



2023 SELF-STUDY REPORT

Middle States Commission on Higher Education

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Executive Summary

Juniata College is an independent, coeducational, residential liberal arts college. The College was founded in 1876 by members of the Church of the Brethren to prepare individuals “for the useful occupations of life.” From its inception, Juniata has devoted itself to liberal education within the context of ethical values and engaged citizenship. As such, 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 recognized among the nation’s top private liberal arts colleges for its educational quality, commitment to access, and distinctive environment. Juniata draws students from more than thirty-five US states and dozens of nations in Africa, Asia, Europe, and South America. We are known for exceptional programs in the sciences. We provide innovative business and international studies offerings as well as signature programs in peace studies, museum studies, and integrated media arts. Our commitment to experiential education pervades the arts, humanities, social sciences, and natural sciences. These programs and offerings pair with a robust general education curriculum focused on interdisciplinarity as well as on local and global engagement. Students use the College’s Program of Emphasis (POE) system to work with two faculty advisers to define and shape their education. The POE is designed to be more flexible than a major and empowers Juniata students to pursue varied interests and talents, effectively designing their own area of study.

Juniata’s efforts to ensure a contemporary realization of this mission and expression of the liberal arts have been substantial since our last reaccreditation. These efforts include a completed strategic plan and the creation of a new one, the development of institutional learning outcomes, a redesign and deployment of the general education curriculum, new student-centered programs and facilities, and a successful comprehensive campaign. The mission of the College continues to drive both strategy and operations through a steadfast commitment to the personalized experience promised to Juniata students. Along with external pressures that have tested the change capacity and culture of the community, substantial work to assess and align resources to ensure a sustainable future is a hallmark of the Juniata journey.

Juniata’s self-study process began in late 2020, coinciding with the successful conclusion of the 2015 Strategic Plan: *Courage to Act*. We began a new strategic planning process early in 2021, which provided an opportunity to align this self-study with the effort that has culminated in the articulation of *All In: The Strategic Plan for Juniata College*. As a precursor to this strategic planning, Juniata selected a priorities-based approach to the self-study process. To guide this inquiry, three key priorities were identified by the steering committee and the president with input from the campus community:

- Providing an Engaging and Personalized Teaching and Learning Experience
- Strengthening Student Success and Outcomes for All Students
- Ensuring the Long-term Viability of Our Institution through Planning, Assessment, Realignment of Resources, and Revenue Generation

Aligned to both our mission and the Middle States Standards, these key priorities served as the foundation for the self-study and informed the priorities of our new strategic plan. The substantial planning, research, and community input leveraged through both processes led to an evaluation of mission, strengths, and opportunities that was informed by an ambitious plan and undergirded by a

collective commitment to continuous improvement. Our self-study demonstrates compliance with the Middle States Standards and Requirements of Affiliation while simultaneously providing key findings that will help us exploit our considerable strengths and address the challenges that have emerged in this disruptive environment.

As a result, we remain committed to our mission and goal of graduating citizens of consequence. An experiential and interdisciplinary approach to liberal education will continue to provide the foundation for our vision to be a contemporary and residential liberal arts college of about 1400 students. We will provide breadth of perspective across epistemological traditions that are the hallmarks of the liberal arts, and we will do so with a mix of academic programs borne from our strengths but attentive to student interests and market demand. We anticipate a sharper focus on our recognized strengths in STEM and health professions over the next decade including but not limited to programs emphasizing human health. This academic distinctiveness will be complemented by a demonstrable commitment to equity and justice and matched by a co-curricular and campus experience that fosters wellbeing. This vision has been reinforced by the key findings of our self-study.

Key Findings

Juniata's institutional priorities align with the Middle States Standards for Accreditation.

- The research questions explored by all Working Groups in Juniata's priorities-based self-study address all seven Middle States Commission on Higher Education (MSCHE) Standards for Accreditation and all applicable Requirements of Affiliation.
- Comprehensive and intentional planning has produced clear institutional priorities that have ensured continuous improvement and that will guide action steps leading to further innovation.
- Juniata's mission has been reaffirmed through both the self-study and strategic planning processes. That mission will anchor a commitment to innovation going forward.
- Institutional priorities, as outlined in the new strategic plan, will guide resource allocation across the College.

Juniata has invested in curricular assessment and innovation.

- In 2016, the Juniata community adopted institutional learning outcomes (ILOs) developed through a collaborative process and grounded in our mission.
- A comprehensive revision of the general education curriculum, directly informed by assessments of the prior curriculum and best practices in higher education, was designed and approved by the faculty.
- Juniata underwent an extensive academic program prioritization process, led by the provost in partnership with faculty, to establish an evidence-informed strategy on which to base program curtailment, sustainment, and enhancement.
- New innovative undergraduate and graduate programs that leverage Juniata's strengths and are attentive to student interest and market demand have been and will continue to be developed.

Juniata has been successful in recruiting a more diverse student body and has aligned resources to promote student retention and success for all students.

- Enhanced facilities have been designed to ensure ongoing improvements in accessibility and programmatic space for the needs of current and future Juniata students, including but not limited to the reimagination of Beeghly Library as the Statton Learning Commons.
- New programs, positions, and offices have been created to promote student success, such as wellness services; accessibility services; and equity, diversity, and inclusion.

- Leadership in Equity, Diversity, and Inclusion was elevated to Cabinet/Senior Leadership Team status in 2018.
- Faculty champions have emerged to ensure contemporary and inclusive pedagogies.
- Juniata has demonstrated emerging distinction in high-impact practices that are experiential, including community-engaged learning and mentored undergraduate research joining the distinction of Juniata’s study-abroad program.
- Juniata sustained its residential mission through the majority of the pandemic, leveraging a COVID Operations Committee with a primary focus on the health and safety of the campus community, the work of which was based on available science.

Juniata has strengthened its capacity to fund and support its goals and initiatives through intentional alignment of resources and revenue diversification.

- The most successful comprehensive campaign in history matched vision to resources, driving implementation and execution of institutional priorities. *BELIEVE: The Campaign for Juniata College* exceeded the goal of \$100,000,000 and raised a total of \$128,600,351.46 to help provide a sound financial future for the College.
- Measures have ensured that Juniata has met necessary financial ratios. Operating alignment strategies (expense reduction and cost containment efforts) have been proactively leveraged to ensure optimal use of human and financial resources, some to manage the impacts of the pandemic and others to ensure long-term viability.
- Juniata has launched additional graduate programs, with a strategic focus based on institutional strengths and outside market analysis. We started four new graduate programs in 2019, including a Master of Business Administration, a Master of Organizational Leadership, a Master of Bioinformatics, and a Master of Data Science. A Master of Special Education was launched in 2022 and additional graduate programs are planned for 2023 and beyond.
- Pennsylvania statutes for increased endowment spending have been leveraged strategically to provide a Voluntary Separation Incentive Program, campus-wide compensation study, residence hall improvements, the campus gateway project, enhancements of our Enterprise Resource Planning (ERP) system, and the eventual development of a quasi-endowment fund to be used for the deferred maintenance of campus facilities.
- In the last ten fiscal years (2013-2022), more than \$24,623,000 has been awarded to Juniata through grant and foundation support. Of that amount, \$17,786,000, or 72%, has been awarded in the last five years alone.

Opportunities for Improvement and Further Innovation

Juniata’s intentional alignment of the self-study process with the development of a new strategic plan afforded opportunities for improvement and further innovation within the strategic commitments in *All In: The Strategic Plan for Juniata College*. Those commitments are Academic Distinction, Equity-Minded Culture, and the Campus Experience. This strategic plan will ensure that Juniata

- remains a destination for students seeking a **distinctive academic experience** by positioning Juniata as a premier institution for experiential and personalized education;
- creates an **equity-driven culture** that undergirds all aspects of its work and ensures Juniata meets the needs of all students, faculty, and staff; and
- enhances the **campus experience** to better attract and retain those seeking a fully residential, on-campus learning experience.

The following opportunities are related to our self-study research. The strategic plan includes additional institutional priorities and initiatives to expand our efforts of ongoing innovation and improvement.

Academic Distinction

- **New Program Development:** Program development will be the primary focus of academic affairs. Accordingly, this should address the opportunity to enhance financial strength and increase enrollment. Our mission, location, and historic strengths will frame which programs we pursue while we also consider student interest, market demand, the needs of the local community, and the broader society. Sharpening this focus likely means expanding programmatic offerings in human health (clinical, community, and mental), among others.
- **Closing the Loop on Academic Assessment:** We have made significant progress in assessing General Education (GE) and the Program of Emphasis (POE). We view the assessment of our GE curriculum as a strength. Assessment of POEs, while more systematic than a decade ago, would benefit from more consistent reliance on the feedback loop. Strengthening assessment of experiential education outside of general education and the POE is a priority going forward.

Equity-Minded Culture and the Campus Experience

- **Creating a Sense of Belonging and Reducing Equity Gaps:** In recent years, analysis of disaggregated data has allowed us to understand, center, and address systems and circumstances (e.g., curricular; administrative supports and structures; community, belonging, and engagement; student organizations) that lead to inequitable outcomes. Our longstanding commitment to access, our proportion of first-generation and Pell-eligible students, and our expanding geographic and racial diversity have motivated prioritized change and resource allocation to foster an improving campus climate. A key priority is raising the enrollment, retention, and graduation rates of students who are black, indigenous, and people of color (BIPOC).
- **Improving Campus Morale and Engagement:** This period of great change has demonstrated Juniata's adaptability in the face of significant external pressures and provided significant moments of pride. However, the campus is experiencing change fatigue, and concerns about morale have been expressed in recent years. Surveys are being used to understand the campus climate, to inform programs and tactics to improve morale, and to measure progress. Other significant efforts to demonstrate support of the workforce have begun as well, including but not limited to attentiveness to campus communication, a compensation study, and a comprehensive review of all our business processes so that manual processes are reduced, quality of data is enhanced, and evidence-based decision making is the norm.

Improving Institutional Assessment and Closing the Loop on Improvement

- **Strengthening Feedback on Assessments:** We collect significant amounts of data via institution-wide surveys such the National Survey of Student Engagement (NSSE). We will be more deliberate about discussing the results and documenting changes that have been made based on what we have learned through them.
- **More Systematic Administrative-Unit Reviews:** While documentation, processes, and research exist, their location and use are sometimes obscured through distributed ownership. A strong sense of oral tradition and relational working style, valued by the community, have inhibited embracing more efficient, often technology-driven solutions. We plan to address this through an improved administrative unit assessment process. Doing so will help ensure we have the requisite evidence to fulfill our mission and allocate resources.

- **Understanding the Return on Investment (ROI) on New Initiatives:** While the financial picture is stable, our margins leave little room for error. We commit to routine and rigorous analysis of recent initiatives to assess what has or has not worked and what we should discontinue.

The period since our last accreditation encompasses great progress and change at Juniata, as it also illustrates the uncertainty and pressures transforming higher education. That we have not only weathered disruption but have enjoyed notable success as we position the institution for the future demonstrates the vision, acumen, and commitment of the entire community. We have been strategic and purposeful in our response to external forces, facilitating internal transformations that have prompted meaningful change throughout the College. That dynamism is anchored by stable leadership at the highest level: we inaugurated a new president in 2013 and welcomed a new provost in 2014, both of whom remain in office nearly ten and nine years later. *Courage to Act*, our strategic plan, was affirmed by the Board of Trustees in 2015 and guided our efforts during this period. As we begin leveraging *All In: The Strategic Plan for Juniata College*, we have a clear sense of purpose, a commitment to mission, and increased momentum to emphasize innovation.



Introduction

The introduction demonstrates comprehensive evidence for MSCHE Standard I, providing specific evidence for MSCHE Standards as follows: I (1-4), II (6-8), V (1), VI (1, 2, 6, 8, 9). The introduction also addresses Requirements of Affiliation 1, 2, 7, 10.

Institutional Overview

Juniata College is an independent, coeducational, and residential liberal arts college. The College was founded in 1876 by members of the Church of the Brethren to prepare individuals “for the useful occupations of life.” The first classes were held on April 17, 1876, in a second-story room over a local printing shop. Three students attended, two of them women. In 1879, classes were moved to Founders Hall on the present campus in the mountains of scenic central Pennsylvania midway between Interstate 80 and the Pennsylvania Turnpike in the town of Huntingdon, which has a current population of approximately 7,000.

From its inception, Juniata has devoted itself to liberal education within the context of ethical values and engaged citizenship. Juniata's mission, publicly stated (S1C1, RoA7), 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” (S5C1, S6C1, RoA7). Within the context of mission, Juniata has been authorized to operate and award degrees as a postsecondary educational institution since 1922, last reaccredited by the Middle States Commission on Higher Education in 2013 (RoA1).

In 2014, in the first year of his leadership, President James Troha, PhD, led the development of the 2015 Strategic Plan: *Courage to Act* (S1C1, RoA7, RoA10), which reaffirmed our current mission statement (S1C4) and continued commitment to the personalized approach the College has operationalized to provide an engaging experience for all our students. *Courage to Act* was designed to strengthen areas key to distinguishing Juniata. These included our general education curriculum, the interplay between curricular and co-curricular life, how we engage technology, our reputation, and our institutional resources. This plan's vision, that we seek to inspire citizens of consequence who understand the world in which they act, still resonates.

The key areas of focus of *Courage to Act* were

- the **scholarship** inherent in our academic offerings, the flexibility of our signature Program of Emphasis system, and our experience-driven approach to inspiring learners;
- the **community** and its mix of challenge and support, commitment to diversity and inclusion, respect for peace and service, and focus on wellness;
- the **distinctiveness** of our location, academic offerings, and mission;
- our **resources** and the ways they enable focus on our mission and vision; and

- our **presence** as a college of high academic standards and performance transitioning from regional to international in reach, recruiting, and impact.

Soon after the adoption of *Courage to Act*, the Juniata faculty developed a set of institutional learning outcomes (ILOs) that were affirmed by the community and approved by the Board of Trustees (S1C2, S5C1, RoA10). These ILOs have provided the foundation on which we have operationalized our mission, and they served as the basis of a completely new general education curriculum. They affirm our promise that a Juniata student will demonstrate the following by the time they graduate:

Knowledge and Skills

- The skills needed to engage effectively with and adapt to a changing world
- Depth of knowledge in an academic field
- Critical engagement with and respect for multiple cultural traditions and human diversity

Intellectual Engagement

- Analytical and creative thinking, critical questioning, and examination of evidence
- Intellectual curiosity and an openness to exploring challenging questions

Interdisciplinarity

- Integration of knowledge and skills from multiple disciplinary approaches to address questions or problems
- Different ways of knowing about the self, aesthetics, human cultures, and the social and natural worlds

Ethical Behavior

- Knowledge of multiple ethical traditions and an informed vision of a just society
- The capacity to act ethically with empathy, honesty, and responsibility

Engagement with the Self and the World

- Collaborative work in cultural settings from local to global
- Engaged citizenship and respectful interactions
- Understanding of how a holistic and intentional approach to life fosters wellbeing

Our 2023 self-study tells a story of continuous improvement through a focus on mission that is supported by initiatives derived from *Courage to Act*. This has informed the new strategic plan, *All In: The Strategic Plan for Juniata College* (S1C1, S6C1C6C8, RoA7, RoA10), which reaffirmed our mission (S1C4) and was approved by the Board in October 2022 (S1C1, RoA7).

Student Body Profile

As of January 2023, Juniata has approximately 1180 full-time, undergraduate, degree-seeking students. Of these, 130 (11% of Juniata's students are international students. Of the domestic students, 820 (70%) identify as White, non-Hispanic, eighty-six (7%) as Hispanic/Latino, fifty-five (5%) as Black or African American, forty-five (4%) as two or more races, twenty-six (2% as Asian, sixteen (1% as unknown, one (under 1%) as American Indian or Alaska Native, and zero (0%) as Native Hawaiian or Other Pacific Islander. The percentage of Black students has trended slightly upward over time from 2.13% in 2010 to 5% currently. The percentage of Hispanic students has more than doubled from 2% in 2010 to 7%

currently. Although both trends mirror Pennsylvania state demographics, percentages remain underrepresented nationally for both groups.

Historically, Juniata has had a strong emphasis in natural sciences with special emphasis on health professions understood as pre-professional education, with a growing interest in business-related fields. The most common areas of study are (Fall 2022 enrollment):

- Biological and Biomedical Sciences (18%)
- Business, Management, Marketing, and Accounting (16%)
- Environmental Science & Studies (11%)
- Psychology (8%)
- Information Technology and Computer Science (7%)
- Chemistry and Biochemistry (6%)

The number of full-time undergraduate students has declined since our last self-study from 1,555 in Fall 2013 to 1,179 in Fall 2022, which is a decrease of 376, or 24%. The total number of students has fallen from 1,635 in Fall 2013 to 1,253 in Fall 2022, a decrease of 382 students, or 23%. Enrollment and retention data is publicly available on the Office of Institutional Effectiveness website (S2C8, RoA2).

This decrease mirrors the population decline in the Northeast, the source of most of our students. These demographic challenges have necessitated a reduction in institutional expenses complemented by creative revenue generation. Among other initiatives, Juniata has reduced the size of the faculty and staff, reorganized responsibilities and roles, adjusted benefits, and critically evaluated operating expenses while developing new undergraduate programs that have market demand, expanding graduate program offerings, and growing summer online programs.

Campus Context

Juniata has maintained a strong academic profile and continues to be recognized for its academic excellence despite the demographic and corresponding enrollment challenges. Juniata is currently ranked eighty-ninth for national liberal arts colleges in *US News* (S2C6), up from 105th in 2014-2015. The incoming student academic profile has also remained strong, with median GPA and SAT scores rising from 3.85 and 1160 in 2013 to 4.00 and 1200 in 2020. These achievements represent a deliberate focus on maintaining academic quality in the face of demographic headwinds. The College achieved national recognition through its participation in the American Talent Initiative, only available to institutions that enroll a specified number of Pell-eligible students and graduate them at more than 70% in six years (S2C7). In 2020, Juniata received the Carnegie Foundation's Elective Community Engagement Classification as recognition of its institutionalization of community engagement.

The COVID-19 crisis has stressed the campus community, as it has tested all higher education. After completing the 2019-2020 academic year with all students and employees remote, Juniata spent Spring and Summer 2020 offering faculty professional development opportunities so that all courses for the 2020-2021 academic year could be offered in-person and online, synchronously and asynchronously, via the HyFlex model. Student support offices redesigned their services so they could be provided in flexible, safe, and socially distant ways. The campus planned a comprehensive strategy for safe living and learning, backed by a rigorous COVID-19 testing protocol and communication plan that routinely reminded the campus community of conduct and behavioral expectations. This preparation afforded Juniata the opportunity to successfully deliver a fully residential experience during the 2020-2021

academic year. The HyFlex model allowed Juniata to support students' degree progress even if they were unable to be residential for any reason at any time. Of the 1302 students active during Fall 2020, 164 participated fully online from various places around the world. This created many opportunities to learn about and respond to the challenges of our online students, with institutional data demonstrating that the remote students had lower rates of academic success and more non-academic obligations than the on-campus students.

The social justice protests in 2020 had a profound impact on our community. During Summer 2020, students authored a letter that challenged the College to do better in supporting BIPOC students. At the same time, a group of faculty members who advocate anti-racism pushed for greater equity and inclusion across campus. Faculty worked during the summer and throughout the fall to increase the focus on racial justice and equity across the curriculum, making changes to the First Year Experience for all students and changing the US Experience General Education requirement to address intersectionality and equity more directly. This work also led to the formation of a summer group on racial justice and to the creation and charge of a new Council on Equity, Diversity, and Inclusion.

Juniata continues to innovate and invest in the future while striving to be creatively efficient and true to the mission and values of being a small, private, inclusive residential liberal arts college. The implementation of *Courage to Act* provided the focus and resources necessary to improve our teaching and learning environment, strengthen our brand, and engage the entire Juniata community in the largest comprehensive campaign in Juniata history. The 2016 brand campaign delivered a new tag line, "Think About Who You Are," through community-wide input and research, which provided several years of innovative marketing strategies (S1C1C2C3C4, S6C1C2, RoA10). The *BELIEVE Campaign* supported student scholarships, faculty positions, programs, campus infrastructure, and many other areas, as seen in the BELIEVE Campaign Impact Report (S1C1C2C3, S6C1C2C6C9, RoA10). Since 2013, infrastructure investments have improved the student experience, including a new residence hall; an integrated media and studio arts building; renovations to high traffic areas in two of the largest academic buildings and student hub, including the additions of new elevators to enhance accessibility for students and guests; a new tennis and soccer complex; and a major transformation of the library into a modern learning commons that began in Fall 2022.

Institutional Priorities to Be Addressed in the Self-Study

The first step was for President James Troha and Provost Lauren Bowen, PhD, to affirm institutional priorities based on the College's 2015 Strategic Plan: *Courage to Act* and guide a **priorities-based Self-Study** (rather than a Standards-based study). Three priorities were proposed to and accepted by the president, vetted by the Senior Leadership Team, and shared with the Board of Trustees Education Committee for further discussion and feedback. Upon creation of the Steering Committee in December 2020, the proposed priorities were further discussed and refined before being adopted as institutional priorities of focus. These priorities, the timeline, and the process were also shared with the full Juniata community at a presidential open forum.

For purposes of self-study, our institutional priorities are to

- Provide an Engaging and Personalized Teaching and Learning Experience;
- Strengthen Student Success and Outcomes for All Students; and

- Ensure the Long-Term Viability of Our Institution through Planning, Assessment, Realignment of Resources, and Revenue Generation

To demonstrate continuous improvement related to the Middle States Standards of Accreditation, the table below shows how we have chosen to align our institutional priorities to the standards. All the standards, including those not checked, are embedded into our priorities. This alignment was used in the formation of research questions that guided our priorities-based self-study process.

Middle States Standards for Accreditation	Provide an Engaging, Personalized Teaching & Learning Experience	Strengthen Student Success and Outcomes for All Students	Ensure Long-Term Viability of Our Institution: Resource Alignment & Revenue Generation
I: Mission & Goals	X		X
II: Ethics & Integrity		X	X
III: Design & Delivery of the Student Learning Experience	X	X	
IV: Support of the Student Experience		X	
V: Educational Effectiveness Assessment	X		
VI: Planning, Resources, & Institutional Improvement			X
VII: Governance, Leadership, & Administration			X

Intended Outcomes of the Self-Study

The intended outcomes of our self-study are to

- demonstrate how Juniata College currently meets the Commission’s Standards for Accreditation and Requirements of Affiliation and verify institutional compliance with accreditation-relevant federal regulations developed by the United States Department of Education;
- focus on continuous improvement in the attainment of our mission and institutional priorities;
- engage our community in an inclusive, transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the community; and
- align with and inform a new institutional strategic planning process that will support an ongoing framework for continuous improvement.

Self-Study Process and Organization

Juniata’s self-study process has been led by an institutional steering committee guided by two presidentially appointed co-chairs. President Troha and Provost Bowen are serving ex-officio, with Provost Bowen also serving as the Accreditation Liaison Officer (ALO). In Fall 2020, President Troha appointed Associate Provost for Institutional Effectiveness and Professor of Psychology Philip Dunwoody, PhD, and Assistant Vice President and Chief Information Officer (CIO) Anne Wood as the Self-Study Steering Committee co-chairs. Both have the necessary backgrounds and expertise to qualify them to lead the self-study process from beginning to end. The co-chairs worked with the institution’s Senior Leadership Team to identify a core group of individuals who agreed to serve as members of the

Steering Committee. The following members were selected based on their understanding of our institutional mission, goals, and priorities; breadth of perspective; and commitment to assessment and improvement:

Hannah Bellwoar, PhD, *Associate Professor of English, Director of General Education and Writing*
Kathryn Blake, *Director of the Juniata College Museum of Art*
Matthew Damschroder, *Vice President (VP) of Student Life and Dean of Students*
Tracy Grajewski, *VP of Administration and Chief Human Resources Officer, Co-Chair of the Strategic Planning Committee*
Sally Oberle, *Director of Advancement Services*
Reginald Onyido, *former Acting Director of Equity, Diversity and Inclusion; current Senior Associate Dean of Admissions (International Recruiting)*
Matthew Powell, PhD, *Professor of Geology, Director of Institutional Research*
Brenda Roll, *Assistant to the Assistant VP and CIO, Technology Department Coordinator*
Bethany Sheffield, *former Executive Assistant to the President; current Assistant Director of Financial Planning*
Steven Simons, *Dean of Enrollment*
James Tuten, PhD, *Professor of History*
Karla Wiser, *Controller and Chief Financial Officer*
Sarah Worley, PhD, *Associate Professor of Communication, Director of Community-Engaged Teaching and Learning*

Ex Officio:

Lauren Bowen, *Provost*
James Troha, *President*

Former Members:

Caitlin Murphy, *former Dean of the Center for International Education*
Wei-Chung Wang, PhD, *former Associate Provost for Academic Initiatives and Professor of Business and Economics*

Members of each of the five working groups were tasked with outreach and campus engagement with the established research questions. To ensure adequate communication and interaction between the Steering Committee and working groups, co-leaders were designated.

Working Group #1 considered how Standards I, III, and V are linked to Juniata's mission, strategic plan, and institutional learning outcomes as well as the specific priority to "Provide an Engaging, Personalized Teaching and Learning Experience."

Co-Leaders: Hannah Bellwoar, Sarah Worley
Supporting Committee Members: Caitlin Murphy, Philip Dunwoody
Designated Evidence Manager: Brenda Roll

Working Group #2 considered how Standards II, III, and IV are linked to Juniata's mission, strategic plan, and the specific priority to "Strengthen Student Success and Outcomes for All Students."

Co-Leaders: Matthew Damschroder, James Tuten
Steering Committee Member: Reginald Onyido
Designated Evidence Manager: Anne Wood

Working Group #3 considered how Standards I, II, VI, and VII are linked to Juniata’s mission, strategic plan, and the specific priority to “Ensure the Long-term Viability of Juniata in Our Planning, Assessment, and Alignment of Resources” efforts.

Co-Leaders: Kathryn Blake, Matthew Powell
Steering Committee Member: Tracy Grajewski
Designated Evidence Manager: Bethany Sheffield

Working Group #4 considered how Standards VI and VII are linked to Juniata’s mission, strategic plan, and the specific priority to “Ensure the Long-term Viability of Juniata by Sustaining and Diversifying Revenue.”

Co-Leaders: Steven Simons, Wei-Chung Wang
Steering Committee Member: Karla Wiser
Designated Evidence Manager: Sally Oberle

Since the management of evidence was central to an efficient and successful self-study process, the Steering Committee agreed to establish a fifth working group:

Working Group #5 was charged with managing and coordinating the identification, assessment, and collection of evidence related to the Middle States Standards of Accreditation, Verification of Compliance, and Requirements of Affiliation.

Co-Leaders: Sally Oberle, Bethany Sheffield
Steering Committee Members: Brenda Roll, Anne Wood

As each Working Group gathered, synthesized, and analyzed evidence, it collaborated with and sought input from the other Working Groups, the Steering Committee, and key College offices.

Bi-weekly meetings with MSCHE co-chairs and Strategic Planning co-chairs throughout the process ensured that both efforts informed each other and were mutually reinforcing. The co-chairs also met routinely with the provost and as needed with the president to ensure effective communication and coordination.

The substantial research, planning, and community input leveraged through this self-study and the new strategic planning process led to an evaluation of mission, strengths, and opportunities undergirded by a collective commitment to continuous improvement. As a result, the Juniata community remains committed to our mission (S1C4).

Self-Study Report Structure

This self-study report, with links to standards-based evidence as referenced throughout, is structured as follows below, with the relevant MSCHE Standards and Criteria and Requirements of Affiliation highlighted at the beginning of each chapter of the report. The MSCHE Evidence and Document Map lists report sections and evidence for all standards and criteria and the Requirements of Affiliation Map lists report sections and evidence for each requirement.

Executive Summary. An executive summary is included. It provides a brief description of major findings and opportunities for improvement and innovation identified in the self-study.

Introduction. A brief summary of the history, type, size, and student population of Juniata is provided. Also included is a brief discussion of what led us to choose our institutional priorities as well as a

description of the approach and process the institution used for self-study. The introduction includes evidence to address MSCHE Standard I.

Chapter 1. The institutional priority of *Providing an Engaging, Personalized Teaching and Learning Experience* is detailed and narrates a clear connection with MSCHE Standards I, III, and V.

Chapter 2. This chapter analyzes the institutional priority of *Strengthening Student Success and Outcomes for All Students* and demonstrates a clear connection with MSCHE Standards II, III, and IV.

Chapter 3. *Ensuring the Long-Term Viability of Our Institution through Planning, Assessment, Realignment of Resources, and Revenue Generation* is explicated with a clear connection with MSCHE Standards I, II, VI, and VII.

Conclusion. A summary of the major conclusions reached and our self-identified opportunities for improvement and innovation are provided. The conclusion both outlines initial plans for the institutional initiatives that will address identified opportunities and provides concluding observations on how this process is being used to continuously improve within the context of Juniata's mission and goals.



Chapter 1: Provide an Engaging, Personalized Teaching and Learning Experience

The mission of Juniata College explicitly affirms a commitment to a personalized teaching and learning experience:

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.

Given this mission, providing a student-centered approach to the teaching and learning experience is central to the work of faculty and staff at Juniata. This chapter will explicate in greater detail the centrality of this emphasis and how and why it emerged as an institutional priority in our self-study. This chapter focuses on MSCHE Standards I, III, and V and Requirements of Affiliation 8-10, 15.

Our richly intertwined classroom and co-curricular experiences, the design of the curriculum, and our institutional learning outcomes are predicated upon the assumption that an individualized education promotes engagement and fosters student success. From the inception of the individually created program of emphasis (POE), which dates back over fifty years, to a two-advisor system, Juniata has long been organized to execute this mission. The commitment to this type of education was reinforced and exemplified by the identification of scholarship as a signature pillar in the 2015 Strategic Plan: *Courage to Act* (S1C1, S3C2C4, S5C1, RoA10). In addition, the flexibility of our signature POE system and our experience-driven approach to inspiring learners are distinctive and powerful. The commitment to a dynamic mix of academic programs animated by experiential education is similarly foundational to *All In: The Strategic Plan for Juniata College*, our recently approved strategic plan.

The curricular work since the last Middle States accreditation visit has focused on the development, implementation, and assessment of clear institutional learning outcomes (ILOs) and a corresponding general education curriculum common to all students. As detailed below, the ILOs and the resulting curricular requirements also emphasize a dynamic, personalized approach to the acquisition of knowledge and skills so that theory can be translated into action. The goal of educating citizens of consequence is paramount and remains our overarching vision, as demonstrated by our investment in experiential education. This work also provides a foundation on which new programs could be imagined and on which the academic apparatus could be reorganized to promote innovation and capture efficiency.

The work in academic affairs has been intentional, strategic, and sharply focused. The following graphic details the timeline of major initiatives sequenced to ensure we could realize our vision and deliver on our mission as we adapt to a rapidly changing landscape.



1.1 The Juniata Curriculum

Line of Inquiry: How does the Juniata curriculum reflect our mission and goals as a liberal arts institution?

Starting immediately after our 2013 MSCHE reaccreditation, we began an explicit process of self-reflection regarding our institutional goals and curriculum. Recommendations from our MSCHE visiting team primarily focused on our need to improve assessment of student learning outcomes. At that time, we had no explicitly stated learning outcomes for general education and most POEs. Through a multiyear process that was led by Provost Bowen, who began as provost in July 2014, and supported by President Troha, who assumed the role of president in Spring 2013, Juniata produced a set of institutional learning outcomes in 2016 and, in 2018, a new general education curriculum designed to meet these outcomes (S3C5, S5C1, RoA9, RoA10).

The process and substance of this work benefitted from organizational and financial support, including faculty attendance at relevant conferences between 2014 and 2018 and multiple grants from the Andrew W. Mellon Foundation. These resources guaranteed the professional development and capacity necessary to engage in meaningful curricular revision designed to attain worthwhile student learning outcomes. What follows below describes the process thoroughly and links to related evidence.

1.1.1 The Redesign Process

After receiving our 2013 MSCHE Final Report, we began a multiyear effort to address the concerns raised around the assessment of student learning. Our first step was to review our general education curriculum and POEs to articulate a clear set of learning goals that reflected the curriculum in place.

This legacy curriculum, as outlined in the August 2018 Faculty Manual (pp.106-13) (S1C2) was contemporary when it was created in the 1990s. It emphasized distribution requirements across the various disciplines, including Fine Arts, Social Sciences, Humanities, Natural Sciences and an International requirement (i.e., FISHN), in addition to College Writing, Cultural Analysis, and Interdisciplinary Thinking. Every course offered by academic departments fulfilled distribution requirements. The curriculum was centered on inputs and presumed learning by virtue of completing

courses. This approach made it nearly impossible to assess outcomes. In 2014, we were awarded a \$100,000 Mellon Foundation assessment grant that propelled the articulation of assessable learning outcomes on which a new general education curriculum could be constructed (S5C3).

In August 2015, Provost Bowen invited Lisa Foss, PhD, then associate vice president for Strategy, Planning, and Effectiveness at St. Cloud State University, to facilitate the development of institutional learning outcomes. Thirty-five faculty members participated in two days of workshops. The explicit goal was to develop institutional learning outcomes (ILOs) that would guide our work going forward. The workshop participants produced a set of faculty-derived learning outcomes grouped into common themes. Over the 2015-2016 academic year, a faculty steering committee appointed by the Faculty Executive Committee organized working groups around the American Association of Colleges and Universities' (AAC&U) Essential Learning Outcomes. Each working group helped articulate learning outcomes that resonated with our institutional mission and history while also being contemporary and prospective.

These working groups directly included approximately a third of the faculty members from across the institution. Although faculty were the primary authors of the learning outcomes, students, staff, trustees, and alumni provided input. The steering committee collected this input, drafted institutional learning outcomes, and shared them back out with the Juniata community. After multiple iterations with feedback from the community, the final version of our institutional learning outcomes was passed by the faculty via unanimous vote in Spring 2016 and approved by the Board of Trustees shortly thereafter. These institutional learning outcomes (ILOs) reflect our institutional mission and are illustrated as specific educational attainments. Most simply stated, we promise that Juniata graduates will demonstrate:

- Knowledge and Skills
- Intellectual Engagement
- Interdisciplinarity
- Ethical Reasoning
- Engagement with Self and World

Since we developed these ILOs in a way that was aspirational, they did not fully map to our existing curriculum at the time of their adoption. For example, the ILOs contain an explicit focus on ethics, but we had no ethics requirement in our curriculum. The ILOs also explicitly reference diversity and local engagement. While such coursework was available in the curriculum, there was no guarantee that students would avail themselves of these courses prior to graduation. This prompted the provost and Faculty Executive Committee to appoint a General Education Design Committee whose charge was to examine and propose changes to our curriculum that would clearly and thoroughly structure general education courses, connect them to further work in each POE, and ensure through assessment that the curriculum was achieving the ILOs.

The General Education (GE) Design Committee, appointed in Spring 2017, was constituted to ensure a diverse set of perspectives by including faculty across disciplines and ranks with attention to gender representation as well. This committee identified goals and criteria by which to evaluate potential curricula. Among other criteria, the goals included an intentionally scaffolded curriculum that would explicitly reflect our mission and newly adopted ILOs, promote the success of students, and minimize

equity gaps. The committee developed a general education design rubric to guide our curriculum development (S3C1C2C5, S5C1, RoA9).

In developing a mission-aligned and transparent rubric, the GE Design Committee was explicit in ensuring that the new curriculum would speak to students' personal, professional, and civic lives in an engaging way. Attentiveness to high-impact educational practices, including first-year experiences, co-curricular engagement, and experiential learning that is credit bearing, helped organize the debate over curricular requirements. Practical considerations, including sustainability, transfer-friendliness (S4C2), faculty workload, and ability to retain students, were also part of the rubric. A recognition that a new curriculum had to lend itself to assessing student learning outcomes anchored the comprehensive and multi-faceted effort.

Throughout the process, the committee availed itself of multiple opportunities to engage with peers at other institutions, including participation in conferences devoted to best practice in general education to represent the contemporary liberal arts. A planning grant of \$50,000 from the Mellon Foundation facilitated much of this work.

A team returning to campus from the AAC&U General Education and Assessment workshop in 2017 developed two additional general education models to share with peers during the August Faculty Conference. These two additions were more explicitly interdisciplinary, with one focused on the minor or secondary emphasis as the vehicle to establish breadth while another was a more thematic, seminar-based approach to general education. The draft general education design models can be found in the evidence inventory . While we knew that none of these models would be the final draft, their development and the embedded discussions helped us broadly imagine, discuss, and deploy alternative curricula that realized best practices emphasized by AAC&U. The organizing principle for the design committee remained consistent in its focus on epistemology and how knowledge is constructed and defined. We understood interdisciplinary problem-solving to be the primary way to express this in accessible and actionable terms in curriculum design (S3C1C2C5, S5C3, RoA9).

The recognition that students need to be prepared to work in diverse groups to solve complex and interdisciplinary problems was stressed in presenting the emerging curricula to faculty, administration, trustees, and students. A key principle central to the design was Juniata's longstanding commitment to global education and cultural fluency. The support for and promotion of study abroad and international exchange programs cultivate a global perspective on campus and within curricula across the disciplines. This is outlined in the desired intercultural competencies rubric (S5C1, RoA9). Responsibility for understanding and addressing the circumstances of the world around us was also reflected in the College's commitment to inspiring and encouraging local engagement in activities focused on community development and support just beyond the borders of campus, within our region and state, nationally, and internationally. Juniata students, by mission and training, are challenged to take on and solve the world's problems, and it was critical for the committee and the faculty writ large to build global and local engagement and citizenship into the emerging curriculum.

Asking faculty to imagine themselves as incoming students during a full-day workshop on campus in August 2017 provided a helpful frame in which the draft curricula were evaluated. This design-thinking approach allowed us to establish the parameters of creating an inclusive curriculum that would minimize equity gaps and support student success through a focus on active learning, small classes, and integrated HIPs. The results of the general education design survey demonstrate our commitment to a

transparent and inclusive process (S3C1C2C5, S5C2, RoA8, RoA9). Over 90% of the faculty were in support of a comprehensive First Year Experience that included an interdisciplinary theme-based spring seminar. Nearly 90% supported a fall seminar that acclimated students to college and emphasized citizenship. Capstone experiences were widely supported as well. It was less clear how best to reimagine distribution requirements to ensure breadth of perspective and exposure to various epistemological approaches.

Based on this feedback, the committee declined to pursue the least popular of the three models and focused efforts on the remaining two. We presented to the Board of Trustees in October 2017 to engage them in discussion and receive feedback. We then presented a summary of our survey and current thinking at a faculty meeting in November 2017 to gather additional feedback (S3C1C2C5, S5C3, RoA9).

Throughout the 2017-2018 academic year, the GE Design Committee held open fora, met with departments and committees across campus, and collected feedback from students, staff, and faculty. Student focus groups and student representatives on the committee strongly influenced our student-centered approach. The faculty overwhelmingly adopted a completely new general education curriculum, evidenced in the November 2018 Faculty Manual (pp. 1, 106-15), by a substantial margin in May 2018; the vote was eighty-eight to eighteen in favor of passage (S1C2).

1.1.2 The New Curriculum

The general education redesign committee drafted the following mission to reflect our collective focus (from the Faculty Manual):

General Education Mission: General education engages students in common academic experiences that integrate learning across academic fields with distinctive ways of knowing and develop habits of mind necessary for reflective choices and effective action in fulfilling careers, engaged citizenship, and meaningful lives. All general education courses will make contributions to a student portfolio.

This curriculum embraces the ILOs, as each element of the curriculum corresponds directly to a learning outcome. The emphasis on epistemology, intellectual curiosity, and solving problems across disciplines is our expression of the contemporary liberal arts, as we seek to graduate global citizens prepared to act in the world rather than be acted upon by the world.

The First Year Experience is designed to support student success by building the skills students will need to be successful in college (oral and written communication, information literacy, critical thinking, and cultural dexterity). The First Year Experience includes First Year Foundations, First Year Composition, and First Year Seminar. The First Year Foundations course supports students' transition to Juniata while encouraging them to reflect on their values, place in society, and wellbeing. First Year Composition includes a focus on diversity and inclusion and helps students develop written communication and information literacy skills necessary to be successful in college. First Year Seminar builds on First Year Composition by addressing oral and written communication, critical thinking, and information literacy. Explicit attention is also given to defining the liberal arts and evaluating their relevance and meaning.

Ways of Knowing courses help students understand how we know what we know. These courses strive to develop epistemological sophistication in our students so that they can navigate competing truth

claims in contemporary contexts. Each student is required to take at least one course in Creative Expression, Formal Reasoning, Humanistic Thought, Social Inquiry, and Scientific Process.

Self and the World courses encourage students to develop other essential skills necessary for citizenship and include ethical responsibility, community engagement at local and global levels, and understanding how power and privilege have influenced the lived experiences of people in the US. Each student is required to take at least one course in US Experience, Ethical Responsibility, Global Engagement, and Local Engagement.

The required Interdisciplinary Inquiry course (currently called Connections) is team taught by two faculty from different disciplines and asks students to combine different ways of knowing to better understand a common topic. It builds upon interdisciplinarity as introduced in Ways of Knowing courses. This requirement is similar to the Interdisciplinary Colloquia requirement of the legacy curriculum, demonstrating our longstanding commitment to interdisciplinary inquiry as a source of academic distinction.

The description of each course and their specific learning outcomes can be found in the Faculty Manual (pp. 108-17). General education sample course syllabi have also been included as evidence (S1C2C3, S3C5, S5C1, RoA9).

To ensure coherence in the curriculum as well as sufficient attention to the ILOs, we revised our Program of Emphasis requirements when we adopted the new GE curriculum. The table below shows the ILOs in the first column, their presence in GE in the second column, and their presence in the POE in the third column. Note that every learning outcome is included in either general education or the POE, and many are covered in both.

Institutional Learning Outcome	Presence in General Education	Presence in Program of Emphasis
<i>Knowledge and Skills</i>		
The skills needed to engage effectively with and adapt to a changing world	First Year Experience, Ways of Knowing, Self & the World, Interdisciplinary Inquiry/Connections	Explicitly required by all POEs (oral and written communication, technological literacy, etc.)
Depth of knowledge in an academic field		Explicitly required by all POEs; capstone requirement
Critical engagement with and respect for multiple cultural traditions and human diversity	First Year Experience, Ways of Knowing, Self & the World	
<i>Intellectual Engagement</i>		
Analytical and creative thinking, critical questioning, and examination of evidence	First Year Experience, Ways of Knowing, Interdisciplinary Inquiry/Connections	Explicitly required by all POEs; capstone requirement
Intellectual curiosity and an openness to exploring challenging questions	First Year Experience, Ways of Knowing, Self & the World, Interdisciplinary Inquiry/Connections	
<i>Interdisciplinarity</i>		
Integration of knowledge and skills from multiple disciplinary approaches to address questions or problems	Ways of Knowing, Interdisciplinary Inquiry/Connections	
Different ways of knowing about the self, aesthetics, human cultures, and the social and natural worlds	Ways of Knowing, Interdisciplinary Inquiry/Connections	
<i>Ethical Behavior</i>		
Knowledge of multiple ethical traditions and an informed vision of a just society	Self & the World	
The capacity to act ethically with empathy, honesty, and responsibility	Self & the World	Explicitly required by all POEs
<i>Engagement with the Self and the World</i>		

Collaborative work in cultural settings from local to global	Self & the World (Local & Global Engagement)	Local Engagement required by many POEs
Engaged citizenship and respectful interactions	Self & the World (Local Engagement)	Local Engagement required by many POEs
Understanding of how a holistic and intentional approach to life fosters wellbeing	First Year Experience	Explicitly required by all POEs; capstone requirement

1.2 Assessment of the Curriculum

Line of Inquiry: What evidence is there that students are learning the essential outcomes described in our curriculum? What are the processes in place to ensure meaningful and sustainable assessment of student learning across the institution?

1.2.1 The Process

Our 2013 MSCHE review resulted in four suggestions, three of which focused on assessment, with special emphasis given to student learning and the assessment of general education. We have made numerous changes since 2013 to address these recommendations; we can now say with confidence that the vast majority of faculty appreciate the importance and significance of assessing student learning. This culture of assessment around student learning has evolved in stages and in concert with the development of our new general education curriculum.

Immediately following the MSCHE team visit, then Assistant Provost Gerald Kruse, PhD, Professor of Mathematics and Computer Science, and then Director of Institutional Research Carlee Ranalli were charged with assessing our current curriculum. In 2016, Provost Bowen named Philip Dunwoody as our first Director of Assessment to better support assessment of student learning across the curriculum. In 2019, Provost Bowen also named a Director of General Education, Hannah Bellwoar, and elevated the Director of Assessment to Associate Provost for Institutional Effectiveness. The newly formed Office of Institutional Effectiveness is explicitly structured to support assessment and implementation to improve student learning and includes the Director of General Education; the Director of Institutional Research, a position held by Matthew Powell; and the Director of Advising, held by Kristin Camenga, PhD, Associate Professor of Mathematics. The co-location of these positions within this office encourages a reliance on assessment data to inform policies, practices, and decisions that support student success (S6C2C9, RoA8, RoA10). All these positions are held by tenured faculty receiving reassigned time to champion these efforts.

Following our prior MSCHE visit, one of our first goals was to complete a full assessment of our then current general education curriculum. Between 2009 and 2017, all components of the general education curriculum were assessed. The schedule and final assessment reports for the legacy GE curriculum are briefly summarized by MSCHE requirements in the table below:

MSCHE GE Components	Juniata Legacy Curriculum Components	Date Assessed	Key Findings & Recommendations
Cultural and Global Awareness	Fine Arts (FA); Cultural Analysis (CA); International (Int)	FA: 2014-2015; CA & Int: 2013-2014	FA: Pre-post gains ranged from 22% to 48% across all assessed categories. Recommend expanded assessment to include a broader sample of FA courses.

			CA and Int: Although student artifacts generally showed acceptable levels of learning, there was large variation across courses. Recommend a faculty workshop to promote greater coherence on pedagogy and assessment.
Oral & Written Communication	College Writing Seminar (CWS); Communication-Written (CW); Communication-Speech (CS) requirements	CWS: 2009; CW: 2012-2013; CS: 2014-2015	CWS: Improved performance from essay 1 to essay 3 across all eleven rubric categories. Statistically significant improvement was found in focus, voice and style, paragraphing, appropriate citation format, and mechanics. Recommended faculty workshops. CW: 52% of papers received passing rubric scores in all categories. The number of CW courses taken resulted in higher focus/clarity and coherence/organization. Recommended faculty workshops for greater consistency across curriculum. CS: Although students generally scored high on a CS rubric at the Liberal Arts Symposium, scores had no relationship to the number of CS courses taken. Course syllabi often failed to include CS learning outcomes. Recommended faculty discuss the role of CS in the curriculum and be reminded to explicitly include CS learning outcomes on syllabi and course activities.
Scientific & Quantitative Reasoning	Natural Science (NS); Social Science (SS); Quantitative (Quant)	NS: 2016-2018; SS: 2014-2015; Quant: 2014-2015	NS: Exam questions were more likely to emphasize how the natural world works (89% of questions) than thinking like a scientist (7%). Similarly, knowledge of how the natural world works was higher (72% accuracy) than scientific process (60%). Recommend faculty decide on learning outcomes and consider a greater emphasis on scientific process. SS: Eighty-seven percent of exam questions focused on major concepts and theories and only 13% focused on methods. Student knowledge was over 70% for all areas. Recommend future assessments sample from more courses and that courses include common learning outcomes. Quant: Pre-post differences in student scores varied greatly between courses. The pre-post was not specific to each course, but a generic measure. Recommend faculty consider common learning outcomes.
Critical Analysis and Reasoning	Cultural Analysis (CA); International (Int); Humanities (H)	CA and Int: 2013-2014; H: 2016-2018	CA and Int: Summarized above. H: Course syllabi varied in how directly they addressed Humanities requirements. Student papers showed evidence of almost all components of the Humanities requirement. Exceptions included creative thinking and

			ethics. Recommend faculty discussion on the place of creative thinking and ethics in curriculum.
Technological Competency and Information Literacy	Information Access requirement (IA)	IA: 2012	IA: Although both self-report and direct assessment showed pre-post gains across most areas, more improvement is still needed. IA will continue to make modifications to address observed deficiencies.
Values, Ethics, and Diverse Perspectives	Humanities (H); Interdisciplinary Colloquia (IC)	H: 2016-2018; IC: 2015-2016	H: Summarized above. IC: Students scored highest on writing and lowest on interdisciplinary thinking, valuing different approaches, and connecting with experiences. Recommend common learning outcomes and pedagogies as well as faculty workshops.

These reports show many positive findings that highlight student learning and demonstrate how assessment results were used to make changes (S5C2C3C5, RoA8, RoA9). Three examples are briefly described below.

- Example One. Students enrolled in the College Writing Seminar (required for all first-year students in the legacy curriculum) showed clear improvement over the semester based on a comparison of rubric scores on their first and third papers. Scores in all rubric categories increased, with statistically significant increases found in the categories of focus, voice and style, paragraphing, appropriate citation format, and mechanics. The assessment committee, in consultation with instructors who teach writing, decided that professional development was needed to ensure quality and cohesiveness of writing instruction across the curriculum. Workshops on how to teach writing were held in January 2012, August 2012, March 2013, and August 2013. This structure and support have continued to evolve, and today the director of general education and writing meets regularly with first-year instructors to support a quality student experience.
- Example Two. Assessment of student learning in Quantitative-designated courses used a pre-/post-test format, and all courses showed significant gains. The assessment committee engaged in significant discussion around some of the assessment challenges. Specifically, faculty observed that students may not have taken the assessments seriously since they did not directly impact their course grades. This concern surfaced in other assessments and resulted in a focus on student artifacts completed for class in our new curriculum. That is, most of our current general education assessment is focused on student work completed as a course requirement.
- Example Three. Assessment of our Social Science requirement focused on student learning in one of our most popular GE courses in this category, Introduction to Psychology. Assessment of exams showed that students demonstrated acceptable levels of understanding for concepts, theories, research design, manipulation of data, and roles of individuals. However, the assessment also revealed that 87% of course exam questions focused on concepts and theories with only 13% of exam questions focused on the other areas. This general finding was replicated in other assessments and led to significant faculty discussion about how much of our general education courses should be focused on content (concepts and theories, for example) versus

methods (research methods, analytic methods, statistics). This debate dramatically influenced the design of our new curriculum (explained in detail below).

While the above examples provided evidence of student learning, several ongoing assessment challenges emerged in our assessment efforts. Our legacy GE curriculum was written to emphasize inputs (e.g., students will take...) but not student learning outcomes. The initial phase of each assessment involved inferring student learning outcomes that were not explicitly stated in the curriculum nor in course objectives for individual courses. There was often little commonality between courses with similar GE designations. For example, a logic course in the philosophy department and a course on US history both fulfilled the humanities distribution requirement, despite having little in common. In the absence of clearly stated learning outcomes to connect courses within a category, their only connection was often their broad divisional association. Once courses were approved with a GE designation, the designation remained indefinitely, allowing significant changes to take place without oversight. There were also few opportunities for faculty who teach common courses to meet and discuss shared goals. Lastly, collecting student artifacts to be used in assessment was inconsistent and challenging. Lacking a portfolio system or clear assignment focused on common learning outcomes, artifacts collected by assessment committees often varied dramatically for common courses, thereby making assessment challenging.

In 2015, Provost Bowen asked Linda Suskie, a former vice president for the MSCHE, to campus to critique our efforts and make suggestions. The report provided to Juniata detailed many of the same challenges noted above and suggested we focus on centralizing our assessment focus in general education to ensure timely, valid, and meaningful assessment.

The above challenges were explicitly addressed by the GE Design Committee when developing the new curriculum. We made various changes to our curriculum, processes, policies, and structure to address these issues. Examples are provided below.

- Our governance structure was revised to provide ongoing oversight of GE. The prior governance structure included separate assessment and curriculum committees. This separation of the assessment and curriculum committees was considered a barrier to readily utilizing assessment results to inform curricular change (i.e., closing the loop). As such, the Academic Planning and Assessment Committee and the Curriculum Committee were replaced by the Department and Program Committee (DPC) and the General Education Committee (GEC). Each committee has similar responsibilities (e.g., curriculum, assessment), but one oversees general education while the other oversees departments and programs; see the Faculty Manual (pp. 8-19) for an overview of the new committee charges (S6C5, S7C1).
- The General Education Committee facilitated faculty learning communities that helped promote dialogue and coherence within GE categories. For example, these learning communities developed a list of potential requirements, recommendations, and resources for GEC to review. After reviewing, GEC finalized a short checklist of course requirements for approval and made them publicly available on a general education curriculum summary sheet (S1C2, S3C1, RoA9). When discussion is needed about a particular GE category, the relevant faculty learning community meets to discuss and make recommendations to GEC.
- Every GE course now has explicitly stated student learning outcomes (Faculty Manual, pp. 108-17). Every student completes at least one signature assignment within each course to

demonstrate those learning outcomes. These signature assignments are uploaded to a portfolio system that allows a random sample of student artifacts to be assessed as needed. This system has ensured that we can meaningfully assess student learning based on artifacts completed as course requirements that were designed specifically to demonstrate the relevant learning outcomes. This change represents a huge leap in our assessment capabilities over the past curriculum.

- GEC and the Department and Program Committee co-developed an assessment cycle to emphasize common assessment themes whenever possible to better support assessment and leverage resources. We first mapped common assessment themes among our GE student learning outcomes and then developed GE assessment cycles and POE assessment cycles designed to address them (S3C2C8, S5C2, RoA8, RoA9, RoA10, RoA15).

1.2.2 Initial Assessment of the New Curriculum

The new curriculum was approved in May 2018; the 2018-2019 academic year was devoted to course development and implementation plans. The first themed assessments under the new curriculum and committee structure began in August 2019 by the General Education Committee and Department and Program Committee. Both focused on assessment of oral communication, written communication, and information literacy. The model allowed for our first assessment of student artifacts submitted via portfolio. Although all departments were free to assess these topics in the way they thought most useful to them, we provided institutional access to the HEDS Research Practices Survey to assess information literacy. This survey includes both direct and indirect measures of student learning and was used in both general education and about half of all departments. The normal assessment cycle is two years: year one is to plan, collect, and assess while year two engages and closes the loop by making evidence-based changes. The normal timeline would have included Fall 2019 through Spring 2021, but due to COVID complications, we extended these assessment themes through the 2021-2022 academic year (S3C8, S5C2, RoA8, RoA9).

Based on our assessments of the previous curriculum, we made key changes that improved our assessment effectiveness. Specifically, the addition of both explicit learning outcomes associated with each GE requirement and student portfolios with artifacts addressing the learning outcomes has allowed for valid and actionable assessment. We now feel confident that we are intentionally and adequately addressing both Standards III and V. The table below summarizes our initial assessments and future schedule.

MSCHE GE Components	Juniata Curriculum Components	Date Assessed	Key Findings & Recommendations
Cultural and Global Awareness	Social Inquiry (SI); Global Engagement (GE)	SI: 2024-2026; GE: 2024-2026	SI: scheduled for 2024-2026 GE: scheduled for 2024-2026
Oral & Written Communication	First-Year Composition (FYC); First-Year Seminar (FYS)	FYC: 2019-2021; FYS: 2019-2021	FYC: Seventy-two percent of students met the acceptable writing criteria by the end of FYC using an AAC&U-informed VALUE rubric. Evaluation of the rubric components revealed that identifying counterarguments had the lowest score. Discussion

			<p>with FYC faculty supported this deficiency. FYC faculty shared resources and now explicitly ask students to identify counterarguments in their assignments.</p> <p>FYS: Evaluation of classroom discussion and active listening revealed that 72%-81% of students achieved acceptable levels of proficiency using the faculty created rubric. However, discussion with faculty revealed that student engagement has become more challenging since COVID. FYS faculty met regularly and shared resources about how to create a more inclusive and engaging classroom environment.</p>
Scientific & Quantitative Reasoning	Scientific Process (SP)	SP: 2021-2023	SP: Data analysis and summary in progress as scheduled.
Critical Analysis and Reasoning	Formal Reasoning (FR)	FR: 2021-2023	FR: Data analysis and summary in progress as scheduled.
Technological Competency and Information Literacy	First-Year Composition (FYC); First-Year Seminar (FYS); POE	FYC & FYS: 2019-2021	FYC & FYS: Using the HEDS Research Practices survey, first-year students got 61% of items correct compared to 71% of fourth-year students. Evaluation of source credibility emerged as the component most in need of improvement. FYS faculty met with the research librarians to more deliberately build source-credibility evaluation into their instruction.
Values, Ethics, and Diverse Perspectives	First Year Foundations (FYF); Humanistic Thought (HT); Ethical Responsibility (ER); US Experience (US)	FYF: 2019-2021; HT: 2023-2025; ER: 2023-2025; LE: 2024-2026; US: 2023-2025	FYF: While most students felt that FYF I was meeting the intended learning outcomes, support for FYF II in the spring semester was much lower. The faculty voted to eliminate FYF II as a spring requirement and retain only FYF I in the students' first semester. HT: Scheduled for 2023-2025 ER: Scheduled for 2023-2025 US: Scheduled for 2023-2025 Conn: Planning in progress as scheduled.
Not MSCHE required	Creative Expression (CE); Local Engagement (LE); Connections (Conn)	CE: 2025-2027; LE: 2024-2026; Conn: 2022-2024	CE: Scheduled for 2025-2027 LE: Scheduled for 2024-2026 Conn: Planning in progress as scheduled.

1.2.3 General Education

The Mellon Foundation awarded us a \$500,000 implementation grant in Fall 2018. In addition to providing course design support, these resources also allowed for explicit attention to an assessment plan. To coincide with the launch of the new curriculum, assessment efforts were focused on the First Year Experience. We felt that early assessment efforts would allow us to quickly make changes designed to enhance the student experience early in the new curriculum. We also focused on the First Year Experience because, as a high-impact practice, it is a critical pathway for transitioning students to college, supporting their development of essential skills, and retaining them for subsequent years.

To assess written communication, student artifacts submitted through First Year Composition (required for all first-year students during the fall semester) were sampled and reviewed. After modifying the AAC&U VALUE rubric for written communication, we completed calibration training on rubric usage; using that rubric, collectively assessed a sample of seventy-four of the 370 (20%) papers; and summarized the results. We found that 72% of papers demonstrated acceptable levels of mastery. All criteria had acceptable levels of mastery (defined as more than 70% of students achieving the designated threshold) except for identification of counterarguments. Teaching faculty met to discuss the results multiple times and decided to build a more deliberate focus on counterarguments into their courses. As coordinated by Director of General Education and Writing Hannah Bellwoar, they have been working to build a set of resources for instructors to use (S3C5C8, S5C2C3, RoA8, RoA9).

First Year Seminar faculty agreed to assess oral communication learning. Since this is a seminar, faculty decided that discussion should be the focus and developed criteria informed by the American Communication Association. Assessment happened in class during a common small group discussion activity without student knowledge. Despite acceptable scores in all rubric categories, faculty identified class participation as a genuine challenge to meaningful dialogue. The lack of oral participation by many students was noted during the assessment. Faculty, coordinated by Hannah Bellwoar, decided to read and share literature about how to create a more inclusive and engaged classroom (S3C5C8, S5C2C3, RoA8, RoA9).

We examined both the use of citations in First Year Composition papers and scores on the HEDS Research Practices Survey in order to assess information literacy. Juniata students had first-year scores at or below those of comparison institutions. By graduation, Juniata students had scores that were at or above comparison institutions. As such, the direct evidence of student learning showed no clear deficits. That said, discussion focused on the importance of source validity to a liberal arts education. In an age of fake news and propaganda, faculty admitted that they were inconsistent in how information literacy was addressed across the first year. The group decided to make information literacy and source validity a clear focus across First Year Composition and First Year Seminar. Hannah Bellwoar and the library staff provided resources for doing so (S3C5C8, S5C2C3, RoA8, RoA9).

Assessment results were shared with faculty in multiple ways for active discussion. Relevant faculty learning communities were presented with assessment results and asked for feedback. Specifically, these sessions were focused on using the assessment results to make changes. Results were also shared at biweekly Scholarship of Teaching and Learning (SoTL) sessions. An example PowerPoint overview is in our evidence inventory. SoTL Brown bags and faculty learning communities have become a regular avenue by which to disseminate such results in a way that engages the community in dialogue.

Additionally, assessment results are routinely made available through our Office of Institutional Effectiveness (OIE) Moodle page and in monthly OIE reports to the faculty. All curriculum assessments since 2013 are located on an internally open Moodle page to facilitate community access and use (S3C5C8, S5C2C3, RoA8, RoA9, RoA10).

1.2.4 Assessment of POEs

Just as the General Education Committee oversees the curriculum and assessment of GE, the Department and Program Committee oversees the curricula and assessment of POEs. Like our GE assessment, our assessment of the POE has evolved considerably through deliberate effort since our last Middle States self-study. The director of assessment, a position created by assigning faculty time, coordinated workshops and met with departments to build faculty support and capacity for assessment. An Assessment Kickstart summer grant program to support faculty members' POE assessment efforts was especially effective. These collective efforts resulted in substantial improvement in the quality and quantity of POE assessments.

One significant change was adding annual POE assessments of student learning that required direct evidence to complement the existing six-year comprehensive department and program review (S3C8, S5C2C3, S6C1, RoA8, RoA9, RoA10, RoA15). Initially, departments were free to assess any relevant POE learning outcome each year. This helped departments focus on low-hanging fruit as they developed assessment expertise and took part in regular, evidence-based curricular changes. Although a good start, this model was difficult to manage and support since each department on campus was assessing something different in any given year. With the adoption of the new GE curriculum, we also adopted a common set of general POE learning outcomes (Faculty Manual, pp. 117-22) (S3C1, S5C1).

As per the Faculty Manual, all POEs must include

- depth of knowledge in an academic field
- analytical and creative thinking, critical questioning, and examination of evidence
- oral and written communication
- critical reflection on ethics as appropriate to the discipline
- information and technological literacy as applied to the discipline
- a capstone

These required learning outcomes map directly to our Institutional Learning Outcomes and are assessed annually on a themed schedule in coordination with GE, as shown below:

Department & POE Learning Outcomes	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Oral & Written Communication (GE & POE)	Plan	COVID delayed	Due				
Analytical and creative thinking, critical questioning, and examination of evidence (GE & POE)			Plan	Due			
Information Literacy (GE & POE)	Plan	COVID delayed	Due				

Technological Literacy (POE)					Plan	Due	
Ethics (GE & POE)					Plan	Due	
Depth of Knowledge (POE)				Plan	Due		
Others as appropriate to POE						Plan	Due

In August 2019, we organized a workshop to support POE assessment. Philip Dunwoody, Associate Provost for Institutional Effectiveness and Director of Assessment, and Hannah Bellwoar, Director of General Education and Writing and Associate Professor of English, helped with assessment of written communication. Sarah Worley, Associate Professor of Communication and Director of Community-Engaged Teaching and Learning, and Lynn Cockett, Professor of Communication, covered assessment of oral communication. Research Librarian Christine Elliott handled assessment of information literacy. This one-day workshop resembled past assessment workshops in that it focused on helping individuals leave with viable assessment plans to carry out that same year. A sample of the workshop materials and a post-workshop assessment is included in the evidence inventory (S5C2C3, RoA8, RoA9). While we had hoped to complete assessments of oral and written communication in our new model during 2019-2020, we extended them into the 2020-2021 academic year due to the COVID disruption.

In 2022, we reviewed these POE annual assessments to determine whether the current policy is being followed and to consider the quality of the submitted assessments. Over the last three years, we found that 84% of departments submitted required annual assessments (100% in 2018, 70% in 2019, and 82% in 2021; no reports were due in 2020 due to COVID disruption). We also found that most of these submissions achieved our internal quality standards, which were explicitly designed to meet MSCHE accreditation standards. As per the annual assessment rubric that we use to assess submitted assessments, criteria include explicit inclusion of student learning outcomes, direct evidence of student learning, reflection on evidence, conclusion and actions taken based on evidence, and assessment planning for the following year. A report that summarizes the status of annual assessment reports (S3C2C8) is provided in the evidence inventory as are examples of the most recent POE annual assessments and examples of previous POE annual assessments (S3C8, S5C2C3C5, RoA8, RoA9).

1.3 High-impact Practices

Line of Inquiry: How are high-impact practices supported and integrated into the student experience?

When we redesigned our general education curriculum, we were intentional about the inclusion of high-impact practices (HIPs). We did so deliberately because of the evidence showing that engagement in HIPs improves student success and reduces gaps based on demographics, identity, and circumstance that can lead to inequitable outcomes. All students, regardless of POE, are required to participate in the First Year Experience sequence, a local engagement experience (service-learning/community-based learning), a senior capstone in their POE, and an ePortfolio. The new curriculum also has a Global Engagement requirement, and students are encouraged to study abroad to fulfill it. Having students experience more than one high-impact practice is consistent with recommendations from the National Survey of Student Engagement’s (NSSE) founding director, George Kuh, that “institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—

one during the first year and one in the context of their major” (NSSE, 2007). This is an area of distinction for Juniata in comparison to peer institutions. The 2020 NSSE report on high-impact practices indicates that 91% of Juniata seniors say they participated in two or more HIPS compared to 86% of seniors at peer institutions. Reported in order of participation percentage, the HIPs in which our seniors indicate having the highest participation include internships, community-engaged learning, capstone, mentored undergraduate research with faculty, study abroad, and living-learning communities (S3C8, S5C2, RoA8, RoA9).

Our 2020 NSSE high-impact practice results identify mentored undergraduate research as an area of strength. Compared to our peers and aspirants, Juniata has a higher percentage of seniors reporting that they have worked with a faculty member on a research project. Student research is featured annually at the spring semester Liberal Arts Symposium, a day-long celebration of student research and scholarship. The Liberal Arts Symposium highlights the scholarly and creative work that students do in the classroom, in the laboratory, in the field, in the community, on the stage, and in the studio. From 2015-2018, a faculty director of undergraduate research fostered the development of undergraduate research infrastructure to cultivate and sustain faculty capacity and engagement. Since 2018, Liberal Arts Symposium has been organized by the Office of the Provost (S3C5C6, RoA9).

Understanding the power of these experiences, we prioritized in the BELIEVE campaign the securing of additional resources to support mentored research. The creation of the Schettler Summer Scholars Fund and the Jones Research Fund complements existing resources, including the Student Scholarly Initiatives Fund, Kresge Foundation funds, endowments in the sciences, and faculty research grants. During Summer 2022, about thirty funded students took part in undergraduate research. Additionally, the Super Internship Fund defrays the travel and living costs for students seeking unpaid summer internships at locations off campus.

We also have a long history of distinction in study abroad dating back to the 1970s. Until 2020 and COVID, about 40% of our students studied abroad at least once before graduation. Our study abroad options are requested, approved, and evaluated according to procedures managed by the Center for International Education (RoA8, RoA9). We offer semester and yearlong placements, typically via exchange agreements that increase the presence of international students at Juniata as well as a robust offering of short-term, faculty-led study abroad courses (S3C7C8). To provide access and reduce obstacles to participation, endowments subsidize costs for students with need. Juniata is a leading producer of Gilman Awards, which subsidize semester-long study abroad based on financial need (S3C3).

While data show that engagement in high-impact practices is high across campus, these data capture engagement in the experiences more than their quality. We have been deliberately ensuring that there are enough HIPs available to meet student demand and graduation requirements. We routinely evaluate our study abroad sites; as articulated in the newly approved strategic plan, assessment of student learning at the individual and program level for all our high-impact practices is a goal going forward.

The General Education Committee and the Department and Program Committee both have some oversight of high-impact practices. The General Education committee, which is made up of five ranked faculty elected by the faculty, one student appointed by student government, and a provost designee, is responsible for “overseeing and ensuring the health and integrity of the general education curriculum” and “oversee[ing] professional development opportunities deemed necessary for the health and integrity of the general education curriculum.” This also includes the responsibility “to establish and

oversee learning communities related to the general education curriculum” (Faculty Manual, pp. 8-9) (S5C2, RoA8). These learning communities play a central role in assessing the general education curriculum as directed by the General Education Committee. The GEC also has the task of “advis[ing] the administration in all areas of resource allocation related to general education curriculum.” As the new general education curriculum is in its fourth year, we have not yet had the chance to fully evaluate all its aspects. However, based on the first two years of implementation, minor revisions based on assessments have already been made to elements of the curriculum, including changes in first-year courses, which include composition and the first-year seminar during the fall and spring semesters respectively, both considered high-impact practices.

Juniata has committed institutional resources and infrastructure to ensure the quality of high-impact practices. The Center for International Education is staffed by five to seven (depending on the year) full-time employees to support international programming, including but not limited to study abroad. As detailed in Chapter 2, the Global Village was created in 2016, and Language in Motion bridges the high-impact practices of study abroad and community-engaged learning. The Office of Community Engagement, staffed by a faculty member with half-time course release, AmeriCorps VISTA volunteers, and student staff are tasked with developing and cultivating various opportunities for students to engage locally and globally. The Office of Career Development and Alumni Engagement, staffed by five full-time employees, works to cultivate and facilitate internship opportunities for students from all departments. Departments are responsible for providing a faculty sponsor from the department granting the academic credit for each credit-bearing internship to ensure there is an academic component to the internships.

The Department and Program Committee, which is made up of five ranked faculty elected by the faculty, one student appointed by student government, and the provost or a designee is responsible for overseeing our department and program undergraduate curricula and the assessment of these curricula. It establishes policies related to programs of emphasis, secondary emphases, and the approval of new undergraduate courses by departments and programs. It approves new programs of emphasis and secondary emphases. It is responsible for overseeing and ensuring the health and integrity of the undergraduate department and program curricula (Faculty Manual, pp. 9-11) (S5C2, RoA8). A capstone course or experience is now required for all POEs. Departments are required to submit both annual assessment reports focused on evidence of student learning “to ensure that departments are engaging in ongoing reflective pedagogy” and a six-year comprehensive self-study of the department (S3C8, S5C2C3, RoA8, RoA9). This process does not, however, specifically request that departments explicitly assess high-impact practices within a POE.

1.4 Equity

Line of Inquiry: What equity gaps exist regarding student educational experiences?

Equity and inclusion have been long-standing priorities and aspirations; there is greater urgency in the moment, as various events in the past couple of years have hastened a reckoning with a racialized past in the US. Our campus, like many others, has been reflecting on our own strengths and opportunities related to this dimension of equity specifically and to inclusion more generally defined. At present, we can show some changes designed to address equity and have evidence of an increased focus on equity

gaps in terms of retention and graduation rates. Narrowing these gaps remains a priority and is worthy of greater attention.

Juniata has historically served Pell-eligible and first-generation students with exceptional success, often showing no differences in graduation rates between Pell and non-Pell students and between first- and non-first-generation students. Our community is proud of this historic focus on accessibility to a quality educational experience. Historically, our Pell-eligible and first-generation students have been primarily white. As our student population has diversified by race and ethnicity, we have reconsidered relevant policies and practices to promote inclusivity based on race and ethnicity. These considerations include the revision of general education detailed in this chapter as well as campus speakers representing a greater diversity of identity, new student affinity groups and a more sophisticated bias response structure, all intended to strengthen community and voice for students from historically underrepresented groups. More details about these changes are presented in the next chapter (S2C2).

The Office of Institutional Effectiveness provides data in monthly reports to illustrate differential graduation rates for various demographic groups. For example, the September 2021 monthly report shows disparities in our six-year graduation rates (five-year average of our 2010-2015 cohorts) based on race and ethnicity. With an overall graduation rate of 74%, Asian students are on the upper end at 94% and, on the lower end, multi-racial students at 64% and Black students at 59%. Close to the overall average are Hispanic/Latino students at 73% (see the September 2021 OIE report linked above). This same report also shows that we have small or no equity gaps with Pell-eligible students. Disaggregating by ethnicity shows that this holds constant within ethnic/racialized groups and that our largest equity gaps are between ethnic groups. The April 2022 OIE report compares Juniata's equity gaps in graduation rates with those of other institutions and shows that most of our peers, all our aspirants, and most IPEDS-identified similar institutions have smaller racial equity gaps than Juniata does (S3C4, S5C2C3, RoA8, RoA9, RoA10).

The OIE report shows equity gaps in participation in HIPs at Juniata as well. Based on 2013-2020 data, gaps between Black/African American students and white students exist mostly in study abroad and mentored undergraduate research. While about 21% of our students study abroad currently (a decline since COVID not unique to Juniata), only about 12% of Black students do. Similarly, about 25% of our students enroll in courses with research designations (an underestimate of total engagement in research since many engage in non-credit-bearing research), but only about 16% of Black students do.

There was no demonstrable disparity with community-engaged learning even before a local engagement experience was required of all students. Sarah Worley has led our efforts in this area. This trend matches national data, which also shows a lack of racial equity gaps in service-learning-related courses. It is noteworthy that our local engagement requirement ensures that all students have at least one of these experiences while on campus. As detailed above, the NSSE 2020 HIP data show that this is an emerging area of distinction.

Currently, there are strategies in place to work on closing equity gaps in study abroad so that all Juniata students can benefit from Juniata's externally recognized study abroad programs. These include the "IDEAS: Increase and Diversify Education Abroad" grant to attract more student athletes and more racially and gender-diverse students to study abroad. In addition, for first year Pell-eligible students, an "American Passport Project" grant was secured; it finances passport acquisition for students interested in studying abroad. An Education, Diversity, and Inclusion Abroad Scholarship (EDI Abroad), funded by

donors in Spring 2021 and launched in Fall 2021, is now available to help target and assist underserved students with more funding for study abroad, either short-term or for a semester or year. In addition, the Center for International Education (CIE) meets specifically with members of student organizations that promote inclusion to talk about scholarships, demystify the study abroad application process, and share benefits and supports. The CIE publishes information pamphlets for students who identify as lesbian, gay, bisexual, transgender, and queer (LGBTQ+) and continues to work on other resources addressing race and ethnicity.

Building on the 2015 external recognition *INSIGHT into Diversity* Higher Education Excellence in Diversity (HEED) Award (S2C2C9), Juniata has continued to work diligently to strengthen and adapt our focus on and commitment to equity, diversity, and inclusion (EDI). We have used a variety of strategies to encourage and incentivize engagement in EDI efforts by faculty, staff, and students. One of these is the inclusion of work related to diversity and inclusion in our tenure and promotion process (see details in the section below). In 2017, we added a dean of EDI to serve as our chief diversity officer and as a member of the Senior Leadership Team (S2C2C5). This person leads the EDI Council, a group formed in 2020 to prioritize EDI efforts on campus (S2C2C9). This group has a broad membership, including senior leadership, staff, faculty, and students. As students have sought progress in equity and inclusion outcomes, the dean of EDI created a website to better communicate the status of campus efforts (S2C2C6, RoA8, RoA10). This website details curricular and co-curricular initiatives designed to foster inclusion.

In Fall 2021, 386 students completed the HEDS Diversity and Inclusion Campus Climate survey. The goal of participating was to benchmark our current status and consider opportunities for improvement. Sixty-one percent of respondents were satisfied with the overall campus climate, and 62% felt comfortable sharing their views. The overwhelming majority of respondents, 90%, also reported that diversity improves campus interactions. These percentages drop when rating belonging and campus tension. Forty percent reported that all community members feel a sense of belonging while only 21% reported that campus was free from tension. Our ranges are all within 5% of those of other liberal arts institutions (S2C2C9, RoA10).

When looking at responses related to campus climate, negative remarks, and discrimination, the HEDS results show that we follow the same trends as other liberal arts institutions. One point of divergence, however, is the source of negative remarks. While the biggest source of negative remarks is students (which tracks with other institutions), the next biggest is the local community. This percentage is much higher in comparison to other liberal arts institutions.

Juniata remains largely similar to other liberal arts institutions when looking at frequent interactions and comfort level. We have no significant differences in responses relating to interactions. Our students, staff, and faculty report similar rates of comfort interacting with different groups as do participants at other institutions, with some areas of divergence. Students report being less comfortable interacting with undocumented immigrants and people of different religions. Similarly, faculty reported being less comfortable with undocumented immigrants and people who speak English as a second language. However, Juniata students reported higher percentages of being comfortable interacting with people of a different race/ethnicity than their peers at other institutions. This provides a solid foundation on which we can build.

1.5 Support, Evaluation, and Mentorship

Line of Inquiry: How are faculty and other appropriate professionals evaluated, mentored, and supported to ensure that they are sufficient in number and provided with resources to deliver a quality educational experience consistent with our mission and goals?

1.5.1 Support

There are many groups on campus that support those who design, deliver, and assess the student learning experience. The Office of the Provost, faculty standing committees led by the Faculty Development and Benefits Committee, the Lakso Center for the Scholarship of Teaching and Learning (SoTL), and various other campus offices provide support and resources, like General Education workshops, for faculty work (S3C2, RoA15):

- General Education faculty learning communities
- General Education assessment subcommittees
- Dean of International Education and the Center for International Education (CIE)
- Director of Community-Engaged Teaching and Learning (CETL)
- Director of General Education and Writing
- Director of Assessment—Associate Provost for Institutional Effectiveness
- Office of Digital Learning

The Faculty Development and Benefits Committee provides funding for conference attendance and sabbatical support; the 2020-2022 sabbatical reports are included in the evidence inventory. The provost also has discretionary professional development funds for strategic program and curriculum development purposes (S3C2, RoA15). Other funds come from the General Education and Institutional Research assessment budgets, internationalization grants, faculty start-up funds, and Innovative Educational Improvement grants. The comprehensive campaign augmented what was available with several named endowments specific to faculty development.

Since our last accreditation visit, faculty morale has become an important focal point. Data collected through the Great Colleges to Work For survey showed a decline in faculty satisfaction (S6C9, S7C5, RoA10). Based on these declining scores, the provost initiated participation in the Collaborative on Academic Careers in Higher Education (COACHE) survey in Spring 2020 to provide insights into the faculty experience and more actionable information (S6C9, S7C5, RoA10).

Areas of strength that emerged included

- collaboration
- departmental collegiality
- promotion to full and tenure expectations: clarity

Opportunities for improvement that emerged included

- mentoring, facilities, and work resources
- leadership: departmental leadership
- leadership: senior leadership
- nature of work: research

Juniata's overall COACHE scores were in the top 15% of liberal arts colleges and ranked third of six in our chosen peer group. The SoTL Center received high scores from faculty for providing relevant programming. SoTL facilitates faculty and other appropriate professional development opportunities, including a faculty conference before the fall and spring semesters, biweekly lunch presentations for

faculty to present SoTL research, summer grants for SoTL-related research, biweekly happy hour reading discussions related to pedagogy, weekly newsletters with teaching tips, and an affinity group for all nontenured faculty (S3C2, RoA15).

In Spring 2021, the Faculty Executive Committee organized and led the faculty responses to the COACHE survey data. Areas to address were sent to faculty standing committees for potential solutions. Responses were collected and categorized based on “ease of implementation” and “impact on job satisfaction.” Recommended changes included term limits for department chairs, greater communication between various faculty committees and senior leadership, more mentorship opportunities, and requirements that faculty stand for election once every three years and receive a one-year respite between committee assignments. These solutions were then distributed to different faculty groups, including standing committees and SoTL. The Executive Committee issued the final report of faculty-made changes (S6C9, S7C5, RoA10).

1.5.2 Evaluation

All ranked faculty, both tenure track and fixed term, submit annual goals to their department chair and the provost. The provost meets with every department chair to review them and typically provides individual feedback to all faculty, noting strengths and accomplishments as well as areas for growth. Additionally, students now evaluate all courses, with the data available to the faculty member, department chair, and provost. This shift in practice to evaluate all courses and not just those for faculty under review for a tenure or promotion decision was to ensure that all faculty receive feedback each semester. Improving the response rate to these evaluations is a goal to ensure instructors have student feedback on the effectiveness of their teaching.

To ensure appropriate mentoring and feedback, tenure-track faculty typically receive two administrative reviews from their department chair and the provost before submitting dossiers to the Personnel Evaluation Committee (PEC). Tenure-track faculty are usually evaluated three times by PEC—the initial three-year contract, tenure and promotion to associate professor, and promotion to full professor. Following the process governed by the Faculty Manual, which outlines criteria for teaching, service, professional development, and advising, ensures equity and fairness. Only full professors are eligible to serve on this elected committee and recommend candidates to the provost, who makes recommendations to the president. The Board of Trustees gives final approval.

The evaluation criteria for tenure and promotion in the Faculty Manual were revised in 2020-2021 to include inclusive practices in teaching and service (p. 39) (S2C2C5), engaging in related professional development, and/or offering such professional development to the community (p. 44). Our Faculty Manual now asks faculty to: “[m]odel equity and inclusion in the classroom by employing pedagogical practices and course materials that are attentive to student learners from diverse cultural and economic backgrounds and across a range of abilities; provide students with opportunities to demonstrate proficiency of material in a variety of inclusive ways; meaningfully strive to include diverse voices in the course content and/or in the classroom environment” (S2C2).

Peer and administrative evaluation of those faculty who are not eligible for tenure is an opportunity and priority. Recommendations on how best to do so were developed by the Office of Institutional Effectiveness in 2022, driven in part by the COACHE results (S3C2, RoA15).

1.5.3 Mentorship

The COACHE data showed that many faculty indicated that mentoring could be improved in terms of quality and frequency. One-on-one mentoring has historically been available to all faculty in their first year. In response to the COACHE data, PEC and the SoTL board identified mentoring opportunities the College could foster. For 2021-2022, PEC began a mentoring program for candidates up for review. The SoTL board formed an Associate Professors affinity group to provide mentoring and implemented a group mentoring model in Fall 2022 available to all faculty, with special emphasis on those in their first or second year.

1.6 Summary

Since our last accreditation, we have spent significant time and energy building a best-practices model of curriculum delivery and assessment. This work started with the development of institutional learning outcomes that resulted in the adoption of a new curriculum. This curriculum articulates the mission and values of the institution and allows for the assessment of student learning artifacts that are explicitly designed to address the ILOs and are uploaded to the student's portfolio. The development of this new curriculum and assessment approach was led by the provost, supported through college and grant funding, and directly informed by our assessments of the prior curriculum and AAC&U best practices.

1.6.1 Areas of Strength

This chapter demonstrates comprehensive evidence for MSCHE Standards I, III, and V, providing specific evidence for all MSCHE Standards as follows: I (1-3), II (2, 5, 6, 9), III (1-8), V (1-3, 5), VI (1, 2, 5, 9), VII (1, 5). This chapter also addresses Requirements of Affiliation 8-10, 15. Additional evidence is provided in the evidence inventory, as outlined in the MSCHE Evidence and Document Map.

Our ILOs demonstrate an explicit focus on realizing our mission in a way that is purposefully reflected in the curriculum and co-curriculum (Standard I). The new general education curriculum demonstrates purposeful design and delivery of the student learning experience that is aligned with our mission and goals (Standard III), and, importantly, was informed by the assessment results of the previous curriculum.

Our initial assessments of the new curriculum demonstrate that we can meaningfully assess student learning and make evidence-based changes (Standard V). In recent years, we have disaggregated data and raised awareness of equity gaps in order to address them. To maximize student success and minimize these equity gaps, the new curriculum deliberately builds in active pedagogies and high-impact practices (Standard II).

Juniata has demonstrated emerging distinction in high-impact practices that are experiential, including community-engaged learning and mentored undergraduate research joining the distinction of Juniata's study-abroad program. (Standard III)

1.6.2 Opportunities for Improvement and Further Innovation

We see three primary areas for growth over the next few years:

- Although we have made significant progress in General Education (GE) and Program of Emphasis (POE) assessment, POE assessment is a growth opportunity (Standard V).
- Addressing faculty morale remains an opportunity. While morale may improve from other actions, direct efforts to acknowledge workload and stress are an opportunity as well. The

COACHE survey data provided us with more actionable information, and we have begun implementing changes to address these issues.

- We have made insufficient progress in narrowing gaps based on ethnicity in retention and graduation rates. To this end, equity has emerged as a major theme of the new strategic plan, demonstrating the link between this self-study and the emergent plan.



Chapter 2: Strengthen Student Success and Outcomes for All Students

The consideration of efforts and activities that strengthen student success and outcomes for all students has been an explicit and purposeful focus at Juniata since the last Middle States visit and was intentionally written into the 2015 Strategic Plan: *Courage to Act* (S1C1, S4C1, RoA10). Together, curricular and co-curricular opportunities writ large represent the institution's core endeavors so that we will align resources in order to deliver on our promises to all students. Our overarching goals are to strengthen our retention rates from the first to second year, to graduate a higher proportion of the student body in four years, and to close equity gaps that exist in retention and completion. Through this lens, this chapter focuses on MSCHE Standards II, III, and IV and Requirements of Affiliation 2, 6, 8-10, 12, 15.

2.1 Critical Changes That Enhance Educational Environments

Line of Inquiry: How has the College made critical changes to enhance educational environments?

The institution's educational environments and experiences cultivate the knowledge, skills, and experiences by which graduates are prepared to embrace and master the opportunities that follow college completion and reflect graduates' success and post-college aspirations. Significant and meaningful changes that have enhanced the institution's educational environment since the last accreditation visit are detailed and contextualized in this chapter.

2.1.1 Curricular Enhancements

Our curriculum, inclusive of General Education and Programs of Emphasis (POEs), has evolved strategically in the past decade. The changes began with and were derived from the development and adoption of Institutional Learning Outcomes (ILOs) (see Chapter 1). That was followed by a major reimagining of the organization and assessment of the general education curriculum (also in Chapter 1), and, after that, a review and refinement of existing Programs of Emphasis (POEs) took place in a comprehensive program prioritization process. A faculty committee chaired by the provost conducted this process to ascertain the best mix of programs and opportunities to attract and retain students, which has resulted in a better understanding of disciplines or programs to be enhanced, sustained, or curtailed (see Chapter 3).

2.1.1.1 General Education

Considerable progress is reflected in the creation and implementation of a revised and updated general education curriculum informed by the American Association of Colleges and Universities' (AAC&U) models to address contemporary ways of teaching and learning, including a robust first-year experience,

a local engagement requirement, universal access to high-impact-practice participation, and capstone experiences in every POE. The overhauled and updated structure of general education has replaced a prior structure that had been in place since the mid-1990s (see Chapter 1).

2.1.1.2 Realignment of Curricular Programs

Along with the evolution of the general education curriculum, the institution has assessed prospective student demand to develop new undergraduate and graduate programs that are grounded in our liberal arts tradition and that reflect student interest both regionally and nationally. We also considered market demand, as defined by available careers and jobs when determining whether to pursue new programs. We have added seven new undergraduate programs since 2017, and evidence suggests these have been worthwhile additions to the curriculum in terms of enrollment. The new undergraduate programs and their Fall 2022 enrollments include:

- Neuroscience (2017), with nine POEs
- Health Care Administration (2018), with six POEs
- Data Science (2019), with thirteen POEs
- Business Analytics (2019), with twenty-three POEs
- Criminal Justice (2020), with nineteen POEs
- Environmental Engineering (2022), with six POEs
- Strategic Communication (2022), with seven POEs

In 2018, we also began to grow and enhance our graduate programs and now have, in addition to the Master of Accounting, a Master of Business Administration, Master of Data Science, Master of Organizational Leadership, and Master of Bioinformatics (S3C6). A Master of Education in special education was launched in 2022. In addition, three academic certificates in Digital Humanities, Genomics, and Geographic Information Systems (or GIS) have been made available to students. The Academic Areas of Study are posted publicly (S3C3, RoA9).

In addition to these investments, we have recently aligned our faculty resources to the size of the student body. There were 124 full-time equivalent faculty in 2013 at the time of the last Middle States visit. That number grew to 136 in 2018 and was last reported to IPEDS in 2021 as 112.3.

Year	Faculty	Tenured or tenure-track
2021	112.3	78.0
2020	114.7	87.0
2019	127.3	92.0
2018	136.0	95.0
2017	129.3	93.0
2016	130.7	95.0
2015	125.3	96.0
2014	128.0	97.0
2013	124.0	93.0

We have a student-faculty ratio of 10.5, as reported to IPEDS and 89% of class sections have fewer than thirty students. This data is evidenced in the 2021-22 Common Data Set (pp. 35-37) (S3C2, RoA2).

We have adjusted the composition of the faculty to support the evolving curriculum. Given the enrollment decline, this has meant reducing the number of faculty through attrition, re-alignment of faculty to administrative roles, non-renewal of some term faculty in 2019 and 2020, and a 2021 Voluntary Separation Incentive Program. New hires have been strategically aimed at supporting programs where enrollment growth is anticipated. Collectively, these measures have resulted in a 16% reduction in the number of full-time tenured faculty in the past few years.

2.1.1.3 Retention to Graduation

Adjustments to the academic environment and structure have been matched by enrollment strategies to better reach, inform, and matriculate students who can be successful at Juniata. Through its messaging and materials, representatives of the institution describe the academic experiences and opportunities to prospective students and families in compelling ways, emphasizing experiential and individualized education. Detailed descriptions of the curriculum and academic policies and procedures are provided both through published materials on the website, the Academic Catalog, and the Pathfinder Student Handbook, and through contacts facilitated by the Enrollment office and by all faculty, staff, coaches, and student representatives who, by extension, support enrollment efforts (S3C1C3, RoA9). Students are effectively advised, through the Financial Literacy website and planning guide, about the financial aspects of their enrollment, including immediate out-of-pocket costs; scholarship, grant, and institutional assistance; and longer-term loans (S2C6C7). Tools are provided to accurately estimate costs via the scholarships and aid website, and the Office of Financial Planning remains in frequent contact with students and families throughout the enrollment process to address obstacles and provide ongoing education as students make progress toward a degree (S4C1). Additionally, Juniata's BELIEVE Campaign successfully raised \$43,178,145 to support endowed scholarships and enhanced curricular engagement, reducing individual students' and families' overall financial burden.

Juniata has made concerted efforts to address the demographic pressures and challenges of the higher education sector. Although we are experiencing smaller undergraduate student body enrollments year-over-year during a period of substantial volatility, these efforts have arguably slowed an enrollment decline. This decline has been accompanied by regional and national declines in the number and proportion of those following a traditional college path after high school, the impact of the pandemic and related social uncertainty, and the volatility of financial markets in recent years. In the same period, Juniata has successfully increased the proportional diversity of the student body. Our commitment to access dates to our founding is considered a hallmark value. We have long recruited a critical mass of first-generation students as well as students with high financial need and have sustained these commitments as we have sought to attract and serve a larger number of BIPOC and LGBTQ+ students.

Along with efforts to develop and strengthen programs of study that appeal to prospective students, the institution has renewed energies that contribute to the continued academic progress and completion of every student who matriculates. The Retention and Student Life Committee of the Board of Trustees along with Vice President for Student Life and Dean of Students Matthew Damschroder have set an 87-90% institutional target range for retention. In Fall 2021, retention of the 2020 cohort from

matriculation to sophomore year was 86.3% vs. the five-year historical average of 83.8%, still short of the target range.

Our retention practices assure that matriculated students have the structures and support to make academic progress and complete degree requirements. The following tables illustrate related metrics of enrollment, retention, and completion for recent cohorts.

IPEDS Fall 2021 Student Enrollment Report	
Total enrollment	1,290
Undergraduate enrollment	1,256
Undergraduate transfer-in enrollment	21
Graduate enrollment	34
Student-to-faculty ratio	11 to 1
Undergraduate Student Characteristics	
Percent of undergraduates who are female	55%
Percent of undergraduates who are full-time	97%
Percent of undergraduates by race/ethnicity:	
American Indian or Alaska Native	0%
Asian	3%
Black or African American	4%
Hispanic/Latino	7%
Native Hawaiian or Pacific Islander	0%
White	71%
Two or More Races	3%
Race and ethnicity unknown	1%
Nonresident alien	10%
Undergraduate Retention and Graduation Rate Cohort	
First-time, full-time, bachelor-degree-seeking student retention rate	83%
First-time, part-time, bachelor-degree-seeking student retention rate	N/A
Graduation rate cohort as percent of total entering students	82%
Graduate Student Characteristics	
Percent of graduate students who are female	56%
Percent of graduate students who are full-time	24%

Retention Rates by Cohort and Race/Ethnicity

		2016	2017	2018	2019	2020	5-Yr Total
International	Count	21/24	20/22	14/15	25/28	14/21	94/110
	%	88	91	93	89	67	85
American/Alaska Native	Count	-	-	1/1	-	1/1	2/2
	%			100		100	100
Asian	Count	8/10	6/6	11/12	5/7	6/9	36/44
	%	80	100	92	71	67	82
Black or African American	Count	8/16	12/13	7/10	17/22	10/13	54/74
	%	50	92	70	77	77	73
Hispanic/Latino	Count	14/16	23/29	19/23	21/24	24/31	101/123
	%	88	79	83	88	77	82
White	Count	260/305	215/257	230/259	246/295	205/236	1156/1352
	%	85	84	89	83	87	86
Two or more races	Count	13/16	3/5	13/15	10/14	11/13	50/63
	%	81	60	87	71	85	79
Unknown	Count	5/7	8/9	4/5	7/8	3/3	27/32
	%	71	89	80	88	100	84
Cohort Total	Count	329/394	287/341	299/340	332/399	281/329	1528/1803
	%	84	84	88	83	85	85

4-Year Graduation Rates by Cohort and Race/Ethnicity

		2013	2014	2015	2016	2017	5-Yr Total
International	Count	17/28	16/30	14/21	13/24	13/22	73/125
	%	61	53	67	54	59	58
American/Alaska Native	Count	-	-	1/1	-	-	1/1
	%			100			100
Asian	Count	13/14	17/20	15/16	8/10	5/6	58/66
	%	93	85	94	80	83	88
Black or African American	Count	4/10	6/14	9/11	6/16	8/13	33/64
	%	40	43	82	38	62	52
Hispanic/Latino	Count	10/16	17/23	7/9	12/16	11/29	57/93
	%	62	74	78	75	38	61
White	Count	187/250	231/312	203/279	212/305	173/257	1006/1403
	%	75	74	73	70	67	72
Two or more races	Count	8/14	3/11	7/10	7/16	2/5	27/56
	%	57	27	70	44	40	48
Unknown	Count	47/59	9/13	3/9	4/7	6/9	69/97
	%	80	69	33	57	67	71
Cohort Total	Count	286/391	299/423	259/356	262/394	218/341	1324/1905
	%	73	71	73	66	64	70

6-Year Graduation Rates by Cohort and Race/Ethnicity

		2011	2012	2013	2014	2015	5-Yr Total
International	Count	23/26	14/17	20/28	22/30	14/21	93/122
	%	88	82	71	73	67	76
American/Alaska Native	Count	-	1/1	-	-	1/1	2/2
	%		100			100	100
Asian	Count	9/10	7/9	13/14	17/20	16/16	62/69
	%	90	78	93	85	100	90
Black or African American	Count	8/10	7/14	5/10	9/14	9/11	38/59
	%	80	50	50	64	82	64
Hispanic/Latino	Count	11/16	13/20	10/16	17/23	7/9	58/84
	%	69	65	62	74	78	69
White	Count	235/275	257/317	198/250	238/312	212/279	1140/1433
	%	85	81	79	76	76	80
Two or more races	Count	5/8	9/11	11/14	4/11	7/10	36/54
	%	62	82	79	36	70	67
Unknown	Count	13/18	11/13	48/59	9/13	4/9	85/112
	%	72	85	81	69	44	76
Cohort Total	Count	304/363	318/402	305/391	315/423	270/356	1512/1935
	%	84	79	78	74	76	78

Juniata's commitment to enroll future graduates necessitates on-going communication between the institution and students to hear and respond to issues of substance and to make constructive progress in improving the quality of life for Juniata students. Accordingly, the vice president for student life and dean of students meets weekly with members of student government, including the Student Senate president. Additionally, student leaders of influence have been appointed to various institutional, faculty, and Board of Trustee committees to assure that student voice is present in deliberative decision-making and

that student interests are heard and represented. The Student Government Constitution and bylaws are included in the evidence inventory (S4C4, S7C1, RoA12).

2.1.1.3.1 Retention Initiatives. The College has undertaken several initiatives to improve retention and graduation rates. The elevation of the dean of students position to vice president of student life and dean of students was accompanied by naming the incumbent, Matthew Damschroder, as the chief retention officer responsible for coordinating retention efforts at the institutional level in terms of policy and practice and at the individual student level with systematic outreach.

Faculty Retention Committee. The faculty created a new standing committee focused on retention in May 2022. Its responsibilities include developing a written plan to guide student retention efforts by the faculty, setting benchmarks for student persistence, advising the administration on institutional barriers to persistence and their solutions, promoting best practices to the faculty while attending specifically to those students with identities historically underrepresented in higher education. The faculty were attentive to persistence toward completion when crafting policy related to pass/no pass courses. In Spring 2022, the faculty adopted a more expansive pass/no pass policy that allows up to thirty-two credits to be taken pass/no pass, with the goal of facilitating greater completion of coursework to keep students on pace for graduation (S4C1).

Predictive Analysis. Within the Office of Institutional Effectiveness, the director of institutional research, at the behest of the Retention and Student Life Committee, conducted data analysis to identify retention predictors. The goal was to help create efficiencies by identifying students for whom additional support, attention, and resources would lead to continued enrollment and completion. The work on this project is twofold: to identify factors that predict whether a student withdraws from the College and to assign a probability of retention to students as early as possible in order to identify those at risk. Most important for predicting retention and graduation were a mixture of financial, curricular, and academic progress variables. Financial variables were most important in a student's first year; after that, their curricular experience and academic progress were most important. This model is being used to design interventions that support retention. A summary of this work was presented to the Board of Trustees in April 2021 (S4C6, S5C3, RoA8, RoA9, RoA10).

External Evaluation. In Spring 2017, we retained CREDO Higher Education to conduct a campus-wide audit of practices and policies that impact student success and retention. Over three days, the visiting team had extensive, in-person contact with faculty, administrators, students, and staff that followed a review of institutional documents and artifacts. The visit concluded with a presentation of twenty-six recommendations across five major themes: academic integration, intentionally aligned and integrated student services, experience-driven practices, campus readiness, and the built environment (S3C8, S5C3, S6C9, S7C5, RoA8, RoA9, RoA10). We undertook considerable work to prioritize and make progress on these recommendations:

- the acquisition of Pharos360, a third-party communication tool that tracks student contact and communicates risk
- the resulting development of the Eagles Care Team to systemically address barriers to success and instances of student distress
- the development of the First Year Experience as a priority in curricular revision and related co-curricular efforts to refine contact and communication from matriculation through the first year

- attention to training and preparation of academic advisors and intentionality in facilitating high-quality advisor-advisee relationships
- revisions to the structure and delivery of academic support services
- greater efficiencies in ERP systems and institutional data management activities as well as reducing paper-based processes
- enhancement of structures and practices that support institutional data collection, assessment, and reporting
- structural reorganization of health and counseling services that differentiate service delivery but strengthen the coherence of outcomes
- modernization of career development activities and outcomes
- exploration of the use of e-Portfolios to collect and showcase student work

Academic Advising. Priority was given to addressing the structure of and support for academic advising, starting with recommendations from an advising task force in 2018 and followed in 2021 by the provost's appointment of Kristen Camenga, Associate Professor of Mathematics, as the Director of Advising. She has been working in close partnership with student life professionals to provide advisors with tools and resources to support students in distress and to direct them to appropriate resources; this expectation is outlined in the Faculty Manual (pp. 144-47). She has expanded the academic skills workshops available to students and is providing purposeful outreach to assist students based on instructor input from an early alert "stoplight" survey as well as from midterm grade notices (S4C1).

Inclusive Access to Course Materials. Starting in Fall 2022, Juniata partnered with Barnes and Noble to provide apparel, books, and supplies available on campus and online. An explicit goal of the partnership is making textbooks more affordable and accessible to all students. Juniata will provide required books and course materials to students as a part of tuition through the First Day Complete program. The program supports success, enrollment, and retention initiatives by assuring students have access to materials on the first day of class, eliminating barriers related to income that delay some students' ability to acquire materials until several weeks of the semester have passed. This trend disproportionately affects students with the greatest financial and academic need. Evaluation and assessment of Juniata's use of third parties for course materials is included in the evidence inventory (S4C5).

Summer Bridge. A summer initiative was piloted in 2021 to provide incoming students with historically marginalized identities a space in which to learn about identity within a primarily white institution.

Mental Health Services. The College continues to experience high demand for access to clinical counselors and psychiatric services, academic and learning support professionals, and resources related to mental health. This is a national trend, and careful attention has been provided to adapt the activities of the Glaeser Counseling Center. The use of part-time clinicians and remote tele-counselors has allowed Juniata to scale availability of services and meet the pace of demand. Counselors' client load is high. Although students in crisis or distress are prioritized for contact immediately or within thirty-six hours based on circumstance, the average wait from scheduling to intake for clients is eleven days. The average range among peer institutions is more typically sixteen to twenty-two days. The 2018-2019 annual report provides additional perspective (S4C6, RoA8, RoA10).

Career Development & Alumni Engagement. In Spring 2021, the College combined the Career Development and Alumni Engagement Offices to enhance programming and networking opportunities

for both students and alumni. The office hosted several career workshops and presentations that were enhanced by added alumni involvement; these included Networking 101, Building Your Juniata Alumni Network, Preparing for Internships, Acing the Interview, and Resume and Curriculum Vitae Writing. Presentations were made to athletic teams and academic classes. In Fall 2021, over 370 students attended career development workshops and presentations, over 170 students participated in individual career advising, and forty-nine alumni helped with student career programming. In response to COVID, our annual career fair was held virtually in February 2021 and 2022 via the *Handshake* platform. At the latter, more than ninety-two employers offering jobs and internships participated. The annual career fair will return to an in-person event in February 2023 (S4C1).

2.1.1.4 Modalities

Understanding that, in order to foster student success, how we teach and the resources we provide matter as much as what we teach, faculty have been engaged in diversifying both course modalities and content to reflect the growing diversity and interests of students and the ways that identity is intrinsic to learning and its outcomes. Providing the appropriate resources and learning environment is also crucial to realizing our mission and promise.

Faculty also continue to work collaboratively to adopt emerging pedagogies and practices of teaching and learning and to provide adequate and suitable resources to assist students. Examples of these efforts are reflected in efforts across the institution. The Scholarship of Teaching and Learning (SoTL) Center is led by a leadership board of faculty peers who are appointed by the provost in consultation with SoTL; the power of SoTL in mentoring and building intellectual community was detailed in Chapter 1. The faculty-driven approach to strengthening teaching and ensuring its dynamism has direct benefits for students as well. Further efforts have resulted in enhanced pedagogies and the implementation of technology to create engaging and effective course offerings that incorporate online, flipped, and HyFlex elements. SoTL and our digital-learning staff, who proactively identify needs and articulate goals, recognize students' rising expectations for digital learning and the necessarily associated sophistication of faculty.

We were challenged during our last accreditation visit to be purposeful in our approach to digital and online learning. In the last decade, Juniata has enhanced resources to ensure ongoing oversight of online instruction. This includes reviewing and, where needed, strengthening key elements such as strategic planning, appropriateness of support services, and technical support and training. Legal considerations, review of student identity verification, assessment, and evaluation further define faculty development activities.

In Fall 2016, then Assistant Provost Gerald Kruse, then Director of Institutional Research Carlee Ranalli, and Assistant Director of Instructional Technology Justine Black were tasked as the Core Leadership Team for online learning. During the first year, the team focused their efforts on clarifying processes and procedures, including timeline requirements, policy and procedure development (add/drop/withdrawal, non-Juniata student registration, course minimums and caps), process improvements, financial aid clarification, course evaluations, the creation and distribution of marketing materials, enrollment tracking, and financial analysis. At the completion of the first year, the Core Leadership Team proposed to the Senior Leadership Team both that formalized leadership of Juniata's undergraduate online learning initiatives be assigned to Justine Black and that an operating budget to support faculty development, marketing, accessibility, and technology needs be created (S3C1C4C5, RoA9).

In Fall 2017, the Core Leadership Team focused on cross-departmental collaboration, including better alignment and collaboration with the Bursar, Library, Accessibility Services, Financial Aid, Registrar, and Dean’s Office. They also formalized Juniata’s membership with the National Council for State Authorization of Reciprocity Agreements/State Authorization Network (NC-SARA/SAN), developed and deployed a Summer Online Learning webpage, developed and distributed marketing throughout the academic year to drive enrollments, collected data to support future strategy and decision-making, and collaborated with the Registrar’s office to clarify processes for visiting students, add/drop policies, and student onboarding.

In Fall 2018, Justine Black was promoted to Director of Digital Learning with the following distinctive, yet related, primary roles: To lead, resource, and support instructional technology, to direct strategy and operations of undergraduate online learning at Juniata, and to contribute to the success of the College’s graduate programs. During this year, there was increased campus collaboration and the development of a plan for sunsetting courses no longer needed by the implementation of the new general education curriculum. A five-year revenue growth plan was developed, as was an analysis of transferred summer courses. The revenue plan focused on student retention, market pricing analysis, and implementing a winter term. At the end of this year, the Core Leadership Team dissolved, as Carlee Ranalli moved to another professional opportunity and Gerald Kruse stepped back into his role as a full-time faculty member.

This foundational work done in partnership with Juniata’s faculty-led SoTL Center was critical for the transitional training and preparation related to the design and delivery of digital courses that led to remote learning and HyFlex that was leveraged throughout the pandemic in 2020-2021 (S3C2, S7C4, RoA15). During Summer 2020, students completing an online course peaked at 354 students; previously, the peak was 158.

Fiscal Year (FY)	Term	Classes Offered	Students Completed
FY15	Su14	14	82
FY16	Su15	15	94
FY17	Su16	12	82
FY18	Su17	15	126
FY19	Wn18	1	9
	Su18	16	114
FY20	Wn19	4	38
	Su19	22	158
FY21	Su20	30	354

Our director of digital learning continues to oversee the program in collaboration with faculty and with the offices of the Provost, Registrar, Marketing, and Institutional Effectiveness & Research. During this

time, we finalized a course proposal and approval process, offered various incentive opportunities to students (S2C7, S4C1), completed analyses to ensure our students are not using the summer course to graduate early that would result in a loss of revenue, reviewed which courses would be most beneficial to offer during the summer and winter terms, and developed and deployed a new web presence that centralizes and communicates opportunities and policies to students (S4C1, S5C3, RoA9). In addition to adding educational quality and differentiating instruction to benefit students, these initiatives have also helped diversify revenue (see Chapter 3).

Students taking summer courses completed a survey for Summer 2019 and a survey for Summer 2020 to assess the overall student experience and to identify ongoing areas for improvement (S3C8, RoA8, RoA9).

2.1.1.5 High-Impact Practices

Juniata has a long commitment to experiential education and the rich learning opportunities associated with them. Investments have been made in traditional high-impact practices such as living-learning communities, community-engaged learning, mentored research, and internships. Juniata has a sustained commitment to these activities that substantially influence student experiences and outcomes, such as activities of assessment and purposeful academic advising. The provost has leveraged faculty expertise to address many of these critical institutional activities, appointing faculty leaders to help efforts in academic advising, institutional assessment, and implementation of high-impact practices.

A director of community-engaged teaching and learning was named in 2016, strengthening that effort considerably. To further recognize Juniata's commitment to community-engaged learning, a committee of students, faculty, and staff completed a rigorous self-study and extensive application process that led to Juniata being awarded the Carnegie Classification for Community Engagement in 2020 (S3C4C5C8, S5C3, RoA8, RoA9, RoA10). Mission-aligned learning outcomes for community-engaged learning are provided in our evidence inventory (S4C6, S5C1, RoA9).

A director of undergraduate research was in place from 2016-2019; after a hiatus due to budget constraints, a faculty mentored research coordinator is now in place. This practice creates intentional linkages between faculty support of critical high-impact practices as core curricular elements and extends the faculty's unmatched impact on the lives and experiences of students to the leadership and implementation of other activities with similar reach.

2.1.2 Enhancements to Academic Resources and Student Success

Coinciding with his arrival, President Troha identified that professionalization of student life staff, operations, and activities was essential for institutional and student success. The impetus for this was grounded in growing pressure on colleges to support student success and achievement across all aspects of curricular and co-curricular engagement. This was coupled with the growing liability on institutions to resource and address issues of health, mental health, and wellbeing; uncertain personal, family, and financial circumstances; and broader cultural change related to issues of interpersonal violence and responsibility. Moreover, issues of identity, justice, and representation and a growing political polarization that challenges traditional models of academic freedom and engagement underscored the need to move in this direction. These are all factors that influence the character and quality of the campus experience and require intentionally prepared student life professionals with the expertise to develop and deliver programs and services that are grounded in student development theory.

Professionalizing our student life division has strengthened our ability to address external mandates and requirements for the structure and content of co-curricular operations and to incorporate on-going innovation and efficiency.

When he arrived in 2013, President Troha moved the reporting of student life operations directly to him rather than have that function report to the provost. With the hiring of Matthew Damschroder in 2016, the role was expanded to a vice presidency, and the evolution of student life operations has taken place under his leadership. The student life portfolio has also evolved to reflect better the intersection of critical co-curricular paths, incorporating activities of wellbeing, inclusive of physical and mental health; efficacy of academic and self-management; residential and campus engagement; athletics; safety and accountability; and a variety of auxiliary operations. In its constitution and recruitment, the student life division and the position of vice president of student life and dean of students were framed as a partnership with the division of academic affairs. Through this partnership, curricular and co-curricular experiences reflect praxis through domains of experiential education that highlight a core institutional strength.

Given the broader context of leadership turnover and volatility in the higher education sector recently, it is worth noting that the constancy of senior leadership in academic affairs and student life over the last seven years has hastened the College's efforts to create innovative programs and operations, make them coherent, and incorporate a staff and structure better equipped to meet the needs of contemporary students, mindful and reflective of the growing diversity of the student body. Notably, the institution has developed and evolved offerings that provide essential support for students who encounter curricular distress or obstacles. Significant progress has been made in the development of the Glaeser Counseling Center, Student Accessibility Services, the Statton Learning Commons, tutoring, Career Development and Alumni Engagement, and the Eagles Care Team along with the continued evolution of our living-learning communities and registered student organizations. The president's designation of the vice president of student life and dean of students as the primary retention officer has catalyzed many of these efforts by virtue of the role's senior leadership presence, the heft of the student life portfolio, and the commitment to and expertise in student success.

2.1.2.1 Glaeser Counseling Center

The Glaeser Counseling Center has progressed from providing responsive services narrowly related to mental distress and mental illness to a broader framework that addresses mental wellbeing, offering core activities of clinical counseling along with resources and supports that span the domains of human growth and development. The Center incorporates services related to academic coaching and academic support delivered by professionals and trained peer mentors. Efforts also include a closer alignment between Center personnel and those in Health Services, Student Accessibility Services, Interpersonal Violence Prevention, and the Dean of Students Office. Additionally, the Center provides training that enables a network of employees and students to foster environments that support wellbeing and address mental distress (S4C1).

2.1.2.2 Student Accessibility Services

Addressing the needs of students with disabilities and those reflecting neurodiversity, Student Accessibility Services (SAS) was independently established in 2017 after becoming an explicit focus in the Office of Academic Support in 2015 (S4C1). It has grown to serve between 11-15% of our students through the provision of classroom and course accommodations; housing accommodations; and

individual consultation, support, and advocacy services as shown in active student report. SAS continues to introduce tools, technologies, and solutions that serve learners and foster more equitable environments. Additionally, partnerships with course instructors, Center for Scholarship of Teaching and Learning, and the Office of Digital Learning, and more advance Universal Design for Learning principles that help promote environments in which all learners are served equitably and progress toward outcomes is advanced across neurodiversity. Finally, SAS has contributed substantially to helping advance the universality of differences related to ability and disability through messaging and campus presence and through the recent introduction of a student organization that provides support to and advocacy for disabled students (S3C4, RoA9).

2.1.2.3 Statton Learning Commons

In 2015, Provost Bowen began in earnest to foster dialogue about whether the existing Beeghly Library was sufficient to serve as the center of the academic and learning enterprise. Understanding the academic library as the intellectual hub of campus, Provost Bowen promoted a vision of student success through collaborative, engaged learning grounded in the rich Juniata curricular tradition of critical skill development and experiential education. Appreciating the shift in the collection from being primarily physical (e.g., books and published journals) to increasingly digital and recognizing shifts in best practice to foster information fluency and literacy, Provost Bowen constituted a planning group to explore how *program* can and should drive *space* to better serve the needs and outcomes of contemporary learners. A key part of this transformation was the inclusion of personnel from Campus Technology Services, led by Anne Wood, with those from Beeghly Library. Working with stakeholders from Student Life and the faculty allowed us to imagine our best expression of a learning commons.

The Board of Trustees enthusiastically embraced this vision in 2016 and made it a priority and central element of the extraordinarily successful BELIEVE Campaign. In the following six years, stakeholders across the institution have contributed perspective and insight as the project has evolved and taken shape through a shared planning and design process (S6C2C4C6). Collaborative learning spaces, experimental classrooms, maker spaces, and gathering spaces will complement the physical and digital collections in the facility. A \$500,000 grant from the National Endowment of the Humanities ensures an accessible and dynamic space for special collections and archives (S6C4C6). This space further connects the learning commons to our general education curriculum, which emphasizes epistemology and invites students to actively engage with the construction of knowledge. We broke ground in Spring 2022 on this \$16 million state-of-the-art facility, anticipating completion in Fall 2023.

2.1.2.4 Tutoring

The College has expanded tutoring beyond the provision of individual peer tutors for students challenged by course material. We now also incorporate department-based tutoring provided by upper-division students in the POE and instructor- and teaching-assistant (TA)-led group tutoring in designated courses. Additional academic resources are delivered through several channels: Beeghly Library (currently in transition to the Statton Learning Commons); the Writing Center; professional Academic Resource Coordinators, who deliver academic coaching and executive self-management support; embedded, course-aligned TA peers; and academic and executive self-management skill development delivered through a workshop series each semester (S3C4, RoA9).

2.1.2.5 Career Development and Alumni Engagement

Ninety-four percent of Juniata students who graduate do so in four years, and 95% of our graduates are employed or in graduate school within six months after graduation. Surveys conducted annually affirm that institutional graduates fare exceptionally well in obtaining employment or opportunities to further their education or career readiness after Juniata (S2C6, S5C3, RoA8, RoA9). In addition to a distinctive academic experience, the Career Development and Alumni Engagement Office offers comprehensive career development and management services to students, including academic classes, workshops, internship programs, job fairs, and assistance with searching for full-time jobs and graduate or professional school placements in both group and individual settings. At Juniata, we are committed to preparing students for a life of success. We ensure that by the time our students complete their Juniata experience, they will have had the opportunity to develop an understanding of career paths; develop an understanding of and become conversant in their personal skill sets; benefit from hands-on experience; and become proficient in job, internship, and graduate school search and application tools. It was for these reasons and to capture these synergies that in 2021 the Office of Career Services moved out of Academic Affairs, merged with Alumni Relations, and made an explicit shift to career development (S4C1).

2.1.2.6 Eagles Care Team

Assembling representatives from across core units and taking advantage of campus relationships and resources, the Eagles Care Team meets every other week to provide critical referrals, support, and case management for students encountering personal, social, and/or academic distress. By utilizing a community approach to foster the wellbeing of every student, the Team responds to nearly six hundred referrals a semester from faculty, staff, and students. Statistics from the Eagles Care Team show that we have addressed the needs of over two hundred discrete student clients. Through outreach from its members, the Team is instrumental in supporting our clients and assisting those identified within its caseload to address obstacles and reduce distress. In 2017, in support of retention, the institution acquired Pharos 360 as a technology solution to support case management and track communication and outreach related to students in distress. The system supports core efforts of the Eagles Care Team, including both the administration of the Stoplight Survey to assess early academic distress and the midterm grade process to assist students at risk of course failure following midterms (S3C4, RoA9).

2.1.2.7 Living-Learning Communities

Juniata has also developed co-curricular living-learning communities (LLCs) to accompany and enhance students' curricular experiences. These include environmentalism at the Raystown Field Station (RFS), interculturalism in the Global Village, and sustainability in EcoHouse. These communities are embedded and aligned with classroom experiences and high-impact practices, intentionally bringing students and faculty together to enhance knowledge, share interests and growth in knowledge and skills, and foster community (S3C4, RoA9).

- LLCs focus on developing a depth of knowledge through community-specific discussions (for example, sustainable living practices and community agreements), trainings (wilderness first aid), retreats (cultivating intercultural awareness), and trips (elk-viewing at the Keystone Elk Country Alliance).
- LLCs provide awareness, education, and leadership for the broader campus and Huntingdon communities through programs such as tree sugaring (RFS), vegan Thanksgiving (EcoHouse), and cultural food tastings (Global Village).

- LLCs enhance and support classroom curricula through faculty-led, community-located study groups and sessions; examples include Mesa Hispánica and the English as a Second Language Learners' group.

2.1.3 Co-Curricular Enhancements

In addition to the development of compelling programs of emphasis, the College has worked to develop substantial programs that provide students the opportunity to explore and excel in co-curricular pursuits that reflect affinity, passions, or existing skills or that contribute to the development of critical skills that influence and contribute to post-graduate success and reflect the ILOs. Some examples of these developments include recent program additions in Athletics, Esports, and Mock Trial.

2.1.3.1 Student Organizations

Faculty and staff continue to directly advise, support, and attend the events of over one hundred student clubs and registered student organizations (RSOs), many of which have a direct curricular connection and provide educational opportunities that enhance classroom experiences. Through campus resources and an RSO handbook, RSOs allow students the autonomy and agency to contribute substantially to a co-curricular environment that reflects their interests, experiences, and aspirations. Club involvement fosters development of such skills as communication, leadership, budgeting and planning, and conflict management. These skills set Juniata graduates apart in preparedness for career engagement, citizenship, and change agency after graduation. The programs and offerings that are generated through RSOs respond to the needs and interests of the students who create them. Cultural experiences and dinners help students engage with traditions that stretch their boundaries and invite exploration, skill workshops foster intellectual and experiential engagement, and field trips and travel opportunities take advantage of our central location and access to the rich resources of the region. Finally, with students reporting high rates of club participation, this aspect of the co-curricular environment reflects outcomes of the NSSE engagement indicators survey report that highlight students' reported increased levels of interaction with diverse peers and engagement with course concepts outside of classroom environments. On page 8 of the report, NSSE questions that assess "interactions with diverse others" show that Juniata students score at or above students at peer institutions, aspirants, and Mideast privates on all items (S4C4C6, S5C2, RoA8).

2.1.3.2 Athletics

Since the establishment of competitive intramural athletic programs in the early twentieth century, Juniata has intentionally grown an NCAA Division III athletic program that contributes to student gains in leadership, teamwork, problem solving, and communication skills while students focus on the physical and overall strength and conditioning that accompany participation in sports. Appropriate policies and procedures are outlined in the Athletics Manual. In the last decade, Juniata has added Women's Lacrosse (2017), Men's and Women's Golf (2018), Men's Swimming (2018), and Men's Lacrosse (2020). We now sponsor twenty-four NCAA varsity sports, and the proportion of incoming students who are varsity athletes regularly exceeds 40% of the first-year class.

A 2021 analysis of the addition of these five sports showed that the annual return on investment was a budgetary gain of approximately \$1 million in net tuition, fees, and room and board revenues associated with these newly rostered students, and projected enrollment and revenue gains continued through three additional forecasted years (S4C4). The College continues to make thoughtful choices that balance opportunities for student-athletes to have exceptional curricular and co-curricular experiences in

competitive programs that contribute to enrollment and revenue goals while also assessing to ensure gender equity. Along with the new initiatives that are highlighted below, the 2019 Athletics Annual Report provides additional information (S4C6, RoA8, RoA10).

Recent Initiatives:

- In 2022, the College appointed a full-time athletic director to provide administrative and strategic leadership. The prior model elevated a sitting head coach for peer leadership of Athletics, and the demands of both roles created constraints for program development. This shift in priority and institutional commitment recognizes the specialization and expertise required for effective leadership and administration of Athletics at the Division III level; the key role of athlete recruitment and healthy programs in the institution's enrollment strategy; and the expertise of practice and leadership required to maintain compliance, to center athlete wellbeing that balances the risk and liability embedded in sport participation, and to deliver successful and competitive programs.
- Juniata will add a BS in Kinesiology/Exercise Science to the curriculum in Fall 2022 with a full-time faculty director in combination with instructional support from the assistant athletic director for strength and conditioning. This addition will accompany enhancements to fitness facilities in Kennedy Sports and Recreation Center to serve the needs of the curriculum and athletic programs. We anticipate that this program will appeal to prospective student athletes along with their academic and athletic interests.
- In 2023, with the addition of two new conference members, the Landmark Conference will add football sponsorship to increase conference participation from eight to ten. This transition will mark Juniata's departure from the Centennial Conference. Along with Juniata's hiring of a new head coach in football, this is an opportunity to re-establish and strengthen an athletic program fundamental to our enrollment and participation strategy and to align the football program with conference institutions that better match our institutional and competitive profile. President Troha has increased his involvement in and leadership of the Landmark Conference and his participation in NCAA leadership, most recently as a member of the Division III Presidents Council, the highest governing body in Division III. His participation reflects Juniata's deep commitment to the Landmark Conference; through his term as Landmark Chair, he facilitated the onboarding of a new conference commissioner (2019) and a review of the conference's institutional composition with the addition of two new member institutions (2023).
- The College elected to transition swimming from Varsity to club status for one to two years because of a gap in coaching talent that contributed to enrollment declines, thwarting competitive success. This period of club participation will allow for facility enhancements and completion of deferred maintenance to the natatorium, for the ability to attract a head coach and supporting personnel, and for us to begin to recruit student swimmers effectively.
- In the same timeframe, Juniata is investing in full-time coaching staff (transitioning from part-time) to lead men's and women's tennis more effectively, to make competitive gains, and to build out the roster through enhanced recruitment efforts.
- *All In: The Strategic Plan for Juniata College* (2022) highlights our commitment to the ongoing development of our Athletics staff, to updating our structures, and to the currency of our operations with additional attention to the sufficiency of athletic facilities. Such initiatives are critical to the future success of the institution and among its priorities within the third strategic commitment to the campus environment.

All these initiatives reflect the institution's commitment to remain nimble and responsive to the moment while planning for the best future outcomes for our students and the College.

2.1.3.3 Esports

Although it is not NCAA-sponsored, Juniata also added Esports in 2018 and now aligns the program with Athletics. The Esports program builds on a committed population of online and role-playing video gamers who previously participated through the "Ministry of Games" RSO. Our new and robust Esports program mirrors Division III varsity offerings on virtual platforms that are competitive in the Landmark Conference (*League of Legends* and *Super Smash Brothers*) and through collegiate competition in additional forms across an evolving landscape of teams (in 2022, we had six competing teams with 38 rostered Esports athletes). Staffed by a head coach and competing in a college-provided practice and arena facility, Juniata's new program recruits talented student-athletes, is highly competitive, and shows considerable room for adaptation and evolution (S4C4).

2.1.3.4 Mock Trial

Formally launched in 2019-2020, Juniata Mock Trial has quickly become a nationally ranked and highly competitive team participating in top regional and national scrimmages and regularly emerging victorious against powerhouse Ivy League teams. Team members are selected from those enrolled in a specialized, credit-bearing course that conveys fundamentals of the law and legal procedures. In the best tradition of Juniata's experiential education, engagement with Mock Trial allows students to apply what they learn as they develop and try a case from all angles against collegiate peers in courtrooms staffed by career attorneys, judges, and more. Concluding its fourth competitive season in 2021, Juniata's Mock Trial team advanced to the national playoffs and finished in the top 4% of competing teams. The program boasts nine alumni enrolled in various prestigious law schools (S4C1C4).

2.1.4 Enhancements to Facilities

The College has enhanced facilities to meet the evolving needs of the educational enterprise: improvements to classrooms and academic facilities, updates to support effective and efficient administration, and strategic investments to support program development and institutional enhancement (S3C4). There are additional facilities-related projects beyond the Statton Learning Commons described above (S3C4):

- **Brumbaugh Academic Center's** 2017 classroom improvements included technology upgrades, digital studio spaces, and the renovation of Alumni Hall, a premier multi-purpose classroom, programming, and lecture space on campus that seats three hundred individuals. The updated building entrance incorporates a group-gathering and study space and additional gender-inclusive bathrooms (S2C2).
- **Good Hall** renovations took place in 2017 to enhance classrooms, add elevator access, and create lounge spaces for gathering and group study on every level. Student Accessibility Services is now located on the first floor.
- **Kepple Hall** was created as a hub for art and design. Opened in Fall 2017, this new addition to campus helps students collaborate, craft, manipulate, and highlight art in traditional media alongside video, digitally enhanced images, and various integrated media. Kepple Hall gives students access to new tools and facilities that complement and grow the study of traditional arts creation and curation. The building features community space where students can undertake group work and flexible space where rooms can be transformed to suit various needs for the creation, critique, and exhibition of art. To ensure students can explore various media,

four studio rooms provide teaching and workspace for drawing, painting, 3D design, and digital art. This state-of-the-art facility houses computer labs and private editing suites, photography-based computer labs, a photography studio, and an Integrated Media Arts Studio focused on audio and video production (S6C4).

- A 2022 gift of \$5 million for environmental sciences supports enhancements to the **Raystown Field Station** to better align its uses with curricular opportunities in science, technology, engineering, and mathematics (STEM) fields generally and environmental programs specifically, including but not limited to environmental engineering, fisheries and aquatics, and wildlife conservation. This investment will result in facilities enhancements, programmatic initiatives, and research equipment that will emphasize the power of our rural location and commitment to educating students who can work for a more sustainable future. The programming opportunities will extend to the co-curriculum and the community, providing a vibrant space that can be used year-round (S6C4).
- **Sparks Farm** is a three-hundred-acre riverfront tract that was donated to Juniata in 2015 to develop and use for educational programming. Along with the land came an artifact collection chronicling the site's use for thousands of years of prehistory by various Native American groups that occupied this stretch of the Raystown Branch of the Juniata River. This site hosts the Cultural Resource Institute. In 2017, the Physics department added a remote observatory run from the core campus that takes advantage of the dark sky setting at the farm (S6C4, RoA9).
- Housed in Tussey-Terrace Residence Hall, the **Global Village** Lounge and Dining Room was developed in Summer 2016 as a common gathering space to support living-learning communities grounded in academic language programs and cultural exploration and serves as the residential home to students within the same complex. From twenty to seventy-five students have lived in the community at various times on floors dedicated to French, German, Russian, Chinese, Spanish, and intercultural exploration. Most recently, the focus has been intercultural programming more generally due to declining enrollment in world languages accompanied by reduced staffing and POE offerings. As a partnership between World Languages and Cultures faculty, the Center for International Education, and Campus and Residential Life, the community hosts meals and cultural programming for the entire campus. These activities provide additional evidence of our commitment to international and experiential education.
- The **Juniata College Museum of Art** realized the completion of the W. Parker Hayes, Jr. Memorial Collection Preservation and Learning Center in September 2021, a renovation designed to provide an industry-standard collection care environment through improvements to heating, ventilation, and air conditioning. This renovation also increases access to Museum holdings for both campus and community audiences. The project builds upon the cataloguing and digitization of holdings in a museum-standard database (Argus) completed in Spring 2021, also expanding access through a searchable public interface. The "open storage" feature moved the bulk of the collection to the first floor of the museum, inviting visitors to explore the collection not currently being exhibited. Not coincidentally, the renovation prompted the inclusion of a visit to the Art Museum in the First Year Foundations curriculum as of Fall 2021. This ensures that each first-year student has a classroom visit to the museum to demonstrate the relevance and power of the arts in a liberal arts education.
- Currently underway are plans to renovate and provide physical and equipment upgrades to **Rosenberger Auditorium**. This effort will dramatically improve acoustics, lighting, seating, and overall ambience for music, theater, and performing arts productions and signature campus events (fall convocation, spring awards).
- Our **Anagama kiln** is one of three in Pennsylvania. It is a wood-fired kiln, meaning that all the heat comes from wood, not gas or electricity. Also, the glaze is created by melting ash at an

ultimate temperature of over 1200° F. The ceramic students at Juniata fire it about once a semester for five days straight, with students taking three-hour shifts so that it is staffed twenty-four hours a day. For those who love clay, there is no other experience like it. Replacing the kiln that was retired in 2013, the current kiln was developed in 2016-17 (S6C4).

- The **Glaeser Counseling Center** emerged through a \$250,000 gift in 2018 to support the development of an independent physical space to differentiate between health and mental health practitioners on campus.
- In Fiscal Year (FY) 2021, the Board of Trustees authorized an additional endowment draw to assist with updates to **residence halls** to improve living conditions and create facilities that respond to students' and families' market and value expectations, contribute to enrollment and retention goals, respond to evolving living and gathering patterns, address accessibility and independent living needs, and incorporate basic amenities such as air conditioning. A number of projects related to livability and infrastructure improvements have been proposed and prioritized, and progress has been made on updating Cloister Hall's kitchen, gathering spaces, and lounges and providing for small-group and study spaces there; replacing the current, decades-old furniture inventory to enhance the livability and flexibility of student rooms in several residences; and designing improvements to common areas in Sunderland and Sherwood, which the architect has completed.

2.2 Creating Communities That Reflect and Support Student Diversity

Line of Inquiry: How has Juniata been successful in creating communities that reflect and support student diversity?

2.2.1 Creating Communities

Juniata's mission has always emphasized access to college education for individuals whose identities and experiences reflect the rich diversity of the broader world. Even as Juniata's doors have opened wider in recent years, demographic-trend data reflect that the pool of college-going individuals will continue to grow more diverse by racial identity, economic means, sexual and gender identity, and geographic home, among other salient characteristics. Juniata has been successful in growing the diverse characteristics of recruited students to reflect greater proportions of historically under-represented individuals. For example, in 2012-2013, we reported that 78% of our student body identified as White, non-Hispanic compared to 71% in 2021-2022.

The institution's ability to make gains in the proportion and overall counts of enrolling students who reflect the growing diversity in the US has been enhanced through the development of the following partnerships:

- Community-Based Organization (CBO) Partnerships:
 - Nicholas Academic Center, Southern CA
 - Philadelphia Futures, Philadelphia, PA
 - HighSight, Chicago, IL
- Next Genius, Mumbai, India
- Ningbo University dual degree partnership, China

These partnerships have created opportunities to enhance the diversity of the campus and for students to continue to receive continuity of support from secondary school institutions or organizations and communities as they transition to the institution (S2C2).

These enhanced enrollment avenues have been paired with changes to the structure and delivery of orientation and onboarding and to the development of transition communication and programming for incoming, full-time, first-year and transfer students that draw on curricular and co-curricular elements (for example, Inbound, onboarding, and First Year Experience). They create a sense of belonging that helps students gain a critical foothold and fosters persistence (S4C1).

2.2.2 Equity in Retention and Graduation

Juniata has also undertaken rigorous examination of outcomes data disaggregated by student identity characteristics (such as race, socio-economic status, gender, first-generation status, disability) that have helped identify institutional challenges and structural obstacles to student success. Overall, students at Juniata succeed in high proportions, but considerable gaps exist at Juniata that create obstacles or disadvantages for some student cohorts, for instance those who are BIPOC, disabled, or Pell-eligible or whose identities are intersectional. Our largest equity gaps exist among BIPOC students. The table of six-year graduation rates earlier in this chapter shows that while our five-year average completion rate for White students is 80%, it is 69% for Hispanic/Latino students, 67% for those who identify as two or more races, and 64% for Black/African American students.

Juniata is acting intentionally to ameliorate these gaps and create equitable educational experiences. Opportunities to address inequities have included revisions to financial aid strategies and evolution of the Plexus fellowship program, a campus community that intentionally supports the social, financial, and cultural needs of diverse members of the campus community through a four-year structure that provides orientation and mentorship. The faculty have adjusted our Leave of Absence process and practices. Adjustments to academic and administrative policies and structured support for students on academic probation have accompanied a sharper focus on academic advising and the support and development of faculty academic advisors. Implementation of software to track and communicate about students and a reconstitution of the Eagles Care Team to focus institutional support and resources on students in distress have provided mechanisms for outreach to individual students. In addition, consideration of the identity characteristics and experiences of students as they move from matriculation to graduation now utilizes predictive analytics to highlight and support individuals and cohorts whose risks for attrition are substantial. As noted previously, Matthew Damschroder, vice president for student life and dean of students, leads our retention-related work in collaboration with colleagues and units across the institution.

Along with growing diversity among enrolled students, Juniata has intentionally sought to foster inclusion and equity throughout campus. In 2017, Juniata created the position of dean of equity, diversity, and inclusion (EDI), who is a member of the Senior Leadership Team (S2C2C5). The development of this position followed the additional diversification of the Senior Leadership Team under the leadership of President Troha in order to incorporate individuals reflective of the diversity of gender, race, and sexual orientation.

2.2.3 A Sense of Belonging

Since 2020, Juniata spent considerable time in dialogue on the progress and prioritization of work (or lack of it) that addressed inequity of experiences and outcomes, particularly related to BIPOC students. Institutional priorities were brought forward by student representatives and by a group of faculty and were widely discussed as they related to resources and priorities. The appointment of a Summer Advisory Council led to the development of the EDI Council, chaired by the dean of EDI (S2C2C9). The

dean, on the advice of the Council, has worked to prioritize and press initiatives across the College, with achievements noted on the Moving Forward website and communicated through updates to the community that are authored by the dean of EDI (S2C2C6, RoA8, RoA10).

Efforts related to Moving Forward have included substantive revisions to the curriculum and to courses that better include and reflect the contributions of diverse scholars across disciplines. Provost Bowen challenged all faculty to adapt both course content and methods as they set their annual goals. Approximately two thirds of the faculty reported altering course content, with one third consciously adapting teaching methods. The most powerful illustrations of these shifts are the changes in Introduction to Biology to a story format, including a focus on the opioid crisis and a unit looking at sex as a biological category. Representatives from two student affinity groups (Prism and Student Advocates for Universal Respect) meet with all introductory biology classes to share their perspectives and experiences. Similarly, the Computer Science (CS) Department made discussing algorithmic bias and the consequences for understanding race as a social construction a curricular focus in every CS class.

Further, SoTL has actively undertaken work to introduce and foster pedagogies that reflect equity principles. We have enacted strategies to engage diverse cohorts of students equitably in experiential education through multiple means, such as developing additional short-term study opportunities like the Cultural Learning Tour or adding identity-appealing destinations like Kenya, The Gambia, Rwanda, and Barbados. In support of these efforts, we targeted scholarships that address financial concerns, and Juniata has achieved Top Twenty status as a small institution producer of Benjamin A. Gilman scholars (S2C2C7). That success pairs with our directed outreach to foster the intention to study abroad and eliminate perceived obstacles. As such, participation metrics reflect progress, and participation gaps are narrowing.

Dialogue continues between student leaders of advocacy organizations and institutional leadership, including the Senior Leadership Team, the faculty, and other leadership groups such as the Faculty Executive Committee and student life deans. Additionally, as a primary outcome of the prioritized Moving Forward recommendations, work continues to affirm and refine the processes of the Bias Response Team under the leadership of the dean of EDI. The increase in incident reporting over the past three years reflects a growing awareness of and trust in systems of bias response and remedy (S2C2C3).

The support of diverse students requires the presence of faculty and staff who share and reflect their identities. As such, collaboration between the Offices of the Provost, Human Resources, and EDI have sought to assure we have diverse hiring pools in the recruitment of faculty and staff. This builds on the development and outcomes of the Stewards of Diversity program and the implementation of diversity-focused hiring practices (S2C2C5). Work in this area has been substantial, and the overall diversity of the workforce has increased slightly between 2014 and 2022 as presented to the Board of Trustees in October 2021 (S2C2C5, S6C4) despite a reduction in the size of the overall workforce, especially due to the Voluntary Separation Incentive Program, which resulted in the retirements of faculty who added diversity by race, ethnicity, and LGBTQ+ status.

Relatedly, fostering a mindset reflective of engaged citizenship and social action aligns with Juniata's equity principles and commitments. Our community engagement opportunities have provided access to the local and regional communities. New traditions include the Martin Luther King Day of Service, which partners the Offices of Equity, Diversity, and Inclusion and Community-Engaged Teaching and Learning to funnel the work of volunteers into focused service activities accompanying the Federal holiday (S2C2).

Although community-engaged learning can foster alignments between the College and its local communities, the challenge is that characteristics of our environment can abrade the College's diversification efforts and goals. More work remains in helping to create a community for the College that supports all students, faculty, and staff with experiences, services, and interactions that contribute to wellbeing and inclusion. Relatedly, the Plexus fellowship focuses on serving first-generation students and engages a cohort of those students in intentional activities that result in extraordinary outcomes, nearly always outpacing the retention and completion outcomes of students more generally and of marginalized students in substantially greater proportion. A 2019 Retention Report to the Board of Trustees provides evidence of this (S4C6, RoA8).

Programmatic structures of the Office of Equity, Diversity, and Inclusion include the presence of Unity House, a physical location on campus that serves as a gathering and meeting space for students and for groups related to advocacy, social change, and faith (S2C2). Hosting the dean of EDI and the coordinator of campus ministries, Unity House is a resource and counter-space. Upgrades to the space in Summer 2020 included usability enhancements to the lower level and reapportionment of spaces in the house to better respond to the needs of the students it serves. One such collective is Plexus (S3C4, RoA9). The Office of Equity, Diversity, and Inclusion also developed the PEACE Certificate program, which engages community members in activities that grow and develop their intercultural understanding (S2C2).

Finally, Juniata has invested strategic resources in developing the capacity of the Glaeser Counseling Center, adjusting staffing and practices to best support the wellbeing of all students, with particular attention to the needs of those underrepresented at Juniata, and to respond to distress. Following the suicide of a student in 2019, the institution applied for and received a Substance Abuse and Mental Health Services Administration grant of \$300,000 over three years to focus efforts on suicide-prevention and distressed students. The grant is geared toward providing support, diversifying the counseling staff, and diversifying modalities to best meet the identity and trauma needs of our growing proportion of BIPOC and marginalized students.

Juniata has also developed an independent Student Accessibility Services office to provide support and advocacy for disabled students in identifying and providing suitable academic and housing accommodations in accordance with the Americans with Disabilities Act. Raising the profile and understanding of neurodiversity and disability and promoting conditions and practices that enhance equity through Universal Design for Living principles is a cornerstone of the Service's mission, creating more equity and enhancing opportunities for all students.

2.3 Designing Intentional Student Experiences That Meet Institutional Learning Outcomes

Line of Inquiry: How has the institution been successful in designing intentional student experiences that meet institutional learning outcomes?

As detailed previously and to reflect and articulate the mission statement, the faculty of Juniata College adopted a set of Institutional Learning Outcomes (ILOs) in 2016:

Through curricular and co-curricular experiences that emphasize strong mentoring, undergraduate research, and experiential learning, Juniata seeks to foster graduates who pursue knowledge, act ethically, and engage with the world through interdisciplinary and intercultural lenses: Knowledge and Skills, Intellectual Engagement,

Interdisciplinarity, Ethical Behavior, and Engagement with Self and World (S2C9, S3C5, S5C1, RoA9, RoA10).

Since then, we have focused on assuring that institutional experiences are intentionally related to cultivating these outcomes in graduates and that engagement experiences duly and purposefully reflect their principles.

2.3.1 Curricular Experiences and Teaching Methods

Following the adoption of the ILOs, the faculty drafted and, in May 2018, adopted a new general education curriculum. The curriculum revision process and results are thoroughly documented in Chapter 1. It is worth noting in the context of student success that the curriculum was designed to ensure engagement in experiential education and access. The First Year Experience courses were intentionally designed to ensure all students would acquire the skills and habits to allow them to thrive at a liberal arts college. The local and global engagement requirements purposefully ensure participation in high-impact practices. These commitments and priorities also explain why every Program of Emphasis (POE) was modified to include a required capstone experience so that all graduates would have that high-impact practice. Diversification of course modalities and content reflect the growing diversity and interests of students and the ways that identity is intrinsic to learning and its outcomes. Several departments and divisions have considered how class materials, discussions, and engagement are reflective of diversity and equity, drawn on the work of diverse contributors to the knowledge of the discipline, and reflected a contemporary understanding of the role of the course in relation to social equity and awareness. In 2020, the faculty included in their annual goals ways they planned to shift both content and method to foster inclusion and advance equity.

2.3.2 Supporting Structures, Policies, and Practices

Faculty expertise and resources have been aligned to activities of academic advising and institutional assessment to assure that student experiences and trajectories are understood and reflective of ILO priorities, fully embodied. We adjusted our organizational structure so the staffing and reporting of units (Registrar's Office, Information Technology Services, Community Engagement, Career Development and Alumni Engagement, and Accessibility Services) reflect emerging priorities.

Further, to better serve students and align outcomes, administrators and faculty, partnering in shared governance, have revised policies and practices, including, for example, the pass/no pass policy, course withdrawal processes, and leave of absence practices. We have also enhanced the implementation of support and education for academic advisors and the incorporation of advisor contacts with matriculating students as central to the orientation and onboarding process. Our use of tools and measures of progress and standing, such as the Stoplight survey and midterm grades process, identify students at risk early so we can respond to them with resourced support. Academic advisors are now primary in responding to these students (S4C1).

Additionally, efforts to address and reduce environmental obstacles to success are ongoing. The Office of Accessibility Services and the SoTL Center have worked to enhance faculty understanding of Universal Design for Learning principles and pedagogy in order to broaden practices of inclusion and demonstration of knowledge that support accommodated and all students. We have prioritized facilities and offerings that better support access for students with physical and learning differences. Good Hall, Ellis Hall, Kepple Hall, and Brumbaugh Academic Center, among others, have been renovated to improve

access, particularly for those with mobility limitations. The continuous evaluation of third-party food services and incorporation of a more accessible and supportive dining plan works to address food insecurity and attends to students with a wide variety of sensitivities and allergies (S4C5). Additionally, revisions to housing practices ensure continuous, safe, and accessible housing for students in order to eliminate housing insecurity and accommodate individual needs.

Additional support in the campus environment has been adopted or adapted to better meet the needs of contemporary learners and to foster environments where learning is most effective. The development of the Office for the Prevention of Interpersonal Violence in 2016 and continued attention to and revision of Title IX policies and practices in 2020 have resulted in practices that reduce instances of sex-based harassment and afford adequate due process through unbiased investigation (S2C2). Juniata's commitment to violence-free environments has resulted in the receipt of over \$1 million in grants from the Department of Justice, the Commonwealth of Pennsylvania, and others between 2016 and 2021. We have made progress in facilitating support for survivors and accountability for perpetrators, widespread participation in Green Dot, and prevention efforts across faculty, staff, and students, all shown in the 2019 annual report (S4C6, RoA8, RoA10). Coalition building with community partners and resources has created a better environment of support beyond campus through the following: Sexual Assault Nurse Examiner (SANE) training and Sexual Assault Forensic Examination Telehealth (SAFE-T) program development with Penn Highlands Huntingdon Hospital and Penn State University; joint trainings and understandings with Huntingdon Borough Police; alignment with the Office of the District Attorney; and partnerships with Huntingdon House, which provides support to victims and survivors of domestic abuse, and the Abuse Network.

We also reviewed the campus student conduct process and campus behavioral policies to reflect contemporary students and their experiences and to respond effectively through educational and developmental interventions. Similarly, we reviewed the composition and implementation of provisions in the Student Code of Conduct for equity-based concerns and structurally biased impacts. Finally, the development and implementation of the Residential Curriculum Model (S1C3) links campus co-curricular experiences across four years of required campus housing to the institutional ILOs.

2.3.3 During COVID

Finally, during COVID, Juniata continued to improve offerings that center community wellbeing and safety by adapting and adjusting the learning environment through changing circumstances (from fully remote to HyFlex and in-person to residential, in-person offerings). We have been constantly scrutinizing and revising adjustments to campus density and rules that govern gatherings to prioritize safety and wellbeing while affording access to experiences that foster rich learning, community and interpersonal engagement, and mental wellbeing. Examples are documented in the 2020-2021 annual report from Campus and Residential Life (S4C6, RoA8, RoA10). Efforts to create equitable policies and practices that support vaccination have reduced the impact and severity of infections even as variants saw the number of infections increase dramatically at times. Our support for infected individuals, by providing healthcare, campus housing and meals, essential needs, continued academic progress as possible, and emotional and social support during isolation or absence, were all balanced carefully for those infected.

2.4 Summary

Juniata has witnessed significant institutional change since our last accreditation visit. Much of this work has centered on our desire to improve student success and outcomes for all students while also balancing budget demands, a pandemic, and a social justice movement. Through this period of change, we have revamped our general education curriculum and assessment practices, evaluated our academic offerings, embedded high-impact practices, and strengthened the resources and services provided to students to maximize their likelihood of success.

2.4.1 Areas of Strength

This chapter demonstrates comprehensive evidence for MSCHE Standards II, III, and IV, providing specific evidence for all MSCHE Standards as follows: I (1, 3), II (2, 3, 5-7, 9), III (1-6, 8), IV (1, 4-6), V (1-3), VI (2, 4, 6, 9), VII (1, 4, 5). Evidence for Standard II, Criteria 1 and 4 and Standard IV, Criteria 2 and 3 are provided in the evidence inventory. This chapter also addresses Requirements of Affiliation 2, 6, 8-10, 12, 15. Additional evidence is provided in the evidence inventory, as outlined in the MSCHE Evidence and Document Map.

To promote student success more broadly, we have made major improvements to the student experience through counseling resources, accessibility services, tutoring, career development, Eagles Care Team, and facilities enhancements. We continue to strengthen our programs and practices designed to foster a more inclusive campus environment. Additionally, Juniata has committed to providing a safe and equitable learning and working environment, as seen in its Bias Response Team; Office for the Prevention of Interpersonal Violence; and transparent responses to student concerns regarding harassment, bias, and racism on campus and in the community (Standard II and Standard IV).

Juniata also sustained its residential mission through most of the pandemic, with a primary focus on the health and safety of the campus community. We successfully delivered full-time instruction to both remote and in-person students through the adoption of a HyFlex model. This allowed us to meet shifting student needs as well as possible during a challenging time while remaining committed to a residential experience (Standard III and Standard IV).

2.4.2 Opportunities for Improvement and Further Innovation

The decline in the overall number of students graduating from high school in the Northeast, a smaller portion of those students interested in college, and a diversifying population all challenge us to adapt and innovate to meet shifting student needs. While we aim to be proactive, we must work to address existing unmet needs.

We see one primary area for growth over the next few years:

- To serve all students equally and ethically, we must devote significant resources to closing equity gaps. Our race-based equity gaps in retention and graduation rates underscore the work that remains. A commitment to an equity-minded culture is a key element of our new strategic plan. As one of our major self-study objectives was to inform the new strategic plan, this self-study provides evidence of the ways in which our retrospective analysis informs our prospective strategies and priorities.
- We collect significant amounts of data via institution-wide surveys such the National Survey of Student Engagement (NSSE). We will be more deliberate about discussing the results and documenting changes that have been made based on what we have learned through them.



Chapter 3: Ensure the Long-Term Viability of Our Institution

Line of Inquiry: What efforts are underway to evaluate the long-term viability of our current business model?

Juniata College's financial path over the last decade begins like that of many small liberal arts colleges. Ten years ago, we were experiencing pressures related to increasing sector competitiveness in the face of evolving student demand. This resulted in rising discount rates and flat revenues paired with expanded operational costs. Knowing there would be hurdles ahead and past practices would not sustain us, the 2015 Strategic Plan: *Courage to Act* (S1C1, S6C1C6C8, RoA10, RoA11) strengthened the financial position of the College both by evaluating our value proposition, pricing strategy, and cost structures and by diversifying our revenue sources. Since our prior MSCHE visit, the campus community has demonstrated resilience in navigating these persistent and intensifying challenges and others more recently encountered. This chapter focuses on MSCHE Standards I, II, VI, and VII and Requirements of Affiliation 5-14.

The primary challenge for Juniata in our recent history and foreseeable future is to recruit and retain our traditional market of undergraduate, residential, full-time students in large enough quantity to be able to deliver our educational mission effectively and efficiently. Over the ten-year period, Juniata's enrollment has declined from 1,635 in Fall 2013 to 1,253 students in Fall 2022. This represents a decrease of \$4.5 million in net tuition and fees revenue annually. In addition, this equates to a loss of approximately \$2.5 million in room and board revenue. This challenge is compounded by the rising costs of providing the personalized educational experience that we promise. Major expense drivers include compensation of faculty and staff, rising health care costs, increased food service costs, and, more generally, consumables. In addition, the necessity to provide more support and resources for student success as described in Chapter 2 has had a financial impact as well.

Since our previous visit, the College has increased tuition, room, and board charges on average 4.1% per year (2012-2013: \$44,840, 2021-2022: \$63,150). However, the discount rate for incoming students has risen as well. The average discount rate in FY 2013 was 57.7% for the incoming cohort; in FY 2022, the comparable discount rate had risen to 73%. So, even with the increases, the average net tuition and fees paid by incoming cohorts of students has remained relatively consistent over the ten-year period. In other words, our net tuition revenue per student has been flat for the past decade, and overall enrollment has declined. These trends largely explain our financial pressures and the framework within which we have made strategic decisions.

The Board of Trustees Business Affairs Dashboard shows the five-year trends for enrollment, revenue, endowment, cash, Composite Financial Index, and US Department of Education ratios. A five-year

comparison of budget to actual from 2019 to 2023 is provided as evidence of budgetary details for the past five years demonstrating adequate fiscal resources (S6C4C8C9, RoA11).

Our audited financial statements are posted publicly (S6C4C7, RoA11). Required communication from Baker Tilly, our auditor, to the Board of Trustees from 2020-2022 is provided in the evidence inventory (S6C7, RoA11).

Considering efforts and activities that ensure the long-term viability of the institution has been a focus at Juniata since the last Middle States visit. This chapter addresses institutional progress in planning, resource alignment, and revenue diversification. The lines of inquiry align with MSCHE Accreditation Standards I, VI, and VII, which focus on mission-aligned resources that are effectively used to lead and administer continuous improvement and innovation.

3.1 Resource Alignment

Line of Inquiry: By what process do we choose how to invest in human and physical infrastructure needs to meet our institutional goals, and what has been the outcome of recent investments?

Line of Inquiry: How are our financial resources aligned with institutional priorities, and what is the process by which that alignment happens?

3.1.1 Setting Priorities

Priorities anticipate future needs, and goals derive from strategic planning and comparative analyses. The Board of Trustees and/or the Senior Leadership Team determine our priorities and set our goals (S6C5, S7C1C3C4). Membership of the Senior Leadership Team is determined by the president in consultation with the trustees and includes those administrators who lead the core functions of the college: academics, student life, enrollment, advancement, finance, information technology, diversity and inclusion, human resources, and facilities. As an example, divisional goals in 2019-2020 (S1C1C2C3, S6C1, RoA10) were aligned with the 2015 Strategic Plan: *Courage to Act* (S6C1C6C8, RoA7, RoA10). The priorities that emerge are not determined in a vacuum but are informed by research and consultation with and input from mid-level management, including directors, division heads, department chairs, issue-targeted committees, or task-relevant administrative staff. Priorities reflect student needs, as determined through survey and assessment and triangulated from student leaders who are consulted regularly to give input and feedback. This was evident in the latest strategic planning process, which was summarized for the Board of Trustees in September 2021 (S6C1C2). External forces, whether they are economic or social, can shape priorities as well.

3.1.1.1 General

The Faculty Manual generally, committee organization (pp. 8-19) more specifically (S6C5, S7C1, RoA12), and a regular meeting schedule provide a defined and useful structure for assessing activity, monitoring progress, and informing Senior Leadership on strategic goals related to student learning outcomes. Similarly, regular meetings of the Academic Affairs and Student Life branches of the organizational chart offer opportunities for input on initiatives and projects. Select individual functional units may make investment decisions according to the professional benchmarks of the larger (external) industry that establish clear policies about how to handle material, emergency preparedness, and mission statements; these benchmarks and guidelines exist in document form. Examples of documents maintained to identify needs for investment (S6C4C6, RoA10) include the

- deferred-maintenance plan for facilities;
- depreciation list for facilities by location, endowment property, building land equipment;
- technology administrative review;
- technology deferred-maintenance plan;
- business process review reports (additionally, S6C8C9);
- technology roadmaps and project planning lists;
- institutional risk assessment/management (additionally, S6C8C9); and
- compensation study (additionally, S7C2).

Historically, some operational areas of the institution have not been well integrated into the institutional formal decision-making process. Some areas have established their own processes for making decisions while others lack a framework for decision-making that balances autonomy and collaboration. Consequently, decision-making and action plans can be siloed until they reach the Senior Leadership level. Institution-scale decisions often emerge organically rather than out of a formal process of review that permeates both vertically and laterally through the organizational chart. This service-oriented approach worked well in a relational culture that relied on oral tradition. A stable workforce and a growing student population allowed such a culture to persist. However, this culture and process has been less efficient in recent years in a more resource-constrained environment and with a critical mass of new faculty and staff. This has led to a greater emphasis on policy and systems.

3.1.1.2 Personnel

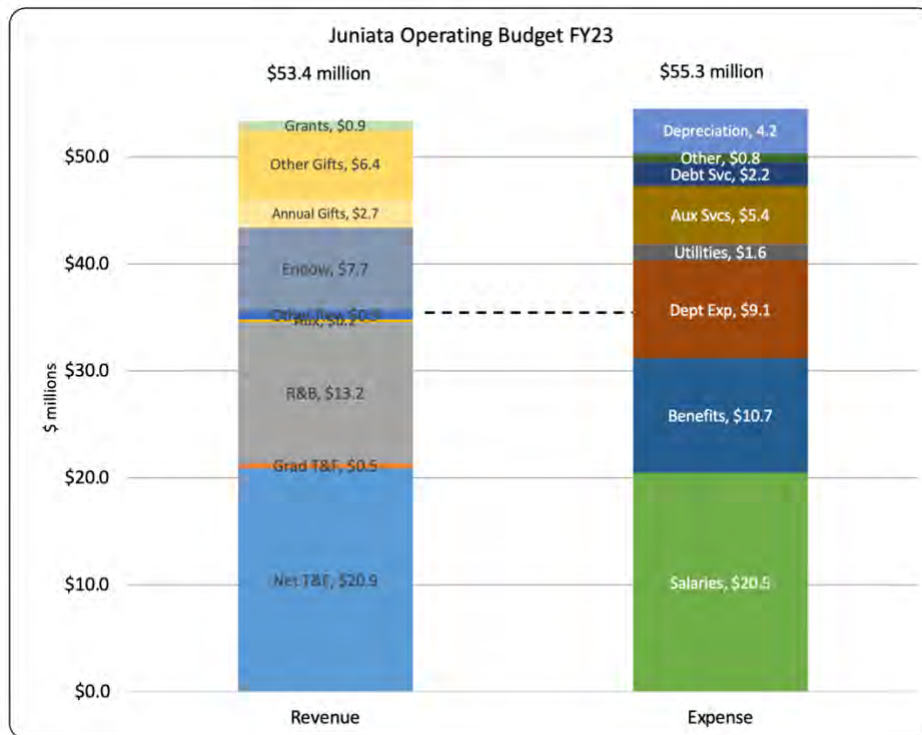
When positions become vacant, we evaluate and reconsider our human resource allocation to ensure that the staffing structure reflects current and future needs. A process for position requisition, with documentation of need, a current job description, and budgetary impact statement, scaffolds from immediate supervisor through Senior Leadership. All requests for faculty and staff/administration positions must be approved by Senior Leadership and sent to Human Resources for posting and recruitment (S6C4C5).

Requests to hire new faculty are submitted directly to the provost following a rubric and set of questions provided to all faculty (S2C5). Those requests are vetted and prioritized by the Department and Program Committee as well as the academic division heads. That input informs the decisions made by the provost and president with input from the Senior Leadership Team. The timing of this process has been compressed and tied to the budget of the following year, which may have a negative impact on our ability to recruit tenure track faculty. We are revisiting and evaluating this timetable.

Recruitment is managed through an online database that allows candidates to submit all supporting materials in one location and gathers baseline information in a consistent manner. For each posted position, a selection committee is comprised of constituents, including students, faculty, staff, human resources, and a designated Steward of Diversity to support an inclusive applicant pool (S2C2C5). Further, senior-level administrative candidates participate in an open forum and small group meetings to connect directly with a broad representation of the campus community, and candidates are evaluated via anonymous online surveys and candidate feedback forms that are shared with the selection committee. Overall, our recruitment processes ensure consensus and transparency around candidate suitability. Still, securing candidate pools that include under-represented applicants based on race, ethnicity, sexual orientation, and gender identity remains challenging in our rural location and may require more effort toward identifying alternative avenues for recruitment.

3.1.1.3 Budgeting

We have made strides toward explicit mapping of strategic initiatives and long(er)-term planning in our budgeting process (S6C3C5). For the 2018-2019 budget, functional units were instructed to propose a five-year budget plan to anticipate expenses and provide a narrative that characterized them in the context of the 2015 strategic plan (S6C3, RoA11). This process identified longer-term needs but was resource intensive. Given current budget constraints, the process has been simplified since that time, ensuring resource alignment at the senior leadership level of the organization with education and context on revenue and expense factors provided to the campus community through open forum presentations (S6C4C8). The chart below was shared and shows the expected revenue and expenses for the current fiscal year.



With this context in mind, itemized budgets are generated at the unit-manager level in consultation with their staff and are submitted for review by and discussion with the area vice president. The vice president submits all operating budgets to Finance. The institutional budget then undergoes a comprehensive review by Senior Leadership, where strategic decisions are made (e.g., overall resources available for student wages, professional development, and compensation). Approved budgets, including pertinent investment or gift lines, are posted for tracking via a permissions-based online system (S6C3C5, RoA11). While budget managers can see the institutional budget in its most general form, individual budgets are not shared widely or beyond the immediate area of supervision.

Financial forecasting is a manual process using spreadsheets and key assumptions for scenario planning. The current five-year working budget with assumptions from 2023 to 2027 is provided as evidence (S6C4C8, RoA11). A business process review project that took place in 2022 affirmed financial forecasting and budget planning tools as a key priority in the next several years. This effort should

facilitate more effective financial planning and allow budget managers easier access to information across units.

Juniata's bylaws and Board of Trustees' committee charters (S6C5, S7C1C2, RoA12, RoA13) ensure oversight and review of the generation and allocation of resources with the most recent operating budget approval resolution provided in evidence (S6C3C4, RoA11). As shown in section 5 of the bylaws, students and faculty have representation at the Board level to participate in these conversations (S7C1).

3.1.1.4 Technology

Juniata's Information Technology Services (ITS) serve as an example of a defined process for establishing priorities for discrete projects (S6C4). ITS publishes its multi-year technology roadmap focused on present and future infrastructure needs and has a defined process by which requests can be made by campus stakeholders. New technology systems, programs, and initiatives are requested through an IT Project Request Process that identifies the rationale, compliance with or threat to existing systems and security protocols, budget, and required support (S6C6). A variety of educational software is available, some accessible to all users while others are specific to academic disciplines or functional units, and training sessions on use are often available. ITS also identifies systems approved for storage of institutional data (S6C4).

To date, there is not a universally available comprehensive list of technology resources. As is true for a variety of resources across campus (equipment, technologies, and materials), functional units steward resources budgetarily (and physically). This obscures visibility or awareness of some technology resources, sometimes causing duplication, and obstructs collaborative adoption, consistency, and broader use. There has not been a consistent process to determine institution-level solutions, nor are all existing solutions centrally managed and supported by ITS. The lack of a capital budget to fund technology priorities has also impeded progress in this area. An administrative review for the technology unit was completed in 2021, followed by an immediate investment in consulting services. In January of 2022, Juniata partnered with CampusWorks to strengthen technology governance, improve technology operations, and complete a comprehensive evaluation of business processes. With a new technology governance structure approved by the Senior Leadership Team in December 2022, projects to optimize all areas are underway (S4C6, S5C3, S6C2C4C5C6C8C9, RoA8, RoA10).

3.1.2 Outcomes

While there is undoubtedly a positive impact because of the prioritization efforts outlined above, assessment of this impact is, with some exceptions, lacking, anecdotal, and/or not broadly publicized. A campus master plan is likely in the next few years. Outcomes may be documented in program reviews of individual units; annual reports, when generated by individual units; and board-level reports. There is a gap in processes that close the loop on actions, whether the processes relate to assessment or communication. We recognize that the administrative review process (S6C1C2C8C9, S7C4C5, RoA8, RoA10, RoA11) has been uneven across units and have identified it as an area for attention and improvement going forward.

3.2 Diversifying Revenue

Line of Inquiry: How does the institution plan to create new revenue streams and enhance existing ones?

We have worked deliberately to address new and existing revenue streams through the lens of our mission to ensure that we continue 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.” As we have historically focused on undergraduate education, we understand that the change in demographics will affect our ability to recruit traditional four-year-degree-seeking students domestically, especially in the northeast where we are located. To help address these revenue challenges, we have worked to enhance our undergraduate and graduate program offerings (see below), revamped our general education curriculum (see Chapter 1), continuously adapted and strengthened our enrollment strategies (detailed below), and focused on enhancing retention through curricular and co-curricular programming (see Chapter 2).

In addition, and detailed herein, we have started several graduate programs and have begun several successful 3+1 initiatives. We have created some accelerated dual-degree programs by collaborating with domestic institutions such as community colleges to create pathway programs in order enroll students. We have also built partnerships with private organizations and not-for-profits to enroll graduate students. Perhaps the initiative with the greatest promise for diversifying revenue while also strengthening our reputation and identity is our increased efforts to establish dual-degree programs with international partners.

3.2.1 Graduate Programs

One of our most significant efforts to establish new revenue streams has been the addition of graduate programs. Juniata’s entry into graduate education began with the introduction of the Master of Accounting (MAcc) program in Fall 2012. The program was created by faculty in the Accounting, Business, and Economics department to address possible enrollment declines due to changes in the Pennsylvania law for Certified Public Accountants. Being the first graduate program at the College, the program proposal subsequently had a rigorous two-year vetting process, which included thorough review by faculty standing committees and by the Cabinet (as it was called in the previous administration) and relevant administrative staff. The proposed program was approved and enrolled its first students in in-person courses in Fall 2012.

After the addition of our first graduate program, a Master of Nonprofit Leadership (NPL) was proposed, approved, and subsequently launched in Spring 2014. The NPL program capitalized on faculty strength and interest and was delivered entirely online. Both the MAcc and NPL were aimed at different audiences and were expected to have relatively modest enrollment.

Under the leadership of President Troha and Provost Bowen, growth in graduate enrollment and the addition of other graduate programs with market demand became a strategic priority in late 2017. Until then, the MAcc enrolled a modest number of students in a financially viable program. The NPL struggled to find its audience and was supplanted by a Master of Organizational Leadership, as described below.

By January 2018, the College made plans for developing a more robust portfolio of graduate programs that were consistent with mission, drew upon academic strengths, used resources efficiently, and generated additional revenue. The provost appointed a part-time director of graduate programs from the faculty. The director was responsible for stewarding the development and approval of new graduate programs and providing administrative oversight of graduate education at Juniata. In 2022, the director of graduate programs was elevated to the role of associate provost as a full-time administrator with an

expanded portfolio that includes undergraduate program development in addition to graduate program development.

Building on the foundation of the NPL program, faculty members led the design of a Master of Organizational Leadership (ORG). Recognizing an opportunity using existing coursework in ORG and MAcc programs, faculty also developed a proposal for a Master of Business Administration (MBA) program. To maximize enrollment, both programs were designed to be offered online (with the MBA also offered in person) and could be completed by both full-time and part-time students. The College approved both the ORG and MBA programs, and the first group of students enrolled in Spring 2019.

As the MBA and ORG programs launched, faculty discussed and subsequently drafted a proposal for a program in Data Science (DS). The DS program was designed to be offered online for working professionals completing coursework on a part-time basis. Prospective students are those professionals seeking to enhance their data skills for their existing position or pivot to a new career path. During the discussions of DS, a related program in Bioinformatics (BIN) was developed and leveraged additional faculty interest and expertise. The BIN program combines both online and in-person study. The College approved both programs, and students first enrolled in Spring 2020. The introduction of the DS graduate program helped bolster elective offerings for both the MBA and MAcc programs.

During 2021-2022, staffing changes in the Education department allowed the College to capitalize on faculty expertise to develop a Master of Education program specializing in Special Education (M.Ed.). The program was launched in Fall 2022. A Master of Public Health and a Master of Field Ecology is anticipated by Fall 2024, and a Master of Social Work, given our accredited BSW program, as well as a graduate and/or certificate program in Applied Behavior Analysis are being explored.

Faculty governance for graduate programs is provided by the Graduate Studies Committee (GSC), a subcommittee of the elected Faculty Executive Committee (S6C5, S7C1). The Faculty Manual (pp. 16-17) lists these responsibilities for the GSC:

- a. To oversee and ensure the health and integrity of graduate programs.
- b. To determine curricular policies for graduate programs
- c. To approve graduate degrees, certificates, and other postbaccalaureate programs.
- d. To oversee the assessment of all graduate programs.
 - i. To develop policies and procedures for the assessment of graduate programs.
 - ii. To assess the contributions of graduate programs to the College's mission and institutional learning outcomes.
 - iii. To develop policies and procedures to ensure that graduate programs are in compliance with assessment standards established by the College's accrediting body.
 - iv. To make recommendations about graduate program structure, staffing, and policies to the Provost's Office on the basis of such assessment.

Membership of GSC includes the director of graduate programs, graduate program directors, and faculty with support from the Digital Learning and Enrollment and Marketing staffs.

With this portfolio of graduate programs, the College has experienced steady growth in graduate tuition revenue since 2017. During the first several months of the COVID-19 pandemic, the College saw an unexpected surge in enrollment resulting in higher-than-anticipated tuition revenue in FY 2021. The

following year's results were in line with steady growth projections. Average annual revenue from graduate education is approximately \$500,000.

Registered Graduate Students by Semester (2019 – 2022)

Graduate Enrollment Headcount	Summer '19	Fall '19	Spring '20	Summer '20	Fall '20	Spring '21	Summer '21	Fall '21	Spring '22	Summer '22
Accounting			1	3	7	5	2	3	6	3
Bioinformatics			6	12	12	12	8	6	7	9
Data Science			11	12	14	22	17	11	5	6
Business Administration (MBA)	9	12	14	18	20	21	13	13	13	12
Organizational Leadership	5	5	10	12	16	12	11	15	8	5
	14	17	42	57	69	72	51	48	39	35
Seniors	0	0	3	3	6	13	0	3	2	2
Employees	0	0	2	6	8	13	13	11	6	5

Graduate Degrees Conferred (2013-2022)

Graduate Program	Degrees Conferred										Totals
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	
Accounting	6	9	6	5	3	9	9	0	4	2	53
Bioinformatics									7	2	9
Business Administration								2	13	5	20
Data Science									4	1	5
Nonprofit Leadership			2	3	2						7
Organizational Leadership								1	5	7	13
Totals	6	9	8	8	5	9	9	3	33	17	107

<u>Graduate Tuition Revenue by Fiscal Year (2013-2022)</u>	
Year	Revenue
2013	\$ 178,500
2014	\$ 221,300
2015	\$ 245,675
2016	\$ 217,775
2017	\$ 109,275
2018	\$ 227,850
2019	\$ 261,284
2020	\$ 306,900
2021	\$ 801,169

2022	\$	491,497
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The College has invested significantly in online teaching and learning to support online graduate programs. The Digital Learning staff has grown from a half-time position to two Full-Time Equivalent (FTE) positions and routinely offers training sessions, workshops, and individual consulting and support for faculty developing and teaching online graduate courses. Training topics range widely and include discussion of educational strategies, learning theory, design practice, and instructional technology. All faculty are required to work with the Office of Digital Learning during the course development process.

Many of our graduate students are adult learners with at least four to five years of professional experience. Approximately 80% of graduate students enroll in courses on a part-time basis and work full-time. Some number of these students choose not to enroll in consecutive terms. There is also some emerging data indicating that some graduate students take select courses to enhance particular skills but do not wish to complete a degree. As a result, in 2022-2023, the College is planning further professional development opportunities for faculty teaching graduate students and other colleagues working closely with them. This professional development will focus on the unique needs of adult learners and ways in which we can enhance and improve their experience.

3.2.2 Undergraduate Enrollment

Line of Inquiry: What efforts have been made to sustain a consistent enrollment of traditional full-time undergraduate students, which make up the core of our revenue?

At Juniata, most of our operating revenue comes from the enrollment of full-time undergraduate students who live on campus and traditionally enroll immediately after high school. While we recognize the need to increase the number of non-traditional students enrolled at Juniata, we must also sustain a consistent enrollment of our traditional students due to the significant impact they have on our operating budget. We have a variety of initiatives in various stages working toward sustaining these enrollments.

3.2.2.1 Pricing Task Force

Affording a Juniata education continues to be one of the biggest barriers for most families who apply and enroll at Juniata. Costs continue to increase as shown in our ten-year pricing history, as does our discount rate. Juniata appropriately communicates to prospective students the cost of attendance, financial aid, and scholarship opportunities through the scholarships and aid website (S2C6C7). Knowing that the barriers to entry into higher education and Juniata can be high, we have taken many steps to improve access for students with financial need while evaluating our pricing structure in general. In Summer 2021, a Pricing Task Force was developed to undertake a comprehensive review of our pricing model and a market review of the models of other institutions. This review included evaluating schools that had done pricing resets, enacted variable tuition, or stayed the same; see the Pricing Task Force work plan. Ultimately, our review led us to determine that a change to our pricing structure was not in our best interest at this time (S6C2C3C4C8, RoA11).

3.2.2.2 Financial Aid Model

Instead, the Pricing Task Force's review led to the development of a new financial aid model that better leveraged our resources to support higher-need students while reducing merit aid given out to the upper income bands (S2C7). The goal of this aid model was to reduce our tuition discount while also

increasing the number of higher-need students who could afford to attend Juniata. We increased grants and scholarships available for these students through the Juniata Scholarship Fund, other endowed scholarships, and grant programs like the National Science Foundation (NSF) S-STEM grant, the NSF Noyce Grant, and funding from the Alden Foundation, all of which provided significant financial assistance for high-need students specifically interested in STEM, STEM education, or Health Professions. An example of financial aid distribution details is provided in the evidence inventory.

3.2.2.3 Cohort-based Recruitment

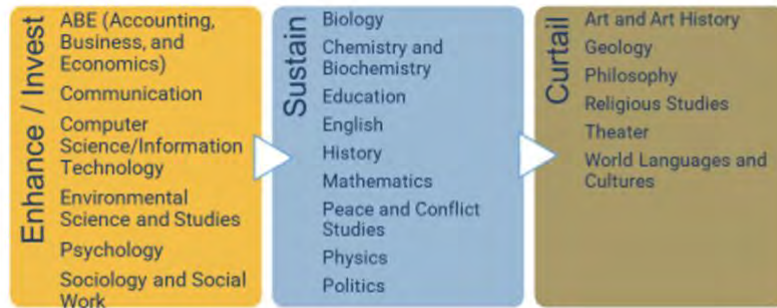
The number of white high school graduates from Pennsylvania, who constitute most of our enrollment (approximately 60% of our students are in-state), is declining in Pennsylvania and around the region. This presents a significant challenge for Juniata, as we must address this demographic flux. While the overall count of high-school graduates declines, particularly in New England and the Northeast, additional shifts will show smaller proportions of white students and growing proportions of BIPOC, Latinx, and Asian graduates within the overall population. While we have employed explicit enrollment strategies designed to increase enrollment of students of color, we have not yet attained institutional retention and completion parity with white students. As a result, a cohort-based recruitment strategy was implemented in 2019 to increase the development of concrete partnerships with Community-Based Organizations (CBOs) that focus on college access and preparation. The idea for these partnerships was to create a recruitment pipeline of qualified students who would enter Juniata with a cohort of other individuals from their organization and thus be better prepared for college and more likely to be retained. We have also applied a similar cohort model to certain high schools where we have had success recruiting and retaining their students. Students from these CBOs and high schools are given increased support once on campus, and they also receive access to additional financial aid throughout the application process (S4C1).

3.2.2.4 Program Prioritization

Demographic and associated enrollment challenges prompted an academic program prioritization process in 2019-2020. This project was initiated by the president in consultation with the Board in their fiduciary capacity as a response to changing student demographics and the associated financial pressures. A committee chaired by the provost and comprised of faculty members who were either elected by their peers or appointed by the provost facilitated the project. The committee collected and evaluated a range of data related to the cost and efficacy of running academic programs. Operating budgets, restricted funds, enrollment trends, and faculty compensation at the department level were analyzed to determine the efficacy of resource allocation. The entire committee presented its findings to the Board of Trustees in April 2020. Those findings and recommendations were then shared at a faculty business meeting in early May 2020 (S6C1C2C3, S7C2, RoA10, RoA11).

Broadly speaking, the committee recommended whether academic departments should have resources enhanced, sustained, or curtailed. After having those recommendations affirmed by the Board of Trustees, each department was issued a memorandum of understanding by the provost that set expectations for resource allocation. In some cases, suspension of the POE was stipulated while in others it was made clear that departing faculty would not be replaced. The position of every department is indicated in the chart below:

Program Prioritization Decisions



Office of the Provost



As a result, POEs in art history, German, and Russian were suspended. Suspension of the sociology, religious studies, and theatre arts POEs happened during the prioritization effort. Numerous other interdisciplinary POEs with modest enrollments were suspended as well. The faculty passed a resolution reducing the minimum size of POEs from 45 to 36 credits to enhance curricular efficiency and streamline offerings with fewer resources and fewer faculty. Minimum class sizes were established, with low-enrolled courses routinely canceled. A minimum of ten was articulated in Spring 2020 with exceptions made for courses required for POEs and/or graduating seniors. In 2022, the provost altered that minimum to allow 300- and 400-level courses with eight to run and expected 100-level and 200-level courses to have twelve to proceed. Course caps were raised for some general education courses. The goal of these moves was to use resources more efficiently and better distribute students without impeding POE completion.

In Summer 2020, several fixed-term faculty were not renewed; decisions were based on the results of the program prioritization process and were hastened by the financial pressures of the early pandemic. The process and actions were communicated on a publicly available webpage and shared with students, alumni, and other key stakeholders via public presentation (S3C4C8, S6C1C2C3, RoA8, RoA9, RoA10, RoA11). The fall after the program prioritization work was completed, the Voluntary Separation Incentive Program was introduced; decisions on which retiring faculty to replace was informed by the prioritization effort. Of the ten retiring, only five could be funded. A replacement was authorized in computer science in Fall 2020 and in French and Criminal Justice/Sociology in Fall 2021. Faculty departing in Communication, Education, Linguistics, Russian, Philosophy, and Sociology were not replaced. The faculty member in Peace and Conflict Studies was replaced by using restricted endowment funds for the salary and benefits.

The goals of the program prioritization effort were not merely to curtail resources but to reallocate them to growth areas. In Fall 2020, a strategic working group, supported by the Board of Trustees, identified and prioritized an initiative to pivot and develop a targeted series of accelerated 3+1 programs (S3C3C6, RoA9, RoA11) grounded in Juniata’s mission and location through which students could complete both a bachelor’s and master’s degree in four years (S6C1C2C8, S7C2). The first students enrolled in Fall 2021, with the Fall 2022 cohort being the first to experience a full year of marketing

efforts. There are twenty-eight students who started in Fall 2022 and are currently enrolled in 3+1 accelerated dual degree programs. All focus on the MBA graduate program but represent the following undergraduate programs:

- Business: eighteen students
- Communication: one student
- Environmental Studies: five students
- Psychology: four students

In addition to creating different opportunities by combining new graduate programs and existing undergraduate programs, we are introducing new undergraduate programs that leverage our current resources. Since our last accreditation visit, the following programs were added:

- 2014: Environmental Geology
- 2016: Business Analytics, Fisheries and Aquatic Sciences
- 2017: Health Care Administration
- 2018: Neuroscience, Data Science
- 2019: Digital Humanities (certificate)
- 2020: Criminal Justice
- 2021: Environmental Engineering, Public Health
- 2022: Exercise Science

Each of these programs was created based on market demand and internal resource allocation; we are purposeful in directing the development of our curricular offerings to respond to the needs of contemporary students and manage operational efficiency (S3C3).

3.2.2.5 Summer & Winter Courses

Realizing that many current students were completing and transferring in summer credits, we have increased course offerings and made the summer, and new winter, program almost exclusively online. Chapter 2 narrates the detailed story on how this work is maturing. Juniata summer and winter courses support students in multiple ways. Those who needed to withdraw from a course unexpectedly (during the fall or spring term) can complete a course to capture those lost credits and remain on schedule with progress to a degree. Students enrolled in accelerated 3+1 programs can progress as planned. We have been deliberate about offering courses during these terms that match the purpose and utility of those most transferred in from other institutions, that meet our general education needs, and that are popular with students from year to year. The revenue from online courses since 2014-2015 is evidence of this success (S6C9, RoA11).

3.2.2.6 International Students

Juniata College remains deeply committed to international education. While pushing domestic students to become global citizens, we are working to diversify the student body; this is reflected in both our international student population, which accounts for roughly 11% of our student body, and the many international programs we offer. To leverage our strength in international education to enhance our revenue position, we created dual degree programs with our international partners in China, Taiwan, Thailand, France, and Morocco. Juniata College created a four-year dual degree program in Integrated Media Arts (IMA) with Ningbo University, College of Science & Technology in China. This program, scheduled to bring approximately thirty-five new students to Juniata beginning in Fall 2023 and in each

subsequent fall, will confer an undergraduate degree from Ningbo as well as a bachelor's degree from Juniata. The Chinese Ministry of Education (MOE) announced thirty approved joint undergraduate programs with foreign institutions in 2019; Juniata's joint program was one of six such programs with US institutions approved. In addition to the added recurring annual revenue stream of approximately \$1.5 million, the joint program promotes diversity on campus and benefits our domestic students as they interact with peers of diverse backgrounds. We have since created similar dual degree programs with Ibn Ghazi Institute (Morocco), Srinakharinwirot University (Thailand), Shih Hsin University (Taiwan), and Shih Chien University (Taiwan) and will continue to seek additional partners in the coming years.

3.2.2.7 Pathway Programs

On the domestic front, we continue to identify opportunities and collaborate with community colleges to establish pathway programs to recruit students (S2C6C7, S4C1C2). In 2020, we entered an agreement with Pennsylvania Highlands Community Colleges and Harrisburg Area Community College to formalize credit transfer processes to attract transfers. We also established a partnership with Sheetz, Inc. to enroll graduate students (S3C6, RoA9). In Fall 2022, a memorandum of understanding was signed with the Huntingdon Area School District to provide tuition assistance for teachers wishing to pursue their Master of Special Education at Juniata.

3.2.2.8 Tertiary Markets

In addition to attending to enrollment in our traditional recruitment markets, a variety of initiatives have been launched to expand our recruitment base and increase enrollment from tertiary markets, including international markets. Juniata entered a partnership with the Next Genius organization in India, which has established a steady pipeline of Indian students enrolling at Juniata over the last four years. Recruitment in India has expanded to the point where we added another staff member who lives in India and works extensively with the Next Genius program and other Indian students looking to enroll here. Similarly, in addition to a full-time international recruiter based in the United States, we have added a staff member in China who focuses on recruiting undergraduate students there. Domestically, the CBO agreements mentioned earlier have helped us gain a foothold in Chicago, Texas, and Southern California and have brought students from those programs to Juniata while increasing awareness of the College in those markets, which will lead to additional enrollments outside the direct partnership.

3.2.3 Branding & Marketing

As a logical outgrowth of the 2015 strategic plan and in anticipation of enrollment challenges from shifting demographics, the College embarked on an extensive rebranding campaign (S1C1C2C3C4, S6C1C2, RoA10) in 2016. Campus constituencies were asked to take part to establish a contemporary sense of mission and to define our distinctive elements (personalized, individualized, and experiential) as articulated throughout the self-study. Designed to increase awareness of Juniata by differentiating us in the higher education landscape, the campaign included extensive digital advertising, new enrollment marketing pieces, and a rebranding of the campus logo and brand signature. The substance of the campaign is encapsulated by our new tag line: "Think About Who You Are." The branding campaign achieved mixed results in terms of increasing enrollment, with enrollment peaking in Fall 2019 with four hundred new students. After 2019, marketing resources were shifted away from brand awareness to a direct marketing approach of specific programs. How best to pursue further branding efforts that would merge with our direct marketing approach is currently under consideration.

3.2.4 Philanthropic Support

As Juniata set out on *Courage to Act*, we also launched the seven-year BELIEVE Campaign, which ended May 31, 2021. In this largest capital campaign in its history, Juniata raised \$128,600,351.46 to fund the future of the College, as evidenced in the related impact report (S1C1, S6C1C2C6C9, RoA10). The total face-value commitments are inclusive of deferred gift commitments, trusts, annuities, cash, and cash pledges. The funds raised support the endowment, including annual scholarships and faculty chairs; annual funds; building projects; various programs; and general support areas. This campaign served as a backbone as we navigated the challenges described earlier. In 2013-2014, philanthropic support was 17% (\$8.1 million) of operating revenue, but by 2021-2022, philanthropy had grown in proportion to 33% (\$17.7 million) of operating revenue. In this time, the value of the endowment grew from \$93.5 million (June 2013) to \$127.6 million (May 2022), shown in the 2022 Flash Report (S6C4C8, RoA11).

3.2.5 Grants

The Office of Grants and Foundation Relations seeks funds to support institutional priorities and faculty research goals through partnerships with government agencies, private foundations, and corporations. The grants team works closely with staff and faculty to research, identify, plan, and write proposals and to support the compliance and execution of the awards. Our grant-making efforts are further evidence of our efforts to generate revenue from multiple sources.

In the last ten fiscal years (2013-2022), more than \$24,623,000 has been awarded to Juniata through grant and foundation support (S6C4C6C8, RoA11). Of that amount, \$17,786,000, or 72%, has been awarded in the last five years. This increase was fueled in 2018 by the College's strategic shift, led by the provost and the vice president for advancement, to pursue more institutional grants in support of the College's overall priorities. Prior to 2017-2018, Juniata submitted an average of fifty-seven proposals with an average ask amount of about \$86,000 each year. Many grants were submitted but for relatively modest amounts, with half of them less than \$86,000 per proposal and some as small as \$2,000-3,000.

While these smaller grants are still supported because they advance the scholarly agendas of individual faculty, recently, we have focused on proposals, often for strategic institutional priorities, for larger amounts. Between 2019-2022, an average of thirty-seven grants with an average ask amount of \$232,000 were submitted per year. The number of grant applications dropped, but the amounts requested increased. As for grants awarded, prior to 2018, an average of thirty-two grants with an average value of \$52,000 were approved per year. Since 2018, the average number of grants awarded per year has decreased slightly to twenty-seven, but the average amount of the awards has jumped markedly to \$139,000.

Proposals to fund infrastructure, programs, and scholarships have accelerated this increase. In 2019, \$4 million was awarded from the Pennsylvania Redevelopment Assistance Capital Project for the renovation and expansion of Beeghly Library as it transforms into the Statton Learning Commons. That same year, the National Science Foundation S-STEM program awarded \$964,900 for student scholarships and programming. Additional endowed scholarship funds totaling \$925,000 were awarded and continue to grow through three years of contributions from The Donald B. and Dorothy L. Stabler Foundation. In 2022, the US Economic Development Administration awarded Juniata \$1.16 million for renovation of the Sill Business Center. Program grants including \$500,000 from the Mellon Foundation to support general education implementation, \$250,000 from the National Endowment for the Humanities to support the archives/special collections suite in the Statton Learning Commons, and

several grants totaling nearly \$1 million from the Department of Justice to combat sexual violence on campus also have helped advance the key institutional priorities documented throughout this self-study. These examples of funding, especially those for infrastructure and scholarships, also strategically provide direct relief to the operating budget.

Our partnership with consultants McAllister & Quinn (M&Q) has been instrumental in this successful initiative. M&Q has expertise in federal grant programs along with a team of professional writers, coaches, and reviewers who aid and advise the Juniata grant writing teams. The provost and vice president for advancement determine institutional grant priorities in consultation with M&Q. Since FY 2019, McAllister & Quinn collaborated with the Juniata teams to generate more than \$3 million through eight awards averaging \$383,000 per award.

While the number of faculty research grants, as well as the percentage of overall grants, has recently been decreasing, these opportunities continue to be an important avenue for faculty to pursue their scholarly interests and support faculty-student mentored research as well as produce revenue for the College. The Juniata grant team along with McAllister & Quinn remain committed to supporting these endeavors while also recognizing contemporary challenges, such as changing classroom, curricular, and student needs brought on or exacerbated by COVID. Through broad and focused outreach to faculty partners and increased visibility and recognition on and off campus for grant seekers, faculty research grants are anticipated to rebound.

3.2.6 Ongoing Strategy

As we launch the new strategic plan, *All In: The Strategic Plan for Juniata College* (S6C1C6C8, RoA10, RoA11), a five-year budget model will be developed that appropriately funds strategic initiatives and incorporates funding for on-going deferred maintenance at the institutional level. As initiatives are developed, leaders will establish documentation of the anticipated return on investment in any new project or program. This documentation will give the College a framework by which to evaluate the effectiveness of each initiative over time. This is consistent with our collective efforts to be future-focused and strategic in every facet of our work, including financial forecasting.

3.3 Expense Reduction Efforts

Line of Inquiry: What is the institution's current financial strategy to maintain or improve our credit profile?

3.3.1 Early Efforts

In 2015, the institution completed a comprehensive analysis of where and how we spend the most money by looking at key categories of operating expenses. We also conducted a full staff analysis, a program analysis (a detailed review of individual programs from a profit-centered perspective), and a review of pricing strategies.

While that work was being completed across the institution, as the budget was prepared each year, incremental adjustments were being made to expenses, balanced with an increasing reliance on philanthropic support to meet the budgeted needs of the institution. These adjustments to expenses would include across-the-board spending cuts or freezes, pausing filling vacant positions, and, in some cases, pausing salary increases for faculty and staff. Despite these expense adjustments, our reliance on

philanthropic support grew from 17% (\$8.1 million) of total operating revenue in FY 2014 to 26% (\$14.2 million) in FY 2019.

For Fall 2017, to fully utilize our residence halls and to help recoup some of the lost revenue from the decline in our student population, the Office of Residential Life implemented a four-year residency requirement. This policy has allowed us to utilize our residence halls at approximately 93% capacity as shown in the September 2021 Standard & Poor (S&P) Global presentation (p. 13) to campus leadership (S6C4C7C8C9, RoA11).

After holding salaries and wages flat during FY 2018 and FY 2019 and holding departmental operating budgets flat or at a 5% reduction for three years, in June 2019, the first results of the analysis work were ready to implement into the FY 2020 budget. After evaluating departmental budgets, we identified \$720,000 in savings. For example, the Center for International Education identified \$140,000 in savings by examining study abroad options and relationships with partner institutions and \$250,000 in savings by establishing new processes for travel and professional development. By utilizing in-house legal counsel, we gained \$40,000 in annual savings. In addition, the Human Resources Office reviewed our benefits offerings and then removed ninety-one spouses from the employee medical plan in 2018, with an estimated savings of \$766,000. We reduced the student wage budget by approximately 25%, saving nearly \$500,000. These adjustments to the operating budget signaled greater austerity and care regarding all expenditures. However, this vigilance was insufficient to balance the budget. After a staffing analysis, we reduced the workforce by ten positions in July 2019, which reduced the compensation budget by \$1 million. Additionally, in January 2020, Human Resources implemented a Qualified High Deductible Plan with a Health Savings Account. The participation rate was 17.7%, generating estimated savings of over \$116,000 annually. A summary of expense reductions were presented to the Board of Trustees in June 2019 and are included in the September 2019 Standard & Poor (S&P) Global presentation (pp. 7-8) to campus leadership (S6C7C8C9, RoA10, RoA11).

3.3.2 Impact of COVID

Line of Inquiry: What is the impact of the COVID-19 pandemic and Juniata's COVID mitigation effort on the viability of the institution?

Entering FY 2020, the Senior Leadership Team understood that there was more work ahead but believed that we were beginning to position Juniata for a more sustainable future. On March 17, 2020, the College announced that, following national and state mandates, we would move exclusively to a remote learning environment for the remainder of Spring 2020. By April 2020, we had determined that students who had been displaced from residence halls would receive a prorated 50% room and board reimbursement. This adjustment represented an approximately \$3.5 million reduction in revenue for FY 2020, but it was slightly offset by savings of approximately \$760,000 on our contract with Parkhurst, our food services provider.

Because of the unprecedented adjustments to our revenue, the Senior Leadership Team immediately implemented the following actions to curb expenditures: a freeze on all travel and staff development, a freeze on capital projects, and vice-presidential approval for all expenditures. Student employment was only authorized in areas that had been deemed essential for mission and business continuity. After reviewing the workloads of all staff working remotely, the senior team furloughed employees during Spring and Summer 2020 and reduced executive salaries during the same timeframe. Of those

furloughed, several positions were permanently eliminated, and five faculty who were not eligible for tenure were not renewed for appointment in 2020-2021, providing additional budget relief. The Board of Trustees also authorized the president and provost to furlough faculty with tenure if financial circumstances because of the pandemic warranted that action; that resolution was rescinded in October 2020 when we were able to reopen for a residential experience.

In FY 2020, we realized \$3.2 million in savings. Of that, \$785,000 was from departmental spending, student wages, operations and maintenance of the physical plant, and utilities; \$1.1 million in faculty and staff compensation as the result of furloughs; and \$1.3 million in medical benefits. Beginning in FY 2020, we have budgeted medical benefits at Benecon's estimated maximum annual expense, or 115% of estimated claims. Historically, we had budgeted at 100% of estimated claims. This change in philosophy, along with good employee experience, resulted in significant savings. Those savings allowed us to end the year reporting an operating loss of \$1.2 million but meeting all required ratios.

FY 2021 was marked with uncertainty due to high volatility around revenue as we navigated a residential experience in a COVID environment. As we prepared for FY 2021, we prepared multiple budget scenarios based on several realistic possibilities: a fully remote year, one semester remote, students sent home partway through a semester, and so on. We budgeted conservatively for undergraduate tuition for Fall 2020, as reports had indicated that institutions of higher education could see drops in fall enrollment in the range of 10-15%. As we entered the semester, we realized retention was closer to historical averages but also saw a higher number of deferrals for the incoming class.

While throughout the year our retention was better than budgeted, there were still revenue impacts and volatility related to the possibility of needing to shift to a remote learning model. In the academic year, approximately 160 students each semester chose to study as remote learners, resulting in approximately \$2 million in lost room and board revenue. The suspension of external camps and conferences resulted in a reduction of approximately \$583,000 in auxiliary revenue. In addition, we developed and communicated a reimbursement plan for room and board in the event students were required to be sent home during the semester. As we considered these revenue impacts and scenarios, the cost of providing food for our students and the cost of COVID mitigation efforts (\$1.5 million), including on-going surveillance testing for our campus community, both increased.

In response to these challenges, we froze salaries and wages, continued employee furloughs during Summer 2020 (\$1.8 million), suspended the College's contribution to employee retirement for seven months (\$900,000), froze capital projects, and decreased travel and professional development expenses and student wages. The president and vice presidents took a voluntary pay reduction. In addition, the senior team carefully considered the necessity of all departmental expenses. We were able to end the year reporting a modest operating surplus of approximately \$790,000.

These financial challenges were somewhat mitigated by receipt of federal and state funds and donations. Juniata was awarded a total of \$5.5 million in stimulus funds through the CARES Act, Coronavirus Response and Relief Supplemental Appropriations Act, and American Rescue Plan. Of those funds, \$3 million was used by the institution to offset COVID expenses and lost revenue. The remaining \$2.5 million was disbursed to students as emergency funding. The Mountain Day Assistance Fund was also established at this time via donations from students, families, trustees, and members of the campus community. Those donations, which totaled more than \$250,000, support students and employees who need additional financial assistance because of the pandemic. The fund was named in honor of a

favorite Juniata tradition, Mountain Day, which originated from a smallpox outbreak and college closure in the nineteenth century. Additionally, funding of approximately \$175,000 from the National Endowment for the Humanities was awarded to ensure library staff could be paid and retained.

In July 2020, the Pennsylvania legislature passed House Bill 2484, which included statute provisions for increased endowment spending related to COVID-19. Prior to the enactment, Pennsylvania permitted a maximum endowment draw of 7% of the calculated average market value of the assets held by the institution. This bill increased the maximum to 10%. The increased expenditure provisions applied only to calendar years 2020-2022 and to the fiscal years that ended therein. Juniata's Board of Trustees authorized up to the 10% endowment draw for both FY 2021 and FY 2022 (S7C2). These additional draws were to be used for strategic initiatives authorized by the Business Affairs Committee to support the operations of the institution. These initiatives included funding a Voluntary Separation Incentive Program (S2C5, S7C2), a campus-wide compensation study (S2C5, S6C2C4C5C8C9, S7C2, RoA10), residence hall improvements, the campus gateway project, enhancements to our Enterprise Resource Planning (ERP) system, and the eventual development of a quasi-endowment fund for the deferred maintenance of campus facilities.

In Winter 2021, after deliberation and approval by the Senior Leadership Team, the Office of Human Resources announced the aforementioned Voluntary Separation Incentive Program that would be available to faculty and staff who met specified criteria. Twenty-four members of our community decided to participate, ten faculty and fourteen staff. The initial outlay, funded by the FY 2021 additional endowment draw, was \$1.74 million. The projected six-year savings are \$5.4 million. The retirees elected their departure date as offered in the plan, with the latest retirements occurring on August 31, 2021. Per direction by the Board of Trustees, only half the positions affected by the Voluntary Separation Incentive Program could be replaced.

3.3.3 Latest Projections

Juniata is now in the final stages of the audit for FY 2022. We are projecting a modest operating surplus of approximately \$400,000. This was another year that has been marked with uncertainty due to high volatility around revenue. As we entered the academic year, we reported a higher than anticipated melt of the incoming first-time, full-time cohort, or \$1.3 million in revenue. In the spring semester, we experienced attrition at a higher rate than anticipated, which resulted in a decrease to the projection of nearly \$2 million less in net revenue from undergraduate students' tuition, room, board, and fees. This increased attrition was attributed to a higher number of December graduates than anticipated. In addition, we experienced lags in graduate revenue in the fall semester of approximately \$300,000. These revenue reductions were partially offset by an \$800,000 award from the Federal Emergency Management Agency (FEMA). The FEMA funds were for the reimbursement of COVID-related expenses incurred in previous fiscal years. In addition, the Senior Leadership Team and budget officers carefully reviewed spending throughout the year for a savings of \$1.5 million, and we reported savings of \$3.8 million from compensation and the continued positive performance of our medical insurance benefit. Salary and wage lines for all classifications combined came in under budget by \$1.7 million. These savings are the result of vacancies in positions and the evaluation of how and when to best fill those positions. Our medical insurance finished the year nearly \$2 million under budget.

3.4 Investment in Infrastructure

As Juniata was working to streamline operating efficiencies and align the size of our workforce, we were mindful of the need to continue to invest in our facilities to meet the needs of current and future Juniatians. Generous donations from our community as well as the issuance of additional debt instruments made these investments possible. In 2013, Juniata College finalized a bond issue that was used primarily to fund the construction of Nathan Hall (approx. \$7.5 million), which has all single rooms and is a climate-controlled building with a thermostat in one room that controls multiple rooms. Also, part of this bond issue was the relocation of two buildings to move them outside of the footprint of construction, the Ceramics Studio to the first floor of the Sill Business Incubator (approximately \$600,000) and the Facilities Maintenance Building to a location just north of the former site (approximately \$340,000). As part of the debt issuance, Standard and Poor's (S&P) Ratings Services affirmed an A-/Stable rating in 2014 for the College. S&P's rationale states that "Juniata's moderately high tuition discount rate, which is indicative of financial aid pressure, and low endowment relative to the rating category" somewhat offset the strengths cited in their rationale for our rating. S&P also signaled that they could consider a negative rating action if the College were to generate significant full-accrual deficits (S6C7C8C9, RoA11).

In 2015, as Juniata looked forward to investing in additional facilities outlined in our Master Plan of 2009, a storm water management plan was designed and then approved by both Huntingdon Borough and the Department of Environmental Protection. This innovative approach to storm water management should benefit the College for the next twenty years. The storm water plan was implemented behind Ellis Hall in Spring 2016. This project included construction of a large retention basin, vegetative swale, and riparian buffer. When not in use, the large retention basin is used by our rugby club teams as well as by our track team for the javelin throw.

In May 2016, we closed on the \$46.1 million Series of 2016 debt project. This was comprised of a \$5.1 million bank-qualified loan from Fulton Bank that was used to refinance the Series of 2007 debt; a \$7.7 million non-bank-qualified loan from Fulton Bank that was used toward the advance refunding of the Series 2010A bonds; and a \$33.3 million Series 2016 bond issue with \$20 million toward the Series of 2010A and \$13.3 million in new money borrowing.

This project set out to balance the following: ongoing affordability of debt service, optimal overall amortization of debt service, appropriate management of interest rate risk, ongoing security and covenant flexibility, and optimization of the College's S&P rating while balancing the future needs of the College. In preparation for the bond issuance, S&P lowered its rating of Juniata to BBB+/Stable in 2016 for the debt issued for Juniata. S&P based this rating on Juniata's "modest available resources" and "moderate annual debt service" offset by "lackluster operating results," "fluctuating enrollment and demand trends," and "moderately high tuition discount rate." We did receive a Stable Outlook, which was based on their opinion that our enrollment would stabilize and that we would generate break-even financials and be able to maintain our available resource ratios (S6C7C8C9, RoA11).

The primary projects funded by the proceeds of the Series 2016 bond issue were the construction of Kepple Hall for Integrated Media and Studio Arts (\$3.2 million), the Ellis entrance improvement project (\$1.2 million), the Good Hall entrance elevator project (\$1.5 million), and the Brumbaugh Academic Center A100 entrance improvement project (\$1.7 million). The projects in Ellis, Good, and Brumbaugh Academic Center were geared toward improving accessibility and building entrances.

While not part of the bond issue, during the same period, the newly constructed Winton Hill Athletic Complex (\$4.8 million), comprised of the Gibbel Stadium and Raffensberger Tennis Courts, was dedicated during Homecoming & Family Weekend. Gibbel Stadium is home to our men's and women's soccer and lacrosse programs and includes an artificial turf soccer/lacrosse field, competition-level lighting, and bleachers for three hundred spectators. Raffensberger Tennis Courts include six tennis courts and competition-level lighting. The facility also includes a press box and locker rooms.

In 2018, Juniata closed on the \$7.8 million Series of 2018 debt project. This project refinanced the Series 2013 debt. The project set out to fix the interest rate and assist with ongoing security and covenant flexibility. In August 2019, S&P Global ratings issued their new rating for the College's debt. They affirmed BBB+; however, they issued a negative outlook for our credit. "The negative outlook reflects Juniata's ongoing enrollment issues, which have resulted in increased operating pressures and full-accrual operating deficits in FY 2017 and FY 2018. We expect deficit operations to continue for 2018, with improvements in operations in 2020 and beyond. We expect enrollment to stabilize and operations to return to break-even on a GAAP basis within the next two years. Absent such improvements, we could lower the rating to 'BBB'" (S6C7C8C9, RoA11). In November 2020, S&P's annual review did result in a downgrade of our credit to BBB/Stable, reflective of our ongoing enrollment issues. The Stable outlook was reflective of S&P's expectation that we would work to stabilize our enrollment and maintain modest deficits while moderating endowment draws (S6C7C8C9, RoA11).

In 2021, as the BELIEVE Campaign closed, the Board of Trustees authorized the start of construction on the Statton Learning Commons. The vision for this project is to transform "our outdated library into a twenty-first century learning commons, an active and vibrant learning-centered destination with accommodating space for independent and collaborative study, multi-media production, offices and support space, program centers, and a café" (S6C2C4C6). This project is supported by campaign donations and a \$4 million grant through the Pennsylvania Redevelopment Assistance Capital Program (RACP) (S6C4C6). To move forward on this project, in October 2021, we closed on the Series of 2021 Bond Issue in the amount of \$17.85 million. This was comprised of the financing of the Series of 2004 and Series 2016 U1 bank loans and \$13 million in new money to be used toward the construction of the Statton Learning Commons. The debt was structured to provide short-term cash flow savings of approximately \$1.9 million over the next three years by moving principal payments for the refinanced bank loans into FY 2023-2046 (S6C4C6, RoA11). While there is an increase in debt service payments beginning in 2026, the analysis did not account for the timing of pledge payments (\$5.6 million) or reimbursement from the RACP grant. In preparation for this issuance, S&P affirmed its rating of BBB/Stable in October of 2021. In affirming its rating, S&P cited "modest-but-adequate available resources" and "moderate pro forma maximum annual debt service burden" (S6C7C8C9, RoA11). Work on the Statton Learning Commons started in Summer 2022 with completion due in Summer 2023.

3.5 Retention

Line of Inquiry: Which structures/processes exist to sustain or enhance revenue directly related to the retention of students already enrolled?

Juniata, like many institutions, is dependent on revenue from the enrollment of undergraduate residential students. While we have a variety of initiatives to sustain enrollments of new cohorts, we must also retain students who are already enrolled since retention is a key driver of the operating budget. Every five students represent approximately \$155,000 of net revenue.

The Retention and Student Life Committee of the Board of Trustees and Matthew Damschroder, vice president for student life and dean of students, have set an institutional target range of 87-90% for retention. In Fall of 2021, retention of the 2020 cohort from matriculation to sophomore year was 86.3%, an improvement as compared to the five-year historical average of 83.8% but still short of the target range (see a more thorough discussion of retention and completion initiatives in Chapter 2).

3.6 Institutional Improvement

Line of Inquiry: How are research and resulting data aligned with and driven by questions we need to answer for institutional improvement?

Understanding the importance of evidence-based decision-making, we have sought to determine whether we are asking the appropriate questions for institutional assessment, whether we have the appropriate tools (data and procedures) to answer them, and whether our assessments lead to institutional improvement.

3.6.1 Assessment

The College has clear and accessible institutional benchmarks for success, including the former 2015 Strategic Plan: *Courage to Act* (S1C1, S6C1C6C8, RoA7, RoA10), the new strategic plan: *All In: The Strategic Plan for Juniata College* (S1C1, S6C1C6C8, RoA7, RoA10), the campus master plan (S6C2C4C6, RoA10), institutional learning outcomes (S2C9, S5C1, S6C1, RoA9, RoA10), and the presidential scorecard (2016-17, 2017-18, 2018-19, 2019-20) (S7C3C5, RoA10). Collectively, these define pathways for institutional improvement. Data that document progress are collected through administrative and academic program reviews; individual employee evaluations; external data reporting; external and internal surveys of students and faculty, such as evidenced in the National Survey of Student Engagement (NSSE) Multi-Year Report (S5C2, S6C2, RoA8, RoA9, RoA10), the Faculty Survey of Student Engagement (FSSE) (S6C2, RoA8, RoA10), Great Colleges to Work For (S6C2, RoA8, RoA10), and COACHE (S6C9, S7C5, RoA10); and project-specific data gathered by the Grants Office. We tailor our processes to review and leverage this data for institutional change to our need.

A clear example of research tied directly to institutional improvement is the six-year program review cycle, which includes annual department reports on the assessment of student learning. The Department and Program Committee (a faculty standing committee) administers this process for academic departments and reports on compliance (S3C2C8, S5C2C3C5, RoA8, RoA9, RoA15). The review rubric explicitly asks departments to provide data that demonstrate how they support the mission of the College and how they have met the "strategic plan themes of Scholarship, Community, Presence, Distinctiveness, Resources" and our institutional learning outcomes. An annual assessment calendar that requires academic departments to document direct and indirect evidence of student learning outcomes builds support over a five-year period leading up to the six-year program review (S6C1, RoA8, RoA9, RoA10, RoA15). Departments are expected to make changes to their courses and/or curriculum because of these assessments. Additionally, the six-year program reviews culminate in a memorandum of understanding signed by the department chair, provost, and president. Some examples of the six-year review reports are provided in the evidence inventory (S3C8, S5C2C3, RoA8, RoA9, RoA15).

Administrative program reviews are facilitated by the relevant senior administrator (S6C1C2C8C9, S7C4C5, RoA8, RoA10, RoA11). These reviews collect equivalent information about each program, including goals and objectives, how the program supports the College's strategic plan and institutional

learning outcomes, and resourcing. External reviewers are invited to campus to meet with key stakeholders. Their written review typically affirms strengths and identifies areas for improvement, recommending resources and strategies to facilitate growth. This process has yielded substantive and meaningful shifts in policy, staffing, practice, and organizational alignment for several areas, including Academic Support, Alumni Relations, Career Services/Development, and the library.

3.6.2 Risk & Compliance Management

In 2017, Juniata completed a campus-wide risk assessment, gathering risks in ten categories: enrollment challenges, financial goals, talent acquisition and retention, capital improvements and deferred maintenance, data and network security, compliance with federal law, academic experience, student behavioral and mental health, leveraging technology, and campus and student safety. These risks were evaluated and managed by the Senior Leadership Team with reports to the campus community and reports to the Audit, Risk, and Compliance Committee of the Board of Trustees to share progress (S6C8C9, S7C5, RoA8).

With support of the College attorney, a position added in 2018 to provide in-house legal counsel, Juniata ensures institutional adherence to sustainable operational guidelines via risk assessment and management committees. Through campus-wide data-gathering initiatives, these committees identify and evaluate potential threats to the ability of the College to fulfill its obligations and to advance its mission. These campus groups include the Senior Leadership Team, Campus Safety Committee, College Advisory Council, faculty committees & department chairs, Enrollment Success Committee, Technology Governance, IT Security Team, Retention Committee, the Stewards of Diversity, and the COVID Operations Team. Currently, Juniata's Risk Manager monitors ongoing institutional risk, insurance, and the compliance inventory, providing routine reports to the Audit, Risk, and Compliance Committee of the Board of Trustees (S2C8, RoA5).

Additional evidence that addresses applicable laws, regulations, and commission policies, including the Federal Compliance Report, is provided in the evidence inventory (S2C8, RoA5, RoA6).

3.6.3 Feedback Loop

While assessment of student learning and of institutional effectiveness has been a focus and priority since our last Middle States visit, establishing documented and cohesive processes to curate and broadly disseminate what has been learned through these assessments remains a work in progress with room for continued improvement. The results of these assessments often lead to changes in practice and policy, yet consistent and transparent communication of our actions on these findings could be strengthened. Individuals generate and store program reviews and summative reports; conclusions often live in committee minutes or annual performance evaluations. Data generated by external evaluations are, in part, combined on a publicly accessible webpage managed by the Office of Institutional Effectiveness yet work continues to establish centralized storage and dissemination methods for all types of research that affect common goals (S6C2C9, RoA8, RoA10). With important exceptions, changes that are made because of assessing institutional objectives are irregularly reported out. While functional units and the College overall have made progress on strategic goals, annual updating or sharing of strategic indicators should become a more routine process. In August 2022, the president appointed a vice president of administration, a newly established position that oversees Human Resources, Facilities, and Information Technology, to oversee the management of *All In: The Strategic Plan for Juniata College* and to address this gap (S1C1, S6C1C6C8, RoA10, RoA11).

3.7 Mission-Aligned Organization

Line of Inquiry: In what ways does the organizational structure/chart reflect and communicate Juniata's mission and goals across the organization, with particular emphasis on student learning?

How Juniata is organized speaks to how we have aligned resources, both human and financial, as described throughout this self-study. Our structures facilitate the extent to which we communicate, collaborate, and cooperate effectively in our efforts to act purposefully and strategically to deliver on our promise to students. Our governance, policies, and practices similarly inform how decisions regarding resource allocation are made. We start from the premises that an effective organization directs most of its resources to the most important components of its mission and that it routinely assesses its organizational structure for effectiveness (S6C1C5).

3.7.1 Structure

We consider an effective organizational structure to be one that is defined (roles are clear and well-communicated across the institution), balanced (human resources are directed to areas of greatest need and centered on student learning), appropriately hierarchical (the reporting structure should allow employees to focus on their specific work while maintaining an understanding of how it contributes to the overall mission), and adaptable (the structure is regularly assessed for effectiveness, and there is a formal process for changing it). Juniata's organizational chart is internally available and updated on an ad hoc basis by collating individual organization charts maintained by each head of a functional unit (S6C4C5, S7C1C4, RoA12). The chart is supported by reporting lines and individual position descriptions (PDQs: Position Description Questionnaire) maintained by the Office of Human Resources. In general, these job descriptions are clear, up-to-date, and available to the employee and the wider campus community. Position descriptions are listed online and were recently updated as part of a comprehensive analysis of compensation (S6C4C5, S7C1C4). This analysis led to a new compensation philosophy [and banding structure](#) that clearly articulates criteria for classifications and salary ranges associated with each band or rank (S2C5). This information has been shared broadly with the campus community (S2C5, S6C2C4C5C8C9, S7C2, RoA10). New employees have individual orientations by their home department and Human Resources. There is also an employee orientation program grounded in mission and the student experience (S1C1).

The organizational chart indicates that the distribution of human resources across the College is well balanced and appropriately focused on our mission. The largest unit on campus is Academic Affairs, which groups faculty together with para-academic units and services such as the Beeghly Library/Statton Learning Commons, Center for International Education, Registrar, Institutional Effectiveness and Research, and Juniata Museum of Art. The second largest unit on campus is Student Life, comprising Campus and Residential Life, Counseling and Health Services, Student Conduct and Safety, Campus Ministries, Athletics, and more. Together, these two units account for 75% of all employees, reflecting our emphasis on teaching and the co-curricular, residential experience.

Since the last accreditation visit, there have been realignments between and across these entities. Student Life is now led by a vice president who reports directly to the president. Academic support services and resources, including Student Accessibility Services and tutoring, now report to the vice president of student life and dean of students, given Matthew Damschroder's expertise in and vision for these areas. Grants administration and compliance were moved from Academic Affairs to Advancement to strengthen our grant-seeking efforts. Campus Technology Services reported through Academic Affairs

from 2017-2022 to strengthen our focus on digital learning, to ensure that our information technology infrastructure was mission driven, and to integrate information technology with information literacy and library services. Once those strategic priorities were institutionalized, IT Services were moved to the newly created position of vice president for administration to ensure continued execution of evolving priorities, with library services and digital learning remaining in Academic Affairs. Facilities and Human Resources also report to the vice president for administration as of 2022. All these organizational shifts were made to reflect the strategic plan as well as recognize the strengths and contributions of the talent involved.

The relatively flat organizational structure reveals the historically relational, non-hierarchical culture of the College. Most employees (80%) report either directly to a vice president (48%) or to a supervisor who reports to a vice president (32%). The flat structure allows those in supervisory roles to understand and receive feedback on the day-to-day operations of the College, which contributes to more effective decision-making. Although it may also increase the management burden for supervisors, this is mitigated by other organizational structures beyond direct reporting lines that serve to coordinate the work of the College. For example, faculty are organized into academic departments, each coordinated by a department chair. As of Fall 2021, these academic departments are further organized into academic divisions that are coordinated by a division head. There is also a strong, formal, standing committee structure to organize work efforts, as defined in the Faculty Manual (pp. 8-19) (S6C5, S7C1, RoA12). Prompted by the COACHE results, the faculty debated their governance structure in 2021 and 2022. After deliberation and discussion, the faculty affirmed a structure that includes the provost as the chair of both the faculty executive committee and the faculty writ large. While each faculty member reports directly to the provost for hiring and personnel decisions, including compensation and disciplinary action, not all granular work needs to pass through that office.

The process to evaluate and communicate the organizational structure is largely informal. Heads of functional units may, with approval of their vice president, adjust reporting lines on an as-needed basis to respond effectively and efficiently to emerging issues and staffing changes. Changes to the organizational structure are communicated to the campus community by email if the position change is likely to affect many people, but minor changes are not communicated beyond those directly impacted. Maintaining the organization chart as a dynamic, accessible, and searchable record has not been a formal part of this process. Consequently, although the organization can adapt quickly to internal or external pressures, staff have reported sometimes feeling confused about who is responsible for specific tasks because the organization chart is not current. Recent increased turnover and reorganization have exacerbated this challenge.

Some units in the organization have responsibilities to multiple vice presidents; for example, Athletics reports to the vice president for student life but also plays a key role in student enrollment, which falls under the vice president of enrollment. While grants compliance now reports to the vice president for advancement, the provost continues to drive grants strategy and works closely with that team. In 2017, Marketing moved from a former vice president of advancement and marketing to a vice president for marketing and then transitioned to the vice president for enrollment in 2019, due to the primacy of effective marketing in the recruitment of students and at a moment of cost containment. However, the need to engage alumni also ensures a close working relationship between marketing and advancement. The chief information officer (CIO) has reported to the vice president for finance and administration, the provost, and now the vice president for administration. Because the CIO is also a member of the Senior

Leadership Team, there are structured opportunities for the kind of collaboration and coordination necessary, given the centrality of technology and information to our mission and function.

3.7.2 Communication and Decision Making

Line of Inquiry: How does governance and organizational communication ensure the successful implementation of goals, the fulfillment of key initiatives, and allocation of resources?

Recognizing that effective communication across the institution is key to collective focus on the mission and is the foundation of shared governance, this line of inquiry addresses whether appropriate channels of communication exist and whether all members of the Juniata community have access to relevant communications.

3.7.2.1 Governance and Leadership

Governance of the organization vests operational decision-making authority with the Senior Leadership Team (SLT), who are advised by divisional heads who are typically titled directors, functional unit leaders, and others. Decisions pertaining to institutional policy, fiscal viability, mission, and strategy flow from Senior Leadership Team to the Board of Trustees for evaluation, discussion, and approval. The SLT is comprised of ten administrative positions that each have oversight for a core function of the College and include

- President, Chief Executive Officer
- Provost, Chief Academic Officer
- Vice President for Student Life and Dean of Students (with oversight of Athletics)
- Vice President for Administration, Chief Human Resources Officer (with oversight of Facilities and Information Technology)
- Vice President for Advancement
- Vice President for Enrollment and Marketing
- Controller and Chief Financial Officer
- Assistant Vice President and Chief Information Officer
- Dean of Equity, Diversity, and Inclusion, Chief Diversity Officer
- Executive Assistant to the President

Not everyone on the SLT reports to the president, and not all the president's direct reports sit on SLT, which is organized by function rather than representation, allowing for strategic decision-making and careful vetting of issues. The Senior Leadership Team and their credentials are provided in the evidence inventory. Beginning in Fall 2022, a member of the Faculty Executive Committee attends a monthly SLT meeting to enhance communication and consultation with the faculty (S7C1C3C4). The president also meets monthly with the Faculty Executive Committee, which is chaired by the provost.

The president is evaluated annually by the Board of Trustees, typically in July, and held accountable to a scorecard developed by the Executive Committee of the Board. Metrics included on the scorecard reflect the strategic priorities documented throughout this self-study, including enrollment, retention, philanthropy, and financial stability, and more. Examples of the presidential scorecard (2016-17, 2017-18, 2018-19, 2019-20) (S7C3C5, RoA10) are provided in the evidence inventory. The president oversees the setting of annual goals by each member of SLT and holds them accountable to those goals throughout the year, culminating in the annual evaluation that takes place for all staff and administrators.

The Board of Trustees follows membership expectations, including disclosure of conflicts of interest, and has established in Juniata's bylaws standing committees that review and evaluate specific aspects of the organization's work (S6C5, S7C1C2C3, RoA12, RoA13, RoA14):

- Advancement Committee
- Audit, Compliance, and Risk Management Committee
- Business Affairs Committee
- Education Committee
- Enrollment and Marketing Committee
- Executive Committee
- Governance Committee
- Investments Committee
- Retention and Student Life Committee

According to the Board's bylaws, student and faculty representatives number among the non-voting members of the Board (S7C1).

The committee structure of the Board is dynamic, changing to reflect the needs of the organization and best practice in higher education, evidenced in the revision of the 2018-2019 structure into the 2022-2023 structure (S7C1, RoA12). For example, after 2018, the Education and Student Life Committee was divided into separate committees; this division recognized both the emergence of a vice president for student life who also serves as the chief retention officer and the critical role of the co-curricular experience in contributing to the overall mission and outcomes of the College. The Audit, Compliance, and Risk Management Committee charter ensures oversight and management of compliance requirements (S2C3C4C8C9, S6C7, RoA5, RoA11). The Board also conducts routine assessments at the full board, committee, and individual levels (S7C2C5, RoA10).

3.7.2.2 Communication

Juniata maintains honest and open communication with diverse constituencies, including faculty, administrative staff, students, alumni, donors, trustees, and local and regional communities (S2C6). Methods of disseminating information of broad relevance to the campus community include the president's monthly email newsletter; periodic digital communications with targeted audiences for information sharing, information gathering, or solicitation; daily campus-targeted announcements that are distributed via email and on the web-based Arch according to the mass email policy (S2C6); quarterly or ad hoc in-person campus forums; email lists to faculty, administrative staff, and students (which are manually maintained); reports to the faculty from representatives to the Board of Trustees; announcements at faculty or academic affairs meetings; and information sharing at Board, division, department, and functional unit meetings.

Information flows down the organizational chart from the SLT through their respective channels via weekly (academic year frequency) or bi-weekly (summer frequency) meetings. Standing committees (as coordinated by the Executive Committee of the faculty); project committees convened to address specific issues; and divisional, departmental, and functional unit meetings all generate minutes to document and track progress. These documents often reside on central document storage solutions or Moodle pages with access control in place. An accessible "public to Juniata" document storage solution (recently implemented) is currently underused for storage of such material. Typically, information is distributed by email to targeted individuals who are perceived to have a need to know.

With the departure of the vice president for strategic communications and marketing in 2019, Marketing and Communication began reporting to the vice president for enrollment to facilitate effective collaboration between our marketing and student recruitment efforts. However, the growing complexity of communication needs at the institution and within the sector has prompted a reexamination of how best to organize and staff Marketing and Communication. Concerns about the efficacy of internal communication also contribute to this reconsideration. Juniata began partnering with RW Jones regarding crisis and strategic communications in 2020, and its managing partner came on board as an interim chief communications officer in 2022. A strategic planning process focused on marketing and communications began in Fall 2022. A search for a new vice president of strategic marketing and communication was launched in February 2023.

There are also many opportunities for constituent participation in committees tasked with hiring, responding to issues of concern to the campus, strategic planning, and evaluation of many initiatives; communication and collaboration often takes place in these informal venues. Of note, students who are represented on faculty standing committees, search committees, the Board of Trustees, student government, the Bias Response Team, and at faculty meetings report back to their constituencies routinely. No formal evaluation of the effectiveness of these structures and communication processes has been conducted to date; it is a goal of ours.

3.7.3 Evaluation and Improvement

Professional development funding was centralized in 2019 to ensure its strategic use and to manage resources. Each vice president is responsible for determining a budget and providing meaningful professional development to staff and administrators. Professional development is especially important during a time of rapid adaptation because it ensures that talent is effectively matched to the evolving needs of the College. In addition, faculty have access to professional development funds for participation in academic meetings. Those funds are allocated by the Faculty Development and Benefits Committee and come from endowment income. Each faculty member, regardless of whether they are eligible for tenure, can seek up to \$2250 per year for professional development.

Juniata also offers its own professional development opportunities. Online training and support-group pages for specific skills or software needs are regularly available to employees and advertised via the campus intranet. For campus-based faculty development, the Scholarship of Teaching and Learning (SoTL) Center is the primary vehicle. Its board sponsors biweekly lunch discussions of contemporary classroom issues and organizes a faculty learning community each semester. Faculty conferences take place before the start of each semester with the theme and planning determined by the SoTL board and the provost.

An annual review process for all faculty and staff encourages both reflection and aspiration while ensuring that our human resources are appropriately matched to their responsibilities in the organizational chart. The president is evaluated by the Executive Committee of the Board of Trustees. Administrative staff annual performance appraisals require both self-evaluation and supervisor response to confirm shared goals and perceptions of work (S2C5, S7C4C5). The appraisals highlight practices that address issues of diversity and inclusion and encourage mapping goals and objectives to the strategic plan, thereby reinforcing a connection between individual actions and institutional outcomes. Performance appraisals are shared up the organizational chart, with the supervisor and vice president

reviewing and signing all appraisals prior to submission to Human Resources for archiving; this process ensures that individual actions are recognized by all levels of the organization.

Periodic evaluations of faculty eligible for tenure proceed according to the Faculty Manual (pp. 39-52) via the Faculty Personnel Evaluation Committee and faculty evaluation forms (S3C2, S6C5, RoA15). The committee makes recommendations up the organizational chart through the provost and president. Additionally, each fall, every faculty member articulates annual goals and reflects on accomplishments of the past year. Those are reviewed by the department chair and the provost with individual feedback given to each faculty member by the department chair and/or the provost.

3.7.4 COVID Operations

Line of Inquiry: What is the impact of the COVID-19 pandemic and Juniata's COVID mitigation effort on the viability of the institution? (The financial impact is described in section 3.4.2.)

While the COVID pandemic had major negative financial ramifications, including decreased enrollment, it also created opportunities that the College has been able to use to help support our viability in the long term. These opportunities have already supported and will continue to support future revenue generation. During the pandemic, after the switch to remote learning in March 2020, we were able to maintain a quality educational experience delivered remotely that generated adequate revenue until the resumption of the in-person, residential experience in Fall 2020. In July 2020, the institution reported planned efforts to the Board of Trustees through a risk update (S6C2C4C8, RoA8). These efforts summarize how the campus prepared to sustain in-person residential education and associated revenues for 2020-2021.

A COVID Operations Team was established during Spring 2020, and that team set up policies and procedures that allowed the College to be in-person during all of 2020-2021, when other schools were remote. Prior to Fall 2020, the College adopted HyFlex learning, which meant that, while most students were in-person, those whose health conditions or personal circumstances prevented them from being on campus were able to continue to enroll here and learn remotely. Approximately 10% of enrolled students elected remote learning in Fall 2020 while most of the rest of our students returned to in-person, residential learning. We secured educational grants to support the adoption of HyFlex and provide transitional budget assistance.

One of the most significant adaptations that accompanied COVID was the increase in digital learning opportunities throughout the school year but also during the summer and winter, when offerings and enrollments continue to grow even as COVID's significance wanes. The switch to online learning during the COVID pandemic enabled us to enhance the online learning infrastructure while also forcing professors and staff to adapt quickly to that modality.

The College takes great pride in its global worldview, and the impact of COVID on travel to and from the United States had substantial impacts on the operations and finances of the institution. As an early herald of what was to come, the College began to field reports of COVID in late 2019 and early 2020, with outbreaks and border closings affecting students in exchange programs in Italy and other European countries. Conditions escalated quickly as the College sought to evacuate and keep safe students traveling outside the US and to return many international students to their home countries and families or to domestic safe havens in the same timeframe that the Governor and Commonwealth of Pennsylvania were shuttering campuses and disbanding in-person work and operations. After the

immediate repercussions, the College sustained depressed enrollments of continuing and incoming international and exchange students through 2022, when vaccines allowed global travel to re-emerge more broadly. Similarly, as of 2022, study abroad and short-term international trips are just beginning to normalize for the College. Looking to 2023, Juniata will be restoring essential opportunities for learning and growth that also provide budget support through revenue generation.

Covid also had a major impact on student recruitment and led to some short- and long-term changes that continue. Spring 2020 forced us to shift many enrollment events into virtual offerings. They were largely successful and have continued to evolve and engage prospective students and families, even as enrollment travel has re-engaged. As a result, how we deliver enrollment content has also shifted, and we have invested in a new virtual tour, expanded our video offerings, and established more robust virtual connections with enrollment counselors.

3.8 Summary

This narrative demonstrates that substantial changes have taken place over the past ten years to secure the financial future of Juniata, including staff reductions in Summer 2019, furloughs in Spring/Summer 2020, and the Voluntary Separation Incentive Program in 2021. These reductions have affected campus morale, with demands for more transparency and better communication. As we seek to strengthen morale, we are mindful that challenges in student demand and rising discount rates to remain competitive among other institutions are leading to expanded operational costs against flat revenues. These continued challenges resulted in Juniata projecting an operating deficit after depreciation for the current fiscal year (2022-2023).

As we look to the future, the Juniata community needs to have a strategic focus and an appetite for innovation. We will continue the work of diversifying our revenue by evaluating our academic program mix, adding to our graduate programs and 3+1 accelerated dual degree programs, and considering how to more fully utilize our property to grow conferences and events revenue. In addition, enrollment will be focused on expanding our reach for recruiting new students to Juniata. Through some of the work completed to date, we are looking forward to welcoming our first cohort of students from our 3+1 partnership with Ningbo University in Fall 2023. Juniata is currently in partnership with both Penn Highlands Community College and HACC Community College for 2+2 programs. In addition, we are in College Access Partnerships with four Community-Based Organizations (Chicago, California, and two in Philadelphia).

3.8.1 Areas of Strength

This chapter demonstrates comprehensive evidence that fully addresses MSCHE Standards I, VI, and VII, and includes evidence for Standard II. Specific evidence is provided for all MSCHE Standards as follows: I (1-4), II (2-9), III (2-4, 6, 8), IV (1, 2, 6), V (1-3, 5), VI (1-9), VII (1-5). Evidence for Standard II, Criteria 1 is provided in the evidence inventory. This chapter also addresses Requirements of Affiliation 5-14. Additional evidence is provided in the evidence inventory, as outlined in the MSCHE Evidence and Document Map.

Juniata has defined processes and related documentation to ensure that goals, objectives, and policies are broadly understood by internal and external constituencies, that they are periodically reviewed for efficacy and adjusted or developed in response to data and appropriate and ethical support from the Board of Trustees. Several mission-aligned initiatives have intentionally worked to ensure the long-term

viability of Juniata, including academic planning and program prioritization (S3C2C4, S6C1C2C8, RoA9), new program development, a comprehensive campaign, increased grant and foundation support, and resource alignment. This work fits within a larger vision for providing a twenty-first century education within the context of Juniata's mission and demonstrates strength in governance, planning, and decision making (Standard VI and VII).

3.8.2 Opportunities for Improvement and Innovation

Overall, while Juniata has done a good job anticipating future challenges and preparing for them proactively, those efforts remain a work in progress, given the fierce competition for students and the demographic pressures that we face. Enrollment is less stable than is ideal, though we have seen some progress in the areas where we have established partnerships. While retention has improved, we have ambitious goals to strengthen it further. The financial outlook is stable, as we acknowledge that we have modest margins that leave little room for error.

We see two primary areas for growth over the next few years:

- Academic program development will be the primary focus of academic affairs. Our mission, location, and historic strengths will frame which programs we pursue while we also consider student interest, market demand, the needs of the local community, and the broader society. While the financial picture is stable, our margins leave little room for error. We commit to routine and rigorous analysis of recent initiatives to assess what has or has not worked and what we should discontinue.
- While documentation, processes, and research exist, their location and use are sometimes obscured through distributed ownership. A strong sense of oral tradition and relational working style, valued by the community, have inhibited embracing more efficient, often technology-driven solutions. We plan to address this through an improved assessment process for administrative units. Doing so will help ensure we have the requisite evidence to help us fulfill our mission and allocate resources.



Conclusion

Substantial planning, research, and community input has led to a thorough evaluation of Juniata's strengths and opportunities that was informed by strategic planning, undergirded by a collective commitment to continuous improvement, and aligned to both our mission and the Middle States Standards. Our self-study report simultaneously demonstrates compliance with all seven of the Middle States Standards and fifteen Requirements of Affiliation at the same time as it provides key findings designed to help us exploit our considerable strengths while addressing the public health, social justice, and population challenges that have emerged in this disruptive environment.

Strengths

To strengthen student success and outcomes, Juniata has invested in curricular assessment and innovation. In 2016, the Juniata community adopted institutional learning outcomes (ILOs) developed through a collaborative process and grounded in mission. A comprehensive revision of the general education curriculum, directly informed by assessments of the prior curriculum and best practices in higher education, was designed and approved by the faculty in 2018. Assessment of that curriculum is underway as the first cohort prepares to graduate in 2023.

Juniata underwent an extensive academic program prioritization process led by the provost in partnership with faculty to establish an evidence-informed strategy on which to base program curtailment, sustainability, and enhancement. As a result, numerous POEs were suspended, and decisions to replace or hire new faculty have been informed by that analysis.

New innovative undergraduate and graduate programs that leverage Juniata's strengths and are attentive to student interest and market demand have been and will continue to be developed. We have added seven new undergraduate programs since 2017, and evidence suggests these have been worthwhile additions to the curriculum in terms of enrollment. These new undergraduate programs include Neuroscience, Health Care Administration, Data Science, Business Analytics, Criminal Justice, Environmental Engineering, and Strategic Communication. We also started four new graduate programs in 2019, including a Master of Business Administration, a Master of Organizational Leadership, a Master of Bioinformatics, and a Master of Data Science. A Master of Special Education was launched in 2022 and additional graduate programs are planned for 2023 and beyond.

Juniata has been successful in recruiting a more diverse student body and has aligned resources to promote student retention and success for all students. Enhanced facilities have been designed to ensure ongoing improvements in accessibility and programmatic space for the needs of Juniata's current and future students, including but not limited to the reimagination of Beeghly Library as the Statton Learning Commons. We have created new programs, positions, and offices to promote student success, including but not limited to wellness services; accessibility services; and equity, diversity, and inclusion

(EDI). EDI leadership was elevated to Senior Leadership Team status in 2018, and faculty champions have emerged to ensure contemporary and inclusive pedagogies. Juniata has also demonstrated emerging distinction in high-impact practices that are experiential, with community-engaged learning and mentored undergraduate research joining the distinction of Juniata's study abroad program. Juniata sustained its residential mission through most of the pandemic, leveraging a COVID Operations Committee using available science whose primary focus was the health and safety of the campus community.

Juniata has strengthened its capacity to fund and support its goals and initiatives through intentional alignment of resources and revenue diversification. The most successful comprehensive campaign in our history matched vision to resources, driving implementation and execution of institutional priorities. *BELIEVE: The Campaign for Juniata College* exceeded the goal of \$100,000,000 and raised a total of \$128,600,351.46 to help provide a sound financial future for the College.

Measures have ensured that Juniata has met necessary financial ratios. We proactively leveraged expense reduction and cost containment efforts to ensure optimal use of human and financial resources, some to manage the impacts of the pandemic and others to ensure long-term viability. We strategically leveraged Pennsylvania statutes for increased endowment spending to provide a Voluntary Separation Incentive Program, a campus-wide compensation study, residence hall improvements, the campus gateway project, enhancements of our Enterprise Resource Planning systems, and the eventual development of a quasi-endowment to fund deferred maintenance of campus facilities. In the last ten fiscal years (2013-2022), more than \$24,623,000 was awarded to Juniata through grant and foundation support. Of that amount, \$17,786,000, or 72%, was awarded in the last five years alone.

Opportunities for Improvement and Further Innovation

The timing of Juniata's self-study process, begun in late 2020 with the successful conclusion of the 2015 Strategic Plan: *Courage to Act*, provided an opportunity to align this self-study with the effort that has culminated in the articulation of our new strategic plan, *All In: The Strategic Plan for Juniata College*. This was an intentional effort led by the co-chairs of both processes and an overlap in committee membership between the Middle States Self-Study Steering Committee and the Strategic Planning Committee. This led to the incorporation of identified opportunities for improvement and innovation into the commitments of the new strategic plan. The following opportunities are related to our self-study research.

Academic Distinction

The strategic plan will ensure that Juniata remains a destination for students seeking a distinctive academic experience by positioning Juniata as a premier institution for experiential and personalized education.

- **New Program Development:** Program development will be the primary focus of academic affairs. Accordingly, this should address the opportunity to enhance financial strength and increase enrollment. Our mission, location, and historic strengths will frame which programs we pursue while we also consider student interest, market demand, the needs of the local community, and the broader society. Sharpening this focus likely means expanding programmatic offerings in human health (clinical, community, and mental), among others.
- **Closing the Loop on Academic Assessment:** We have made significant progress in assessing General Education (GE) and the Program of Emphasis (POE). We view the assessment of our GE

curriculum as a strength. Assessment of POEs, while more systematic than a decade ago, would benefit from more consistent reliance on the feedback loop. Strengthening assessment of experiential education outside of general education and the POE is a priority going forward.

Equity-Minded Culture and the Campus Experience

The strategic plan will ensure that Juniata creates an equity-driven culture that undergirds all aspects of its work and that meets the needs of all students, faculty, and staff. The plan will enhance the campus experience to better attract and retain those seeking a fully residential, on-campus learning experience.

- **Creating a Sense of Belonging and Reducing Equity Gaps:** In recent years, analysis of disaggregated data has allowed us to understand, center, and address systems and circumstances (e.g., curricular; administrative supports and structures; community, belonging, and engagement; student organizations) that lead to inequitable outcomes. Our longstanding commitment to access, our proportion of first-generation and Pell-eligible students, and our expanding geographic and racial diversity have motivated prioritized change and resource allocation to foster an improving campus climate. A key priority is raising the enrollment, retention, and graduation rates of BIPOC students.
- **Improving Campus Morale and Engagement:** This period of great change has demonstrated Juniata's adaptability in the face of significant external pressures and provided significant moments of pride. However, the campus is experiencing change fatigue, and concerns about morale have been expressed in recent years. Surveys are being used to understand the campus climate, to inform programs and tactics to improve morale, and to measure progress. Other significant efforts to demonstrate support of the workforce have begun as well, including but not limited to attentiveness to campus communication, a compensation study, and a comprehensive review of all our business processes so that manual processes are reduced, quality of data is enhanced, and evidence-based decision making is the norm.

Improving Institutional Assessment and Closing the Loop on Improvement

The opportunities outlined below fall outside of the commitments of the strategic plan and are specific to continuous improvement outlined in the Middle States Standards.

- **Strengthening Feedback on Assessments:** We collect significant amounts of data via institution-wide surveys such the National Survey of Student Engagement (NSSE). We will be more deliberate about discussing the results and documenting changes that have been made based on what we have learned through them.
- **More Systematic Administrative-Unit Reviews:** While documentation, processes, and research exist, their location and use are sometimes obscured through distributed ownership. A strong sense of oral tradition and relational working style, valued by the community, have inhibited embracing more efficient, often technology-driven solutions. We plan to address this through an improved administrative unit assessment process. Doing so will help ensure we have the requisite evidence to fulfill our mission and allocate resources.
- **Understanding the Return on Investment (ROI) on New Initiatives:** While the financial picture is stable, our margins leave little room for error. We commit to routine and rigorous analysis of recent initiatives to assess what has or has not worked and what we should discontinue.

The period since our last accreditation encompasses great progress and change at Juniata, as it also illustrates the uncertainty and pressures that are transforming higher education. That we have not only weathered disruption but also enjoyed notable success as we position the institution for the future demonstrates the vision, acumen, and commitment of the entire community. We have been strategic

and purposeful in our response to external forces, facilitating internal transformations that have prompted meaningful change throughout the College. That dynamism is anchored by stable leadership at the highest level. Our 2015 Strategic Plan: *Courage to Act* affirmed and guided our efforts during this period. As we begin leveraging *All In: The Strategic Plan for Juniata College*, we have a clear sense of purpose with increased momentum to emphasize innovation consonant with our mission to graduate citizens of consequence.