

Self-Study Evaluation Team Report

**Juniata College
Self-Study Evaluation Team Visit: March 26-29, 2023**

Section A: Institutional Representatives

Chief Executive Officer (CEO)/President

James A. Troha

Chief Academic Officer

Lauren Bowen, Provost

Chief Financial Officer

Karla Wisner, Controller & Chief Financial Officer

Chair of the Board of Trustees

Mary M. White, '73

Section B: Institutional Context

Juniata College is an independent, coeducational, residential liberal arts college of 1,226 students. 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. Its 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.”

The Institution selected a priority-based approach to the self-study process. 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

The Institution aligned its self-study process with the development of a new strategic plan, creating 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.

Section C: Requirements of Affiliation

In the team's judgment, the Institution *appears to meet* all of the requirements of affiliation.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

The team finds Juniata College in good standing with the Middle States Commission and the Pennsylvania Department of Education. Juniata's scope of instruction is both undergraduate and new graduate programs, with more than 50 areas of study and 10 Accelerated 3+1 Dual Degree programs.

Juniata practices assessment, having made substantial progress on the development, implementation, and assessment of learning outcomes at the level of the Institution and the General Education (GE) program since its last MSCHE accreditation. The College engaged in a thorough and thoughtful process for redesign of its GE program resulting in coherent linkages between GE learning experiences and ILO.

The Institution demonstrates good financial management with comprehensive budgeting and institution wide planning.

In sum, the team finds that Juniata College has the resources and governance needed to meet its mission.

The team commends Juniata College for a highly collegial and collaborative process for this self-study.

Section D: Standards for Accreditation

Standard I: Mission and Goals

The Institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The Institution's stated goals are clearly linked to its mission and specify how the Institution fulfills its mission.

In the team's judgment, the Institution *appears to meet* this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

- Juniata's mission is clearly stated on the Mission page of its website and at other points in the self-study process: "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," emphasizing citizenship as well.
- Juniata's goals are appropriate for a liberal arts college and are robustly articulated in relation to student learning, through its curricular discourse and outcomes/assessment measures, especially in the areas of GE and ILO. For example, the GE mission statement reads: "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."
- Juniata's mission frames its two recent, major strategic plans (*Courage to Act*, 2015; *All In*, 2022), with approval by the College's Board.
- Juniata observes "greater urgency in the moment" for diversity and inclusion with an eye toward its mission and goals reaching all constituencies-- current internal, and potential external.
- The Brand Analysis and Report (2016) does not explore mission and goals, which would seem to be a component of Juniata's brand.
- As represented in the self-study, and with the important exception of curriculum, Juniata's mission and goals do not appear to be tightly woven into everyday life among its various constituencies. However, in the open session with staff, it was abundantly clear that their mission resonates at every level throughout the Institution, including the Board of Trustees, senior leadership, faculty leadership, and college staff.

Collegial Advice

- None.

Team Recommendation(s)

- None.

Requirement(s)

- None.

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices.

- Juniata's mission and goals are especially evident in its powerful and coherent curriculum, outcomes assessment and planning discourses.

Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

In the team's judgment, the Institution *appears to meet* this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

- Juniata's commitment to academic freedom and related issues while implied throughout the self-study is most evident in its documentary sources. The Faculty Manual includes policies on intellectual property, affirmative action and their Board's approval of free speech and expression, but these concerns are not prominent in the self-study.
- Juniata's self-study provides ample evidence/documentation that it fosters respect among diverse students, faculty, and staff, but these concerns are not prominent in the self-study and there is some question about how they resonate in campus life.
- A number of grievance processes exist, including Title IX, grade appeals and academic integrity issues, bias response, and student conduct.
- The Dean of Students serves as the Title IX Officer. Juniata student leaders expressed confidence in the Dean and expressed doubts about the appropriateness of this dual role; it was unclear if students would feel comfortable coming forward with a complaint in this context.
- The Interim Dean of Equity, Diversity and Inclusion (EDI) assembled a vibrant EDI Council of 35 strong individuals including students, faculty and staff who are subdivided into committees to work on various aspects of EDI, such as messaging and welcoming.
- Juniata hired a new Dean of EDI, not yet in the position. The new hire will be the point person for such concerns, but it is not clear how these themes will resonate throughout the campus in the out years.

Collegial Advice

- None.

Team Recommendation(s)

- None.

Requirement(s)

- None.

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices.

- The visiting team found a strong ethic of care among faculty, staff, students, and trustees.

Standard III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence of all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, and setting are consistent with higher education expectations.

In the team's judgment, the Institution *appears to meet* this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

- Juniata College offers coherent, accurately described student learning experiences that promote educational synthesis in pursuit of undergraduate and graduate degrees in a timely fashion.
- Its GE program, which aligns with MSCHE skill expectations, is informed by prior assessments, and has benefitted from a comprehensive revision reflecting aspiration to best practices.
- The College has integrated multiple high-impact practices (e.g., internships, capstone, community-engaged learning, mentored undergraduate research, study abroad, and living-learning communities) into the student learning experience, and the faculty, in partnership with academic leadership, are appropriately documenting these practices.
- Juniata has engaged in evidence-based academic prioritization in partnership with faculty, resulting in action to curtail, maintain, or enhance in particular undergraduate programs reflecting student interest and market needs.
- In addition, the College has developed its portfolio of graduate studies with careful consideration of the connection between its strengths and the needs of the labor market. Its graduate programs provide opportunities for the development of research, scholarship, and independent thinking.
- The 10.5 student-to-faculty ratio, the preponderance of small classes, and the consistent reports of students that their instructors are highly attentive, challenging, and caring provide evidence of student-centeredness.
- Juniata College boasts a qualified tenure-line faculty that is reviewed according to clear standards, and is rigorous and effective in teaching, scholarship, service, and assessment, supported by the Lakso Center for the Scholarship of Teaching and Learning, as well as other offices and sources of funding. However, review is less consistent of full-time faculty not eligible for tenure and part-time faculty, support for whose professional growth could be improved, and post-tenure faculty also.
- The focus of resources on General Education revision and new program development, shift of committee structure from Academic Planning and Assessment Committee to the new Departments and Programs Committee, and impact of COVID have destabilized some elements of the College's assessment program. As a result, assessment of student learning in Program of Emphasis (POEs) is behind where one would expect it to be based on the expectations conveyed during the last reaccreditation cycle. Although College representatives have stated that each POE has its own student learning outcomes, and that

annual departmental learning outcomes reports support the 6-year academic program review exercise in strategic planning, the Visiting Team finds that the articulation and communication of program-level student learning outcomes is inconsistent and that the project of POE assessment is still in very early stages, with most of the work yet to be delivered. The College must be diligent in ensuring accountability for rigorous and regular assessment of student learning in POEs going forward. Follow-up reports to the Commission on progress in this area will help provide structure to this enterprise.

Collegial Advice

- Juniata should assess the effects of the new pass/no pass policy. Some Juniata faculty have raised concerns about the policy diminishing rigor, and it will be important to know more about whether the policy has the effects hoped for by its supporters. How often is it utilized? Does it actually intervene in equity gaps? How does “pass” optionality line up with the successful achievement of student learning outcomes?
- In some areas, there are mechanisms for ensuring clear communication between faculty members and their campus partners; for instance, the regular use of Memoranda of Understanding from the Office of the Provost to academic departments after the six-year review is distinctive. However, faculty members are clamoring for more feedback from some campus partners with whom they collaborate to ensure student success. In particular, feedback after reporting on students of concern for academic or social reasons is needed to close the loop. In addition, feedback from academic administrators and the Departments and Programs Committee regarding learning assessments that have been submitted would help to improve the quality of assessments and build faculty confidence that the assessment enterprise is being conducted in a meaningful and impactful way.
- It is not clear that new programs are always well supported from a financial investment perspective from the outset. The College should consider amplifying its means of support for the new programs and the faculty and staff who develop, promote, and deliver them, in order to ensure program sustainability and to position the programs well for growth.
- The Institution should ensure that faculty are regularly and equitably reviewed and provided with opportunities, resources and support for professional growth and innovation.

Team Recommendation(s)

- The Institution should provide further evidence of the periodic assessment of the effectiveness of student learning opportunities.

Requirement(s)

- None.

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

- Committed faculty and staff educators have displayed admirable dedication to students through the volatility of the last several years. Students describe Juniata employees as passionate and heroic advocates for student success and learning.
- Since its 2013 MSCHE reaccreditation, Juniata College has made substantial progress on the development, implementation, and assessment of learning outcomes at the level of the Institution and the GE program.

- The College engaged in a thorough and thoughtful process for redesign of its GE program resulting in coherent linkages between GE learning experiences and ILO.
- Juniata's academic leadership has been proactive about seeking feedback on its assessment programs, and using this feedback to move the College in the direction of assessment that is timely, valid, and meaningful.
- The College has adopted a more strategic approach to fundraising that has resulted in a significant increase in grants to support the student learning experience as well as a very successful comprehensive campaign that supports faculty development, among other things.
- Juniata has invested to support its commitment to high-impact practices, most notably around community-engaged learning, for which it was awarded the Carnegie Classification for Community Engagement in 2020.

Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the Institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The Institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

In the team's judgment, the Institution *appears to meet* this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

- It is evident that there is a positive and integrated approach to recruiting, admitting, and retaining students who will be successful at Juniata College:
 - The College has done good work to use their student data for predicting overall success, and new committees are also examining and identifying factors impacting Black, Indigenous and People of Color (BIPOC) student success.
 - The enrollment and financial aid policies, procedures and publications are in place, comprehensive and developed to be understood by the varying subgroups that the College serves.
 - Since the last self-study there has been a refinement of financial assistance packaging and strategies to drive stronger new student enrollment, using data informed practices to guide strategies and awards.
 - Enrollment policies for new students, including transfer credit policies, are available online and are forward thinking, making the transfer process easier for new students.
- Defining the VP of Student Life as the chief retention officer has shown greater collaboration and accountability for student retention efforts and success across campus.

- The Eagle Care team is recognized for their great work for both focused individual student retention and creating new practices to assist all students.
- The work on EDI initiatives shows a reemerging commitment from all areas of the College to address BIPOC, and other diverse, student experiences.
- The creation of the summer bridge program for students entering the College as historically marginalized is a positive step in creating experiences and support for them as they enter a predominantly white institution.
- Appropriate resources are available to students to assist them in the successful completion of their degree:
 - A network of advising and services is coordinated to assist students of varying abilities to be successful.
 - The counseling center is engaged in the community and integral to the student success and experience. The services offered are laudable.
 - Student support through the Eagles Care Team is effective.
 - The formalization of the pass/no-pass policy allows students to continue to make academic progress.
- The Student Government appears to be well advised and their governance documents, and conversations the team had with other students, shows they are representing all students.
- Family Education Rights and Privacy Act (FERPA) disclosures and information about protection of records are easily found online and student information is managed in a way that meets requirements for security and protection.
- Student outcomes and success post-graduation is strong. The connection of alumni to the college and the current students was evident throughout the visit and is clear in the results of the Career and Alumni Connection.
 - The College's low loan default rate serves as some evidence of the strategies on financial assistance and the appropriate employability of the graduates.
- Regulation of all student activities and events, including athletics, is in-line with other college departments and policies.
- Athletics is a vital part of the student recruitment process, yet had some historical targets missed. The new Athletic Director and strategic plans around athletics will help to stabilize some of the challenges or missed goals that occurred between the Middle States Commission Review periods.
- The National Survey of Student Engagement (NSSE) highlights that the students rate Juniata as a supportive environment. It seems clear that students and their success are at the center of the work of faculty and staff.

Collegial Advice

- It is clear that written statements showing support for BIPOC students and their success are important to the faculty and staff of the College. The team suggests that the current momentum around the hiring of a new Dean of EDI, and the thoughtful work of the retention committee and Eagles Care Team be fully integrated into planning and support for historically underrepresented and marginalized students.

Team Recommendation(s)

- None.

Requirement(s)

- None.

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

- The students repeatedly reported a strong sense of belonging to the College and recognized the incredible work of the faculty and staff. Activities and events outside of the classroom, beginning with Inbound, were mentioned as key ways that students connected with others and the Institution.
- The culture of care and support for student success was evident throughout the visit.

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the Institution's students have accomplished educational goals consistent with their programs of study, degree level, the Institution's mission, and appropriate expectations for Institutions of higher education.

In the team's judgment, the Institution *appears to meet* this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

- Since their last MSCHE visit, the Institution's GE program has undergone a substantial overhaul through a process guided by the two iterations of general education committees. Evidence suggests that this process included an ongoing institutional commitment to support and involve faculty in professional development in the re-design of core requirements.
- There exists ample evidence that a thoughtful and detailed framework for systematic student learning assessment at the institutional level has been developed.
- The Institution has in place clearly articulated ILOs across all POEs. It appears that these ILOs were developed in a process that involved the campus community and affirmed by the leadership of the Institution, including the Board of Trustees.
- ILOs and assessment expectations have been communicated to faculty and across all programs and have been made available externally on the Institution's website. The majority of faculty actively participated in assessment and reporting for the first rounds of data collection.
- Corresponding to the implementation of the new curriculum in the 2018-2019 academic year, faculty were given support and training to conduct direct assessment of student learning through artifacts submitted through student portfolios. These advancements have been guided by both the General Education Committee and the Department and Program Committee.

- Although the self-study included evidence of the use of assessment results to realize improvements at the curricular level, follow-up based on assessment activity was not found to be consistent across POEs.
- The periodic (six-year) program review process has not been sustained in recent years. Currently it appears that important decisions must be made regarding the scope, requirements, and schedule of systematic program review.
- Within the current framework, the five ILOs are carefully evaluated by all POEs and feedback from faculty indicates that the five skill areas have been largely accepted as relevant across programs. These ILOs seem to be considered meaningful measures that can lead to curricular and program improvement.
- The ILOs include an identified “knowledge and skills” student learning outcome; however the first of these reports are not due until October 2023 so it is as yet unknown the degree to which this measure, in addition to the other four ILOs will yield results that will sufficiently cover all essential student learning outcomes across each POE.
- The Institution demonstrates long-standing efforts to engage faculty in improving pedagogy, notably through a center for the scholarship of teaching and learning (SoTL) which “promotes professional development related to evidence-based practice in education through a variety of learning opportunities” and is supported by an advisory board and various funding resources to enhance participation.
- There is substantial evidence that key indicators of student success such as retention and graduation rates are tracked and shared with internal and external constituents and that the data has informed initiatives to serve student populations.

Collegial Advice

- It is suggested that the revamped program review process include identification and assessment of any program level student learning outcomes that are not addressed by the five ILOs. POE-level student learning goals now appear to be obliquely referenced in some of the department annual reviews, whereas departmental mapping to ILOs appears clearer. It is suggested that each POE clearly articulate and communicate its program-specific learning goals and that these form the basis for the scheduled POE-based learning assessments.
- The Institution may want to consider the possible use of assessment reporting software to aid in the process of systematic data collection and reporting. An assessment reporting tool might also provide a means to store assessment rubrics and results for year over year analysis and serve as an accessible repository for sharing between program faculty and with members of the Department and Program committee.
- As data gathering and assessment activities continue, it is suggested that dedicated time for reflection and for faculty collaboration based on assessment results be protected, prioritized, and supported by the Institution so that greater use of assessment information leads to improvements and innovations related to educational offerings and student success.

Team Recommendation(s)

- The Institution should provide further evidence of periodic assessment of the effectiveness of assessment processes utilized by the Institution for the improvement of educational effectiveness.

Requirement(s)

- None

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

- This Institution demonstrates long-standing efforts to engage faculty in improving pedagogy, notably through a center for the scholarship of teaching and learning which promotes professional development related to evidence-based practice in education through a variety of learning opportunities and is supported by an Advisory Board and funding resources to enhance participation. Juniata has invested in helping faculty learn about research-based strategies for teaching and curriculum through SOTL, work with the National Institute for Learning Outcome Assessment (NILOA), participation at the annual conference of the Association of American Colleges and Universities (AAC&U), and three Mellon grants.
- Global awareness and study abroad are clearly supported at this Institution as evidenced by the staffing resources and the alignment of the priorities and assessment activity in recent years.

Standard VI: Planning, Resources, and Institutional Improvement

The Institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

In the team's judgment, the Institution *appears to meet* this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

Based on a review of the self-study and other institutional documents, the following are conclusions relative to this standard:

- As described in the self-study and confirmed during an examination of materials, the Institution has experienced a decline in enrollment exacerbated by necessary increases in student aid. In 2019, full-time enrollment was 1,339; in 2023, it was budgeted at 1,228. The tuition discount has increased from 57.7% in 2018 to a budgeted rate of 67.5% in 2023, while net tuition has remained relatively flat.
- The Institution has incurred operating deficits in recent years as well as a modest one projected for the current year. The campus community, including the Board of Trustees, President, Administration, Faculty, and Staff have acknowledged that the enrollment and net tuition situation must be improved if the Institution is to enjoy long-term financial

stability. Breakeven operations have been budgeted for the next several years depending on achieving enrollment projections.

- The Institution has clearly articulated a well-defined planning and improvement processes throughout all constituencies. It also has developed a budget process and long-term budget that is aligned with institutional goals and objectives.
- There is clear evidence of a shared and collective effort to implement strategies to address the Institution's challenges. The Institution intends to rely on achievable and sustainable growth through admissions and retention practices while at the same time continuing to align its expenses accordingly.
- A review of the Institution's Information Technology departmental budget indicates that it is well resourced. It has also developed a Technology Deferred Maintenance list through 2041 that addresses technology needs across campus depending on available resources.
- The Institution's facilities have seen significant improvements. Deferred maintenance and future capital projects have been identified. The campus is well groomed, clean, and safe. Specific capital projects have been funded primarily through external resources and a deferred maintenance plan has been developed through 2026 at a cost of over \$7 million.
- Long-term debt has increased from \$58 million in 2018 to over \$70 million in 2022, increasing the Institution's debt service burden although sufficient assets exist to manage the debt. In 2021, Standard & Poor's affirmed its rating of BBB stable. A downgrade to BBB- would rate the bonds at the lowest level of investment grade.
- In the past several years, graduate and on-line programs have generated over \$4 million in additional unrestricted revenues.
- The Human Resources Department is adequately staffed and offers a variety of training to both faculty and staff. The department also assists with annual performance reviews and oversees salary and benefits administration.
- Currently there are no auditor management letters indicating any outstanding material weaknesses or internal control matters.
- The Institution has a comprehensive Emergency Operations Plan consistent with Federal guidelines and has identified a dedicated space for an emergency operations center if one is ever activated. Public Safety staff is well trained and Resident Assistants are knowledgeable regarding evacuation and other emergency issues.

Collegial Advice

- Assure that all budget managers and budget committee members are offered basic budget management training, given future financial uncertainty.
- Continue to improve communication between senior administration and the various college constituencies to allow for a greater understanding of the budget process.
- Administration should seek out and provide campus-wide input regarding the operational funding and personnel choices the Institution will face in the future.
- Implement software to enable the development of longer-term budget forecasting models (5-10 years).
- Identify appropriate systems software for greater efficiency in administrative processes.

- Continue to strengthen the collaboration of small planning groups with higher-level institution-wide decision making.
- Consider reducing the tuition remission benefit at both the undergraduate and graduate levels to generate additional revenue.
- Continue to offer Colleague user training to take advantage of the system's benefits to provide timely and accurate information.
- Consider routine evaluation of the brand and marketing strategy given the competitive environment for student recruitment and the development of new programs at the undergraduate and graduate level.

Team Recommendation(s)

- **None.**

Requirement(s)

- **None.**

Standard VII: Governance, Leadership, and Administration

The Institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the Institution, its students, and the other constituents it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the Institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

In the team's judgment, the Institution *appears to meet* this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with campus constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

- The College has a transparent and well-documented governance structure with clear responsibilities and accountabilities for its various constituencies.
- The Board structure provides for both faculty and student representation to the full Board.
- The Board employs instruments for self-evaluation at the individual, committee, and full-board levels.
- The Board's commitment is reflected in the strategic planning process for both the 2015 and 2020 plans. Such initiatives require coordinated commitment and effort, with shared governance and responsibility across the community. The consistent communication since 2020 and participation that emerged from shared governance structures is reflected in the formation, coherence, and communication of the strategic plan.
- Expectations of the Board members are clearly outlined. The Bylaws outline the appropriate role of a Board of Trustees of the College to ensure proper planning and monitoring of the activities of the College.

- Bylaws also require that members of the Board avoid conflicts of interest and provide a mechanism for disclosure, including a detailed Conflict of Interest Policy.
- The responsibilities of the Board of Trustees include monitoring the strength of academic programs and authorizing degrees while reviewing and approving operating and capital budgets and monitoring financial performance. The Bylaws vest the BOT with the responsibility of ensuring that the College fulfills its mission and with fiduciary responsibility for the Institution and its success.
- The current Board composition includes a diversity of opinion but not a diversity of demographics. Trustee backgrounds appear consistent with the needs of the College and with MSCHE Standards.
- The President, appointed by the Board, actively keeps the Board informed of the financial results of the organization. He is given the appropriate authority and autonomy by the governing documents to fulfill his responsibilities. The president is evaluated annually.
- The Senior Leadership Team is appropriately identified and organized.
- The President's c.v. and those of the Senior Leadership Team indicate they have appropriate credentials and leadership experience consistent with the College's mission.
- The governing documents of the College (Bylaws and related Policies), Faculty Manual, and Student Handbook indicate a strong commitment to shared governance.
- There appears to be a transparency of finance, budget and strategy in both directions: up to the Trustees and down from the Senior Leadership.

Collegial Advice

- We only reiterate the advice, easier given than fulfilled, that the Board and senior leadership have already given themselves: to strive to diversify the membership of the Board and leadership.

Team Recommendation(s)

- None.

Requirement(s)

- None.

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

- The multi-layered approach to fashioning the strategic plan is commendable, to include constant communication among the levels and participants and interaction with the Board of Trustees. The active involvement of the Board in recruiting prospective students even while staying at the strategic level is likewise commendable.

Section E: Applicable Federal Regulatory Requirements

In the team's judgment, the Institution *appears to meet* all applicable federal regulatory requirements.

This judgment is based on a review of the Institutional Federal Compliance Report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the team visit.

- The Institution provides documentation, both attached and linked to specific evidence on its website in response to each of the requirements.
- The Institution's Student Consumer Information website <https://www.juniata.edu/offices/research/student-consumer-information.php> is particularly notable in the scope and ease of access to relevant required data and information
- Title IV Program Responsibilities information includes required comprehensive financial audits.

Section F: Review of Student Achievement and Verification of Institutional Data

Section F does not need to be read during the Oral Exit Report.

I. Student Achievement Goals

In the team's judgment, the Institution's approach to realizing its student achievement goals *appears* to be effective, consonant with higher education expectations, and consistent with the Institution's mission.

This judgment is based on a review of the Institution's student achievement information provided in the self-study report, evidence, interviews with institutional constituencies, and the student achievement URL available on its website.

In addition, in the team's judgment, the Institution's student achievement information data that it discloses to the public *appear* to be reasonably valid and accurate in light of other data and information reviewed by the team.

- Juniata College offers coherent, accurately described student learning experiences that promote educational synthesis in pursuit of undergraduate and graduate degrees in a timely fashion.
- Its GE program, which aligns with MSCHE skill expectations, is informed by prior assessments, and has benefitted from a comprehensive revision reflecting aspiration to best practices.
- The College has integrated multiple high-impact practices (e.g., internships, capstone, community-engaged learning, mentored undergraduate research, study abroad, and living-learning communities) into the student learning experience, and the faculty in partnership with academic leadership are appropriately documenting these practices.
- There is substantial evidence that key indicators of student success such as retention and graduation rates are tracked and shared with internal and external constituents and that the

data has informed initiatives to serve student populations. See: <https://public.tableau.com/app/profile/juniata.college>

II. Verification of Institutional Data

In the team's opinion, the Institution's processes and procedures that it uses to verify institutional data and the data provided in the self-study report *appear* to be reasonably valid and effective.

IPEDS reports are submitted each year - Institutional Research (IR) manages seven of them, and Enrollment, Finance, Financial Planning, Human Resources, and the Library each handle one. The Director of IR is the "keyholder" who has final responsibility for each report. The Director of IR sends out the final version for verification (e.g., enrollment and completions to the Registrar's Office to double check the work). Both the work file and final versions are archived. The actual data entry to the IPEDS website is usually done from a Pivot table of the final data set. For reports submitted by other offices, the Director of IR flags any anomalous values and verifies them with the submitter before signing off.

The process is more fully described in the Institutional Federal Compliance Report (pg. 8, no. 4).

Section G: Review of Third-Party Comments

Section G does not need to be read during the Oral Exit Report.

If third-party comments were received in accordance with Commission policy and procedures, describe the process the team used to review them.

If the third-party comments result in a team recommendation or requirement, the team will include those requirements in the proposal for action in the Team Chair's Confidential Brief.

NOTE: Section G should not include a summary of the third-party comments.

Section H: List of Additional Evidence

Section H does not need to be read during the Oral Exit Report.

Note: Many of these information requests were available in the document inventory provided by the Institution.

Standard III

- Provide evidence of the mechanisms by which students track their own progress to degree.
- Provide evidence of/clarification about the location (Gen Ed? POE?) of technological competency (as distinct from information literacy) requirement, and its assessment.
- Provide evidence of the effectiveness of faculty workshops for redressing assessment findings that indicate areas for improvement.
- Provide evidence that all graduate programs provide opportunities for the development of research, scholarship, and independent thinking.

- Provide evidence of existing supports for non-tenure-track faculty, including any part-time faculty.
- Provide additional evidence of adequate support and resources for faculty development and instruction in light described budget cuts.
- Graduate Program descriptions.

Standard IV

- Retention analyses.
- Planning efforts for BIPOC student success.
- General information on recruitment efforts, and specifically more information on the partnerships and strategies to drive diverse student populations.
- Latest counseling center data and report.
- Summer bridge program for marginalized students.
- Do the LLCs have any retention impact on marginalized students?
- Athletics information is lacking on retention data.
- How is student feedback integrated into policy changes?
- Book program feedback and success.

Standard V

- Annual Assessment Summary.
- Examples and actual reports for program assessment.
- A program review schedule that contains a listing of programs that have submitted their (6 year) reviews, by year, for the past 3 years.
- New Program of Emphasis request form.

Standard VI

- Audited financial statements for the fiscal years ended 2018, 2019, 2020, 2021, and 2022 plus any accompanying management letters from the auditors.

Section I: Self-Study Report and Process Comments

Section I to be read during the Oral Exit Report if completed.

The Team thanks Juniata College and we hope the campus community finds this process to be helpful and productive in advancing the Institution.

The next steps are as follows:

1. The College replies to the team report in a formal Institutional Response to the Commission's website.
2. The team chair submits a Confidential Brief to the Commission, summarizing the team report and conveying the team's proposal for accreditation action.

3. The Commission's Committee on Evaluation Reports carefully review the Institution's self-study document, the evaluation team report, the Institution's formal response, and the Chair's Confidential Brief to formulate a proposed action to the Commission.
4. The full Commission, after considering information gained in the preceding steps, takes formal accreditation action and notified the Institution.