

The 2012 Self-Study: Transitions

Juniata College

January 15, 2013

President: Thomas R. Kepple, Jr.

Chief Academic Officer: James J. Lakso

Commission action which preceded this report:
Periodic Review Report of 2008

Executive Summary

When we began the self-study process, we chose to build our study around the theme of “transitions,” since the college faced a significant shift in leadership with the retirement of three long-serving senior administrators, including the president.

We noted also that since the review period covered a very tumultuous period in higher education, the college was living through other transitions. Therefore, our study looks at pressures and changes related to a range of transitional forces: demographic shifts in our pool of prospective students, the financial crisis of 2009 and ensuing recession, the increasing importance of enrollment to meeting financial goals, and the increasing quality and number of major competitors.

Since the self-study plan was written, some of the details of the transition have solidified. We complete the editing of the report knowing who our next president will be. At this writing, we have discovered potential in some programs to achieve relative stability in enrollment for the near term. The study itself revealed to us that we have made strong progress on responding to the demographic changes in our recruiting pool. Since the last review, we have completed a variety of assessments of our general education offerings, leading to programmatic changes in several areas. We continue to move forward on our plan to evaluate all components of our general education curriculum.

The self-study has resulted in major findings in three general areas: issues resulting from internal influences; issues related to leadership transition; and issues related to external pressures.

The remainder of this summary contains a general review of the major findings and a note on the report itself.

MAJOR FINDINGS

Internal Influences

The self-study considers our curriculum offerings and our program of emphasis (POE). Regarding curriculum, we will continue our efforts to assess general education. The recently implemented structure for assessing general education will support our assessment efforts. Systematically assessing each component of the curriculum and sharing the results with the campus community will greatly enhance our understanding of student learning and help us to strengthen our curriculum.

Regarding the POE, the study asks whether the POE still functions to meet our educational goals for students. We consider this focus on the POE an “internal influence” because the discussion regarding its effectiveness and role at the college has been an ongoing conversation we have had with ourselves. The process

revealed to us that the POE is still a very strong idea at the core of what we do, but that more study must be done. To improve the POE, Juniata will continue with its degree qualifications profile (DQP) analysis, detailed in Chapter 5.

Finally, in Chapter 9 and elsewhere in the report, we describe the difficulty we have had tracking the different types of POEs. The difficulties are related to changing definitions in each type of POE, suggesting that we need to review and devise a better method to classify and track POEs.

The self-study considered our general education offerings and our Program of Emphasis (POE) in Chapter 4. We will continue to follow our plan to assess general education. While much has been done already, the recently implemented plan should take us further more efficiently. Before the plan, we spent much time, for instance, assessing writing without achieving significant results.

During our work in Chapter 6, we noticed recurring issues related to faculty workload, the funding of professional development, and the role of the department chair. Chapter 6, The Faculty, discusses how these issues are interrelated. The past decade saw changes in how we distributed funding for faculty development. The working group who studied this topic concluded that faculty members and administrators should develop a plan soon to fix potential future problems with funding professional development. Most likely, more study is needed about faculty workload since results were often contradictory. However, the faculty survey that the working group administered to faculty members might have been more comprehensive than national surveys. The working group survey told us that faculty feel stressed about several issues, but especially the feeling that they do not have enough time to do all that is asked of them. We also found that the role of the department chair needs to be clarified.

In Chapter 5, Related Educational Activities, we describe the benefits and challenges of marked growth in the last decade on experiential learning and high-impact practices and the increasing diversity of our student body. Although we have achieved many of the goals set out in our strategic plan, the chapter emphasizes the pressures that have resulted and suggests which issues merit further consideration. Issues related to our changing student profile are also handled in Chapter 7.

The center for the scholarship of teaching and learning (SoTL) is discussed especially in Chapter 8, Assessment, but mention of the activities it sponsors runs through this entire report. The center has encouraged more dialogue on campus about student outcomes. It also has helped faculty members develop skill in effective assessment practices.

Leadership Transition

With the transition upon us, the self-study helped us learn that some of our operations should be codified. Of particular note, mostly in Chapter 3 and Chapter 9,

are calls for clearer and documented communication between various committees and during the strategic planning process. Also, if the new president elects to convene a cabinet, the study calls for clarity regarding the role of a presidential cabinet.

As the report generally makes clear, and as Chapter 8 discusses specifically, Juniata has a culture of assessment that is decentralized. As a result, despite benefits, sometimes gaps result and effort is duplicated. Decentralization of assessment is relevant to the transition in leadership. Because the issue will fall to a future administration, working with faculty members to gain some benefits of centralization without sacrificing the culture of assessment that exists is crucial.

External Factors

The self-study showed us that Juniata has made a number of enhancements to serve its changing student body. The college has planned for demographic shifts, financial stresses, increased emphasis on assessment, and the changing expectations among new faculty members. The self-study describes in several chapters the moves the college has made to hold its position and, in several cases, enhance itself against competitors.

Various chapters (Chapter 3, Chapter 7, Chapter 8, and Chapter 9) point to stresses that have resulted from enrollment growth. In particular are concerns about the student experience, especially in the first year. Some introductory courses have historically been of significant size. Some worry that large classes may impact retention, academic success, and perception. One Juniata study we cite in Chapter 9, however, shows that there has been very little growth in large classes. The growth from enrollment has been in classes between 10 and 19 students. Nonetheless, large classes do seem to occur disproportionately in the freshman year. The chemistry department is implementing its plan to reduce class size this coming year. The working group called for more plans to ameliorate this issue. As enrollment has grown, the need for counseling and for medical services continues to grow. The situation needs our continued attention. While we have grown our enrollment and improved retention of students, we should plan for growth in ways that consider the ramifications on student services, academic programs, athletics, and financial resources.

Related to growing enrollment is ongoing concern about our discount rate. As we discuss in Chapter 2, we are heavily dependent of student generated revenues. Growth in enrollment has been achieved, to some degree, through discounting. Discounting affects our revenue structure and is high relative to all of our aspirants, not to mention our peers. At the same time, however, we have a campus master plan predicated upon our ability to control the discount rate.

Chapter 6 covers an issue that has troubled us for some time—our inability to attract new minority faculty members. To help solve this problem, we have begun a new

program, Stewards of Diversity. Naturally, we hope this intervention in the recruiting process with trained people on campus can help us.

A NOTE ON THE REPORT

The report hews closely to the outline proposed in the self-study plan document.

To ease readability, we have used the pronouns “we” and “our” throughout this report. The technique does create shifts in context, referring sometimes to the working group that produced a particular chapter, to the steering committee, to faculty members, and sometimes to administrators. We hope the context makes the reference clear.

For convenient reference, we have placed hotlinks throughout this report to connect readers to electronic resources. A full list of hotlinks by chapter is included in the last appendix. Here is the link: [Appendix 37: Hot Links in this Report on page 210](#).

The steering committee and working groups made every effort to address the standards of excellence covered by each chapter. In cases where we agree collectively that evidence and documents provide sufficient evidence without need for discussion, we refer readers to appendix items that correspond to the standards.

While we do not make any significant recommendations for change in the report, we do suggest areas of ongoing discussion in which we are currently engaged.

Certification Statement



Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680
Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

**Certification Statement:
Compliance with MSCHE Requirements of Affiliation and
Federal Title IV Requirements
Effective October 19, 2012**

Juniata College

is seeking (*Check one*): Initial Accreditation
 Reaffirmation of Accreditation through Self Study
 Reaffirmation of Accreditation through Periodic Review

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation and federal requirements relating to Title IV program participation, including the following relevant requirements under the Higher Education Opportunity Act of 2008:

- Distance education and correspondence education (student identity verification)
- Transfer of credit
- Assignment of credit hours
- Title IV cohort default rate

This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.

The undersigned hereby certify that the institution meets all established Requirements of Affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation as detailed on this certification statement. If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

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

Thomas R. Kepple Jr

(Chief Executive Officer)

January 3, 2013

(Date)

Robert M. McDonald

January 3, 2013

(Chair, Board of Trustees)

(Date)

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Chapter 1: How We Have Organized This Report

This self-study was done by looking ahead at transitions the college will soon face. Our leadership is changing. Demographics have also shifted, resulting in increased competition for students. Like other colleges, we are concerned about students taking on more and more debt. We also are experiencing growing international enrollment.

After postponing his 2011 retirement at the request of the board, Juniata's president of 15 years will retire in spring 2013. The provost and executive vice president for enrollment will retire at the same time. The college has hired a new president who will begin in June 2013.

The theme of transition reflects not only the expected change in leadership, but also the other changes affecting the college. As a result, we need to know ourselves in order to meet our changing future. We believe that we can meet the objectives of accreditation while also helping ourselves.

We have grouped the standards as shown below. As you will see, we use four sections that we believe define us and what we espouse. The sections are

- Think
- Evolve
- Act, and
- Think again.

We ask our students to “think, evolve, and act.” In fact, we have used these three imperatives as a marketing tool for a long time. Our first section, “Think,” is structured around how we operate. We tie standards 4 and 5 together because the search for our next president and provost will have a clear bearing on issues related to governance.

“Evolve” is the essence of why we exist: we teach in order to help others to grow. The group examining standards 11 and 12 has studied the current makeup of our curriculum. Because of the comparatively high degree of experiential learning in which our students participate, we dedicated a separate group to examine standard 13. Finally, standard 10 is undertaken at the conclusion of the “Evolve” section.

“Act” reflects our mission to find, recruit, and support those students who can benefit from Juniata’s approach to education. For that reason, we bundle standards 8 and 9, with particular emphasis on the work we do to attract students and to provide the services to ensure that they stay and prosper. Given our dependence on enrollment and the work we undertake in the “act” section, our study of standards 8 and 9 is shaped by our operations and our educational offerings. This section reveals the degree to which operations and educational offerings shape what we do and how we do it.

The final section, “Think Again,” is our effort to emphasize assessment and planning. The name of this section also implies that we will re-invest, through both planning and resources, to ensure that what we do is appropriately focused.

As you can see below, the standards are grouped. For instance, one working group tackled standards 1 and 3, while another took on standards 5 and 4. Hence, the grouping of standards signifies a working group. In Appendix 1: Roadmap to the Standards on page 143, we provide a roadmap in order to locate the major discussion of each standard.

Section I. Think: What Systems Enable Our Work

Standard 1: Mission and Goals—Chapter 2.

Standard 3: Institutional Resources—Chapter 2.

Standard 4: Leadership and Governance—Chapter 3.

Standard 5: Administration—Chapter 3.

Section II. Evolve: What We Mean When We Talk About Education

Standard 11: Educational Offerings—Chapter 4.

Standard 12: General Education—Chapter 4.

Standard 13: Related Education Activities—Chapter 5.

Standard 10: Faculty—Chapter 6.

Section III. Act: Attracting and Supporting Students

Standard 8: Student Admissions and Retention—Chapter 7.

Standard 9: Student Support Services—Chapter 7.

Section IV. Think Again: Where and How We Can Improve

Standard 7: Institutional Assessment—Chapter 8.

Standard 14: Assessment of Student Learning—Chapter 8.

Standard 2: Planning, Resource Allocation and Institutional Renewal—
Chapter 9.

Standard 6: Integrity—Chapter 9.

Of course there is some overlap in topics. We will try to refer you to places in the document where substantial treatment of a topic exists in other chapters.

To get started on this self-study, we solicited ideas and worries from the entire campus community. The steering committee collected the suggestions, organized the topics, and came up with the controlling questions for each working group to study.

We also hosted several open forums on campus to discuss issues raised by the working groups in their investigations. Below are the times and topics of those open forums.

a) Think: What Systems Enable Our Work

Topic: Working Group 1 (Standard 1 Mission and Goals & Standard 3 Institutional Resources)
Working Group 2 (Standard 4 Leadership and Governance & Standard 5 Administration)

Open Forum held on March 19, 2012 from 4:00-5:00 PM in Neff.

b) Evolve: What We Mean When We Talk About Education

Topic: Working Group 3 (Standard 11 Educational Offerings and Standard 12 General Education)

*Topic of the day discussion at the faculty meeting on the POE
Open Forum held Friday February 3, 2012 at 3:30 in Sill.*

Topic: Working Group 4 (Standard 13 Related Educational Activities)
Working Group 5 (Standard 10 Faculty)

Open Forum for Working Group 4 & 5 on February 29, 2012 at 4:00 in Neff.

c) Act: What We Talk About When We Talk About Education

Topic: Working group 6 (Standard 8 Student Admissions and Retention
Standard 9 Student Support Services)

Open Forum on March 21st from 3:30-4:30 PM in Sill Boardroom

d) Think Again: Where and How We Can Improve

Topic: Working Group 7 (Standard 7 Institutional Assessment & Standard 14 Assessment of Student Learning)
Working Group 8 (Standard 2 Planning, Resource Allocation, and Institutional Renewal Standard 6 Integrity)

Open Forum on March 28, 2012 from 3:30-4:30 PM in Neff.

The steering committee, working groups, others in the campus community, and the board of trustees have had the opportunity to review this self-study at various stages of completion. Readers could comment in writing or through forums. The steering committee then considered all the feedback and made the needed changes to the self-study.

The self-study effort itself involved more than 80 faculty members, administrators, and students directly, and scores more indirectly as the working groups interviewed, surveyed, and sought documents and other information. Through the forums, posting drafts, and soliciting ideas, we believe we have ultimately involved the entire community to some extent.

You can find the members of the steering committee and each working group in Appendix 2: Membership, Steering Committee and Working Groups on page 144.

SECTION I: THINK: What Systems Enable Our Work

This section contains chapters 2 and 3. These chapters focus on standards 1, 3, 4, and 5. The point of the chapters in this section is to show how we operate—or, how we “think.” We examine our mission and goals as well as how our institutional leadership, governance, and resources support our mission. Woven throughout this narrative, you will find instances where we have evaluated how we do things. We are unable to separate these appraisals from thinking about how we perform.

Chapter 2: How Our Systems Enable Our Work

This chapter addresses standards 1 and 3. To remind us of these standards, we used the abbreviated definitions below to guide our work.

Standard 1: Mission and Goals

The institution’s mission clearly defines its purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish. The institution’s stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.

Standard 3: Institutional Resources

The human, financial, technical, facilities, and other resources necessary to achieve an institution’s mission and goals are available and accessible. In the context of the institution’s mission, the effective and efficient uses of the institution’s resources are analyzed as part of the ongoing outcomes assessment.

We grouped standards 1 and 3 because our mission and strategic plan guide how we use our resources. Our review affirmed our assumption that the mission guides our decisions. However, this review has clarified to us the degree to which our resources will be challenged during the next few years of transition. We understand that we will be required to continually focus on mission in our decision-making.

A. The Mission Statement and How It Directs Our Actions

In this section, we examined the evolution of our mission, whether the mission was understood and affirmed by our employees and others, and whether our programs are outgrowths of the mission.

1. Evolution of the mission statement

Since our last self-study, Juniata has developed a new mission statement and strategic plan—The Plan for Juniata—which was approved by the board of trustees in October 2008. You can find the strategic plan at [Strategic Plan of 2008](#) (look in your browser) and also in Appendix 3: The Strategic Plan of 2008 on page 147.

The committee charged with developing the mission and plan, the strategic planning committee, included students as well as members of the faculty, staff, alumni, and trustees. The committee was charged by the president with developing a shorter, more succinct mission statement. The resulting mission statement is essentially a summary of the former mission rather than a new focus for the college. Below is the new, more succinct mission.

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

2. Juniata constituencies—how well they understand the mission

Overall, our review showed us that while we don't commit the mission to memory, it influences what we do and how we do it.

To help us understand how our goals mesh with the mission statement, we answered questions related to the mission of the college. Here are those questions.

- How well have we communicated the mission statement and strategic plan to college constituencies?
- Do college stakeholders regularly review and affirm the mission, goals, and strategic plan?
- Do stakeholders have opportunities to provide appropriate input into planning?
- Are the mission and goals of departments and programs congruent with the mission statement?
- Do institutional strengths or changing market conditions influence changes in the mission statement?

To understand how widely communicated and understood the mission and strategic plan are, we reached out to students, all employee groups, alumni, trustees, and parents. Not surprisingly, knowledge of both the mission statement and the strategic plan varied widely between groups. The process we followed was informal and conversational. We talked to members of our working group, to members of the steering committee, and to students in classes and in leadership positions. We also contacted a random sample of trustees during one on-campus meeting—including the chair of the board—alumni, and a few parents of current students. Ultimately, we reviewed our findings at an open campus forum.

Students, parents, and alumni have very little knowledge of the specifics of the mission and the plan. Interestingly, after being presented with the mission, those interviewed agreed that the mission captures the essence of their Juniata experience. Furthermore, they can see the implementation of the strategic plan in the actions of current employees. Trustees have a familiarity with the mission and strategic plan through presentations at board meetings and through their own participation in the development of both. None of the trustees we interviewed were able to state the mission verbatim, but most knew at least some of the goals.

Employees presented an interesting range of responses to our questions about the mission and strategic plan. Some employees, particularly members of the faculty, noted that they did not realize there was a change in the mission in 2008. A few employees expressed displeasure with the new, shorter mission statement. However, the vast majority of employees were aware of the new mission and the new strategic plan. They also were able to share the essence of the mission and at least some of the key goals in the plan. All employees knew that they could find details on the Juniata website.

The results of these interviews led us to ask the question “How do different constituent groups learn about the mission?” We were pleased to learn that many materials and operational documents across campus referred to the mission. Below are some of those documents. (Items below are frequently hyperlinked. Look in your browser after clicking.)

- [Juniata Catalog](#)—The catalog, available online and in hard copy, opens with the mission statement.
- [New Staff and Administration Orientation Documents](#)—There are several references to the mission in these documents. Thus, all new staff members and administrative employees are introduced to the mission early. You can find these documents at [Additional Information for Department Supervisors](#) and at [Information for New Employees](#).
- For current employees
 - [Leadership Philosophy](#)—This statement was developed by campus supervisors in 2008. The leadership philosophy includes the mission and outlines specific behaviors to ensure that all employees live the mission. You can find the leadership philosophy displayed in many offices across campus. You can also find the leadership philosophy in Appendix 4: Leadership Philosophy on page 152.
 - [Administrative Manual](#)—The mission is located on page 3 of this manual for administrators.
- [Principles of a Liberal Arts Lifestyle](#)—This pledge was developed by members of student government in 2006. The principles in the pledge align to the overall mission of the college. Every first year student signs a copy of the lifestyle statement.

Our analysis of the familiarity across campus of the mission and strategic plan revealed that one constituency has an obvious gap: faculty members. The faculty handbook makes no reference to the mission.

3. Affirming the mission and goals and being inclusive

As we noted earlier, the trustees approved the current mission statement and strategic plan in October 2008. The board's approval was the culmination of an extensive, inclusive two-year process that touched all college stakeholders. Eighty-eight people, including students and members of the faculty, staff, alumni, and trustees, served on various committees that worked on the mission and the plan. The president and the executive vice president of advancement and marketing interviewed over 100 additional alumni.

To find if constituencies knew the process of developing the mission and plan, we reviewed minutes and agendas. We looked at minutes from the meetings of the board of trustees and from faculty meetings. Further, we reviewed agendas from open campus forums. All indicate that regular updates on the progress of the strategic plan were provided to the entire campus community.

Based on the evidence from our review of internal documents, we concluded that the process of informing constituencies about the process was thorough. Further, we found that policies and procedures flow from the mission and the strategic plan. We found by reviewing documents of meetings that the development of the mission and strategic plan was open to many. The process was inclusive and comprehensive with input from all campus constituents. However, why and how particular decisions were made was sparsely documented.

4. The master plan and beyond

Recently, we completed a master plan for the campus, the Campus Master Plan. In every way, the plan reaches far into the future and commits the college to nothing. Yet, it does give us direction, should events go well. You can find the campus master plan by clicking [Campus Master Plan](#). The plan allows for the possibility of growing our campus by up to 300 students. The plan includes many of the features of peer and aspirant campuses including new residence halls, a new sports forum, significant enhancements to the library and student center, and additions in music and art to provide state of the art facilities to those programs. In some ways, the plan marks our entry into the amenities 'war' in higher education, putting us at increasing pressure to cover operations and to maintain facilities. The campus master plan is predicated on the idea that we can achieve greater consistency in annual enrollment and grow it by up to 19%, while reducing the discount rate. Based on recent experience, achieving these benchmarks will be a challenge.

5. Testing if programs are congruent with the college mission

To find if programs were following the college mission statement, we sampled the mission statements of departments available on our website. We concluded that there is strong congruence to the college mission statement. In particular, we were happy to see departments increasingly responding to the initiative of internationalization. The mission statements also echoed the college commitment to student engagement. This congruence affirms our conclusion that all employees clearly understand the meaning of the mission. During our interviews with leaders of departments, we were struck with their keen knowledge of the mission. (You can find sample mission statements for departments in Appendix 6: Sample Mission Statements from Departments on page 156.)

To gather our information, we performed interviews, conducted open campus forums, discussed the topic during committee meetings and also during our working group discussions, and discussed the topics with members of the steering committee.

We have concluded that our mission is not subject to changes in market conditions nor a reflection of tactical strengths and weaknesses.

You will see references to the mission throughout this report. The mission is inexorably linked to the curriculum and, more generally, to campus life. For example, as you will read later, portions of the curricular documents demonstrate what we do. Our summary of student engagement shows how we do it.

B. Institutional Resources

In this section, we examined our financial resources, their sufficiency, and especially how well we deploy our resources based on the strategic plan.

1. Financial resources

In this section, we identify our financial resources, explain where they originate and how we acquire and use them. We also note who makes decisions about their use, assess the adequacy of our resources, and comment on financial reporting systems.

At Juniata, we achieve surprisingly strong results given the limitations of our resources. Over the last 10 years, we have improved enrollment, facilities, rankings, and student outcomes. However, we have not improved our financial flexibility and resiliency. Our ability to do great things with fewer resources has been a source of pride and part of our culture. However, our goal is and must be to regain more financial flexibility to meet our mission.

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. You can see recent results in [Operations Statements](#). Note the final results for 2009 to 2012 and the budgeted and projected results for 2013.

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 consists of the land, buildings, and equipment we own. Of course, it takes financial resources to acquire and maintain physical capital. Ideally, the cost of maintaining physical facilities is part of the operating budget. Major acquisitions of physical capital and deferred maintenance items are funded from sources outside the operating budget, although some minor items do rely on operating revenues for funding. Since 2003, the college has spent \$63.9 million dollars on physical capital. See the document [Capital Projects 2003-2011](#) for the specific details. You can find this document by clicking [Capital Projects](#) (Look in Excel.).

Where our financial resources come from

For the most comprehensive view of where our financial resources come from, see our audited financial statements. You can find the most recent audit report by clicking [Audit for May 31, 2012](#). You can see audited financial statements from 2007 to the present on our website by clicking [Audit Reports](#). (Look in your browser.) A review of our most recent financial results shows our high dependence on student generated revenue, with more than 80% of total revenue coming from tuition, fees, room and board. AICUP measures revenue sources slightly differently. However, the general conclusion is that we are highly tuition dependent and that we have become more dependent in the past 10 years.

The dominant fact of our revenue structure is our very high discount rate (scholarships and grants as a percentage of gross tuition and fees). Although we have made great progress over the past 10 years, the overall discount rate remains high relative to our peers and aspirants, and each additional \$1 of tuition revenue only results in \$0.521 cents on average to support programs.

As already highlighted, we have improved facilities to enhance the perception of value of a Juniata education to perspective students. Recent improvements include the Good Hall Renovation, Founders Hall, Eagles Landing, The Halbritter Center for

the Performing Arts, Dale Hall, Library Information Commons, athletics fields, general campus aesthetics, and numerous technology projects. Likewise, we have changed programs in information technology, environmental sciences and studies, general education, and in athletics to complement the physical changes. You can find explanations for most of these changes in Chapter 8 on assessment. A few others are scattered throughout this report.

The unfortunate timing of the economic downturn has resulted in an increase in our overall tuition discount over the past 2 years, a trend that we expect to see continue. The slow recovery and high levels of competition will force us to continue discounting to attract and retain students. We are mindful that students base the decision to attend Juniata on both their ability to pay and their 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 spending formula for the last four years has been to spend 5% of the five-year moving average of the market value of the endowment. This very conservative formula has resulted in relatively flat spending despite significant fluctuations in stock market performance. While we believe this best serves us in the long run, it has presented short term challenges to balance our budgets.

The final important revenue stream is gifts. Late in fiscal year 2010, the William J. von Liebig Foundation notified us that they would be unable to fulfill their pledge obligation. This bad news resulted in our having to write-off \$7.437 million in that year. Funds from these pledge payments had been used to support programs in the sciences and debt service. We refinanced the related debt in July 2010 and used reserves to continue the program support. This extraordinary event resulted in us reporting a loss from operations in fiscal year 2010. Refinancing for 20 years in 2011 has relieved this situation. Further relief has come from giving. The past two years have been among the strongest years of giving in our history.

How we use our financial resources

In each annual budget, we have a reserve to assure a balanced budget in each year. We were successful in balancing our budgets for all but 2010 and now 2012. In 2010 the loss of pledges from the von Liebig foundation was the cause. In 2012, we saw a significant increase in health care expenses. In both cases we used operating reserves from fiscal year 2009 to cover the shortfalls. In cases where we did show an operating surplus we used that surplus to create a special funding pool. This pool is managed by the budget team. The budget team is comprised of administrators, faculty and staff members, and students. (You can find out more about the budget team later in this chapter.) The team reviews input from the entire campus

community and makes recommendations to the president and ultimately to the board of trustees regarding using these funds. Key criteria driving those decisions to fund a request include whether the request is for safety, to match a grant, to continue a program, for helping enrollment, for employee morale, or to enhance or sustain a program.

Employees submit projects for consideration via a web interface found on the college website. The following table shows the amounts requested and approved since the 1999-2000 academic year.

Figure 1: Special funding requests

Fiscal Year	Budget	Approved
1999 00	\$300,000	\$301,790
2000 01	\$350,000	\$482,740
2001 02	\$400,000	\$370,600
2002 03	\$450,000	\$450,000
2003-04	\$500,000	\$60,000
2004-05	\$600,000	\$675,000
2005-06	\$0	\$382,925
2006-07	\$750,000	\$435,000
2007-08	\$900,000	\$349,127
2008-09*	\$500,000	\$0
2009-10	\$400,000	\$0
2010-11	\$250,000	\$125,000
2011-12	\$250,000	\$0

Note: In 2008-2009, no funds were approved for special funding. Instead, the surplus of nearly one million dollars was carried forward and reserved in anticipation of future challenges.

Compensation is our largest cost. A look at our total spending from fiscal year 2011 shows that compensation represented 63.3% of total expenses.

2. How the strategic plan informs decisions about financial resources

Over the past five years, we have been moving from a one-year budgeting process to a three-year process. We have also moved from a paper and Excel system to an online system. In January of each year, budget officers are given access to the budgeting software along with a list of budget parameters to guide their submissions. Budget officers use this process to 1) Project and confirm spending in the current year, 2) Update their budgets for the next two fiscal years, and 3) Develop a new budget for the third fiscal year.

Their current budget is the baseline budget and any changes from that budget must be explained in the notes section of their submission. Once all budgets have been submitted, each vice president reviews and makes decisions regarding increases to budgets. Budgets are then submitted to the budget director who reviews the submissions and develops an overall budget. The budget director then works with

the vice presidents to reach a point where the budget is balanced with at least a \$250,000 contingency. We also budget \$30,000 for each vice president and for the president for operational contingency, bringing the goal for the total of contingency to a minimum of \$400,000. In those cases where there are resource allocation decisions to be made, the budget director and the vice president for finance and operations bring the budget to the other vice presidents and the president for review and final approval. Our strategic plan drives these decisions about allocating resources. The entire budgeting process is explained in detail in the document [Creating the Juniata College Budget – FY2013](#). You can also find the past 20 years of budgets in the spreadsheet named [The Juniata College Budget Model](#). (This latter file is in Excel so be sure to look in Excel after clicking. The file is also quite large so it may take several seconds to download.)

Of note is the role of the budget team in the budgeting process. The team is a broadly representative group of employees and students. You can see the mix of constituencies represented on the team in Appendix 31: Make-up of the Budget Team on page 197. Appendix 31: Make-up of the Budget Team The team had been assuming a growing role in setting budget parameters until the significant downturn in the economy. The resulting extremely tight budgets made the budget parameters relatively inflexible. The team continues to fill a role as a source of communications to the rest of the campus regarding the budget and actual performance. The team also administers the special funding pool when funds are available. We hope that in future years the team can return to allocating resources driven by the strategic priorities of the college.

Final budgets are assembled by the budget director and the vice president for finance and operations. After a review and approval from the president, the vice president for finance and operations presents the budget to the board of trustees at the February meeting. At the April meeting, the trustee committee on business affairs acts formally on the operating budget by making a recommendation to the full board, which ultimately approves the budget. Thereafter, the board of trustees receives reports about the performance of the budget at every board meeting. In 2011 and 2012, approval by the board was moved to a special May meeting. This change was a result of the tight budgets and the lack of visibility on enrollment. Waiting until later in May allowed us to adjust the budget to enrollment figures that were more solid.

With respect to major capital projects, the president 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 is made by the gift acceptance committee about whether accepting the gift is consistent with the strategic plan. This committee recommends to the board of trustees for their action.

Over the past five years, we have undertaken the following major projects: Founders Hall, Good Hall, the Juniata Center for Entrepreneurial Leadership, our retail dining space Eagles Landing, and the Dale Hall of the Brumbaugh Academic Center. We have also had two significant athletics projects: replacing and expanding the Oller track and installing synthetic turf on Goodman Field at Knox Stadium. These projects were funded with a combination of debt, grants and fund raising and all are included in the strategic plan.

Since the current president took office, we have spent nearly \$79 million dollars on capital improvements which have enabled us to beautify the campus. Funding for these projects, however, has come from debt and gifts. Despite these investments in capital improvements, Standard & Poors has calculated the life of our plant at 17 years, which is six years older than other similarly rated institutions. However, the Standard & Poors calculation will improve because at the end of fiscal year 2012, we will remove fully depreciated assets from the denominator.

Early results indicate that we are in the midst of a very strong enrollment year. This pattern is consistent with our recent history: every other year is strong but we have little ability to deliver consistently on our enrollment objectives.

3. Special resources—the Raystown Field Station, the library, and JCEL

In this section, we describe three important physical resources: The Raystown Field Station, the Juniata College Center for Entrepreneurial Leadership (JCEL), and Beeghly Library.

The Raystown Field Station

The Raystown Field Station is located on Raystown Lake in Central Pennsylvania, approximately 30 minutes from campus. The field station was established by Juniata College and the U.S. Army Corps of Engineers in 1974 to provide special opportunities for environmental research and education. The 365 acre reserve offers students access to the aquatic and terrestrial ecosystems of this region. The field station is administered by the department of environmental science and studies (ESS), an academic department of the college.

In 2003, Shuster Hall, a 5,000 square foot multiuse facility, was officially dedicated, and in 2006 two residential lodges were completed. The first fully residential semester program started in Fall 2006. Students live at the field station during the semester while taking their courses, also taught at the field station. These courses are often, but not always, in environmental science. Courses are also offered at the field station in the summer. The Raystown Field Station costs 0.41% of the operating budget.

The Juniata College Center for Entrepreneurial Leadership (JCEL)

Started in 2003, the Juniata College Center for Entrepreneurial Leadership (JCEL) provides experiential learning opportunities by encouraging students to start and

grow their own small businesses. Housed in the Sill business incubator, JCEL supports student entrepreneurs by providing education, facilities, support services, and financing to students who want to start a small business. The center is managed by a center director and advised by a board of directors. The board includes five alumni who are current or former business owners, three faculty members, and two students. The Bob & Eileen Sill business incubator (SBI) allows community businesses, including student businesses, to locate into the available spaces. Currently, the facility is 45% occupied with four businesses occupying five of the dedicated spaces. One of the full time tenants is a student run business while three other student run businesses rent mailboxes in the incubator.

The center provides experiential learning opportunities to students through a variety of resources and programs. Students from any POE are able to work with JCEL on starting a small business. Through the center's NextStep program, students can earn a stipend of \$7.25 per hour for up to eight hours per week to work on their business plan during the semester. Once their plan is developed, students interested in starting their business can apply for funding through the Student Seed Capital Fund. The seed capital fund includes approximately \$635,000 available for student projects including investing in a student business, a loan to a student business, to cover expenses related to the Business Plan Competition, and to provide student stipends through the NextStep Fellowship program. The fund was provided by donations from alumni. The fund provides up to \$15,000 of start up financing to help students launch their business. Since inception, over 65 student run businesses have been started. Students have applied for \$62,000 in financing and accepted investments of \$48,000. Only two businesses have ever defaulted on their financial obligations. These defaults totaled less than \$5,000. Juniata students can also be connected to internship opportunities through JCEL.

Through an annual business plan competition, students have the opportunity to compete for prize money. Students develop a business plan and pitch their ideas to a panel of judges. This year, the competition generated 20 business ideas from 25 students. The winner will receive \$2,500 and the two runners up will each receive \$1,000. The competition will be streamed live on the web. Throughout the process, students work with assigned mentors and are presented seminars on a variety of topics including business planning, marketing, and finance.

The most effective method for reaching out to non-business students has been through the Coleman Fellows Program. The Coleman Foundation through CEO (the Collegiate Entrepreneurs' Organization) enlists non-business faculty members to teach entrepreneurship in their curriculum. Juniata now boasts nine Coleman Fellows having started with just one four years ago.

The Young Entrepreneurs Society (YES) is the primary business club on campus. The group acts an important conduit between JCEL and students by promoting the notion of entrepreneurship as a career path. YES is one of the sponsors of the

annual business plan competition and help with planning, organizing, and running the event.

Currently, JCEL takes 0.19% of the current operating budget.

Beeghly Library

Beeghly Library is an integral academic resource for the campus community and beyond. According to usage statistics, the value to the campus of our library has increased. Gate counts average over 1,000 per day and information literacy scores show Juniata students to be at the same level or higher than our peers.

With 50 percent of our budget now allocated toward electronic resources, the way the library is used has obviously changed. For instance, our library gives students access to 75,000 e-books from anywhere at any time. Although Beeghly is a library without walls, the building contains WiFi and much technology, including desktops, laptops, many outlets, ports, collaborative spaces, and instructional classrooms.

In a world of unprecedented access to information, the need to teach students to evaluate and conduct responsible research has become critical. This past year, 25 percent more students from the college writing seminar (CWS) used library instruction. Thus, over 90 percent of our students now receive instruction in how to use the library.

Below are the major components of the library and their current status. We cover physical facilities, library resources, technology in the library, personnel, and special collections.

Physical facilities in the library

Focus groups and surveys show that students would appreciate some renovations: more collaborative areas, social spaces, and meeting rooms, equipped with the appropriate technology. Some excellent improvements to the library have been made, such as the popular Jaeger Information Commons, and the more spacious reference area, nearly doubling first floor seating capacity, outlets, and network ports. The library has recently added the use of over 1,000 square feet of annex storage on campus. The basement was painted and lighting was added. A study room of 165 square feet was created.

Library resources

The library uses 2.32% of the operating budget. The push to electronic databases and journals, and now e-books, has increased our access. Only 25% of the library budget now goes toward print sources, and that amount will likely decrease. Electronic sources (50%) have increased and the print sources (25%) have been reduced as a part of the total library budget. The book collection continues to grow, by about 3,000 volumes per year. The collection has been augmented by e-books, which now number 75,000. We have just signed a three year contract for e-books so

that number will grow. According to LibQUAL, our patrons are requesting even better resources such as an artworks database and more journals.

Circulation continues to reflect library use, collection size, and POE. Our statistics show a rate of 33 checkouts per student per year. Certain subject areas are favored by frequent book users of the library. Happily, these areas of high demand tend to be strong points within our collection. We find that more books are purchased and holdings are larger in the area of the greatest circulation activity. Our library collection focuses on undergraduate research.

Our philosophy has been to have on hand a solid collection of periodicals in print form, and electronic access to many more. The library has access to 10,000 more online journals than it did ten years ago. We have databases that provide various forms of electronic news items and information that number over a billion. We have gradually weeded the collection of very expensive print journals which can be found electronically as part of package deals. Consequently, we have less than 1/3 of the print journals we used to have. Many of the back files of print journals now reside in Von Liebig basement, which is an annex to the library.

Our statistics show that our databases are used at a high rate. The library had over 162,000 visits to the library home page, which is ten percent of total web use at the college. Recently, the library committed to placing our integrated system offsite while discontinuing its local presence on a campus server. This change gives us greater flexibility along with another layer of security for the database, while allowing the college to become greener.

The library now contains both the writing center and the office for the scholarship of teaching and learning (SoTL).

Technology in the library

The use and need for electronic hardware is increasing as dependence on the library's resources grows. As the gate count reflects, students enjoy coming to the library to multi-task. The library has 40 desktops and 10 laptops, and a large printer for student use. The library has a projector in the writing center and three large screens to connect to laptops. The emphasis on collaborative learning, papers, and projects has meant much printing, and much time in the library to research and to consult with librarians. Students also spend time in the library for instruction. All freshmen come to the library for classes several times in their first year—at least for information access (IA) and for the college writing seminar (CWS). Students have access to excellent computers in the library--all new machines throughout the library in 2013.

Personnel in the library

In 2008, the administration added a person to the library staff. We also have added a half-time position for serials and archives. Professionally, staff members attend workshops, training sessions, and are active in two large consortiums: the

Associated College Libraries of Central Pennsylvania, and the Pennsylvania Academic Library Consortium, Inc.

Training and supervising students is a strong point of library staff members. Student workers, student associates, and interns at the library are disciplined and have to match the approachable atmosphere of our staff. Our small staff is heavily dependent on student help to keep the library functioning when staff members are not here on weekends and late evening.

Special collections

The college owns an excellent rare books collection, papers, Church of the Brethren materials, and college archives. This collection of manuscripts and rare items is of national importance. So far, the library has been able to fund important projects, such as microfilming college documents, from the sale of rare books not central to the collection. Currently, the college is fortunate to have a curator who understands the collection thoroughly and who is fluent in German. Also, this curator can read German script and is willing to work with researchers who visit campus. Special collections have increased in visibility through use by classes, internships, its web presence, and displays. Brochures describe the collection in detail. The college's collection of local Huntingdon newspapers on microfilm is visited frequently by genealogists. The paper also serves as a record of college history.

4. The sufficiency of our financial resources

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. The biggest funding pressures we are feeling are for scholarships and grants, academic support services, compensation, and deferred maintenance.

We examined the audited financial statements, various budget documents, the financial indicator tool (FIT) from the Council for Independent Colleges (CIC), and the financial analysis from Standard and Poor's (S&P).

The S&P credit rating of "A-" for Juniata college bonds was first given in 2001. At that time, the college benefited from a large unrestricted pledge that supported the majority of its future debt service. As noted, in 2010, the college was forced to restructure its debt. After the restructuring, our rating was reaffirmed "with a stable outlook" in 2010 and in 2011. You can find the Standard & Poors October 2011 report by clicking [S&P2011](#). Standard & Poors highlighted the following attributes of the college:

- Improvement in enrollment and admission trends over the past five years in a highly competitive market for students;
- Manageable current maximum annual debt service (MADS) burden of 5% with roughly 1.3x MADS coverage in fiscal 2011;

- Significant amount of investment in campus facilities; and
- Total cash and investments were good at 1.3 times adjusted operating expenses and 2.5 times debt outstanding of approximately \$36 million at May 31, 2011.

However, the S&P report also identified areas of concern. Worries included the following:

- Lower expendable resources compared to our A- rated peers.
- The rising amount of financial aid.
- Worsening financial performance in recent years.

Our most important issue, as Standard & Poors makes clear and primarily because of its impact on overall 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 discounts more than our competitors. Resolving this issue would go a long way to relieving the financial pressures we feel with our operating budget.

In academic support services, we are seeing increasing need for counseling, tutors, health services, and overall support. Overall societal changes have increased the demands on these services, particularly in the last two to three years. In our case, counseling for students is particularly difficult due to a lack of service providers in our area. As a result, the cost of securing those services is high and we expect that demand and cost to continue to increase.

Compensation includes both base wages and fringe benefits, most notably healthcare. Since our last report, we have made progress in establishing a faculty compensation target and in achieving that target. Nonetheless, faculty members in the assistant and associate ranks increasingly express concern over gaps they see in their compensation compared to peers and aspirants. We are also feeling discipline-specific market pressure, particularly in a few departments where our salaries may not be competitive in the market. Our current compensation strategy may not give us the flexibility we need to attract and retain faculty members in such departments.

For the rest of our employees we are working to establish targets for compensation that will allow us to assess where we fit economically with those employees. The small increases (and in one year no increase) in base compensation have been difficult. However, we have been able to provide the same level of benefits during these difficult economic times, and we have experienced no layoffs.

Deferred maintenance is the final area of concern. Despite spending over \$63.9 million dollars in capital items since 2003, we still have a calculated plant life of 17 years. You can click to find a copy of the file [Capital Projects](#) for more information. (This file is in Excel, so be sure to open Excel after clicking the link.) Of particular

note is the condition of our residence halls, particularly South Hall. While we have plans for a new residence hall, this plan does not address the needs of our current spaces. In the highly competitive market, the quality of residence halls can be a decisive factor for students choosing a college.

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. audits the college annually. The auditors report their findings to the trustee committee on audit.

5. Our most recent update

Below is our most recent update on fiscal matters. This update appeared for several days in the online daily announcements starting on 12/31/12.

At the end of November, we reached the midpoint of our current fiscal year (Fiscal Year 2012/2013). Our current projections show an operating surplus of \$188,000, up from a \$125,000 surplus that was in the budget that the board of trustees approved in May. Maintaining this surplus will depend on solid retention of students and continued focus on cost control, particularly in utilities and health care.

Enrollment and Retention

As we already mentioned, retention will be a key part of maintaining and even growing the operating surplus for this year. Conservative estimates show a 95% retention rate, but there are indications that we could see a rate of 96% or even higher. Achieving greater than 96% retention for a second year would be terrific performance.

Figure 2: Fall to Spring retention

Year	Retention
FY13 projection	95% (conservative estimate)
FY12	96.7%
FY11	94.1%
FY10	95%

For next year, early indicators are tracking well. Applications are up, senior visits are ahead of last year at 646 vs. 633. In addition, the enrollment team has already processed 656 admits, 19 ahead of this same time last year. You should anticipate that the next sentence will read “it is still early, but we are cautiously optimistic.”

Fiscal year 2013-2014 budget (next year)

We have started to develop the budget for next year. The board of trustees approved our budgeting assumptions related to tuition, room, board and fees and the capital contingency fund. We expect to deliver a budget that yields a \$500,000

capital contingency fund. This fund allows us to have flexibility to address unplanned events and ultimately provides us with funds to reinvest in our campus. Budget officers received instructions last week that provide the guidelines for submitting budgets for this year. We plan to have that process completed in February to present to the board of trustees at the meeting of the executive committee that month. We will further refine the budget after that meeting so we can present the final budget at the April meeting of the board.

Debt and improvements

We have not taken on any additional debt since 2010. At the end of the most recent fiscal year (5/31/12), our total debt was \$35.99 million, down from \$36.27 million. We do have plans to take on additional debt in this current fiscal year to build a new residence hall and to relocate the ceramics studio and the facilities building. The total additional debt is targeted to be \$8.5 million. The debt service associated with this increase and with all operating expenses related to the new residence hall will be covered by the additional revenue we generate from the new residence hall. So, this debt is certainly manageable and allows us to proceed on that strategically important project. We are currently targeting a single, 3-story building that will have 78 single beds and some additional features including a café, fitness room, and multiple small group study areas.

Endowment value

As of November 30, our endowment value was \$82.76 million dollars, up \$9.2 million or 12.5% from the same time last year. As you may recall, we now calculate our spending for the next fiscal year based on the 12/31 value. Obviously, the market fluctuations we have seen this month are likely to continue as the fiscal negotiations continue. We will also see an impact from gift giving at year end, which looks positive.

6. How to improve the managing of our resources

Overall, the financial resources of the college are adequate to support its programs. The budget process engages many constituents and is tied to our strategic plan. Student generated revenues predominate even after considering our high discount rate. Our financial record keeping complies with industry standards. While the president makes financial recommendations to the board, ultimate decision making authority rests with the board of trustees.

Even in challenging times, Juniata has remained committed to its strategic goals, confident that in the long-run maintaining momentum during difficult times would result in a healthier, stronger institution. We have focused on maintaining and on strategically adding to our personnel and services. We have invested in strategies to increase demand so that in the long-run we can shape our classes and lower our discount. We have continued to focus resources on activities that result in great outcomes for our students, from promoting the scholarship of teaching and learning (SOTL) to meaningful experiential learning opportunities, particularly in student and

faculty research and in expanding our international experiences. We have not reallocated spending from other areas to support these initiatives.

We are currently looking closely at our pricing model and our cost structure. Over the next year, we will be modeling a number of strategies to create a model that works for Juniata. Rather than continue to react to challenging times, we want to allocate resources if consistent enrollments and lower discounts cannot be achieved. We hope also to grow our financial resiliency and decrease our dependence on tuition. Unfortunately, we have little financial flexibility to allow for experimentation. The vice president for enrollment and retention along with the vice president for finance have both worked together on the plan. They solicited input from staff members and members of the board of trustees. They presented the plan at the October 2011 meeting of the executive committee of the board of trustees. The final conversation about the plan has been deferred until the new president arrives. As you may recall, he is expected in June 2013. You can find a copy of the vice presidents presentation by clicking [Joint Session on Pricing](#).

The data are clear. Juniata, like our industry, is in the middle of challenging times. The Financial Indicators Tool (FIT) data from the Council of Independent Colleges (CIC) shows that we are trending in very similar ways to the rest of the industry. Data from the Financial Analysis and Trends (FAAT) of the Association of Independent Colleges and Universities of Pennsylvania (AICUP) shows that we are the median value in many measures. While the Standard & Poor's ratios highlight the overall strength of our balance sheet, they also point out our mediocre operating performance, overdependence on tuition, and merely adequate unrestricted resources.

Based on our review, other changes include the following.

- 1) New trustees and new faculty members should see the mission and strategic plan early and often. For new trustees, the vice presidents can introduce the mission in orientation meetings. New faculty members see the mission in orientation.
- 2) The president's office will ensure that updates to the strategic plan are regularly communicated. Also updates via campus forums, trustee committee meetings, and faculty meetings will be posted on the website.
- 3) Chairs of planning committees will post minutes of meetings to enhance transparency and to demonstrate that the decisions being made are consistent with the mission and goals of the college.
- 4) The board of trustees should be more explicit in their understanding of the mission. New board chair Robert McDowell has already indicated that widespread familiarity with the mission will be a goal during his tenure.

Chapter 3: Governance and Structure

In this chapter, we look at the leadership of the college and focus on administrative roles and duties. We are acutely aware of the impending change in administration. In this self-study, we have concentrated on how to improve the governance of the college through written policies.

Below are the standards that guided our exploration.

Standard 4: Leadership and Governance

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Standard 5: Administration

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

As in most colleges, at Juniata the administrative structures and services are closely aligned with the system of governance. Friction between parts of the organization that might signal breakdowns in leadership and governance has been minimal, resulting in Juniata having been consistently rated as among the best colleges to work for. Juniata was included on the honor roll for the *Chronicle of Higher Education* 2012 "Great Colleges to Work For" survey. Click [Great Colleges](#) to see the announcement. This honor is the third time Juniata has been singled out as an honor roll recipient since the poll began in 2008.

A. *What We Do Now—Our Leadership Structure*

Leadership and governance at the college begins with the board of trustees. During the last ten years, the board has been strengthened through

- Development of a formal orientation process,
- Assignment of mentors for new trustees,
- Evaluation of all trustees near the end of each three year term, and
- Use of board retreats to explore issues that affect Juniata and the broader educational environment.

Board attendance has consistently exceeded 90% and usually exceeds 95%.

The bylaws of the board of trustees have been revised three times over the past decade. The bylaws set forth the board's role and responsibilities. You can find the bylaws of the board of trustees by clicking [Bylaws](#). Functions of the board include

- Determining the mission and goals of the college,
- Overseeing and approving educational programs,
- Electing the officers of the board,
- Appointing and evaluating the president of the college,
- Overseeing and approving procedures for appointing faculty members, and
- Setting employment policies for all employees.

The board also approves the annual budgets of the college; authorizes changes in tuition and fees; and establishes policy guidelines for endowment, investments, and major fund-raising efforts. Further, the board authorizes new construction and major renovations of the existing plant, the purchase and sale of real property, the incurring of debt, and the acceptance of gifts or bequests on behalf of the college.

Structurally, the board has four standing committees, two fiduciary committees, and a committee on trustees. The four standing committees are

- The committee on advancement and marketing, which oversees fundraising, constituent engagement, and marketing and promotional activities;
- The committee on business affairs, which oversees budget development, capital projects, and human resource operations;
- The committee on education and student life, which oversees curriculum, student programs, faculty governance, and faculty promotion; and
- The committee on enrollment and retention, which oversees student recruitment and admission, student retention, and some aspects of enrollment market development and analysis.

The fiduciary committees are the audit committee and the committee on investments. The audit committee works with the vice president of finance and operations to conduct annual audits of college operations. Working with the vice president of finance and operations and independent consultants, the committee on investments oversees management of college assets, including the endowment and trusts. Both the audit committee and the committee on investments have student and faculty representatives.

Each standing committee has a relevant vice president of the college who serves as staff liaison. Meetings often include additional staff members who present and participate in discussions.

For forty years, each committee, as well as the full board, has had students and faculty members who attend, participate in discussions, and report back to their constituencies on happenings at board meetings. Naturally, the students and faculty members do not vote.

The only two committees that do not have student or faculty representation are the committee on trustees and the executive committee. The committee on trustees handles confidential matters related to performance as a trustee. With the vice president of advancement and marketing and the president of the college as two non-voting liaisons, the committee on trustees evaluates current trustees, recruits prospective trustees, and suggests a slate of recruits each year for the full board to consider for membership. None of the trustees is appointed. The full board votes to admit and retain every member. The executive committee evaluates the performance of the president annually, adjusts the president's compensation, and acts on behalf of the full board between meetings.

Board members serve three-year terms. They are eligible to renew, pending mutual agreement between members and an affirming vote by the full board. Chairs of the board serve five years. Committee chairs serve terms decided by the chair of the board.

Day-to-day the president and members of the cabinet administer the college. The cabinet is comprised of the

- Executive vice president of enrollment and retention,
- Provost and executive vice-president for student development,
- Vice president of finance and operations,
- Vice president of advancement and marketing,
- Dean of students,
- Director of human resources,
- Associate vice-president and chief information officer,
- Dean of enrollment, and the
- Director of institutional research.

All are appointed by, and serve at the pleasure of, the president.

These administrators lead an organization that has, in many respects, a well-articulated system for making decisions and clear lines of authority. For example, faculty members can refer to their handbook, the [Faculty Handbook](#), to see how the system for promotion and tenure incorporates the department chair, an elected committee of full professors, the provost, the president, and the board of trustees. The handbook also sets out a system of committees where faculty members, staff and administrative members, and students establish policy and rule on issues vital to the functioning of the college.

Another manual, the [Administrative Policy and Procedures Manual](#), describes the annual process for an employee of the administration or a staff member. The employee completes a self-evaluation, his supervisor completes her own evaluation of the employee's work, and then the two meet to assess past accomplishments and to set goals for the coming year.

The college also has policies that require the periodic assessment of administrative units. For example, every five years administrative departments undergo a comprehensive review. For administrative units, the administrative department assessment and planning process (revised in August 2011) addresses general questions, such as

- Does the department set and achieve annual objectives that advance the strategic objectives of the college?
- Does the department reasonably address its own and the college's strengths, weaknesses, opportunities, and threats?
- Does it do so in a cost-efficient manner with a work culture that reflects the "Leadership Philosophy" of the college?
- Is there clear evidence of using achievements to promote continuous improvement?

You can find a copy of the [Administrative Department Assessment and Planning Process](#) by clicking the link. You can find the schedule of upcoming reviews of administrative units in Appendix 20: Schedule for Administrative Reviews on page 177.

The academic equivalent of this process is administered by the academic planning and assessment committee (APAC), a faculty committee. APAC has the responsibility for guiding faculty members in assessing student outcomes and for verifying that the outcomes are derived from the mission statement and from institutional priorities. APAC has many duties. They include

- Assessing the effectiveness of the overall curriculum, the components of the curriculum, and other academic programs in achieving desired outcomes;
- Engaging in curriculum planning at the macro level and recommending strategies for enhancing student academic outcomes;
- Guiding the review of all academic programs; and
- Establishing policy for departmental planning and program planning.

APAC reviews occur about every seven years. You can find the APAC process in Appendix 19: APAC Process for Program Reviews on page 173 and the schedule for reviews in Appendix 18: APAC Schedule of Program Reviews on page 172. You can find several completed reviews at the following sites: The first, the Social Work self-study, also serves as the accrediting study for their review. Whenever a department or program is assessed by an outside body, APAC allows that self-study to substitute for its process. We have included only volume 1 of the [Social Work self-study](#). There is a volume 2 and also appendix analysis. You are welcome to see them, but since volume 1 is over 240 pages, we thought you would get the idea of the work involved for Social Work from it. Happily, APAC studies are not so demanding. For more samples of department self-studies, particularly for those who

are not externally accredited and who therefore follow APAC's process: see Chapter 8 on assessment.

Both processes, administrative and faculty-driven, provide for external reviewers.

B. How Well Do Employees Understand the Governance of the College

We wondered whether administrators and staff members understood where they had primary, shared, or no responsibility in the governance process. We examined three groups of employees within the organization.

- The employees in the enrollment office,
- The people in advancement and marketing,
- The employees in student affairs.

With some exceptions, people understand and function effectively within the governance structures and the governing bodies. You can find our procedures and results by clicking [Understanding Governance](#).

C. How Leaders Have Functioned

To find out how leaders have functioned, we reviewed documents and conducted interviews to answer three specific questions.

Question: To what degree have the actions of leaders accorded with the governance structure and with the mission?

Our document review and interviews provide evidence that the answer to this question is *fully*.

We collected all of the job descriptions for the board of trustees, for the president, the vice presidents, the dean of students, the dean of enrollment, the director of institutional research, the chief information officer, the director of human resources, and for department chairs. No job descriptions were available for the chief information officer and the vice president for finance and operations. In response to our inquiries, the chief information officer described his major job responsibilities. We pulled short job descriptions for the provost and for the vice president for finance and operations from the college website. We reviewed the conflict of interest policies for members of the board of trustees and for employees. We also reviewed the by-laws and orientation procedures for the board of trustees.

To determine whether the actions of leaders have accorded with the governance structure, we asked the president, the executive vice president for enrollment and retention, the provost, the vice president for advancement and marketing, and the

chair of the academic department of education to describe the process for deciding how to meet an education goal in the strategic plan. The goal was related to the education department, which explains the inclusion of that person in the survey. We found that those leaders acted in accordance with the rules of governance.

Question: How well have those administrators in leadership positions recruited, developed, evaluated, promoted, and retained employees?

Our review of documents and interviews provide evidence that the answer to this question is *adequately*.

We analyzed the movement of employees in, out, and within the college over the past ten years and found that the areas with the highest turnover rates are advancement, enrollment, and athletics. This movement is not uncommon in higher education since these areas traditionally contain many entry-level positions that often springboard to other opportunities. Some areas with more stability include marketing, accounting and business services, and campus technology services. Overall, annual turnover is 6% or lower.

Our review of the ten members of the president's cabinet showed that six have retained their positions for the past ten years. Three cabinet positions have changed once during that span, while one has changed twice.

We gathered data regarding the “Great Colleges to Work For” survey sponsored by the *Chronicle of Higher Education* from 2008-2010. The survey shows that Juniata employees excel at

- Understanding how to advance in their career,
- Believing that the institution is well run,
- Participating in college governance, and
- Having confidence in senior leadership.

Also, we reviewed the human resources manuals on the recruitment and evaluation of employees. Processes were well defined and accessible.

We interviewed the director of human resources, who noted that the college has added more structure and uniformity to the recruiting process. The director of human resources individualizes development for employees. The director of human resources looks to mentor, guide, and promote employees when possible. Nonetheless, some complain that access to professional development funds from the human resources department lacks structure, transparency, and uniformity. These problems affect employees in all administrative departments.

The director regularly discusses the career development of particular employees and of the possible need for employee training. Juniata supports and assists with employees' obtaining higher degrees relevant to their positions. The director of

human resources meets either annually or semi-annually with the president and with the vice presidents to assess any staffing or other needs.

Question: How well has the college prepared for transitions in leadership positions?

Our review of documents and interviews provide evidence that the answer to this question is: *very well*. Both anticipated retirements and unexpected leavings have been well handled.

The director of human resources explained how the college handled an anticipated vacancy in a leadership position. They believed they had someone already at the college that they could groom to assume the position of vice president for finance and operations. Thus, in 2004, the trustees began preparing for the retirement of the vice president for finance and operations in 2007. They promoted the associate director of the technology solutions center to the newly-created position of special assistant to the president for administrative service. In the new position, the assistant to the president focused solely on finding ways to reduce operating costs. In 2005, the assistant was again promoted, this time to acting vice president and chief information officer. He was told at that time that he would eventually become the vice president for finance and operations. In preparation for this transition, he received two years of assistance from the retiring vice president of finance and operations. In January 2007, he became the new vice president of finance and operations.

Second, the director of human resources provided an example of how administrators handled an unexpected vacancy in a leadership position. In 2009, the associate vice president for development left. Once again, administrators looked within, this time in the advancement office and recognized the abilities of the current assistant vice president for marketing. He was promoted immediately to the newly-created position of vice president for advancement and marketing. The newly created position absorbed the duties of the leaving employee.

In both situations, administrators identified a talented employee who then took on a higher leadership position.

In addition to the questions that we explained above, we asked about succession planning at the college. While we found no document that addresses this process, we did discover that the president meets with the director of human resources and with each vice president regularly to discuss personnel issues.

In Fall 2009, the president announced his retirement for June 2011. The board of trustees requested the president to stay on for an additional two-year term. The president, in turn, asked that the provost and the executive vice president for enrollment and retention also stay on. The current transition for all three will now take place in June 2013.

The presidential search committee consisted of trustees, faculty members, students, and alumni. The college hired Academic Search, a search firm to find higher education executives, to facilitate the hiring process. A new president has been hired and will begin his duties on June 1, 2013. You can find out more about Dr. James Troha, the new president, at <http://www.juniata.edu/services/news/?action=SHOWARTICLE&id=5539>. The president-elect will hire a new provost and vice president for enrollment and retention.

We take the opinion of students seriously and value their input. A student was on the small search committee for the new president. Students were invited to the open forum we had for each candidate who visited campus. They breakfasted with each candidate. They are always part of the search for new faculty members. They attend presentations by the candidates, meals, and are asked for their feedback. To know what their opinion is, we have students sit on every standing committee of the faculty with the exception of the personnel evaluation committee, for obvious reasons. For similar reasons, students do not sit on another faculty committee, faculty development and benefits (FD&B). Students also are on trustee committees and the steering committee for this report. The assignment of students to committees is routine. For special ad-hoc committees, student participation is always considered. Juniata's student government is robust. Also, students know that they can easily arrange to see the dean of students, the provost, or the president.

D. Aligning Administrative Decisions

To ensure that administrative priorities and decisions are closely aligned, the college has an integrated management process. At the center of this system is the strategic plan, which normally has a five year horizon. Sub-plans may be seen as spokes radiating from the strategic plan. These spokes outline near and long term investments that will enable the college to enjoy both stability and momentum while addressing key goals in the strategic plan. The key sub-plans of the college are the

- [Campus Master Plan](#)—adopted in 2012 with a 20 year horizon outlining the changes to the physical plant that will help us accommodate growth and changing needs.
- [Budget Plan](#)— updated annually with a five year horizon.
- [Capital Plan](#)— updated annually with no fixed horizon to implement projects for major maintenance, safety, accessibility, and sustainability. (Be sure to look for this file in Excel.)
- [Enrollment and Retention Plan](#)—updated annually with a two year horizon.
- [Endowment Plan](#)—updated annually with no fixed horizon. The purpose of the plan is to guide solicitation of gifts and responses to donor interests.
- Campaign Plan—from time to time, but only when we have a campaign going on. The college adopts a campaign plan normally with a 3 to 7 year horizon. We are currently not in a campaign.

Additionally, as noted earlier, the college has an annual performance review and planning process in which all administrative positions identify individual and departmental objectives for the following year and assess performance of the past year's objectives.

From a review of our resources, we found that administrative decisions aligned well with the college mission and resources.

E. *Suggestions to Improve Governance*

Given the investigations we performed, we make the following suggestions to improve governance.

- Take the minutes of cabinet meetings to document how the college assesses the ability of administrative structures and services to sustain enrollment growth.
- Supervisors should ensure that job descriptions state clearly where someone holds primary responsibility and where responsibilities are shared. Vice presidents should ensure annually that this task is performed.
- The president should establish a policy for the cabinet that articulates its responsibilities.

To improve the way those in leadership positions function within the governance structure, we make the following suggestion:

In view of upcoming transitions within the senior leadership, the president and trustees should review cabinet-level job descriptions to ensure that the competencies required for the next leadership team are accurately noted and understood.

SECTION II: EVOLVE: What We Mean When We Talk About Education

This section integrates the Middle States standards that relate to our educational practices at Juniata: our educational offerings; general education; related educational activities; and the faculty.

Chapter 4: The Program of Emphasis and General Education

In this chapter, we discuss standards 11 and 12. As always, to remind us of these standards, we used the abbreviated definitions below to guide our work. In this chapter, we review our ongoing plans to assess the program of emphasis. We evaluate what we have done already to evaluate general education and describe what has changed over the years.

Standard 11: Educational Offerings

The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills for its educational offerings.

Standard 12: General Education

Teaching and learning are the primary purposes of any institution of higher education, whether at the undergraduate or graduate level. The breadth and depth of student learning appropriate to the programs and levels of study and the demonstrable ability of students to integrate knowledge are key elements in judging the success of an institution's educational programs.

We studied the curriculum, specifically the program of emphasis (POE) and general education. "Program of emphasis" (POE) is the term we use at Juniata for each student's academic program. The term corresponds very roughly to the term "major" used at most colleges.

A. *Why the POE Is Important to Us*

The program of emphasis (POE) has been celebrated in our promotional materials for its flexibility and for its focus on students owning their own program of study. Together, the POE and the general education courses result in the 120 credits needed for graduation, fulfilling our commitment to depth and breadth in the liberal arts.

We think of the POE as a system of organizing specialized knowledge; whereas, we think of general education as encompassing broad knowledge. In fact, however, the two work together to provide students with an integrated curriculum. For example, a POE, though specialized, must contain lower level prerequisites. Also, sometimes students want to finish their general education courses early. However, the general

education requirements specify upper level courses. So, students must wait until they are juniors or seniors to complete all requirements. We have two advisors for each student. While the two advisors discuss both broad and specialized knowledge, usually the primary advisor oversees the POE while the secondary advisor makes sure the general education requirements are met.

The POE includes the following requirements. All POEs must

- Contain at least 45, but not more than 63, credit hours,
- Contain all of the prerequisites for any upper level course included in the POE,
- Contain at least 18 credits of 300 level or above courses,
- Have at least one CW course in the POE, and
- Be signed by both advisors.

Students complete two forms during the POE process. First, as freshmen, students complete the initial POE (called the IN-POE). This one-page form announces the intention of the student to choose a home department and an area of study. The student lists the first 10 courses of the chosen POE. Of course, often students are still in the exploratory stages of choosing a concentration. In such a case, the student chooses 10 courses he or she expects to take. Second, sophomores complete the POE form. A more formal and serious process, preparing the POE form asks students to list every course in their POE and to write the goals that they hope the POE will help them attain. Students also write about their career expectations in the POE and explain the end result they hope to achieve by taking the courses in the POE. Thus, for students, the POE becomes their plan of study, their identification and explanation of their goals, and possibly an insight into their future career. Both advisors must sign off on the document.

We currently have designated and individualized POEs and secondary emphases.

In general, a *designated* POE is designed by an academic department or program to meet the requirements of a specialized field of knowledge. Designated POEs are approved by the curriculum committee and identified in our course catalog. A program advisor is the one of the two advisors most knowledgeable about the POE. A student is required to have as one of his two advisors a member from the academic department or program that developed his designated POE. The other, or general, advisor must be from a different department.

An *individualized* POE allows students to combine their interests in more than one field of study, such as marketing with communication or biology with theatre. An individualized POE is formulated by the student in consultation with the student's two advisors. To be accepted, individualized POEs require that both advisors sign in support of the courses selected. The POE must also contain the student's stated goals and the rationale for the POE. The individualized POE is regulated by the student's advisors, at least one of whom is in the academic department or program most represented in the POE.

In December 2006, faculty members codified the *secondary emphasis* with all of the following requirements. A secondary emphasis is like a traditional minor.

- A student may have more than one secondary emphasis.
- Each secondary emphasis must have a minimum of 18 credits.
- Secondary emphases are designed by the home department.
- To be available to students, the secondary emphasis must first have been approved by the curriculum committee.

The POE offers students flexibility. Many students change their intended fields of concentration during their four years. In the traditional major, often courses taken in one field do not satisfy the requirements of another. With the POE, students often find that course work completed in the first POE can also be used in a second, more interdisciplinary POE. We believe the POE helps students graduate in four years.

Finally, we have not separated POE courses from general education requirements. In other words, students can include some general education requirements in their POE.

Essentially, we claim that the POE

- 1) Enables students to assume more responsibility for developing an educational plan,
- 2) Encourages students to combine distinct areas of study,
- 3) Helps students graduate in four years, and
- 4) Helps students combine general education with their area of specialization more effectively than a standard major.

We can make circumstantial and anecdotal cases for numbers 1, 3, and 4 above. We are less sure about number 2.

In many ways, the POE and the two advisor system for each student identify us in the market. These ideas are related. Historically, we adopted two advisors when we instituted the POE. We wanted two members of the faculty to agree that the proposed course of study was, in fact, academically sound. Students are responsible for generating and writing the POE. This act of writing emphasizes to each of them that they are responsible for developing their educational plan.

In April 2006, the POE system was changed when faculty members limited a POE to 63 credits. Since many interdisciplinary POEs contained more than 63 credits, the limit on credits effectively killed that POE. Arguments to limit the credits of a POE included simplifying the system, limiting specialization to give students more breadth, and encouraging students to become more open to more liberal arts. Finally, the interdisciplinary POE was eliminated to encourage more institutional support for individualized POEs. The curriculum committee hoped to encourage integration

across departments through individualized POEs, rather than supporting high credit designated interdisciplinary POEs.

1. The survey of faculty members

In 2011, we surveyed faculty members on the POE. Sixty two full-time faculty members out of 104 (a bit under 60%) completed the survey. You can find the survey questions in Appendix 10: Questions for Online Survey on POE on page 163. Further, we sponsored a discussion on the POE at our faculty meeting in December 2011. You can find a summary of the ensuing discussion by clicking [Faculty Discussion of the POE](#).

The faculty survey and discussion at the faculty meeting confirms the following:

- There is strong faculty support for the POE.
- The POE facilitates study abroad.
- Faculty members appear more comfortable with the designated POE than with the individualized POE.
- There is still disagreement on the advisability of the 63 credit limit for the POE.

During the discussion, the sentiment of faculty members was that the POE system essentially does what we want it to do. Other sentiments expressed often were that advising is inextricably tied to the smooth functioning of the POE and the POE is useful in making the college distinctive.

2. Gauging the opinion of students

To understand the POE from the student perspective, we conducted focus groups using a random sample of students. A summary of the interviews is in Appendix 8: Highlights from the Student Focus Groups on the POE on page 159.

Students in these focus groups viewed the POE as flexible and effective. They believed that study abroad, internships, and other opportunities for study are aided by having the POE, particularly the individualized POE. Students generally regarded the POE as an effective system for organizing content areas and agreed to the following:

- Writing the freshman IN POE was a waste of time.
- Writing the POE was essential and life changing, especially if the POE changed several times over the junior and senior year.
- The flexibility of the POE was its best strength and made study abroad, internships, and other opportunities possible.
- There is a culture of assistance on campus for the POE. Most students spoke highly of faculty advisors.
- For a few of the interviewees, their second advisor was little more than “a needed signature.”

- Not all of the interviewees had advisors who spoke to them about individualizing their POE.
- All students felt that the POE process was a plus and that it definitely prepared them for a liberal arts lifestyle.
- Interviewees did not feel that students were trying to get out of difficult courses by changing their POE in the senior year.

B. *Our Thinking about the Program of Emphasis (POE)*

Historically, we have had as many as 45% of our graduating students with individualized POEs. In 2009, the percentage slipped to 33% and in 2010 to 27.5%. To understand these changes, we have looked at the 63-credit limit. One possibility is that the limit has hindered students in combining disciplines. A second option is that faculty members have quickly transformed individualized POEs into designated POEs. Faculty members have indeed become fairly adept at codifying what have been individualized POEs into designated ones. The POE entitled *Integrated Media Arts* is an example of an individualized POE that was converted into a designated POE once the necessary skills, knowledge, and courses were identified. In 2003, the college catalogue showed 56 designated POEs and 2 secondary emphases. By 2012, there were 69 designated POEs in the catalog along with 22 secondary emphases.

Some worry that recent trends with the POE make the POE look less unique and effective. For instance, commonly when a POE becomes popular with students, we make it a designated POE. Then, we wonder whether students take ownership for their program of study when they select a designated POE. We also wonder if the limit on credit hours discourages students from combining more than one discipline in their POE. Further, there have always been a few who assert that the POE is more a marketing gimmick than an effective educational tool.

In many ways we have assumed that the POE has significant advantages over a traditional major. At the same time, we also recognize that it serves the same function as the major. The POE concept is important to us, but we have struggled with how we might assess it. Recent changes (documented above) made us wonder if the POE could stand up to the scrutiny of an accepted, external measure of curricular assessment. We became aware of the Degree Qualifications Profile (DQP) developed by the Lumina Foundation with the help of recognized experts in assessment. We thought the DQP might offer a framework we could use to assess the POE. We sought to be in the DQP consortium sponsored by the Council of Independent Colleges (CIC) and were accepted. Our involvement in the consortium accomplishes two goals. First, learning more about the DQP has engaged us in assessment conversation with others in higher education. Second, seeing how the POE measures up to DQP standards might be a way to develop learning outcome measures related to the POE.

1. The DQP consortium

The degree qualification profile (DQP) is a profile of five skills areas and associated statements of learning outcomes. These five areas are specialized knowledge, broad integrative knowledge, intellectual skills, applied learning, and civic learning.

We are specifically interested in how these five areas map to the POE. You can find the attached narrative for our consortium application in Appendix 11: Highlights of the Application to the CIC/DQP Consortium on page 164. You can find more information about the project at

<http://www.cic.edu/Programs-and-Services/Programs/Pages/Degree-Qualifications-Profile.aspx>.

This work takes place in a 2-year study ending in April 2013. While we do not yet have final results, our preliminary work suggests that our curriculum and the POE will map fairly well against the competencies in the DQP.

While the DQP framework will likely not address all of our assertions about the POE, it does offer a framework to help us decide whether the POE is more than a marketing concept. We have developed a plan to have three of our largest academic departments (communication; accounting, business, and economics; and environmental science studies) determine how their designated POEs stack up against the DQP. They are currently finishing that work. Based on the outcomes we get from those academic departments, we likely will ask other departments to go through the same process. Finally, we will ask faculty members to evaluate individualized POEs in relation to the DQP.

2. What our competitors are doing

As part of our investigation of the POE, we looked at how self-designed majors work at 27 peer and aspirant institutions. Of our peer institutions, 11 of 19 (58%) advertise self-designed majors as an option. Five of our 8 aspirant institutions (62.5%) discuss self-designed majors on their websites. In many cases, the institutions indicate that pursuing a self-designed major involves a petition process, most often to college's curriculum committee. Many institutions also have a minimum GPA for students who apply to do a self-designed major. Use of the self-designed major appears to be quite low, but data are difficult to compare because of the varying ways in which degrees are cataloged. Therefore, while self-designed majors seem commonly available at other institutions, they often require more initiative on the part of students. The individualized POE at Juniata thus appears to be distinct in ease of use.

3. Conclusions about the POE

The program of emphasis (POE) helps students set their learning goals and objectives as well as understand the knowledge necessary for specialization. Faculty members, students, and administrators largely believe that the POE system, while

sometimes complex, works and operates within a supportive climate for advising. Still, the POE can be improved.

We find that the POE is a valuable and flexible system of degree requirements. While the POE system does not require an overhaul or dramatic change, the following issues did emerge:

The student academic development committee of the faculty (SAD) has been evaluating the elimination of the freshman IN POE requirement. Currently, they are testing a new advising worksheet. The new worksheet is designed to provide a more structured framework for students to plan for their POE as well as for general education coursework.

The surveys told us that faculty members like the POE. Students in interviews agreed. The question we are testing with the DQP is whether the POE stands up to the standards of DQP. In our preliminary work, as a result of exploring the POE against the DQP, we feel increasingly comfortable with the academic validity and rigor of the POE.

C. The Structure of General Education

The college curriculum requires that students have 120 credits to graduate. Aside from completing their program of emphasis, students also need to fulfill several other graduation requirements. Our general education requirements are posted on the college website. You can find them by clicking [General Education Requirements](#).

In February 2011, an open forum on general education and a SoTL brown bag session were held to discuss our goals for general education. We were particularly interested in how our general education curriculum contributes to student knowledge and skill development. We also wondered about the structures we had in place to identify needs, goals, and outcomes of general education. These discussions showed us that we needed to develop a clearer structure to oversee general education. This responsibility was assigned to the assistant provost.

In this section of the chapter, we outline the basic structure of general education. We address the assessment of general education in Chapter 8. You can find information about our plan for general education by clicking [Philosophy of General Education](#). We cover this and other information about assessing general education fully in Chapter 8. We divide general education into three parts; (1) common experiences, (2) skills and (3) distribution.

1. Common experiences in the curriculum

Students take three courses that provide a common experience—the college writing seminar, the interdisciplinary colloquium, and cultural analysis. Common experience courses are designed to enhance communication as well as critical thinking skills.

The College Writing Seminar (CWS)

CWS is the basis for our requirement that students continue to write across the curriculum. Only a transfer student who gained credit for taking freshman composition at his or her prior institution would not take CWS. CWS lab is a 1 credit companion to CWS, making the credits for CWS total 4.

As you will see, the CWS curriculum is academically sound. Through periodic meetings, CWS teachers regularly evaluate and refine their approaches and assignments. Teachers freely share resources and ideas and frequently try new materials to invigorate the classroom experience.

The CWS Lab

CWS lab meets one hour per week in the evenings. The lab must be taken with CWS and earns each student 1 credit. CWS lab leaders are selected and trained during the previous spring semester and are typically upperclassmen who are motivated to help first year students with their transition to college. The CWS lab requires students to attend cultural events and write journals. Faculty members who teach CWS provide support to their lab leaders and evaluate all materials submitted in the portfolio.

Cultural Analysis and Interdisciplinary Colloquium

We required that every student take a cultural analysis (CA) course. Students may choose from a menu of different courses which have been designated as CA courses by the curriculum committee. In CA courses, students should analyze different forms of cultural expression. Each course should provide a basic familiarity with concepts and methods of cultural analysis. However, an examination of the syllabi of CA courses suggests that confusion exists over what a cultural analysis course does.

For example, the overarching standard for CA is as follows:

Each course will focus on how relationships between ideas and institutions have shaped both societies and the thoughts and behaviors of individuals and groups.

Examining the syllabi of most of the CA courses revealed that the standard does not appear to be met consistently by all current CA courses. In particular, most CA courses did not consider the relationships between ideas and institutions, let alone explore how those relationships affect behaviors. Current CA courses all deal broadly with culture but can approach the idea of culture in very different ways. Some examine broad cultural movements using a traditional history-of-ideas

approach. Others are informed by the more recent discipline of cultural studies and deal with the social construction of those ideas. A priority goal of our general education assessment plan is to evaluate more systematically the student outcomes of CA. To assist faculty members to develop intercultural skill, a workshop entitled *Assessing Intercultural Competence in the Classroom* will be held in January 2013. This workshop will help to lay the foundation to assess CA which is planned to occur during the 2013-2014 academic year.

All students are also required to take an interdisciplinary colloquium (IC) course. As with the CA course, students may choose an IC course from a menu of courses designated by the curriculum committee. Ideally, students should take the course in their sophomore year. The course grew out of an earlier sequence of two cultural analysis courses, cultural analysis I and cultural analysis II (CA I and CA II). The cultural analysis courses were established in 1996 when the faculty reviewed the curriculum and made changes to it. The sequence of cultural analysis courses was intended to acquaint students with the current scholarly approach to cultural studies.

The CA I course proved very difficult to staff. Thus, in 2005, the sequence was replaced with the current requirements. Since the CA I courses were team-taught, interdisciplinary, and had writing requirements, it was logical to replace them with what came to be called the interdisciplinary colloquium. IC is an interdisciplinary course that retained the requirement that students write and added discussion skills. Cultural analysis was retained as the previously designated CA II courses, which were then re-designated CA.

The description of IC agreed upon by the faculty lays out interdisciplinary goals for students to achieve. The goals of the course are to

- Emphasize reading, discussion, and writing in an interdisciplinary setting, and
- Include serious consideration of the relationships between theory and practice in different disciplines and of how the insights provided by an interdisciplinary approach can have a positive effect on individuals' personal and public lives.

From our examination of the syllabi for IC courses, not all met the primary writing requirements. For example, some of the courses require one paper instead of two. Also, not all IC courses include the required conferences with students about their papers. In addition, few courses provide structured feedback on discussion skills.

As part of our general education assessment plan, we will be evaluating the implementation and outcomes of IC.

2. Skills

In this section, we look at the required skills portion of the curriculum: communication skills, technology skill, and quantitative skills.

Communications writing (CW)

Faculty members approved new rules for courses labeled CW, which went into effect in Fall 2011. CW, or communication writing, courses are meant to help students with their writing across the curriculum. One CW must be in every POE. Courses are coded in the schedule of courses as CS (meaning communication speech) or CW (communication writing). Students are required to take at least four "C" courses, a minimum of 12 credits. Two C courses must be writing-based (CW). Two of the remaining four may be speech-based (CS).

CW courses require multiple writing assignments that total fifteen to twenty-five pages during the semester, though these totals may vary by discipline. The methods of teaching writing often vary by discipline and by instructor, but all CW courses address the mechanics of writing and editing. The ability to communicate effectively has been identified as a fundamental skill for achieving our mission of providing the skills and knowledge students need to lead a fulfilling life of service and ethical leadership in the global community.

In 2008, responding to disappointing results on the Collegiate Learning Assessment (CLA) and a consensus of faculty members who believed that our students needed to write better, we sought to strengthen the CW requirements. In summer 2008, a faculty-led committee proposed new requirements for the writing requirement. In March 2010, faculty members approved the new standards. The major changes strengthened the old system of courses in various disciplines that purported to teach writing. Following are the changes:

- The minimum percentage of the final grade for writing assignments in a course designated as meeting the CW requirements was increased from 25% to 35%;
- The syllabi of all CW designated courses would state specific writing goals for the course;
- Class time would be set aside for the teaching of writing in all CW designated courses.

Since the changes, the curriculum committee has reviewed all courses submitted for CW designation. A committee of staff and faculty members is currently implementing a plan to assess CW courses. You will find details in Chapter 8 which starts on page 107.

To ensure that CW courses are taught properly, we have asked outside writing experts to lead workshops to help our faculty members who teach CW courses. We had one workshop in January 2012 and the second in August 2012. Another is scheduled for August of 2013. Attendees of the January and August workshops found them most beneficial. We have also committed to ongoing workshops for faculty members teaching CW courses. These workshops are to be led by members of the English department. This idea was suggested by one of the outside evaluators for writing across the curriculum. The evaluator made the suggestion after teaching the first two workshops.

Communication speech (CS)

Recall that students may substitute two speech courses, designated CS, in place of CW courses. A speech-based (CS) course requires at least 25% of the grade to be determined by two or more oral individual or group presentations, and it fulfills two requirements. First, the course aims to develop rhetorical skills necessary for effective and creative speech in individual, group, or public presentation. This competency may include one or more of the following: speech design and delivery, listening, negotiation, leadership, persuasion, collaboration, or decision making. Second, the course offers students at least two opportunities to demonstrate these skills. Evaluation of the first opportunity guides improvement of the second. Unlike CW courses, which are distributed throughout every department, CS courses are primarily in only three departments: communication, world languages, and theatre.

Technology skills

Information Access (IA) ensures competency in the use of computing, network, and library technologies at the college.

Information access (IA) began as an integral part of the then 5-credit college writing seminar. To streamline CWS, we separated IA from CWS in 2001. IA became a 1 credit course required of all students. Peer leaders and certain staff persons from the library teach the course. Students can begin completing some modules at home in the summer before starting classes in the Fall. Returning peer leaders provide useful observations about how the modules are working. For example, the feedback from peer leaders led to dropping Dreamweaver and web page development and to adding Publisher as modules.

The library portion of the course has also gone through changes, some guided by the assessment tools of the library, which have been confirmed by the course assistants. This year, for the first time, the library project was not changed from the previous year. The project was apparently succeeding based on the evaluation given to the academic planning and assessment committee (APAC), a faculty committee. Furthermore, IA has assessed its current iteration of the course.

Quantitative skills (Q) (QM) (QS)

There are two parts to the quantitative skills requirement of the curriculum: a statistical part and a mathematical part.

Generally students take two courses to satisfy the quantitative requirement—one coded as a QS, statistical, and one coded QM, mathematical. An alternative to taking two courses exists, however. A small number of courses designated as Q satisfy both the statistical and mathematical requirements.

3. Distribution (FISHN)

The major goal of the distribution requirement is to expose students to disciplines outside of their areas of concentration and to have them see alternative ways of addressing issues and solving problems. Almost all courses at Juniata are coded as F, I, S, H, and N, representing our five distribution areas. We call this grouping, and the requirement, “FISHN.” The F stands for fine arts, I is for international studies, S is social science, H is humanities, and N stands for the natural and mathematical sciences. You can find the definitions for each category, revised by the faculty in 2008, in Appendix 15: The Definitions of the Breadth Requirements (FISHN) on page 169.

To satisfy the graduation requirements, each student must take two courses in each of the 5 FISHN categories, a total of 10 courses. In three of the five categories, the second course must be an upper level course. In this context, “upper level” is defined as follows: a) the second course must be at the 300 level or above or b) the second course must have a prerequisite that the student took.

The figure which follows illustrates the total number of FISHN courses taken and the average number of courses taken in each FISHN category for the graduating classes of 2001, 2006, and 2011. Please note that courses with multiple designations will appear in more than one category.

Figure 3: FISHN courses taken by students, 2001, 2006, 2011

2001			2006			2011		
Type	Courses	Per Student	Type	Courses	Per Student	Type	Courses	Per Student
F	1,203	4.00	F	1,534	4.54	F	1,516	4.77
I	1,451	4.82	I	2,274	6.73	I	2,147	6.75
S	3,730	12.39	S	4,606	13.63	S	4,649	14.62
H	2,235	7.43	H	3,357	9.93	H	3,265	10.27
N	3,230	10.73	N	4,336	12.83	N	3,875	12.19
Totals	11,849	*7.87		16,107	*9.53		15,452	*9.72

* denotes an average.

The big increase in courses per student from 2001 to 2006 is a result of more courses holding multiple FISHN designations. As the data show, students take S courses more than other designations, though N courses are typically a close second, followed by H courses. In 2011, students averaged over 14 S courses, followed by 12 N courses, and 10 H courses. This high average may reflect the distribution of POEs of the graduating classes, heavily geared toward the natural and social sciences. Most likely, the reduced number of exposures to “I” courses is due to the relatively large percentage of students who go abroad. Each semester abroad substitutes for one “I” course of FISHN. Students have fewer choices of F designated courses, and most students (over 60%) satisfy at least one of their Fs with a single course—survey of western art.

D. *Findings about general education and where to go from here*

In our self-study, we reflected on the following items and discovered themes.

- Our general education program is of broad scope and includes more than 30 semester hours;
- Skills acquired in general education--including writing, technological, and library skills, and quantitative literacy--are required for graduation;
- The cultural analysis requirement incorporates the study of values and diverse perspectives;
- Our general education program insists upon proficiency in written communication and has the option of oral communication, scientific and quantitative reasoning, and technological competency.

We discuss the results of our assessment of general education in Chapter 8. We show that we have done a good job of assessing outcomes in some areas and are making progress in assessing other areas. The outcomes of our assessment work will help us to understand how our general education curriculum impacts student outcomes. In addition, the structure of our assessment activities will provide more opportunities for faculty members who teach these courses to discuss and review course structure, assignments, and outcomes. This review will strengthen our general education curriculum.

Chapter 5: Related Educational Activities

In this chapter, we look at standard 13 and the related educational activities of the college. We are especially interested in experiential learning because our strategic plan calls for it and because we think we do a lot of it and do it well. We also investigate ways we approach students with need.

Standard 13: Related Educational Activities

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

In this chapter, we evaluated the adherence of the college to the standard by asking two questions:

- 1) *To what extent does Juniata provide support for underprepared students?*
- 2) *How well does Juniata provide opportunities to meet the 2008 strategic plan goal that "every Juniata graduate will have at least one distinctive experiential learning opportunity related to that student's educational objectives"?*

Diversifying the campus is a goal of the 2008 strategic plan. Achieving diversification places demands on resources that Middle States has grouped under "related educational activities." Thus, we have included discussion of diversification here. To address the question about supporting underprepared students, we looked at the areas of diversity and inclusion, campus ministry, health and wellness, international student services and the intensive English program, academic support services, the college writing center, and technology support including distance education.

To address question two about experiential learning, we cataloged Juniata's extensive experiential learning offerings: on campus opportunities and off-campus ones. Off-campus learning includes such experiences as study away, service learning and community service, and internships and practicums. On-campus experiences include co-curricular learning, student employment, living and learning communities, undergraduate research, visiting performances and speakers, and student-led opportunities. We analyzed the connection of all of these experiences, both on and off campus, to the educational mission of the college.

A. *Strengths of Our Programs*

According to results from the NSSE surveys, Juniata compares favorably nationally in the benchmarks of supportive campus environment (SCE) and in enriching educational experiences (EEE). You can click [NSSE Results](#) to find NSSE results. NSSE Results shows the 5 areas noted below. Simply click on the one you want. The categories spoken about here are bolded.

- **Level of academic challenge**

- Active and collaborative learning
- Student-faculty interaction
- **Enriching educational experiences**
- **Supportive campus environment**

We used the SCE (supportive campus environment) benchmark to identify our strengths and weaknesses in the areas of access and support. We used the EEE (enriching educational experiences) benchmark to identify how we are doing in the area of experiential learning. Below we discuss both access and support and experiential learning.

1. Ensuring that underprepared students have access to help

Juniata uses extensive, multi-layered processes to identify and help students who might need extra help to succeed academically at Juniata. In this section we explain what we do and how we think we can improve. Generally, we have succeeded in attracting a more diverse student body and retaining them as students.

Recruitment and identification

During the acceptance process, some students are admitted into the “supported admit” category (SA). This category consists of students who are admitted to Juniata with the belief that they have the potential to succeed in college, but would benefit from extra mentoring and assistance. “Supported admit” students can receive extra help from academic support services and the intensive English program (IEP). Below is evidence of the persistence and success of supported admit students.

Figure 4: Supported admit students through time

SA Cohort:	% who were retained until 2nd year	% who graduated in 4 years	% who graduated in 6 years	Average GPA upon graduation
2003-2004***	90.91% (20/22)	54.55%*** (12/22)	54.55% (12/22)	2.6575
2004-2005	78.26% (18/23)	47.83% (11/23)	52.17% (12/23)	2.8956
2005-2006	88.00% (22/25)	56.00% (14/25)	64.00% (16/25)	2.6816
2006-2007	82.61% (19/23)	43.48% (10/23)	52.17% (12/23)	2.9619
2007-2008*	92.31% (12/13)	61.54% (8/13)	69.23%* (9/13)	2.8512
2008-2009	81.82% (18/22)	50.00% (11/22)	n/a	3.0036**
2009-2010	68.42% (13/19)	n/a	n/a	n/a
2010-2011	71.43% (20/28)	n/a	n/a	n/a
2011-2012	91.30% (21/23)	n/a	n/a	n/a

Notes: *While the six year mark has not passed, all students have either graduated or withdrawn

**Average GPA for 4-year graduates

***The 12 of 22 who graduated all graduated in 4 years

As you can see, over 50% graduated within six years, many within four.

You can find the policy for supported admit students in Appendix 21: Policy on Supported Admit Students on page 178.

Students with disabilities

Students identified with disabilities are also supported through academic support services. Students with identified disabilities who require academic modifications work with the college to receive appropriate services. In addition to academic and disability support, some students need social and emotional support in order to succeed in college. In addition to regular counseling sessions, the health and wellness center provides opportunities for students to study wholesome diet and nutrition, healthy sexual encounters, exercise regimens, stress relievers, and positive communication practices.

Continuing support

Once students arrive on campus, the majority of them participate in Inbound, a multi-day orientation program to help first-year and transfer students become aware and engaged in the college community. Athletes who participate in fall sports are not in Inbound because we believe they are already engaged with teammates. Also, fall sports are in training at the same time as Inbound. The office of diversity and inclusion (ODI) sponsors the PLEXUS section of Inbound. The PLEXUS section is designed to help new students with concerns about multiculturalism meet other new and returning students who seek to offer one another friendship, support, and guidance.

The first-year college writing seminar (CWS) coupled with extended orientation ensures that students who need support but who were not identified through the admissions and orientation process will receive the help they need throughout their first semester. All students in CWS can receive supplemental support from the writing center, tutoring and advising, library services, and technology services. Approximately one dozen undergraduate students, who have completed a 1-credit course in peer tutoring, staff the writing center. The writing center provides support for students in the basic skills area of writing. Peer tutoring is also available through academic support services to any student who desires additional help with subject material. Academic support services also coordinates student advising. Juniata's "quality of relationships with faculty" score for the NSSE survey is higher than the Carnegie classification average.

In addition to an array of general library services offered by Beeghly Library, information literacy skills are taught to all freshmen and transfer students during the 1-credit information access (IA) course. The technology solutions center also provides technology services training to members of the campus community. Their help includes technology workshops, class training, and solutions on site (SOS). Since the college is primarily a 4-year residential college, distance education to date is used primarily by only a few faculty members. Students' use of technology on our campus keeps growing.

The intensive English program

The intensive English program (IEP) supports students who need help with English. This program has helped us internationalize our campus. You can find their mission statement and goals in Appendix 22: Mission and Goals of Intensive English Program on page 180. You can also find the criteria we use to identify and place students in the program in this appendix.

The mission and goals of the intensive English program (IEP) identify the program's focus on supporting the development of students' English language as well as enhancing their critical thinking and intercultural skills. Students are enrolled in the IEP under three conditions: 1) the supported admit program; 2) intensive English language program; or 3) exchange and sponsored students. You can find the specific requirements for admittance under each of these conditions in Appendix 22: Mission and Goals of Intensive English Program.

The table below shows the average number of students who are participating in the IEP.

Figure 5: Students enrolled in EIP

Year	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
Fall		20	25	26	36	42	43	45	41
Spring	14	13	9	26	29	18	20	30	
Summer	1	14	5	8	0	0	3*		

All instructors in the IEP have masters' degrees. All have significant experience abroad and have experience in acquiring a second language.

When arriving at Juniata, IEP students who have submitted an internationally recognized English proficiency score are tested for program level placement using the College Board's Internet-based Accuplacer placement test. The students are placed into classes—intermediate, high-intermediate, or advanced--based on these test scores. All students studying in the IEP are assigned one of the IEP instructors as an academic advisor. All IEP instructors have lived abroad and are keenly aware of the challenges and rewards of living in a foreign culture. Thus, they can help international students adjust academically and culturally at Juniata. Also, in Fall 2012, we implemented a new tutoring program to provide additional support to students identified as having difficulties.

Access to the Health and Wellness Center

Growing pressure on health services suggests a need for increased staffing and new facilities. The campus master plan, adopted in 2011, includes a plan for improved facilities, but we have no timetable for any improvements. The trustees in April 2012 approved doubling the available hours for students to see a psychiatrist. The hope was that those students who needed medication or who confronted issues more severe than that normally seen by a counselor would have access to a psychiatrist.

See Chapter 8 for an assessment of changes to our system for mental health. You will find this discussion on page 123.

While all of our full-time counselors in the wellness center are women, we have other qualified counselors. Members of the dean of students' office, career services, and campus ministries are qualified to counsel. These positions include many men. We have quadrupled psychiatric hours in last 3 years and pay a psychiatrist for these additional hours to manage medications and to handle severe symptoms. Our intention in adding psychiatric time was to free counselor time by referring the most severe cases. You can find more about continuing support for students in Chapter 7, section B Student Support Services on page 101.

2. Helping students learn through experience

Our desire to provide every graduate with at least one distinctive experiential learning opportunity has produced a vast array of opportunities. We perform well compared to our peers in the NSSE benchmark enriching educational experiences (EEE). Enriching experiences outside of the classroom include both off-campus learning opportunities and on-campus co-curricular learning. Off-campus offerings include study away, service-learning, internships, and other student practicums and employment. Work with the Juniata College Center for Entrepreneurial Leadership (JCEL) and the Raystown Field Station may also take students out of the traditional classroom. In accordance with the values of a liberal arts education, Juniata offers many on-campus opportunities to enhance student development. Student employment, living and learning communities, undergraduate research, performing arts events and lectures, language tables in the dining hall, and student organizations all contribute to co-curricular learning.

3. Learning at home and away

In this section, we discuss several opportunities, on and off campus to which students have access. Most are used heavily, as you see, and many students chose to take advantage of the range of opportunities—which we encourage.

Study abroad

Study abroad is one of our significant areas of growth. The growth is reflected in the NSSE surveys. Our percentage of seniors who studied abroad was below 40% in 2006 and 2008, but above 40% in 2011, higher than the Carnegie category comparison. Study abroad has grown steadily in both the percentage of graduates who have participated and in the number of study abroad sites. You can see the growth in study abroad for students in the graph below.

Figure 6: Students studying abroad compared to all graduates



Currently 41% of our graduates have studied abroad. Surprisingly, of the 2011-12 students who are studying abroad, 53.8% of them are categorized as high need students. This percentage compares favorably to the general student population, of which 44.7% are high need. Juniata also consistently appears in the top 10 of baccalaureate-granting institutions for the number of students who study abroad “long-term” (for a semester or year) as noted in the Institute of International Education publication *Open Doors*. The institute benchmarks the field and administers the Fulbright and other programs related to international education.

Juniata won the National Association for International Educators (NAFSA) 2012 Paul Simon award for Comprehensive Internationalization. Since NAFSA is the professional organization for international education, we are pleased to receive this prestigious and competitive honor. You can find more about NAFSA and the Paul Simon award at <http://www.nafarsa.org/about/default.aspx?id=16295>. As you can see, Juniata is one of five awardees.

Study Away

The most prominent domestic ‘study away’ opportunity is the remote field course. A student would take 2 credits of this course in the spring semester. Then, in the summer, the student travels to the desert regions of the U. S (New Mexico, Arizona, Colorado, and Utah) for two more credits. Students camp out with four professors who lead them on varied modules. For example, one module is about water rights, another about alien investigations, which includes a trip to Roswell. Other modules include nuclear armaments involving a visit to the White Sands missile range, a geology module about mining, another about dinosaurs, history and agriculture which includes a museum tour of the southwest. The course has been running for the past 13 or 14 years. The remote field course is a popular IC (interdisciplinary colloquium)

course for students. Every student must take an IC course to graduate. Below is a table showing the number of students attending the 2 credit summer portion over the years.

Figure 7: Remote field course, summer trip

Year	# of students	# of faculty members
2000	38	4
2001	36	4
2002	15	3
2003	40	4
2004	36	4
2005	35	4
2006	39	4
2007	35	4
2008	49	5
2009	32	4
2010	35	4 (+1 faculty observer on trip)
2011	37	4
2012	42	4

Other 'study away' experiences include the following courses

- The natural history of Florida. This is a week-long trip over Spring Break.
- The national political conventions and the presidential inauguration. Students attend the conventions and inauguration.
- Urban immersion. A 1 credit course in varying urban settings. A 5-day service-learning trip in January to explore urban issues through various service and educational experiences. The service experience is complemented by discussion and reflection before, during, and after the trip. The 2013 trip is to Buffalo, NY. Students will work with a helping organization to learn about the working poor.
- Spring break alternative. A 1 credit course. A week long service-learning trip, during spring break, for students to explore social, cultural, political, and environmental issues through service and educational experiences. Lessons and orientation sessions preceding the trip give students background information related to the region they will serve. Next semester, students will travel to Apopka, FL, live with host families, and work with a helping organization so students can learn about the social and racial tensions of the area.
- The cultural learning tour. Also, a 1 credit course, the cultural tour brings students is a 2-week service-learning trip in May. Students meet biweekly in the spring semester to learn background information related to the region the students will serve. Previous trips have included Puerto Rico; Northern Ireland; South Dakota; and the Dominican Republic. The 2013 tour is to New Orleans in May.

Service-learning and community service

In 2009, we joined Pennsylvania Consortium on Prior Learning Assessment to identify a process of earning credit for college level learning that occurred outside of the classroom. Since then, we have coded qualified courses as EL, for experiential learning, and SL, for service learning. These designations are not seen by students as they peruse the list of courses. The registrar uses them to track these courses. The coded courses were previously identified by the department chair, along with appropriate offices such as the coordinator of community service, ministry, and the dean of students' office. All of these courses were submitted to the faculty-led curriculum committee. A single course can be coded both EL and SL. Following is a breakdown of the relatively small number of for-credit opportunities this current year.

Juniata supports participation in community-based projects, such as service-learning, and new opportunities to foster civic engagement. As a form of engaged learning, we believe that the use of service-learning as a pedagogical tool benefits the community and the image of our institution but, particularly, it is good pedagogy. Service-learning contributes to the psychosocial well-being of students and gives them hands-on, high impact learning opportunities. Service-learning is also closely tied to our mission.

Service-learning continues to grow at Juniata. Throughout the 2011-2012 academic year, 13 service-learning courses were taught to 106 students. A working group of seven faculty members and the director of community service and service-learning at the college met regularly to discuss experiences with service-learning. As a result, the group presented at a SoTL lunch in September. This program of meetings was possible because of a grant. You can find the details of the program in Appendix 23: Community Service Grant on page 182.

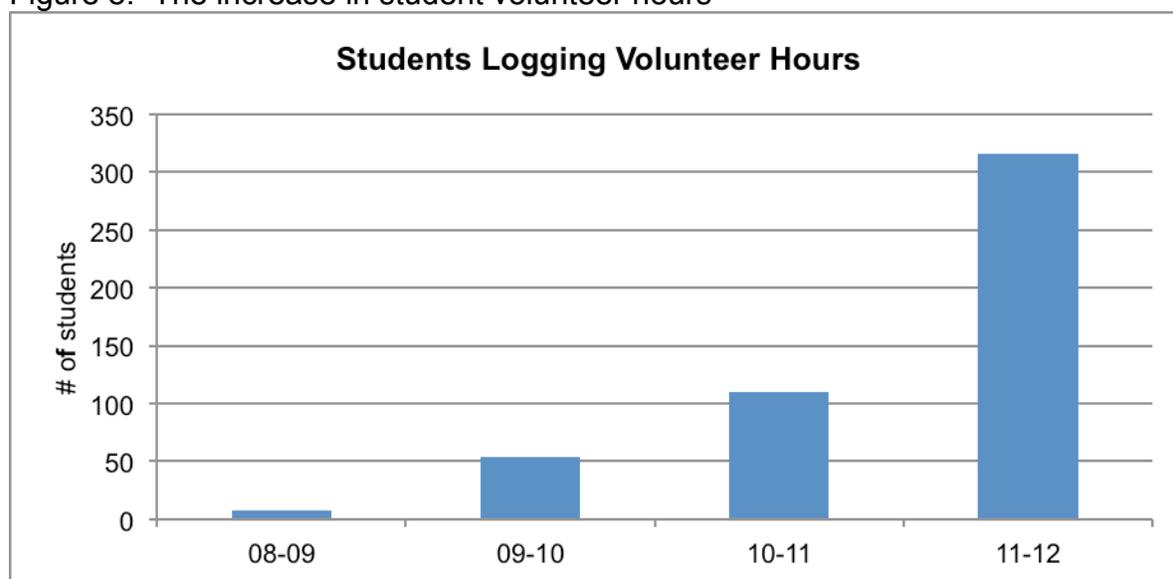
Service-learning is a high impact practice. As a high impact practice, the experiences reflect the benefits students have in service-learning. Students are able to clearly articulate their learning and their experiences, which is useful in personal, academic, and professional settings. Potential benefits also include ability to apply course material to real problems, increased confidence, improved communication, deeper understanding of course material, awareness of civic and global responsibility, greater connections to community, and cross-cultural understanding.

Service-learning also comes with many challenges for our faculty. One of the early challenges was institutional support. However, support has grown over the years. Challenges now include the expense and effort of traveling off campus, and the time commitment. There remains the ever-present difficulty of matching expectations: the students' and the partners.' Finally, we have seen that the benefits outweigh the challenges. Service-learning students graduate more prepared for their careers and with a deeper awareness of civic responsibilities and a greater cross-cultural awareness.

In addition to earning credits for service-learning courses, students sometimes perform community service outside the classroom. One community service course that has garnered national recognition is language in motion (LIM), now in its 11th year. Administered by the center for international education, LIM gives our students who have experiences with other cultures the chance to share their knowledge with K-12 students in local Pennsylvania schools.

The director of community service and service-learning coordinates and publicizes both credit and non-credit opportunities for students to get involved in service projects on and off campus. As you can see from the following graph, in the last several years we have experienced a virtual explosion of students volunteering.

Figure 8: The increase in student volunteer hours



Juniata students (typically two per year) who complete 120 hours of non-credit volunteer work over their college career qualify to have "Exemplary Community Service" noted on their transcript upon graduation. Programs offered include

- The Bonner Leader Program
- Part-time AmeriCorps positions
- Community federal work study
- One-time service events
- Community service retreats through Inbound

The Bonner Leader 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. We hold a campus-wide recognition of students involved in service. We also conduct our own assessment projects to improve programs and offerings. The

office of community service encourages all students to log hours that they volunteer in the community. With help of the dean of students, we created accounts for all freshmen and sophomores on MyVolunteerPage.com. Through the community service component of the federal work study program, 32 students are involved in jobs that relate directly to the community.

Because of the way we think about helping others, we have trouble delineating our service opportunities according to “for credit” and “not-for credit.” Since we believe that the entire college experience contributes to the development of “ethical leadership in a global community,” we were unable to distinguish between co-curricular high-impact practices from those that are for credit. You can find reference to this Juniata ideal on our webpage at [Principles of a Liberal Arts Lifestyle](#).

The college has been named to the President's Honor Roll for Higher Education Community Service "for engaging its students, faculty, and staff in meaningful service that achieves measurable results in the community." Juniata has been on the honor roll each year since the inception of the list in 2006. You can find out more about the honor roll by clicking [President's Honor Roll](#).

You can find out more about service-learning and community service by clicking on [Community Service Annual Report](#).

Internships and practicums

Juniata has two different types of internships: internships for academic credit and internships for transcript notation. Credit internships are always made up of two courses: one for the actual work and another for the academic seminar. The seminar requires each intern to produce a product of their internship. Typically, this product is a paper. Below is a table showing internships taken by students over several years.

Figure 9: Internships, both credit and transcript notation



If anything, the table above underestimates the number of internships. For example, almost every student in the business department does an internship, but many do not bother to have the internship noted on their transcripts.

All student interns are evaluated by their supervisor whether the internship is for credit or not. This external evaluation of the interns helps us maintain the rigor of internships and evaluate ourselves for preparing interns well. Non-credit interns present their experiences in a poster session or by giving a short talk about their experiences to other students. Internships are available across all disciplines.

In addition to internships, a number of practicums are available for students to gain job experience. For example, the culminating activity for a student completing certification in the education department is a semester of student teaching in the senior year. Certification programs are approved by the Pennsylvania Department of Education. The social work program also requires a practicum. Juniata's capstone course in information technology, innovations for industry (I4I), is a three semester sequenced practicum. Students in I4I work with external clients in small teams under close faculty supervision. Science in motion (SIM) is an outreach program that delivers hands-on science labs to local high school and middle schools. Science in motion hires students to prepare laboratory materials, develop new lab offerings, assist with science camps, and other related activities. Juniata students also regularly intern with the program to deliver curriculum in local schools. The theatre arts practicum is a one to three credit course. The course is a credit option for students participating in theatrical productions. Students may receive credit for acting, for technical, or for administrative positions for a given production.

You can find our webpage on internships by clicking [Internships](#).

B. *Co-curricular Learning*

The sections below are about learning opportunities for students on-campus.

Juniata associates program

A recent priority at Juniata is enhancing student employment to help students overcome difficult economic times. Effective with the 2010 fiscal year, we added 30 “Juniata Associate” student employee positions. These positions are for senior students who are to have a supervisory role within a department in which they have been employed for at least two years or who undertake skilled roles in which they have had significant experience or academic training.

In addition to expanding the student work force, this program recognizes and rewards top performers and signals to students that they should start self-help early in their college careers. It also generates resume building experiences for students.

Juniata Associates are advanced-level positions typically for more experienced upper level students. These positions pay a little more and offer paraprofessional responsibilities that enhance a student’s qualifications. The Juniata Associate program began in 2009-2010 with 32 associates and has grown by 53% to 49 students for the 2011-2012 academic year. In the first year of the program, students made presentations on the benefits of their experiences. In the second year, associates held group meetings each semester. Current enhancements to the program include adding a performance review like the one all employees undergo.

You can find the policy for the Juniata Associates program in Appendix 24: Policy for Juniata Associates Program on page 186.

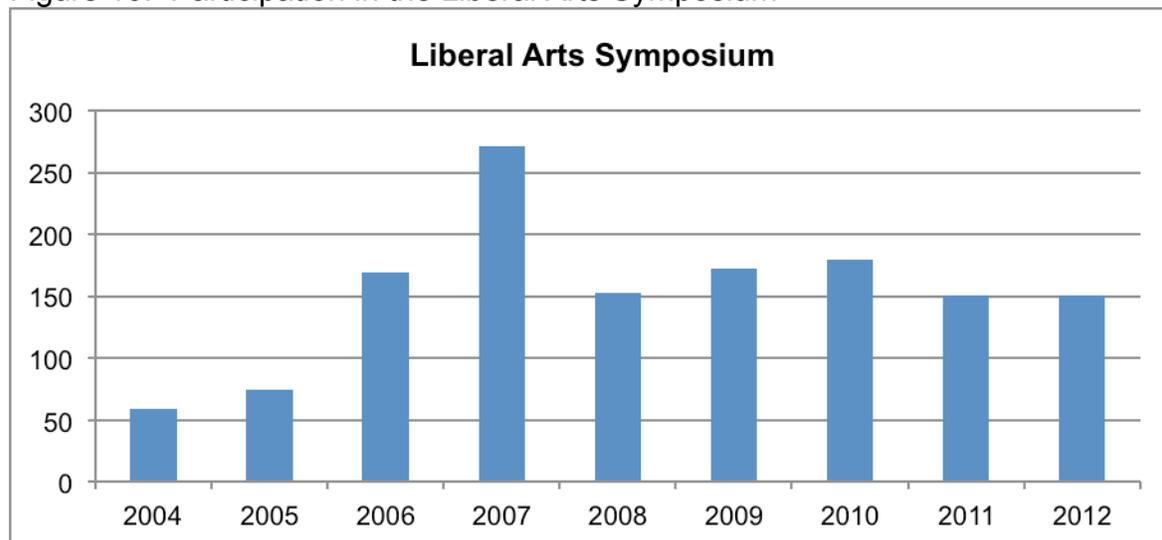
Living and learning communities

‘Living and learning communities’ are also a relatively new concept at Juniata. The Global Village is a living and learning environment. Living and learning communities are an outgrowth of the Global Engagement Initiative that we follow and which is now in its second year. Living and learning communities serve students who have returned from exchange programs, international exchange students, and students interested in international studies and languages. You can see the Global Engagement Initiative by clicking [Global](#). The plan has been the roadmap to guide activities of the center for international education (CIE) and the office of diversity and inclusion (ODI) since 2009. Another living and learning community is the Raystown Field Station. You will find more about the field station shortly and in Chapter 2 on page 27.

Research opportunities

Juniata provides many venues for undergraduate research, including a full-day Liberal Arts Symposium in the spring semester, support for students to attend the national conference for undergraduate research (NCUR), and research that is paid for from grants, usually corporations. You can see wide participation in the Liberal Arts Symposium in the following graph.

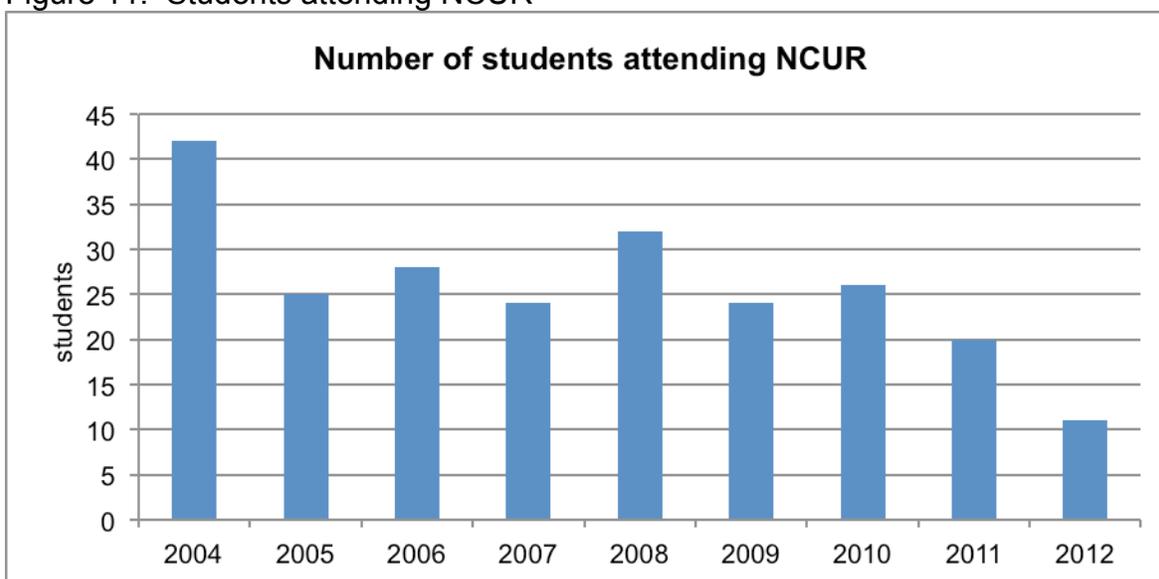
Figure 10: Participation in the Liberal Arts Symposium



The seeming drop in activity in 2008 and beyond is not the case. For 2008 and beyond, we changed from counting the number of students participating to the number of presentations plus posters. So, the vertical axis changes its meaning from 2008 onwards. Frequently, several students will present a topic. In unusual instances, entire classes have presented a project. Generally, a single student does a poster. Also, we have never counted the students who present works of art, theater presentations, and musical offerings during the symposium. These numbers are sometimes substantial in various years. The conclusion is that many more students are participating in the liberal arts symposium than is readily apparent from the way we have kept count. We will also start counting student participants again. You can find a lot more about the symposium as well as the date for the next one this spring semester at this link: [Liberal Arts Symposium](#).

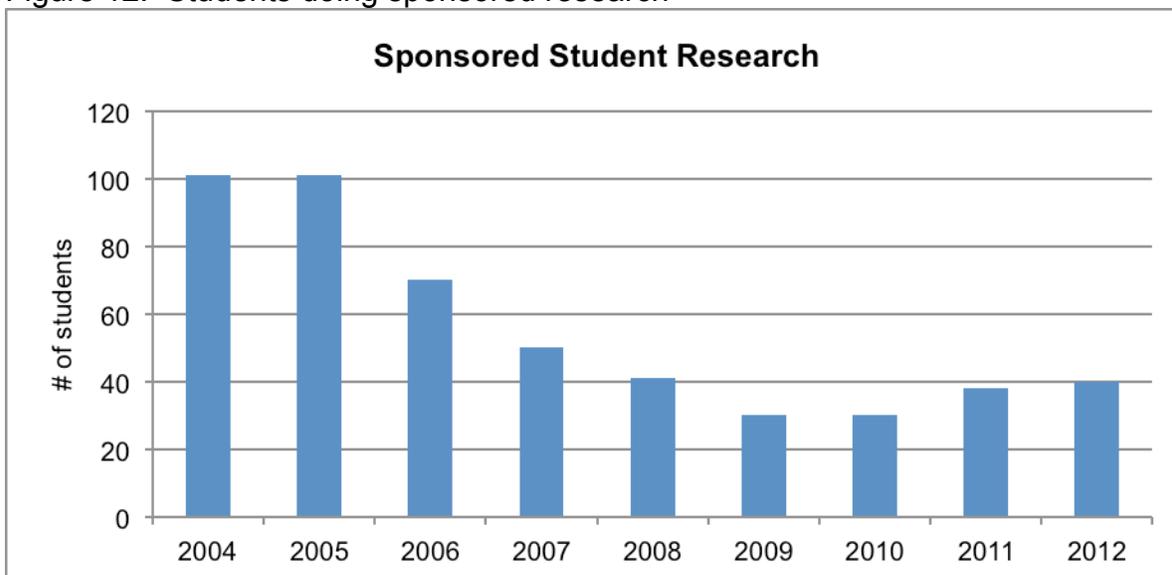
As noted above, NCUR stands for the national conference for undergraduate research. The organization gives our students a chance to participate in undergraduate research away from campus. In this way, they are able to compare their research with that of others and learn from others as well. Juniata students have been enthusiastic about participating in this annual trip. Unfortunately, because of the costs, we have sometimes had to limit participation. The conference is in a different U. S. city each year. Sometimes the location is quite far away. Below is a graph showing how many Juniata students have participated over the years.

Figure 11: Students attending NCUR



Students can also participate in what we call 'sponsored research.' The research is generally done by science students where grants from organizations are most plentiful. Students always work with a mentoring faculty member, most often over the summer. You can see our participation in the graph below.

Figure 12: Students doing sponsored research



As you can see, the number of students drops off considerably as a result of the loss of vonLiebig Foundation funding, a situation you may recall was discussed in Chapter 2.

The Center for Entrepreneurial Leadership and the Raystown Feld Station

The Juniata Center for Entrepreneurial Leadership (JCEL), begun in 2004, offers many programs, including internships, employment, and class projects as well as coaching and funding for the development of a business. Many of its learning opportunities take place at the Sill Business Incubator located just three blocks from other campus buildings. You will find more about JCEL and Sill as financial resources in Chapter 2 on page 27.

The Raystown Field Station is located on Raystown Lake 30 minutes from main campus. The field station is a student research site, a classroom, and a study area built to enhance the science programs.

Performing arts and speakers

Performing arts events and lectures also contribute to on-campus learning opportunities. “Juniata Presents” provides seven to eight arts productions each year primarily to the college and the surrounding communities. The distinguished speaker series offers lectures pertaining to topics across the liberal arts spectrum. Learning about diversity also contributes to on-campus offerings: most artists featured in the Juniata Presents series represent cultural diversity in music, dance, comedy, or theater. Further, the Juniata distinguished speakers series also offers diversity-enhanced presentations. You can find out more about Juniata Presents and see upcoming events by clicking [Juniata Presents](#).

Of special mention is our P.E.A.C.E. (**P**articipate in **E**ducational **A**ctivities that **C**reate **E**quality) certificate. Over the course of one academic year, students can attend any or all of eight to ten interactive workshops focused on diversity and inclusion. Community members and students who attend many can earn a certificate celebrating their commitment to enhancing diversity on campus and beyond. For example, by attending any 6 of the programs in a two-year period, attendees will earn the bronze level of the certificate. To earn the silver, attend 12 programs in 4 years. Attending 18 programs in 6 years brings the gold level certificate. Notably, more than 300 people are currently working towards their certificates. Here is a link to the webpage [Peace Certificate](#). Many participants earn points by attending one of the “Beyond Tolerance” workshops. “Beyond Tolerance” is a series of lectures, workshops, screenings of films, and travel opportunities designed to help us to learn more about one another and to discuss challenging issues. “Beyond Tolerance” events are open to the public and 2012-2013 has eight programs scheduled. You can find out more about “Beyond Tolerance” by clicking [Beyond Tolerance](#).

Other learning opportunities

Throughout the year, the international studies academic program presents a series of six films from around the world. The films are free to the public and include a discussion following each movie. The Bailey oratorical speech contest, one of our oldest traditions, is a speaking competition that garners high levels of student participation from all academic disciplines. The contest is hosted by the communication department. The department of world languages and cultures offers

students the opportunity to sit at language tables in the dining hall where one of four primary languages is spoken: French, German, Russian, and Spanish. At these tables, students speak the target language under the guidance of native speakers. Each year, Juniata hosts the state Science Olympiad and the Model United Nations contests. Juniata students have the opportunity to participate in the planning, designing, and implementation of these high school competitions.

In addition to the opportunities above are a number of student-led activities, mostly coordinated through the office of student activities. You can find a copy of these student activities in Appendix 14: Student-Led Activities on page 168.

C. A First Master's Program

At the beginning of the 2012-2013 academic year, the college began offering a Masters of Accounting (MAcc) degree. The strategic plan called for determining “by 2009 the feasibility of offering masters’ degrees . . . Business through our international partners in Germany.” After exploring the possibility of partnering with Germany, England, and Mexico, we realized that providing our own program would not only be easier for us but also better for students. The other experiences we considered often took several semesters longer and sometimes required a second language. We were able to partner with a German university to offer a combined bachelor degree from Juniata and master’s degree from the German university. So far, we have had no students undertake this program.

Through our experience with the MAcc, we developed a process to review proposals for masters programs. Two are upcoming and a presentation for one was made at a faculty meeting this Fall. Eight students are enrolled in the MAcc and have completed their first semester. Students who pursue the MAcc at Juniata so far have been primarily Juniata undergraduates who need the 150 hours in almost every state to become certified. One attractive feature of our MAcc is that, with undergraduate planning, a student with a POE other than accounting can complete the MAcc and be qualified to become a CPA. You can find the MAcc proposal at [MAcc](#).

Chapter 6: The Faculty

Standard 10: Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

The importance of high-impact, experiential learning experiences for our students has led to shifts in teaching practices over the past 10 years. The increasing number of team-taught courses, faculty projects focused on assessing student outcomes, and opportunities for student research across campus reflect some of these changes. In this chapter we consider the state of the faculty and their relationship to changes in their central work. We look especially at issues related to faculty workload, faculty evaluation, professional development, and faculty recruitment.

A. What We Examined and Why

Faculty members support Juniata's mission by promoting and evaluating student learning, engaging in professional development activities, advising students, and participating in service to the college, to the community, and to professional disciplines. Changes in enrollment over the past 10 years are linked to shifting demands on faculty members in a variety of key areas including educational offerings, class size, and professional development activities. We examined these issues through the following topics: workload, the role of department chairs, professional development and faculty evaluation, and recruiting.

Workload

We wanted to know whether the workloads for faculty members have been altered by changes at the college. Central to our mission is the long-standing emphasis on teaching excellence. We explored whether institutional changes have affected our teaching effectiveness. In thinking about the students we serve, we asked ourselves whether institutional changes have affected students' educational experience at Juniata. More broadly, we wondered if we were effectively addressing the needs of the current student body.

Role of the department chair

Many faculty members have called for a clearer definition of the role of department chair. The chair has responsibility to assess departmental courses and programs, to mentor faculty members in his or her department, to evaluate department colleagues, and to recruit department members. We wondered if this workload is sustainable. Finally, we wondered if chairs are evaluated sufficiently.

Professional development and faculty evaluation

We examined how opportunities for professional development are supported. We explored whether our current system of funding professional development supports the growth of faculty members in the areas of teaching, scholarship, and creative work.

We explored the link between faculty development and faculty evaluation. Currently, the personnel evaluation committee (PEC), a faculty committee of full professors, evaluates faculty members for promotion and tenure. The committee provides candidates with a summative evaluation. We examined whether the current process of formative evaluation, which occurs at the department level, harmonizes with the PEC process.

Finally, we deliberated about how to foster continuous improvement of faculty members, perhaps through post-tenure review.

Planning and recruiting

We investigated how we plan for and recruit new faculty members. The expected changes in administrators raised questions about our practices for planning, recruiting, and hiring faculty members. In particular, we examined how the replacement of faculty members through retirement and sabbaticals is planned.

In addition, we studied the effectiveness of our process and procedures for recruiting new faculty members.

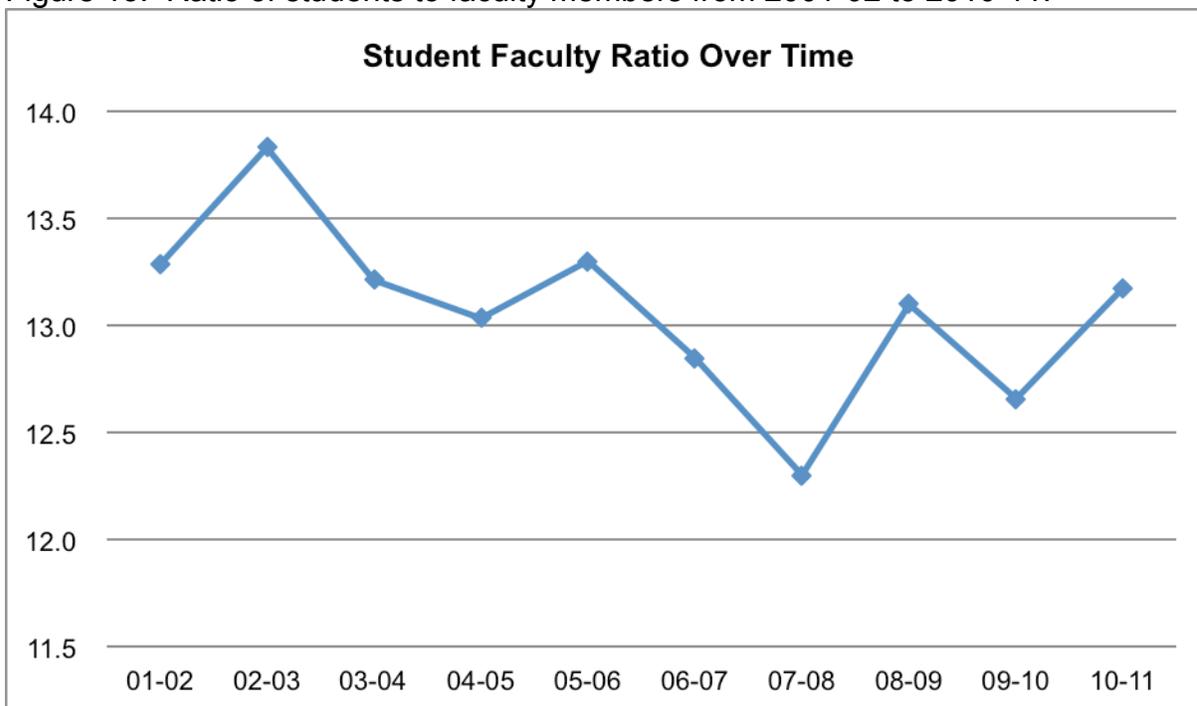
B. Workload Issues for Faculty Members

To understand if workloads have been affected by changes at the college, we examined the Higher Education Research Institute (HERI) survey of Juniata faculty members in 2004, 2007, and 2010; the National Survey of Student Engagement (NSSE) surveys from 2000, 2006, and 2011, and we conducted our own survey of faculty members in November 2011. You can find the survey we did of our faculty members with results by clicking [Faculty Survey for Chapter 6](#). The HERI survey covered all four areas of workload: teaching, scholarship, research, and service. Overall, the HERI results over the six-year survey period were relatively stable. You can find the HERI results on faculty workload for 2004, 2007, and 2010 and internal information about enrollment by clicking [Workload Information](#). We have two other files with HERI, NSSE, and institutional results. For information about Teaching, advising, and service, click [Teaching Advising Service](#). For information about professional development and evaluation of faculty members, click [Development and Evaluation](#).

In our own survey of faculty members, however, respondents reported feeling stressed about teaching, advising, and service. This stress is not reflected in the HERI results. In addition, we gathered information from the office of institutional research and from the registrar's office. This information also does not support the feelings of added stress reported by faculty members in the faculty survey. We looked particularly at student ratios and course size. You can see in the following table that the faculty to student ratio has not increased over the past few years. Data for the 2011-2012 academic year are incomplete but tentatively show an increase to

near 13.5 to 1. Perhaps faculty members were responding to this current increase as they answered the survey questions.

Figure 13: Ratio of students to faculty members from 2001-02 to 2010-11.



Despite the incongruence of some of the data, across the past 10 years, our NSSE surveys continue to report the strong satisfaction of students with their educational experience at Juniata.

The HERI results from the 2004, 2007, and 2010 surveys were relatively stable. Over 80% of the faculty respondents reported a high level of job satisfaction. Confoundingly, at least compared to the survey we constructed and administered, results from the HERI survey showed that “change in work responsibilities” declined slightly as a source of stress. On the survey of Great Colleges to Work For sponsored by the *Chronicle for Higher Education*, Juniata has scored high in job satisfaction and in supporting the work versus life balance since 2008. From 2008 to 2010, Juniata was also recognized on this survey as providing a positive teaching environment. NSSE data from 2000-2011 provide positive reports from students as freshmen and as seniors across numerous areas including

- Positive evaluations of their educational experience at the college,
- The high level of support they received to help them succeed, and
- The strong quality of relationships they established with faculty members.

The NSSE results also indicate high levels of engagement of faculty members and students in strong pedagogical practices and in high impact educational activities. Some examples include faculty members researching with students, students

participating in first year seminars, and faculty members supervising undergraduate theses.

From 2001 to 2010, the number of full-time faculty has grown from 83 to 102 while the number of part-time faculty has grown from 29 to 48. The student body has grown from 1,266 to 1,411. Data from the office of institutional research show a slight rise in the number of courses with 19 or fewer students, and a corresponding decline in the number of courses with an enrollment of 20 or more. The overall college student to faculty ratio from 2003 to 2011 has held relatively steady at an average of 13 to 1, as Figure 13 on page 76 indicates. This average varies by academic department, with the highest ratio in the social sciences—an average ratio of students to faculty across the past 10 years of 15:1. You can see these FTEs by clicking [Student Faculty Ratios](#). (This is an Excel file, so you may need to open Excel after clicking.)

On the faculty survey, the faculty was asked to identify how their professional role and responsibilities have changed over the past 10 years. Ninety-three percent of the responses on this question reflected a perceived increase in workload. Increases in demands were reflected in duties related to teaching (17% of responses), service (18% of responses), advising (18% of responses), and professional development (7% of responses). Twenty percent of respondents also identified increases in administrative responsibilities, including increased demands related to assessment.

The survey also asked faculty members to identify three sources of stress. The 198 total responses on this question were organized into six categories, as follow:

Category	Responses
Workload Overall workload, teaching, service, advising, professional development, department chair responsibilities, technology issues	61%
Life-Work Balance Financial stress including salary concerns, family-life balance, health and life issues, child care issues, job uncertainty	14%
Institutional Climate Conflict with colleagues, departmental conflict, the relationship between administrators and faculty members	12%
Evaluation Promotion and tenure process, clarity in evaluation process, use of student course evaluations	6%
Changes Changes in higher education in the US; changes at Juniata	5%
Other	4%

In the category of workload, the majority of comments were linked to stresses related to teaching. Faculty members raised concerns about having sufficient time to prepare for their courses, to provide quality feedback to students in a timely manner, and to enhance their teaching based on student outcomes. Faculty members felt this stress across all portions of the job, which they felt was increasingly demanding. They also worried about not having sufficient time to perform all of their tasks and responsibilities well.

The category of *work-life balance* in the previous table reflected concerns about personal finances linked to salary, balancing work and family demands, quality of health and life issues, adequate childcare, and job uncertainty. Responses in the category of *institutional climate* identified stressors related to conflict and distrust with colleagues. Stress in the category of *evaluation*, predominantly identified stress related to the promotion and tenure process. The category of *changes* reflected faculty stress related to the upcoming administrative changes at Juniata as well as perceived broader changes in higher education in the U. S.

The standard teaching load for fulltime faculty members has remained 21 course hours per academic year. On the HERI from 2004 to 2010, the average number of reported hours per week spent teaching averaged 15.28 hours. Preparing to teach averaged 20.45 hours and has remained about the same over the years. However, respondents to the HERI are forced to choose an interval of time. Inexplicably, the intervals are not equal amounts of time. To use the information, we used the mid-point of each interval and calculated means and medians. We are fairly confident about our calculations but recognize there may be slight exaggerations one way or the other. Related to teaching demands, our faculty survey found that not much has changed in the past decade concerning the number of overloads faculty members taught, the internships and senior theses they supervised, and the independent studies they offered. The assignment of teaching credit for the supervision of internships across departments was discussed in 2008 by the academic planning and assessment committee (APAC). At the time, department chairs strongly advocated that responsibility for overseeing internships stay within departments. Thus, no changes were made. Responses on the faculty survey did not indicate dissatisfaction with this policy.

While the working group found that data was relatively stable related to teaching duties, faculty members indicate an increase across the board in non-teaching duties. They specifically mention such activities as committee service, enrollment activities, writing letters of recommendation, and advising students.

In the area of service to the college, data from HERI indicate that the majority of faculty members report service work to the college as “very important.” Across the past decade, the median amount of time spent in committee and administrative work reported on the HERI has remained stable at approximately 6.5 hours per week. Across this same time span, however, the perception of committee work as a source of stress has increased. For 57% of faculty members, their level of stress about

committee work has increased from “somewhat” to “extensive.” The faculty survey also revealed increasing involvement in both ongoing, non-elected committees as well as short-term non-elected committees. Faculty members also noted increasing enrollment events and activities. In addition, eleven of the 87 respondents to the survey of faculty members indicated that service responsibilities were a source of stress for them. Most of the eleven stated that they had insufficient time to complete their committee work.

In the area of advising, the NSSE data continues to identify the positive relationship between students and faculty members as an area of strength for the college. Students report faculty members to be accessible and available. Students believe that developing a sense of community among students and faculty members is important.

Students evaluate their advisors each semester. Their evaluations become part of the faculty member’s portfolio for promotion and tenure. Faculty members can see their evaluations at any time. They are thus able to adjust their style of advising if they wish.

The student academic development committee (SAD), a faculty committee, recently interviewed faculty members about the two-advisor system. Faculty members were pleased with the system and offered some suggestions for improvement, which SAD is considering. Notably, faculty members do not advise in their first year so they can concentrate on the courses they teach while they learn the curriculum. Not only faculty members advise. Some staff members and administrators also advise including the provost, certain members of the academic support staff, chaplains, coaches, and librarians. However, at least one of the student’s advisors must be a faculty member.

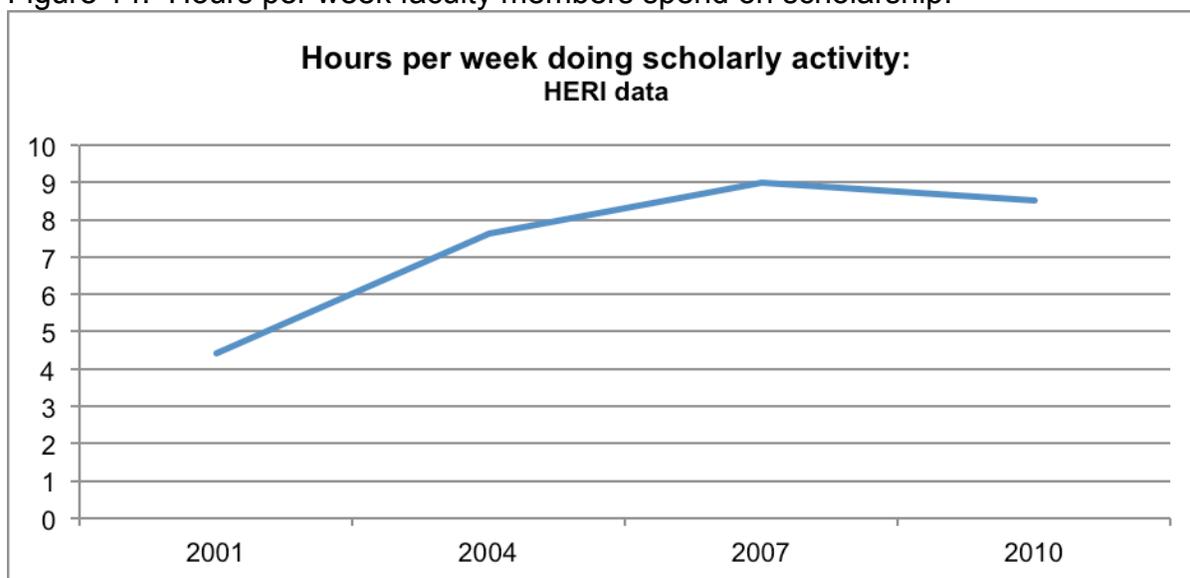
In addition, HERI data indicate that the large majority of faculty members are interested in the personal and academic problems of students. The average time faculty members spend advising or counseling students has remained stable across the past 10 years, with an average of 5 to 8 hours per week.

The faculty survey results, however, indicate an increase in the number of hours spent each week with advisees, from approximately 2.8 to 4 hours per week. On the faculty survey, respondents reported that the main reason for the increase was advising students who were not advisees about professional and personal issues. Also playing a part in increasing the time spent with students was writing letters of recommendation. Faculty members believed they noted greater emotional fragility among students in recent years. The responses to the faculty survey identify an increase in the number of students who are in need of more advising and counseling.

In the area of professional development, the HERI data show that faculty members perceive increasing expectations for research and scholarship. As you can see in the following graph, the average hours per week spent on research and scholarly

writing rose between 2001 and 2004 (4.4 to 7.6 hours) and remained steady from 2007 to 2010 (9 to 8.52).

Figure 14: Hours per week faculty members spend on scholarship.



In general, faculty members are satisfied with their opportunities for scholarly pursuits and believe that their research is valued by department colleagues.

We reviewed the curriculum vitae of full-time faculty members to see how engaged in scholarship our faculty members were. The review showed a faculty highly engaged in professional development activities across the past 10 years. Faculty members have been active presenting at professional meetings, consulting in their professional disciplines, publishing in peer-reviewed sources, and submitting grant applications. In addition, faculty members have demonstrated a strong history of supporting student presentations at regional or national conferences. You can find this review of curriculum vitae by clicking [Vitae](#).

However, faculty members reported on the survey that their workload left insufficient time to engage in professional development activities. This lack of time was a source of stress for them. Several faculty members noted that other job demands meant that professional development was frequently neglected. Surprisingly, then, and contrary to the statements on the faculty survey, the HERI survey shows that over the past 10 years faculty members reported stable levels of stress related to demands for research and publishing.

One topic that faculty members became concerned about, especially in light of new leadership coming to Juniata, was that of faculty governance. An ad hoc committee made an exhaustive study and report of faculty governance and argued that faculty members become more involved. The committee will advance its recommendation for votes by the entire faculty this year. The report they wrote is [Report on Faculty](#)

Governance. We mention faculty governance as a possible source of stress for faculty members.

We were concerned that we were doing our job of teaching well. To find out, we examined course evaluations. Student satisfaction with courses has remained high. From 2003 to 2011, the average ratings on the course evaluations have remained above a 4. The range is 4.11 to 4.59 on a 5-point scale. Based on student evaluations and on NSSE, the level of teaching effectiveness appears to have remained notably high.

A very positive development on campus has been the creation of the James J. Lakso Center for the Scholarship of Teaching and Learning (SoTL). SoTL began on our campus as the result of a Teagle grant in 2008. The SoTL center has inspired a dialogue on campus about teaching and student outcomes. This dialogue has been accomplished through a variety of activities including

- The brown bag series, (further explanation follows.)
- Learning communities for faculty members sponsored by SoTL
- An extended orientation group for untenured faculty members called the “Junior Faculty SoTL,” and
- Competitive summer grants to develop SoTL projects.

The SoTL brown bag series is a bi-weekly lunch meeting focused on building skills related to the scholarship of teaching and learning. All faculty members are invited to attend. Brown Bag meetings involve mentoring new SoTL projects; sharing SoTL projects conducted at Juniata; or presentations of published SoTL work as a model for best practice.

The SoTL center learning communities are designed to build specific knowledge and skills related to effective teaching and evaluating student outcomes. The focus of SoTL learning communities has involved the following topics: how to design SoTL projects, building teaching portfolios, readings on human learning, and understanding critical thinking.

A high number of faculty members and administrators participate in SoTL events, with

- 62% of our faculty attending at least one SoTL event,
- 100% of all departments having at least one member attend at least one SoTL event, and
- 54% of departments having someone present at a brown bag meeting.

Largely because of SoTL, the culture about the scholarship of teaching and learning has changed at Juniata.

All of the SoTL activity has led to a number of faculty members presenting their SoTL work outside of the college. Recall that you can see the list of publications and presentations that have grown out of SoTL projects by clicking [Publications and Presentations](#). As these presentations and publications demonstrate, faculty members are exploring teaching and learning deliberately. Further, they are using what they have learned to inform their own instruction and the instruction of others. Institutionally, the SoTL center has facilitated discussions and research into core themes such as writing and assessing student learning objectives in courses and programs.

Activities of the SoTL center have helped build both the teaching and assessment skills of our faculty members and generated a common dialogue on student outcomes across academic disciplines. Several responses on our recent survey of faculty members identified the creation of the SoTL center and the ongoing center activities as notable, positive achievements on campus.

According to the faculty handbook, faculty members are responsible for the curriculum within the framework set by the board of trustees. A review of the minutes of faculty meetings from 2001 to 2011 indicates that faculty members regularly review specific aspects of the curriculum including

- Developing new definitions for the general education distribution requirements,
- Reviewing the type and structure of POEs and secondary emphases,
- Developing criteria for Master's degree programs, and most recently
- Redefining the requirements for writing-intensive courses.

Note: Each of the above topics is discussed in detail in other Chapters.

At the course level, NSSE data show that faculty members engage students frequently in what are known as “high-impact” practices. These practices have been supported by SoTL initiatives as well. These practices--such as conferencing with students about their writing, providing service learning opportunities, or supervising students' work on their own research projects--demand significant commitments of time by faculty members. The incorporation of more of these practices may be a reason for increased perceptions of stress by faculty members. These time-intensive high-impact practices may draw faculty time away from other professional development, advising, service or teaching activities, leaving faculty members feeling “more stretched” across roles. Thus, high impact practices may require smaller course sections or additional support or resources for teaching.

The HERI data show that “working with underprepared students” has emerged as a significant source of stress for faculty members. Approximately 30% of faculty members reported on the HERI that students are not prepared well academically. Even so, the percentage of faculty members who agree that “most students are well prepared academically” has grown from 50% in 2004 to 71% in 2010. Nevertheless, the reading and writing abilities of students have been a frequent focus at SoTL

activities. Weaknesses in both reading and writing in some of our students are addressed and improved by caring and attentive faculty members. But, the extra time they take to address these weaknesses adds to the stress of teaching. The curricular change in the requirements for writing-intensive courses is designed to help strengthen the writing skills of students.

To adapt to the changing needs of the student population, more faculty members have adopted varying forms of evaluation as a way to implement high engagement pedagogies. For example, more faculty members report using small group discussion sessions and encouraging small peer groups for tutoring. Because students live in a world replete with technology, faculty members are more often using clickers, smart boards, phone texting for group answers, and iPad applications. In addition, assignments are more thoroughly scaffolded, allowing components to be due at various points in the semester to prevent students from cramming or doing last-minute work. Also, assignments are written with clearer directions for what is expected and what will be evaluated, while syllabi continue to become more comprehensive, sometimes including grading rubrics and expectations for class participation and for professional behavior.

Our review of the surveys indicates that faculty members consistently demonstrate high involvement across all four dimensions of workload. Whether workload has shifted over the past 10 years remains unclear. In terms of stress on faculty members, the faculty survey showed incremental increases in all four areas of workload. For example, particulars reveal an average increases in the following areas:

- One additional sub-committee,
- Three students enrolled over the course capacity,
- Increased expectation for professional development, and
- Inundation with email.

Faculty members are concerned about their ability to complete all tasks. The evidence strongly suggests that faculty members are addressing the needs of our students through effective teaching and advising and engaging in service and scholarship. Overall, faculty members continue to meet the needs of students by being accessible and invested in the success of students.

The role of the department chair

To examine the workload of department chairs, we surveyed chairs in February 2012. You can find the results of this survey by clicking [Department Chairs Survey](#).

Department chairs are responsible for assessing their programs through the regular 5-year review of departments done by the planning and assessment committee (APAC) of the faculty. Chairs also evaluate faculty members who are in the first two years of tenure-track appointments. They evaluate faculty members in their

departments who are under review for contract renewal, tenure, and promotion. Finally, they evaluate adjuncts who may teach in their departments.

The workload for chairs can vary significantly from year to year, depending on the size of the department, the number of pre-tenure faculty members, whether the department is searching for a new faculty member, or whether the department is undergoing review. Moreover, department chairs have widely diverging approaches to these tasks. Results of the survey reveal that the time chairs spend mentoring faculty members who are in the tenure process varies widely. In addition, evaluating the ongoing development of senior faculty is often done informally. Evaluating each faculty member is also done while reviewing the annual goals and objectives that each faculty member submits to the provost in September. The provost meets with each chair to discuss these goals.

Thus, the workload varies considerably from department to department. Those departments that have part-time or fixed-term faculty members require all of their courses to be evaluated using the course evaluation instrument. The survey results of department chairs indicate that most chairs review these evaluations. In addition, some chairs indicated that they observe classes and have ongoing discussions with colleagues. Several reported discussing the teaching performance of the faculty member with students.

It is hard to assess whether the workload of department chairs is sustainable because of the great variability of departmental needs. The majority of responders on the survey of department chairs believe that the responsibilities of the chair have increased over the past 10 years. The majority of respondents identified mid-level administrative duties as the area of most increase. They cited such activities as

- Responding to emails from students seeking transfer credits and course exemptions,
- Coordinating and implementing departmental assessment, and
- Attending and holding more meetings.

Given the critical nature of the chair's role, some activities—such as mentoring new faculty members—cannot be reduced simply because they are so important.

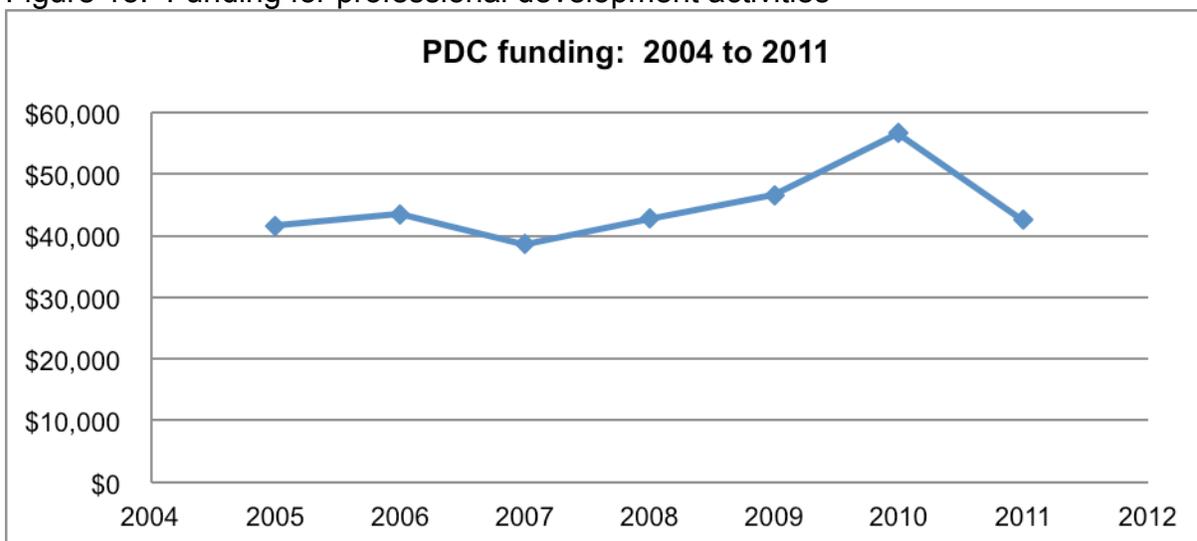
Department chairs are evaluated by the provost. In 2004 the provost's office standardized the job description of department chairs. You can find a copy of the job description for department chairs by clicking [Roles of Department Chairs](#). The provost solicits feedback from departmental members at the conclusion of the 3 year term for each chair. Also, the task force on faculty governance recently proposed new language for the faculty manual regarding the role of department chairs. This language will be presented for consideration at the March faculty meeting.

C. Evaluation and Professional Development for Faculty Members

We wondered whether our current system of funding faculty development supports professional growth in the areas of teaching, scholarship, and creative work.

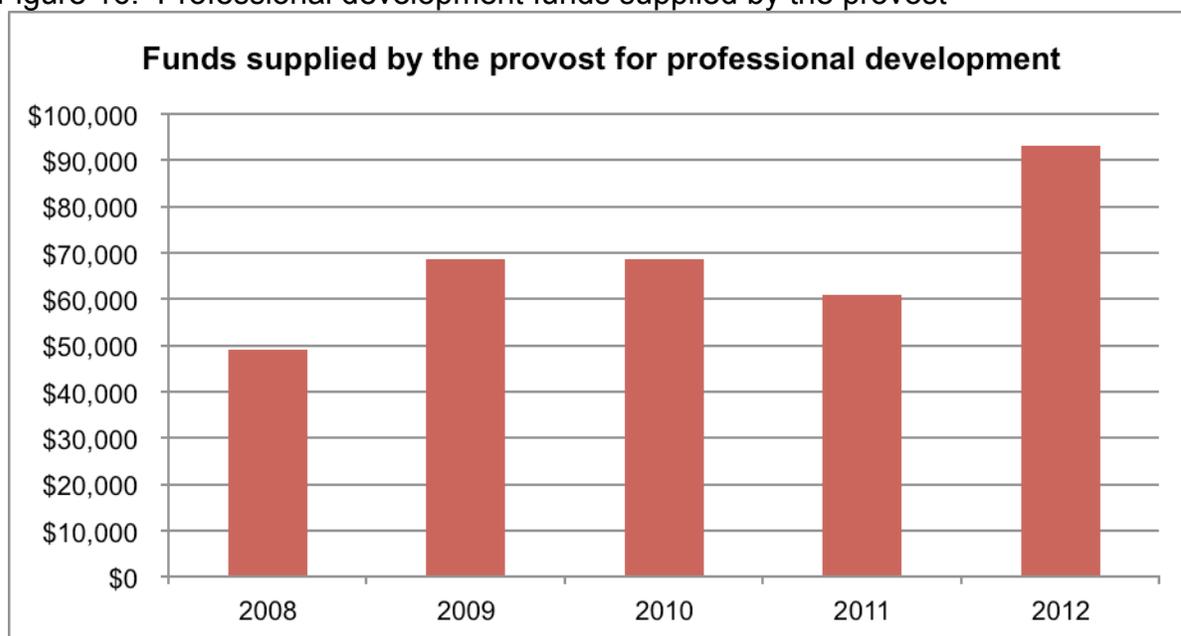
Faculty members agreement with the statement that “there is adequate support for faculty development” on the HERI has increased from 2004 to 2010. In addition, our review of the resumes of faculty members reflects a high level of involvement in professional development activities, both regionally and nationally. Thus, the current system for funding professional development has succeeded in spite of having a fluctuating pool of money from year to year. Before 2003, the professional development committee had roughly \$80,000 annually to distribute to needy faculty members. Due to drops in the endowment, the committee’s budget diminished significantly. However, additional funds allocated through the provost’s office have offset the decrease and in fact increased the pool of available money. You can see the comingling of funds in the following graph.

Figure 15: Funding for professional development activities



Below are the amounts from the above that are supplied by the provost.

Figure 16: Professional development funds supplied by the provost



While the budget of the professional development committee (PDC) has decreased, the overall support level for professional development has increased.

Faculty members have been highly engaged and supported in professional development activities under this model and level of funding. Faculty members are concerned, however, about funding for professional development with a new provost. Ensuring that the same level of funding is provided with equitable access for all is a priority for faculty members.

Additional professional development activities have been provided through institutional grants made available through the SoTL center, through summer research grants, through summer research grants, and for chemistry and physics through the II-VI Foundation. These competitive grants have provided additional summer money to faculty members. These summer stipends are to develop SoTL projects or to advance scholarly research through mentoring current students. In addition, in 2010, a campaign to endow professional development for faculty members was conducted resulting in the James J. Lakso Endowment for professional development. This endowment has sponsored faculty-student research in summer 2012 and SoTL activities. The Lakso endowment will continue to provide money for faculty development. Currently, the endowment is generating about \$25,000 per year. That amount is available for professional development activities. Recall that the endowment will pay a 5 year moving average. Right now, the small amount of the fund that we have is used for SoTL. As the amount becomes material, we will need a plan on how the funds should be distributed.

Since we will soon have new leaders, faculty members are particularly anxious to put policies into place that will guarantee that funding for professional development

money continues and grows. Also, faculty members are anxious that decisions about who gets funding and how much they get have been taken out of the hands of the professional development committee. The hope is that faculty members and new leaders will work together to develop a plan for professional development.

The link between faculty development and faculty evaluation

Our faculty handbook outlines the standards and procedures for faculty appointments, promotion, tenure, grievance, discipline, and dismissal in sections 2.5., 2.6., 2.7, and 2.8 respectively. The handbook specifies that all full-time faculty members are evaluated in the areas of teaching, service, advising, and professional development. The criteria for these evaluations were recently reviewed and revised by the faculty in 2008. The criteria for promotion and tenure are implemented by a committee of elected full professors, the personnel evaluation committee (PEC). The review criteria for our part-time faculty members are outlined in section 2.3 of the faculty handbook. The criteria for part-time faculty members not as clearly developed as the criteria for our full-time faculty.

According to the faculty survey, faculty members do not find a strong link between their professional growth and their evaluation. The faculty survey responses indicate that the annual reviews by department chairs vary widely. Some are focused on faculty development across all four areas—teaching, advising, professional development, and service—while others are not. Untenured faculty in particular reported uneven mentorship across departments. On the other hand, the HERI survey once again shows contradictory results. HERI showed an increase in the percentage of faculty members who believe that untenured faculty members are well-mentored in their departments.

The survey of faculty members showed strong overall satisfaction with the informal support and mentoring that faculty members receive from their colleagues. In the past four years, the growth of the James J. Lakso Center for the SoTL has added to the support and mentoring of faculty members. Through SoTL center activities, the faculty members have the opportunity to share and learn new pedagogies and assessment methodologies. These new techniques can strengthen teaching skills, thus potentially improving the outcomes of student evaluations of courses. The SoTL Center has been deliberate in its role in building an open dialogue about teaching and student outcomes and not playing any role in evaluating faculty members.

Part-time faculty members are evaluated by department chairs, and as previously stated, differing approaches exist. There is no institutional policy to evaluate part-time faculty members. Nor is there a system for their continuing development as professionals. Funding for their professional development is provided on a case by case basis through the provost's office.

We especially wondered whether the current process of formative evaluation occurring at the departmental level matches the summative evaluation that the personnel evaluation committee (PEC) engages in. In 2009, faculty members

revised the criteria for PEC evaluation. According to the HERI survey, more faculty members found the criteria for promotion unclear. The decline in the percentage of the faculty members who “strongly agreed” that the criteria were clear declined much more sharply from 2004 to 2007 than it did from 2007 to 2010. The decline has been smaller for faculty members who are full professor than for those at other ranks.

Some departments are more systematic than others mentoring pre-tenure faculty members; but, department chairs receive no training and little guidance for this activity.

Three questions on the faculty survey asked about the quality and usefulness of the evaluation process at the college. Respondents generally agreed that the success of the evaluation procedures depends largely on the quality, quantity, and tone of respondents’ interactions with colleagues. Evaluation includes the detailed PEC process, the annual yearly goal-setting document and review, and informal opportunities for mentoring by colleagues and in SoTL activities.

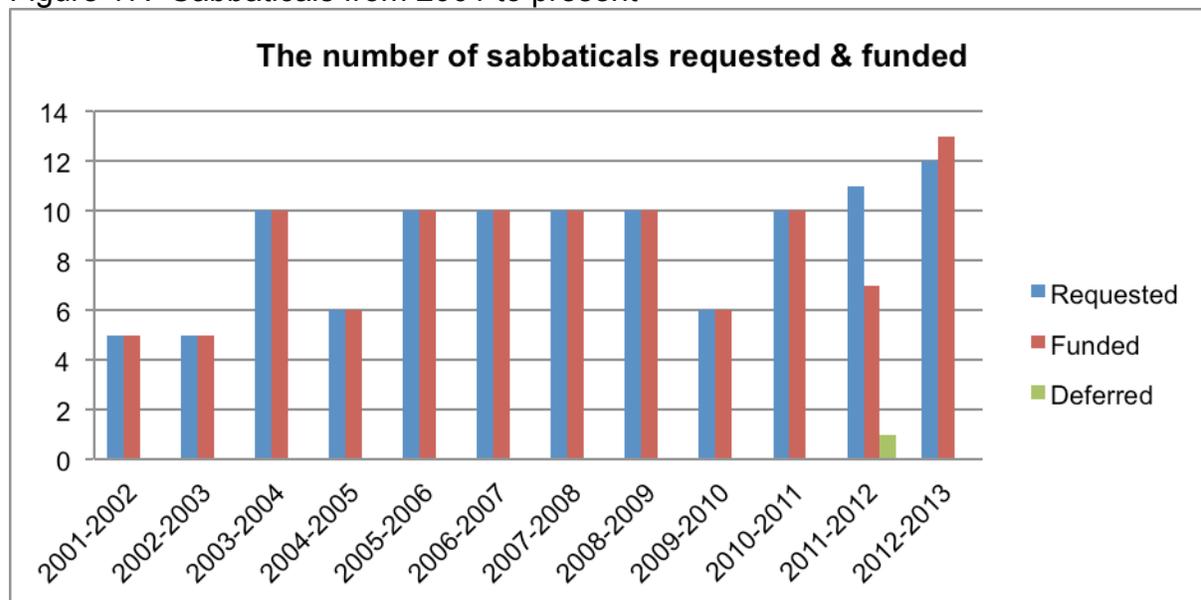
Satisfaction with this process seems to vary from department to department as well as from faculty member to faculty member. Those who were satisfied overwhelmingly mentioned the helpfulness of department chairs, department colleagues, and colleagues across campus. Those who were dissatisfied focused primarily on the lack or poor quality of mentoring by colleagues. In addition, many mentioned that student evaluations of courses were helpful, but limited.

Reports of anxiety about the tenure and promotion process have increased in recent years. On the faculty survey, specific sources of stress related to the tenure and promotion process included perceived inconsistencies in expectations or a “moving bar” of standards for promotion. Historically, the number of unsuccessful tenure applications has been very small and has not changed in recent years. Thus, the anxiety does not appear to be related to changes in the rate of success in applications for tenure.

Evaluation of faculty members with tenure is done primarily through the annual review of yearly goals. In September, each faculty member writes goals for the upcoming year and explains the outcome of the goals they delineated the year before. These annual goals statements are reviewed by the department chair and then by the provost. Advising evaluations are administered for every faculty advisor every semester and can be reviewed by the department chair. In addition, teaching evaluations are required to be done for at least one course each year for every faculty member who is not being evaluated for contract renewal, tenure, or promotion. Aside from the access to evaluations by the chair and the annual goals statements, we have no formal program for post-tenure review of faculty performance. The PEC review for promotion to full professor, which a few faculty members opt out of, is optional.

In addition, all faculty members are invited to apply for sabbaticals as outlined in the faculty handbook. Sabbatical proposals are reviewed for approval by committees comprised of full-time faculty members. Sabbatical proposals are ranked by the faculty committee. Occasionally, sabbaticals have not been funded because the budget was tight. Generally, unfunded sabbaticals were deferred for a year. The graph below shows the number of sabbaticals that have been funded in recent years. The graph showing sabbaticals since 2001-2002 academic year to the present follows.

Figure 17: Sabbaticals from 2001 to present



The deferred sabbatical in 2011-2012 was funded in the following year. As you can also see, in other years, all sabbaticals requested were funded.

The institutional culture of including students in professional and scholarly activities is long and robust. The Liberal Arts Symposium (LAS) is now in its 7th year. The LAS is a day set aside in the spring semester for students to present their scholarly work. Events like the LAS promote faculty engagement in professional development activities, as well as encouraging students. Highly valued on this campus is mentoring students to do research, scholarship, and service. Thus, mentoring of student research has led to faculty members becoming engaged themselves.

The 2012 LAS symposium involved 61 different faculty sponsors for 92 students who made oral presentations and for 59 students who did poster presentations. In addition students showcase various creative works in the fine arts through a gallery style show in the Von Liebig Center for Science. Musical performances by faculty led groups such as the Jazz Ensemble, Percussion Ensemble highlight student involvement in music on campus. In addition to mentoring projects, faculty members are involved in facilitating presentation sessions and coordinating feedback to

student presenters. You can find more information on the LAS by clicking [Liberal Arts Symposium](#) to access the webpage. (Be sure to open your browser after clicking.)

An example of faculty members promoting faculty development

Juniata Voices is an annual journal published by the college showcasing the scholarly work of our faculty members and guests. Usually faculty contributions are based on presentations at bookend seminars, honors convocations, and opening convocation remarks by faculty members who won teaching awards. We also include written copies of presentations made on campus by other speakers.

We are close to done with volume 12 of *Juniata Voices*. Below is a table showing the number of pages and the number of contributors that have been published in *Voices* since its inception.

Figure 18: *Juniata Voices* by the numbers

Volume Number	Year	Contributors	Pages
1	1993	1	77
2	2002	11	90
3	2003	11	113
4	2004	8	76
5	2005	10	101
6	2006	13	137
7	2007	14	75
8	2008	12	91
9	2009	13	99
10	2010	17	133
11	2011	17	143
12	2012	18	179
Totals		145*	1314

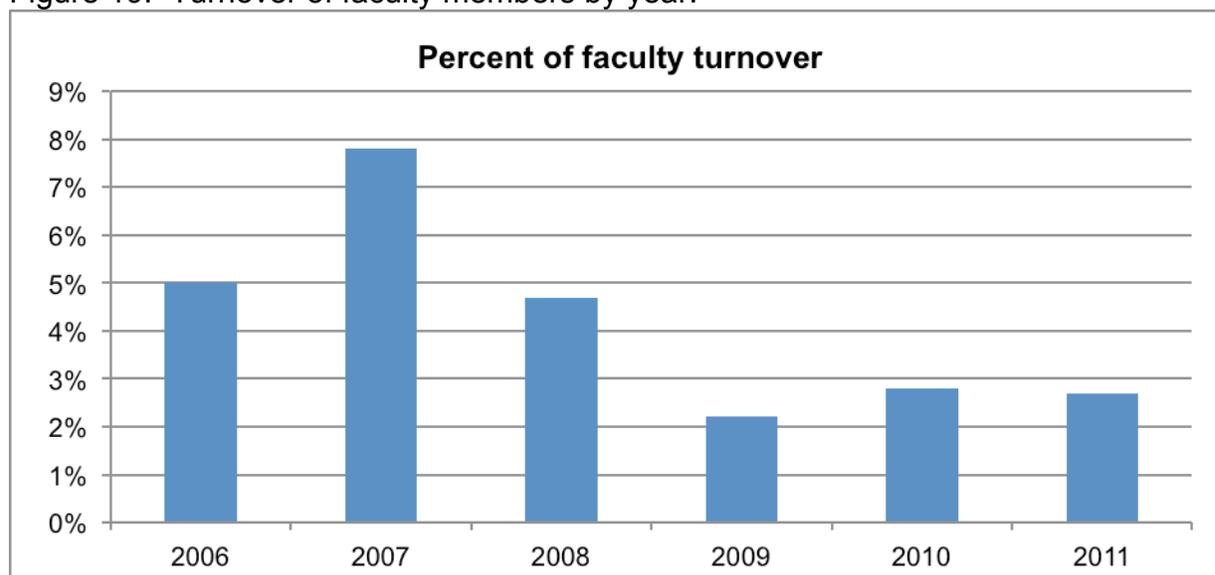
*The contributor number is inflated because some faculty members are in the table more than once.

D. *Planning For and Recruiting New Faculty*

Planning for and recruiting new faculty members occurs through setting strategic goals in both the department and the college. These goals have been flexibly applied, depending on programmatic needs, opportunities for new programs, and enrollment pressures. In addition, the availability of phased retirements has eased planning and transition problems.

From 2006 to present, faculty turnover averaged 4%. You can see the turnover statistics from 2006 to the present in the following graph. The graph includes full and part time faculty members as well as sabbatical replacements but excludes retirements.

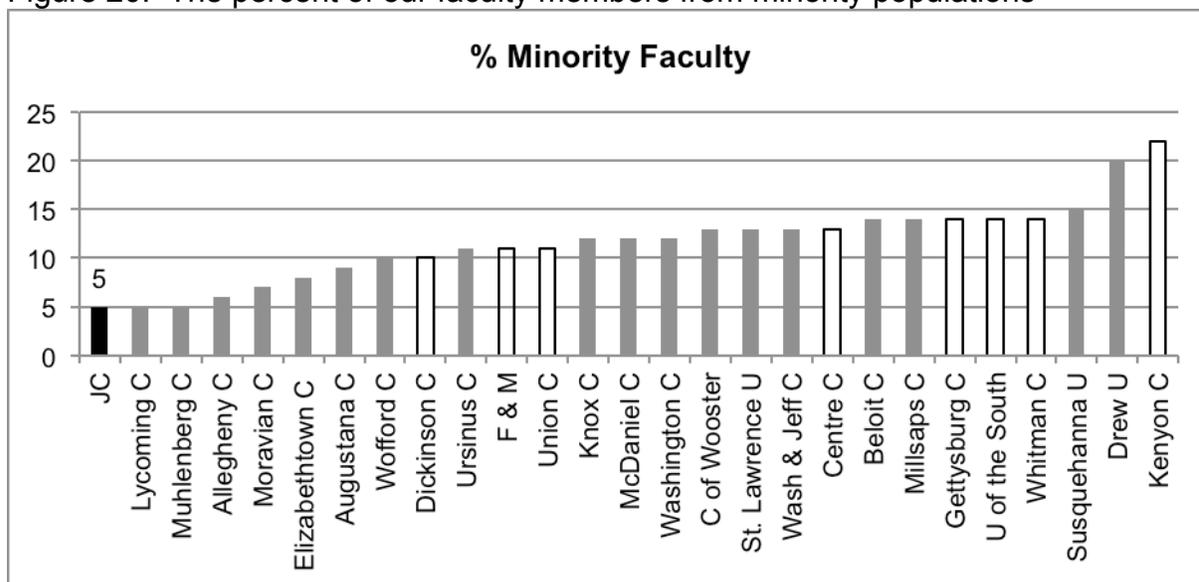
Figure 19: Turnover of faculty members by year.



Faculty members tend to come here and stay. Faculty recruits are satisfied with the incentive to move to Huntingdon by August 1st. Early arrival is designed to help new faculty members orient to the campus community. In addition, start-up funds, particularly for faculty in the natural sciences, to begin professional development activities have been sufficient. The college has been flexible about making joint appointments for faculty couples.

Support for increasing diversity among faculty members is reflected in the newly adopted stewards of diversity program. This program develops 22 stewards, who are Juniata employees who have undergone training in diversity employment. The stewards assist search committees to recruit, select, and retain qualified job candidates, especially those from ALANA or international populations. You can find the website explaining more about the stewards of diversity program by clicking [Stewards](#). We have had a difficult problem attracting minority candidates. As our strategic indicator shows and as you can see in the following graph, we are last compared to our peers in the percentage of minority faculty members. These figures are discouraging to us. We have advertised in minority-friendly venues and gotten very little interest, particularly with domestic minorities. We hope the efforts of the stewards will produce results.

Figure 20: The percent of our faculty members from minority populations



Each faculty hire is required to submit a current curriculum vitae, cover letter, and certified transcripts. These requirements help us verify that the candidate is qualified for the position and helps us align the candidate's teaching and research interests with our institutional mission. In addition, all employees, including new faculty members, must agree to a background check. You can find out more about our policy on background checks by clicking [Background](#).

The recent implementation of an online applicant tracking system has simplified the recruitment process. The system provides department chairs and search committees with a central location to access applications and letters of recommendation. The online system has improved the search process.

At the same time, unpredictable trends and unexpected needs can have a negative effect on planning and recruitment. The variable nature of admissions targets makes them a limiting tool in deciding whether or not to hire a new faculty member.

When a tenure track faculty member retires or resigns we generally replace that person with another tenure track hire. We have also used fixed term hires in response to growing enrollment to determine if the enrollment pressure is temporary or permanent. In 2010, five such faculty appointments were converted to tenure-track positions. However, it is still our policy to replace retiring faculty members, and we generally do so.

Overall, the processes to recruit all faculty members have been adequate. However, the need to respond to unpredictable trends, like enrollments, may stress the system. The college faces some significant barriers to recruiting, as well. Faculty members have identified salaries, research opportunities and support, sabbaticals, the location, lack of opportunities for spouses or partners, and lack of quality child care as issues

affecting recruiting qualified applicants. All of these issues were raised repeatedly as sources of stress on the faculty survey. In 2011, faculty members approved an amendment to the Faculty Handbook that allowed faculty members to increase the evaluation period for tenure when faced with family care issues. However, some faculty members remain dissatisfied with policies for family leave. While faculty members are satisfied with family and life balance on the “Great Places to Work” survey, they are not satisfied with family leave. Currently, personnel in human resources are reviewing family leave and developing a policy.

The teaching load at Juniata is heavy, at 21 hours per year, compared with peer colleges. With the pressures of teaching to a high standard, using time--intensive “high impact” practices, and maintaining appropriate professional development activities, some current faculty members have been concerned about selling potential faculty members on Juniata.

The fact that Juniata is in a rural area and faces travel times from population centers that are inconvenient at best, and occasionally impossible, creates constraints on the ability to recruit faculty members for part-time work. Some departments have made connections in neighboring communities enabling them to fill part time positions quite easily. However, other departments have been unable to find qualified applicants. Depending on the discipline, the location in Huntingdon has created challenges in recruiting faculty members, particularly part-time ones.

The college’s statement on academic freedom is based on the 1990 edition of the American Association of University Professors (AAUP) Policy Documents and Reports. The full statement on academic freedom is clearly outlined in section 2.9.6 of the faculty handbook. The personnel and evaluation committee (PEC) is responsible for ensuring adherence to this policy. We have had no incidents concerning academic freedom. You can find this topic also referred to in Chapter 9.

E. Issues for Reflection

One topic that faculty members became concerned about, especially in light of new leadership coming to Juniata, was that of faculty governance. An ad hoc committee made an exhaustive study and report of faculty governance and argued that faculty members become more involved. The executive committee of the faculty will advance its recommendation to the entire faculty this year. The report they wrote is [Report on Faculty Governance](#).

Also, several issues became apparent from our study and merit further consideration. We make the following suggestions:

- Given the increased time faculty members spend on non-teaching duties, administrators and faculty members should conduct a study of faculty workload.

- Department chairs need more time to do their duties, especially when evaluating and mentoring colleagues on the tenure track and when responding to increasing demands to assess programs. Perhaps released time from teaching is the answer.
- As the college moves forward towards a transition period with a new administration, we should reconsider how professional development is supported.
- We should examine whether we want increased communication between PEC, the provost, and department chairs regarding colleagues. We need to decide whether we want post-tenure review. Several faculty members believe that departmental reviews and PEC evaluations are disconnected.
- We should clarify the process and procedures for evaluation of part-time and non-tenure track faculty members. This process should be reviewed by the personnel evaluation committee (PEC).

SECTION III: ACT: Attracting and Supporting Students

This section considers the means we employ to enroll students in ways that ensure our continued solvency while ensuring that we identify and support students likely to benefit from our personalized and experiential approach. The chapter also details the ways in which we support and have supported our student body as it has changed over time.

By coupling standards 8 and 9 in the same chapter, we are not suggesting that our goals for student affairs and student activities are aligned solely toward retaining students. Rather, our dean of students currently reports to the provost to make explicit that student activities are a part of the educational experience. Clubs, community service activities, athletics, and other aspects of campus life contribute to overall student development. However, because Juniata is experiencing changes in the makeup of its student body and because those changes have ramifications for enrollment and retention, we talk about standards 8 and 9 together.

Chapter 7: Admitting, Retaining, and Supporting Students

Standard 8: Student Admissions and Retention

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

Standard 9: Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

In this chapter, we examine how we acquire students and how we meet their needs and ensure their success once they are here.

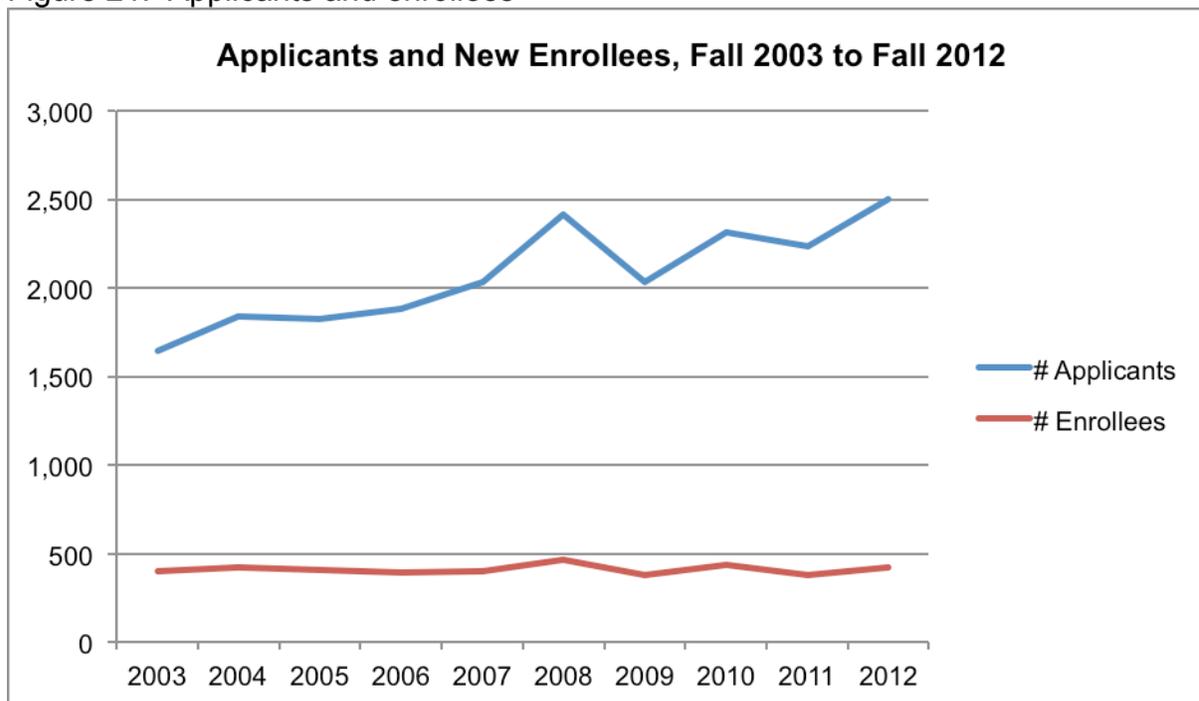
A. Admitting and Retaining Our Students

In this section we explore how the college has reacted to changing demographics and how the college has progressed on the goals for enrollment and retention stated in the strategic plan.

1. Our plan to maintain enrollment

Juniata's annual new student enrollment has fluctuated over the last ten years from a low of 366 to a record of 473 new students. This variability has created significant challenges in developing the budget, since Juniata is tuition driven. New student enrollment during 2001 to 2011 averaged 409. The application numbers from 2001 to 2006 averaged 1,680, while the second half of the decade averaged 2,209 with 2,313 as the high. You can see our history since 2003 in the graph below.

Figure 21: Applicants and enrollees



The fall semester campus enrollment has grown from 1302 in 2001 to 1544 in 2011. The board of trustees and the personnel in enrollment are addressing the challenge of achieving consistency in the size of incoming classes. Any solution will require community-wide commitment.

Enrollment grew from approximately 1,300 students in 2001 to 1,544 students in 2011. Now the college hopes to hit the target of 432 new students each year and meet our retention goals. We reviewed growth in enrollment over the last ten years. In general, we have maintained consistent enrollment in the 12 nearest counties, despite the low incomes within that region, increases in the cost of attending Juniata, and the declining number of high school graduates. Juniata has achieved this stability in part by meeting a higher-than-average percentage of need for better students from that region. The growth over the traditional base has come primarily from three sources: significant increases in ALANA students, international students, and students from outside of Pennsylvania.

The focus on these sources has been part of a long-term strategy to offset the drop in high school graduates from 2010-18 in our traditional markets. Other factors that have assisted in enrollment growth in the last decade include

- Great improvement in various rankings and inclusion in all major college guides.

- Increased use of scholarships within targeted disciplines and for National Merit semi-finalists.
- Improvements to the campus including the von-Liebig Center for Science, expansion of the Halbritter Center for the Performing Arts, renovation and expansion of Founders, renovation of Good Hall and Dale Hall, and elimination of 18th Street within the campus to create an improved quadrangle.
- Inauguration of the alumni “gold card” recruiting program which has grown by 50 or more applicants per year. Last year the program resulted in 345 referrals and 85 deposits, almost all of which were for students not related to those making the referrals.

As noted above, the target for Fall 2012 is 432 first time students. In the last four years, the college has experienced wide swings in matriculation. To smooth enrollment and to increase confidence in the goal of 432, we are following strategies to improve demand to 2,600 applications annually. We thus need to generate approximately 400 additional applications and improve yields. The increased demand will come from four areas:

- Improved search through partnership with a consulting firm to produce an increase of 200,
- Improved athletic recruitment, an increase of 100,
- Increased recruitment by alumni and parents, an increase of 50, and
- Increased international and community college transfer interest, for an increase of 50.

At current yields, these additional applications could generate as many as 80 deposits. Click to see the [Enrollment Plan for 2012-2013](#).

We have failed to meet the goal for increased retention called for in the strategic plan. The goal was a 6 year graduation rate of 80% or better. For the last two years, the results have been 72% and 75.5%. Achieving the goal necessitates achieving retention goals of better than 87% from the freshman to the sophomore year for several consecutive years. Recent classes have achieved better than predicted retention, suggesting the goal is attainable. The class entering in fall 2011 had a freshman to sophomore retention rate of better than 90%, and the class entering in fall 2012 had a freshman fall-to-spring retention rate unprecedented for Juniata: 97%. If these trends hold, and we are working on steps to ensure that they do, we can achieve our goal of a 6-year graduation rate of 80 percent or better. Meeting this goal would add 60 to 100 full-time equivalent students and approximately \$1.2 to \$2 million in revenue. Our objectives to support improvement in retention are summarized in [Student Success Objectives, 2011-2012](#).

The geographic origins, racial and cultural diversity, and economic characteristics of our students are changing. This transition is largely due to the decrease in high school graduates from the areas which we have traditionally enrolled almost all of our students. Related to this shift, we have encouraged transfers from community

college. Also we have encouraged community colleges in the local area, a move that also supports our long commitment to non-traditional, local students.

Our strategic objectives called for us to diversify our student population with 10% or more coming from ALANA and 10% or more from international. We have achieved both goals. We have not gained minority faculty members, however. As we struggle with this continuing problem, we have developed our latest strategy, the stewards of diversity program. You can read about this program and our problem of too few faculty members from minority populations [here](#) in Chapter 6.

During the last ten years, the college experienced a shift in its competitive market. First, we have significantly increased our overlap with institutions ranked in the top 50 of the *U. S. News & World Report*. In fact, from 2006 to 2011, we saw a 90% growth in students applying to both Juniata and a Top 50 institution. Meanwhile, traditional applications decreased by 3.6%. Second, we have experienced fierce price competition among our traditional mix of competitors. These situations have contributed to a slight, but important, decline in yield.

In this same period, Juniata has climbed in rankings, including *U. S. News & World Report*. You can see this climb by clicking [Comparative Rankings](#). This happy circumstance has fueled the interest among high performing students nationwide. As a result of the increase in national visibility, Juniata is positioned to perform well, despite the dim demographic outlook predicted in the northeast.

Most colleges similar to Juniata depend heavily on students from a 100 mile radius. As documented in [County Trends](#), the drop in high school graduates has been most acute in the twelve counties closest to Juniata. This area is expected to have declined by 23% by 2017. Six years ago, we developed a plan to defend our local base. The plan calls for meeting a higher percentage of need for students from those traditional counties with a GPA of B or better. In every year, except the fall of 2011, we have been able to maintain matriculations of 112 to 120 students, despite fluctuations in overall enrollment. A change in the football coach in the fall of 2011 accounted for a drop of 19 matriculates. This drop appears to have been reversed for the fall of 2012.

2. Strategies to market to and recruit students

In recruiting students, we have tried to identify and focus on long term trends in the marketplace. We prepared research internally that shows the academic interests of students reported to the College Board by students in our recruiting areas. You can see this research by clicking [Market Share Report](#). Using that research, members of the admissions office launched enrollment initiatives with various academic departments, including information technology and computer science, environmental science, theatre, history, and chemistry. Additionally, in light of heightened concerns in the marketplace about the affordability of education, we have pursued partnerships with community colleges. For this initiative, we focused on the academic

departments of accounting, business, and economics (ABE); social work; and the sciences.

A risk factor that may affect all liberal arts colleges is growing concern about cost of education, particularly student debt. We demonstrate affordability in our financial aid materials and the personal cost estimator. Growing student debt is a great problem, especially among first generation college students. Usually, the average indebtedness for first generation students is beyond their and their families' experience. You can find a summary of student and parent borrowing through Juniata by clicking [Student Debt](#). This file is an Excel file. To help counteract student debt, we guarantee that students will graduate in four years or fewer.

The mission statement of the college stresses “an engaging personalized educational experience”. In all surveys of deposited and withdrawn students, Juniata is always cited for having the most personalized approach to admissions. This positive is buttressed by students' emphasizing the program of emphasis (POE) which encourages students to combine their interests in ways that reflect their passions and ambitions.

The mission statement further emphasizes the development of “skills, knowledge and values” needed for a fulfilling life “in the global community.” A strong emphasis in admission is the emphasis on international study experiences (47% of the most recent graduating class). Further, the NSSE survey for experiential learning shows that over 80% of the most recent graduating class reported one or more high impact practices. We stress these experiences throughout the admission process as benefits of a Juniata education.

Admission at Juniata focuses on discerning the likelihood that students will be able to achieve success and fulfill their career ambitions at the college. We can demonstrate this focus in many ways. Following are some examples.

- Juniata was one of the first in the nation to provide an on-line calculator so families could estimate the net cost of attending. We think our calculator remains one of the most easily accessed and used.
- Juniata offers multiple paths to help prospective students evaluate the fit of the academic programs to the student. Examples include department days, department sheets, department web pages, and articles from in-house and external publications that report on student experiences and the work of professors.
- Juniata has personalized our acceptance and deny letters to affirm students and to reflect on the fit between the college and the student.
- The supported admit (SA) program provides an additional level of support for students with promise, but who are perceived to have greater than normal challenges. You can find the policy for supported admit students in Appendix 21: Policy on Supported Admit Students on page 178.

- Inbound, a four day program was used as part of a grant from Wal-Mart and the Council of Independent Colleges (CIC) to promote integrating first generation students into college life. We have expanded Inbound to include all but fall athletes. (The social benefits of Inbound are inherent in the pre-season fall activities of athletic teams.)

The enrollment staff creates notations for approximately half of the depositing students to help advisors and staff members in student services to guide students. We maintain a robust, free tutoring program and access for any student to the writing lab. We have a staff of two professionals and an administrative assistant in the office of academic support services. The supported admit program (SA) provides extra assistance for 20-25 first-year, full-time students each year. These students have been identified as being in need of preventive intervention in the first 4 to 8 weeks of the semester. This program came about as the result of a study in 2008 by the director of institutional research to identify at risk groups. For example, as you can see in the following figure, we looked at the high school backgrounds of students who left. We found some significant differences with “supported admit” being the most pronounced.

Figure 22: High school background and supported admit students

Level of Significance	Status or Response of Concern	Attrition %
High School Academic Background		
Significant differences:		
*** Supported Admit Status	Supported Admit	40.3%
*** JC Academic Rating	3 or 4	36.0%
* High School Type	Parochial or Private	30.4%
*** # AP Courses	None	24.4%

You can see the results of the entire study by clicking [Attrition Study](#). Since this is an Excel file, be sure to open Excel.

We have no remedial programs and do only limited testing to determine placement. However, we do placements for courses in world languages and for the college writing seminar. Also, for international students for whom English is a second language, we test in addition to the TOEFL to determine the need for support.

We currently have a summary of performance available to all prospective students, which includes outcomes for each area of study. You can find this summary by clicking [Just the Facts](#). Informational materials provide a wide range of information to assist prospective and current students and their families in managing college costs and aid. Additionally, we have a variety of materials to give students clear guidance. For example, we have opportunities for students from high school to take college courses. Notably, seniors taking the NSSE survey ranked Juniata in the in the top 10% on both providing a challenging education and providing a supportive program.

We hope the dual enrollment program will attract new students. This program allows high school students to take courses at Juniata. This program is for non-degree high

school juniors or seniors who live in Huntingdon county. These students can study a course per semester with the permission of their high school guidance counselor. There is a limit of 4 courses. You can learn more about the program by clicking [Dual Enrollment Program](#).

B. *Student Support Services*

Juniata's mission highlights a commitment to an "engaging personalized educational experience." The approach in student services is predicated upon community, individual respect, and experiences that both support and hold accountable the members of our community.

1. **Keeping the students we recruit**

Though the students Juniata now enrolls have changed, we work to support the needs and aspirations of increasingly diverse constituencies. We have additional pressures related to the number of students who have ongoing medication and other special needs. Responding to these pressures, we seek also to increase first to second year retention and four and six year graduation rates, as noted earlier.

How does the college provide support? First, we have spent much time and resources on the first year program. We believe a successful first year will assist students in making beneficial social connections and in developing the fundamental skills they need. Although multiple programs support the new student, the most significant elements are

- The summer orientation for students and their families,
- The Inbound program that occurs in the week before the first semester
- The college writing seminar (CWS),
- The first year call-in program (explained below), and
- The program for supported admit students.

Juniata's first-year call-in program asks faculty members and administrators to "call in" first-year students for short, guided interviews. Interviewers ask students about their transition to college. Interviewers are trained to serve as a contact and a resource for students and to provide them with information on a range of student services. Interviewers also give students an additional, personal contact on campus; someone who is not in an authority relationship with them (as their advisor, professor, coach, or other person might be). The goal is to evaluate their transition and to identify students who might benefit from a range of interventions.

Another asset in supporting first year students is the practice by the enrollment staff in providing notations about family circumstances, student behavior, or a lack of academic rigor which needs to be monitored. These notices are provided to faculty advisors on approximately 50% of the incoming students.

Although we have not developed a formal second year program, the second year nonetheless has well established programs that support students through the final three years. Notable resources in supporting students include

- The two advisor system,
- Notices of concern (a tool for students, faculty and staff members, and administrators to refer students to personnel who can assist them with academic, career, financial, housing, and personal matters. You will find more on notices of concern below.),
- Free tutoring,
- Help with writing at the writing lab,
- A strong academic advising program, and
- Career services programs.

Finally, due to the important interplay between enrolling students and retaining them, three years ago, Juniata restructured a position of vice president to combine enrollment and retention. The same change was made by the trustees in that they now have a committee on enrollment and retention. The trustee committee works with the vice president for enrollment and retention.

2. Academic advising and support services for students

Support of students begins with summer orientations and Inbound programs, both of which are conducted before the beginning of the fall semester. The first year experience continues with the college writing seminar lab and the first-year call-ins noted above. Early call-ins and routine call-ins take place for any students exhibiting “warning signs” that could lead to avoidable attrition.

Our supported admit program, discussed in greater detail in Chapter 5 on page 59, is also a key retention and intervention program for students. Additionally, faculty members send mid-term notices to students who are struggling to make satisfactory academic progress in a particular class. Copies of the mid-term notice go to the student’s advisor. Those students who receive more than one mid-term notice receive a call to visit academic support services.

Mid-term notices are sent to students by faculty members at about the mid-term of a course as a way to let a student know that his or her performance in a course is a problem. Almost always, the mid-term notice is a warning about poor grades. On the mid-term form, faculty members can identify the problem a student is having in the course and provide suggestions to improve. The table that follows shows both the number of mid-term notices sent and the numbers of students who received mid-term notices. A student can receive more than one mid-term notice.

Figure 23: Mid-term notices sent and received

	F04	S05	F05	S06	F06	S07	F07	S08	F08
# of Midterm Notices Sent	393	307	366	302	297	245	268	250	354
# of Students Receiving Notices	294	242	266	235	240	190	210	212	272

	S09	F09	S10	F10	S11	F11	S12	F12
# of Midterm Notices Sent	290	344	246	346	372	354	268	411
# of Students Receiving Notices	220	271	198	258	293	269	216	308

A mid-term notice is an effective warning to a student that he or she might be in academic trouble in the course. Students then can apply more time and effort to the course or drop the course. Students are permitted to drop up to 18 credits.

The notice of concern has been a most effective intervention tool. The primary source of NOCs has been faculty members who alert the dean of students when students miss classes or perform poorly in class. Residential staff members also contact the dean when a student needs help for a personal problem or a social issue. An increasing number of notices of concern are being submitted by friends and family members.

The office of academic support offers a central locale to support students. Each fall, a small cohort of supported admit students (SA) work with staff members to achieve a good start, to develop resilience, and to increase the possibility that they succeed. When students are stressed, members of the office of academic support offer academic counseling and interventions to help them negotiate hurdles.

The office of academic support services offers training for new advisors, as well as yearly training for all advisors who advise during summer orientation. They also train all advisors before the beginning of the school year.

3. Class size and other issues about meeting student needs

With the notable exception of the college writing seminar, (CWS) which every incoming student takes, many of our introduction courses are quite large. For example, when compared to most other colleges, a Biology class of 160-200 would appear modest. Incoming students expect much smaller classes. By the time they are taking upper level courses, they will see the size of their classes decline. However, we need more data to see how widespread a problem is and to explore ways to ameliorate the problem. Members of the chemistry department already have a plan to address large sections. The plan will go into effect next year and includes multiple sections to reduce class size. Members of the biology department are aware of the issue but as of yet have no plan in place.

Also a few students (exactly 2) reported that waits for counseling are long. Members of the board of trustees have been especially interested in this serious issue since the wait might be too long. As a consequence, we have quadrupled psychiatric services. While we have increased psychiatric hours for students, we are still understaffed a position for students with disabilities.

Also, over the last twenty years, the college has been slowly and steadily diversifying its student population. We have grown from 4% domestic minorities in 1992 to 12% ALANA (African, Latino, Asian, and Native American) students in 2012. We have also increased our international student population almost twofold over the same time period, from 6% to 10%, thereby meeting the 2008 strategic plan goal to increase the campus to 10% international. Thus, we have been successful in changing our composition, especially with regard to the cultural and racial backgrounds of 22% of our roughly 1,600 students (12% of domestic minorities and 10% international). Our comparison of NSSE surveys indicates that our students are increasing in their awareness of interaction with those different from themselves. Nonetheless, we remain vigilant about having the resources to keep these students. We have, for instance, expanded the role of an employee to become the director of Chinese students. The person speaks Chinese and helps our Chinese students integrate into life at Juniata.

Continuing support for a diverse student population is encouraged especially through the Unity House, and between the office of diversity and inclusion and the center for international education (CIE). The office of diversity and inclusion and campus ministry share a mutual, open, inviting space at the Unity House. International students and students who identify themselves as global nomad or domestic minority receive extra support from the center for international education (CIE) and the Unity House as they adjust to what might be an unfamiliar college environment.

4. The sufficiency of our programs for a diverse student population

Juniata offers a broad range of courses and predefined areas of study to meet most student interests. According to exit interviews, there are a relatively small number of attritions each year associated with a missing program or a lack of depth within a discipline. However, the program of emphasis (POE), created over four decades ago, remains an effective approach to accommodate the multiple interests of our students. We believe the POE option plays a significant role in assisting students who leave one area of study for a new discipline. We assign advisors by student interest. We also monitor the interests of high school students as expressed on their SAT filings.

We have programs to support students with special needs, with marginal academics backgrounds, or with poor study skills. As noted earlier, the supported admit (SA) program supports students who may have weak academic backgrounds or poor study habits. In 2011, faculty members using a grant from the Teagle Foundation studied the peer tutoring program. The study, originally a SoTL project, ended with a journal article entitled "Exploring the benefits of a college-sponsored peer tutoring

program.” You can access that journal article by clicking [Peer Tutoring study](#). The study showed that both tutees and tutors benefited from the relationship. The study also showed that the majority of requests for tutors were from high achieving students. No one who requested a tutor was turned down. All students who tutor are paid.

Juniata has many, recognizable, under-represented students. The principal focus has been on ALANA students. However, other underrepresented students include those with disabilities, LGBT students, some from different faiths, older students, and international students. The college has clubs such as the African American Student Association, AWoL (alternative ways of loving), Hillel, the Muslim Student Association, the Chinese Club, and others. These clubs are student led. Recall that you can find a list of student led activities in Appendix 14: Student-Led Activities on page 168.

The college focuses on the needs and concerns of underrepresented students through the office of diversity and inclusion. Staff members in this office offer many programs throughout the year including the “Beyond Tolerance” speaker series, Martin Luther King Jr. Day Convocation, the Planting Seeds program to encourage interfaith dialog, educational retreats, and PLEXUS. We have funding from Lilly and Americorp for the Planting Seeds program. PLEXUS, you may recall, is designed to have new students with concerns about multiculturalism meet other students for friendship, support, and guidance. You can find a summary of the programs from the office of diversity in Appendix 25: Office of Diversity and Inclusion Fact Sheet on page 187.

In 2008, Juniata formed the bias response team. The team is modeled on the best practices of other colleges and developed as an alternative to discipline. Many incidences of bias result from lack of awareness rather than malice. The team is a group of administrators, faculty and staff members, and students. The team serves as a safe and confidential resource for members of the Juniata community to raise immediate concerns regarding instances of harassment or biased behavior. The bias response team is not a judicial or policy-making body. Rather, the team will help educate the student body if the team senses emerging trends or concerns. The impetus for forming the group came from recognizing that the campus was increasingly diverse and that aspirant schools with strong diversity programs had similar teams. You can visit the web page of the bias response team by clicking [Bias Response Team](#)

We have had recent concerns about the availability of counseling services for our students. During the spring 2011 semester, 8.7% of our student body received counseling. Counseling resources in the area are lean. We have had difficulty arranging enough services to meet student demand. A report of student mental health issues is available at [Mental Health Report](#). As you can see in the graph near the end of the report, of the students who sought counseling, 22% were dissatisfied. While clients generally felt accepted and respected by their counselor, respondents gave the second lowest average score to “counseling helped me to be more

successful in school.” You can also find detail for last year from the mental health report in Appendix 29: Counseling Report for 2011-2012 on page 194. As you can see from this report, alcohol issues are most egregious in the freshman and sophomore year. During the year, nearly 300 students were seen for a total of nearly 900 sessions. As noted earlier in this report, to alleviate the worst problems, we have quadrupled psychiatric hours in last 3 years. We must continue to evaluate the mental health services we provide to our students.

Our two-adviser system is seen generally as another way in which we meet academic needs for students. Advisors usually meet with their advisees each semester during preregistration to discuss courses. They may also meet at other times to discuss POEs, study skills for a particular class, career plans, summer internships, graduate study, or other concerns. Most advisors set up regular meetings with advisees on academic probation.

Naturally, we have policies for students with grievances. The *Pathfinder* contains information and policies that govern student life and grievance and support programs and procedures. You can find the pages in the *Pathfinder* that refer to grievances in Appendix 17: Pages in the *Pathfinder* to Find Appeal Processes on page 171. To find Juniata’s “*Pathfinder*,” a virtual student handbook, click [Pathfinder](#). Also you can find the policy for Title IX in Appendix 27: Title IX Policy on page 190.

FERPA concerns are covered in our policy for student records and parental notification. You can find this policy in Appendix 28: Policy of Student Records and Parental Notification on page 192. Privacy for students is also protected by the policy on the release of student records kept by the registrar. You will find this policy in Appendix 30: Policy on the Release of Student Records on page 196.

Finally, as the demographics of our student body have evolved over the past decade, Juniata has kept pace with administrative support ranging from disciplinary policies to ongoing staff training.

SECTION IV THINK AGAIN: Where and How We Can Improve

Our final section combines a variety of assessment and planning approaches. The section shows how the college engages in incremental work toward improving itself and the learning outcomes of our students.

Chapter 8: Assessing the College and Student Learning

We have broken this chapter into several sections. First, we examine our progress to implement the teaching and learning goals of the strategic plan. We also review the steps we take to evaluate administrative and academic programs. Then, we turn to how we specifically assess the learning outcomes of our students. The next section is about “closing the loop.” In this part of the chapter, we show through examples how we use assessment results to change the way we do things or— if all is well—to continue our practices. We end by considering the next steps to which we have committed.

Naturally, as we move from assessing the college to assessing parts of courses, you will find that we sometimes overlap topics in our organizational categories. Nonetheless, we have tried to organize our assessment activities, as you see here.

Standard 7: Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Standard 14: Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution’s students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

At Juniata, our culture of assessment activities is decentralized, meaning many people undertake assessment across the campus. The alternative is to have a single administrator or faculty person with responsibility for coordinating assessment. As a consequence, we have much assessment going on. Also, we have been able to take advantage of a person’s interest in a particular aspect of assessment—and have done so. A disadvantage of the decentralized model is that it is sometimes hard to spread information widely. Also, we risk the real possibility of redundancies.

Assessment is conducted at all levels of the college. We recently heard good things about our attempt to inculcate an assessment culture into the college through our SoTL center activities. Below is a quote from the National Institute for Learning Outcomes Assessment (NILOA) website about Juniata:

Juniata College was identified as an example of good assessment practice for the faculty-led Center for the Scholarship of Teaching and Learning (SoTL Center) that champions and supports evidence-based teaching; an administration supported accountability website that provides data and information about outcomes to multiple audiences; and the use of evidence of student learning to make improvements at the institution and individual course levels.

Jankowski, N. (2011, July). *Juniata College: Faculty led assessment* (NILOA Examples of Good Assessment Practice). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning. Outcomes Assessment.

You can find a link to the entire article about Juniata College on the NILOA website at by clicking [NILOA](#).

The link on our website that shows our “accountability website,” to quote NILOA, is [Just the Facts](#). (You may have to open your browser after you click the link.) You can find additional information about our performance at our institutional research website by clicking [Research](#). (Again, you might have to open your browser.)

You can also find the strategic plan on our website by clicking [Strategic Plan of 2008](#).

A. *Assessing to Change the College*

In this part of the chapter, we first assess the teaching and learning goals of the strategic plan. We pay particular attention to the SoTL center since it has had such a profound impact on our daily and professional lives. We then describe the process of evaluating administrative units and give some examples to show how we use the feedback from our assessments. Next, we explain how we evaluate academic programs and courses to improve student outcomes. Finally, we examine how we use institutional assessment activities to improve the college experience for students.

1. Assessing the strategic plan

In the strategic plan, goals were grouped into three initiatives: 1) The teaching and learning environment initiative, 2) The 21st century campus initiative, and 3) The economic advancement initiative. Here, we concentrate on #1, the teaching and learning environment. You can find a document assigning responsibility to each goal in the strategic plan in Appendix 33: Responsibility for & Progress on the Strategic Plan on page 200. Also in that document are comments on the progress toward the goals. Recall that in this chapter we are looking only at the teaching and learning goals.

Internationalization of the campus—and beyond

We expose students to the international community. Even though we have no requirement that a student study a foreign language or study abroad, many of our

students do. In a longitudinal look over 10 years, from 2001, 2006, and 2011, we found that 58%, 53%, and 61% respectively of our students studied a foreign language. Also, on average, 40% studied abroad. All students must complete two courses with international content to graduate.

Themed housing “Global Villages” are now located in a residence hall for additional internationalization.

The plan also called for expanded programs in other countries. We now have two summer trips to China, a trip to India, and a popular trip to the Gambia. Additionally, we have a partnership with a German partner college for dual degrees: an undergraduate degree from Juniata and a master’s degree from the German college.

The Great Lakes Colleges Association has an ongoing study on assessing whether student outcomes improve from study abroad. We are participating in this study. We are also doing a workshop on campus to discuss assessing intercultural learning in the classroom. Twenty five faculty and staff members will attend the workshop which starts on January 16, 2013.

Increasing the number of science and math teachers

Not accomplished. Enrollments in science education have not increased. The strategic plan called for at least 10 additional students in each class to prepare to teach elementary through high school science and math by 2010.

An experiential learning opportunity for every student

Accomplished. We have enhanced experiential opportunities: devised new trips to international localities, short trips, summer trips; encouraged internships for more students; increased study abroad; increased service-learning and community service programs; and provided more research opportunities.

Partnering with a retirement community

Not accomplished. During the real estate collapse, initial investors disappeared. The plan called for developing a partnership with Campus Continuum, a successful Age 55+ Active Retirement Community, directly connected to the college. The idea was to have the seniors take courses at Juniata. Their perspectives would have added interest to discussions.

A new plan for faculty development

The strategic plan called for a new plan by 2009 for faculty development funds. We have new sources of professional development funds, particularly with the Lakso Fund, which will generate about \$50,000 per year when all pledges are satisfied. This part of professional development funding must be administered by the provost, as the stipulation in fundraising requires. In Chapter 6, as you may recall, we noted that the professional development committee (PDC) oversaw the distribution of a declining amount of professional development money. As the endowment improves,

funds administered by PDC will be restored. Faculty members and administrators intend to develop a faculty development plan soon.

A review of freshman and sophomore year courses

Modest gains. The Inbound summer program for new students was begun and then, based on feedback, was expanded to include more students. The time was changed to the week before the college begins in the Fall to make it easier for more to attend. Inbound has also become a free experience for new students.

The CWS lab has been changed often and recently based on student feedback.

Programs to enhance the interpersonal and intercultural skills of students

The director of career planning has substantially grown the spring job fair. The office of career services has improved and increased the programs it offers students. The director teaches a 1 credit course in career planning that draws good enrollments. Students can build their intercultural skills by participating in many Global Village initiatives, including residence halls dedicated to a particular language and culture, as well as the increased number of students on campus for other countries and the language in motion program. As noted earlier, a workshop will occur within days to explore ways to bring interculturalism into the classroom.

Feasibility of masters degrees

Accomplished. We have a new Masters of Accounting program with its first class of eight entering their second, and final, semester. You can read more about the program in Chapter 5 on page 73. Middle States has recently granted permission for the college to offer a second master's degree. This program will be in non-profit leadership and much of it will be online.

The SoTL Center

One teaching and learning goal was to create a center for teaching excellence. This goal has been achieved with the James J. Lakso Center for the Scholarship of Teaching and Learning (SoTL). You can find more about the center by clicking [SoTL](#). As you no doubt already know, having read about the SoTL center all through this report, the center has changed the way we think about teaching. You can also find more about the SoTL center in Chapter 6: The Faculty.

Our willingness and ability to assess the learning outcomes of our students has been markedly enhanced by the SoTL center. The center provides a faculty-driven venue for a variety of activities. Approximately 25% to 30% of our faculty members regularly attend biweekly brown bag meetings. At these meetings, faculty and staff members present their research on assessing student learning, receive feedback, and benefit from the mentoring of colleagues.

During the 2010-2011 academic year, we held 14 brown bag sessions. The goal of 5 of them was to mentor developing SoTL projects or to share the results of ongoing SoTL projects. Three colleagues presented published research on teaching and

learning. Six others focused on teaching strategies, techniques, or pertinent issues. An example of a recent issue we covered was “What is critical thinking and how do we assess it?”

A total of 100 different members of the Juniata community (96 faculty members, administrators, staff members, and 4 students) attended at least one session of the brown bag series this past year. On average, 31 faculty members, administrators, or staff members attended each meeting. For the first half of this academic year, the 31 attendees has grown to an average of 47. Sixteen different faculty and staff members, representing 12 of the 22 different academic departments on campus, made presentations last year.

In addition to the brown bag lunches, a group of 17 faculty members began creating course portfolios that explicitly addressed student learning outcomes, showed evidence of their means of assessment, and provided examples of student work. Finally, the center funded 6 SoTL projects over the summer. In these summer projects, faculty members either developed new assessment projects or furthered existing ones. And, we already have a group of SoTL and assessment experts. One among them is a Teagle Scholar. Several others have served as directors or in other leadership roles within SoTL and many have presented, and then published, SoTL projects.

The SoTL website has been updated to clarify its mission. The home page now has a brief introduction of the SoTL center with links to the Teagle Foundation and the NILOA case study. A new link to *Faculty Publications and Presentations* has been added to the main menu. You can find this link by clicking [Publications and Presentations](#). On that page, there is a list of publications and links to either pdfs of the papers or the journal in which the articles were published. Under *Resources* all of the books in the SoTL collections are listed and categorized. Click [Resources](#) to go there. The *Activities* page has been updated with schedules for Brown Bags and all three learning communities (Teaching Excellence, Junior Faculty, and Grants). Click [Activities](#) to go there. On the activities page is a link to the SoTL Moodle page for SoTL announcements and materials.

2. Evaluating administrative units

We review administrative units. In general, assessment goals are created annually under the direction of the four vice presidents. You can see the organizational chart by clicking [Organization Chart](#). We gauge how well we are doing through internal surveys and measures and also through external benchmarks which are generally collected annually.

Assessment is implemented by the heads of various units, such as the athletic director, deans, and so on. Supervisors act using the guidelines and visions set by the directing vice president. Within these guidelines, each employee has autonomy about how to accomplish the goals of the organization. The reviews of units are

regularized and formal. You can see the schedule of evaluating administrative units in Appendix 20: Schedule for Administrative Reviews on page 177 .

You can find the process of evaluating administrative units described in Appendix 5: Administrative Performance Review 2011-2012 on page 154. As you can see, there are essentially four stages for a review, or self-study. The first is preparation which includes reviewing the objectives of the unit, surveying to find the prevailing culture, performing a SWOT (Strength, Weakness, Opportunity, Threat) analysis of the unit, and finally preparing the plan for the self-study. The second stage is the self-study itself. Outputs from this stage may include using outside assistance, providing progress reports at least monthly, and visiting outside institutions. At the end of this period, the members of the administrative unit present a preliminary report. Stage four requires that after getting the approval of internal administrators, staff members in the unit will have the self-study reviewed externally. The reviewer may be a consultant or hold a similar position in another college. The reviewer must come to campus and write a report of his or her findings. In the last stage, members of the unit under review seek a memo of commitment from the president's cabinet after submitting their action plan. The commitment sometimes calls for additional resources to fulfill the action plan. Budget requests are forwarded to the budget team for consideration. You can see a sample review by clicking [Administrative Review for Advancement](#). Career planning and enrollment have just finished their self-studies and units in progress include the office of the dean of students, the office of student activities, and facilities.

Administrative reviews have already been conducted in several administrative programs including marketing, advancement, enrollment, and facilities services. The final reports from each of these reviews are housed with department administrators.

The results of administrative assessments are discussed at various levels. For example, progress on the strategic plan is regularly discussed at meetings of the president's cabinet and at leadership team meetings. Leadership team meetings are gatherings of all non-academic supervisors. They meet about twice a year.

Below are some examples of important, ongoing assessments of programs. These are examples; yet, the assessments are fairly routine and representative. We have not selected them because they are out of the ordinary.

Assessing the Intensive English Program (IEP)

Every five years the Intensive English program goes through a Program Self-Appraisal (PSA) administered by the American Association of Intensive English Programs (AAIEP). This program self-appraisal is to ensure that the IEP complies with current best standards and practices, is centered on student success, and is responsible toward the student. While acceptance of the self-appraisal by the AAIEP is not an accreditation, it is an endorsement of the IEP as meeting national standards.

The IEP is currently undergoing a curriculum review to bring it into the stringent standards of the Commission on English Language Program Accreditation (CEA). This step will bring IEP closer to applying for accreditation in the future.

The IEP goes through a Program Self-Appraisal (PSA) every 5 years. The last review of the IEP by the AAIEP was in 2010.

Assessing the library

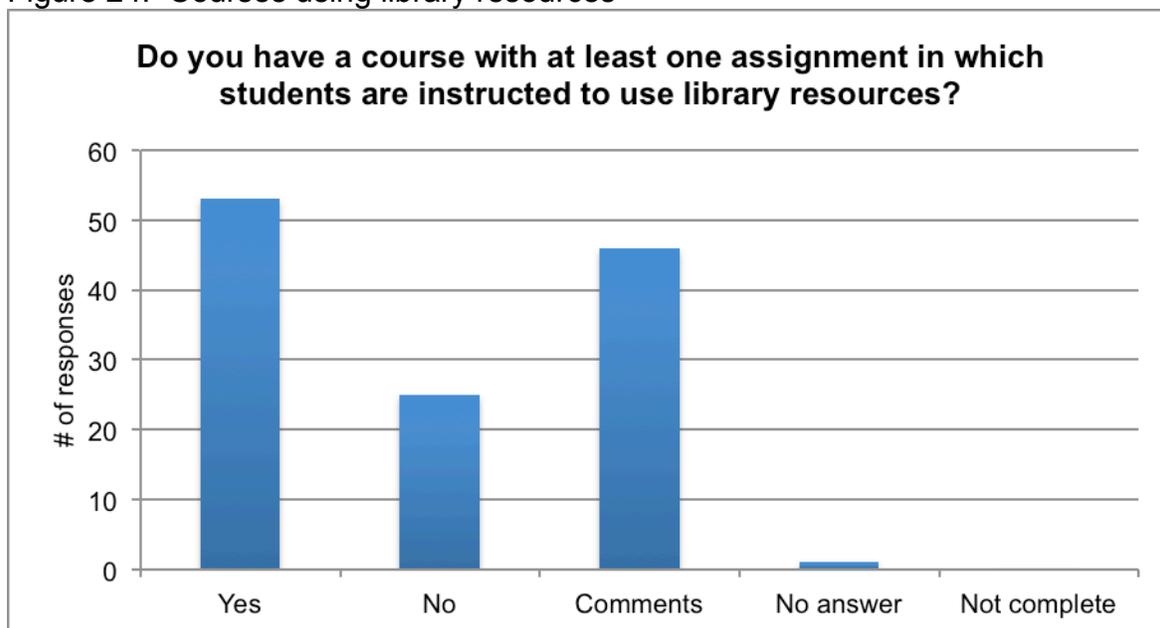
A recent 2012 accreditation survey for the Social Work self-study revealed that both students and faculty members have positive reaction to the library. Ninety five percent of the students found library instruction helpful. HEDS and internal testing showed a competitive level of competence in our students. The last LibQUAL survey was remarkable in the high scores the Library received for courtesy as a staff, especially from faculty members--from -.23 in 2006 to +.70 in 2010. Other surveys we have conducted have shown similar results.

Librarians' daily contact with students and faculty members through reference, circulation, meetings, and other areas often gives them an indication of patrons' needs and frustrations. For students, concerns are generally about technology. For faculty members, concerns about the depth and breadth of the library collection are paramount.

In recent years, we have built the collection to support the direction of library research at the college. For instance, since the college hired a professor devoted to Asian history, we have attempted to bolster that collection. This past year the library was awarded 100 books from the Nippon Foundation, a small but important acquisition.

Instruction in the library is a priority. Students have shown improvement from the beginning to the end of the course. Our HEDS data show improved statistics for freshmen up to the end of the spring semester. The following graph shows the heavy use of the library.

Figure 24: Courses using library resources



One reason for heavy use of the library by students might be the library's involvement with the college writing seminar sessions. The library personnel work closely with CWS faculty members to develop library assignments that are well integrated into the course. You can see the library assessment plan for 2011-2012 by clicking the [Library Assessment Plan](#).

3. Evaluating the outcomes of academic programs and courses

Departments undergo a self-study approximately every six years. The academic planning and assessment committee (APAC), a faculty committee, has evaluated all departments within the last seven years. The guidelines for the self-study ask departments to include a mission statement for the department and to link to the mission statement and strategic plan for the college. In addition to showing you sample self-studies, we note the shift in focus this year for APAC, describe an example of current research, an examination of syllabi for evidence of learning outcomes, and talk about the use of rubrics.

Sample self-studies.

Here are links to the academic self-studies of three departments. You will see the self-study and the report of external reviewers. Of course, you are welcome to request to see other self-studies. Electronic copies are kept in the provost's office. You can find assessment plans for departments by clicking [Assessment Plans](#).

Physics: [Self-Study](#) and [Outside Reviewers](#).

As you can see from the self-study, the physics department uses scores from the physical sciences portion of the MCAT and bases its courses on the ETS and GRE tests. The department commits to modernizing its curriculum.

Art: [Self-Study](#) and [Outside Reviewers](#).

Like the physics self-study, the art self-study begins with the mission statement of the department. Since their last self-study, the art department has revised their senior exit studies in light of their revised goals. They have completed surveys which they will send to their recent alumni. They have also added new capstone experiences: a senior thesis in two POEs, art history and museum studies. In 2009, they created a POE in studio art. The capstone course in this new POE gives seniors a chance to amass a portfolio of their work.

Communication: [Self-Study](#) and [Outside Reviewers](#)

You can see from the self-study that the communication department tracks graduates for success in the field and administers a senior survey. In 2010, they assessed their curriculum and found weaknesses in four areas. They are now addressing those weaknesses. They have also surveyed their graduates on curricular matters.

As you can see these samples focus on student outcomes—as they should, according to APAC. Naturally, there are departments that are still in progress with their self-studies and with making identified changes. A few are behind in assessing their curriculums. One department has not submitted an assessment plan.

Several academic departments have developed capstone courses, which provide yet another vehicle for us to assess the learning outcomes of our departments. You can see from their self-study reports that the art department has set capstones for its art history POE, and also for museum studies and studio art.

APAC shift of emphasis for next year

In the 2012-2013 academic year, APAC will reduce the number of programs it reviews in order to reexamine the process. They want to shift the emphasis to learning outcomes. APAC will also review the assessment plans from departments and devise ways for departments to integrate their assessment plans into the review process.

Researching the behavior of students from course imperatives

Over the past three years, three faculty members have been engaged in a project exploring the role of attendance at on-campus cultural events on student development. A long held view across campus is that student attendance at artist and speaker series events is beneficial for student development. As a result, numerous professors and programs (e.g., CWS lab) require students to attend these events. A discussion during a SoTL Center brown bag lunch led to the development of this project. You will find a fuller description of this study, nearing completion, in Appendix 36: Study of Student Behavior on page 209.

Evaluating syllabi for evidence of student learning

All courses proposed by faculty members go to the curriculum committee for approval. The syllabus must include learning outcomes. Faculty members must explicate the

“objectives, skills, and knowledge students are expected to gain” and answer the question, “How will you evaluate the students in the course?” These requirements ensure that all courses have explicit learning outcomes and a clear plan for evaluating student outcomes.

To evaluate course syllabi for student learning outcomes, one of the working groups for this self-study randomly sampled 50 courses offered during the 2010-2011 academic year and evaluated their syllabi. They selected the 50 from the provost’s office. All faculty members must upload electronic copies of their syllabi every semester to the provost’s office. The group created a simple rubric that gave

- 0 points to syllabi that did not include any student learning outcomes,
- 1 point to syllabi that included a detailed description from which learning outcomes could be inferred, and
- 2 points to syllabi that clearly listed student learning outcomes.

They did not require syllabi to explicitly use the phrase “student learning outcomes,” since some faculty members instead referred to “course goals” or “student outcomes.” Of the 50 reviewed syllabi

- 28 (56%) had explicitly stated student learning outcomes (a score of 2),
- 11 (22%) had student learning outcomes that could be inferred (a score of 1), and
- 11 (22%) had no information relevant to student learning outcomes (a score of 0).

These results reveal a problem that we need to address. This year, APAC asked that the provost require all course syllabi to include explicit student learning outcomes every year. The provost has instructed faculty members to follow the lead of APAC and include explicit outcomes on their syllabi. From our sample, 22% of the syllabi are not in compliance.

The use of rubrics

Many teachers use rubrics in their courses to provide clear grading criteria for their students. You can find samples of rubrics from a range of academic departments (communication, education, English, math, music, and psychology) by clicking [Rubrics](#). The rubric for each program is separated by a page break. You can also see a sample of a plan to assess a series of courses from the peace and conflict studies (PACS) POE. In the plan, you will find rubrics used. The following link shows especially well how course assessments grow from the assessment strategies of the department. [PACS](#).

4. Institutional assessment activities

In this section, we cover the national instruments we use to learn about our students and ourselves, the work we have done college-wide to assess our programs, and

what we call the dashboard indicators—a short-cut way for us to see what all the data is telling us. We then move to a discussion of the strategic indicators that help us meet the goals of the strategic plan and conclude with a summary of efforts we are pursuing now.

Using national surveys to find outcomes

We have administered the National Survey of Student Engagement (NSSE) to examine indirect evidence of student engagement in activities consistent with our mission. The college regularly participates in other large scale surveys, such as the CIRP Freshmen Survey, the College Senior Survey, the Faculty Survey through HERI, and the Baccalaureate Outcomes survey through the Association of Independent Colleges and Universities of Pennsylvania (AICUP). These instruments provide data about our own students and college, but also enable us to compare ourselves with similar institutions.

Though still a work in progress, some of the results of these measures are accessible via the institutional research webpage. You will find the Collegiate Learning Assessment (CLA) results, NSSE results, and the Freshman Survey Trend Report. To access these results, click [Research](#).

Tracking department assessment plans

All departments have been asked to submit an assessment plan to the director of institutional research. Each plan should contain the departmental mission statement, student learning outcomes, assessment tools that the department is using to measure those outcomes, the frequency each tool is used, an explanation for how the results are analyzed and processed, and a discussion of how results have led to improvements during the year.

The director of institutional research collected the assessment plans for the academic departments and created a database to track assessment activities. Recall that you can find that database by clicking [Assessment Plans](#). Scroll down to see each plan or use the bookmarks on the left. Each department was to focus on student learning outcomes in their plan.

You can find the schedule for academic program and administrative unit self-studies by clicking [Schedule](#). The process APAC follows for academic reviews is available at in Appendix 19: APAC Process for Program Reviews on page 173. APAC is now refocused on student outcomes rather than inputs. The committee will collect information from academic departments annually. Thus, the committee has moved from a process of requiring infrequent input to more frequent oversight based on student outcomes. With APAC's lead and with the pervasive help of SoTL activities, departments, and faculty members too, are moving from thinking about inputs to evaluating outputs.

Strategic and dashboard indicators

The director of institutional research prepares a report of strategic indicators that is tied closely to the strategic plan. The strategic indicators measure the health of the college. The strategic indicators include peer and aspirant data from the IPEDS database, from NACUBO, and data from *U. S. News and World Report*. Members of the president's cabinet, as well as trustees, have an opportunity to suggest additions and deletions to this report each year. The target audience is the president's cabinet and the board of trustees. The report includes data on graduation rates, endowment values, and more. The strategic indicators come in two parts:

1. The strategic data that underlies the dashboard indicators and
2. The dashboard indicators which are summaries of the full complement of data.

You can find the [Strategic Data](#) for 2012 by clicking the link. (The file is large. After clicking, you may have to open your Excel icon.) There are many useful graphs on each page of the strategic data. You can see the dashboard indicators for 2012 by clicking [Dashboard Indicators](#). (This is another Excel file.) Both strategic and dashboard indicators are reviewed annually. Both indicators are reviewed by the board of trustees.

B. *Assessing Student Outcomes*

In this section of the chapter, we discuss our plan to assess all of general education. While much has already been done, we have recognized that gaps exist in our assessment activities regarding general education. In "Assessing student learning," the second part of this section, we discuss some evaluations we are currently doing or have recently concluded concerning the curriculum.

1. Assessing general education

An open forum on general education and a SoTL brown bag session were held in February 2011 to discuss our goals for general education. These sessions focused on how our general education curriculum contributes to student knowledge and skill development. Additionally, the structures we had in place to identify needs, goals, and outcomes of general education were discussed. These discussions showed us that we needed to develop a more clear structure to oversee general education. Faculty members across the college also asked for more opportunity to interact and discuss, plan, and coordinate teaching and assessment efforts across the general education distribution requirements. The outcomes of these discussions led to the following points:

- 1) Assessing general education was identified as the responsibility of the assistant provost and the director of institutional research.
- 2) Assessment practices must come from the faculty who teach the courses. Thus, faculty members teaching in general education will participate in

short-term committees that will focus on components of the general education curriculum. Under the guidance of the assistant provost and director of institutional research, faculty members will review each component of the general education curriculum.

These changes were presented at a faculty meeting in August 2012. Here is a link to the PowerPoint from that faculty meeting: [LINK to PPT](#). (Since this is a PowerPoint file, you may need to open PowerPoint after clicking.)

Below is a recapitulation of the plan to assess general education showing the components, one by one. We want to reiterate that this plan is evolving and this outline reflects a snapshot of our progress through 12/10/2012. You will notice that specific dates for the assessment of some components have not been set. As we have begun our work, we have identified how numerous pieces overlap or complement each other. As a result, we intentionally have scheduled only a few years ahead to allow for assessment findings to lead us to the next logical step in assessment the curriculum. Currently, in addition to the work on CW courses, we are summarizing the indirect measures of student learning related to our general education curriculum.

Goal: Enhance Communication Skills

Course: CWS

Report Completed: Fall 2009 Outcomes: [CWS Self-Study 2009](#)

Courses: CW coded courses (writing across the curriculum)

Summary of [CLA findings](#); Assessment committee formed Fall 2012--
Outcomes expected Fall 2013

Indirect measures: Information Literacy Assessment by the Beeghly Library, NSSE,
Senior Survey, Freshman Survey

Summary of Freshman Survey, Senior Survey, NSSE results [LINK to Summary](#)

Courses: CS coded courses (speech courses)

Indirect Measures: NSSE, Senior Survey, Freshman Survey

Direct Measures: Committee to be formed 2014-2015

Goal: Enhance Communication Skills; Higher Order Thinking Skills

Course: Information access (IA)

Direct and Indirect Measures: Assessment Report Submitted Spring 2012 Link: [IA Self Study](#)

Revision of self-study expected Spring 2013 (continuing data analysis to identify strengths and weaknesses of the course and assessment procedures) and to be reviewed by APAC

Brown Bag December 5, 2012. [IA SoTL presentation](#)

Indirect Measures: Information Literacy Assessment by Beeghly Library, NSSE,
Freshman Survey, Senior Survey

Course: Cultural analysis (CA)

Workshop on assessing intercultural competence in the classroom scheduled for Jan 2013.

Indirect Measures: NSSE, Freshman Survey, Senior Survey

Direct Measures: Assessment committee to be formed 2013-2014

Course: Interdisciplinary colloquium (IC)

Indirect Measures: NSSE, Senior Survey

Critical-thinking Skills:

Direct Measures: Critical-thinking assessment test (CAT) pilot for institutional assessment of critical thinking to be conducted Fall 2012. (More later in this section).

Summary of previous CLA

Indirect Measures: NSSE

Goal: Develop knowledge about and ways of understanding the world

The categories below signify the breadth skills.

FISHN

Courses: Fine Arts

Indirect Measures: NSSE, Senior Survey

Courses: International

Workshop on cultural analysis and intercultural competence scheduled for Jan 2013

Direct Measures: Assessment committee to be formed 2013-2014

Indirect Measures: NSSE, Senior Survey

Courses: Social Sciences

Indirect Measures: NSSE, Senior Survey

Courses: Humanities

Indirect Measures: NSSE, Senior Survey

Courses: Natural Sciences

Indirect Measures: NSSE, Senior Survey

Courses: Quantitative Skills

Indirect Measures: NSSE, Senior Survey

Direct Measures: Quantitative Reasoning Skills (discussion of work in Quantitative Methods)

Related to the Q requirement, a faculty member, inspired by his work on a SoTL project, is now working on assessing critical thinking. This work grew out of his work on assessing the Q requirement. SoTL funds will be used to train eight faculty members to administer the Critical-thinking Assessment Test (CAT), a national test.

Our hope is that the CAT can eventually replace the CLA since our confidence in the CLA test has waned. Unfortunately, the CLA is not working for us because it does not give us enough information to diagnose our problems. We are curious about whether the CAT is useful to assess a course, a program, or is more suited to institutional assessment. The CAT seems to link to the higher order thinking skills of general education.

You will find a template in Appendix 34: Template for Assessing General Education on page 205. The template summarizes assessments for general education to date and leaves space for those to come. The headings in the template are goals, objectives, how assess, results analysis, how results used and next steps.

2. Assessing student learning

In this section, we examine assessments of student learning that we have completed.

College Writing Seminar

All students must take a freshman writing course, the college writing seminar (CWS). Institutionally, our sharpest assessment focus in recent years has been on writing. In 2006-2007, we evaluated skill development by collecting the students' first and third essays and using trained student reviewers and a rubric. Our results showed some negligible improvement between students' first and third papers.

In 2009, teachers of freshman English assessed student papers assigned by instructors. We established a standard range for the number of finished pages (the total length of all essays combined) required in all CWS sections: 16 to 22 pages. The following year, we assigned readings to students and established a standard range for the amount of reading required in all CWS sections: 500 to 750 pages.

Getting the curriculum right for our students

Evidence showed us that, even though our students were taking an average of eight writing courses over their four years, their writing had still not significantly improved. Indeed, many students could not recall the writing courses they had taken.

We emphasize that our students use clear and effective language and think analytically. To assess whether our students achieved these skills, we administered the Collegiate Learning Assessment survey (CLA) for five consecutive years (2006 to 2010). We were disappointed by the lack of improvement in the writing of our students. The CLA results spurred us to revise the CW course requirements in 2009-2010.

As part of an initiative to improve the students' writing, faculty members restructured the curriculum. All students must now complete CWS and four additional communication-writing courses in order to graduate. These communication-writing courses are designated as CW in the list of course offerings. CW courses must adhere to standards championed by the English department and enforced by the

faculty's curriculum committee. In 2010, all faculty members who wanted their course to carry the CW designation submitted a course proposal and syllabus to the curriculum committee. Members of the committee reviewed each proposal based on the new standards.

As part of the push to improve our students' writing, faculty members can now receive training in how to teach writing. Two sessions have already been completed. The first session was in January 2012. The second occurred in August 2012. Another is scheduled for August of 2013.

Students must also take a cultural analysis course (CA) and an interdisciplinary colloquium (IC) course, both of which include writing. Based on the new writing standards, every Juniata student now must complete at least seven writing courses, all with learning outcomes consistent with the guidelines and requirements set by the curriculum committee.

During the periodic program review of CWS, the external reviewers told writing teachers that writing improvement could not be assessed in a single-semester. Therefore, writing teachers now intend to assess students' writing using a portfolio spanning years. Guided by the advice of the external reviewers, faculty members who teach CWS intend to review the writing of students in their first and third *years*. In this way, we can determine if our writing across the curriculum is working.

Quantitative methods

The over-riding goal of MA 103, Quantitative Methods, is to prepare students to be quantitatively literate. We operationalize quantitative literacy as critical thinking for problems involving numbers. It carries a "Q" designation (meaning it has both a QM- quantitative math and a QS-quantitative stats component). The registrar reports that over 30% of recent graduating classes have satisfied their Q requirement by taking MA 103. For most of these students, it's the only MA course they took at Juniata.

Assessment of the course was originally done with pre- and post-tests of basic quantitative skills and attitudes. The course was assessed by the faculty member who taught it. You can see, from the links to his pages, how he overcame his reluctance to share what he did in the classroom. The assessments led to changes in the course and eventually to a published article. You can find these links by clicking [Math 1](#) and [Math 2](#). Math 2 includes a link to the paper on using performance tasks (PT). See below for information on PT.

In order to align the assessment more closely with the main course goals, the math skills assessments were replaced by performance tasks (PT) based on the tasks used in the Collegiate Learning Assessment (CLA). In addition, the open-ended projects during the semester were replaced by PT as well. These PT

present students with a complex, real-world challenge in which the scenario, role, process, and product are all authentic; they must then demonstrate that they have the skills and knowledge to complete the task.

Chun, 2010

This work using performance tasks has been presented several times. You can find the citations in Appendix 35: Citations for Work on Performance Tasks on page 208.

C. Closing the Loop—How We Use Assessment Results

In this section, we show examples of how we used the results from our assessments to make changes or to learn that what we were doing was effective. The changes that have come from our assessment activities cover both administrative programs and educational ones. It is sometimes very difficult for us to separate the two since both impact the student experience at college.

About JCEL, the Entrepreneurship Center

Despite our best efforts, the center failed to attract sufficient students with non-business POEs. We found from a study done by a team of senior students in a marketing course that JCEL was still widely unknown by most students and even by some faculty members. The center was viewed by many as a separate organization operating outside the confines of Juniata College. To create a more solid academic tie with the college, all agreed--administrators, faculty members, and the JCEL board of directors—to turn oversight of the center to an academic department, the accounting, business, and economics department (ABE). This change was effective for this academic year, 2012-2013. Also changed was the position of the director of the center. The position was rewritten to create a dual role of center director and assistant professor of entrepreneurship.

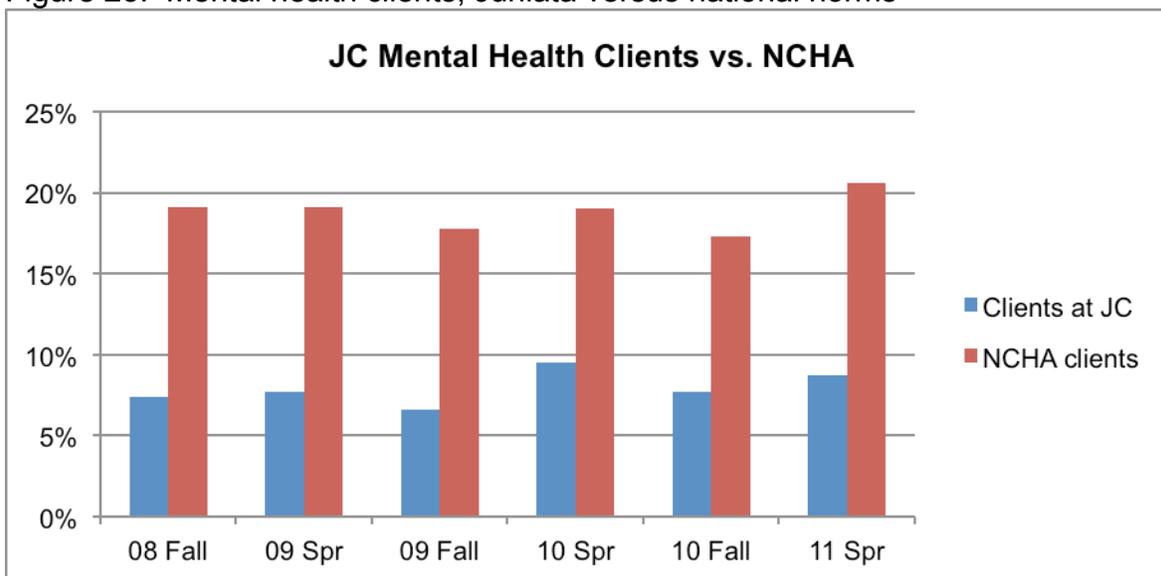
The changes have been positive in the short period of one semester. JCEL has been introduced to over 90 students this Fall semester between the entrepreneurship courses, other business courses, courses taught by Coleman Fellows, and by the business plan competition. Coleman Fellows are faculty members outside the business department who teach entrepreneurship in their courses. Six students who proposed ventures in the business plan competition have applied to start their businesses while attending Juniata. Undeveloped space in the building is currently being renovated to house a new pottery and ceramics studio. This move will create further opportunities to introduce entrepreneurship into non-business related POEs.

Making changes to health services

As we have noted in other sections of the report, we had concerns about counseling and availability of psychiatric services for our students. To evaluate our counseling services, we benchmarked our results against a national study, the National College Health Assessment (NCHA). Our results were reported to the board of trustees in

response to a request from them. Board members had become interested in how well Juniata was meeting the needs of our student body and how we compared to other colleges in the number and type of services we provided. You can find a summary of the national college health assessment (NCHA) statistics compared to Juniata by clicking [JC Mental Health](#). Below is a graph drawn from data in that report.

Figure 25: Mental health clients, Juniata versus national norms



Because of inevitable differences in method, NCHA baselines are much higher than ours, making an attempt to make an accurate baseline comparison impractical. For the same reason, NCHA trends tend to appear more gradual than ours. Yet some comparison is still possible and informative. The frequency of student psychological distress at Juniata is rising at a similar rate as students on the national level.

Figure 26: Students seeking help for anxiety and depression

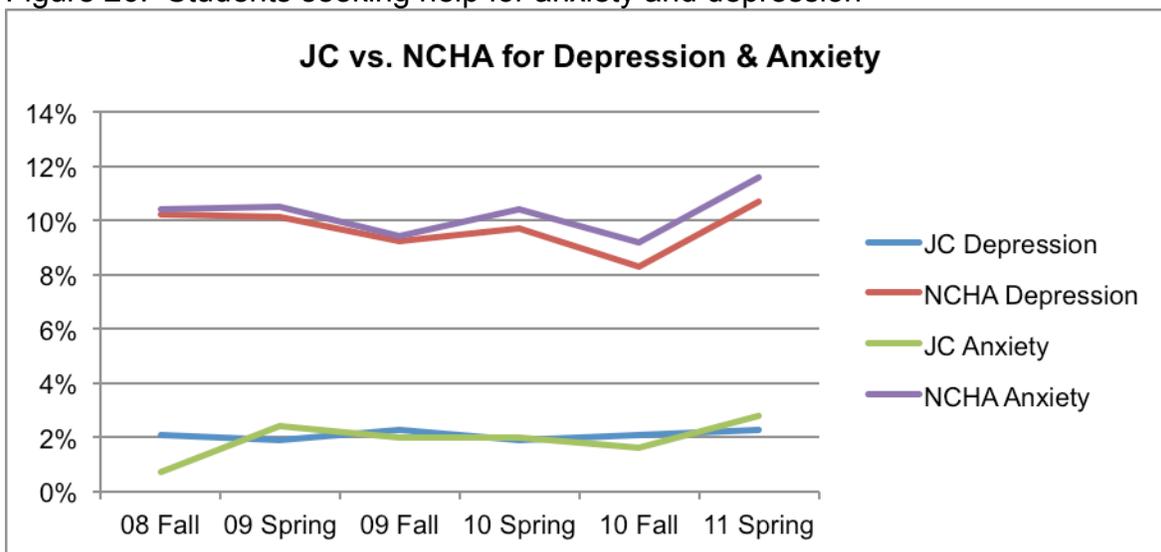


Figure 26 above indicates that the basic contour of the distress trend of our students is very similar to that of NHCA's. The frequency of psychological distress in both Juniata and NCHA students is currently at a high point within at least this decade.

Recall that we spoke of this issue in Chapter 6: Faculty. Faculty members cited increased time spent advising students as a source of stress. They found that current students were more needy and had more problems. The results of this report on mental health support those observations by faculty members.

Both faculty members and support staff noticed that our students need increased assistance with psychological issues. As noted elsewhere, we responded by increasing, and paying for, available psychiatric care. We made this change so that counselors would be available to students with less serious concerns.

Information access (IA)

As you may recall, the information access (IA) course is part of general education and is required for all freshmen. The course consists of modules to learn software and modules to learn how to use the library. Because every new student is required to participate in IA, each year presents a new opportunity to gather data regarding student abilities and opinions.

Pre-course and post-course quizzes determine students' knowledge of library research and the effectiveness of the software modules. These results are evaluated quantitatively. These quizzes also contain expository questions aimed at gathering feedback on the library modules and on the library in general. This feedback led to the rebuilding of the library section of IA in 2010. For 2011, the feedback encouraged the addition of some video tutorials. Changes in the library's physical layout and the services they offered have also resulted from the comments of IA students.

Assessing extra-curricular student experiences

We not only collect data to measure student experiences within the classroom, we also assess extra-curricular activities. Perhaps three examples will suffice.

First, the Inbound experience. Inbound is a five-day program held just before the school year starts for new students. We assess Inbound annually to gather data about our incoming students.

Second, a group of faculty members and administrators is developing a method to assess intercultural competencies for students who study abroad. Specifically, the center for international education (CIE) has implemented a tool funded by the Teagle Foundation. The tool will be used to measure student learning in study abroad.

Third, the library gathers data and benchmarks against peer institutions to assess the information literacy of our students. They do this benchmarking in both fall and spring semesters every year.

Using national metrics to assess weaknesses in students

Many academic departments use national measures to assess weaknesses in student knowledge. For example, the psychology department gives students the Psychology Area Concentration Test. They noticed that student performance in core areas of psychology was highly variable. As a result, the psychology department revised its curriculum in 2005 to ensure that all students took courses in at least seven of the eight core areas.

Other departments, of course, use national tests to judge how well their students have learned. Chemistry requires their seniors who are attending graduate school to take the GRE in Chemistry. In the past, seniors in both chemistry and biochemistry took either the real GRE or a mock-version that the department gave. Next year, all chemistry students in introduction to inorganic chemistry, a required course, will take a standardized exam as part of the course.

In response to the outcomes of these standardized tests (or mock-equivalents), members of the chemistry department expanded their offerings in inorganic chemistry. They now have an intermediate inorganic chemistry course to address a weakness they uncovered from the GRE test scores. They track overall student performance and found that it was not as good as they expected, especially based on the success their students were having in graduate programs. As a result, they instituted a new course, comprehensive chemistry. This course is a senior level problem-oriented, integrative review of chemistry. Students in the course use an advanced, general chemistry text and the texts used in prerequisite courses. The course consists of student self-study, followed by weekly exams on the material studied. Students take the Educational Testing Service chemistry comprehensive exam and also an oral exam. The oral exam substitutes for the thesis defense for students who are seeking to graduate with distinction in chemistry.

Members of the accounting, business, and economics department (ABE) give the Major Field Achievement Test (MFAT) for business to their graduating seniors. As a result of feedback from this test, the department changed the sequencing of its two quantification courses. Teachers in that department also incorporated more word problems into their courses. ABE also changed the subject matter covered and the way the subject matter was covered in a few courses when scores in a particular functional area of business lagged.

Improving safety through assessment

During 2011-2012, the college's office of environmental health and safety along with the chemistry department reviewed safety policies. In organic chemistry laboratories at Juniata, students are now required to wear laboratory coats and safety goggles (rather than safety glasses). Flame-resistant laboratory coats have also been purchased for research students involved in the use of highly flammable or pyrophoric materials.

These changes were prompted by two factors. First, several very serious accidents in university chemistry laboratories raised awareness of potential deficiencies in oversight, training, and protective equipment common at colleges and universities. The accidents included a burn-related fatality at UCLA and an explosion at Texas Tech that resulted in substantial injuries. These incidents prompted a review and subsequent report by the U. S. Chemical Safety Board, issued during October 2011. The second reason for changing our requirements for protective equipment in our labs is that the chemistry department has made substantial changes to the organic chemistry laboratory courses. The new introductory course is a more traditional type of organic chemistry laboratory, using more hazardous chemicals than those used during previous versions of the course. Thus, upgrades in protective equipment were warranted.

How results from external competitions precipitate change

For a few years, student teams in the department of accounting, business, and economics (ABE) were not winning and placing, as they usually did, in off-campus business competitions. The student teams compete against teams from other colleges. After talking about possible causes, ABE faculty members put presentations back into their courses. They learned from their discussions that, over the years, most ABE teachers had removed presentations, so students who went out to compete had no training in giving presentations.

Improving career services

Based especially on the self-study for career services as well as the strategic plan, the office added or expanded many new services: the alumni-student networking dinners, an expanded Juniata Career Day (really a week-long event) which includes Juniata Career Day (where prospective employers visit campus to interview students for jobs and for internships), Flash Your Resume, Graduate School Panel, Entrepreneurial Panel, and Federal Government Employment Panel. These weekly events generally change each year. In conjunction with the alumni relations office, the director of career services also added a workshop on wine and cheese etiquette and a wine and cheese networking event so students can develop their interpersonal skills. You can find the self-study for career services here: [Career Services](#).

Working on math competencies to help students learn

In environmental science, teacher noticed low scores on exams in a course on water resources and envirometrics. Students were having trouble with basic math, particularly word problems. Those who taught the courses developed a series of math competency questions and administered them to freshmen over two semesters. The result was a very wide variety of scores. As a consequence, department members then developed a series of math modules for all freshmen to complete. They plan to “close the loop” by administering a series of similar math modules in courses next fall.

Improving student services

We added a staff member in academic support services as a result of seeing the number of students with documented learning issues (or IEPs) increase. The data showed us that the demand for tutoring, test proctoring, and academic counseling increased.

Changes in technology support

An outcome of our department assessment for computer network and security was to rearrange departmental responsibilities to focus on network security and performance. After surveying all sophomores on their technology experiences, we improved our response, our summer orientation activities, hired several students to help with international challenges, shifted our focus and resources to emphasize the two weeks before fall startup, and added a new web position to focus on student technology research. Computer technology services (CTS) is currently going through a complete departmental assessment.

Improving the hiring process

We got feedback from our own employees and from our pool of applicants who asked for a better system. They acknowledged that many other colleges used electronic systems to collect applications and to manage the distribution of applications to search teams. We changed to an electronic system. So far, members of search committees have responded positively, as have the many applicants.

Improving human resources

Here are two examples of closing the loop from human resources.

Health Plan

As part of our ongoing evaluation of our self-funded health plan, at least every 3 years we obtain quotes from different vendors. After extensive review of the evaluation criteria and review by a focus group of employees, we selected Health America as the new provider, effective June 1, 2012. The outcome of this change is expected savings in administrative and reinsurance costs, greater network discounts, and enhancements in customer service, claims processing, and wellness programming and support.

Great College

The college participates annually in the “Great Colleges to Work For” survey sponsored by the *Chronicle of Higher Education*. The results of the survey help us identify areas in which we need to improve. Once such an area is found, we develop strategies to address the problem. For example, there was significant feedback about problems with the voluntary dental plan coverage we had been offering. We then sought out other vendors and options. We just implemented a new dental plan that, so far, has been positively accepted.

Testing active learning versus content-driven teaching

A psychology teacher conducted a three-year study in the abnormal psychology course. The teacher implemented three different teaching approaches, but kept everything else about the courses the same—same assignments, same exams, and same readings. In years 2 and 3, he covered less content in class which appeared on exams. Instead of covering content, he implemented active-learning exercises. In short, he was interested in two questions. First, would this change impact student grades? Second, would these changes impact my evaluations for teaching by the students?

Student exam grades went down about 1/3 of a grade. Not too much, in my opinion. Evaluations for the course from students declined on average about 0.20. However, students self-reported that their engagement in class increased by about 50%. As someone still “in the pipeline” for promotion, the lower numbers on evaluations bother me. However, I modified the course to incorporate active-learning exercises. I still expect students to learn as much “content” information as before because they are more engaged.

D. Next Steps

In this final section of the chapter, we reflect on where we are now and what we need to do next. We have some suggestions, which we explain here.

We worry that too many assessments are tacked on to student and faculty workloads and are not embedded into courses in a way that makes assessment automatic, efficient, and useful. You can see this concern in Chapter 6 as a source of stress on faculty members. We also noticed that students have become “survey weary,” particularly as we examined the assessments for the information technology course (IA), a general education offering. Also, this year, we changed the way we collect evaluations of faculty members since the on-line response rates from students continued to decline.

While the SoTL center has helped to build the assessment skills of the faculty, the center cannot do everything. The assessment skills of faculty members need to be extended in a number of ways. Perhaps members of APAC and the director of institutional research could be more integrated into departmental reviews to help plan assessments carried out by those departments. Furthermore, perhaps the role and resources of the office of institutional research can be expanded to provide the assessment expertise and the necessary resources for such integration.

A priority task continues to be the assessment of our general education curriculum. While we have made notable progress in the past several years, there is much work to be done. We believe that our faculty-driven model of assessment is a strong match to our institutional culture. In addition, this model provides the opportunity for the faculty to develop more operationally defined goals for each component of the

curriculum. More unified and clear goals will facilitate more quality assessment, which in turn, will help us to understand, and consequently strengthen, our curriculum.

The NSSE results are widely shared, and the strategic indicators are shared with the president's cabinet, the board of trustees, and with administrators. The SoTL Center plays a key role in the sharing of assessment results. The goals and data of all SoTL projects are closely linked to the mission of the institution.

Assessment data were used to create the campus master plan (CMP) as well as to measure our progress on the strategic plan. On the curricular level, the changes to the CW program demonstrate how we use assessment feedback to make changes and to plan. We previously also talked about changes to IA and to the CWS lab as the result of assessments.

A few faculty members, with support from the administration, have also taken advantage of training opportunities in assessment off-campus. For example, two of our faculty members have been recognized through special assessment programs such as the Teagle Assessment Scholar program and the CLA scholar program.

Chapter 9: Planning, Resource Allocation, Renewal, and Integrity

In this chapter, we focus on our planning and the communication of those plans throughout the campus community. Regarding integrity, we discuss specific aspects in depth, particularly those affecting public and constituent relations, periodic assessment, and institutional change and information. However, for information about catalog access, academic policies, and processes, we refer readers to the appendices and to the virtual resource room via hot links.

Also, we have reserved most instances of “closing the loop” for Chapter 8 on assessment. Thus, in this chapter, the topic of renewal is covered only very basically.

Standard 2:

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Standard 6:

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

We considered the following guiding questions:

- What planning processes has Juniata undertaken and to what extent have those processes reflected the elements of effective planning?
- What distinctive promises does Juniata make, what expectations do these promises create, and how do we know whether those promises and expectations are fulfilled?
- What are the core ethical values of the institution; the policies and procedures to support those values; and the avenues for people to pursue grievances?
- Do our policies and procedures align with Juniata’s values?

We interviewed administrators and members of the faculty and staff. We acquired external and internal data to learn how planning and policies were understood, accessed, used, and revised, as well as the degree to which those at the college behaved with integrity. We looked particularly at the degree to which we intentionally coordinate, communicate, and evaluate the impact of our planning and our commitments.

We have conducted several planning processes in the last decade. The 2008 strategic plan constituted the most important planning event, broadly affecting the campus community. This plan has guided strategic decisions over the past few years. Academic programs conduct ongoing plans as part of a process overseen by a

faculty committee—the academic planning and assessment committee (APAC). Every five to seven years, each academic department conducts a self-study. Administrative units plan as a result of annual assessments of each employee. Supervisors are responsible for ensuring that all plans align with elements of the strategic plan.

A. How We Plan and Allocate Resources

This self-study addresses our approach to planning and the degree to which the results of planning are clearly stated, reflect conclusions drawn from assessment results, and are linked to our mission and goals

A strategic planning committee crafted the strategic plan after months of discussion headed by six sub-committees representative of the college community. The president oversaw the final draft of the plan, which the board of trustees approved. The strategic plan contained three segments:

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

Responsibility for executing the plan was given to members of the president's cabinet. The president and administrative officials periodically report on progress toward goals of the plan to the board of trustees. Many goals have been adjusted in the context of the recession, which has affected the endowment, the discount rate, and projects requiring special funding. Members of the board of trustees and the president's cabinet have documented progress made toward achieving the goals of the strategic plan. Two documents are included in this self-study. The first which tracks the progress of upgrading and added buildings is in Appendix 13: Progress Report on 2008 Strategic Plan on page 167. The second report which identifies who is primarily responsible for the goal also reports on progress. You can find that report in Appendix 33: Responsibility for & Progress on the Strategic Plan on page 200. The president reports progress on the plan at least once a year at meetings of the board of trustees.

In 2009, academic programs submitted assessment plans to the director of institutional research. To date, all but one program has complied. You can find the spreadsheet showing a departmental dashboard by clicking [Department Dashboard](#). (You may need to open Excel after clicking on the link to see the file.) The dashboard is modeled on the institutional dashboard shown in Chapter 8. While the dashboard is new, you can see some information about each department. Talks are currently underway between faculty members and administrators over what should and should not be included in this dashboard.

Each officer is responsible for ensuring that budgets in their division align with appropriate components of the strategic plan. Administrative and academic units work with their vice presidents to develop budgets according to understood priorities. Vice presidents approve budgets. In this way, alignment of resources with strategic goals starts at the operational level and flows up to the budget team. Special funding projects are reviewed by vice presidents and, if successful, go to the budget team. Led by strategic goals, the budget team then approves special funding projects as resources become available. (Recall that you can see the representative make-up of the budget team in Appendix 31: Make-up of the Budget Team on page 197.) While the current economy has delayed some projects, progress is being made toward completing most of the strategic priorities. (A reminder: you can find two progress reports for strategic goals on pages 167 and 200 of the appendix.)

We found that the planning processes generally reflect the elements of effective planning. Strategic planning aligns goals with the mission statement and our goals certainly reflect that mission. Effective planning includes implementing objectives or strategies. Such planning is done through an annual assessment of the objectives of the strategic plan by the vice-presidents. Although progress toward attaining strategic planning goals is periodically documented and updated, this process is decentralized. The president's cabinet and vice presidents are responsible for achieving the strategic plan, monitoring progress, and assessing performance. They do so within their units. Cabinet members regularly assess and modify objectives of the strategic plan, which are then reported to the board of trustees in meetings and to the college community through open forums and publications.

B. *Our Integrity*

In addressing our integrity, we asked ourselves three guiding questions:

- *How do we know the extent to which our promises and the expectations we create are fulfilled?*
- *Do our policies and procedures support our core ethical values?*
- *Are people afforded due process and fair and equitable treatment?*

In this report, we discuss the more complicated aspects of our compliance. However, a review of our existing [Policy Handbook](#) reveals our alignment with the standards. For the past five years, Juniata has maintained a site [Just the Facts](#) containing facts about our programs. These facts include student success with employment and graduate school, statistics related to class make-up, enrollment, and diversity, and access to past Middle States reports. This site is on the president's webpages and it features a link so that readers can send email directly to our president.

Policies for academic integrity, intellectual freedom, and intellectual property are located in the [Faculty handbook](#). Policies for impartiality in hiring, evaluation, and dismissal are noted in the [Employee Handbook](#), as well as in the faculty handbook.

1. The promises we make

Juniata's promises are aimed at the largest group to which the college makes specific promises: prospective students. We reviewed Juniata's marketing efforts to define the promises we make or imply, reviewed the degree to which Juniata fulfills promises, and have suggestions related to promises.

The implied promises Juniata makes to students, prospective and enrolled, include the following:

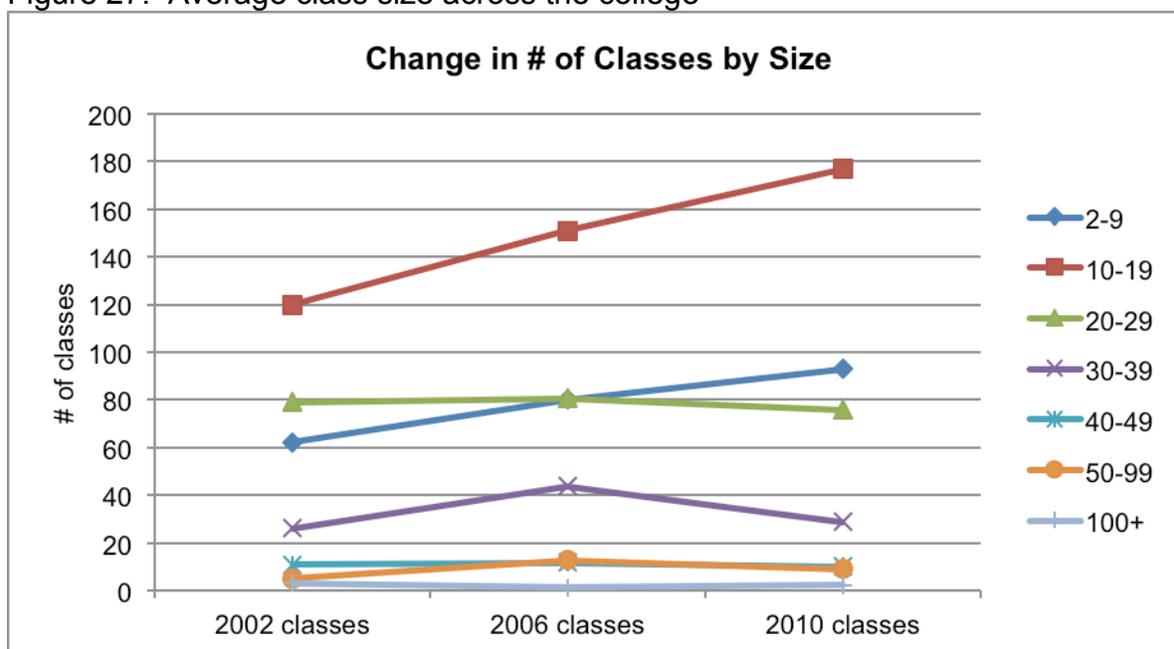
- "You will graduate in four years"
- "You will benefit from high-impact practices and gain experience; 90 percent of our students do;"
- "You will have a number of study abroad options; half our students participate;"
- "You will get involved in the community;"
- "You will have small classes and get to know your faculty;"
- "We value diversity and have a diverse campus;"
- "You will learn in a safe environment;"
- "Juniata is affordable;" and
- "You can design your education through the POE with two advisors."

Juniata has internally and externally produced data to show how we live up to this list of implied promises. The evidence we reviewed regarding the promises we have made is available in Appendix 32: Tracking Promises on page 198. Our interviews reveal an unintended impact of the promise to graduate in four years. As the note in the table indicates, the registrar is spending much time tracking and determining eligible students. As of the 2007-2008 academic year, we told students "we guarantee you will graduate in four years or fewer." The specifics of that guarantee are published in various materials, in the college catalog, and on the web site. The rate of our graduating students who accomplished the goal in four years or fewer routinely exceeds 95 percent.

With the promise that you can design your own POE, our statistics show that the percentage of self-designed POEs has dropped. Since the registrar has changed the way she tracks different POEs, we are wary of these statistics, however. As things stand now though, our data does not match this claim. We suggest that we explore methods so that the registrar can more easily track useful data about the POE.

Regarding class size, our claims of small classes and of students having the chance to know faculty members are generally true. We also discuss class size in Chapter 7, in the section on Class size and other issues about meeting student needs on page 103. You can see in the graph which follows an indication of class size.

Figure 27: Average class size across the college



As you can see, we have had an increase in the number of courses in the 10 to 19 range. Second is an increase in very small sections. Perhaps, this latter increase reflects an increase in independent study courses. There is, though, no obvious increase in large sections.

Variability of class sizes does exist, however, depending on students' curriculum and year. Introductory courses in biology and chemistry are large. Courses tend to decrease in size as students move into their senior year. Thus, over the years, data from the registrar do not show a significant growth in class size across most categories. What the registrar's data does show, however, and is more related to work load than to the student experience, is the number of independent study courses and 1-person sections has grown markedly. This information from the registrar is especially interesting since our extensive discussion of workload in Chapter 6: Faculty. In Chapter 6, neither our own surveys or NSSE or HERI data showed that faculty members felt stressed as a result of time spent teaching independent study courses. We may want to reexamine this issue.

Juniata allows students to self-design their program of emphasis (POE). Our data attest to the popularity of the POE. On average, about half of our students individualize their degree each year. The terminology on types of POE has been somewhat confusing in recent years, however. Contradictory data suggests that the average percentage of students who individualize their POE is closer to 30 or 35 percent. The discrepancy in the data is possibly explained by the conversion of what were popular individualized POEs into designated POEs. Some of these conversions include the following POEs: arts production, theatre performance, religious studies, digital media, wildlife conservation, environmental economics, and professional writing. Also, the registrar has changed the method she uses to count

POEs in each category. We have further complications when deciding whether a student has merely modified a designated POE or has a truly individualized POE.

2. Our ethical values

Our core ethical values are not articulated in one document. To compose a list of these values, we reviewed four primary source documents:

- The principles of a liberal arts environment (a commitment students sign as freshmen),
- The college mission statement immediately prior to 2008,
- The college's 2008 mission statement, and
- The leadership philosophy for administrators and staff members.

From these documents, we found seven values that recurred:

- A liberal education;
- Integrity;
- Lifelong learning (including critical thinking, free exchange of ideas, practice of beliefs, aesthetic values, creativity, taking risks, use of effective language);
- Lifelong service to the community and humanity (including international exchange of thought, global community, and diversity);
- Sustainability (including fiscal and environmental sustainability);
- Responsibility (including good citizenship, mutual support, and leadership)
- Positive and safe environment.

The Juniata community and the public can access our policies and procedures in several locations, all of which are online. The primary sources are the employee handbook, the *Pathfinder*, and the faculty handbook. The policies the handbooks cover include academic affairs and student development, advancement and marketing, the board of trustees, enrollment, finance and operations, and other institutional policies. You will find a list of hot links to these policies in Appendix 26: Links to Policies on page 189.

While the list of policies is exhaustive and available to the public, it is not easy to locate. The policies and procedures are available to faculty and staff members and to students from the administrative tab on the Arch in an abbreviated list. The Arch is the college's secure intranet for students and for faculty and staff members.

3. Our grievance procedures for employees and student appeal processes

We define grievances as having to do with our employees. Serious disputes between members of the college community, or individual members of that community and the college administration, are unusual and infrequent. In those few instances when informal accommodation proves inadequate or inappropriate, the matter is resolved through mediation conducted by external facilitators.

Any member of the college community may request a workplace mediation to resolve a serious dispute. The request must be in writing and include a concise statement of the nature of the dispute. The request should be directed to the appropriate vice president of the college, or alternatively, to the director of human resources, who will refer the request to one of the vice presidents. The policy appears in the administrative manual and in the support staff manual. Employees can access the grievance policy on the human resource website. The link for the administrative manual is [Administrative Manual](#), whereas the link to the support staff manual is at [Support Staff Manual](#).

There are separate processes for the sexual harassment and discrimination and harassment policies. Anyone can file a complaint of discrimination or sexual harassment—students and employees. All employees are required to complete two tests, taught on-line. The first was about sexual harassment, the second about discriminatory hiring practices. The college hopes to promote and maintain a campus environment free of all forms of discrimination, intimidation, and exploitation, including sexual harassment. Using one's institutional position or authority to seek unwanted sexual relations with any member of the Juniata College community violates our fundamental beliefs and our mission. You can find both policies on the human resources website under policies. You can also find these policies by clicking the following links: [Sexual Harassment Policy](#) and the [Discrimination and Harassment Policy](#).

For employees, the results of the Great Colleges survey sponsored by the *Chronicle of Higher Education* affirm that our practices align with our values. Some areas in the survey in which Juniata consistently scored higher than average were

- “My supervisor/department chair is consistent and fair;”
- “At this institution we discuss and debate issues respectfully to get better results;”
- “I can speak up or challenge a traditional way of doing something without fear of harming my career;”
- “This institution’s policies and practices ensure fair treatment for faculty, administration, and staff;” and
- “At this institution, people are supportive of their colleagues regardless of their heritage or background.”

Generally, students make appeals, such as appeals for sanctions they were given for infractions of policies on grades, for violations of academic integrity, and for misconduct. Title IX irregularities and accommodation denials also have appeal provisions. (Recall that you can find the policy for Title IX in Appendix 27: Title IX Policy on page 190. We have recently assigned the job of Title IX coordinator to human resources.

The judicial board, a group of faculty and staff members and students, typically rules first on serious violations of misconduct or of academic integrity. A student can always appeal the decision by the judicial board to the provost. All of these appeal procedures are in the students' handbook, the *Pathfinder*. You can find the *Pathfinder* online at our website by clicking [Pathfinder](#). In Appendix 17: Pages in the *Pathfinder* to Find Appeal Processes on page 171, you can see the pertinent pages to access various appeal processes.

Juniata's internal surveys and NSSE surveys regarding the environment students experience support that our practices align with our values.

4. How we change policies

Policies are reviewed periodically by members of the president's cabinet when the college has needed to update policies based on legislation or court decisions. For Title IX compliance, for example, the cabinet is reviewing our non-discrimination policies for consistency between the policies for students and for members of the faculty and staff. In 2011, in response to the "Dear Colleague Letter," we assigned Title IX responsibilities to the director of human resources.

The faculty committee on development and benefits has reviewed the faculty handbook within the last five years. Changes and review of the faculty handbook are generally under the purview of the provost and faculty committees.

Once a need for a policy changes or if a new policy is identified, the vice president of the corresponding area finalizes the policy, but some policy changes also go through the board of trustees. Minutes of past trustee meetings show those rare instances when the trustees have voted on policy changes. A most recent change was to the conflict of interest policy.

To summarize, we found a comprehensive set of policies to ensure integrity and fairness as well as evidence of significant planning and renewal of systems. Recall that we explain renewal from assessment feedback in Chapter 8.

Chapter 10: Summary and Conclusion

In the summaries that follow, we have highlighted the major points of each chapter, but we have primarily emphasized those issues that we seek to improve and those that need further action or discussion.

In Chapter 2, the working group examined our mission and found that it was understood at least moderately by our constituencies. The group concluded that new trustees and new faculty members should see the mission and strategic plan early and often. The development of both the mission and strategic plan was open, inclusive, representative, and involved many. However, why particular decisions were made was not always well documented. The group discovered that the mission and strategic plan were linked well to our curriculum and generally to campus life.

Over the last 10 years, we have improved in many areas: enrollment, facilities, rankings, and student outcomes. The financial resources of the college are adequate to support its programs. However, we have not improved our financial flexibility and resiliency. We take pride in being able to do great things with fewer resources—so much so that the concept has become part of our culture. But, to get stronger financially, our goal must be to regain more financial flexibility to meet our mission.

We are highly dependent on student generated revenue, with more than 80% of total revenue coming from tuition, fees, room and board. In fact, we have become more dependent in the past 10 years. The discount rate is also a problem. While we have made great progress over the past 10 years, the overall discount rate remains high relative to our peers and aspirants. The biggest funding pressures we have are for scholarships and grants, academic support services, compensation, and deferred maintenance.

Chapter 3 on governance and structure summarizes the duties, structure, and character of the board of trustees. Most trustee committees have faculty and student representatives. The president and vice presidents run the day-to-day operations of the college. Employees are assessed annually. The vice presidents oversee these evaluations. Units are evaluated administratively whereas faculty departments follow the processes set forth a standing committee.

Employees generally understand the lines of responsibility regarding decision-making. Similarly, leaders have functioned adequately within the governance structure. The college has prepared well for the change in leadership. Finally, the chapter emphasized how well students are represented in decisions that affect them through sitting on most committees, taking part in the search for the new president, and having access to top leaders at the college.

To improve governance, the working group urged the new president, should he elect to have a cabinet, to provide minutes of the meetings and articulate the

responsibilities of the cabinet. Finally, the group suggested that the president and trustees review the job descriptions of cabinet-level personnel.

In Chapter 4, the Program of Emphasis and General Education, the working group explained the POE and traced its evolution over the last decade. The group found that faculty members, administrators, and students are very satisfied with the program of emphasis. Faculty members and students strongly support the flexibility the POE offers. Some faculty members worried that the credit limit on the POE discouraged some students from combining disciplines.

Faculty members wondered if the POE was academically rigorous. To test if it was, we have undertaken to participate in the degree qualification profile (DQP) study sponsored by the Lumina Foundation. To date, early results are reassuring us that the POE is indeed academically sound.

The structure of general education is explained and our goals for general education are explored. We focus on the common experiences students will experience (the college writing seminar (CWS), the CWS lab, courses in cultural analysis and the interdisciplinary colloquium), the skills portion of general education, and the distribution requirements.

In Chapter 5, Related Educational Activities, the group focused on the services the college provides to help students succeed. They also covered experiential learning. Many opportunities were explained and analyzed, particularly study abroad, other opportunities to study away from campus, service-learning and community service, and internships. Then the chapter turns to learning opportunities that are on campus. Particularly, we are excited about the many research opportunities for students, including the Juniata Liberal Arts Symposium. Unfortunately, some chances for students to participate in research have diminished because of the loss of funding, most especially funding from the von Liebig Foundation. The chapter concludes with information about our new, and only, master's program, the master's of accounting.

In Chapter 6, The Faculty, the working group investigated the issue of stress among faculty members. The evidence was often contradictory. National surveys showed high satisfaction and little increase in stress. The surveys constructed and administered by the working group, however, uncovered several areas of increased stress. Faculty members revealed that they felt the extra time they spent on their other duties stole time from their teaching. Faculty members were pleased with their opportunities for scholarship and their time spent doing it has increased over the decade. Many taking the working group survey felt their workload left too little time to pursue scholarly activities.

Several issues came to the forefront in the chapter. The role of department chairs was an area of concern for faculty members, as was governance itself. Also, faculty members were worried that as yet there was no plan about funding for professional development in light of the upcoming change in provost. A plan that will clarify

policies and procedures for all professional development money will be established soon. The seemingly intractable problem of attracting minority candidates has prompted a new initiative, the stewards of diversity. Otherwise, college personnel do a thorough job of attracting new faculty members.

Administrators and faculty members were urged to conduct a study of faculty workload. Some faculty members also called for better integration between evaluations from the personnel evaluation committee and departmental reviews.

Chapter 7 covers admitting, retaining, and supporting our students. The report explains the plan to maintain enrollment from year to year. The steps we have in place and are taking to increase retention are noted. There is some concern about large classes, particularly in the freshman year. While the chemistry department has developed a plan to mitigate the problem, the working group asks that more attention be given to this problem to see if it impacts retention. We have recently addressed the problem of increased demand for counseling services by quadrupling psychiatric hours for students. In this way, severe cases can be seen promptly and counselors will have more time to serve students needing less severe intervention. We have taken steps in recent years to support under-represented students. For instance, the college formed a bias response team. On the other hand, we retained systems that we believe have served students well, such as the two advisor system.

In Chapter 8, *Assessing the College and Student Learning*, we first evaluated the teaching goals of the strategic plan. Second, we explained how we evaluate administrative services and academic programs. Then we described how we assess learning outcomes. Next, we gave several examples of how we use feedback to close the loop. We end the chapter with the next steps to which we are committed.

The SoTL (scholarship of teaching and learning) Center has significantly influenced what and how we assess. Even though some faculty members are still learning assessment skills, the activities of the SoTL center have promoted the theory and techniques of assessment. We examine in detail what we have and have not yet assessed in general education. We expressed our concern that too many assessments affect the workload of faculty members. We call for an expansion of institutional research to provide expertise on assessment and to help departments integrate assessment into the self-studies of their departments.

Chapter 9 covers many topics—Planning, Resource Allocation, Renewal, and Integrity. In this chapter, we frequently refer readers to links since nearly all of our policies are public. We keep most of them on-line on our website so the appropriate audience can access a policy quickly. We list and then explain each of the major promises we make to students. The issue of some large classes comes up in this chapter also since we effectively promise students that they will have small classes. While the average is small (about 13), some large sections offset small, usually upper level, courses. In this chapter, though, an examination of the issue of class size revealed no significant change in large sections over the past 10 years.

Appendix 1: Roadmap to the Standards

Section I. Think: What Systems Enable Our Work

Chapter 2: How Our Systems Enable Our Work

Standard 1: Mission and Goals (Group 1)

Standard 3: Institutional Resources (Group 1)

Chapter 3: Governance and Structure

Standard 4: Leadership and Governance (Group 2)

Standard 5: Administration (Group 2)

Section II. Evolve: What We Mean When We Talk About Education

Chapter 4: The Program of Emphasis and General Education

Standard 11: Educational Offerings (Group 3)

Standard 12: General Education (Group 3)

Chapter 5: Related Educational Activities

Standard 13: Related Educational Activities (Group 4)

Chapter 6: The Faculty

Standard 10: Faculty (Group 5)

Section III. Act: Attracting and Supporting Students

Chapter 7: Admitting, Retaining, and Supporting Students

Standard 8: Student Admissions and Retention (Group 6)

Standard 9: Student Support Services (Group 6)

Section IV. Think Again: Where and How We Can Improve

Chapter 8: Assessing the College and Student Learning

Standard 7: Institutional Assessment (Group 7)

Standard 14: Assessment of Student Learning (Group 7)

Chapter 9: Planning, Resource Allocation, Renewal, and Integrity

Standard 2: Planning, Resource Allocation and Institutional Renewal (Group 8)

Standard 6: Integrity (Group 8)

Appendix 2: Membership, Steering Committee and Working Groups

Members of the Steering Committee

The steering committee includes:

Jim Lakso, (Co-Chair), Provost and Vice President for Student Development
Gabe Welsch, (Co-Chair), Vice President for Advancement and Marketing
Kathryn Westcott, (Co-Chair), Assistant Provost & Associate Professor of Psychology
Timothy Berguson, Student
Kris Clarkson, Dean of Students
Jenifer Cushman, Dean of International Education and Associate Professor of German
Alison Fletcher, Assistant Professor of History
Dave Fusco, Vice President, Chief Information Officer Computer and Network Services
John Hille, Executive Vice President for Enrollment and Retention
Dave Hsiung, Professor of History
Dennis Johnson, Professor of Environmental Sciences
Dom Peruso, Professor of Accounting, Business, and Economics
Susan Prill, Assistant Professor of Religion
Carlee Ranalli, Director of Institutional Research
Mary Shedlock, Student
Pat Weaver, Professor of Business, Accounting, and Economics
Daniel Welliver, Assistant Professor of Sociology
Rob Yelnosky, Vice President for Finance and Operations

Working Group Membership

Working Group 1

Standard 1: Mission and Goals & Standard 3: Institutional Resources

Convening Chair: Rob Yelnosky, Vice President for Finance and Operations

Team members:

Dom Peruso, Associate Professor of Accounting, Business and Economics
Mark McKellop, Associate Professor of Psychology
David Reingold, Professor of Chemistry
Celia Cook-Huffman, W. Clay and Kathryn H. Burkholder Professor of Conflict Resolution
Brenda Roll, Assistant to Associate Vice President and Chief Information Officer
Jeff Andreas, Assistant Director of Facilities Services
Mike Keating, Director of Corporate and Foundation Support
Terri Bollman, Director of Enrollment Operations
Jeff Savino, Controller
Susan Shontz, Budget Director and Bursar
John Mumford, Library Director
Beth Bleil, Head Tennis Coach
Carole Gracey, Finance and Operations Administrative Manager
Russell Gray '12 – Student
Gabe Castro '12 - Student

Working Group 2

Standard 4: Leadership and Governance & Standard 5: Administration

Convening Chair: Dave Hsiung, Professor of History

Team members:

Kati Csoaman, Assistant Dean of International Programs

Greg Curley, Athletic Director
Sally Oberle, Director of Advancement Services
Michelle Corby, Special Assistant for Retention
Athena Frederick, Registrar
Jo Ann Isenberg, Executive Assistant to the President/Administrative Manager
Jessica Jackson, Director of Student Activities
Robert Miller, Professor of Religion

Working Group 3

Standard 11, Educational Offerings & Standard 12 General Education

Convening Chair: James Lakso, Provost.

Team members:

Sarah DeHaas, Professor of Education
Andy Dudash, Head of Reference Services
David Fusco, Associate Vice President & Chief Information Officer
Peter Goldstein, Professor of English
Dennis Johnson, Professor of Earth and Environmental Science
Susan Prill, Assistant Professor of Religion
Jim Tuten, Associate Professor of History
Donna Weimer, Professor of Communication

Working Group 4

Standard 13: Related Educational Activities

Convening Chair: Jen Cushman, Dean of International Education and Associate Professor of German.

Team members:

Abbey Baird, Community Service & Service-Learning Coordinator
Tim Conklin, Academic Support Services Assistant
Grace Fala, Professor of Communication and Special Assistant to the President for Diversity and Inclusion
Amy Frazier-Yoder, Assistant Professor of Spanish
Chad Herzog, Director of Performing Arts
Kathleen Jones, Associate Professor of Education
Darwin Kysor, Director of Career Services
Dennis Plane, Associate Professor of Politics
William Thomas, Professor of Information Technology and Computer Science;
Nathan Wilson, Student
David Witkovsky, College Chaplain
Julie Woodling, Assistant Director of Library
Chuck Yohn, Director of the Raystown Field Station

Working Group 5

Standard 10: Faculty

Convening Chair: Kathy Westcott, Assistant Provost and Associate Professor of Psychology

Team members:

Jack Barlow, Professor of Politics
Sarah May Clarkson, Director of Academic Support Services
Alison Fletcher, Assistant Professor of History
Ryan Mathur, Associate Professor of Geology
Deb Roney, Director, Language in Motion & Assistant Professor of English
Kim Roth, Assistant Professor of Mathematics
Victoria Rehr, Student

Working Group 6

Standard 8: Student Admissions and Retention & Standard 9: Student Support Services

Convening chair: John Hille,

Team members:

Michelle Bartol, Dean of Enrollment
Kris Clarkson, Dean of Students
Kyle Clemmer, Student
Michelle Corby, Special Assistant for Retention
Meghan Decker, Student
Cy Devries, Associate Professor of Sociology
Jim Latten, Associate Professor of Music
Jeff Leydig, Athletic Trainer
Cathy Stenson, Professor of Mathematics

Working Group 7

Standard 7: Institutional Assessment & Standard 14: Assessment of Student Learning

Convening Chair: Carlee Ranalli, Director of Institutional Research

Team members:

Phil Dunwoody, Associate Professor of Psychology
Jim Borgardt, Professor of Physics
Dave Widman, Professor of Psychology
Jerry Kruse, Professor of Mathematics
Jason Mickel, Reference and Instructional Technology Librarian
Candice Hersh, Associate Director of Marketing
Carol Peters, Director of the Writing Center
Cindy Clarke, Director of Data Management
Lyndsey Gianella, Student
Sarah Trescher, Student

Working Group 8

Standard 2: Planning, Resource Allocation, and Institutional Renewal &
Standard 6: Integrity

Convening Chair: Gabe Welsch, Vice President for Advancement and Marketing

Team members:

Linda Carpenter, Executive Director of Constituent Relations
Will Dickey, Assistant Professor of English
Jay Hosler, Professor of Biology
Matthew Powell, Assistant Professor of Geology
Daniel Welliver, Assistant Professor of Sociology
Rebekah Sheeler, Student
David Sowell, Professor of History
Gail Ulrich, Director of Human Resources
Valerie Deraville, Student

Appendix 3: The Strategic Plan of 2008

FROM VERY GOOD TO GREAT—THE PLAN FOR JUNIATA

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

"Juniata is truly a student-centered college. There is a remarkable cohesiveness in this commitment – faculty, students, trustees, staff and alumni, each from their own vantage point, describe a community in which growth of the student is central." The Middle States Commission 2003 report on Juniata.

"Juniata is one of a baker's dozen of the nation's best-performing liberal arts colleges." The Teagle Foundation's 2005 study of the top 105 national liberal arts colleges.

"The faculty, staff and administration with whom the Hartwick team met appeared to share a common interest in instructional innovation and experiential, student-centered learning. Major themes appeared to be getting students involved to "own" their learning and helping each student see how his or her learning could contribute to a larger evolving plan for personal development and aspiration achievement. Juniata appeared to consider their experiential education philosophy to be an important factor in influencing student success." Hartwick College Team visit report 2007.

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

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

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

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

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

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

The updated challenges and opportunities for our graduates include:

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

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

THE PROCESS

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

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

THE TEACHING AND LEARNING ENVIRONMENT INITIATIVE

To empower every student for a fulfilling life of service and ethical leadership in the global community we will:

1. Immediately review our freshman year programs to assure that every student is receiving not only the best possible information for success but is also fully engaged in a coordinated, interactive and collaborative learning process with other students and his or her advisor beginning with summer orientation and continuing through the freshman year. Further we will review the activities in the sophomore year to improve that year's educational and social experience for our students.
2. By 2009 we will have a Center for Teaching Excellence in place to support faculty who are working on improving various aspects of their teaching. There is considerable momentum for this among the faculty as shown by the strong response to learn more about the Scholarship of Teaching and Learning (SoTL). *Emeritus* Professor of Psychology, Dr. David Drews, is currently leading a working group of about 20 faculty in this effort. We will seek funding for the Center for Teaching Excellence.
3. By 2009 we will create a new plan for faculty development. This plan will include a realistic goal for increasing faculty development funds, will address how faculty development funds are allocated, and will develop a process to assess the use of faculty development funds.
4. By 2009 we will create a variety of programs to address the interpersonal and intercultural skills of our students including: networking, interviewing, resume development, portfolio creation, and social skills.
5. By 2009 we will have determined the feasibility of offering masters degrees in IT and Business through our international partners in Germany.
6. By 2010 we will have expanded our international programs with special emphasis on new and expanded programs in China, India, Germany, and Africa.
7. By 2010 to help meet a major national need, we will have at least 10 additional students in each class preparing to teach elementary through high school science and math by leveraging the assets in our highly successful Education, Science and Science in Motion programs.
8. By 2010 we will have considered the possibility of adding summer masters programs in science education, environmental science and non-profit management taking advantage of our considerable resources in these areas.
9. By 2011 every Juniata graduate will have at least one distinctive experiential learning opportunity related to that student's educational objectives. These may include: an internship, service project, extended off-campus class experience, research, student teaching, or international study. These experiences will provide the opportunities for our students to test and develop their skills in a "real world" setting, develop self-confidence and/or gain a better understanding of a culture or perspective different from their own. Our expectation is that the vast majority of our graduates will have several of these growth experiences. We will work much more diligently with Juniata alumni as well as cultivating existing partnerships and establishing new partnerships to provide enhanced opportunities.
10. By 2010 develop a partnership with Campus Continuum a successful Age 55+ Active Retirement Community directly connected to the College.

THE 21st CENTURY CAMPUS INITIATIVE

1. Environmental sustainability. We are making good progress on sustainability so our plan will take us to the next level by completing the American College and University President's Climate Commitment – a commitment to develop by 2009 an action plan and programs with a timetable and measurable outcomes to become climate neutral.
2. Facilities. By the end of the summer of 2010 Juniata will have completed the restoration of Dale Hall, Good Hall, Founders Hall, Oller Track, the renovation of Muddy Run, and a new eating facility in the former main computer lab of BAC. By fall of 2011 we will have developed preliminary architectural plans, cost estimates and potential funding strategies for improving Beeghly Library, the continued renovation of Brumbaugh Academic Center, the renovation of South residence hall, a music wing for the Halbritter Center, a turf athletic field, a World Languages and Cultures Cluster, a studio art building, and the completion of the transformation of Alfarata, the old elementary school.
3. Campus Master Plan. By 2011 we will have completed a campus master plan for campus improvements and opportunities through 2026 with particular emphasis on residence halls, recreational space, Ellis Hall, and enhanced accessibility.

THE ECONOMIC ADVANCEMENT INITIATIVE

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

1. Economy of scale enrollment. With the number of Pennsylvania high school graduates gradually declining and the make-up of these graduates becoming more diverse, Juniata must increase the number of students from outside Pennsylvania as well as the number of minority students. Not only is this added diversity educationally desirable for a 21st Century education for every student but it is essential in order to maintain an economically sustainable enrollment of 1460 FTE students. By 2011 our student body will be made up of at least 40% from outside Pennsylvania, of which we seek to include 10% international and at least 10% domestic minority.
2. Retention. To reach our 1460 student enrollment by 2011 we will achieve a six year graduation rate of 80% or better with 95% of graduates completing their degrees in four years or less.
3. Unfunded Financial Aid. We must insure financial aid as a percentage of gross tuition rises less than the average of our peer institutions.
4. Endowment. By 2011 through additional gifts and market appreciation our endowment will have increased to \$100m or more and our planned giving pipeline for endowment from \$40m to \$60m or more. A special effort will be made to raise scholarship endowments to assist students in attending Juniata.
5. Annual Scholarship Fund. By 2011 our annual scholarship fund will have increased from \$1,000,000 to \$1,300,000 with a longer term goal of \$2m.
6. Capital gifts. Juniata will continue to seek funds for various facility and program needs as identified in the campus master planning process and through the ongoing capital budget process.
7. By 2011 the Juniata Center for Entrepreneurial Leadership, the Gravity Project, and the Raystown Field Station will have achieved self sustaining budgets.
8. By 2011 we will have reviewed our art and library collections to decide what is compatible with the College's long term educational and outreach goals and what items should be sold. The process will honor all commitments the College has made to donors. The funds generated by sales will be reinvested in additions to the permanent collections, the facilities to house the collection and the staff to conserve the collection.
9. We will continue to assist Huntingdon and this region to improve our community. Emphasis will be on projects that increase the tax base to support improved infrastructure (schools, water, sewage, transportation, recreation and improved appearance of the community), that support retention and development of amenities (retail, restaurants, hotels, childcare, healthcare, retirement housing), that improve primary and secondary education and that improve the employment opportunities for Juniata employee spouses and recent graduates. These projects will assist in attracting and retaining students, faculty and staff – the human capital so necessary for our success.
10. By 2011 the College will have reduced its debt level below the \$33m we had on May 31, 2007.
11. Budget. By 2012 we will have increased the capital and special funding budget to 3% of our annual budget to support the maintenance of existing facilities and equipment, as well as support innovation and creativity. In addition, Juniata will continually review campus business processes to identify opportunities to improve operational efficiencies.

Approved by the Juniata College Board of Trustees on April 19, 2008.

Members of the Strategic Planning Committee:

William R. Alexander '66, Vice President for Finance and Operations *Retired*

James D. Borgardt, Associate Professor of Physics

Casey T. Chew '09, Student
Cynthia G. Clarke '76, Director of Institutional Research
Kris R. Clarkson, Dean of Students
Michelle E. Corby '95, Assistant to the President for Administrative Services
John McN. Cramer '63, Trustee
David K. Goodman, Jr. '74, Trustee
Carole M. Gracey, Administrative Mgr. for Finance & Operations
John S. Hille, Executive Vice President for Advancement & Marketing
Thomas R. Kepple, Jr., President
Carol L. Lake '66, Trustee
James J. Lakso, Provost & Exec. Vice President for Student Development
Shawn M. Rumery '08, Student Government President
David L. Sowell, Professor of History
Michael M. Strueber, Trustee
Robert E. Yelnosky '85, Vice President for Finance & Operations

Appendix 4: Leadership Philosophy

MISSION

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

LEADERSHIP PHILOSOPHY

SERVICE—Our primary role is to understand and support the mission of the College. We serve students, visitors, and each other with enthusiasm and our best effort.

LEADERSHIP—Each of us leads by example, is empowered to be a leader, and is ready to accept the leadership of others.

As leaders we encourage new ideas from each other and also find them at other institutions. We set high standards for ourselves and the team we lead. We are given appropriate authority and responsibility and are accountable for results.

PRODUCTIVITY—Each of us contributes to Juniata's improvement by giving our best effort on those things that are most important to the ultimate success of the College. We suggest goals, solicit suggestions, and actively participate in establishing departmental and personal stretch objectives within the parameters of Juniata's Strategic Plan.

SUPPORT—Each of us has the responsibility to positively support and empower others. We strive to let others know they are appreciated and we respect their work/life balance. We understand and advocate for the resources our teams need to achieve success.

ETHICS—We are honest, ethical and open in all that we do for Juniata.

RESPECT—We are receptive to differences between people, places, and ideas, acknowledging that we operate in a global community.

AMBASSADORS—We understand that what we do on and off campus reflects upon the image of the College.

SELECTION—At Juniata we select employees with great care. We strive to select and promote skilled, talented, diverse and optimistic individuals who will help Juniata succeed. Out-source providers are held to these same standards.

EVALUATION—Each supervisor is required to do a fair evaluation. Not only do we expect to be evaluated, we are willing to adjust our efforts in order to improve our performance. Through the evaluation process and other efforts we help every employee know that they are important and valued.

COMPENSATION—Within our resources Juniata actively strives to compensate each employee reasonably and to ensure that our compensation programs are fair to all employees.

LIFELONG LEARNING—The College provides many professional development opportunities and each of us is responsible for taking advantage of these opportunities and encouraging others to do the same.

RISK—In order for Juniata to succeed we need to take risks. We are encouraged to do so and understand that occasional failures are ways to learn and ultimately to improve.

ENVIRONMENT—We strive to create a positive work environment where people are appreciated and conflicts are resolved in a respectful manner. We celebrate Juniata and each other's achievements.

SAFETY—We are committed to providing a safe learning and working environment. We recognize safety as a responsibility shared by all members of the campus community.

SUSTAINABILITY—We understand that the College and the earth's resources are limited and accept responsibility for seeking and implementing sustainable solutions.

FUN—We strive to have fun, find ways to let others know that they are appreciated, and actively take part in the life of the College and the communities in which we live.

October 2008

Appendix 5: Administrative Performance Review 2011-2012

Administrative Department Program Assessment and Plan Process Revised - April 2011

The Periodic Administrative Department Assessment and Plan process will be conducted once in each five year period.

The review process will strive to answer the general questions – Does the department set and achieve annual objectives that advance the strategic objectives of the college? Does it reasonably address its and the college's strengths, weaknesses, opportunities and threats? Does it do so in a cost-efficient manner with a work culture that reflects the leadership values of the college? Is there clear evidence of its achievements that is used to promote continuous improvement?

A. PREPARATION

- **Review of Departmental Objectives:** The senior administrator in the department will prepare a listing of the annual departmental objectives for the previous five years along with the assessment reported outcome for each of the objectives. If the department has had a previous administrative review, a report will be prepared summarizing the results of departmental work on the objectives set forth in the memo of commitment.
- **Culture and Climate Survey:** The senior cabinet officer responsible for the department will administer the survey to all employees in the department and arrange for the results to be tabulated. The senior administrator in the department will be given the results of the survey together with other managers in the department and will summarize areas of special achievement and areas to be improved.
- **SWOT Analysis:** The senior administrator in the department with other managers in the department will engage all departmental employees (to the extent possible) in analyses of departmental and where appropriate sub-unit strengths, weaknesses, opportunities and threats. These will be summarized highlighting the two or three most significant findings in each of the four categories
- **Plan for the Self-Study:** The senior administrator in consultation with the senior cabinet officer responsible for the department will create a plan for self-study. The plan will propose the major objectives to be addressed, referencing as appropriate the SWOT analysis, the culture and climate survey, and the review of departmental objectives. The plan will include dates for study activities including presentation to the cabinet of a final report in six months or less. The plan will propose sites for external visits and personnel for external reviews. The plan will also indicate the activities that will be utilized in the self-study and assignment of personnel to those activities. Once the plan has been approved.

B. SELF-STUDY

- **Involvement of Staff Outside Department:** If special assistance is required in any self-study activity, the department may request assistance. Normally all self-study activities are expected to be performed by departmental personnel.
- **Periodic Reports:** No less often than monthly or as approved in the self-study plan the senior administrator in the department along with other managers in the department will meet with the supervising cabinet officer to review progress in the study.
- **External Visits:** Departments will schedule an external visit to two or more institutions similar to Juniata to gather information and to compare programming and procedures. A report of the external visits will be prepared in which comparisons of programs and outcomes at Juniata are made to those of the visited institutions with special attention to the objectives for the self-study.
- **Preliminary Self-Study Report:** An initial report will be prepared in which the findings and recommendations of the self-study are summarized. The report will normally be of no more than six pages although it may contain one or more appendices for the external visit report,

the SWOT analysis, etc. When approved by the supervising cabinet officer, the report will be forwarded to the cabinet.

C. EXTERNAL REVIEWS

- Following approval of the initial Self-Study by the Cabinet, the department will invite to campus at least one External Reviewer from another institution similar to Juniata or a consultant to review their Self-Study and the department's operations. The reviewer will visit Juniata, examine the self-study and the department under review, and submit a single report of his or her findings, preferably before departing campus. An External Review template will be provided for the reviewer's report.
- Upon receipt of the External Review report, the department may revise its self-study to reflect External Review findings and suggestions.

D. MEMO OF COMMITMENT

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

Appendix 6: Sample Mission Statements from Departments

Web Linked Documents

- a. [James J. Lakso Center for the Scholarship of Teaching and Learning](#)
- b. [Health Professions](#)
- c. [Accounting, Business, and Economics](#)
- d. [Student Activities](#)
- e. [Library](#)
- f. [Earth and Environmental Sciences](#) (scroll down a bit)
- g. [Wellness Committee](#)
- h. [Residential Life](#) (scroll down a bit)

Finance and Operations

The mission of the Finance and Operations organization is to create and maintain a safe campus environment of empowerment, creativity, flexibility and entrepreneurship that attracts, retains, and continually engages current, prospective, and graduated students and all employees while ensuring we meet the fiduciary responsibilities of the college.

Accounting Services

The mission of the Juniata College Accounting Services Office is to provide information, tools, services and education to allow all college constituents to take fiscal responsibility for the overall needs of the Juniata community. Our people are knowledgeable, versatile professionals who are available to provide understandable, personal service in a respectful, friendly environment.

Campus Network Services

The mission of campus network services is to supply ubiquitous access to secure and reliable data, media and voice services that enable learning, enhances the campus residential experience and supports the effective operation and marketing of the campus. We will actively research and evaluate changes in technology to allow us to cost effectively meet the ever-changing needs of our customers. We will have respectful and consistent communications with our customers to understand their changing needs and share changes in technology.

Teaching Learning Technology

The mission of the TLT is to innovate, integrate, and mainstream applications of technology on campus. Our many responsibilities include maintaining the most technically-advanced lab at Juniata, loaning equipment, pursuing projects and ideas, and basically serving as a technology research and development for Juniata. We also assist the Help Desk (basic computer and network troubleshooting) and Training areas of the Solutions Center and manage the other public labs on campus.

Human Resources

Human Resources mission is to provide our employees the same opportunities that the institution provides our students by creating a learning community that enables our employees to lead fulfilling and useful lives in a global setting. We will strive to attract and retain the finest caliber employees through competitive levels of compensation, benefits, and development programs. We will strive to make Juniata College an employer of choice in Huntingdon County and in higher education.

Facilities Services

To create and maintain attractive, functional, and safe facilities that enhance the quality of learning, living and working by providing quality, professional, and economical service to the campus community using allocated resources.

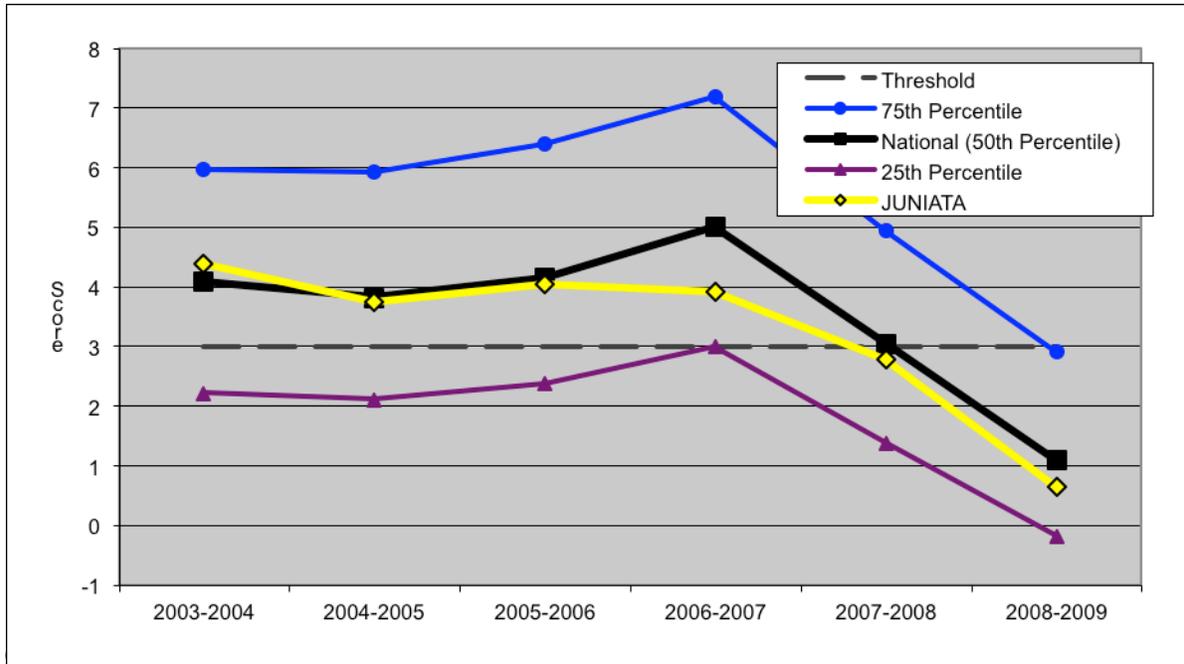
Enrollment

The mission of the Juniata College enrollment center is to enroll ethically and support prospective students and their families who reflect a global society. The office will continue to evolve and adapt to

an ever-changing enrollment climate while serving the needs of both prospective students and the college.

Appendix 7: Comparison of the Composite Financial Index (CFI)

NATIONAL (n=682). In addition to the national median, or 50th percentile, this chart shows the 25th and 75th percentiles.



Range	Strategy
9 to 10	Deploy resources to achieve robust mission
7 to 8	Allow experimentation with new initiatives
5 to 6	Focus resources to compete in future state
3 to 4	Direct resources to allow transformation
1 to 2	Re-engineer the institution
-1 to 1	Consider substantive programmatic adjustments
-2 to -1	Assess debt and Department of Education compliance and remediation issues
-3 to -2	With likely liquidity and debt compliance issues, consider structured programs to conserve cash
-4 to -3	Consider whether financial exigency is appropriate

Adapted from Tahey, et al. (2010), *Strategic Financial Analysis for Higher Education*, p. 87.

Appendix 8: Highlights from the Student Focus Groups on the POE

Focus groups of students met on January 26, 2012 to discuss the POE.

7:00-8:00 pm GROUP

This group included 5 seniors with 2 no shows. Two women and 3 men with POEs in

- Natural Sciences/ Entrepreneurship;
- Marketing Communication;
- Communication [designated];
- Organizational Communication; and
- Film/ Digital Media were present.

No one thought the POE helped him or her decide to come to Juniata. Sports were a greater influence. The POE became salient with the sophomore POE form.

Overall this discussion was more critical of the advising system arguing for one advisor who had more time and a better understanding of the student's POE. Advising was seen as problematic in some cases with advisors not really understanding the system. The Freshman POE was seen universally as a waste of time while the Sophomore POE was seen as essential. Changing the POE at any time was seen as positive part of the POE process. Only one student with a designated POE knew what he wanted and the POE gave him a solid frame to work from. There was little criticism of the POE and majors were seen as more constraining. Students believed they had time to have internships and study abroad. They thought the POE was great and as one student said, "It is Juniata." They all felt that the work they did on the POE resulted in a liberal arts lifestyle where openness to new ideas was how they think now.

8:30-9:30 pm GROUP

This group included 1 male sophomore, 2 female juniors and 3 seniors (2 women and 1 man) for a total of 4 women and 2 men. POEs represented were

- EN SEC ED; [is this English Secondary Education?]
- Psychology/ Biology (a possible dual POE)
- Biology/ Management
- Communication/ English
- Mathematics in Secondary Education/ Psychology
- Film/ Digital Media

There were 3 designated and 3 individualized POEs.

The discussion was very spirited discussion with strong feelings expressed in favor of the POE and its versatility over a major. One student who knew a biology major at another school made a strong argument for how constraining a major was. Advisors who know what they are doing and could discuss college requirements were highlighted. The context was such that there are advisors who are just a "signature". The Freshman POE was universally dismissed as a waste of time. The sophomore POE even if later changed was seen as essential to getting on track and knowing how to plan the next two years. All felt the POE allowed for study abroad and internships. Great appreciation was expressed for the flexibility of POEs, but FISHN and other requirements especially IC and CA were seen as stumbling blocks interfering with the POE. While the group saw the IC and CA courses as interesting they said there was not enough variety in theme or timing. Thus, students too often were stuck taking a course they were not interested in to fulfill the requirement. Criticism of the International Office was visceral in that they don't know which courses would count or how much. They resented being told to look at courses online when they had no clue what they would need. This group did not

feel that they had a safety net of support in advising outside of the departments they are affiliated with. As a group, they did agree that the POE experience encourages the values of a liberal arts life style and they appreciate both the depth and breadth they experienced here.

EMAIL [copy from Weimer] DECEMBER 1, 2011—RESULTS OF pilot FOCUS GROUP

I just finished the focus group with JC seniors—overall very positive take away for them with the POE experience. Concerns with the process and with advising existed but was minimal. They all agreed that it wasn't until the end of their sophomore year that they understood the POE and until they individualized didn't really know how to make it work.

Concerns:

The video and audio will be on my external hard drive and we may need to pay a work-study student to transcribe it. Not surprisingly our random but fixed variable group was skewed (which is why folks do more than one focus group):

- Gender was skewed—only one male student showed.
- At least one student who is listed as designated presented themselves as individualized.
- 3 designated and 4 individualized POEs were discussed
- Advising was a hot topic but more positive than negative. While there was only one BIO POE —2 others started in Bio and discussed their shift to other programs.
- Internships and study abroad were issues and some students didn't feel like they could do either given their course load or didn't have advising especially for internships.
- The freshman POE form was seen as useless and the sophomore POE form, although it might change, was seen as very helpful.
- All came to JC because they liked the POE. But the 3 Bio starters were more influenced by the reputation of the great science program, even though 2 of them left it.
- They all felt accountable for their program of study and saw it as influencing their interest in making lifelong learning choices with greater breadth.
- Student perception was that beyond their POE advisors, some were not helpful...there is an awesome support network where other faculty, staff, and departments step in and step up.

Appendix 9: Highlights of the Faculty Discussion of the POE

Summary of the discussion with faculty about the POE at the Faculty Meeting, December 7, 2011.

Overall Sense of Faculty Sentiment

The POE system essentially does what we want it to.

Advising is inextricably tied to the functioning of the POE.

The POE is a great marketing device and is useful in making JC distinctive.

Issues Raised

Individual POE is problematic when limited to 63 credits. Students are creating dual POEs to beat the 63-credit system.

The process of working with students to put together a coherent program especially an individualized POE is essential. The “struggle” is valuable to evolve their choices into a finished POE.

“Get rid of it or take it seriously.” Other schools have customization of study. Students need ownership of their program. Designated POE should lead to an individualized POE.

Many individualized POEs have become designated. [21 programs offer 66 designated POEs.] So do the stats on the handout represent a real problem, i.e., individualized from 42% to 32%.

Other colleges do not require so many courses in their major. This thesis was hotly contested and we were asked to learn more about how we compare to other colleges. Allegheny, Alma, Williams, Middlebury, and others colleges were mentioned to require more or less than our credit limit. Why is this important? Has to do with why we have a 63-credit limit.

- Some faculty members want that limit to be 45 credits or less, i.e., cap a designated POE at 45.
- Where the majority of faculty members seems to want flexibility in the total number of credits in POE to 80 especially if individualized.
- EES [Pelkey] believes needs to have more than 15 courses in the EES POE to be ethical.
- Baran recommend that departments decide the POE credits.
- Several mentioned that since 2006, they have changed their minds about this limit. It was instituted to change the interdisciplinary designated POE hold on so many credits in one department.
- Recommended not limiting the POE but the number of courses in any single department.
- Q. How different is having 2 POEs from an Interdisciplinary POE? Is it not just another way to do it? [Westcott]
- There will always be tensions between specialization and depth in a Liberal Arts program. Is this discussion just an example of how we struggle with the tension? [JTuten]
- Issue of student ownership and responsibility were discussed since they do not have to have a rationale for a designated POE

The issue of the relationship of FISHN and POE overlap came up and a suggestion that both should be looked at in relation to each other. Some faculty members argued that there should be no overlap in any courses.

Q. Are we rigorous in our Distribution courses and CA/IC courses [Roney]

Students in the sciences want to know “Why they have to take distribution courses?” --Part of the “struggle” with science students to understand Liberal Arts. [Keeney]

In broad terms, someone suggested that we keep the POE and the Individualized Version –“Keep it and make it better.”

1. Move away from the designated POE

2. Fix the credit limit
3. Eliminate the secondary emphasis and create a real Interdisciplinary POE

Discussion centered around keeping the 63 credit limit for designated and increase the CAP for the interdisciplinary POE

Departments should model interdisciplinarity in their construction of the POE [FALA]

Biology used their experience in cutting back on the courses in the Heath Profession POE when in fact they only took away one course. In their current POE –only 32 credits are in biology. Other credits are in Math, Physics etc. Sees their POE as interdisciplinary and centered in the liberal arts. [Keeney]

Issue from last Middle States: For our size, we teach too many courses. Do we need to reduce the number of POEs or the number of courses? How do we answer this Q in light of this POE review?

What are the criteria for accepting an individualized POE? [2 faculty sign off on it] Do we need to have an explication of criteria? Can we generalize criteria to fit all programs?

Have a discussion about department turf rather than POE. How do we get students out of our departments into others for that liberal arts experience?

Concerns we need to address

What number of credits do other schools require in their majors?

Overall the POE works as we say it does but there are areas of distinction that are NOT so distinct. Some want to call the designated POE a major as somehow being more honest and familiar to students. Some want to give the individualized POE more credits. Keep the language of POE— it provides a seamless transition to individualized POE, which tend to happen in JR and SR years. [Thomas]

The issue of the “oh crap” POE which allows students to change from designated POE to individualized in order to graduate on time. Did not seem to be a “generic” way to solve problems according to the Registrar. –Less than we think. Some faculty member defended this individualization of the POE not as a lack of responsibility but of growth and ownership of the learning process.

[Despite evidence in the survey to the contrary, most faculty were more positive in this discussion about the nature of the POE. —comment Weimer]

Issues that we did not cover in Standard 11:

Is advising difficult and a contributing factor to our workload?

Is the POE hard to understand if you are an International or transfer student? What do we do to help them?

Do we have learning outcomes for the “system” of the POE?

Does the POE system provide “pervasive and effective opportunities to synthesize and reflect on learning”?

How do we assess the POE system for academic content and rigor at the institutional level?

Appendix 10: Questions for Online Survey on POE

The survey was conducted in the Spring semester of 2012. Below are the questions we asked.

1. How many designated POEs do you advise?
2. How many individualized POEs do you advise?
3. Do you think the POE is unique?
4. In what way does the POE function to meet the individual needs for students?
5. Is the POE easy to advise?
6. Do you explain the Individualized POE to all your advisees?
7. Do you recommend the Individualized POE to your advisees?
8. Does the flexibility of the POE allow for study abroad in your discipline?
9. To include courses from study abroad do you use the Individualized POE or exclude the courses from POE designation?
10. Do you think the POE provides strong content areas in the field it represents?
11. Do you think the POE provides interdisciplinarity to enhance that content?
12. Would you prefer major and minor system and if yes why?
13. What would you change about the POE if you could?
14. Does limiting a POE to 63 credits help or harm it?
15. Does the 63-credit limit affect interdisciplinarity? How?

COMMENTS:

Appendix 11: Highlights of the Application to the CIC/DQP Consortium

JUNIATA COLLEGE'S CHALLENGES, PRIORITIES AND CONTRIBUTION TO THE CIC/DQP CONSORTIUM

Juniata College seeks participation in the CIC Degree Qualifications Profile Consortium because it would complement and enhance several ongoing self-examination studies in which we've immersed ourselves to examine our curriculum. Our efforts are focused on developing a better understanding of student outcomes and are linked to a variety of activities on our campus. For example, our institution is in the midst of our decennial accreditation review by the Middle States Commission on Higher Education. Over the past six years, we also have received seven grants, including two Teagle Foundation grants, related to assessment. Emphasizing our support for understanding student outcomes, we also have developed a strong institutional commitment to the Scholarship of Teaching and Learning (SoTL), demonstrated by ongoing support for faculty members' development of course portfolios and SoTL projects. More than a third of the faculty attend bi-weekly meetings on teaching and student outcomes, and individual and department learning assessments are ongoing. As our curriculum grows, we pursue further funding to enable its growth—such as a recent submission of a Howard Hughes Medical Institute Proposal, which seeks to create an interdisciplinary Genomics Leadership Experience that will allow students to explore the ethical, legal, and social implications of genomic research.

Juniata's interest in reviewing our curriculum lies with the **program of emphasis (POE)**, Juniata's flexible interpretation of the major. In many ways, Juniata's Program of Emphasis has some resemblance to a traditional major. Developed in 1970, thanks to a National Endowment for the Humanities grant, the POE is a system in which students, in conjunction with two academic advisors, build and structure their academic interests in one of two ways: 1) to design a unique, self-designed, individualized POE; or 2) to engage in personalizing a pre-designed POE designated by academic departments. In designing their own program, it is expected that students enhance their creativity, self-discipline and self-direction, gaining insight into interdisciplinarity, flexibility, and ownership of the learning process. To this day, Juniata's POE system remains a unique approach to the role of concentrations in the liberal arts and a symbol of our identity and institutional autonomy. Juniata's outcomes, across many disciplines, indicate that our POE has balanced students' unique interests with a strong central degree program that is built on rigorous academics and hands-on opportunities.

The POE also is a mark of institutional investment and growth. In our ongoing internal assessment of the POE, we have revised and made structural changes over these 40 years of the POE's use. Recent dynamics, such as a shift from self-designed POEs, which accounted for 50% of our graduating degrees 10 years ago to 28% in 2010, have affected our self-evaluation. Some of our identified challenges are

- a. An increased level of student personalization from the past but a decline in individualized POEs;
- b. An age in which students' ability to network has been multiplied by digital opportunities; and
- c. An increased specificity of students' interest within disciplines and our ability to meet their expectations.

Participation in CIC/DQP consortium will allow us to reflect and assess the Juniata POE experience with the experience of students who have majors at other institutions through the DQP standards.

The college community, especially students, has a positive commitment to the POE process, but we need to test and reassess that it does what we think it does especially given increasingly different student interests and personalization. In designing their own program, it is expected that students enhance their creativity, self-discipline and self-direction, gaining insight into interdisciplinarity, flexibility, and ownership of the learning process. Our priority in assessing the POE with the CIC/DQP

consortium is to have external criteria to measure our curriculum against and engage in dialogue on best practices and high impact learning as we plan for the future.

Juniata's Goals

In light of these concerns, our priority is to assess the scope and limits of the POE through the standards of the CIC/DQP and participate in the work of CIC/DQP to benefit from the wider assessment you are doing with other colleges. Our current goals include

1. To determine the POE's viability as our central curricular mechanism to maintain rigorous academic standards measured and compared to the DQP standards.
2. To determine a way to maintain the independence of our students given that self-designed POEs have become designated after great student interest; and conversely,
3. To determine a way to maintain the availability for students to continue to pursue less popular academic areas of study when programs are eliminated due to low enrollment;
4. To determine the effects of self-designed programs of study on retention and graduation rates; and,
5. To determine the effectiveness of the availability of two advisers in the POE system.

Juniata's Contribution to the CIC/DQP

The CIC/DQP would be an excellent venue for Juniata to share, explain, assess and learn from other colleges. Juniata can also offer a unique educational approach as a point of comparison to other participating institutions. Our assessment of the POE and the data we collect through the analysis of student retention and graduation rates as well questionnaire and focus group data on student perception of POE outcomes and faculty advising should assist in revealing standards of effectiveness as Juniata completes a comparative analysis to the DQP standards.

Some conversations that Juniata could contribute particularly well to include

- Do student outcomes differ for students with a self-designed degree program versus those students who pursue a traditional major?
- Can degrees be harmonized using the DQP without being standardized?
- How can institutions of higher education determine what students should learn, understand and know without too much or too little standardization?

Success will be measured by the degree to which we have a better understanding of what actually happens with the POE especially advising and what we have believed has been happening. Initial data on retention and graduation rates can be reinterpreted and refined in light of the POE and DQP criteria.

Mutually Beneficial Outcomes

While Juniata will benefit from participation in the CIC/DQP in many ways—particularly in having CIC/DQP learning to blend into our internal surveys and focus groups, Middle States Assessment and curriculum committee meetings—others can also benefit from our learning. Not only can Juniata contribute examples of our faculty advising, retention and graduation rates and other norms to the conversations of other CIC/DQP participants, we also plan to create a research project to further disseminate our CIC/DQP learning. It will provide comparative analysis of what students should learn, understand, and know. Please see the enclosed timeline for further details of the research project.

Appendix 12: Data and Resources on Facilities and Enrollment Growth

Facilities

- 2008 Strategic Plan
- By-Laws for the Board of Trustees
- Architect Selection Process
- Chart – 2008 Strategic Plan Progress Report
- Information from the Dean of Students, Vice President of Finance & Operations, Provost, and President concerning priorities for campus facilities
- Information from the Director of Human Resources and the Vice President of Finance & Operations concerning plans for employment growth with regards to campus facility growth
- Information from the Vice President of Finance & Operations concerning how the Board of Trustees reviews plans for the campus
- Minutes from the Board of Trustees
- 2011 Campus Master Plan

Enrollment Growth

- Residential Life reports
- Institutional Research data on student enrollment faculty student ratio, etc.
- Center for International Education reports on international student statistics
- Provost's Reports on Student Development to the Board of Trustees Committee on Education and Student Life from 2006 through the fall 2011
- information from the Enrollment Management and Student Success committee
- Noel-Levitz Retention Opportunities Analysis report November 28, 2008
- information from the Dean of Students Office and Academic Support Services concerning staff development
- information from the Budget Director concerning budget support for staff development and associated costs
- information from the Director of Human Resources concerning staff development planning and resources
- Juniata College Juniata College Online Catalog 2011-2012
<http://www.juniata.edu/services/catalog/>
- Employee Handbook Administrative Manual
<http://www.juniata.edu/services/hresources/documents/AdminManual2011.pdf>
- Administrative Performance Review format
<http://www.juniata.edu/services/hresources/forms.html>
- Curriculum for Staff Programming
<http://www.juniata.edu/services/hresources/documents/CurriculumforStaffProgramming.pdf>
- Employee Workshops https://secureweb.juniata.edu/training_sessions/

Appendix 13: Progress Report on 2008 Strategic Plan

2008 - Strategic Plan	Reasons for Renovations	Where are we now?
Renovating Beeghly Library	Older building; saw a significant increase in enrollment so needed more space for this growth (J. Mumford)	Klaus and Ellin Jaeger Information Commons; weeded the reference collection and created more space for student work/study areas; added a number of electrical outlets on the top and basement floors for laptop use; computers switched over to the app server; added 100,000 eBooks
Continued renovation of BAC		Dale Hall addition; 2011 Master Plan: new classroom, Physics, Geology, Environmental Science and Biology spaces; completed some phased upgrades to furnishes, furniture, technology and lighting.
Renovation of South Hall	There was a fire in 1995; need to upgrade furnishings, some wiring; last residence hall to be renovated (K. Clarkson)	Renovation included in 0-5 year Campus Master Plan
Constructing a music wing for the Halbritter Center	Limited space in Swigert Hall for the various musical and choral groups (R. Yelnosky)	Renovation included in 0-5 year Campus Master Plan; demolition of Swigert Hall for new parking spaces; new music center proposed to be constructed
Installing a turf athletic field	Limited athletic field space for sports and clubs; having turf provides better opportunities for hosting certain NCAA events and various field space opportunities (K. Clarkson)	A part of the current master plan; currently reviewing plans and looking for funding resources
Renovating a World Languages and Cultures Cluster	Proposal from Jen Cushman for cluster living/learning areas (R. Yelnosky); Juniata's Global Engagement Initiative (on the Juniata webpage)	Themed housing "Global Village" located in Tussey/Terrace Hall; 5-20 year Phase II of Campus Master Plan for a new international/world languages center at north of campus entrance
Completing the transformation of Alfarata to the Sill Business Incubator and JCEL		Completed in Spring 2010
Constructing a studio art building	Carnegie Museum is not large enough to hold the arts program together.	Currently a part of the 2011 Campus Master Plan, 0-5 years

Appendix 14: Student-Led Activities

Student-led activities: These include Inbound Retreats, Step UP workshops, Lobsterfest, shuttle bus trips to State College, Stress Busters, Welcome Week activities and Registered Student Organizations (RSOs). Each RSO chooses a Club Interest Sector (CIS) when they register or submit an application for a new organization; however Student Government makes the final decision as to which CIS group the RSO belongs to. There are 10 CIS groups which include the following: Advocacy, Arts, Collegiate Club Sports, Communication and Programming, Cultural, Intercollegiate Club Sports, Outdoors, Science, Service and Spiritual. Student Government, which includes the four classes, and the Juniata Activities Board are not a part of any CIS group. They are labeled as “other” since they are their own governing bodies. RSOs provide a diverse number of experiences including:

Religious services	Meals on Wheels
Food drives & fundraisers	Random Acts of Kindness
Movies	Daffodil Days
Annual service projects	Dance Marathon
Activities for local High School students	Kids' Carnival
Sympathy/birthday cards	March of Dimes Walk
Chemistry Camp	Riding lessons
Local/National meetings and conferences	Competitions
Speakers	Make a Difference Day
Faculty appreciation	Habitat builds
Retreats	Hire-A-Habitater
Gym nights	Shak-A-Thon
Coffeehouses	Spring Break Trips
Monthly community service	Healthy Halloween
Moon Festival	Breast Cancer Pillow Talk
Cooking classes	Christmas Caroling
Ethnic dinners	Take Back the Night

The number of Registered Student Organizations has greatly increased over the past 10 years. Each RSO goes through a process at the end of the academic year to re-register for the following year. This allows Student Government to evaluate the club and its activities each year, as well as spending and funding requests. Below is a chart of the numbers of RSOs each year.

Academic Year	Number of RSOs
2001-2002	43
2002-2003	?
2003-2004	81
2004-2005	80
2005-2006	78
2006-2007	95
2007-2008	94
2008-2009	98
2009-2010	98
2010-2011	99
2011-2012	93

Appendix 15: The Definitions of the Breadth Requirements (FISHN)

Fine Arts (F) examine the interaction of elements within art forms, the ways in which these interactions produce artistic expression, and the conventions of the particular artistic disciplines. In these courses, students expand their expressive abilities and/or sharpen their skills at formal analysis (such as how to experience a work of art).

International Studies (I): “I” courses may study global issues in one of three ways. 1. The course introduces students to the history, art, literature, philosophy, or civic life of people of different nationalities. 2. The course requires students to think and express themselves in a language other than English. 3. The course examines international social, material, cultural, or intellectual exchange at a systemic level.

Social Science (S): Social scientists strive to understand a wide range of human behavior, from the formation of the self to the interaction of nations. Knowledge is acquired from systematic study, using a diverse set of scientific methods including laboratory experiments, field observation, survey work, and quantitative and qualitative ethnographic analyses, as well as insight acquired through experience.

Humanities (H): The humanities use methods such as textual interpretation, historical analysis, and philosophical investigation to ask fundamental questions of value, purpose, and meaning in a rigorous and systematic way. The humanities teach us to think critically and imaginatively, informed by the knowledge of how those questions are (or have been) understood in different times, places, and cultures.

Natural Sciences (N): Courses in natural and mathematical sciences enable students to engage with the methods of exploring the processes of the natural world. These methods include observation, generation of models and hypotheses, and analysis of models that pertain to the natural world, and empirical testing.

Appendix 16: Promises Table

PROMISE	KEPT	PROOF	NOTES
You will graduate in four years; we guarantee it.	Yes	Document 2A, graduation rates at 2000, 2005, 2010; IR graduation rate data	Document 2A describes consequences for registrar office; tracking of eligibility affects office workload for very small pool of eligible students.
You will benefit from high-impact practices and gain experience; 90 percent of our students do.	Yes.	Document 2C, experiential learning.	
You will study abroad; half our students do.	Yes.	Document 2D Study Abroad Overall Data, CIE reporting.	
You will find success after college, either through a job or graduate school.	Yes.	Document 2E GradOutcomes10, IR data.	Discussed problems of studying “employment in major,” given transferability of skills and applicability of liberal arts areas.
You will get involved in the community.	Yes.	Document 2F Community Service Office Annual Report, Document 2G Overall JAB report FY2010-2012.	
You will have small classes and get to know your faculty.	Yes, <i>with concern.</i>	Document 2H Class Size from Registrar, NSSE data.	Growth in 1-person classes and independent study. Size experience and expectation differ by academic area.
We value diversity and have a diverse campus.	Yes.	Document 2I Ethnic Origins 11 and Document 2J Religious Preferences 11.	
You will learn in a safe environment.	Yes.	Document 2K Copy of Combined SSI PSS Results, and Document 2L Middle State comparison of Clery Data	
Juniata is affordable.	Yes.	Document 2M Comparative Affordability Costs Data.	
You can design your education through the POE with two advisors.	Problem	Document 2N POE CCD2010, Document 2O POE info for Middle States WG8 subgroup 2, and registrar interview.	Claims do not match data, and designations have shifted in recent years between what is and is not “self-designed,” “interdisciplinary,” and “designated.” Working Group 5 also touches on advising in their work.

Appendix 17: Pages in the *Pathfinder* to Find Appeal Processes

Link to the Pathfinder

<http://www.juniata.edu/services/dean/pathfinder.pdf>

Policy and appeals on student accommodation, page 9.

Title IX policy and appeals, page 19.

Standards of conduct appeals, page 39.

Academic appeals, page 82.

Appendix 18: APAC Schedule of Program Reviews

Academic Program	MOST RECENT REVIEW				CURRENTLY SCHEDULED REVIEWS				
	Completed?				Begin Year	Completed?			
	Self Study	APAC Resp	External Review	Memo		Self Study	APAC Resp	External Review	Approve
Physics	1999	X	X	2010	2008	2008	X	X	X
Pre-Law	1996	X	X	2003	2008	Exempt			
IT/	2003	X	X	2010	2008	2008	X	X	X
Computer Science	1997	X	X			2008			
Health Professions	2001	X	X	2009	2008	2008	X	X	X
Chemistry***	2001	X	**	2004+	2011				
Peace&Conflict Studies	2001	X	X	2003	2009	2009	X	X	
Art	2001	X	X	2004	2009	2009	X	X	
EES	2000	X	X	Proc	2009	2009	X	X	
Geology	2003	X	X	2007					
Philosophy	2003	X	X	2006	2009	2009	X	2010	
Soc-Anthropology	2000	X	X	2004	2011				
Soc-Sociology	2000	X	---	---	2011				
Soc-Criminal Justice	1999	X	X	2004					
Education****	2004	X	**	2004+	2012				
Soc-Social Work*****	2004	X	**	2004+	2011				
Communication	2004	X	X	---	2010	2010	X		
ABE-Accounting	2004	X	**	2006	2010	2010	X		
ABE-Business/Econ	2004	X	**	2006	2010	2010	X		
Biology	2004	X	X	2006	2012				
Psychology	2004	X	X	2006	2012				
World Languages	2005	X	X	2006	2012				
Religion	2005	X	X	2006	2013				
International Studies	2004	X	X	2007	2011				
Math	2005	X	X	2007	2012				
Politics	2005	X	X	2009	2012				
English	2006	X	X	2009	2013				
Music	2004	X	X	Proc	2011				
Theatre					2007	2007	X	X	
History	2002	X	X	2009	2007	2007	X	X	
Internships									
Field Station									
Internat'l Programs									
General Education-CWS	2003	?	---	Proc	2009	2009	X	X	
General Education-CA/IC	2004	X		---		Curric			

** Timed to coincide with external accreditation review.
 + Accreditation report serves as Memo of Commitment
 Chemistry*** ACS Review is every 5 years; next is 2010-11
 Education**** Next Accreditation review is 2012
 Soc - Social Work***** Next Accreditation review is 2011

Appendix 19: APAC Process for Program Reviews

(This document is housed at P:/APAC Self-Study)

Juniata College Academic Planning And Assessment Committee (APAC)

PERIODIC PROGRAM REVIEW PROCESS Department Self Study Timeline, Outline, and Template *updated November 2009*

Welcome to the APAC outline for department and program self-studies. This is your department's starting point and complete guide to the self-study process.

Why do departments and programs have to go through this every-six-year process of self-reflection and study? *The self-study process provides the opportunity for departments to periodically present to the administration a rational, well-considered, vetted, and externally supported set of statements regarding a department's vision, proposed ways and means of accomplishing that vision (including rationale for support of new initiatives, expansion of faculty, budget or infrastructure, et al.), reflective and integrated listing of prior accomplishments, and impact on the college as a whole – both quantitatively for the bean counter as well as its qualitative presence of a particular program of department. The process and its outcomes help the entire department, administration and grant writing personnel, and faculty (especially those who cycle through APAC membership) understand much more accurately the mission of our college's various departments and our professional colleagues.*

THIS IS THE TIMELINE FOR DEPARTMENTS AND PROGRAMS TO FOLLOW, ALONG WITH NUMEROUS SUGGESTIONS AND SPECIFICATIONS. AN APAC MEMBER WILL BE ASSIGNED TO YOUR DEPARTMENT AS LIAISON BETWEEN DEPARTMENT AND APAC, AND WILL CONFER WITH YOUR CHAIR AND FACULTY MEMBERS FREQUENTLY DURING THE PROCESS.

The end of April of the prior year	<p>I. Departments are informed that they will undergo their APAC Periodic Program Review during the following academic year</p> <ol style="list-style-type: none"> a. APAC notifies departments or programs that are scheduled for review. b. Departments are invited to meet with APAC or with a representative of APAC to clarify the review process c. APAC reserves the right to ask departments to address specific issues within their review when deemed appropriate. d. Departments will begin thinking about possible external reviewers (do not invite them yet - this is handled by the Provost's Office) e. Department chair requests statistical data, and a copy of the previous Memo of Understanding, from Institutional Research office: Enrollments, # of POEs, Student-faculty ratios, # of advisees, Contribution to General Education. Department chair should meet with Institutional Research prior to May 1. f. Petitions by a department to delay their Program Review must be received by APAC no later than April 15. APAC will respond by May 1.
Due October 15	<p>II. Complete the Self-Study and submit to APAC by October 15. The goal should be to produce a self-study document that describes the ongoing improvement of the quality of the department. The self-study should be prepared with all audiences in mind - APAC, the Provost, and External Reviewers. Document length: Completeness is desired, while avoiding excessive length. In</p>

the past some self studies have been 10 pages plus appendices; others have been 70-90 pages. **Please number all pages.** When appropriate, departments undergoing accreditation reviews will be permitted to substitute accreditation reports for the self-study, and accreditation teams for the External Review team. One product of the self-study process is the creation of a Memo of Understanding between the provost and the department/program; the Memo will determine the course of the department for the next six years.

Your self-study must include the following sections:

Overview: This section describes the story of the department – its history, current status, and goals for the future direction of the department . It is recommended that you include the following:

1. Departmental/program mission statement and discussion of its linkage to the [College Mission Statement](#) and [Strategic Plan](#)
2. Incorporate and provide analyses of the statistical data that you gathered the previous April.
3. Additional informative data such as alumni career data, outreach efforts and statistics (if available)
4. A summary of the competitive environment for the department/program. This may include benchmarking with peers.
5. A history (if any) of grantwriting by the department and its faculty

A. Program Assessment

Starting with the most recent “Memo of Understanding,” programs will evaluate progress on their action plan. Include:

- Previous goals and objectives
- Methods used to assess the stated goals
- The results of assessment and how those are being utilized to improve the department

Specifically, in this section the department needs to address:

- What items have been completed
- What items are still in progress
- What items have not been implemented and why
- What new items have been identified and need attention

The department will use the assessment data gathered since the last three-year review to assess the success of the program described in the memo of understanding, as well as to plan the future course of the program.

Departments will explicitly discuss:

- Departmental learning outcomes, including how the department assesses these outcomes.
- Student outcomes, including retention and almni placement
- Professional development, including updated faculty CVs
- Staffing
- Curriculum
- Internationalization
- Enrollment

New programs embarking upon their first-round review should start with goals established at the program’s inception, or use the topics suggested above to

	<p><i>guide program assessment.</i></p> <p>B. Action Plan for Future of the Program Programs should make their best efforts to predict the environment in which they expect to operate over the next six years, and then develop a 6-year action plan outlining:</p> <ol style="list-style-type: none"> 1. Goals and objectives (using suggested topics listed above), 2. General timeline for implementation and completion of goals and objectives, 3. Plans for ongoing assessment of the action plan during the next 6 years, to include specific assessment tools, methods, and identification of the strategies that the program will use to link the analysis of results to program improvements, 4. Additional resources or changes in resource allocation necessary for completion of the action plan. 5. Plans (if any) for future grantwriting by the department and its faculty
Due November 15	<p>III. APAC Response APAC reviews the Self-Study and, if appropriate, requests revisions, clarifications, or additional information from the department.</p>
Due December 1	<p>IV. Revised Self Study Due from the Department The Department submits the revised self-study to APAC and the Provost.</p>
January thru March	<p>V. External Review Once the Self-Study has been accepted by APAC, the department submits names of potential external reviewers to the Provost's Office. Evaluators (usually three) will be invited by the Provost's office to participate together in one visit to Juniata, resulting in one report. The evaluators should include:</p> <ol style="list-style-type: none"> A. A faculty or staff member from a college that is considered to be Juniata's peer or that represents a model for planning; B. A reviewer with experience in an appropriate profession; and C. A Juniata alumnus. <p>In preparation for the external review, APAC may choose to forward a memo to the Provost and department chair requesting that certain topics, curricula, or other areas of assessment be specifically focused on by the Provost and the external reviewers.</p> <p>The APAC Self-Study Process P-drive folder contains a subfolder entitled "External Review Documents"; all documents and templates pertinent to this portion of the review process are available there. Begin with the document entitled "EXTERNAL REVIEW PROCESS – START HERE." This guide-within-a-guide assists all parties involved in the details and duties of the external review.</p>
Due April 1	<p>VI. External Review Report Due to Provost The external reviewers submit their report to the Provost's Office and the Department,</p>
Due May 1	<p>VII. Memo of Understanding</p>
Fall Semester of the Next Academic Year	<p>Using text and justifications from their self-study, the external reviewers' report, the department creates a detailed six-year plan that serves as a draft Memo of Understanding. The Memo of Understanding should contain a list of necessary and/or desired resources needed to implement the plan. This draft is submitted to the Provost</p>

<p>Three years later...</p>	<p>Next, negotiations between the department and the Provost commence, with the goal of finalizing the Memo of Understanding until a document agreeable to all parties is reached. The Memo is considered complete when it is agreed upon and signed by the department and the Provost and is approved by the President.</p> <p>VIII. Mid-Cycle Department/Program Review: The mid-cycle review commences <u>three years after the start of the previous self-study</u>, regardless of the signature date of the Memo of Understanding (e.g., a self-study during 2006-2007 results in a mid-cycle review during the 2009-2010 academic year). Information on this process is also housed in the APAC Self-Study P-drive.</p>
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Appendix 20: Schedule for Administrative Reviews

Area	Last Done	Next	Lead
Administrative Information Systems	never	2013	Dave
Admissions	2008	2014	John
Alumni Operation	never	2014	
Athletics		2014	Kris
Business Services	never	2013	Rob
Campus Ministries	2010	2015	
Campus Network Services	2007	2014	Dave
Career Services		2015	
Community Service & Volunteer Programs	2009	2014	
Conferences & Events		2015	Rob
Counseling Services	never	2013	
Dean of Students	never	2012	
Development	2009	2014	
Facilities	2010	2016	Tristan
Field Station	never	2011	
Finance and Accounting	2005	2015	Jeff
Health Services	never	2013	
Human Resources	never	2014	Gail
International Studies	2007	2011	
JCEL	never	2016	
Marketing	2006	2013	Gabe
Residential Life	never	2014	
Solutions Center	never	2012	Dave
Student Activities	2004	2012	
Student Financial Services	2008	2015	

Appendix 21: Policy on Supported Admit Students

Policy on Supported Admits

The Supported Admits (SA) program is a selective, limited, enrollment program that offers admission to students who might otherwise be at risk of unsuccessful outcomes and would therefore have been denied. Each SA decision is based on the professional judgment of the admission staff that a student's past academic work when complemented by their experiences, preparation, and circumstances, indicate an acceptable probability of success at Juniata if provided defined levels of additional support.

The college reviews the retention and graduation rates of matriculates in establishing the conditions leading to denial of an application and of positive outcomes from SA designation. Historically, the college has offered a second chance to a limited numbers of students who have underperformed in high school but who demonstrate drive, discipline and emotional maturity. The college normally limits the percentage of such matriculates to less than 4% of the incoming class.

Who may be admitted SA?

In general, SA represents an override of an assessment that would otherwise result in denial of admission. The conditions most likely to result in a decision to deny a student are a grade point average (GPA) of less than 3.0, especially when the GPA has not shown signs of improvement in recent semesters; and when college preparatory courses have not been attempted or the student has earned grades of C or less in those courses.

The college recognizes that all high school instruction is not created equal. Therefore, students whose GPA is obtained from high schools known to have high standards may be admitted, when students with a similar GPA from high schools known to be less rigorous may be denied or admitted only through the SA program.

Some career/post graduate goals require grades for college work that are significantly higher than the requirement for graduation from Juniata. When prospective students indicate career plans in areas where a 3.0 or better in college work will be required, the college will exercise additional judgment about the probability of an SA student performing at that level. The student may be admitted through the SA program pending advising and resolution of career goals.

As a final step in the process of determining whether a student may qualify for an SA status, Enrollment staff discusses the student with Academic Support Services staff. The decision to accept a student as SA is a shared responsibility of the two offices.

What happens when a student is admitted SA?

When a student is admitted through the SA program, the student is contacted by Enrollment staff to explain the benefits of SA and the responsibilities of the student. The key points are:

- Students admitted as SA will receive additional support during the first semester.
- They will meet approximately five times with staff from Academic Support Services who will offer advice, answer questions, and obtain additional support for the student if needed.
- If the student indicates a need for tutoring in one or more subjects, arrangements will be made, and the tutoring will be provided at no cost to the SA student.
- If the student earns a GPA of 2.0 or better for the first semester and has earned at least 12 credit hours, the SA status will be ended. This doesn't mean that a 2.0 is the goal nor that a failure to earn at least a 2.0 in 12 or more credit hours is a failure. However, a lesser outcome indicates a need for further review of the student's prospects for success and may result in the offer of additional support.

Under what circumstances is an SA student required to complete college work prior to matriculation at Juniata?

If a substantial question continues to exist about a student's ability to perform college work despite other positive indications, the college may require a student to complete one or more courses from a college with a C+ or better before matriculation at Juniata. In those instances, Juniata will assist students in identifying appropriate educational sources and in selecting transferable courses. For such students, the failure to complete the approved courses or to attain a C+ or better grade for the work in the courses will result in withdrawal of the offer of admission to Juniata. If the work is successfully completed, Juniata will credit the student's account with the cost of the tuition for the work completed but not for more than \$500.

Juniata may choose to offer one or more courses in lieu of the above. If it does, the student may be required to complete the courses and not be offered reimbursement for tuition paid to another institution.

How will SA program outcomes be assessed?

Each year, the persistence and academic performance of all SA program participants will be reviewed by Academic Support Services and Enrollment and compared to those regularly admitted. Additional factor analysis may be conducted to assist in determining the characteristics of those most likely and least likely to benefit from the SA program and/or to identify additional forms of support that may prove beneficial.

Appendix 22: Mission and Goals of Intensive English Program

Mission Statement

Juniata's Intensive English Program's mission is to foster and support a diverse international body of students who are enabled to participate fully and successfully in an open and stimulating community of learners at Juniata College. (This is our current mission statement. We are in the process of revising it.)

Program Goals

Juniata's Intensive English Program strives to achieve its mission by achieving the following goals:

1. To develop the English language skills and knowledge, study skills and cultural awareness of international students to ensure academic success in the American university environment
2. To provide opportunities for student learning outside of the classroom and exposure to diverse varieties of English and world views
3. To encourage each student's capacity for independent learning, self-evaluation and reflection
4. To develop critical thinking skills
5. To encourage development of intercultural competence and a place where intercultural issues may be openly discussed and problems resolved
6. To create a bridge between the local Huntingdon community and Juniata's international students through our classroom activities and learning outreach efforts
7. To act as a catalyst and resource for intercultural learning among the Juniata community of students, administrators, and faculty
8. To provide experiential learning opportunities for Juniata students interested in the field of Teaching English as a Second Language through internships, teaching practicum, student work experiences and independent study.

How We Select Students for the Program

- A. Conditionally-Admitted students
 - a. Apply through the enrollment office. Sometimes are directed by agents or agencies, but Juniata College never pays commission fees to these entities.
 - b. Have met a minimum English proficiency test score (TOEFL iBT 42/IELTS 5.0/Pearson PTE 37), but have not met the criteria for non-conditional admission (iBT 80/IELTS 6.5/Pearson PTE 53).
 - c. Have met all other requirements for admission as determined by the enrollment office.
 - d. Will take 1-3 semesters of ESL courses. The final semester may include coursework outside the IEP.
- B. IEP-only Students
 - a. Students come to study English in an academic setting.
 - b. Must meet same minimum English proficiency test scores as CA students.
 - c. May apply to Juniata through the Intensive English Program website individually or through the CIE as a group, usually through another school.
 - d. IEP-only students study for 1-3 semesters in the IEP.
 - e. IEP-only students sometimes apply for admission to Juniata College as degree students.
- C. Exchange/sponsored students
 - a. Students apply through US State Department sponsored programs, such as UGRAD or through exchange programs, such as BCA.
 - b. Must meet same minimum English proficiency test scores as CA students.
 - c. Students usually study 1-2 semesters at Juniata College.
- D. TESL Certificate course
 - a. These students were admitted based on either already being a PA certified teacher or in the process of obtaining certification.
 - b. The course consisted of 12 credits run in conjunction with the Education Department.

- c. A summer component in Ecuador was mandatory to complete the certificate.
- E. Summer students
 - a. TESL Certificate course: From Summer 2005 to Summer 2008, Juniata College ran a summer component of the TESL Certificate course in Ecuador. These students were admitted based on either already being a PA certified teacher or in the process of obtaining certification.
 - b. UGRAD Pre-Academic Course: In summer 2011, 3 students from the US State Department sponsored UGRAD program studied for two weeks prior to their formal studies for academic and cultural acculturation. They were admitted based on their program's desire to have them in the custom designed program.

Appendix 23: Community Service Grant

AAC&U Bringing Theory to Practice Seminar Grant

Primary Contact Person:

Sarah Worley
 Assistant Professor of Communication
 1700 Moore Street
 Huntingdon, PA 16652
 814.641.3168
worley@juniata.edu
worley@juniata.edu

Seminar Host/Facilitator:

Abigail Baird, MEd.
 Director, Community Service & Service-Learning
 1700 Moore Street
 Huntingdon, PA 16652
 814.641.3365
bairda@juniata.edu

Purpose of the Seminar:

The purpose of the seminar we are proposing is to facilitate discussion among faculty on our campus about the benefit of using service-learning as a pedagogical strategy across disciplines and to ultimately expand the use of it by faculty. For the last year a working group of seven faculty and the Director of Community Service and Service-Learning at Juniata College have met regularly to discuss experiences with and uses of service-learning. As a form of engaged learning we believe that the use of service-learning as a pedagogical tool not only benefits the community and the image of our institution, but that it first and foremost is good pedagogy because it contributes to the psychosocial well-being of students and gives them hands-on, high impact learning opportunities. Service-learning is also closely tied to Juniata's mission in that as an institution our goal is to "provide an engaging personalized educational experience empowering our students to develop the skills, knowledge and values that lead to a fulfilling life of service and ethical leadership in the global community."

We intend to use a BTtoP Seminar Grant to develop a series of conversations with the goal of identifying faculty who are currently using civic engagement types of projects or whose civic learning initiatives could be developed into service-learning projects with further support and doubling the size of our working group. Faculty buy-in is crucial. However, realizing that many members of the faculty do not have an understanding of how service-learning differs from community service or volunteering the working group proposed service-learning as a topic for one of our monthly *Scholarship of Teaching and Learning* (SoTL) meetings and the proposal was accepted. These meetings are well attended by faculty from all disciplines. During the 2011-2012 school year these meetings averaged 45 attendees (out of about 100 faculty). Our working group is scheduled to present September 26, 2012. Utilizing the SoTL group who meet over lunch on a regular basis would be a good strategy for building faculty knowledge and support.

Using the Seminar Grant we will host a luncheon and invite faculty who indicate an interest in being a part of the conversation to a "Mentoring and Best Practices" meeting in the spring 2013 semester. The grant money will be used to provide lunch for faculty and local community partners with whom faculty have worked in the past and with community partners who are interested in partnering with faculty in the future. We want to be able to host this meeting as part of normal work day hours. At Juniata we find that programs held over the lunch hour for which food is provided are very well attended. We think this is also important because it will make it easier for community partners to attend as part of their normal work day, rather than having to ask them to come to campus for an evening or weekend event

or add something extra to their already busy work day. Attendees will be seated strategically so that every table has at least one faculty member who already uses service-learning, at least one faculty member who is curious or considering its use, a past community partner and a potential community partner. Grouping people this way will help to facilitate a conversation among those at the table, with the hope that partnerships among faculty and between faculty and community partners will form.

Initial Guiding Questions:

Juniata was founded on the Church of the Brethren values of community, peace, and service. There is a rich history of service-learning and a strong commitment to improving the quality of service to the community. As previously mentioned, this is part of our mission. In addition, a strategic plan was developed to advance Juniata’s distinct values of community, experience and service. A priority within the 2008 Strategic Plan is to:

Ensure every Juniata graduate will have at least one distinctive experiential learning opportunity related to that student’s educational objectives. These may include: internships, service projects, extended off-campus class experiences, research, student teaching, or international study.

(http://
www.juniata.edu/president/strategicplan.html)

As part of this goal, Juniata supports participation in community-based projects, such as service-learning, and new opportunities to foster civic engagement. Although service-learning is a part of Juniata’s strategic plan, the College doesn’t have a comprehensive plan for service-learning initiatives on the campus. Because 90% of Juniata students do some sort of experiential learning already, there is great potential for service-learning.

In June 2009, Juniata received a grant, from Pennsylvania Campus Compact, which brought a consulting team to Juniata to look at the institutionalization of service-learning across the campus and make recommendations based on publications and interviews. Much of our guiding questions have stemmed from this report.

Throughout the eleven years that the Community Service Office has existed; the curricular engagement, including service-learning and civic engagement, has grown significantly. In addition, Juniata College, with the collaboration of two other colleges and universities in the region, has developed a network to promote opportunities for collaborative service-learning among its constituent groups (Southern Alleghenies Learn and Serve Alliance – SALSA). However, we would like to do more. How can the Service-Learning Working Group and the Community Service Office support the expansion of service-learning across all academic departments? A BTtoP grant will allow us to do just that.

Proposed Participants:

In the 2011-2012 academic year, a working group of service-learning faculty was formed. The group consists of:

- Sarah Worley, *Assistant Professor of Communication*
- Uma Ramakrishnan, *Associate Professor, Earth and Environmental Science*
- Deb Roney, *Assistant Professor of English & Director of Language in Motion*
- Daniel Welliver, *Assistant Professor of Sociology*
- Cy Merriwether-De Vries, *Associate Professor of Sociology*
- Grace Fala, *Professor of Communication*
- Abbey Baird, *Director of Community Service and Service-Learning*

The members of the working group will serve as mentors. Other participants will include interested faculty and community partners from the Huntingdon area. Receiving this grant will make it possible to bring all these constituents together.

Facilitation Process:

The proposed process of bringing together diverse members of the campus community will begin with a SoTL Brown Bag Lunch presentation regarding service-learning. Though this won't use funds from the Bringing Theory to Practice Seminar grant, it is our best and first opportunity to recruit – forty faculty consistently attend these lunches. We would also like to send faculty members to the 5th Annual SALSA Service-Learning Conference in November. Receiving this grant will legitimize our efforts, making it possible to present at a faculty meeting.

One possible way to increase service-learning on campus is to have the faculty who are already doing service-learning and succeeding at it share their stories and offer workshops for other faculty. In the Spring semester, we will organize a mentoring session. This will be an opportunity for current faculty teaching service-learning to share their strategies of using service-learning and some of their best practices.

Additionally, in March, Juniata will be hosting a round table in which faculty members and local community partners will be invited to come and discuss service-learning ideas, in hopes of creating additional service-learning courses and projects for the 2013-2014 academic year.

In order for service-learning courses to be developed across campus, it is important to have a clear list of examples of service-learning being done in all departments. This will be provided for faculty viewing so they can envision what they could be doing with their classes. Additional tools or examples of integrated reflection could also be helpful to faculty. New faculty in particular need help finding projects and making community connections.

This chart shows our timeline for the seminar series.

Dates	Activity	Accomplished By
September 2012	SoTL Brown Bag Presentation	Service-Learning Working Group
November 2012	SALSA Conference	Juniata Faculty
November 2012	Faculty Meeting "Topic of the Day"	Service-Learning Working Group
January 2013	Faculty Mentoring Session	Service-Learning Working Group
March 2013	Service-Learning Roundtable	Juniata Faculty and Huntingdon Community Partners
May–August 2013	Develop and distribute list of service-learning examples	Director of Community Service and Service-Learning

Anticipated Outcomes:

The working group will:

- Continue the conversation around service-learning post-SoTL presentation
- Identify faculty currently utilizing civic engagement types of projects
- Identify faculty and community partners whose initiatives could be developed into service-learning

This series of seminars will help faculty across the Juniata campus better understand what service-learning is and how it can be used in their own courses. The service-learning roundtable can help community agencies looking for faculty to partner with on service-learning projects. This seminar grant will also help Juniata to organize professional development for faculty who currently utilize or are interested in using service-learning in their courses. In addition to the seven members of the working group, our goal is to involve 14 new faculty and ten community partners in this series.

Subsequent Action Steps:

- Continue the conversation among faculty
- Assist faculty in syllabus design

- Carry out assessment of service-learning

Evaluation and Reporting:

To understand the impact of the seminars, we will use multiples measurement strategies. Data will be collected from faculty attending the Mentoring Session and the Service-Learning Roundtable. We will also survey all faculty to see how far the conversation has reached. Finally, we intend to evaluate our efforts based on the growth of our working group.

Budget:

	AACU	Juniata	TOTAL
Registration for 5 attendees at 5 th Annual SALSA Conference (\$10/hr for 17.5 hours)	\$175.00	\$0	\$175.00
Travel to Conference (90.09 miles at \$.555/mile x 2 vehicles)	\$0	\$100.00	\$100.00
Lunch for 25 faculty attending Mentoring Session (\$10/person)	\$50.00	\$0	\$50.00
Lunch for 25 faculty and 10 community partners attending Service-Learning Roundtable (\$10/person)	\$250.00	\$0	\$250.00
Stipend for 1 student to develop list of service-learning examples (\$15/person)	\$525.00	\$0	\$525.00
TOTALS	\$1,000.00		\$1,100.00

Appendix 24: Policy for Juniata Associates Program

Juniata Associates

Summary

Effective with the 2010 fiscal year, the College has added 30 “Juniata Associate” student employee positions. These will be senior students who act in supervisory roles within departments in which they have been employed for at least two years or skilled roles in which they have had significant academic and/or experiential preparation. In addition to expanding the student work force, this program recognizes and rewards top performers and signals to students that they should start self-help early in their college careers. It will also generate resume building experiences for students.

The budget for this initiative is \$108,000 which is based on 30 students x average of 12 hours/week x 30 weeks x \$10.00 per hour = \$108,000. This replaces the temporary expansion of student employment in the spring of FY '09.

Process for Creating a Juniata Associates Position

Any academic department or administrative unit may request a Juniata Associates position. The approval of positions will be determined through a competitive process which will evaluate the degree to which the position is recognizably utilizing the supervisory skill of a student to leverage the work of other students and/or the technical skill that is needed to advance the mission of the department and college. Examples might be a student manager of the Digital Media Studio or a student supervisor of Phonathons.

Campus employers of students are encouraged to review current positions deserving elevation or needs for new positions and if it is possible that the position could be classified as a Juniata Associate an application should be submitted to Gail Ulrich by May 1, 2009.

The application process is as follows:

1. Prepare a job description in the format of the attached sample.
2. Send the job description and a cover letter that provides this information:
 - a. Is this a new position (an additional student employee) or elevation of a current position?
 - b. Does the department have a returning student who appears to meet the requirements of the position description? If not, how likely is it that a qualified student can be identified?
 - c. How many hours per week will you need this position to work?
 - d. How many hours per week will be worked in your department by other student workers?
 - e. What impact will this position have on your organization?
3. You will be notified if your position has been approved no later than July 1st. If your position is approved, you will be able to post this in a special area of the job posting web site, if you have more than one potentially qualified applicants, or may proceed to fill the position if the universe of qualified applicants is one.

The program will be evaluated and may be renewed for FY '11. If it is to be renewed, a decision will be made no later than April 15th.

Appendix 25: Office of Diversity and Inclusion Fact Sheet

The Office of Diversity & Inclusion

- We are directly affiliated with the College President.
- Our office is located next to Campus Ministry, inside the Unity House. We support all faith-based traditions as well as Campus Ministry's work with the Christian Ministry Board, Catholic Council, and the Brethren Student Fellowship.
- The ODI sponsors approximately 10 diversity-enhanced educational programs each year, called "Beyond Tolerance."
- Members of the Juniata community are eligible to earn the new ODI-sponsored P.E.A.C.E. Certificate, for Participating in Educational Activities that Create Equality, by attending any six of the Beyond Tolerance programs.
- Local residents can also earn the P.E.A.C.E. Certificate in the same way.
- Each summer, the ODI sponsors a 4-day, retreat-like "Inbound" program for incoming freshmen who are representative of or interested in diversity. The retreat group is called Plexus, for the "braiding" together of our lives.
- The ODI also sponsors four diversity panels specifically for freshmen; all students are welcome to attend.
- Expanding our collaboration with "Juniata Presents" artist series, we open each spring semester with a prestigious convocation commemorating Dr. Reverend Martin Luther King Jr.
- Over the last twenty-years, the composition and complexion of Juniata College has changed. We are now comprised of 12% domestic minorities and 10% international students. That's a total of 22%. In other words, almost 1 in every 4 students is a member of a domestic minority and/or an international student.
- We also collaborate with the Dean's Office to form a "Bias Response Team," to ensure justice on campus.
- The ODI co-sponsors the Planting Seeds initiative supported by the White House for service and interfaith dialogue.
- The ODI collaborates with the Center for International Education on the Global Village. U.S. American students can choose to room with international students and vice versa. Students share meals together, attend events together and learn how to communicate cross-culturally.

What are some of the student clubs that the ODI supports through collaboration with other offices?

- African American Student Association
- AWoL (LGBTQA student group)
- Trans* Parachute United (for gender identity)
- Hillel (Jewish student group)
- Muslim Student Association
- United Spiritual Community
- Plexus (for multiculturalism)
- Japanese Club
- Chinese Club
- Spanish Club
- Russian Club
- German Club
- French Club

What are some of the yearly programs that the ODI supports through collaboration with student clubs?

- The Beyond Tolerance speaker series

- College Writing Seminar Diversity Panels
- Martin Luther King Jr. Day Convocation
- Service learning (connections to Planting Seeds)
- Collaboration with Juniata Presents (both artists and distinguished speakers)
- International Film Festival
- Educational retreats
- Chinese New Year Dinner
- Eid Dinner
- Fiesta Latina
- Pride Week

What are some outcomes that the ODI has helped to create?

- 22% of Juniata College students represent richly diverse, ethnic/racial heritages.
- We now offer optional gender-inclusive housing and bathrooms for students to live more equitably.
- In fall of 2011, 105 members of the Juniata community earned “Safe Zone” certificates by attending professional training relevant to LGBTQA populations. Another 45 members attended a session on gender identity.
- Approximately 160 members of the Juniata community attended each Beyond Tolerance program in the fall of 2011, with attendance totaling just under the 500 mark. Each BT program qualifies for the P.E.A.C.E. certificate.
- The average rating given to Beyond Tolerance presenters is a 4.6 on a scale of 5.

What does the future hold for the ODI? Our HOPE is to...

- Provide scholarship opportunities to students from underrepresented populations.
- Offer professional development funds for members of the faculty who develop diversity-enhanced courses.
- Give members of the Juniata community more opportunities to attend diversity-enhanced conferences.
- Provide “seed” money for more collaboration among students, staff & faculty with regard to diversity.
- Invite prominent scholars, artists, and consultants to work in-residence with students on diversity.

How can you help?

Please, if you want to help the Office of Diversity & Inclusion enrich the Juniata experience for all members of the Juniata community, consider becoming a Champion of Diversity. A gift of any size will help us move Beyond Tolerance and toward truly nourishing one another. Your gift will also earn your name on each Beyond Tolerance playbill.

- Visit Juniata’s Gift Giving website online at https://www.juniata.edu/gifts/make_a_gift/give_online.html to make your gift. Please indicate “Other” in the designated drop-down menu and type “Champions of Diversity” in the additional comments box.
- Send your gift to: Juniata College, Linda Carpenter, Executive Director of Constituent Relations, 1700 Moore St. Huntingdon, PA 16652, signifying your contribution to the ODI

How can you learn more?

- Visit us online at juniata.edu/services/diversity or facebook.com/JuniataODI to discover more about what the Office of Diversity & Inclusion has to offer.
- Contact us by email at diversity@juniata.edu or by calling us at (814) 64 1-3361.

Appendix 26: Links to Policies

Academic Planning, Policies, and Records

<http://www.juniata.edu/services/catalog/appr.html>

[Alumni Council bylaws](#)

<https://www.juniata.edu/alumni/connect/alumniCouncil/documents/bylaws2006.pdf>

[Bylaws of the Board of Trustees](#)

<http://services.juniata.edu/catalog/policies/?section=view&policy=1285>

[EagleNet policy](#) (ethical policy to use the college network)

<http://www.juniata.edu/services/cts/policies/EthicalUse.pdf>

[Employee handbook](#). Contains many policies.

<http://www.juniata.edu/services/hresources/handbook.html>

[Enrollment policies](#)

<https://www.juniata.edu/admission/schoolcounselors/enrollment.html?studenttype=counselor>

[Faculty handbook](#)

http://www.juniata.edu/services/provost/handbook/1_5.html

[Gifting policies](#)

<http://www.juniata.edu/gifts/giving/policies.html>

[Policies for Going Abroad](#)

<http://www.juniata.edu/departments/international/ea/eapolicies.html>

[Policy handbook](#)

<http://services.juniata.edu/catalog/policies/>

[Residential Life policies](#)

<http://www.juniata.edu/services/reslife/policies.html>

[Student Gov't bylaws](#)

<http://www.juniata.edu/life/studgov/Bylaws.html>

[Technology policies](#)

<http://www.juniata.edu/services/cts/about/policies.html>

Appendix 27: Title IX Policy

Title IX

Juniata College is committed to a policy of equal opportunity for all persons, without regard to race, sex, age, religion, national or ethnic origin, color, disability, veteran status or family status.

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Legal Citation: *Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C.F.R. Part 106 (Title IX)*

Schools receiving Federal financial assistance must designate at least one professional employee as the Title IX Coordinator to oversee compliance efforts and investigate any complaint of sex discrimination. The Title IX Coordinator is responsible for monitoring the overall implementation of Title IX policies for the College and coordinating compliance with Title IX regulations. Administering procedures to provide prompt and equitable resolution of complaints is a critical function of the Title IX Coordinator. The Coordinator can assist those alleging sexual harassment or discrimination in filing grievance(s) and/or the step-by-step procedure to ensure appropriate time frames are met. The Title IX Coordinator at Juniata is Gail Ulrich, Director of Human Resources, 1923 Moore Street.

Students may also work directly with college personnel who directly handle sexual harassment and discrimination cases (Dean of Students or Director of Public Safety).

Intercollegiate Athletics

Title IX governs the overall equity of treatment and opportunity in athletics while giving schools the flexibility to choose sports based on student body interest, geographic influence, budget restraints, and gender ratio. [In other words, it is not a matter of women being able to participate in football or that exactly the same amount of money is spent per women's and men's basketball player. Instead, the focus is on the necessity for women to have equal opportunities as men on a whole, not on an individual basis.]

In regard to intercollegiate athletics, there are three primary areas that determine if an institution is in compliance:

Substantial Proportionality – satisfied when participation opportunities for men and women are “substantially proportionate” to the institution’s undergraduate enrollment.

History and Continuing Practice – satisfied when an institution has a history and continuing practice of program expansion that is responsive to the developing interests and abilities of the underrepresented sex.

Effectively Accommodating Interests and Abilities – satisfied when an institution is meeting the interest and abilities of its underrepresented sex.

Appraisal of compliance is on a program-wide basis, not on a sport-by-sport basis.

Appeal/Grievance Process

Any student-athlete who believes he or she has been the victim of unlawful sex discrimination should submit a completed grievance form to the Title IX coordinator.

Scope and Application: This appeal/grievance process applies to any student who believes he or she has been a victim of unlawful sex discrimination. The College commits that no retaliation will occur at any stage of this process.

Initial Time Period for Filing an Appeal/Grievance: A student, alleging unlawful sex discrimination and wishing to file an appeal/grievance hereunder, must initiate the procedure described below within thirty (30) calendar days of when the student knew or should have known of the action of which the student complains or is otherwise aggrieved by.

(A) The student or, any person(s) acting on behalf of the student, may file an appeal/grievance with the Title IX Coordinator. The Title IX Coordinator will discuss the student's complaint and attempt to resolve or adjust the dispute on an informal basis. The student may present any facts or circumstances he/she deems relevant to the complaint/dispute. The Title IX Coordinator may investigate the matter and gather any relevant facts and circumstances, including conducting interviews. The Title IX Coordinator shall render a determination within twenty (20) calendar days after being assigned to handle the student's appeal/grievance. Within seven (7) calendar days from the date of the determination by the Title IX Coordinator that the complaint/dispute could not be resolved, the student (or the person acting on his/her behalf) must submit a written request for a further review by the Dean of Students and must document the student's attempt to first resolve the appeal/grievance with the Title IX Coordinator. The written request must explain the nature of the student's complaint/dispute and/or the accommodation/adjustment sought.

(B) The Dean of Students shall review all matters relating to the complaint/dispute as presented to the Title IX Coordinator and may solicit additional facts and evidence as the Dean may deem necessary. The student may present any further facts or evidence he/she deems relevant. The Dean of Students shall complete the review and render a decision within twenty (20) calendar days after the appeal/grievance is submitted to the Dean of Students. If, after the Dean of Students has had an opportunity to render his/her decision, the student remains unsatisfied with the resolution of the appeal/grievance, the student, or person(s) acting on behalf of the student, may submit an appeal/grievance in writing, within seven (7) calendar days from the date of the decision by the Dean of Students, to the Provost. If no written request is submitted within the seven-day period, the decision of the Dean of Students shall be final.

(C) Upon the submission of the student's written request for a review of his or her appeal/grievance, the Provost will consider all facts and circumstances, including the investigatory file as developed by Academic Support Services and any medical evidence presented. The Provost may also interview the student or such other witnesses as may be necessary. If, upon such inquiry, the Provost determines that a proper review of the matter was conducted, the decision of the Dean of Students shall be confirmed. The Provost may also amend, alter or revise the decision and, therefore, the Provost is responsible for the final decision. The Provost will render a decision within thirty (30) calendar days after the appeal/grievance has been submitted to the Provost as described above.

DISSEMINATION OF POLICY AND EVALUATION

This policy shall be made available to all students, parents/guardians of dependent students, staff members, and organizations. The Department of Athletics shall review this policy and the institution's compliance with Title IX objectives on an on-going basis. It is the primary responsibility of the Title IX Coordinator to ensure the effective installation, maintenance, processing, record keeping, and notifications required by the grievance procedures. The Title IX Coordinator shall keep all grievance forms on file for a minimum of five years.

*** No person shall be subjected to recrimination for having utilized or having assisted others in the utilization of the grievance process.

Appendix 28: Policy of Student Records and Parental Notification

Student Records

Dean of Students

The Family Educational Rights and Privacy Act of 1974 (FERPA), commonly referred to as the Buckley Amendment, provides college students with certain rights relative to access and release of records that are personally identifiable. Juniata College's policy and procedures relating to the amendment are outlined below:

Student Records

- Records that can be reviewed by students are maintained by the Registrar, the Director of Career Services, the Dean of Students, the Director of Student Financial Planning, and the Controller.
- Students have the right to inspect records listed above by asking for an appointment with the appropriate administrator. Records will be produced within a 45 day period and students have the right to seek the correction of information they consider inaccurate.
- Students have the right to copies of their records.
- Personally identifiable information from these records will not be disclosed to a third party without written consent of the student with the exceptions listed below:
 - To other Juniata College administrators and faculty with a legitimate educational need (including faculty advisors and coaches of intercollegiate athletes).
 - To accrediting agencies, certain governmental agencies involved in educational research, legal officers presenting a subpoena, and in emergencies to protect the health and safety of the student or others.
 - "Directory Information" which includes name, home and local address, home and local phone number, email address, student's photo, POE, class level, co-curricular activities, dates of attendance, enrollment status, cumulative credit hours, degrees, honors and awards received. Students may refuse to have the directory information listed above, or some of the categories, released to third parties by submitting a written request to the Dean of Students by the fourth week of any given semester.
- Records of request and disclosure of student records will be maintained by the appropriate administrators. These records will indicate the name of the party making the request, any additional party to whom information may be re-disclosed, and the legitimate interest the party had in obtaining the information. These records are available to students.
- According to the Buckley amendment, students do not have the right to review the following documents which may be in their files:
 - Confidential letters and statements of recommendation which were placed in a file before January 1, 1975.
 - Letters of recommendation that students have waived their right to review.
 - Personal notes of faculty members, counselors, and administrators which are written only for the use of the writer.
 - Financial records and statements of parents.

Parental Notification

In the interest of promoting better communication regarding students' academic and personal development, parents of dependent students may opt to receive copies of all correspondences involving violations, charges, actions, awards and citations that are sent from the Dean of Students Office to respective students unless we are asked not to send copies (hard waiver). Revealing such information is permissible under section 4.1 Disclosure of Educational Record Information - 3i, which

permits colleges to share educational records or components thereof without the written consent of the student to "parents of a student who have established that student's status as a dependent" (chapter 5.3).

The Registrar's Office will release grades and send copies of academic actions including academic probation, suspension and dismissal, to parents of dependent students provided there is an acknowledge consent on file from the respective student.

The Student Accounting Services Office will communicate with parents of dependent students about billing for course registration, room and board, and any incidental fees which are the responsibility of a registered Juniata College student. NOTE: By registering, students are obligated to pay tuition, fees and other charges associated with the registration. Failure to meet these obligations by scheduled due dates, may result in additional costs associated with collection efforts including late fees, collection agency commissions, court costs, and other collection costs that might be incurred.

Appendix 29: Counseling Report for 2011-2012

Counseling Report: 2011-2012 ACADEMIC YEAR
(presented to the Board of Trustees)

FRESHMEN

Number seen: 54 + 17 = 71
 Sessions attended: 184
 No Shows/Cancel: 27

ALCOHOL.EDU: 17

1 Incomplete
 1 Refusal

Diagnosis: Anxiety - 13
 Depression - 19
 Adjustment - 11
 Relationship - 7
 Eating Disorder - 1
 Sexual Assault - 2
 Addiction - 1
 Sexuality - 0
 Other - 1

SOPHOMORES

Number seen: 86 + 16 = 102
 Sessions attended: 282
 No show/cancel: 29

ALCOHOL.EDU: 16

Diagnosis: Anxiety - 27
 Depression - 20
 Adjustment - 4
 Relationship - 16
 Eating Disorder/Body Image - 3
 Sexual Assault - 5
 Addiction - 1
 Sexuality – 5
 Grief - 5
 Other - 1

JUNIORS

Number seen: 43 + 6 = 49
 Sessions attended: 139
 No show/cancel: 39

ALCOHOL.EDU: 6

Diagnosis: Anxiety - 11
 Depression - 17
 Adjustment – 1
 Relationship - 5
 Eating Disorder/Body Image - 0
 Sexual Assault - 4
 Addiction - 0
 Sexuality – 2
 Grief – 2
 Other – 1

SENIORS

Number seen: 64 + 6 = 70

ALCOHOL.EDU: 6

1 Refusal

Sessions attended: 277
No show/cancel: 34

Diagnosis: Anxiety - 22
 Depression - 23
 Adjustment – 2
 Relationship - 7
 Eating Disorder - 0
 Sexual Assault – 2
 Addiction – 0
 Sexuality – 2
 Grief – 5
 Other – 1

NON-DEGREE/INTERNATIONAL STUDENTS:

Number seen: 1
Sessions attended: 2
No show/cancel: 1

Diagnosis: Grief – 1

TOTAL STUDENTS SEEN: 247 + 45 = 292
TOTAL SESSIONS: 882
TOTAL NO SHOWS/CANCELLATIONS: 131

INVISIBLE AILMENTS GROUP: (Not included in Pat's totals)

Total participants: 10
Total sessions: 4
Total attendance: 28

SUPERVISION HOURS (Beth and Pat): 81

Dr. Beth Bollinger:

Total students seen: 64
Total intakes: 39
Total med checks: 199
No shows: 16
Cancellations: 14
Supervision hours: 4

Liz Saucier intakes: 28
Liz Saucier RAC: 5
These ARE included in Beth and Pat's totals

Appendix 30: Policy on the Release of Student Records

Release of Student Records

Registrar's Office

Consistent with College policy to protect the privacy of students, access to or the release of student information or records, other than public or directory information, will not be permitted without prior written consent to any party other than to the following:

1. Appropriate personnel and agents of Juniata College who have legitimate educational interest in seeing student records; and/or parents of dependent students.
2. Appropriate state and Federal agencies who, under law, are entitled to have access to College records;
3. In connection with an application for, or receipt of, financial aid;
4. Accrediting associations in the performance of their accrediting functions;
5. In compliance with judicial order or subpoena, provided that the student will be notified of the order or subpoena prior to College compliance with it.

Under Federal law, the College is required to maintain a log of access to student records for all non-College personnel. This information is available to students, upon request, in the Registrar's office.

Appendix 31: Make-up of the Budget Team

Budget Team Members

May 31st, 2011

2011-12	Area Rep	Years on Budget Team
Rob Yelnosky	Chair	NA
Jeff Andreas	Facilities	3
Caroline Gillich	Athletics	1
Terri Bollman-Dalansky	Enrollment	2
Celia-Cook-Huffman	Faculty	5
Carole Gracey	ex officio	NA
Mike Keating	Development	5
Roy Nagle	Public Safety	1
Dom Peruso	Faculty	3
Dave Reingold	Faculty	4
Brenda Roll	Technology	3
Jeff Savino	ex officio	NA
Susan Shontz	ex officio	NA
Cady Kyle	HR	3
Russell L. Gray	Student Rep	1
Gabe Castro	Student Rep	1

Appendix 32: Tracking Promises

PROMISE	KEPT	PROOF	NOTES
You will graduate in four years; we guarantee it.	Yes, <i>but with unintended consequences</i>	Document 2A, graduation rates at 2000, 2005, 2010; IR graduation rate data	Document 2A describes consequences for registrar office; tracking of eligibility affects office workload for very small pool of eligible students.
You will benefit from high-impact practices and gain experience; 90 percent of our students do.	Yes.	Document 2C, experiential learning.	
You will study abroad; half our students do.	Yes.	Document 2D Study Abroad Overall Data, CIE reporting.	
You will find success after college, either through a job or graduate school.	Yes.	Document 2E GradOutcomes10 , IR data.	Discussed problems of studying “employment in major,” given transferability of skills and applicability of liberal arts areas.
You will get involved in the community.	Yes.	Document 2F Community Service Office Annual Report, Document 2G Overall JAB report FY2010-2012.	
You will have small classes and get to know your faculty.	Yes, <i>with concern.</i>	Document 2H Class Size from Registrar, NSSE data.	Data show growth in 1-person classes and independent study. Size experience and expectation differs by academic area.
We value diversity and have a diverse campus.	Yes.	Document 2I Ethnic Origins 11 and Document 2J Religious Preferences 11.	
You will learn in a safe environment.	Yes.	Document 2K Copy of Combined SSI PSS Results, and Document 2L Middle State comparison of Clery Data	
Juniata is affordable.	Yes.	Document 2M Comparative Affordability Costs Data.	

PROMISE	KEPT	PROOF	NOTES
You can design your education through the POE with two advisors.	Problematic.	Document 2N POE CCD2010, Document 2O POE info for Middle States WG8 subgroup 2, and registrar interview.	Claims do not match data, and designations have shifted in recent years between what is and is not “self-designed,” “interdisciplinary,” and “designated.” Working Group 5 also touches on advising in their work.

Appendix 33: Responsibility for & Progress on the Strategic Plan

2008 Strategic Plan Action Assignments and Progress, August 12, 2009

The Teaching and Learning Environment Initiative

To develop faculty strength, we will:

1. Have a Center for Teaching Excellence in place by 2009 to support faculty working on improving aspects of their teaching. Considerable momentum for this among the faculty is shown by the strong response to learn more about the Scholarship of Teaching and Learning (SoTL). Emeritus Professor of Psychology, Dr. David Drews, is leading a working group of about 20 faculty in this effort. **We will seek funding for the Center for Teaching Excellence.** **Gabe Welsch** The SoTL effort is included in the overall faculty development goal, noted below. We are proceeding with the plan as outlined in the original Teagle grant. The SoTL group recently presented on this concept at a national meeting. The direct cost to Juniata remains at roughly ½ faculty compensation per year. Jay Hosler will be the director next year and Jerry Kruse in the following year. We use adjuncts to cover their courses. This is a success.....finding the funding would make it even sweeter.
2. Create a new **plan for faculty development by 2009**. This plan will include a realistic goal for increasing faculty development funds, will address how faculty development funds are allocated, and will develop a process to assess the use of faculty development funds. **Jim Lakso with Gabe Welsch**. We are currently in discussions with two trustees for significant gifts totalling ~\$600,000 in endowment support for faculty development. Faculty development is also a significant thrust, with a \$1.5M goal for endowment support, of an overall \$4M goal for faculty endowments, of the endowment initiative that runs through the administrative transition period. No one has been able to do much with an outcomes assessment of faculty development, but we have data on how it is allocated...how many dollars, how many faculty, how much grant activity was generated, how much involved students and how much had a SoTL orientation? Goodman and Schettler funds have been big wins...faculty development and student research. Increased faculty grant activity is the goal of a group lead by Mike Boyle and II-VI is also a possibility.

To increase experiential learning opportunities, we will:

3. Review our **freshman year programs** to assure every student is receiving not only the best possible resources for success but is also fully engaged in coordinated, interactive and collaborative learning with other students and his or her advisor beginning with summer orientation and continuing through the first year. Further we will review activities in the sophomore year to improve that year's educational and social experience for our students. **Jim Lakso with Kris Clarkson John Hille and Michelle Corby**. Michelle has met with Dan Cook-Huffman and the First Year committee to develop objectives for assessing the impact of changes made this year in CWS and the call in program and planned for next year in Inbound. I have also asked Loren to include an IA evaluation in the IT review.
4. Create programs by 2009 to **address interpersonal and intercultural skills of our students** including: networking, interviewing, resume development, portfolio creation, and social skills. **Kris Clarkson**
5. **Expand our international programs by 2010**, with special emphasis on new and expanded programs in China, India, Germany, and Africa. (**Jen Cushman**) China and Africa have grown significantly. KSAC consortium is a very good model. Expansion to India is something we continue to work on, but the BCA relationship has complicated this a little. Germany holds steady, but Marburg and Munster remain the sites of choice for our students. The communication initiative in Gelsenkirchen looks promising.

6. Ensure **every Juniata graduate will have at least one distinctive experiential learning opportunity** related to that student's educational objectives. These may include: internships, service projects, extended off-campus class experiences, research, student teaching, or international study. These experiences will provide the opportunities for our students to test and develop their skills in a "real world" setting, develop self-confidence and/or gain a better understanding of a culture or perspective different from their own. The vast majority of our graduates will have several such experiences. We will work diligently with Juniata alumni to cultivate existing partnerships and establish new ones. **Jim Lakso Denny Johnson and Gabe Welsch** Work is underway to raise a \$1M endowment in support of an internship fund; to date, \$200,000 is committed, with decent prospects for another \$300,000 in the near term. Further, international education remains an area for which we are assessing for an endowment push as well, with a likely goal of between \$1M and \$3M. Carlee and Athena have worked on current measurements of student involvement so we will have some sense of how far away we are. Late POE changes and transfer will still have a hard time. It may not be possible for many Community College students.

To build connections and influence in our communities, we will:

7. Determine by 2009 the feasibility of offering **masters degrees in IT and Business** through our international partners in Germany. **Jim Lakso.** After a year of careful faculty scrutiny, I believe we will start the Masters in Accounting in the fall of 2012...faculty vote will be scheduled for the first faculty meeting of the year. Masters with the Bocholt awaits their approval of independent studies which our faculty are working on. Pressures in ABE (masters, China, turnover, etc.) have diverted faculty attention from this. (The bigger problem with Bocholt is that our students don't want to go there because of two years of housing issues.)
8. Leverage assets in our highly successful Education, Science, and Science in Motion programs to have at least **10 additional students in each class preparing to teach elementary through high school science and math** by 2010, doing our share to help meet the national need for science teachers. **Jim Lakso and Michelle Bartol John Hille and Denny Johnson.** Denny Johnson and John Hille strategized on this extensively and experimented with prospecting at Open Houses. It was clear that the best approach is the one developed by Kathy Jones as part of the freshmen seminar series in the sciences.
9. Consider adding **summer masters programs in science education, environmental science and non-profit management** by 2010, taking advantage of our considerable resources in these areas. **Jim Lakso and Denny Johnson.** Non-profit plan in place. Science education not generating much enthusiasm.
10. Develop a partnership with **Campus Continuum**, a successful Age 55+ Active Retirement Community directly connected to the College, by 2010. (**Tom Kepple**) We have delayed this initiative until the housing market returns to a more normal cycle. There has been continued interest from prospective home owners and from Presbyterian Homes (Westminster Woods) to partner on the project at a later date.

The 21st Century Campus Initiative

To pursue this broad initiative, we will:

1. Expand our efforts to practice and promote **environmental sustainability**. We are making good progress on sustainability so our plan will take us to the next level by completing the American College and University President's Climate Commitment - a commitment to develop by 2009 an action plan and programs with a timetable and measurable outcomes to become climate neutral. **Rob Yelnosky – Climate Action Plan submitted 12/30/10.** With the significant change in our financial situation we have not been able to dedicate the resources to implementing many of the programs in the plan but are continuing to look for resources to do so (grants in particular). Hopefully we will have a solar implementation this summer as the next step.

2. **Improve and expand facilities key to the academic mission.** By the end of the summer of 2010 Juniata will have completed the restoration of Dale Hall(math offices still to be done - \$125,000 needed), Good Hall done, Founders Hall –done at the LEED Gold Level , Oller Track - done, the renovation of Muddy Run done, and a new eating facility in the former main computer lab of BAC not done, contingent on the math office move). By fall of 2011 we will have developed architectural plans, cost estimates and funding strategies for: **Rob Yelnosky Campus Master plan will be complete in October 2011**
 - renovating Beeghly Library, next phase awaiting funding.
 - continued renovation of Brumbaugh Academic Center, grant funds for 2 more rooms, continuing 1 room at a time from operational funds
 - renovation of South residence hall, no progress
 - constructing a music wing for the Halbritter Center, Plans close, funding needed
 - installing a turf athletic field, Master Plan
 - renovating a World Languages and Cultures Cluster, the definition of this has changed several times, we need to nail down what we mean by this
 - constructing a studio art building, plans close, funding needed
 - and completing the transformation of Alfarata, the former elementary school that now houses the Sill Business Incubator and the Juniata Center for Entrepreneurial Leadership. Complete

3. **Develop a Campus Master Plan.** By 2011 we will have completed a campus master plan for improvements and opportunities through 2026 with particular emphasis on residence halls, recreational space, the student union in Ellis Hall, and enhanced accessibility. (Rob Yelnosky and Tom Kepple) The master plan process is underway and should be ready for Board approval at the October 2011 meeting.

The Economic Advancement Initiative

We will adopt the following strategic policies:

1. Pursue **economy of scale enrollment.** With the number of Pennsylvania high school graduates declining and the make-up of these graduates diversifying, Juniata must increase the number of students from outside Pennsylvania and the number of minority students. Not only is added diversity educationally desirable for a 21st century education for every student but it is essential to maintain an economically sustainable enrollment of 1460 FTE students. By 2011 our student body will comprise at least 40% from outside Pennsylvania, of which we seek to include 10% international and at least 10% domestic minority. **John Hille and Michelle Bartol. We have achieved the goal for non-PA matriculates and have been over 8% in international and domestic minority. We have a significant investment of effort and funds in recruiting in China that should help us achieve the 10% goal in international. Current efforts may help us reach 10% domestic minorities in the incoming class for the fall of '11.**

2. **Improve our already highly competitive retention and graduation rates.** To reach our 1460 student enrollment by 2011 we will achieve a six-year graduation rate of 80%, with 95% of graduates earning their degrees in four years or fewer. **Michelle Corby and Kris Clarkson John Hille. We have surpassed the enrollment goal and are now working toward an enrollment goal of 1600. We have continued to make significant progress in first to second year retention and have developed a model of how programs and behavior can lead to graduation or premature departure. For the three most recent years, we have been within 94-96% for graduates earning their degrees in four years or fewer.**

3. Seek capital gifts for facility and program needs identified in the campus master planning process and through the ongoing capital budget process. **Gabe Welsch Locker room project fundraising should be completed this fiscal year. Development team is watching master planning process closely, while avowed focus is presently on endowment efforts.**

4. Continue **to assist Huntingdon and this region to improve our community**, emphasizing projects that increase the tax base to support improved infrastructure (schools, water, sewage, transportation, recreation and improved appearance of the community), that support retention and development of amenities (retail, restaurants, hotels, childcare, healthcare, retirement housing), that improve primary and secondary education and that improve employment opportunities for Juniata employee spouses and recent graduates. These projects will assist in attracting and retaining students, faculty and staff - the human capital so necessary for our success. (John Hille and Tom Kepple) We developed a map of community businesses and distributed that to our prospective students and other campus visitors. We developed a coupon program to promote visits to area attractions, shops, restaurants and accommodations and have distributed these for two years. We developed and underwrote a community banner program to welcome visitors to Smithfield township and the Huntingdon Boro. We continue to work mostly through JCEL to impact this community.

We will build financial resiliency:

5. By **growing the endowment**. By 2011 through additional gifts and market appreciation our endowment will have increased to \$100m or more and our planned giving pipeline for endowment from \$40m to \$60m or more. A special effort will be made to raise scholarship endowments to assist students in attending Juniata. John Hille and Gabe Welsch Endowment initiative momentum remains strong, with roughly half of our \$15M goal for outright commitments satisfied, and pipeline giving at about a third of goal. Public phase of initiative, to run through the administrative transition period, commences in May 2011. Diversification of the portfolio has helped us to recover and now move past our pre-crash levels.
6. By increasing giving to support the annual scholarship fund. By 2011 our **annual scholarship fund** will have increased from \$1,000,000 to \$1,300,000 with a longer term goal of \$2m. Gabe Welsch and Linda Carpenter This goal was adjusted following the downturn, with the expectation of reaching \$1.3M by 2014. Current year (FY11) expectation is to clear \$1.1M to JSF, \$1.45M overall.
7. By building the endowment and the annual fund, and pursuing economy of scale enrollment, we effectively will **reduce our dependence on unfunded financial aid**. We must insure financial aid as a percentage of gross tuition rises less than the average of our peer institutions. Gabe Welsch and John Hille
8. By 2011 the Juniata Center for Entrepreneurial Leadership, the Gravity Project, and the Raystown Field Station will have achieved self sustaining budgets. John Hille and Jim Lakso. JCEL has been self-sustaining for two years but is heavily dependent on directed gifts from supporting JCEL directors. The expansion of rentable space is anticipated to make JCEL self-sustaining in the future. Possible adjustments in JCEL staffing in combination with faculty replacement would achieve the outcome as well.
9. By 2011 the College will have reduced its debt level below the \$33m we had on May 31, 2007. Rob Yelnosky debt refinancing and von Liebig situation have slowed this down. \$33 million level will not be achieved until 2017 at current rate of payment and assuming no more debt.
10. By 2012 we will have increased the capital and special funding budget to 3% of our annual budget to support the maintenance of existing facilities and equipment, as well as support innovation and creativity. In addition, Juniata will continually review campus business processes to identify opportunities to improve operational efficiencies. Rob Yelnosky I believe our business processes have improved – cycle times each month continue to come down as well as our ability to close the books in a more timely manner. Lots of improvements in systems across the campus from Admissions to Development to Academic Support. Current budget projections indicate we may be able to achieve this 3% level by 2015.

11. By 2011 we will have reviewed our art and library collections to decide what is compatible with the College's long term educational and outreach goals and what items should be sold. The process will honor all commitments the College has made to donors. The funds generated by sales will be reinvested in additions to the permanent collections, the facilities to house the collection and the staff to conserve the collection. (Tom Kepple and Jim Lakso) Some progress has been made on this initiative but much is still to be done.

Appendix 34: Template for Assessing General Education

GOAL	Objective	How assess (multiple methods)	Results	Analysis	How results used?	Next steps
Communication Skills – Writing (CW) Fall 2012-Spring 2013	Develop, compose, organize, revise, and edit their own writing Develop abilities to identify and define a thesis Collect, organize, present, and analyze evidence and documentation to disseminate knowledge. Master the mechanics of writing and editing	Rubric being developed to assess sample of CW papers submitted spring 2013. This sample will serve as a ‘snapshot’ for student writing (baseline of CW outcomes) 2014-2015 –the Class of 2016 CW papers will be sampled – compare outcomes to 2013 assessment; identify underperforming students for intervention				
Information Access (IA) Fall 2011-Spring 2012	Gain competency in the use of computing, network and library technologies at Juniata College	Pre-Post survey of IA students Fall 2011-2012 (n=406 students). Survey measures: Skills, Attitudes, Perceptions of Skill related to course modules				
College Writing Seminar (CWS) 2008-2009	Introduces diverse modes of thought and communication that characterize the college experience Help students think and express themselves more effectively in and out of the classroom Development of reading and writing	All professors collected and kept student portfolios at the end of the semester. We then randomly selected 20% of the portfolios from all course sections. Student workers copied first and third essays from these portfolios and eliminated any markings by the professors. The first and third essays	Results demonstrated improved performance across all 11 categories. Statistically significant improvements were found in the areas of: 1) focus; 2) voice & style; 3) paragraphing; 4) appropriate citation format; and 5)	Though the portfolio method produced reasonable data and was based on sound methodology, we do not feel it gave us formative feedback. Some of the things that we would like to consider include:	This assessment helped to identify that the CWS staff would benefit from training sessions led by outside experts. In connection to the broader curriculum, it was	Connect assessment of CWS to CW courses in the general education curriculum Can we identify gains across years in writing for students? Can we identify students in their third year of study who

GOAL	Objective	How assess (multiple methods)	Results	Analysis	How results used?	Next steps
	skills, and integrates instruction of computer and library research skills and attention to study skills, career planning, and other issues relevant to first-year college students.	were selected because it was hypothesized that the students would apply equal levels of motivation on these assignments. In Spring 2009, a group of students were trained on an 11-point rubric using a 6-point scale where 6 = superior performance and 1 = deeply deficient performance. The rubric focused on: 1) audience awareness; 2) focus; 3) voice & style; 4) organization; 5) paragraphing; 6) sentence structure; 7) word choice; 8) development; 9) integration of sources; 10) appropriate citation format; 11) mechanics. Students were trained to an acceptable level of reliability.	mechanics.	enough data to do splits by GPA, SAT verbal, SAT writing, etc. to test for performance increases in higher versus lower achieving students. 2) Examine differences between adjunct and full time faculty 3) Examine incoming SAT scores to develop a regression model that might predict CWS success	thought that all faculty teaching CW courses (not just CWS would benefit) from additional training in teaching writing. A summer workshop would allow time for instructors to integrate new ideas into their planning. Writing workshops have been conducted on campus January 2012 & August 2012. Another is planned for August 2013.	have not demonstrated sufficient gains in writing? What type of intervention can we provide for these students to help them gain skills in writing before graduation?
Higher Order Thinking Skills: Critical Thinking Assessment Pilot Fall 2012	Across courses and programs The Critical-thinking Assessment Test (CAT) is designed to assess: evaluating information; creative thinking; learning and problem solving, and communicatio	Pilot Program to assess appropriateness of this measure to assess gains in critical thinking skills of our students across a semester conducted Fall 2012. <ul style="list-style-type: none"> Two Faculty members trained in administering the CAT in March 2012 				

GOAL	Objective	How assess (multiple methods)	Results	Analysis	How results used?	Next steps
	n skills.	CAT administered in three courses pre/post Fall 2012: Research Methods in Psychology (PY 309; Quantitative Methods (MA 103); College Writing Seminar, CWS (EN 110) - one section <ul style="list-style-type: none"> • Eight faculty members and the director of Institutional Assessment will be trained and will score the CATs January 2013 				

Appendix 35: Citations for Work on Performance Tasks

Kruse, G. (2010, March 9). The Performance Task Web Conference [Online web-conference]. Jerry Kruse's project is described in this article in *Change Magazine*: Chun, M. (2010, March/April. Taking Teaching to (Performance) Task. *Change Magazine*, 19, 22-29.

Kruse, G. & Drews D. (2010, January 14). Using CLA in the Classroom Performance Tasks for Assessment in a Quantitative Reasoning Course. Paper presented at the 2010 Joint Mathematics Meetings, San Francisco, CA.

Kruse, G. & Drews D. (2012, January 4). Assessing and Improving Quantitative Reasoning Skills with CLA Performance Tasks.

Paper submitted to the *International Journal of the Scholarship of Teaching and Learning (IJSoTL)*, Using Performance Tasks to Improve Quantitative Reasoning in MA 103.

Appendix 36: Study of Student Behavior

Description of study on the behavior of students who are told to attend cultural events

Over the past three years, three faculty members have been engaged in a project exploring the role of attendance at on-campus cultural events on student development. A long held view across campus is that student attendance at artist and speaker series events is beneficial for student development. As a result, numerous professors and programs (e.g., CWS lab) require students to attend these events. A discussion during a SoTL Center brown bag lunch led to the development of this project. The project explores two main questions: 1) How do institutional policies influence student behavior regarding attendance at events? and 2) What is the impact of attendance at events on student development?

The first question about institutional policies suggested a longitudinal study. We are following two cohorts of students (the class of 2014 and the class of 2015), gathering information on the events they attend, why they attend, and what behaviors they engage in after the event (e.g., discussed with friends, discussed in class, etc.). We manipulated the number of cultural events students in each section of CWS were required to attend in the Fall of their freshman year. The number of events that required their attendance ranged from zero to 10 events. We are continuing to track these the attendance at events of these students. We want to see if differences in the number of events they were required to attend during their first semester leads to meaningful changes in behavior over time.

The working hypothesis is that those students who are required to attend more events will attend a significantly higher number of events each semester than those who are not required to attend any events in their first semester. To examine impact, the collaborators, with the help of student research assistants, reviewed over 750 essays written by the students after they attended the cultural events. The initial review of the essays identified whether or not students made statements that indicated whether their attendance had a positive, negative, or no impact. The essays in which students identified a positive impact (41% of the initial 763 essays) were reviewed again. Impact of the event was then codified as either: 1) reflecting a change in attitude; 2) reflecting a change in knowledge; or 3) reflecting a change in behavior. The results of this study are currently being drafted for publication. Overall, many students have presented their research on this topic at the National Council on Undergraduate Research (NCUR), Eastern Psychological Association, and the Juniata Liberal Arts Symposium.

Appendix 37: Hot Links in this Report

Chapter 1: How We Organized This Report

No links

Chapter 2: How Our Systems Enable Our Work

Strategic Plan of 2008

<http://www.juniata.edu/president/strategicplan.html>

Juniata Catalog

<http://www.juniata.edu/services/catalog/>

Additional Information for Department Supervisors

<http://www.juniata.edu/services/hresources/newemp/deptsupervisorroles.html>

Information for New Employees

<http://www.juniata.edu/services/hresources/newemp/deptsupervisorchecklist.html>

Leadership Philosophy

<http://www.juniata.edu/president/leadershipphilosophy.pdf>

Administrative Manual

<http://www.juniata.edu/services/hresources/documents/AdminManual2011.pdf>

Principles of a Liberal Arts Lifestyle

<http://www.juniata.edu/about/mission.html>

Campus Master Plan

<http://services.juniata.edu/middlestates/Campus%20Master%20Plan%20Final.pdf>

Operations Statements

<http://services.juniata.edu/middlestates/Operations%20Statement%20of%20Activity.pdf>

Capital Projects

<http://services.juniata.edu/middlestates/Capital%20Projects%202003%20to%202011.xls>

Audit for May 31, 2012

<http://services.juniata.edu/middlestates/JuniataCollegeAudit053112.pdf>

Audit Reports

http://www.juniata.edu/services/finance/financial_matters.html

Creating the Juniata College Budget – FY2013

<http://services.juniata.edu/middlestates/Creating%20The%20Juniata%20College%20Budget%20-%20FY2013.doc>

The Juniata College Budget Model

<http://services.juniata.edu/middlestates/The%20Juniata%20College%20Budget%20Model%20-%20Therough%202021.pdf>

S&P2011

<http://services.juniata.edu/middlestates/StandardandPoors2011Report.pdf>

Capital Projects

<http://services.juniata.edu/middlestates/Capital%20Projects%20-%202003-2011.xls>

Joint Session on Pricing

<http://services.juniata.edu/middlestates/Joint%20Session%20on%20Pricing.pdf>

Chapter 3: Governance and Structure

Great Colleges

<http://www.juniata.edu/services/news/?action=SHOWARTICLE&id=5499>

Bylaws of the Board of Trustees

<http://services.juniata.edu/catalog/policies/?section=view&policy=1285>

Faculty Handbook

<http://www.juniata.edu/services/provost/handbook/>

Administrative Policy and Procedures Manual

<http://www.juniata.edu/services/hresources/documents/AdminManual2010.pdf>

Administrative Department Assessment and Planning Process

<http://www.juniata.edu/services/catalog/policies/index.html?section=view&policy=1230>

Social Work self-study

<http://services.juniata.edu/middlestates/Social%20Work%20Self%20Study%20Volume%201.docx>

Understanding Governance

<http://services.juniata.edu/middlestates/Understanding%20Governance.docx>

The hiring of Dr. James Troha as new president, news article

<http://www.juniata.edu/services/news/?action=SHOWARTICLE&id=5539>

Campus Master Plan

<http://services.juniata.edu/middlestates/Campus%20Master%20Plan%20Final.pdf>

Budget Plan

<http://services.juniata.edu/middlestates/The%20Juniata%20College%20Budget%20Model%20-%20Thorough%202021.pdf>

Capital Plan

<http://services.juniata.edu/middlestates/Capital%20Projects%202003%20to%202011.xls>

Enrollment and Retention Plan

<http://services.juniata.edu/middlestates/Enrollment%20Plan%202013-14.pdf>

Endowment Plan

<http://services.juniata.edu/middlestates/Endowment%20Plan%202012.docx>

Chapter 4: The Program of Emphasis and General Education

Faculty Discussion of the POE

<http://services.juniata.edu/middlestates/Faculty%20Discussion%20of%20the%20POE.docx>

CIC/DQP information

<http://www.cic.edu/Programs-and-Services/Programs/Pages/Degree-Qualifications-Profile.aspx>

General Education Requirements

<http://www.juniata.edu/services/registrar/catalog/requirements.html>

Philosophy of General Education

<http://services.juniata.edu/middlestates/Philosophy%20of%20General%20Education.docx>

Chapter 5: Related Educational Activities

NSSE Results

<http://www.juniata.edu/academics/nsse/>

NAFSA and the Paul Simon Award

<http://www.nafarsa.org/about/default.aspx?id=16295>

Principles of a Liberal Arts Lifestyle

<http://www.juniata.edu/services/dean/academicresponsibility.html>

President's Honor Roll

<http://www.juniata.edu/services/dean/academicresponsibility.html>

Community Service Annual Report

<http://services.juniata.edu/middlestates/Community%20Service%20Annual%20Report%202011-2012.pdf>

Internships

<http://www.juniata.edu/services/career/students/internships/>

Global Engagement

<http://services.juniata.edu/middlestates/Global%20Engagement%20Initiative.doc>

Liberal Arts Symposium

<http://www.juniata.edu/academics/research/symposium.html>

Juniata Presents

<http://www.juniata.edu/services/activities/juniatapresents/#index>

Peace Certificate

<http://www.juniata.edu/services/diversity/peacecertificate.html>

Beyond Tolerance

<http://www.juniata.edu/services/diversity/BeyondToleranceSeries.html>

MAcc

<http://services.juniata.edu/middlestates/MAC%20program%20proposal%2010-12-2010.docx>

Chapter 6: The Faculty

Faculty Survey for Chapter 6

<http://services.juniata.edu/middlestates/Faculty%20Survey%20Results%20for%20Chapter%206.doc>

Workload Information

<http://services.juniata.edu/middlestates/Institutional%20Results%20on%20General%20Faculty%20Workload.docx>

Teaching Advising Service

<http://services.juniata.edu/middlestates/Institutional%20Results%20on%20Teaching%20Advising%20&%20Service.docx>

Development and Evaluation

<http://services.juniata.edu/middlestates/Institutional%20Results%20on%20Professional%20Developm ent%20and%20Evaluation.docx>

Student Faculty Ratios

<http://services.juniata.edu/middlestates/S-F%20Ratios.xlsx>

Vitae

<http://services.juniata.edu/middlestates/Review%20of%20Faculty%20Vita.docx>

Publications and Presentations

<http://www.juniata.edu/services/SoTL/presentations.html>

Department Chairs Survey

<http://services.juniata.edu/middlestates/Final%20Department%20Chairs%20Survey%20with%20Resul ts.docx>

Roles of Department Chairs

<http://services.juniata.edu/middlestates/Roles%20of%20Department%20Chair-Rev.%202003.doc>

Liberal Arts Symposium

<http://www.juniata.edu/academics/research/symposium.html>

Stewards

<http://www.juniata.edu/services/diversity/employment.html>

Background

http://www.juniata.edu/services/hresources/documents/PolicyonBackgroundVerification_002.pdf

Report on Faculty Governance

<http://services.juniata.edu/middlestates/Report%20on%20Faculty%20Governance.docx>

Chapter 7: Admitting, Retaining, and Supporting Students

Enrollment Plan for 2012-2013

<http://services.juniata.edu/middlestates/Enrollment%20Plan,%202012-2013.docx>

Student Success Objectives, 2011-2012

<http://services.juniata.edu/middlestates/Student%20Success%20Objectives,%202011-2012.pdf>

here

link to bookmark, Stewards in Chapter 6.

Comparative Rankings

<http://services.juniata.edu/middlestates/Comparative%20Rankings.doc>

County Trends

<http://services.juniata.edu/middlestates/County%20Trends.pdf>

Market Share Report

<http://services.juniata.edu/middlestates/Market%20Share%20Report.pdf>

Student Debt

<http://services.juniata.edu/middlestates/Student%20Debt.xls>

Attrition Study

<http://services.juniata.edu/middlestates/Attrition%20Study.xls>

Just the Facts

<http://www.juniata.edu/justthefacts/>

Dual Enrollment Program

<http://www.juniata.edu/services/catalog/section.html?s1=admission&s2=huntingdon>

Peer Tutoring study

<http://services.juniata.edu/middlestates/Peer%20Tutoring%20Study%202011.doc>

Bias Response Team

<http://www.juniata.edu/services/dean/biasresponseteam/>

Mental Health Report

<http://services.juniata.edu/middlestates/JC%20Student%20Mental%20Health%20Report.docx>

Pathfinder

<http://www.juniata.edu/services/dean/pathfinder.pdf>

Chapter 8: Assessing the College and Student Learning

NILOA

<http://www.learningoutcomesassessment.org/JuniataCaseStudy.html>

Just the Facts

<http://www.juniata.edu/justthefacts/>

Research

<http://www.juniata.edu/services/research/index.html>

Strategic Plan of 2008

<http://www.juniata.edu/president/strategicplan.html>

SoTL

<http://www.juniata.edu/services/sotl/>

Publications and Presentations

<http://www.juniata.edu/services/sotl/presentations.html>

Resources

<http://www.juniata.edu/services/sotl/resources.html>

Activities

<http://www.juniata.edu/services/sotl/calendar.html>

Organization Chart

<http://services.juniata.edu/middlestates/JC%20Organization%20Chart%202012-13.xlsx>

Administrative Review for Advancement

<http://services.juniata.edu/middlestates/Administrative%20Review%20for%20Advancement.pdf>

Library Assessment Plan

<http://services.juniata.edu/middlestates/Library%20Assessment%20Plan.docx>

Assessment Plans

<http://services.juniata.edu/middlestates/AssessmentPlans.pdf>

Self-Study for physics

<http://services.juniata.edu/middlestates/Physics%20Self%20study.pdf>

Outside Reviewers for physics

<http://services.juniata.edu/middlestates/Physics%20outside%20evaluators%20report.pdf>

Self-Study for art

<http://services.juniata.edu/middlestates/Art%20self%20study.pdf>

Outside Reviewers for art

<http://services.juniata.edu/middlestates/Art%20outside%20evaluators%20report.pdf>

Self-Study for communication

<http://services.juniata.edu/middlestates/Communication%20self%20study.pdf>

Outside Reviewers for communication

<http://services.juniata.edu/middlestates/Communication%20reviewers%20report.pdf>

Rubrics

<http://services.juniata.edu/middlestates/Rubrics.docx>

PACS

<http://services.juniata.edu/middlestates/Assessment%20of%20PACS%20Courses.docx>

Research

<http://www.juniata.edu/services/research/InstitutionalAssessment/index.html>

Assessment Plans

<http://services.juniata.edu/middlestates/AssessmentPlans.pdf>

Schedule

<http://services.juniata.edu/middlestates/Program%20Review%20Dates.docx>

Strategic Data

<http://services.juniata.edu/middlestates/Strategic%20Indicators2012.xlsx>

Dashboard Indicators

<http://services.juniata.edu/middlestates/Dashboard-Summary2012-13.xls>

LINK to PPT PowerPoint presentation for August 2012 faculty meeting

<http://services.juniata.edu/middlestates/Overview%20for%20General%20Education%20Assessment%20for%20Faculty.pptx>

CWS Self-Study 2009

<http://services.juniata.edu/middlestates/CWS%20APAC%20SelfStudy%202009.docx>

External Review CWS

<http://services.juniata.edu/middlestates/External%20Review%20CWS.docx>

[CLA findings](#)

<http://services.juniata.edu/middlestates/CLA%20Summary%202009.pdf>

[LINK to Summary](#)

<http://services.juniata.edu/middlestates/Survey%20Summaries%20Quantitative%20Data%202008-2012.docx>

[IA Self Study](#)

<http://services.juniata.edu/middlestates/IA%20Self%20Study%202012.docx>

[IA SoTL presentation](#)

<http://services.juniata.edu/middlestates/IA%20SoTL%20Brown%20Bag%2012%202012.ppt>

[Math 1](#)

<http://jcsites.juniata.edu/faculty/kruse/sotl/ma103.htm>

[Math 2](#)

<http://jcsites.juniata.edu/faculty/kruse/sotl/ma103Benchmark.htm>

[JC Mental Health](#)

<http://services.juniata.edu/middlestates/JC%20Student%20Mental%20Health%20Report.docx>

[Career Services](#)

<http://services.juniata.edu/middlestates/Career%20Services%20Self%20study.doc>

Chapter 9: Planning, Resource Allocation, Renewal, and Integrity

[Department Dashboard](#)

<http://services.juniata.edu/middlestates/2012-13%20Departmental%20Dashboard.xlsx>

[Policy Handbook](#)

<http://services.juniata.edu/catalog/policies/>

[Just the Facts](#)

<http://www.juniata.edu/justthefacts/>

[Faculty handbook](#)

http://www.juniata.edu/services/provost/handbook/1_5.html

[Employee Handbook](#)

<http://www.juniata.edu/services/hresources/handbook.html>

[Administrative Manual](#)

<http://www.juniata.edu/services/hresources/documents/AdminManual2011.pdf>

[Support Staff Manual](#)

<http://www.juniata.edu/services/hresources/documents/SupportStaffManual2012.pdf>

[Sexual Harassment Policy](#)

<http://www.juniata.edu/services/hresources/handbook/sexualhar.html>

[Discrimination and Harassment Policy](#)

<http://www.juniata.edu/services/hresources/handbook/dischar.html>

Pathfinder

<http://www.juniata.edu/services/dean/pathfinder.pdf>