled freshmen and sophomores attribute highly to JC:

> High academic quality
> School's reputation
> Good career preparation
> Good access to faculty
> Good education for what it costs
> Small classes
> Strong sciences
> Strong teaching
> Friendly caring campus
> Suitable range of majors
> Self-designed majors

Factors enrolled freshmen attribute to JC, but sophomores don't mention:

> Good range of social/campus activities
> Good preparation for grad school
> Real-world internships

Implications:

> Continue to reinforce above in messaging. Explore possible dissatisfaction with social/campus activities.

Factors enrolled freshmen attribute to JC, but sophomores refute:

> Good scholarships/fin'l aid
> Excellent campus facilities

Implications:

> Explore satisfaction of existing students with financial aid and campus facilities.

Factors not attributed highly by prospective freshmen, not mentioned by sophomores:

> Strong business program
> Strong communications program

Message not attributed highly by prospective freshmen, but rated high by sophomores:

> Location
> Opportunities for undergraduate research
> Leader in technology

Implications:

> Improve communication of messages regarding the last five factors throughout the admissions process.

Factors cancelled admits did not attribute as highly to JC as enrolled students did:

> Good geographic location
> Excellent campus facilities
> Strong national reputation
> Good range of social and campus activities
> Strong study abroad programs
> Real-world internships
> Active learning through projects
> Global, international perspective
> Good preparation for graduate school

Implications:

> Reinforce communication of these attributes at this stage of the application process (after acceptance).
> Location and reputation, not costs and scholarships, may be largest barriers to enrollment for cancelled admits.

Alumni focus group findings

Character of Juniata education:

Challenging, quality education
Students learn personal values
Close-knit, family-like community
Brethren heritage, while not overt, informs the character
Peace, service, tolerance
Relevant to today's students
College's future
Retain focus on quality education
Keep community small
Reach out to alumni and consciously recruit for faculty, administration, governance
Increased role of women in governance
Future learning: How to think, not what to think
Integrating disciplines = well-round learning
Balancing professional and personal knowledge
Using ethics as context for information society

Alumni survey findings
Ratings of information sources
Age and gender related
Older alumni: presidential mailings
Younger alumni: Web and e-mail
Males: Web
Unassisted Description of Core Values – most frequently named:
High quality/value/excellence   53%
Friendly/personal/intimate   45%
Academically strong/challenging   36%
Small   25%
Cross references - Juniata was rated highly in all areas that were deemed important
Key differences in alumni and student attitudes
    Far more important to alumni than students:
            Emphasis on liberal arts
            Diversity of student body
            Preparation for grad school
            Leadership opportunities
            Global perspective
            Overall reputation of school
            Study abroad opportunities
    Juniata characteristics rated more highly by alumni than students:
            Preparation for grad school
            Residence halls/living facilities
            Global perspective
            Diversity
            Costs of attendance
            Campus facilities
    Juniata positioning messages rated more highly by alumni than students:
            Students learn to think, evolve, act
            Develops students to succeed in multicultural world
            All students made to feel part of campus community
            Students learn how to think, not what to think
            Students become socially/environmentally conscious
            Community that focuses on whole person
            Prepares students for challenges of changing world

Appendix 51: Example of a Building Inspection Form

JUNIATA COLLEGE
OFFICE OF SAFTEY AND SECURITY
Building Inspection Form

BUILDING/AREA INSPECTED: Good Hall
DATE AND TIME OF INSPECTION: 03/08/00   2345 hrs.
INSPECTION CONDUCTED BY: Officer Fleegal

1) Are portable fire extinguishers in place, fully charged, tagged, installed on hangers/brackets or mounted in cabinets?   Yes_x_ No____ NA____

2) Is the Fire Alarm Panel cleared of all activations?   Yes___ No____ NA_x__

3) Are all exits free of obstructions, marked with exit signs and illuminated by a reliable light source?   Yes___ No_x__ NA____

4) Are all exterior building lights operational?   Yes_x_ No____ NA____

5) Are all interior building lights operational?   Yes_x_ No____ NA____

6)   Are emergency lighting systems operational? (Use test buttons)
                                                     Yes___ No____ NA_x__

7) Are all locking devices operational?   Yes_x_ No____ NA____

8) If a wheelchair lift exists in the building is it operational?
                                                     Yes___ No____ NA__x_

9) Is there any visible broken glass which needs replacement? (windows, doors, etc.)
                                                     Yes____ No_x_ NA____

10) Are the fronts of all circuit breaker panels clear and free of debris?
                                                     Yes_x__ No____ NA____

11) Are all electrical panels, junction boxes, receptacles and light switches properly covered?
                                                     Yes__x_ No____ NA____

12) Are all areas free of obvious slip, trip and fall hazards?
                                                     Yes_x__ No____ NA____

13) Are there any signs, which need to be replaced in the parking area? i.e. Handicap, No parking, Fire Lane etc.   Yes____ No__x_ NA____

14) Are all parking area lights operational?   Yes_x__ No____ NA____

15) Are all traffic signs in place?   Yes_x__ No____ NA____

16) Are all parking areas /lots level and free of potholes?
                                                     Yes__x_ No____ NA____

If you have found any deficiencies, you must then describe them in detail in the appropriate numbered section. Example (if you checked no on number 5, describe in detail the deficiencies in section number 5)
1. Fire extinguisher needs charges. Located on the wall opposite the fire alarm panel.
2.
3. 1 exit light out in basement, 3 exit lights out on 1st floor (main), 1 exit light out on 3rd floor and 1 exit light out on the 4th floor.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
Additional Comments:
Action Taken: Submitted work requested Date: 03/22/00

Appendix 52: Crime Statistics, 1999 to 2001

Criminal Offenses				Hate Offenses			
On Campus	*1999*	*2000*	*2001*	*On Campus*	*1999*	*2000*	*2001*
Murder /Non-negligent manslaughter	0	0	0	Murder /Non-negligent manslaughter	0	0	0
Forcible sex offenses (including forcible rape)	0	0	1	Aggravated Assaulted	0	0	0
Non forcible sex offenses	0	0	0	Forcible sex offenses	0	0	0
Robbery	0	0	0	Arson	0	0	0
Aggravated Assaulted	0	0	0	Negligent Manslaughter	0	0	0
Burglary	1	0	4	Simple Assault	0	0	0
Motor Vehicle theft	0	0	0				
Arson	0	0	0	*On Campus, In Residence Halls*	*1999*	*2000*	*2001*
Negligent Manslaughter	0	0	0	Murder /Non-negligent manslaughter	0	0	0
				Aggravated Assaulted	0	0	0
On Campus, In Residence Halls	*1999*	*2000*	*2001*	Forcible sex offenses	0	0	0
Murder /Non-negligent manslaughter	0	0	0	Arson	0	0	0
Forcible sex offenses	0	0	0	Negligent Manslaughter	0	0	0
Nonforcible sex offenses	0	0	0	Simple Assault	0	0	0
Robbery	0	0	0				
Aggravated Assaulted	0	0	0	*Non-Campus Buildings*	*1999*	*2000*	*2001*
Burglary	1	0	5	Murder /Non-negligent manslaughter	0	0	0
Motor Vehicle theft	0	0	0	Aggravated Assaulted	0	0	0
Arson	0	0	0	Forcible sex offenses	0	0	0
Negligent Manslaughter	0	0	0	Arson	0	0	0
				Negligent Manslaughter	0	0	0
Non-Campus Buildings	*1999*	*2000*	*2001*	Simple Assault	0	0	0
Murder /Non-negligent manslaughter	0	0	0				
Forcible sex offenses	0	0	0	*Public Property*	*1999*	*2000*	*2001*
Nonforcible sex offenses	0	0	0	Murder /Non-negligent manslaughter	0	0	0
Robbery	0	0	0	Aggravated Assaulted	0	0	0
Aggravated Assaulted	0	0	0	Forcible sex offenses	0	0	0
Burglary	0	0	0	Arson	0	0	0
Motor Vehicle theft	0	0	0	Negligent Manslaughter	0	0	0

	1999	2000	2001
Arson	0	0	0
Negligent Manslaughter	0	0	0

Public Property	*1999*	*2000*	*2001*
Murder /Non-negligent manslaughter	0	0	0
Forcible sex offenses	0	0	0
Nonforcible sex offenses	0	0	0
Robbery	0	0	0
Aggravated Assaulted	0	0	0
Burglary	0	0	0
Motor Vehicle theft	0	0	0
Arson	0	0	0
Negligent Manslaughter	0	0	0

Crime Statistics

Local Statistics	*1999*	*2000*	*2001*
Murder /Non-negligent manslaughter	0	0	0
Forcible sex offenses	1	0	0
Nonforcible sex offenses	5	0	0
Robbery	0	3	1
Aggravated Assaulted	4	2	0
Burglary	3	5	1
Motor Vehicle theft	6	1	0
Arson	0	1	0
Negligent Manslaughter	0	0	0

Non Police	*1999*	*2000*	*2001*
Murder /Non-negligent manslaughter	0	0	
Forcible sex offenses	1	0	
Nonforcible sex offenses	0	0	
Robbery	0	0	
Aggravated Assaulted	0	0	
Burglary	0	0	

	1999	2000	2001
Simple Assault	0	0	0

Local Statistics	*1999*	*2000*	*2001*
Murder /Non-negligent manslaughter	0	0	0
Aggravated Assaulted	0	0	0
Forcible sex offenses	0	0	0
Arson	0	0	0
Negligent Manslaughter	0	0	0
Simple Assault	0	0	0

Arrest-- on-campus	1999	2000	2001
Liquor law violations	0	5	6
Drug law violations	0	1	0
illegal weapons possession	0	0	0

Arrest on-campus-Residence Halls	*1999*	*2000*	*2001*
Liquor law violations	0	5	6
Drug law violations	0	1	0
illegal weapons possession	0	0	0

Disciplinary actions/Judicial referrals - on Campus	*1999*	*2000*	*2001*
Liquor law violations	91	54	46
Drug law violations	3	3	6
illegal weapons possession	0	0	0

Arrest-- non-campus	*1999*	*2000*	*2001*
Liquor law violations	1	1	0
Drug law violations	0	0	0
illegal weapons possession	0	0	0

Disciplinary actions/Judical referrals - non Campus	*1999*	*2000*	*2001*
Liquor law violations	1	1	2
Drug law violations	0	0	0
illegal weapons possession	0	0	0

				Arrest -- public property	1999	2000	2001
Motor Vehicle theft	0	0					
Arson	0	0					
Negligent Manslaughter	0	0		Liquor law violations	0	0	0
				Drug law violations	0	0	0
				illegal weapons possession	0	0	0

Disciplinary actions/Judical referrals - non Campus	*1999*	*2000*	*2001*
Liquor law violations	0	0	0
Drug law violations	0	0	0
illegal weapons possession	0	0	0

Disciplinary actions/Judical referrals - Reported by Local Police	*1999*	*2000*	*2001*	*Arrest -- Local & State Police*	*1999*	*2000*	*2001*
Liquor law violations	0	0	0	Liquor law violations	56	33	37
Drug law violations	0	0	0	Drug law violations	5	7	29
illegal weapons possession	0	0	0	illegal weapons possession	0	0	0

Appendix 53: Review of Residential Life Policies

Audit and Review of Policies and Services
Performed and Related to Residential Life

Policies, procedures, and services as provided to students by the Office of Residential Life are annually reviewed and revised. The purpose of the reviews and revisions are to ensure support function, indicate problem areas, provide guidance to students, and improve delivery of services performance as provided by The Office Residential Life.

Pathfinder
Residential Life Section
The policy in regards to roommate conflicts needs to be revised to reflect the use of mediation in resolving roommate conflicts.
Hall Closings
Policy needs revised to reflect changes that were made this academic year.

Guides for Community Living
Fire Safety
Policy is under review and revision to ensure that students are clearly aware of how their actions can cause a fire.
In case of fire or fire alarms
Policy is being rewritten to reflect changes in procedure for next academic year.
Services Offered
Recycling-Residential Life is planning to expand the scope and importance of this service.
Laundry- the entire laundry system in Residential Life is under review.

Services and Programs Provided by Residential Life
Room Draw
The room draw process is being reviewed and changes are expected for the next fiscal year.
Programming
What is enough and what type of programming should RAs and RDs be providing is under review.
RA/RD training and manuals
Both RA/RD training and manuals have been reviewed and are scheduled for revision and updating.

Overall, the policies, procedures, and services involving Residential Life are found to be in compliance with the Mission Statement of Juniata College, Student Services, and Residential Life.

When reviewing our policies, procedures, and services, the Office of Residential Life uses the following student services reminders:

What our Students Mean to Us
Students are the important people in our business.
Students never interrupt our work, they are our work.
Students do not depend on us, we depend on them.
Students do us a favor when they call; we don't do them favors by letting them in.
Students are part of our business, not outsiders.
Students are flesh-and-blood human beings, not cold statistics.
Students bring us their wants; we fulfill them.
Students are not to be argued with.
Students deserve courteous attention.
Students are the lifeblood of this and every other college.

Remember, you were a student, so let's treat them the way we wanted to be treated ourselves!

All our policies, procedures, and services are saying the same thing: concentrate on the students. You can't make catches if you take your eyes off the ball.

Appendix 54: Recent Changes to the Student Handbook

The following are changes to the *Pathfinder:*

Guidelines for Community Living

Fire Safety:
For fire safe reasons, the following are expressly prohibited in residence halls:
1. Cut Christmas trees
2. Propane tanks
3. Candles and/or any open flame, including incense
4. Fireworks
5. Potpourri
6. Flame heated stoves, hotplates, and appliances with exposed heating coils.
7. Halogen lamps/sun lamps
8. Portable heaters

Coffee makers, hotpots, George Foreman grills and coffee pots are allowed, but must have a metal plate under them at all times. Metal plates can be obtained from your Resident Director.

Hanging fabric (tapestries) from the ceiling or in front of doors or windows is prohibited.

If you need to use extension cords, please make sure you use heavy-duty cords with a minimum if 14-gauge wire. Extension cords are not permitted under rugs, carpet, or run through the ceiling or beds (frames).

If you use surge protectors, please be sure that they are heavy duty with a self-tripping breaker.

Visitation Policy:
Students are permitted to have visitors in their room only if there are no objections from their roommate(s). Guests are welcome to visit their hosts as long as all roommates agree upon the length of the visit and the guest does not stay for more than 3 nights in any fourteen-day period. Students should notify their floor RA of the guest(s) and how long the guest(s) are going to be visiting. In the absence of the floor RA, the student should notify the building RD. Misconduct on the part of a guest and/or any violation of college policy are the ultimate responsibility of the host. All visitors must have an escort while visiting on floors of the residence halls. Unescorted guests will be asked to leave the campus.

Personal Air Conditioners:
Students needing the use of an air conditioner are required to submit a doctor's verification of need to the Office of Residential Life. Units may not exceed 5000BTU's, be in good safe operating condition and must operate on 110 voltage. All units are subject to inspection, to ensure safe operating condition. College maintenance personnel will install personal air conditioning units. A comprehensive fee of $50.00 a year is charged to students who have personal air conditioners installed in their residence hall rooms. This fee includes installation and removal by a representative of the maintenance department and inspection of the air conditioner.

Microwave and Refrigerator
You may have a microwave and refrigerator as long as each is in good condition. Microwaves and refrigerators must be under 750 watts. Refrigerators can be no larger than 4.0 cubic feet.

General Policies and Procedures
Add to policies and guidelines for student use of alcohol on campus under student rooms:
Empty alcohol bottles or cans may not be displayed in rooms where occupants are under the age 21.

Smoking
Please add:
The decision to provide or not provide designated smoking areas outside of resident halls will be at the discretion of the buildings Community Board, Resident Director or other decision-making body.
The designated smoking areas will be located at least 20 feet from the main entrance or at containers provided for the disposal of tobacco by-products.
All materials used for smoking, including cigarette butts and matches will be extinguished and disposed of in appropriate containers. If the designated smoking areas are not properly maintained (for example, if cigarette butts are found on the ground), it can be eliminated at the discretion of the decision making body.

Residential Life and Housing
Room Decorating / painting / lofts
Change:
Painting walls and construction of lofts in residence hall is prohibited. Students are permitted and encouraged to hang posters and pictures on walls, but only with non-marking masking tape, white hanging putty, pushpins or thumbtacks.

The following items are prohibited for use in college owned rooms:
1. Double-sided tape
2. Duct tape on walls and ceilings
3. Self-adhesive decals/stickers
4. Nails/bolts
5. Dartboards with metal-tipped darts
6. Hanging fabric (tapestries) from the ceiling, in front of doors or windows is prohibited
Also, furniture should not be placed any closer than 6" in front of heating units.

-Please add new sections:
Hallways
Hallways must remain clear in case of an emergency. Items such as but not limited to drying racks, shoes, rugs (welcome mats), and furniture is prohibited from being placed in hallways or stairwells of residence halls.
Windows:
Standing or placing any kind of object or container on outside windowsills is prohibited. For safety reasons, students are not permitted to throw or hand items out of residence windows. Students are not permitted to enter or exit through windows. Any college owned buildings that have screens installed by facilities or a screen is a part of the window (i.e. windows in stairwells in East) are to remain in the window at all times.
For emergency reasons, furniture or any other object that would impede egress should not block windows in student rooms.
Room Damage:
Please add the following sentences after the first sentence in this section:

By signing your housing contract, you accept responsibility for damage in your room beyond normal wear and aging and will be charged accordingly. In the common areas, charges resulting from damage or loss resulting from theft or destructive behavior are the joint responsibility of the residents of the building, apartment or floor.

Appendix 55: Members of the Integrated Marketing Committee

Bartol, Michelle (enrollment)
Beck, Andrea (student)
Bock, Larry (athletics)
Chambers, Ray (information tech)
Clarke, Cynthia (institutional research)
Corby, Michelle (alumni relations)
Dittmann, Jerry (alumnus)
Earenfight, Phil (arts faculty)
Gildea, David (marketing)
Hersh, Candice (marketing)
Herzog, Chad H (cultural events)
Hille, John (advancement)
Kensinger, Kathryn J (student)
Kysor, Darwin (career planning)
McElroy, Megan E (student)
Patterson, Nick (student)
Rosenberger, Randy (business faculty)
Tuten, James (cultural events)
Wallace, JoAnn deArmas (international programs)
Wyrick, Ronald (fundraising)

Appendix 56: Dollar Amount of Gifts by Source

Gifts for the past six fiscal years

SOURCE	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
Alumni	1,919,744	4,163,936	3,829,205	4,945,848	3,225,416	2,646,836
Friends	1,966,373	1,169,850	538,942	512,773	1,531,130	4,205,321
Church of the Brethren	31,620	25,212	25,467	27,377	22,856	24,062
Parents	61,205	33,492	43,048	41,668	201,775	66,628
Foundations, Corporations, & Businesses	534,393	1,026,175	689,668	3,909,306	2,126,911	854,626
Research & Government Grants	495,482	495,753	658,856	663,644	1,036,361	918,356
TOTALS	5,008,817	6,914,418	5,785,186	10,100,615	8,148,450	8,715,829

Appendix 57: Current Fund Budgets for the Past Five Years

Current Fund Budgets for Fiscal Years 1997-98 to 2001-02
(in thousands)

REVENUES	01-02	00-01	99-00	98-99	97-98
	Budget	**Actual**	**Actual**	**Actual**	**Actual**
Tuition & Fees (Net)	13,512.1	12,428.3	11,220.5	10,753.8	10,118.7
Govt. Grants & Contracts	1,788.4	2,124.7	1,672.5	1,555.4	1,427.8
Priv. Gifts, Grants & Contracts*	2,116.1	4,615.8	7,334.4	3,162.8	3,421.4
Endowment	4,038.6	3,524.7	3,470.1	2,987.6	1,990.4
Sales & Services of Ed Act	431.0	400.7	352.3	384.3	331.1
Sales & Services of Aux Enter	6,207.0	6,113.1	5,788.1	5,465.4	5,224.9
Other Sources	594.5	704.4	656.3	646.9	563.4
TOTAL REVENUES*	**28,687.7**	**29,911.6**	**30,494.3**	**24,956.3**	**23,077.6**
EXPENDITURES AND OPERATING TRANSFERS	**01-02**	**00-01**	**99-00**	**98-99**	**97-98**
EDUCATIONAL & GENERAL	**Budget**	**Actual**	**Actual**	**Actual**	**Actual**
Instruction	7,561.3	6,728.4	6,429.0	5,747.2	5,520.8
Research & Other Grants	168.3	183.5	180.3	118.4	141.2
Public Service	805.6	634.5	644.8	680.4	643.4
Academic Support	3,195.1	3,774.4	2,957.6	2,474.0	2,562.0
Student Services	4,030.9	4,018.9	3,775.5	3,478.5	3,271.3
Institutional Support	4,907.8	4,430.3	4,320.2	4,408.9	3,374.7
Operation & Maintenance, Plant	2,143.5	2,383.3	2,105.7	1,943.8	1,841.2
Transfers - Ed & Gen	1,263.0	189.9	363.8	295.6	166.6
TOTAL ED & GEN	24,075.4	22,343.2	20,776.9	19,146.8	17,521.3
AUXILIARY ENTERPRISES					
Auxiliary Enterprises	3,414.8	3,061.9	3,055.8	2,915.4	2,870.3
Transfers - Aux Enter	372.1	483.8	391.0	300.3	299.2
TOTAL AUX ENTER	3,786.9	3,545.7	3,446.9	3,215.7	3,169.5
TOTAL EXPEND & OPER TRFRS	**27,862.3**	**25,888.9**	**24,223.7**	**22,362.5**	**20,690.8**
Exc Rev over Expend & Oper Trfrs	825.5	4,022.7	6,270.6	2,593.8	2,386.8
Total Cap & Debt Red Expend & Trfrs	(1,154.2)	(1,065.4)	(716.2)	(743.2)	(1,325.0)
Increase in Current Fund Net Assets	**(328.7)**	**2,957.3**	**5,554.4**	**1,850.6**	**1,061.8**

*Actual numbers include changes in pledges receivable, but budgeted numbers do not.
**Budget amounts represent final approved amounts.

Appendix 58: Anticipated Sources of Funding for Projects

Project	Projected Completion	Rough Cost Estimate	Source
Brumbaugh Alumni House	2001	100,000	2001 Bond Issue Budget
		100,000	TOTAL
Ellis Entrance & Scott St. Paving	2001	318,000	2001 Bond Issue Budget
		24,000	2001 Bond Issue Contingency
		342,000	TOTAL
Entrance @ 18th & Moore St.	2001	27,000	2001 Bond Issue Budget
		8,000	2001 Bond Issue Contingency
		35,000	TOTAL
Pennington House	2001	44,000	2001 Bond Issue Budget
		44,000	TOTAL
2111 Cold Springs Road	2001	188,000	2001 Bond Issue Budget
		188,000	TOTAL
Baxter Building	2002	203,000	2001 Bond Issue Budget
		57,000	2001 Bond Issue Contingency
		260,000	TOTAL
Campus Appearance Items not Listed Separately	2002	165,000	2001 Bond Issue Budget
		165,000	TOTAL
Campus Masterplan Professional Fees	2002	75,000	2001 Bond Issue Contingency
		75,000	TOTAL
Entrance @ 17th & Moore St.	2002	16,000	2001 Bond Issue Budget
		19,000	2001 Bond Issue Contingency
		35,000	TOTAL
Entrance Opposite Good Hall	2002	12,000	2001 Bond Issue Budget
		9,000	2001 Bond Issue Contingency
		9,000	Class of 2001 Fund
		30,000	TOTAL
Facilities Services Building	2002	15,000	FY01 Special Funding
		45,000	Operating Budget
		60,000	TOTAL
Raystown Field Station I	2002	2,050,000	Federal Grants
		200,000	Operating Budget
		2,250,000	TOTAL
von Liebig Center (remaining gifts needed)	2002	2,200,000	Uncommon Outcomes Campaign
		2,200,000	TOTAL
Good Hall I	2003	150,000	J. Omar Good Fund
		50,000	Fluck Bequest
		50,000	FY01 Special Funding
		50,000	FY02 Special Funding
		300,000	TOTAL
Computer Software	2006	125,000	Operating Budget
		125,000	Operating Budget
		125,000	Operating Budget
		125,000	Operating Budget
		125,000	Operating Budget
		625,000	TOTAL

Appendix 59: Current Fund Budgets, Detail by Departments

Current Fund Budgets: 1998-99 to 2002-03
Departmental Comparison of Expenditures and Transfers

EXPENDITURES & TRANSFERS

EDUCATIONAL & GENERAL INSTRUCTION	2002-03 Budget	2001-02 Actual	2000-01 Actual	1999-00 Actual	1998-99 Actual
GENERAL ACADEMIC INSTRUCTION					
Instructional Compensation	6,583,820	6,213,675	5,674,723	5,356,387	4,812,987
College Writing Seminar	0	1,400	0	185	1,119
Col Writ Sem/Cult Anal	0	2,618	13,061	15,075	11,652
Humanities Office	48,335	48,954	47,368	26,175	28,372
Art	61,000	47,670	50,684	48,075	91,435
English	53,410	54,685	51,108	38,106	31,763
Foreign Languages	27,795	30,396	14,677	8,376	12,562
History	10,150	9,208	8,475	9,314	6,564
International Studies	4,380	2,086	0	0	0
Music	84,780	73,663	78,383	63,516	59,784
Philosophy	1,040	1,213	1,097	1,213	921
Religion	56,090	55,103	65,513	78,010	48,853
Social Sciences Office	32,495	28,833	28,254	25,239	23,024
Accounting, Bus & Econ	25,810	19,641	15,625	12,993	17,596
Education	30,890	22,744	30,867	28,793	28,230
Politics	15,480	12,844	10,223	12,277	7,997
Psychology	8,820	16,170	11,262	15,895	5,932
Sociology & Anthropology	14,580	13,444	12,343	10,372	11,073
Soc Sci-Interdisciplinary	675	551	931	835	580
Nat Sci & Math Off	72,085	60,930	59,774	57,617	60,823
Environmental Sci/Studies	35,715	19,610	15,474	19,252	19,519
Biology	225,835	92,342	104,950	132,758	73,956
Chemistry	80,180	69,271	65,295	74,961	67,442
Geology	83,765	57,724	49,117	30,929	21,124
Information Technology	58,120	97,533	29,463	92,208	1,289
Mathematics	8,245	15,961	4,774	6,655	4,632
Physics	57,935	38,479	24,227	23,847	20,397
SUMMER SESSIONS	122,185	94,531	91,170	81,773	74,859
SPECIAL SESSIONS	143,915	127,431	134,397	121,732	172,116
CONTINUING EDUCATION	31,860	14,735	10,358	13,822	21,484
WRITING LABORATORY	28,135	26,245	24,794	22,654	8,757
TOTAL INSTRUCTION	**8,007,525**	**7,369,690**	**6,728,387**	**6,429,044**	**5,747,159**

EXPENDITURES & TRANSFERS	2002-03 Budget	2001-02 Actual	2000-01 Actual	1999-00 Actual	1998-99 Actual
RESEARCH & OTHER GRANTS	163,625	283,587	183,478	180,279	118,415
PUBLIC SERVICE					
Community Service	580,535	410,834	381,314	377,059	444,836
Conferences	406,580	356,378	253,199	267,728	235,592
TOTAL PUBLIC SERVICE	987,115	767,212	634,513	644,787	680,428
ACADEMIC SUPPORT					
Library	714,375	681,805	687,178	630,198	588,957
Museum of Art	99,235	49,409	66,932	63,239	-0-
Early Childhood Ed Ctr	101,480	238,532	228,975	77,839	95,963
Raystown Field Station	68,150	307,424	76,039	60,517	66,710
Language Lab	5,600	3,737	3,816	3,051	6,513
Science Supplies & Safety	131,275	98,950	92,316	89,529	84,112
Technical Academic Services	48,395	83,592	70,427	70,506	69,406
Provost's Office	428,720	408,914	320,018	407,992	257,450
International Programs	692,550	623,827	661,477	639,469	556,408
Internships Administration	30,420	29,010	29,668	29,937	41,977
Academic Support Services	97,415	73,101	72,809	71,689	69,045
Academic Personnel Dev	281,480	298,150	295,981	286,330	253,615
Teaching/Learning Technology	345,120	426,162	1,100,288	425,549	324,796
Peace and Conflict Studies	72,290	72,215	68,474	101,739	59,006
TOTAL ACADEMIC SUPPORT	3,116,505	3,394,828	3,774,398	2,957,584	2,473,958
STUDENT SERVICES					
Dean of Student Services	301,310	312,103	282,615	289,771	253,515
SOCIAL & CULTURAL ACTIVITIES					
Cultural Events	29,160	22,469	7,504	62,173	22,832
Artists Series	77,420	107,235	111,590	104,158	99,709
Housing Services	366,110	320,624	295,656	285,054	259,351
General Athletics	920,975	907,959	874,750	858,132	714,621
Baseball - Men	15,810	47,293	43,594	15,499	23,970
Basketball - Men	25,500	39,446	29,392	20,961	36,522
Basketball - Women	21,600	30,983	27,222	15,799	12,243
Cross Country - Men	4,800	6,326	5,100	3,649	-0-
Cross Country - Women	9,700	7,704	8,385	6,697	4,922
Field Hockey - Women	18,230	23,420	24,047	17,252	15,949
Football - Men	88,190	91,370	101,869	64,153	61,771
Soccer - Men	15,700	18,638	15,784	12,291	10,927
Soccer - Women	16,500	16,751	13,785	11,113	8,360
Softball - Women	11,100	19,105	14,433	11,501	6,766
Swimming - Women	11,000	25,123	23,318	9,609	10,412
Tennis - Men	6,330	5,272	0	-0-	-0-
Tennis - Women	5,500	5,772	5,832	5,919	3,774
Track - Men	3,450	11,047	4,086	3,823	7,899
Track - Women	5,700	5,735	10,327	8,585	5,937
Volleyball - Men	17,100	21,607	23,374	16,892	15,032
Volleyball - Women	29,710	26,294	41,767	42,624	48,999

EXPENDITURES & TRANSFERS	2002-03 Budget	2001-02 Actual	2000-01 Actual	1999-00 Actual	1998-99 Actual
Campus Activities	149,010	133,488	137,692	131,773	112,047
Orientation	69,830	76,355	62,982	59,502	54,977
COUNSELING & CAREER GUIDANCE					
Counseling Services	49,535	57,505	54,272	73,589	70,577
Career Services	159,225	129,259	128,388	128,657	127,111
Campus Ministry	100,445	90,083	91,064	81,278	65,641
FINANCIAL AID ADMIN	194,565	182,880	167,639	165,693	153,849
STUDENT ADMISSIONS & RECORDS					
Admissions	1,212,085	1,203,345	1,139,795	1,073,971	1,029,451
Registrar's Office	199,060	209,659	166,935	153,857	151,971
HEALTH & INFIRMARY SERV	63,855	44,043	105,665	41,563	89,369
TOTAL STUDENT SERVICES	4,198,505	4,198,893	4,018,862	3,775,538	3,478,504
INSTITUTIONAL SUPPORT					
EXECUTIVE MANAGEMENT					
Board of Trustees	51,095	57,566	44,040	75,843	275,895
President's Office	323,475	336,052	366,939	312,879	308,069
Diversity & Inclusion Office	17,670	-0-	-0-	-0-	-0-
Business Services	225,670	227,355	200,561	184,510	185,474
Inst Planning & Res	54,610	56,967	49,525	46,784	46,363
Legal & Other Prof Serv	25,000	53,264	12,691	23,148	24,207
Auxiliary Administration	(79,450)	(94,321)	2,301	86,093	53,377
ACCOUNTING SERVICES	427,080	394,096	331,805	305,634	313,819
GENERAL ADMINISTRATIVE SERVICES					
Campus Technology Office	186,375	0	0	0	0
Admin Information Serv	505,690	714,438	267,457	58,192	618,055
WEB Management	110,645	0	24,453	13,336	4,873
Campus Networking Services	623,300	923,991	604,209	528,849	577,819
Auditing	27,100	27,195	25,770	25,007	23,235
Commencement	26,750	33,942	38,926	28,267	28,725
Human Resources	254,355	231,486	231,201	249,214	212,830
LOGISTICAL SERVICES					
Print Publications	156,660	47,451	34,495	(6,209)	(10,199)
Motor Pool	(635)	5,068	9,620	937	75,936
Post Office	48,255	41,983	37,951	39,491	35,714
Security Services	303,160	284,026	258,372	232,196	232,638
COMMUNITY RELATIONS					
Dev Oper & Campaign	631,880	902,660	856,711	1,241,477	769,467
Juniata Fund	144,225	150,906	156,259	142,778	0
Planned Giving	161,560	125,770	158,474	95,383	-0-
Marketing	283,250	326,670	294,692	295,650	311,955
Alumni Office	471,420	400,896	328,759	253,133	225,874
GENERAL					
Gen Ins - Nonproperty	66,525	66,722	51,080	50,018	64,976
Memberships	31,000	38,890	39,050	27,544	29,841
Other Non-Ed Expenses	6,500	5,000	5,000	10,000	-0-

	2002-03 Budget	2001-02 Actual	2000-01 Actual	1999-00 Actual	1998-99 Actual
TOTAL INSTITUTIONAL SUP	5,083,165	5,358,073	4,430,341	4,320,154	4,408,943
OPER & MAIN OF PLANT	2,339,240	2,379,220	2,383,339	2,105,655	1,943,839
Mandatory E&G Transfers	358,455	332,306	245,854	192,463	275,958
Nonmandatory E&G Transfers	375,715	(22,219)	(56,004)	171,366	19,593
TOTAL OPER TRFRS - E & G	734,170	310,087	189,850	363,829	295,551
GRAND TOTAL E & G	24,629,850	24,061,590	22,343,168	20,776,870	19,146,797
AUXILIARY ENTERPRISES	**2002-03 Budget**	**2001-02 Actual**	**2000-01 Actual**	**1999-00 Actual**	**1998-99 Actual**
RESIDENCE HALLS	1,847,105	1,371,490	1,369,441	1,461,846	1,360,947
FOOD SERVICES	1,811,585	1,667,369	1,672,728	1,570,161	1,530,132
BOOKSTORE	26,940	18,776	19,747	23,827	24,310
OPER TRFRS - AUX ENTER					
Mandatory Transfers	178,130	381,591	359,955	336,545	249,643
Nonmandatory Transfers	38,020	40,296	123,821	54,485	50,671
GRAND TOTAL AUX ENTER	3,901,780	3,479,522	3,545,692	3,446,864	3,215,703
GRAND TOTAL EXP & OPER TRFRS	28,531,630	27,541,112	25,888,860	24,223,734	22,362,500
Excess Rev over Exp & Oper Trfrs	**1,929,755**	**1,357,805**	**1,898,036**	**4,598,049**	**1,038,389**
Capital Equipment Purchases	(1,218,500)	(809,514)	(611,959)	(305,676)	(243,372)
Capital Trfrs for Plant Fund Purch	(216,470)	(511,521)	(191,494)	(241,808)	(415,521)
Principal Debt Payments, internal	(50,265)	(44,488)	(73,956)	(87,091)	(84,327)
Principal Debt Payments, external	(444,210)	(250,658)	(187,993)	(81,579)	-0-
Total Capital&Debt Red Pymts & Trfrs	**(1,929,445)**	**(1,616,181)**	**(1,065,402)**	**(716,154)**	**(743,220)**
Increase in Current Fund Net Assets	**310**	**(258,376)**	**832,634**	**3,881,895**	**295,169**

+ Actual numbers include changes in pledges receivable, but budgeted numbers do not.

N.B. Data vary from historical presentations due to accounting reclassifications.

2002-03 budget amounts are the approved final amounts.

Appendix 60: Members of the Budget Team

Member	Department
Norman E. Siems	Professor of Physics
Grace M. Fala	Associate Professor of Communication
Emil Nagengast	Assistant Professor of Politics
Kris R. Clarkson	Dean of Students
Amy M. Buxbaum	Head Women's Basketball Coach; Senior Women's Administrator
Marsha Frye Hartman	Director of The Juniata Fund
Tristan S. delGiudice	Director of Facilities Services
Randall S. Rennell	Director of Student Financial Planning
Ray A. Chambers	Vice President & Chief Information Officer
Gail Lieby Ulrich	Director of Human Resources
Courtney V. Biggs	Student---Junior
Nicholas A. Damin	Student---Senior
Philip G. Thompson *	Controller
Carole M. Gracey *	Assistant to the Vice President for Finance & Operations
William R. Alexander *	Vice President for Finance & Operations

* *ex officio*

Appendix 61: Academic Plan for the Raystown Field Station

Raystown Field Station
Academic Planning Committee
Academic Plan

March 31, 2000

The Raystown Field Station (RFS) Academic Planning Committee developed the following Academic Plan for RFS, important in light of the $5 million funding from Representative Schuster, Congress and the Army Corps of Engineers for RFS facilities expansion. The purpose of this Plan is to outline how RFS fits best within the mission of Juniata College. We want the funding to support our programmatic mission, rather than have the funding force our programming. The Committee used the 1999 External Review of the RFS as a basis for the Plan, as well as having the academic plan from Bodega Marine Laboratory as a template. Details of the mechanisms to attain the goals described in the Plan are attached in the Appendix. These details will be fleshed out as planning for the RFS expansion continues.

Mission of Raystown Field Station : A Center for Environmental Research and Education
The mission of the Raystown Field Station is to serve the mission of Juniata College by providing a locale and facilities for experiences integrating theory and application, especially through environmental research, research training and education.

The following goals address the implementation of this mission:

1. Provide an educational climate that results in successful teaching and learning opportunities throughout the   year.
2. Provide a research climate that results in fundamental discoveries about the environment.
3. Provide a climate in which students can develop to their full potential, as contributors to society, informed citizens, and caring and responsible adults.
4. Integrate undergraduate research training with research activities.
5. Build and maintain a site-specific monitoring database.
6. Establish mechanisms to communicate field science to the general public.
7. Serve the larger community through environmental education, meeting facilities and other outreach activities.

The allocation of time and resources toward these goals are envisioned as follows:
45%-60% Undergraduate Curriculum.
30%-45% Research and Research Training.
10% Outreach.

There is a natural overlap between these divisions. Research training is an integral part of Juniata College's undergraduate curriculum. Participation in outreach activities can contribute significantly to the education of our students. Rather than attempt to further specify the exact categories, we prefer to maintain the category ranges, thereby recognizing the inherent overlays of these categories. However, we also note our ultimate priority is that of undergraduate education, in whatever form that may take.

It is important that the activities of all subsets of the Institution are tied back to the overall Mission Statement of Juniata College. As we face a $5 million gift for facilities we need to clearly state how these facilities and programs relate to the Mission of the College. The current mission of Juniata College seeks to develop students that reach "their full potential as contributors to society, informed citizens, and caring and responsible adults." Informed, responsible citizens are citizens with environmental awareness, who assume responsibility for future generations.

Curriculum, research and outreach activities at RFS will promote this component in the education of a responsible citizenry.

We can attain these goals for RFS in the following ways:

1. Undergraduate Curriculum:
A number of approaches are suggested to make RFS an integral part of Juniata College. These approaches will require creativity in logistics and advance planning. In two of these plans (Semester-At-The-Field Station, and Summer Specialty Courses) students would live at RFS and take all of their classes at RFS. These plans will be fully costed (Appendix: Financial Section), so that their curriculum has its own funding stream. The RFS dormitories will have year-round use (Appendix: Facilities Section), increasing the number of beds available on the main campus, thereby permitting increased enrollments at the College and therefore a tuition stream supporting RFS.

A. Semester-At-the-Field Station.

The goals of the Semester at the Field Station are to provide students an immersion experience in a natural environment as well as a small-group intensive-study experience. Students would live at the station and take an entire semester course load at RFS. Courses from across the disciplines (courses normally taught at the College) could be taught at RFS. These might NOT just be science courses. Politics, philosophy, art … many courses not needing specialized equipment could be taught at the Field Station, on a rotating basis.

We will begin the Semester-at-the-Field Station incrementally, starting with a curriculum naturally fits the facilities and environment of RFS (ESS, Biology and, Geology) (Appendix : Undergraduate Curriculum). Once we have some experience with logistics of this new curricular concept, we plan to expand to other disciplinary areas (Appendix : Undergraduate Curriculum), so all College faculty have the opportunity to teach in a small-group, immersion setting that the expanded RFS will provide.

We would creatively design the ensemble of courses available, a number of years in advance, based on faculty and student interests, so students could plan when they need to take FISHN requirements or POE requirements. An example of this design is included in the Appendix.

FISHN courses might not be available at the Station; they could be available via teleconferencing, connecting campus-based classes to RFS classes. The opportunity to occasionally teach at the Station would be open to a majority of faculty, on a rotating basis (Appendix : Undergraduate Curriculum). Note that this will be designed to fit the needs of each faculty member, department and program, rather than try to force a scheduling design onto faculty.

B. Summer Specialty Courses

Within the sciences, many faculty do not have time in their teaching load to teach specialty courses (e.g., fish ecology, ornithology, entomology). We envision summer school at RFS for these types of special courses. These courses would be taught based on faculty interest in teaching summer school specialty courses, as they would be additions to normal teaching load. These courses would include additional salary stipend. Non-science faculty at JC may have a desire to teach summer specialty courses in the setting of Raystown Lake. Specialty courses would be attractive both to Juniata College students and to students from other colleges and universities. Juniata College plans to form a Consortium of undergraduate institutions who have similar curricular interests for summer specialty courses. The Consortium could supply instructors as well as students.

C. Campus Curriculum with RFS Connections

In this approach, faculty schedule an event at RFS, as part of their regular Juniata curriculum. This could be a seminar, laboratory, discussion or some other class-related event. This approach is currently taken by a number of faculty on campus, primarily in Biology, Geology and ESS. With expanded classroom facilities, more departments might make use of RFS.

D. Campus-based Students Taking RFS Classes

Classes taught at RFS might have enrollment not just from RFS resident students but also from campus-based students. This might serve if the number of RFS residents is limited but the course has a higher enrollment and is of interest to more students. This scenario would increase enrollment in RFS classes without requiring more beds at RFS, though it would require a regular transport schedule between RFS and Huntingdon. This is a potential step in the future but not one envisioned as taking place immediately. The purpose of this approach is to maximize the number of students that could benefit from the RFS experience. Student feedback indicates the RFS experience is a highly desirable one. An alternative to this would be the teleconferencing of classes, from RFS to the campus.

E. Consortium

A consortial arrangement with other colleges and universities, both domestic and international, has great potential to support the curricula at RFS. First, the Consortium will provide a funding stream to staff RFS. Second, it will provide students for enrollment, especially valuable during the Summer Specialty Courses. Third, it will provide a more diverse student body, especially valuable for the immersion experiences. Fourth, the Consortium might be a supply of faculty to teach Summer Specialty Courses or as research mentors.

2. Research and Research Training:
The expanded RFS is an opportunity for additional research training for Juniata College students, via research conducted by both Juniata College faculty and by external researchers. The external researchers could mimic the Von Liebig model of a senior visiting research scientist (if such an endowment was available) or could be a visiting scientist who comes for a season, a semester or a year. In this latter category, these researchers would pay for their use of the facility through grants (e.g., NSF). There will be some residential space for these visiting scientists, which they will pay for themselves. These researchers could utilize Juniata College undergraduates as research assistants, both in the summer and during the semester. These researchers might provide seminars to the College or act as research mentors for JC students.

We are interested in research at the station fulfilling a role in research training of undergraduates. The presence of graduate students from other institutions, working on a research team that includes Juniata College students, is of value to the College mission, providing excellent research training to our students. Therefore we do envision graduate students using these facilities.

We also see a role for research at RFS to tie together goals of community service and of curriculum development. For example, watershed research, including a database of environmental parameters, could partner with the Juniata Watershed Partnership and other community groups with watershed concerns.

It would be desirable to have an endowed position of resident research scientist. This would provide a central point for RFS research and research training.

The research program will be wide-ranging, interdisciplinary field research with the following primary focal areas:

Water Resources
Hydrogeology and Hydrometerology

Water Quality Analysis and Monitoring (Biological and Geochemical)
Stream Corridor Restoration
Watershed Management
Population and Community Ecology
Soil Biology
Terrestrial Vertebrate Population Ecology
Aquatic Community Ecology
Life History Biology
Physiological Ecology
Ecological Aspects of Management Practices
Geographic Information Systems (GIS) and Long-Term Data Collection
Database Development and Management
Spatial Correlation Analysis
Visual Presentation

These are areas that fit with the interests of current uses and users. Funding for research (equipment, supplies and personnel) will be crucial for the successful implementation of these plans. We have identified potential funding sources and potential research partners (Appendix : Research Plan). External research funding is an expected. The design of the research facilities will take place with input from a selection of current users.

3. Outreach:
Outreach programs are important agents for communicating scientific findings and transmission of embodied values to non-science students and the general public. Everything from educational programming for the non-Juniata community to alumni activities and conference facilities serve the outreach mission of RFS.

Past and current outreach functions (Appendix : Outreach) have included the following:
Retreats and Student Club Activities
K-12 Environmental Education
Alumni Activities
General Environmental Education for Raystown Lake visitors
Conferences for Professional Organizations

Future outreach programming could include the following:
Summer program for gifted high school students
Governor's School for Environmental Science
GLOBE teacher training in environmental monitoring
Friends of RFS programming for alumni
Public Seminar Series

Any increase in outreach activities will be based upon the availability of facilities after meeting the needs of undergraduates and research programs. Outreach activities will be self-supporting, through grants, user fees, donations or revenue generators.

The outreach mission is an important one, as it also serves the outreach mission of the Raytown Lake Army Corps of Engineers. RFS could be a model watershed for watershed education at all levels.

Appendix 62: Bylaws of the Board of Trustees

BYLAWS of the BOARD OF TRUSTEES of JUNIATA COLLEGE

Juniata College is a coeducational liberal arts college. Its purpose, as stated in its charter of November 18, 1878, is to fit its students to meet the responsibilities and duties of life. No discrimination because of race, color, creed, sex, ethnic or national origin, handicap or age shall apply to the enrollment of any student, or to the receipt of diplomas or degrees, or to the selection and tenure of any member of the faculty or to the election of any officer or trustee of the College. The College shall be located in Huntingdon, Pennsylvania.

I.
BOARD OF TRUSTEES, NUMBER, ELECTION, TERM, MEETINGS, AND QUORUM

Section 1.   Number

(a)   The number of trustees shall be not less than thirty-one (31) nor more than forty (40), until changed by the affirmative vote of a majority of the entire Board, within the limits of the charter.

(b)   No decrease in the number of trustees shall shorten the term of any incumbent trustee.

(c)   The president of the College shall be an ex officio member of the Board, but shall not have the obligations or privileges of elected trustees, including, but not limited to, the right to vote.

Section 2.   Election and Term

The term of each trustee shall be three (3) years. The term of all newly elected trustees shall begin on September 1 following their election at the Annual Meeting. The trustees at any regular meeting shall elect trustees to fill vacancies created by death or by the expiration of the term of any trustee, or any vacancies resulting from resignations, from the election of any trustee to the status of trustee emeritus, or from any increase in the number of trustees; provided, however, that a maximum of three vacancies may be carried forward at the discretion of the Board. Each newly elected trustee shall be given a copy of the bylaws.

Section 3.   Officers of the Board

(a)   The officers of the Board of Trustees shall be a chair, vice chair, secretary, assistant secretary, treasurer, and assistant treasurer. The offices of secretary and treasurer may be filled simultaneously by the same member of the Board. The offices of assistant secretary and assistant treasurer may be filled by individuals who are paid officers of the College but who are not members of the Board.

(b)   The chair of the Board, if present, shall preside at all meetings of the Board. Otherwise the vice chair, if present, or any other trustee chosen at the meeting by the Board, shall preside.

(c)   The secretary shall perform all the duties incident to the office of a secretary of the board of trustees of a college, and shall attend all meetings of the Board, record all proceedings and actions taken at any such meeting in a minute book or books kept for the purpose, give notice of all meetings, have authority to affix the seal to any instrument authorized to be executed by an office of the College, attest to such seal, and acknowledge the execution of any such instrument.

(d)   The treasurer shall represent the Board in relation to all matters affecting the finances of the College, with particular reference to the policies and practices of the Committee on Finance and Investment in the prudent and productive management of the College's endowment fund.

Section 4.   Regular Meetings

Two regular meetings of the Board shall be held annually, one in the spring and one in the fall. The spring meeting shall be the Annual Meeting.

Section 5. Special Meetings

Special meetings may be held at any time on the call of the chair of the Board or of the president of the College, or upon the written request of five members.

Section 6. Location

Meetings of the Board, regular or special, shall be held on the campus of the College in the college building specified in the notice or elsewhere in the case of exigency, as determined by the chair of the Board or the president of the College.

Section 7. Notice

The notice of every meeting of the Board, regular or special, shall state the time, place, and purpose of the meeting and shall be accompanied by an agenda of the matters to be considered. Notice shall be mailed to each trustee, addressed to such trustee at his or her designated mailing address, at least thirty (30) days before the meeting. A trustee may waive notice of any meeting, and attendance at any meeting shall constitute a waiver of notice.

At any special meeting, items of business not included in the notice may be transacted only if their inclusion in the agenda is approved by a three-fourths vote of the trustees present.

Section 8. Quorum

(a) Thirteen (13) members of the entire Board shall constitute a quorum for the transaction of business.

(b) A majority of the trustees present may at any time or from time to time adjourn any meeting of the Board to another place or time, without notice other than the announcement of such time and place at the meeting.

Section 9. Participation in Meetings by Conference Telephone

Any trustee may participate by means of conference telephone or other similar communications equipment, by means of which all persons in the meeting can hear each other, in any meeting of the Board of Trustees or of any committee or subcommittee (provided he or she is otherwise entitled to participate), be counted for the purpose of determining a quorum thereof and exercise all rights and privileges to which he or she might be entitled were he or she personally in attendance, including the right to vote.

Section 10. Informal Action by the Board of Trustees

Any action which may be taken at a meeting of the Board of Trustees or of any committee or subcommittee of the Board, may be taken without a meeting if a consent or consents in writing, setting forth the action so taken, shall be signed by all of the trustees or all members of the committee or subcommittee, as the case may be, and shall be filed with the secretary of the College. Insertion in the minutes of the Board shall be deemed filing with the secretary regardless whether the secretary or some other authorized person has actual possession of the minute book. Written consents by all of the members of the Board of Trustees or of any committee or subcommittee executed pursuant to this section may be executed in any number of counterparts and shall be deemed effective as of the date set forth therein.

Section 11. Constituency Trustees

In order that the several constituencies of the College shall be appropriately represented on the Board of Trustees, these constituencies, as identified from time to time by the Board, shall be granted the privilege of nominating representatives to the Board. Such representatives shall be not more than three in number from any one constituency, each to serve for a term of three years, and shall not be eligible for renomination to succeed themselves.

Section 12. Removal

The Board of Trustees may, for any proper cause, declare vacant the office of any trustee by the affirmative vote of two-thirds of the entire Board.

Section 13.   Emeritus Status

Any trustee who has served as a member of the Board more than one full term may, upon such trustee's request, be elected by the Board of Trustees to the honorary status of trustee emeritus. A trustee emeritus shall receive notice of all meetings of the Board and shall have the privilege of attending all meetings but shall have no right to vote.

II.
COMMITTEES

Section 1.   Membership and Meetings

(a)   Committees.   The standing committees of the Board shall be:
1.   Executive Committee
2.   Committee on Education and Student Life
3.   Committee on Advancement and Marketing
4.   Committee on Business Affairs
5.   Committee on Investments
6.   Committee on Trustees
7.   Other committees as the Board may create

(b)   Appointment and membership. Unless otherwise provided, members of committees and the chairs thereof shall be appointed by the chair of the Board in consultation with the president of the College. The chair of the Board of Trustees and president of the College shall be ex officio members of all committees, but the president shall have no vote.

(c)   Meetings of the Committees. Meetings of any committee may be called by the chair of the committee, by the chair of the Board, by the president of the College, or by any three members of the committee.   A request for a meeting shall include an agenda.

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(d)   Notice of Meetings. At least five days' notice of the time and place of each committee meeting shall be given to the members of the committee. A committee member may waive notice of any meeting, and attendance at any meeting shall constitute a waiver of notice.

(e)   Minutes of Committees. All committees shall keep minutes of meetings showing actions taken or recommendations made to the trustees, and shall report the same to the trustees at their next regular meeting.

(f)   Quorum. A majority of the voting members of any committee shall constitute a quorum.   A majority of the committee voting members present and voting shall be required to approve any action of the committee and any recommendation of the committee to the Board.

Section 2.   Executive Committee

(a)   The Executive Committee shall consist of the officers of the Board of Trustees who are members of the Board, the chair or, in the absence of the chair, the vice-chair of each standing committee of the Board, and two other members of the Board of Trustees elected by the Board.

(b)   The committee shall normally hold four, but not less than two, meetings a year.

(c)   The committee shall represent the Board between meetings of the Board and shall have all the powers of the Board.

(d)   The committee shall be responsible for strategic planning for the College, subject to the approval of the Board of Trustees.

(e)   The committee shall conduct an annual evaluation of the President of the College and report to the Board.

(f)   The committee shall coordinate the activities of all other committees.

(g)   The president of the College shall be an ex officio member of the committee but shall not vote.

(h)   The committee shall receive staff assistance from the Office of the President.

Section 3.   Committee on Education and Student Life

(a)   The committee shall be concerned with the interests of the faculty and students and with the well-being of the entire College as a learning community.

(b)   The committee shall review and recommend to the Board policy and shall have general oversight of activities pertaining to the curriculum and instruction, and shall make

recommendations to the Board concerning policy in relation to the appointment, terms and conditions of employment, sabbatical leave, promotion and tenure of faculty.

(c) The committee shall review and recommend to the Board policy pertaining to, and shall have general oversight of, co-curricular activities, including intramural and varsity athletic programs, campus security and student health services.

(d) The Provost of the College shall be an ex officio member of the committee, but shall not vote.

(e) The committee shall receive staff assistance from the Office of the Provost.

Section 4. **Committee on Advancement and Marketing**

(a) The committee shall review and recommend to the Board policy pertaining to the development of the interest and support of alumni and other friends and constituencies of the College, and shall have general oversight of advancement and marketing programs and activities of the College.

(b) The committee shall review and recommend to the Board policy and shall, together with the Committee on Education and Student Life have general oversight of activities pertaining to the recruitment and admission of students.

(c) The committee shall review and recommend to the Board policy and shall have general oversight of activities pertaining to diversity.

(d) The committee, together with the Committee on Business Affairs, shall review and recommend to the Board policy and shall have general oversight of matters relating to financial aid.

(e) The committee shall review and recommend to the Board policy and shall have general of matters pertaining to fund raising and capital campaigns.

(f) The Vice President for Advancement and Marketing of the College shall be an ex officio member of the committee, but shall not vote.

(g) The committee shall receive staff assistance from the Office of the Vice President for Advancement and Marketing.

Section 5 . **Committee on Business Affairs**

(a) The committee shall review and make recommendations to the Board concerning the annual budget of income and expenditures of the College as submitted by the President of the College and review the projected three and five year budgets.

(b) The committee, together with the Committee on Advancement and Marketing, shall review and recommend to the Board policy and shall have general oversight of matters relating to financial aid.

(c) The committee shall review and recommend to the Board policy and shall have general oversight of matters pertaining to the physical plant of the College.

(d) The committee shall review and recommend to the Board regarding the purchase, lease, sale or mortgage of real property, the pledge of endowment, or the borrowing of money.

(e) The committee shall review and recommend to the Board policy and shall have general oversight pertaining to matters of employee compensation, fringe benefits, retirement programs and collective bargaining agreements.

(f) The committee shall arrange for and review an annual audit by certified accountants of the accounts of the College and shall file with the Board a copy of the audit at the fall meeting of the Board, together with appropriate recommendations.

(g) The Committee shall review and recommend to the Board policy and shall have general oversight pertaining to all other business operations and contracts of the College.

(h) The Treasurer of the College shall be an ex officio member of the committee. The Vice President for Finance and Operations shall be an ex officio member of the committee, but shall not vote.

(i) The committee shall receive staff assistance from the Office of the Vice president for Finance and Operations.

Section 6. **Committee on Investments**

(a) The committee shall be authorized to exercise powers of the Board to hold, invest, and reinvest in the name of the College real estate, moneys, stocks, bonds, mortgages and other

assets given or bequeathed to the College for general or specific uses and endowments in accordance with an Investment Spending Policy as the same shall be approved from time-to-time by the committee or the Board.

        (b)   The investment of funds received by the College shall always be consonant with any limitation or agreement established by the donor or annuitant, but before acceptance of a gift the committee shall review such limitations and may recommend to the Board the gift be declined.

        (c)   At each regular meeting of the Board, the committee shall provide a written report of all transactions in the purchase or sale of assets since the previous meeting, together with an appropriate summary of the status of the investment portfolio.

        (d)   This committee shall designate and empower either the treasurer of the Board, or the assistant treasurer of the Board, or the chair of the committee to attend and vote, either in person or by proxy, at any stockholders' meeting of any corporation in which the College owns stock.

        (e)   This committee shall have authority to retain investment portfolio managers, either corporate or individual, to investigate and advise concerning all investments of the College.

        (f)   The Treasurer of the College shall be an _ex officio_ member of this committee. The Vice President of Finance and Operations shall be an _ex officio_ member of the committee, but shall not have vote.

        (g)   The committee shall receive staff assistance from the Office of the Vice President for Finance and Operations.

Section 7.   Committee on Trustees

        (a)   The committee shall nominate candidates for election and reelection to the Board and for election as officers of the Board, and, from time to time, propose names for such vacancies as may occur among the officers or members of the Board.

        (b)   The committee shall oversee the orientation program for new trustees.

        (c)   The committee shall evaluate the performance of trustees.

        (d)   The committee shall recommend to the Board trustees eligible for emeritus status.

        (e)   The committee shall receive staff assistance from the Office of the Vice President for Advancement and Marketing.

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III.

THE PRESIDENT

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The President of the College shall be elected by the Board of Trustees and serve at the pleasure of the Board.

The President shall be the chief administrative officer of the College. As chief executive officer, the President shall: (1) carry out all orders and directives and administer all policies of the Board; (2) subject to the revisions and orders of the Board, after consultation with the faculty, establish and administer policy concerning the educational program, faculty promotion and tenure, admissions, graduation requirements, scholarships and honors and the academic calendar; and (3) subject to the revisions and orders of the Board, establish and administer policy concerning the budget, financial aid, development, personnel, the physical plant and other business operations of the College. The President shall report to the trustees at each regular meeting, and at the close of the College year present a written report of the year's activities.

The President shall inform the Board, or appropriate committee thereof, of the budgetary effect of matters which are presented to the Board for approval.

The President shall be the official medium of communication between the faculty and the Board of Trustees and between the students and the Board.

The President shall serve as chair of the faculty and, as such, shall have a vote in any action taken by the faculty, which shall act in an advisory capacity to the President. The Provost of the College shall be a member of the faculty and, as such, may attend faculty meetings, serve on faculty committees, and be heard and may vote.

IV.
INDEMNIFICATION

Each trustee and officer of the College shall be indemnified against all expenses actually and necessarily incurred by such trustee or officer in connection with the defense of any action, suit, or proceeding to which he or she has been made a party by reason of serving or having served as trustee or officer. Notwithstanding the foregoing, no trustee or officer shall be adjudicated in such action, suit, or proceeding to be liable for gross negligence or willful misconduct in the performance of duty.

V.
PERSONAL LIABILITY OF TRUSTEES

Trustees of the College are entitled to rely in good faith on information, reports and opinions, including financial data, prepared or presented by officers, employees, counsel, accountants and other professional experts, and committees of the Board. A trustee shall not be personally liable for monetary damages as a trustee for any action taken, or any failure to take any action, unless the trustee has breached or failed to perform the duties of his or her office under Section 8363 of Title 42 (Judiciary and Judicial Procedure) of the Pennsylvania Consolidated Statutes, and the breach or failure to perform such duties constitutes self-dealing, willful misconduct or recklessness. This section shall not apply to the responsibility or liability of a trustee pursuant to any criminal statute, or the liability of a trustee for the payment of taxes pursuant to local, State or Federal law, nor shall this section apply to any action filed prior to the date of the amendment adding this section to the bylaws, nor to any breach or performance of duty or any failure of performance of duty by a trustee prior to such date.

Management of Charitable Lead Trusts

Should any trustee establish a charitable lead trust that provides funds to Juniata College, such funds shall be maintained in a segregated account. The segregated account shall be subject to the control of the Business Affairs Committee, excluding the trustee creating the charitable lead trust. The trustee creating such charitable lead trust shall have no control over the segregated fund, shall not participate in approving appointments to the Business Affairs Committee or any other committee controlling the segregated fund, and shall not otherwise participate in any decisions relating to the administration of the segregated fund or the use of distributions from the segregated fund.

VI.
CONFLICTS OF INTEREST

No action shall be invalid as a result of failure to disclose to the Board a conflict of interest unless (1) the vote of the trustee failing to disclose the conflict of interest was necessary to the action of the Board of Trustees and (2) the person challenging the action of the Board of Trustees shall demonstrate that the action was, in fact, prejudicial to the interest of the College.

VII.
BOND

A corporate surety bond in amount and form approved by the Board shall be obtained by the Board of Trustees for any employee having custody of funds or securities of the College.

VIII.
SEAL

The College seal shall have inscribed thereon the name of the College and the date or year and state of its incorporation.

IX.
AMENDMENTS

These bylaws may be altered, amended, or repealed, or new bylaws may be adopted at a regular or special meeting of the Board of Trustees, provided the proposal(s) shall have been approved by a majority of the Board of Trustees after thirty (30) days' notice thereof is given prior to the date of the meeting at which such action is proposed.

X.
EFFECTIVE DATE

These bylaws contain all alterations, amendments, or rescissions through October 14, 2000, and shall take effect from and after that date.

Revised and approved by the Board of Trustees October 14, 2000

JUNIATA COLLEGE
STANDING ORDERS OF THE BOARD OF TRUSTEES

ORDER I
MATTERS REQUIRING APPROVAL OF THE BOARD OF TRUSTEES

1. **Basic College Organization and Policy**
   - (a) All matters pertaining to the Corporate Charter and Bylaws.
   - (b) Approval of the mission and strategies plan of the College.
   - (c) All reports of standing or special committees of the Board of Trustees.
   - (d) All major modifications of educational policy.
   - (e) New curricula and changes in existing curricula.
   - (f) Major policy matters affecting student welfare and activities.

2. **Fiscal Matters**
   - (a) Establishment of, or changes in existing, College fiscal policies.
   - (b) Annual budgets and changes in the approved totals.
   - (c) Establishment of, or changes in, tuition, room and board and related fees.
   - (d) Authorization to borrow money; authorization of persons to sign checks, contracts, legal documents, and other obligations, and to endorse, sell or assign securities.
   - (e) Designation of depositories for College funds.
   - (f) Selection of firm to make annual audit of College accounts.
   - (g) Purchase, sale or mortgage of College property or the pledge of the endowment.

3. **Personnel Matters**
   - (a) The appointment and removal of the president of the College.
   - (b) The establishment of senior administrative positions responsible directly to the President and the termination of the functions of such positions shall be made by the President of the College. The appointment to and removal of senior administrative officers in these positions shall be made by the President of the College, after consultation with the Chairman of the Board. All other appointments and removals shall be made by the President of the College.
   - (c) **Policies:** Establishment or changes in existing policies governing appointments, promotions in academic rank, leaves of absence, resignations, retirements, academic freedom and tenure, hours and conditions of employment, and fringe benefits.
   - (d) Approval of collective bargaining agreements.

4. **Physical Plant**
   - a. Establishment of, or changes in existing policies, on matters such as selection of architects, naming of buildings and roads, preservation of campus landmarks, portions of buildings, and plazas.

b. Long-range planning for physical development, including location and construction of buildings, utilities, and recreation areas, and any sites in variance with the accepted master plan.
c. Approval of specific names of individual buildings and roads.
d. Sketch and final plans for buildings, additions and facilities to be constructed or demolished, with the exception of temporary buildings or buildings under $500,000 in cost in the case of construction or additions or under $500,000 in value as estimated by the President in the case of demolitions.   Review and approval may be requested by the administration in lieu of presentation as an information item for projects of a special nature that fall below the $500,000 level.
e. Approval to solicit bids for construction and award contracts for construction.
f. Rights of way.
g. Appointment of architect for construction of major projects.

5. **Advancement and Marketing**
   a. Establishment of, or changes in existing policies regarding advancement or marketing, including admission and retention of students.
   b. Establishment of, or changes in existing policies regarding the solicitation of gifts.
   c. Major fund raising or capital campaign plans.
   d. Gift Policy.

6. **Trustees**
   a. Election of trustees and officers of the Board of Trustees.

7. **Investments**
   a. Purchase and sale of investment assets other than marketable securities.

ORDER II
MATTERS TO BE PRESENTED TO THE BOARD OF TRUSTEES FOR INFORMATION
1. **Fiscal Matters**
   a. Financial statements, scholarships, and student loan funds that are in accord with established policy.
   b. The annual report of the independent auditor.

2. **Personnel Matters**
   a. Retirements and other terminations.
   b. Promotion and Tenure Awards
   c. Sabbaticals and Leaves of Absence

3. **Physical Plant**
   a. Projects with a cost under $500,000.
   b. Naming of rooms.
   c. Cost overruns.

4. **Advancement and Marketing**
   a. Reports on dimension and retention of students, diversity.
   b. Reports on gifts, bequests, grants and the progress of capital campaigns.
   c. Naming of rooms, portions of buildings, and plazas.

5. **Investments**
   a. Reports on the status of the investment portfolio.

Approved by the Board of Trustees May 4, 1996.

Appendix 63: Board of Trustees, 2002-03

Karl K. Kindig '72
Abingdon, VA
Attorney
Penn Stuart

Carol L. Lake, M.D. '66
Prospect, KY
Professor and Chair, Department of
Anesthesiology, & Associate Dean
for Continuing Medical Education
University of Louisville

Lois M. McDowell '52
Huntingdon, PA
Retired Teacher

Robert N. McDowell '67
Madison, NJ
Partner
Christenson Hutchison McDowell, LLC

Harriet R. Michel '65
New York, NY
President
National Minority Supplier
 Development Council, Inc.

Richard E. Paulhamus '70
Glen Gardner, NJ
Instructor
Boston University

Thomas R. Pheasant '66
 Secretary
 Wormleysburg, PA
 Vitreoretinal Surgeon
 Retina/Oculoplastic Consultants

Dewayne E. Rideout '80
Concord, MA
Senior Vice President, Human Resources
MSL Manufacturing Services Ltd.

W. Clemens Rosenberger '54
Lancaster, PA
Retired Pastor
Church of the Brethren

Christoph Schwemmlein
Borken-Weseke, Germany
Managing Director
Gebr.Klöcker

Patricia J. Shreiner '62
Chambersburg, PA
Retired

Real Estate Broker/Owner, Re/Max Realty

Eileen G. Sill '57
Yardley, PA
Secretary and Treasurer
R.D.S Insurance Agency Inc-Corp.

Robert J. Solomon '60
New York, NY
Managing Director
Marsh & McLennan Company

Timothy D. Statton '72
San Francisco, CA
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Patricia Swigart
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Robert E. Wagoner '53
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Mary M. White '73
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President/CEO
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Charles W. Wise, II
Pittsburgh, PA
Vice President, Human Resources
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Emeriti:

Charles C. Brown, Jr. '59
 Bellefonte, PA
 President Judge
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George E. Cruser '52
New Hope, PA

Retired Senior VP, CFO & Director
Westvaco Corporation

Dale W. Detwiler
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New Enterprise Stone & Lime Co.

Warren F. Groff '49
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President, Emeritus
Bethany Theological Seminary

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LeRoy S. Maxwell, Sr. '40
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Charles C. Pearson, Jr.
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Chief Executive Officer
Harris Savings Bank

Wayne C. Patterson '60
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Founder
Green Mountain Associates, Inc.

Garry L. Pote '68
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Contents for Chapter 7 Mapping the Future

VII. Mapping the Future

This self-study focused on several areas where the task forces perceived problems and opportunities. The task forces on the first year, internationalization, student engagement, and assessment each did a thorough job of exploring these areas, of identifying problems and opportunities, of pointing to areas of disagreement among participants, and of making recommendations.

The provost, in consultation with the president, took a first cut at prioritizing the recommendations. You can find the tables of recommendations, with priority ratings for each recommendation at the end of each chapter. In many cases, we have already implemented recommendations made by the task forces. In other cases, we have indicated that while we have not yet addressed the issue, the recommendation represents a high priority and we will act upon it soon. In some cases, we will require further discussion to clarify the meaning of the recommendation and to explore its implications. In this summary, we map out the initial steps we will take to address the issues raised in the self-study.

Below are issues we are already working on or intend to address soon.

A. Actions to Improve the First Year

There are differing opinions among faculty members on what Juniata students actually do in their first year. We will collect and distribute the information that accurately describes the first year experience.

The College Writing Seminar has changed significantly. The information access component split from the seminar and is now a separate one-credit course. The reading and writing sections are now defined thematically. The section instructor determines the theme for his or her sections. Staff and faculty members differ about the usefulness of the extended orientation portion of the course. Many believe that while information access and extended orientation are valuable, students should not receive academic credit for either. The provost will ask the curriculum committee of the faculty and the current leadership of the College Writing Seminar to suggest changes to the writing course and to the information access course.

Some worry that we do not adequately assess our writing across the curriculum. At the end of this academic year, we will have a workshop in which faculty members who teach the College Writing Seminar will demonstrate effective strategies for teaching writing to the many faculty members who teach writing intensive, or CW designated, courses. The provost will ask the academic planning and assessment committee of the faculty to develop a plan to assess writing across the curriculum.

B. Actions to Improve Internationalization

Opinions also differ about the role of the faculty in managing our international programs. The provost will meet with the international education committee to discuss and clarify the role of the committee in planning and evaluating the center for international education.

There is also disagreement about the role of the center for international education in recruiting and retaining students. In addition, the role of the intensive English program (IEP) has clearly changed over time. The provost and the vice president for advancement and marketing will clarify the roles of the center for international education and of the intensive English program as recruiters and retainers of students. This clarification will include specific targets for both study abroad by Juniata students and for international students at Juniata.

The task force feels that we need greater involvement by the faculty in the activities of the center for international education. The dean of international programs will continue to work on ways to increase the involvement of faculty members with the center.

The provost will encourage departments to develop alternatives in POEs to feature language options. Further, the provost will ask departments to examine their current POEs to determine the extent to which they might inhibit the pursuit of study abroad.

C. Actions to Improve Student Engagement

The provost will ask the curriculum committee to study the issue of a mandatory senior experience and make a recommendation to the faculty.

Members of the faculty and administration will work together to implement the recommendations of the diversity task force.

The provost will work with department chairs to improve the coordination of the co-curriculum, particularly internships.

The coordinator of service learning will work with faculty members to develop more service learning opportunities in the community.

D. Actions to Improve Assessment

The academic planning and assessment committee of the faculty will continue to streamline the review process for academic departments.

The president will take the lead in developing a plan to assess the performance of administrative departments.

The provost and the executive committee of the faculty will develop a plan to promote campus wide support for teaching initiatives. They will sponsor an on-campus forum to discuss ways to promote and recognize teaching excellence.

E. Other Actions to Improve the College

There is growing concern about some parts of the curriculum. In addition to those issues raised about the first year, many faculty members have questions about the POE, writing across the curriculum, and the cultural analysis sequence. The provost and the curriculum committee will propose a process for curricular review.

F. Beyond the Next Step

As stated in the Executive Summary, we believe that self-study is an ongoing process. We believe that Juniata is strong in many ways. We have exceeded expectations in the current capital campaign. Our enrollment numbers continue to be solid. Our retention data show consistent improvement. National data generated in studies like the NSSE confirm that faculty members and students engage in activities that produce excellent educational outcomes. We have built an excellent new teaching facility for biology and chemistry and have plans to renovate the other major teaching classrooms, Good Hall and the Brumbaugh Science Center. We have added new academic programs in environmental science and information technology and have made a new commitment to a program in religious studies. In each of these programs, we have had excellent interdisciplinary cooperation. We have renovated our Museum to accommodate the needs of an excellent program in art history. We will build a new addition on to Oller Hall to accommodate an innovative theater program and to create space for students and faculty members of the music department. We have successfully recruited new faculty to accommodate growth, to lead new programs, and to replace long-term faculty who have retired. While the value of the endowment has been affected by the downturn in the stock market, our conservative spending formula has dampened the budgetary impact of that decline. This is but a partial list of the many good things going on at Juniata College.

While there is considerable strength at Juniata, there are clearly things we can do better. This self-study has helped us identify ways to improve. We do not believe that the three special topic areas represent our only problems. Concerns exist over compensation issues for all employees. Many of our faculty members have come to Juniata since our curriculum was created. We will soon have to

engage in a review of the curriculum that will allow new faculty members to have a greater say in how we define liberal education for our students. We have invested significantly in teaching technology. Yet, we do not fully understand how technology has changed, and will continue to change, teaching and learning.

As a result of this self-study, we have identified particular problems that we need to address. We have committed to taking steps to address those problems. Through the process of self study, we have learned that we will need to stay committed to ongoing evaluation of what we do and how we do it so that we can resolve these old problems and identify and address new ones.