



INTERNATIONAL INSTITUTE FOR RESTORATIVE PRACTICES

SELF-STUDY REPORT

Presented to the

MIDDLE STATES COMMISSION ON HIGHER EDUCATION

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EXECUTIVE SUMMARY

The International Institute for Restorative Practices (IIRP) is a private, nonprofit, stand-alone graduate school, located in Bethlehem, Pennsylvania, that offers two programs: a Master of Science in Restorative Practices and a non-degree Graduate Certificate in Restorative Practices. Both programs are designed to serve adult learners in a range of professions, including those working in education, justice, social services, counseling, organizational leadership, and faith communities.

The IIRP became accredited in 2011 and is the world's first graduate school devoted entirely to the teaching, research, and dissemination of "restorative practices." The field, as well as our institution, is developing across national and disciplinary borders. The effect of this emerging social science is to restore community in an increasingly disconnected world.

The IIRP defines restorative practices as follows: The emerging field of restorative practices is the study of restoring and developing social capital, social discipline, emotional well-being, and civic participation through participatory learning and decision making. The further development of restorative practices as a field of study requires graduate-level study and research that includes practice, reflection, scientific inquiry, and academic collaboration. The unifying framework for all elements of restorative practices is this premise: People are happier, more cooperative, more productive, and more likely to make positive changes when those in positions of authority do things *with* them, rather than *to* them or *for* them.

This self-study report follows the comprehensive model, with a chapter for each standard presented in numerical order.

Standard 1: Mission and Goals

The IIRP is a mission-driven institution; this is reflected in the culture of learning and the working environment. Our institutional goals, institutional learning goals, program goals, and course outcomes are linked together. This enables us to have a direct measure of student achievement as it relates to meeting the mission. The mission will be periodically examined to assess the extent to which it serves constituents and achieves the intended outcomes.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

The 2015-2020 Strategic Plan demonstrates our commitment and maturation in the areas of planning, assessment, and institutional renewal. All administrative units created new unit plans with measurable objectives aligned with the strategic goals. An integrated cycle of budgeting, planning, and assessment is inherent in our operations. Unit leaders and faculty meet together biannually to discuss budget needs, fostering cooperation and a shared understanding of institutional priorities. Faculty, staff, and trustees have access to a repository of assessment data in order to assess outcome results to inform decision making. With additional data cycles and easily

accessible multi-year data, the IIRP will continue to mature in the ability to recognize trends and make data-driven decisions.

In this document, administrative units, and the people associated with these units, are referred to as Administrative Services, Advancement, Continuing Education, Facilities, Library, and Technology.

Standard 3: Institutional Resources

All decision-making processes regarding the allocation of financial, human, facilities, library, and technology resources are directly connected to the Strategic Plan and the annual budget process. The IIRP has combined assets with its sister organizations of more than \$10 million. Increased revenue from continuing education activities and stabilized revenue for tuition and fees provide cautious optimism for the future. It is expected that revenue growth from continuing education activities will support the Graduate School for an indeterminate amount of time. That we remain financially viable is a testament to the leadership, faculty, and staff, as well as to the budget, planning, and assessment processes that exist. Resources must be invested to improve the integration of our information systems in order to enhance their effectiveness and efficiency.

Standard 4: Leadership and Governance

Our restorative ethos is embedded in our governance structures, policies, decision-making processes, and trustee selection process, with clearly defined Reciprocal Roles and Responsibilities for faculty, trustees, students, and staff. The Board upholds the mission as demonstrated in its ability to support both the academic and financial integrity during financially fragile times and its decision to appoint a President to succeed the Founding President. Trustees will continue to evaluate themselves to determine how the Board supports the Reciprocal Roles and Responsibilities.

Standard 5: Administration

A seamless transition of the chief executive occurred at the beginning of AY 2015/16. President John Bailie, Ph.D., has demonstrated a sincere commitment to the IIRP's mission; he has the qualities needed to advance the field and build a solid financial foundation for the Graduate School. Qualified administrative leaders carry out their responsibilities with adequate information and decision-making systems in place, as well as a methodology to assess the effectiveness of administrative structures and services. The President will grow as a leader with the support of administration and by developing relationships with his peers in higher education.

Standard 6: Integrity

Built upon respect and direct communication, the restorative culture drives us to uphold these standards especially when confronting challenges. Decisions are made using the principles of "fair

process,” which intentionally engages individuals before making decisions, explains the reasoning of decisions, and then clarifies what is expected of everyone moving forward (Kim & Mauborgne, 2003). The administration will ensure review to continually improve policies.

Standard 7: Institutional Assessment

A culture of assessment has been present since the founding of the Graduate School and continues to guide our daily operations and institutional renewal. The Comprehensive Assessment Plan guides formal processes of improving student learning and administrative outcomes based on assessment results. The plan ensures that the assessment loop is organized, systematic, and sustained. To mature in this process, additional cycles will provide multi-year data to better inform decision making for planning, allocation, and institutional renewal.

Standard 8: Student Admissions and Retention

The application process for admission into the Master of Science program encourages students to articulate their personal, professional, and educational goals. Once admitted, students work with faculty advisors to tailor their studies through electives to match their individual goals and interests within the framework of the curriculum. Recent enrollment trends are positive. A continual assessment of recruitment efforts and multi-year data about students will be required for financial stability.

Standard 9: Student Support Services

The Graduate School provides a range of student support services tailored to the needs of our students and appropriate to the size of the institution. Students have access to relevant information and can perform a variety of actions through the Student Portal website. The Registrar is the primary point of contact for answering students’ questions, with faculty, the Librarian, and Technology providing additional support. The IIRP has well-defined processes for complaints and grievances that model our restorative ethos. To make it easier for students to access information about the Graduate School, the Student Handbook and Catalog will become available as a searchable section of the website.

Standard 10: Faculty

The faculty are both academically qualified and skilled practitioners of restorative practices. Faculty, who have purview over the curriculum, designed the new Master of Science in Restorative Practices program. The faculty’s efforts have resulted in a graduate program that is both mission-focused and appealing to adult learners looking for a transdisciplinary approach that studies human behavior and relationships. As the IIRP’s greatest asset, the faculty are committed to this emerging field and supporting student learning.

Standard 11: Educational Offerings

The Graduate School offers a Master of Science degree and non-degree Graduate Certificate. The programs are built upon a foundation of in-person instruction and online instruction. The master's program culminates with a capstone project. Faculty advisors guide students to develop a coherent program of study combining required courses with a variety of hybrid and online electives. As courses are added and refined, faculty are ever mindful of the needs of our adult students and the linkages between our mission, institutional goals, institutional learning goals, program goals, and course-level outcomes. The faculty will create an academic plan that supports the theory, research, and practice of an emerging discipline.

Standard 12: General Education

While the focus of general education is largely a concern of undergraduate education, the Graduate School acknowledges its importance in our admissions requirements. Students are baccalaureate holders from regionally accredited institutions, ensuring they have met general education criteria in achieving their degrees.

Standard 13: Related Educational Activities

The Graduate School delivers non-credit offerings through continuing education activities in the field of restorative practices. These events provide face-to-face opportunities to practice restorative skills. Faculty and staff have worked together to create an engaging and empowering learning environment for students through in-person, online, and hybrid learning modalities.

The expansion of continuing education activities brought restorative practices to 9,578 people in AY 2014/15. With projected growth and the strategic importance of professional development attendees as a target market for the graduate programs, the IIRP must develop a more sophisticated information and administrative infrastructure to support that growth.

Standard 14: Assessment of Student Learning

The aim of education in restorative practices is to create reflective and self-aware practitioners and scholars. The faculty-designed Student Learning Matrix demonstrates the links to mission, goals, and course-level outcomes. In addition, student survey results confirm our mission focus as students report how they apply restorative practices in their professional and personal lives. An established assessment process provides procedures, systems, and reflection in which the faculty and staff will remain continually immersed to perpetuate a culture of assessment.



Middle States Commission on Higher Education

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Certification Statement:

Compliance with MSCHE Requirements of Affiliation

[For use by institutions addressing the Accreditation Standards in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12th ed., 2006)*

Effective August 1, 2015

International Institute for Restorative Practices
(Name of Institution)

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

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation.

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

The undersigned hereby certify that the institution meets Requirements of Affiliation of the Middle States Commission on Higher Education as published in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12th ed., 2006)*.

If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

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

, PRESIDENT
(Chief Executive Officer)

12-11-15
(Date)

William T. Ballantines
(Chair, Board of Trustees or Directors)

12-11-15
(Date)

INTRODUCTION

The International Institute for Restorative Practices (IIRP) is a mission-driven graduate school “... dedicated to the advanced education of professionals at the graduate level and to the conduct of research that can develop the growing field of restorative practices, with the goal of positively influencing human behavior and strengthening civil society throughout the world.” Based in Bethlehem, Pennsylvania, the IIRP is a private, nonprofit, stand-alone institution with two graduate programs: a Master of Science in Restorative Practices and a Graduate Certificate in Restorative Practices. Both programs are designed to serve adult learners in a range of professions, including education, justice, social services, counseling, organizational leadership, and faith communities.

The IIRP is the world’s first graduate school devoted entirely to the teaching, research, and implementation of the emerging social science of restorative practices. The Commonwealth of Pennsylvania Department of Education granted a Certificate of Authority to operate as a degree-granting institution in June 2006. The IIRP was granted accreditation by the Commission in June 2011.

Since inception, assessment processes among faculty and staff have been refined and focused in order to better share assessment results to make data-driven decisions. The initial self-study helped link assessment more explicitly to a cycle of planning, budgeting, and institutional renewal. This second self-study has provided an opportunity to enhance the culture of assessment through team learning with faculty, trustees, students, and staff.

Following initial accreditation, the Graduate School was compelled to confront a decline in course enrollment and a financial crisis. Our enrollment declined from 316 in AY 2010/11 to 208 in AY 2011/12. This decline reflected a national trend in graduate school enrollment. We had insufficient enrollment to justify maintaining the five full-time as faculty required by the Pennsylvania Department of Education. The Founding President recognized that, in addition to staff cuts, expenditures for faculty would need to be reduced or faculty re-deployed in a more efficient manner if we were to remain financially viable. He engaged in a dialogue with the faculty and staff; following this discussion, layoffs were made, contracts renegotiated, and offices consolidated. Without this shared commitment to restorative practices among the Founding President, faculty, and staff, the Graduate School would not have survived.

What followed next was a highly collaborative and creative chapter for the IIRP, in which graduate education and continuing education worked in tandem. Faculty acted with deep commitment to develop a new flexible graduate program, while Continuing Education aggressively expanded our profitable professional development events. In AY 2012/13, the Graduate School reconfigured itself from offering two specialized master’s degrees through traditional classroom experiences to offering a single Master of Science degree delivered through hybrid and online learning experiences. The IIRP was approved by Pennsylvania Department of Education to offer a Master of Science in Restorative Practices. Faculty honed the curriculum while simultaneously broadening the educational offerings, making it accessible to a greater range

of professionals. We continued to “practice what we teach” and build institutional capacity, while nurturing internal social capital and strong relationships among faculty, staff, and leadership.

In anticipation of the retirement of senior leadership, a carefully constructed succession plan was designed in 2012. Throughout this process, in accordance with our mission, transparency and ongoing communication helped to minimize negative consequences for the work environment. The Board of Trustees appointed Associate Professor and former Director of Continuing Education John W. Bailie, Ph.D., to assume the presidency on July 1, 2015, when Founding President Theodore Wachtel stepped down. Dr. Bailie and other designated successors to senior leaders were selected from within the institution based on demonstrated leadership and commitment to mission.

In AY 2013/14 faculty, students, trustees, and staff engaged in collaboratively developing the Strategic Plan (Appendix G). The Strategic Plan itself is evidence of our culture of assessment and commitment to well-defined processes for planning, resource allocation, and institutional renewal. The plan states that we will:

1. provide a robust hybrid and online curriculum that expands learning opportunities and interest in restorative practices at a graduate school level;
2. advance professional development opportunities that will strengthen civil society;
3. develop new leaders and staff at every level to effectively meet the challenges of both succession and growth;
4. be financially strong;
5. sustain our restorative culture as we grow.

These goals and their associated measurable objectives guide our planning, resource allocation, and assessment and ensure our institutional goals are met.

Current context

As a young institution that has recently introduced a new master’s program, revised a plan for financial stability, and installed a new President, our optimism is genuine but cautious. At the time of this self-study report, we can summarize the IIRP’s position as follows:

Strengths:

1. Restorative practices has gained national recognition as an emerging field. The IIRP is currently involved in three randomized control studies focusing on implementing restorative practices in schools.
2. Continuing Education has secured multi-year school climate-change projects and developed a growing roster of professional development events, which are providing financial stability for the Graduate School.
3. Enrollment has steadily increased, meeting projected rates and demonstrating interest and feasibility in the new graduate programs.

Challenges:

1. Continuing Education is responsible for 90% of income.
2. As a young institution without historic trends, long-term planning remains difficult but is essential in order to develop a sound infrastructure.
3. New leadership and faculty need to be assimilated in a blended culture of higher education with a restorative ethos.
4. Faculty members who practice restorative processes while dedicating themselves to rigorous scholarship will be needed to develop an emerging field.

Recommendations:

1. Continuing Education is developing additional revenue streams through new programming and expanding its geography for professional development events.
2. Leadership is making carefully considered decisions to invest in IIRP's infrastructure based on the Strategic Plan, assessment reports, and participatory decision making.
3. At every level of the institution, developing social capital is prioritized with high expectations and appropriate support for professional development.

There is confidence in this plan and the recommendations within this self-study. Additional assessment cycles will guide further refinement of strategies and tactics as needed.

Culture of assessment and participatory decision making

The Committee of the Whole (COW) is the custodian of the Strategic Plan (Appendix G) and is the highest deliberative body that advises the President on all critical decisions about planning, resource allocation, and institutional renewal. Created at the founding of the Graduate School, it is a forum for direct, deliberative democracy, made feasible by the institution's small size. It reflects the restorative ideal of giving voice to those who have the most stake in decisions. The COW folds the many layers of committees and councils that exist at larger institutions into one body. All full-time faculty, the Librarian, President, Vice President for Administration, Vice President for Advancement, Vice President for Academic Affairs, Director of Finance, Director of Continuing Education, and Registrar serve on the COW. Other staff may be invited to help address relevant issues. The President relies on the COW to advise him on pertinent matters before presenting them to the Board.

The COW conducts the final evaluation of all planning outcomes and advises the President on how these assessment results will influence further strategic planning and future improvements. Based on these assessments, they make decisions about improvements and any resulting resource allocations and changes to the budget and Strategic Plan.

About restorative practices

As the first graduate school dedicated solely to the transdisciplinary study and application of restorative practices, the IIRP provides an intellectual home for this emerging field, a public face to demonstrate restorative ideas and practices, and a center for scholars and practitioners to share new ideas and expand the boundaries of the field. The establishment of the Graduate School was the culmination of decades of work in restorative practices by many pioneers around the world, including our own founders.

Restorative practices is the study of restoring and developing social capital, social discipline, emotional well-being, and civic participation through participatory learning and decision making. This emerging social science has roots in a criminal justice innovation called “restorative justice,” which seeks to repair the interpersonal and other harm caused by crime. In the 1990s, the IIRP’s sister agencies, Buxmont Academy and Community Service Foundation (CSF), as well as like-minded scholars and practitioners elsewhere, embraced this approach. During these years, parallel developments in education, organizational management, and social work brought new insights to the relational paradigm of restorative justice. IIRP leaders, and others, began to integrate other relational and community-building practices into a new restorative practices paradigm. This led to a wealth of innovation and research into more engaging and participatory practices with clients, students, faculty, and staff in varied settings.

Through the integration of perspectives from many fields, this emerging social science has grown in scope to encompass more than how communities respond to crime. Faculty and graduate students engage in reflection, scientific inquiry, and academic discussion drawing on theory and their own professional practice and personal experience. The entire institution is guided by the premise that “people are happier, more cooperative, more productive, and more likely to make positive changes when those in positions of authority do things *with* them, rather than *to* them or *for* them.” (For an in-depth explanation of restorative practices, refer to “Defining Restorative” Appendix C.)

Self-study process

In the fall of 2013, the Founding President appointed the self-study co-chairs, Dr. Craig Adamson and Linda Kligman. The co-chairs recommended committee members, which were appointed by the Founding President. The committee includes faculty, a trustee, and staff with experience in board governance, assessment, technology, and communications (Appendix A).

The Steering Committee first convened in January 2014 to develop the self-study design; a draft design was completed in April 2014 and the final design approved by the Commission’s Liaison in May 2014. The committee carried out the self-study process as set forth in the self-study design, coordinating and encouraging the efforts of the Working Groups in collecting evidence and drafting reports on their assigned standards. The design specified a comprehensive model for self-study, with a single chapter for each of the fourteen standards in the Characteristics

of Excellence (Commission, 12th ed., 2006). Through this process, the Steering Committee verified that all recommendations from the initial self-study report had been met (Appendix B).

In order to build leadership capacity and develop comfort and familiarity with the culture of higher education, Working Group chairs were selected who had not been involved in the initial self-study. Each chair was paired with an assistant who had been involved in the initial self-study to serve as a guide. This decision fostered a new cadre of leaders.

From June 2014 through April 2015, the Working Groups, comprised of trustees, faculty, staff, students, and alumni (Appendix A) met regularly to fulfill their charge. Working Group members learned to identify evidence, gather data, perform analysis, and recognize how the fundamental elements were demonstrated throughout the annual cycle of assessment.

The Steering Committee met regularly during this period, reviewing and commenting on the Working Group reports and discussing the strengths, challenges, and recommendations for continual improvement to be included with each standard. This was a highly iterative process that enabled educational and reflective conversations, resulting in deeper understanding of assessment tools. Reflections and assessments held at several points allowed adjustments to be made to ensure that the Steering Committee and Working Groups functioned as effectively as possible.

From June to August 2015, a team of writers edited and rewrote sections of the fourteen Working Group reports, with feedback from the Steering Committee and others. The President approved the final draft.

As a small institution, the majority of faculty and staff were directly involved in preparing this self-study report. As a result of team learning, faculty and staff are now better able to find data, make connections, pose analytical questions, and cross-pollinate ideas. In preparing this report and demonstrating that the IIRP has met the Commission's fourteen standards, there is now a deeper shared understanding of the issues affecting the IIRP and the ways in which the mission and goals can be advanced.

STANDARD 1: MISSION AND GOALS

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

Introduction

The mission, developed collaboratively by faculty, trustees, students, and staff, is at the heart of the IIRP. The institutional goals reflect the mission in the context of higher education and as a leader in a social movement that aims to strengthen civil society. Our institutional goals, institutional learning goals, program goals, and course outcomes are linked together. This enables us to have a direct measure of student achievement as it relates to meeting the mission. The mission reflects the culture of the learning and working environment. There is a broad understanding of and commitment to the mission among faculty, students, trustees, staff, and administration. During the strategic planning process, the mission and institutional goals guided the formation of objectives to better address current opportunities and challenges. Administrative units developed new plans with measurable objectives linked with the strategic goals, ensuring that the mission is carried out at all levels.

Our mission and vision

Mission

The International Institute for Restorative Practices is dedicated to the advanced education of professionals at the graduate level and to the conduct of research that can develop the growing field of restorative practices, with the goal of positively influencing human behavior and strengthening civil society throughout the world.

Vision

Our world is changing at a breathtaking pace, driven by scientific and technological advances whose consequences challenge our ability to cope with them. Social patterns that have long characterized human life are changing dramatically around the globe, diminishing social connectedness in families, schools, workplaces, and communities. The IIRP will draw upon a wide range of fields to develop theory and practice and conduct research designed to address this global challenge.

The emerging field of restorative practices is the study of restoring and developing social capital, social discipline, emotional well-being, and civic participation through participatory learning and decision making.

Further, restorative practices can enhance our relationships and our emotional well-being. The Graduate School models that potential by actualizing the principles of restorative practices in its daily operations, its dealings with students, staff, faculty, administration, and trustees, and its relationships with other people and organizations.

An important aspect of carrying out the mission is that trustees, faculty, and staff “practice what we teach.” We use the practices and concepts that we teach others and manifest a healthy environment for teaching, learning, and working. The mission and vision statements are shared with and accessible to all of members of the IIRP community through the website (<http://www.iirp.edu/mission-vision.php>) and various publications (Student Handbook and Catalog, Faculty Handbook, Organizational Manual, Appendices I, H, J).

Institutional goals link our mission to teaching and learning

The overarching institutional goals articulate the way in which we can best sustain our mission by developing professionals who are both skilled practitioners and thought leaders dedicated to expanding the knowledge base of restorative practices. The following institutional goals are directly related to and driven by the mission:

1. We will educate a growing number of professionals who are capable of applying restorative practices to strengthening civil society.
2. We and our graduates will contribute to the growth of knowledge through our research and its application.
3. We will disseminate the results of our theory and practice to professionals in related disciplines with the goal of positively influencing human behavior.

As illustrated in Figure 1, these institutional goals link the mission to institutional learning goals and program goals.

Each course learning outcome and objective is linked with program goals, institutional learning goals, institutional goals, and the mission (Comprehensive Assessment Plan, Appendix F). This measures student achievement as it relates to realizing the mission. The Institutional Learning Goals reports for AY 2013/14 and AY 2014/15 (Documents Folder) show each of the five learning goals that were developed in AY 2012/13. Master’s degree and graduate certificate recipients averaged greater than 90.0% achievement of institutional learning goals in AY 2013/14 and AY 2014/15. Each learning goal ties to at least one program goal. The



Figure 1: Mission-driven Goals and Objectives

Program Goals Reports for AY 2011/12 through AY 2014/15 show each goal averaged above 90.0% over those four years, exceeding the benchmark (Documents Folder). Thus, these reports demonstrate that students are attaining the learning goals and the goals for their respective program and that the institution is ultimately fulfilling its mission (Standard 11).

In support of our goal to strengthen civil society, Continuing Education frequently collaborates in national research (Standard 7) and offers professional development opportunities and specialized programs. A team of skilled instructors provides restorative practices offerings in school, justice, and community-based settings. For example, the Whole-School Change program has helped some of the most challenged schools improve their teaching and learning environments significantly (Improving School Climate: Evidence from Schools Implementing Restorative Practices, 2014). These learning opportunities create informed and knowledgeable professionals who are then able to introduce restorative practices to their own organizations.

Expanding the field

Courses offer many opportunities for students to apply their knowledge in their professional lives and help expand the application of restorative practices, in service of our second institutional goal. During RP 525 Restorative Practices in Action, students are required to implement a project that brings their external experience into the course and evaluate their project utilizing action research techniques. Feedback from their peers, as well as faculty, is provided to students to help them develop their restorative skills. The following are examples of action research projects from RP 525 Restorative Practices in Action:

- Build a more collaborative staff culture and integrate restorative practices training among family and youth support specialists in a Medicare-funded statewide coordinate care system.
- Explore best practices of restorative initiatives that are currently being conducted in workplace applications among adult professionals.
- Explore causes for truancy among at-risk students and provide supportive practices that decrease truancy and divert cases from regional courts.
- Determine how circles can be used as a social support for autistic children.
- Evaluate how to integrate informal and formal restorative practices into professional practice as a public prosecutor.

These projects demonstrate the wide diversity of concerns, spanning many layers of civil society, to which students are applying their learning.

Graduates embracing the mission

The Mission Rubric (Documents Folder) is an assessment of whether graduating students fulfill the mission. The evaluation, completed by the professor of record at the conclusion of RP 699 Final Professional Learning Group, is derived from the extent to which the two elements,

positively influencing human behavior and strengthening civil society, are manifested in students' written papers and oral presentations – the capstones of the degree program. On a scale of 0 to 3, the average result each academic year for each element since AY 2011/12 is 2.6 (Mission Rubric). This indicates that graduates understand the mission, illustrate a notable internal commitment, and utilize the mission with regard to influencing civil society.

In AY 2012/13, the institutional student surveys were revised in an effort to collect feedback about students' overall learning experience. The answers to the following open-ended question indicate how successful we are at nurturing a restorative ethos: "Please tell us how you are using or plan to use what you've learned in this program in your professional or personal life." Below are examples of written comments obtained from the surveys:

- "As a college professor and also restorative practitioner, it supports my continued efforts to integrate the philosophy and practices into post secondary curriculum and also student life on campus. It also enhances partnerships, which my program is developing for international contexts, as well as locally. Research will be a part of this development" (Exiting Survey, AY 2014/15).
- "In my work in higher education and in pretty much all aspects of my life. The coursework for this master's degree has given me pause to think about how I interact with the world around me on a daily basis. Also, I think about how collectively my family, neighbors and colleagues can create communities that are built on respect, responsibility and accountability" (Exiting Survey, AY 2013/14).
- "I feel like the knowledge I have gained at the IIRP has given me the skills to enhance my relationships through managing conflict and increasing empathy. This benefit is realized in both my personal and professional life. I have a set of tools that help me to help others in my role as a school counselor and help me create an environment that supports students reaching their fullest potential" (Exiting Survey, AY 2012/13).

In addition, the institutional surveys pose the prompts: "There have been opportunities to use what I learned in my professional practice" and "I have been able to apply theories and concepts learned to practical problems." Alumni's replies consistently exceed the established benchmark, indicating that our mission is practical and valued (Survey Results – Alumni, AY 2011/12 through AY 2014/15). The results also support the institutional goal that states "We will educate a growing number of professionals who are capable of applying restorative practices to strengthening civil society."

Leadership and governance

The Board of Trustees recruits members who possess a strong understanding of and experience with restorative practices, as well as a deep commitment to the mission. In 2014, the Board

undertook the task of selecting a President to replace the Founding President. In their selection of Associate Professor and former Director of Continuing Education John Bailie as the new President, they appointed a proven leader who has demonstrated a commitment to our mission and an in-depth understanding of restorative practices and organizational dynamics. These qualities are crucial in sustaining the focus on mission during this first presidential transition (Standard 4).

Survey about mission

To evaluate the extent to which our mission guides us, a survey was administered to full-time faculty, trustees, and all unit leaders in 2013 (first administered in 2009) (Biannual Summary, 3/4/13; Trustee minutes, 10/26/14). This assessment provided evidence that trustees, faculty, and unit leaders concurred that the mission defines our purpose within the context of higher education and indicates what we intend to accomplish. There was also a shared appreciation that the mission guides faculty, administration, staff, and governing bodies in making decisions related to planning, resource allocation, program and curriculum development, and definition of program outcomes. These results are consistent with results from the initial self-study, showing that as new faculty, staff, and trustees have joined the IIRP, they have been successfully oriented in understanding and embracing the mission (Mission Exercise).

Ongoing activities to assess the mission within the context of higher education will be conducted prior to the next strategic planning process.

Strategic planning to bring our mission to life

When discussions began in 2013 about designing a new strategic plan to succeed the 2009-2014 plan, the IIRP community was keenly aware that the long-term financial sustainability of the Graduate School was of utmost priority and that it was necessary to expand the accessibility of offerings to a greater number of people. A single degree program was created with courses delivered through a hybrid of in-person and online learning experiences, instead of largely in traditional classrooms. The Strategic Plan (Appendix G) that resulted from this process brings the mission to life through the pursuit of five strategic goals. An additional outcome from the strategic planning process was support for the assertion that the community has a shared understanding of and commitment to the mission and the values embedded within that mission (Biannual Summary, 10/28/13). The analysis of the surveys and discussions revealed a concurrent view of the IIRP as:

- being mission-focused;
- being agile and adaptable to change;
- practicing our own restorative principles;
- treating one another with respect;
- employing fair process;
- being transparent in our thinking and actions;
- providing honest feedback for personal and professional growth;
- effectively addressing conflict at all levels of the institution.

The IIRP community possesses a shared vision based upon a solid belief in the mission, which drives us toward continual improvement and dialogue. The Strategic Plan is a living document that is responsive to the assessment of both internal and external factors.

Strengths, challenges, and recommendations for improvement and renewal

Strengths

1. The mission is embedded throughout the institution – in the people, activities, decisions, and strategic priorities – and is recognized as a strength by our constituents.
2. Institutional learning goals and program goals directly support the mission.
3. The mission is relevant to contemporary social needs.
4. Graduates report that, through our educational programs, they are learning to strengthen civil society and positively influence human behavior.

Challenges

1. We must lead and encourage the expansion of restorative practices as an academic discipline by continuing to develop theory, practice, and research.

Recommendations

1. Conduct surveys to assess trustees', faculties, and staff's understanding of the mission and evaluate the extent to which it achieves our intended outcomes.

STANDARD 2: PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL

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

Introduction

A strong commitment and maturation in the areas of planning, assessment, and institutional renewal is demonstrated in the Strategic Plan. The planning process was dynamic and gave voice to all of our constituencies. A result of data-informed decision making in the face of a financial crisis, the plan realigned priorities and resources to serve the mission better in light of the new strategic goals. In turn, all administrative units created new unit plans with measurable objectives aligned with the strategic goals. The Strategic Plan appears to be achieving results: enrollment is growing and our financial prospects are improving.

There is an integrated cycle of budgeting, planning, and assessment. The Committee of the Whole (COW) reviews the outcomes of assessment and makes final decisions regarding planning, resource allocation, and institutional renewal. The Biannual Budget, Planning, and Assessment Day is an important mechanism for completing the budget process while fostering cooperation and a shared understanding of institutional priorities among unit leaders and faculty. Faculty, staff, and trustees have access to a repository of data in order to assess the outcomes of planning and to inform decision making.

A comprehensive strategic planning process

In AY 2013/14, work began on a new strategic plan, which sought to make the Graduate School financially sustainable and capable of meeting its institutional goals. Through meetings, discussions, and online surveys that engaged faculty, trustees, students, alumni, staff, and colleagues from other higher education institutions, we carried out a strategic planning process using the SOAR (Strengths, Opportunities, Aspirations, and Results) strategy, a strengths-based approach that aligns well with our restorative philosophy (Stavros & Hinrichs, 2009).

The Strategic Plan (Appendix G) is a result of engagement, education, and reflection. This plan addresses our greatest challenges directly: maintaining a commitment to teaching and learning, as well as to the mission and restorative culture, while moving the Graduate School toward long-term financial sustainability and ensuring a smooth transition in leadership as changes occur with administration, faculty, and unit directors.

The plan states that the IIRP will:

1. provide a robust hybrid and online curriculum that expands learning opportunities and interest in restorative practices at a graduate-school level;
2. advance professional development opportunities that will strengthen civil society;
3. develop new leaders and staff at every level to effectively meet the challenges of both succession and growth;
4. be financially strong;
5. sustain our restorative culture as we grow.

To align our efforts with this new strategic plan, all administrative units created new unit plans in AY 2013/14 (Comprehensive Assessment Plan, Appendix F). The plans designate how each objective supports one or more related goals and objectives from the Strategic Plan. They also include measures to assess each unit objective. Progress on the plans is reported each term, the last of which is an annual report. The reports include analysis of the results, reflection on areas for continual improvement, and details about any changes made as a result of assessment.

The Assessment Committee noted after a review of the plans: “These new [unit] plans are of significantly higher quality than previous plans, no doubt a result of the IIRP’s ongoing efforts to build institutional knowledge around assessment, strategic planning, and institutional renewal” (Summary of Academic and Administrative Outcomes, AY 2013/14). After more than a full year of implementation, key indicators suggest that the new Strategic Plan is having positive effects. For the new program, enrollment increased from 111 in AY 2012/13 to 150 in AY 2013/14 and 194 in AY 2014/15. The credit hours jumped from 438 to 540 to 765 in these same years (Data Book, AY 2014/15). These same trends continue through Summer and into Fall 2015.

Ongoing strategic planning will be enhanced as the institution matures. Additional data cycles will provide more information about trends. This past strategic plan was a catalyst in initiating efforts for an environmental scan. Expansion of those efforts will provide more information about culture and trends in higher education to further the objectives and contingency planning for the IIRP.

Coordinating planning and assessment

The COW brings together faculty and administration into a single forum to share information and discuss how to effectively achieve the strategic goals.

Assessment Activity Flow Chart

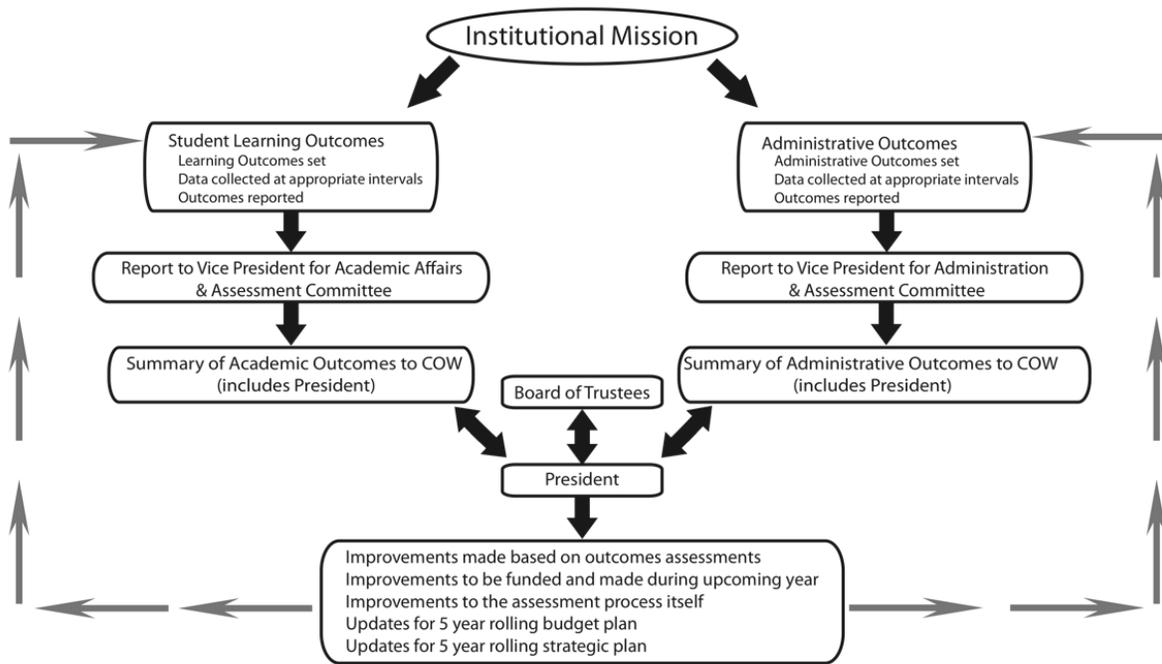


Figure 2: Assessment Activity Flow Chart

As shown in the Assessment Activity Flow Chart (Figure 2), planning and institutional renewal is aligned with the assessment loop. Unit leaders submit annual reports on student learning and administrative outcomes, as well as reports on the Strategic Plan (Appendix G), Enrollment Plan, and Staffing Plan (Comprehensive Assessment Plan, Appendix F) to the vice presidents and the Assessment Committee. These reports include the revising of unit objectives in order to best support the Strategic Plan. Each year, the Assessment Committee prepares a report for the COW summarizing these outcomes (Assessment Committee minutes, 10/3/11, 10/1/12, 8/26/13, 8/25/14, 9/15/15). This report includes highlights of assessment results, suggestions for improvement or changes in planning, budgeting, or assessment, and conclusions about the effectiveness of the assessment process itself (COW minutes, 11/7/2011, 10/29/12, 10/14/13, 10/13/14). Based on these assessments, the COW makes decisions about improvements and any resulting resource allocations and changes to the budget and strategic plan. Plans requiring revision due to budgeting concerns, the need for clarification of goals and objectives, and the desire for improved assessment processes are returned to the unit level for appropriate action. Finally, the President presents this report, as reviewed and modified by the COW, to the Board of Trustees (Trustee minutes, 2/14/12, 10/26/14, 10/24/15). Decisions are then communicated back to the units for action.

Data-driven decision making

To inform decision making and assess the outcomes of the Strategic Plan (Appendix G) and related plans (Comprehensive Assessment Plan, Appendix F), faculty, staff, and trustees have access to a repository of institutional data and assessment results, including Student Survey Results, Unit Reports, meeting minutes, and the annual Data Book (Documents Folder) (Standard 7). The annual Factbook (Appendix E), made available to the public at large on the website, provides information about the IIRP that is also useful for planning and assessment purposes.

At the conclusion of each term, the faculty and COW review the Learning Matrices and Grade Reports (Documents Folder) and the results of the Course Improvement Forms and Entering Student Survey. Results from Course Improvement Forms have led to faculty making significant improvements in their courses. For example, RP 500 Basic Restorative Practices was re-crafted by faculty based on student feedback that the online portion could be organized better (Standard 14).

Annually, the COW reviews the Program Goals and Institutional Learning Goals reports and the results of the Intermediate, Exiting, and Discontinuing Student Surveys, as well as the Alumni Survey (COW minutes, 9/24/12, 9/9/13, 8/11/14, 8/10/15). The data from these various reports demonstrates that we are meeting or exceeding expectations in student learning, meeting our mission, and achieving student satisfaction in both academic and administrative services.

In addition to the data repository and recurring institutional reports, faculty, staff, and trustees regularly receive a range of emails with operational data about enrollment and registration, professional development event attendance, and financial indicators. While these reports are useful and widely shared, the compilation of the data is time consuming, dependent upon various staff and lacking in visual trend comparisons. We foresee a need to connect this data better with strategic indicators so that faculty, staff, and trustees can more easily make informed decisions.

Allocating resources for continual improvement

A collaborative approach to budgeting

The budget process follows an annual chronology of events, beginning with addressing budget planning parameters (Budget Chronology). Factors in the planning process include a review of unit goals and objectives, new revenue-generating initiatives, and circumstances impacting current revenue and expense line items (Summary of Administrative and Academic Outcomes).

This is accomplished every spring and fall during the Biannual Budget, Planning, and Assessment Day, when the Vice President for Administration convenes vice presidents, full-time faculty, and administrative unit leaders. The Director of Finance presents a budget-to-actual report and offers a summary of the institution's financial state. For the remainder of the day, each unit presents their analysis of their latest unit report, shares their priorities, discusses tactical concerns, offers a budget forecast, and requests additional resources. Each unit meets in a circle, one at a time, with the Vice President for Administration and Director of Finance, surrounded by the larger group of meeting participants who may ask questions and offer feedback at any point. This meeting format facilitates horizontal communication between units and fosters cooperation and a

shared understanding of institutional priorities. A summary of the meeting is shared with the COW (Biannual Summaries, AY 2011/12 to present).

After determining the budget-planning assumptions and having additional discussions with vice presidents and unit leaders, the Director of Finance prepares the budget in consultation with the President to be presented to the trustees for approval. Each month, the Director of Finance reviews the monthly financial statements for deviations from the budgeted numbers. Findings are shared with the appropriate unit director and other institutional leaders, including the President and Board.

Unit leaders are responsible for revising unit plans during the year and reporting changes to ensure the success of a specific strategic goal. These changes may come about by a responsible officer's or director's request for increased budget funds (e.g., new staff position). Allocations associated therewith must be related to the Strategic Plan (Appendix G) or the Unit Plan(s) (Comprehensive Assessment Plan, Appendix F) and be integral to accomplishing each goal.

Allocating resources in support of strategic objectives

The strategic goals and objectives guide unit plan activities, which ultimately focus resource allocation. The strategic goals include actions that invite and require collaboration between units. For example, both the Continuing Education and Advancement unit plans (Comprehensive Assessment Plan, Appendix F) include actions to support Strategic Objective 2.1: We will achieve total registrations at professional development events over the next five years to equip 25,000 individuals with restorative skills and practical techniques to address conflict and improve relationships within their workplaces, schools, and communities. Both units share an objective to sustain the average number of paid registrants at public events at breakeven or better. Continuing Education will deliver events covering most of the major geographic regions of the country, with Advancement providing marketing and promotional support. At the end of AY 2014/15, the number of registrants for continuing education events exceeded the previous year (Figure 5, Standard 13). These trends continued through Summer and Fall 2015.

Strengths, challenges, and recommendations for improvement and renewal

Strengths

1. We have an integrated system of planning, allocation, and institutional renewal.
2. The Committee of the Whole and the Biannual Budget, Planning, and Assessment Day facilitate shared understanding and collaboration among faculty and administration.
3. Efforts based on the Strategic Plan have resulted in an increase of both matriculated students and attendance at professional development events.

Challenges

1. Data may not be as readily accessible as we would like. Data and reports exist, but to make them more useful, we have to find better ways to make the information more accessible and link it to strategic indicators.
2. With only three data cycles into a new program thus far and a small number of students, we need to be cautious in extracting trends and making decisions based on limited data.

Recommendations

1. Create a more manageable structure to provide valid and reliable data so that stakeholders can make informed decisions.
2. Enhance strategic planning through collection of additional data cycles and expansion of environmental scan to further the objectives and contingency planning.

STANDARD 3: INSTITUTIONAL RESOURCES

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

Introduction

The five resource areas identified for this self-study are financial, human, facilities, library, and technology. These resources are interrelated through planning, budgeting, and service to students, faculty, and staff. Staff in these various units work together on a daily basis, which encourages communication and cooperation in response to institutional needs. All decision-making processes regarding the allocation of institutional resources are connected to the Strategic Plan and the annual budget process. Proper management of institutional resources is crucial in addressing Strategic Goal 4: The IIRP will be financially strong.

Financial resources

The IIRP is financially interrelated with the Restorative Practices Foundation and Buxmont Academy; while the IIRP has no endowment, their combined assets exceed \$10 million. The IIRP Board of Trustees has controlling membership on the board of Buxmont Academy and appoints the directors for the Restorative Practices Foundation (RPF) board, ensuring support of the IIRP, if needed (Consolidated Financial Report for IIRP/Buxmont/RPF; IIRP By-laws, Restorative Practices Foundation By-laws - Organizational Manual, Appendix J; Buxmont Academy By-laws).

The IIRP received funding support from Buxmont Academy, its sister organization, from its startup in 2006 through FY 2012/13. That financial dependence had been gradually decreasing until for the first time, at the close of FY 2013/14, Buxmont provided no additional contributions to the IIRP for its operations (Table 2). Administration has worked toward this critical landmark in the growth of the IIRP. That the Graduate School remains financially viable is a testament to the leadership, faculty, and staff of the institution, as well as to the budget, planning, and assessment processes that we have created.

Fiscal Year	Total Assets / Total Liabilities	Adjusted Total Assets / Total Liabilities
2011/12	4.88	2.80
2012/13	4.84	2.63
2013/14	2.39	1.41
2014/15	2.46	1.81

Table 1: Total Assets / Total Liabilities

Common financial indicators such as total assets divided by total liabilities (Table 1) illustrate that these funding sources are adequate. The plan for the IIRP is to maintain total assets equal to two times total liabilities, which is

occurring. The permanent restricted asset of the required \$500,000 to begin operation (Commonwealth of Pennsylvania Department of Education regulation) has been adjusted from the remaining net assets and provides a consistent set of figures. The Adjusted Total Assets/Total Liabilities for FY 2013/14 had a higher amount of deferred revenue for Continuing Education compared to prior years because of secured Whole-School Change agreements (Standard 7).

The plan remains to continue operating without any contributions from Buxmont Academy. It is expected that revenue growth from continuing education activities will be able to support the Graduate School, and that this revenue will grow at a faster rate than revenue from tuition and fees (Enrollment Plan – Comprehensive Assessment Plan, Appendix F; Continuing Education Plan; Continuing Education, Quarterly and Annual Unit Reports). Increased revenue from continuing education activities, the reduction in contributions from Buxmont Academy, and stabilized revenue for tuition and fees is illustrated in Table 2 below:

	FY12	FY13	FY14	FY15
Support & Revenue				
Contributions	1,314,222	396,364	257,823*	252,177*
Tuition and Fees	282,772	160,216	151,727	263,875
Continuing Education	1,181,658 (cash basis)	1,126,840 (cash basis)	1,330,070 (cash basis)	3,278,487 (accrual basis)
Misc. Income	736,586	735,007	844,117	497,038
Total Support and Revenue	3,515,238	2,418,427	2,583,737	4,291,577
Expenses				
Total Program Services	1,453,469	958,414	1,039,346	1,860,766
Institutional Support	1,759,593	1,522,404	1,706,913	2,003,106
Total Expenses	3,213,062	2,480,818	2,746,259	3,863,872
Cancellation of Net Amounts Due from Related Parties	-388,504	0	0	0
Change in Net Assets	-86,328	-62,391	-162,522	427,705
Net Assets	931,354	868,963	706,441	1,134,146

*Contributions in FY14 and FY15 were from grants, not from Buxmont Academy.

Table 2: Revenue and Expenses, 2012 - 2015

Audited figures for FY 2014/15 show growth in tuition and fees and substantial growth in Continuing Education revenues.

Responding to financial challenges

Throughout AY 2010/11, the leadership of the IIRP had been communicating the rapidly changing market conditions and worsening financial situation to trustees, faculty, and staff through emails and meetings using circle and open discussion formats (Trustee minutes, 2/14/12; COW minutes, 6/22/09, 11/9/09, 2/1/10, 6/27/11, 11/7/11, 6/25/12, 9/24/12; Faculty minutes, 1/30/12, 2/27/12; Emails to all, 10/6/11, 10/27/11; Staff meetings, in October and November 2011). Looking at the finances and projections, one option would have been to close the Graduate School and operate only as a provider of continuing education, but we were not ready to abandon the years of planning and dedication that created the Graduate School.

The Founding President, faculty, and administration created a plan to reduce non-teaching staff, change the composition of the faculty (Standard 10), reduce operating expenses, and increase efficiencies. Two support offices were consolidated into one office operating on campus (Organizational Charts, 2010, 2011; Factbook, 2011, 2012). The reductions that occurred were thoughtful strategic reallocations of the IIRP's resources. Decreasing staff helped the Graduate School weather the financial storm and live to serve its mission.

An experienced Director of Finance was hired in AY 2014/15, which provided the necessary expertise to revise the multi-year financial plan and related enrollment plan. The multi-year plan projects tuition revenue to support half of Graduate School expenses within five years. Continuing Education revenues will cover the remaining expenses (Multi-year Plan; Enrollment Plan - Comprehensive Assessment Plan, Appendix F). These projections will be revised as more data and fiscal cycles are completed and we develop more reliable financial diagnostics about revenue and expenses, net tuition and enrollment drivers, and cash contributions.

Financial audit and institutional controls

The annual independent audit (Documents Folder) is performed at the end of the fiscal year by an independent firm approved by the Board. The audits are conducted in accordance with auditing standards generally accepted in the United States of America. The audit includes examination, on a test basis, of controls, procedures, and accounts, and attests to the accuracy of the financial statements prepared by the IIRP. The audit and management letter are presented annually to the Audit Committee of the Board of Trustees and ultimately to the trustees. Management addresses any recommendations from the auditors over the course of the subsequent year.

A recommendation made by the auditors in FY 2012/13 (Documents Folder) was that Continuing Education revenue and receivables be transitioned from a cash-based payment system to an accrual system in the general ledger. The auditors noted that receivables were tracked in a separate database and recommended that the IIRP implement procedures to track these amounts in the accounting software. During FY 2013/14, the Vice President for Administration, staff, and two

consultants worked to create a digital link between the database and the accounting software; this allows the bookkeeper to regularly import invoices from the database into the accounting software. This action resulted in Continuing Education revenue and receivables being maintained on an accrual basis in the general ledger, thus addressing the auditors' concerns and providing us with a better fiscal picture for assessing and projecting cash flow and financial stability. This link went live for the start of FY 2014/15.

Resource allocation processes

As described in Standard 2, processes that link planning, budgeting, and assessment are followed in an explicit yearly cycle. Most resource allocation decisions are finalized in the Committee of the Whole (COW) with the collective input of faculty, administrators, and other staff. The established processes of the institution allow for direct involvement of stakeholders and ensure an allocation approach that is aligned with the mission, goals, strategic plan, and budget. The Director of Finance establishes an annual budget, in consultation with the President and senior leadership, to be presented to the trustees (Trustee minutes; Biannual Summaries). The annual financial budget incorporates enrollment and registration projections and includes discussions about external market trends and internal conditions.

The Director of Finance reviews budget priorities, forecasts, and guidelines with the vice presidents, full-time faculty, and all administrative unit leaders at the Biannual Budget, Planning, and Assessment Day. As described in Standard 2, since 2006, this meeting format has facilitated a shared understanding of institutional priorities. Feedback from participants supports the continued use of this model to link budgeting, planning, and assessment among the units (Biannual Budget, Planning, and Assessment Day Summary and Evaluations, AY 2011/12 through 10/5/15).

The IIRP operates with all units carefully weighing any proposed expenditures, how the expenditures relate to the unit plans, and whether the activity supports both revenue generation and serving the mission. It is the responsibility of each unit's director to monitor expenditures. The Director of Finance reviews financials monthly, bringing any deviation from the approved budget to the attention of the unit director, respective vice president, and President. A unit director may contact the Director of Finance to discuss expenditures not in the approved budget. Those expenditure requests are reviewed with the vice presidents and President and may be reviewed with the COW and/or trustees, as appropriate.

Human resources

We employ 23 full-time and 11 part-time faculty and staff, which includes five full-time faculty (Factbook, Appendix E). Discussions about staffing needs occur at the Biannual Budget, Planning, and Assessment Day. Any requests for additional staff are incorporated into the planning, budgeting, and assessment cycle through the biannual meeting and leadership meetings (Biannual Summaries; Interviews with Vice President for Administration). The position approval

is presented to the President. When evaluating the budget to add a new employee, direct consideration is given to how this new position will improve the IIRP's strategic performance.

In AY 2013/14, the IIRP was able to create the first new positions since the financial downturn: a marketing associate to provide marketing and promotional support for the increasing number of professional development events, and an administrative support person to manage the increasing number of Whole-School Change contracts (Organizational Charts, 2011 through 2014). Decisions to hire additional staff continue to be cautious moves undertaken with evaluation among the leadership team of the current and projected financial state.

Facilities resources

The IIRP rents all classroom, library, and office space from Buxmont Academy, a sister organization controlled by the IIRP, and has priority use of Buxmont's facilities. All classrooms have wireless internet access, adequate lighting, and are completely furnished.

There are open lines of communication with Buxmont Academy about the IIRP's facilities needs and plans. The budget planning process provides for ongoing discussions regarding facility uses, including review of Buxmont Academy's facilities master plan. The Director of Operations visits facilities and ensures systems are inspected and evaluated. Any item requiring maintenance is attended to immediately. The Director of Operations interviews faculty to assess their needs and observations about the facilities. Feedback received for both of these measures has been commendable (Facility Assessment Report).

Library resources

The library effectively meets the institutional learning goals and program goals. The annual budget allocation continues to be sufficient to sustain current services and to investigate and acquire new resources as needed (Interview with Librarian). Exiting and Intermediate Student Surveys offer formal evidence that the budget and administration provide sufficient support to assure that the library meets its goals. Average survey results regarding satisfaction with all areas of library services (Standard 9) and resources (in-person service, website, electronic resources, holdings, introductory video) have been consistently above the benchmark of 80%. This success can be attributed to a focus on continually identifying areas for improvement and providing quality service (Survey Results – Intermediate and Exiting, AY 2011/12 through AY 2014/15).

Faculty provide an informal level of assessment regarding library resources through direct communication with the Librarian or at faculty meetings (Faculty minutes, 2/2014, 4/2014). The Librarian also monitors the release of new information, products, and services, and attends webinars and conferences. This activity is supported by the library budget (Library Plan).

Technology resources

Since the faculty have transitioned curriculum delivery to a hybrid model, Technology has shifted the way resources are appropriated. Increased attention has been given to the server

infrastructure to increase efficiency and to ensure that students, faculty, and staff have fast, readily accessible systems with which to work.

Technology has a replacement plan and schedule in place; however, the unit utilizes a needs-based approach. Periodic reviews of equipment take place to ensure that equipment is keeping pace and functioning properly with current software applications. Information systems were developed when Continuing Education activities were completely separate from graduate education activities. This has led to challenges in compiling and analyzing data from different sources and other inefficiencies. In AY 2015/16 an assessment of the technology infrastructure outlined recommendations to enhance the functioning of the servers and the network at the IIRP office, thus improving remote access by staff of the information systems. This is a first step toward integrating the information from the different information systems.

Time and financial resources have been invested in the maintenance of the learning management system, Moodle, chosen by the faculty. A Frequently Asked Questions webpage was created to support student use of Moodle. Within Moodle, a resource page was set up to help faculty make use of Moodle elements for their classes. The Registrar was trained in common Moodle tasks in order to support both students and faculty (Standard 9).

Technology assesses student satisfaction through the measurements of certain indicators in student surveys regarding use of technology in courses, online registration procedures, and the quality of online learning. Results from Exiting Student Surveys (AY 2012/13 and AY 2013/14) show increases in satisfaction levels from the first to second year that we implemented the new hybrid/online curriculum. These results suggest that the technology staff and others have learned how to better serve students.

Strengths, challenges, and recommendations for improvement and renewal

Strengths

1. The IIRP has the financial backing of Buxmont Academy and the Restorative Practices Foundation with combined assets of more than \$10 million.
2. Continuing Education is a strong revenue driver for supporting the operations of graduate programs.

Challenges

1. Continuing Education will expand professional development opportunities to reach a wider audience, in more diverse fields, in order to ensure continued revenue growth.
2. Administration will be strategic in making decisions about staffing. It is necessary to pay close attention to staffing duties to ensure balance and ongoing student satisfaction.
3. As a small institution, there is little room for error in allocating resources.

Recommendations

1. Invest resources to improve the integration of information systems and increase overall effectiveness and efficiency.

STANDARD 4: LEADERSHIP AND GOVERNANCE

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

Introduction

Our restorative ethos is embedded within governance structures, policies, decision-making processes, and trustee selection process, with defined reciprocal roles and responsibilities for students, staff, faculty, administration, and trustees. There are well-defined channels of communication between trustees and the President, and between trustees and faculty, staff, and administration. Policies and processes are reviewed regularly and updated as needed. Through regular assessment, we know that the President, Board, and Committee of the Whole (COW) are performing their duties and working together effectively. By-laws articulate the Board’s roles and responsibilities. Assessment shows that the Board has acted independently and fulfilled its charges to carry out the mission and protect the academic and financial integrity of the IIRP.

The Committee of the Whole

The COW is the IIRP’s shared governance structure (Shared Governance). Its composition ensures that all parties are actively engaged in decision making and have a substantial voice in issues of governance. (See Introduction for a detailed explanation of COW membership). A review of minutes from the past five years (Documents Folder) demonstrates that all major decisions that have affected the IIRP, such as the response to the financial crisis (Standard 3), development of new programs (Standard 11), and the succession plan (Standard 5), have all been deliberated within the structure of this committee. In AY 2013/14, the COW created an annual self-assessment. According to that assessment, the COW is fulfilling its charge and acting collaboratively (Assessment of the COW as Whole; COW minutes, 6/9/14, 8/10/15).

Reciprocal roles and responsibilities

In 2006, the Statement of Reciprocal Roles and Responsibilities (Documents Folder) was created to define how students, faculty, staff, and trustees together create a positive environment to learn, teach, and work. It was created through the collaboration of student representatives, faculty, trustees, and staff.

Communication between trustees and faculty, staff, and students occurs in a few key ways. In formal processes – such as the self-study process – trustees, staff, and students have been solicited for input. Similarly, during the strategic planning process, faculty, trustees, staff, and students came to a shared understanding of the strategic goals. Because it has been nine years since the

statement was created, a representative group of stakeholders should reevaluate its efficacy and meaningfulness in AY 2017/18.

Faculty and student engagement in governance

During the first several years of operation, the Board utilized a traditional governing board structure, which included a range of standing committees, including executive, academic affairs, student affairs, finance and operations, and audit committees. However, after several years of operating these committees, the Board determined that a structure similar to the COW would be more efficient and appropriate to the small size of the Board. The COW folds the many layers of committees and councils that exist at larger institutions into one body (Standard 4).

In AY 2013/14, the Board amended the By-laws to eliminate all committees but the Audit Committee (Trustee minutes, 10/20/13; IIRP By-laws - Organizational Manual, Appendix J). This action removed the existing structure for student and faculty participation. In AY 2014/15, other ways were identified to gather feedback from faculty and students. The COW agreed to add questions to the existing institutional surveys to solicit feedback directly from the students for the trustees (COW minutes, 2/9/15). The three student responses to the request for comments to the trustees in the Exiting Survey for AY 2014/15 were positive about the attitude of continuous improvement, the high expectations of faculty, and the customizable program. The trustees decided to invite faculty to its annual meeting. One full-time faculty and the Vice President for Academic Affairs attended the October 2015 Board of Trustees meeting. The trustees made a commitment to independently survey faculty and students. Trustees connected with 22 of 39 matriculated students in the fall of 2015 by telephone, email, and Skype. Feedback from students indicated a strong appreciation for the faculty and service from the Registrar. At the Board meeting the faculty and staff noted that the critical feedback from students desiring more connections with faculty in online courses and course content that focused on professions other than educators was being addressed (Trustee minutes, 10/24/15).

Governing board roles and responsibilities

The President's role on the governing board

The Board of Trustees holds a responsibility to protect and propagate the mission and to protect the academic and financial integrity of the IIRP. The Board, in turn, passes this same charge on to the President (Standard 5). Trustees are cognizant of the President's critical role in leading the institution. They do not just appoint and assess the President. The Board has established itself as the ultimate authority in the institution, independent from the President. Article VII, Section 2 of the By-laws provides the President with an active role, but defines important limits: "The President serves as an ex-officio member of all Board committees but may not serve on the audit committee which ensures fiscal integrity." Another example from Section 2 states: "The President may serve as a trustee, but may not serve as the chair, vice-chair, secretary, or treasurer of the Board," reserving those offices for the other trustees. The President is a voting

member of the Board. In October 2014, the Board unanimously passed a motion to extend full membership as a trustee to Dr. Bailie, effective when he assumed the presidency on July 1, 2015; the Founding President remained on the board for guidance and to ensure a smooth transition (Trustee minutes, 10/26/14, 10/24/15).

Trustees protecting the mission and academic and financial integrity

A review of the Board's activities from July 1, 2013 to June 30, 2015 demonstrates their active involvement with the duties for which they are charged (Trustee minutes). They acted to protect and propagate the mission of the IIRP by: approving the Strategic Plan, electing John Bailie, Ph.D., as President effective July 1, 2015, and electing new trustees. Additionally, they approved clarifying revisions and needed policy updates and reviewed reports to make informed decisions. The Board has proven effective at meeting their responsibilities to ensure institutional integrity.

An open succession-planning process

The succession of the Founding President had been openly discussed with the trustees throughout his tenure. When the current strategic planning process began in the summer of 2013, the importance of ensuring a stable transition of the presidency was discussed. Through ongoing conversation, it became apparent that, as a young institution, it was essential to have a presidential successor who was not only committed to advancing an emerging academic field, but could provide the leadership to manage a fledgling institution modeling restorative leadership. To ensure the success of a new president within our restorative culture, trustees considered the selection of an internal candidate who embodied our mission, had a strong commitment to restorative theory and practice, and proven success working with existing senior leadership. John Bailie, Ph.D., then the Director of Continuing Education, was identified as the most qualified candidate for the position of President (Standard 5). In October 2013, the Board unanimously voted to identify Dr. Bailie as the successor to the Founding President without need for further search (Trustee minutes, 10/20/13). This timely action allowed the Board, President, administrative leadership, and faculty to continue more tactical planning as to how to prepare Dr. Bailie for this role and how to develop the leadership needed to support him in this new role (COW minutes, 1/13/14).

Selection, orientation, and engagement of trustees who are mission aware

The trustees are holders of the organizational trust and mission. Our trustees bring many different perspectives and experiences in fields such as law, higher education, faith, public education, private foundations, government relations, management, and child welfare that mirror the numerous arenas where restorative practices are being implemented.

The President and trustees collaboratively recruit new members based on a candidate's commitment to the mission of the IIRP, knowledge of restorative practices, other special knowledge areas that could be applied toward carrying out the mission, and geographical representation. Any trustee, the President, or a senior leader may recommend a potential candidate

to the Board. The Board Chair reviews recommendations, interviews candidates, and proposes candidates to the trustees for their vote (Trustee minutes, 10/20/13, 10/26/14; Board membership list). The Board continues to seek diversity in background, experiences, and skills that might assist the Board in its oversight and duties.

The Board has created a more defined process to orient new trustees. The Board developed a Statement on Selection and Orientation of Trustees in AY 2014/15 (Trustee minutes, 10/26/14). Because trustees are selected in part for their familiarity with restorative practices, the orientation of new trustees focuses on learning about the role of trustees, rather than teaching restorative concepts. New trustees learn about their role (1) by reading the Organizational Manual (Appendix J) and relevant materials from the Association of Governing Boards, (2) through discussions with the Board Chair, and (3) through direct experience. At the October 2015 meeting, trustees provided feedback to improve the process and presentation of orientation materials (Trustee minutes, 10/24/15).

Advancing the mission

Through careful selection, the trustees have evolved into an experienced body of restorative practitioners with the intellectual and social capital needed to generate resources for the IIRP and advance its influence. The Board brings together professionals from education, higher education, business, justice, and human services that mirror the student body. Our trustees are not selected based on their financial wealth. They are asked to make an annual contribution in an amount that is personally significant to them, not a prescribed amount. The Chair communicates this expectation to prospective trustees during their first interview, and personally contacts individuals each year. Trustees make cash donations and in-kind financial gifts underwriting their travel costs; some have donated their professional services and volunteered beyond the Board's customary roles. Individual trustees have expressed enthusiasm for working closely with the President and Vice President for Advancement for upcoming scholarship campaigns (Trustee Minutes, 10/24/15).

Policies that guide the IIRP

Written policies that guide the IIRP in its daily interactions are included in the Faculty Handbook and Organizational Manual (Appendices H, J), updated versions of which are always available to trustees, faculty, administrators, and staff faculty through the internal website. Policies are reviewed annually by the administration and brought to the COW and the Board of Trustees if changes or modifications are necessary. These publications include descriptions of academic programs, the organizational chart, and job descriptions that outline the governance responsibilities of the President, administration, and faculty. They also include personnel guidelines, institutional policies, and the By-laws that delineate the duties and responsibilities of the governing board. Policies applicable to academic and student life are available in the Student Handbook and Catalog (Appendix I), which is on the website. Trustees, faculty, and

administration members are listed on the website and within the various handbooks. Trustees annually disclose real and perceived conflicts to uphold the By-laws and the Conflict of Interest Policy (By-laws, Article XIV- Organizational Manual, Appendix J).

Evaluation of the President and Board of Trustees

The Board evaluates the President every two years, interviewing faculty, staff, and students and preparing a report to share with the President. The trustees examined the existing process in 2013 and made a clarification that allows the Board to share the results of those interviews with the President. The trustees believed this was much more in line with the transparent and restorative nature of the IIRP. This process evaluates the President's success in demonstrating restorative leadership skills, furthering the mission, and protecting academic and financial integrity (Trustee minutes, 10/20/13).

In 2009, the trustees designed their own annual self-evaluation process to assess the performance of individual trustees (Documents Folder). These evaluations are shared with the Board Chair, and trustees are invited to discuss areas of concern. Faculty and staff employ a similar self-assessment process.

The Board annually assesses its performance as a whole by reviewing a grid that compares their responsibilities as outlined in Article I, Board Authority and Responsibilities, Section 2 of the By-laws (Organizational Manual, Appendix J) to Board action (Trustee minutes, 7/29/12, 10/20/13, 10/26/14, 10/25/15). The Board is meeting all of its responsibilities, with the exception of those that are not applicable to the IIRP at this time, such as building construction and public policy (Assessment of the Trustees as a Whole).

Board of Trustees' certification of the IIRP's compliance to the Commission

The Statement of Compliance has been completed and sent to the Commission with the appropriate submissions.

Strengths, challenges, and recommendations for improvement and renewal

Strengths

1. Trustees have significant experience in the field of restorative practices and have demonstrated an explicit and tangible commitment to the mission.
2. The structure of the Committee of the Whole ensures that all parties are actively engaged in decision making and have a substantial voice in issues that matter most to the overall governance of the institution.
3. Leadership skillfully balances the benefits of horizontal stakeholder engagement with the necessity of executive decision making.
4. Sustainability is considered with transparent planning for leadership succession.

Challenges

1. With an international Board of Trustees, frequent in-person gatherings are cost prohibitive and other methods need to be examined to foster social connections and teamwork.
2. The new President will need to cultivate a productive working relationship with the Board of Trustees.

Recommendations

1. Reevaluate the Statement of Reciprocal Roles and Responsibilities with a representative group of stakeholders by AY 2017/18 to ensure its efficacy and meaningfulness.

STANDARD 5: ADMINISTRATION

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

Introduction

The IIRP carried out a seamless transition of its chief executive after Founding President Theodore Wachtel’s retirement on June 30, 2015. President John Bailie, Ph.D., has demonstrated a proven commitment to mission and has the qualities needed to advance the Graduate School at this critical stage. We employ administrative leaders with the appropriate skills, academic credentials, and training to carry out their responsibilities and functions, and a sufficient number of well-qualified faculty and staff to provide quality programs and services to students. Roles, expectations, and relationships are clearly defined and evaluated. There are adequate information and decision-making systems in place to support the work of the administrative leaders. A methodology exists to periodically assess the effectiveness of administrative structures and services.

Presidential leadership

The President is the chief executive charged with leading the IIRP and ensuring that “all activities and programs reflect the mission, vision and philosophy of the Institute.” The President reports to the Board of Trustees, who evaluate the President once every two years (By-laws, Article 1, Section 2 - Organizational Manual, Appendix J). The President’s job description articulates the qualifications necessary to be a capable leader of the IIRP.

In selecting the IIRP’s second president, the Board recognized that the new president should be committed to advancing this emerging academic field and capable of leading a financially struggling institution toward long-term stability (Job Description, President - Organizational Manual, Appendix J) and appointed Dr. John Bailie, then the IIRP’s Director of Continuing Education and an Associate Professor.

President Bailie earned his Ph.D. in Education from Lesley University in 2012 and received a master’s degree from the IIRP in 2008. During his tenure as Director of Continuing Education, his entrepreneurial skills raised the profile of professional development offerings into every major region of the United States and Canada, while growing a revenue stream capable of supporting academic programs (John Bailie curriculum vitae).

Three additional factors will help ensure President Bailie’s success:

1. The Board extended Dr. Bailie full membership as a trustee when his presidency began (Trustee minutes, 10/26/14), ensuring he has a strong voice on the chief governing body and that the Board and the President are in alignment.
2. The President determined that the current Vice President for Administration, Vice President for Advancement, and Vice President for Academic Affairs would continue to

serve, since they had Dr. Bailie's confidence and possessed strong working relationships with him (Trustee minutes, 10/20/13).

3. The President was accepted into the American Council on Education's Institute for New Presidents, 2015-2016 cohort.

Administration and senior leaders

Vice President for Academic Affairs Patrick McDonough, Ph.D., brings 50 years of higher education academic, consulting, and administrative experience to the IIRP. With just five full-time faculty members, a full-time Vice President for Academic Affairs is not required; accordingly, Dr. McDonough performs his duties part-time year-round and participates in faculty, Committee of the Whole (COW), Board, and other committee meetings.

Director of Graduate Studies, Craig Adamson, Ph.D., has been identified to succeed Dr. McDonough in 2016. Dr. Adamson is a member of faculty and Associate Professor, and within the role of Director of Graduate Studies is also responsible for on-site administration of Academic Affairs and supports the Registrar in all non-curricular aspects of the student experience. Additionally, he advises faculty, oversees the admission process, and advises students as needed. Dr. Adamson has 20 years of experience as a counselor and administrator in the IIRP's model programs, Community Service Foundation and Buxmont Academy, which employ restorative practices with at-risk youth. He also facilitates the faculty decision-making process and supports Dr. McDonough in forming academic policy.

Vice President for Administration Judy Happ oversees an effective infrastructure for financial, personnel, training, computing, building maintenance, and other operational functions. Vice President Happ holds master's degrees in criminal justice and in restorative practices and education. In the fall of 2011, Vice President Happ assumed the responsibilities of the Director of Finance after the 2011 layoffs. (A Director of Finance was hired in February 2015.)

Vice President for Advancement Linda Kligman received her Master of Science in Restorative Practices in July 2015. Vice President Kligman brings two decades of experience in development, specializing in community-based fundraising – including working with LaSalle University's Nonprofit Center as an instructor and consultant. She also was the principal of a marketing firm and served as executive director for a community-revitalization agency. Vice President Kligman serves as staff liaison to the Restorative Practices Foundation.

Each member of the senior leadership team – the President, vice presidents, and the Director of Graduate Studies – brings a high level of expertise to their current roles. The next generation of leaders comprises lifelong learners who are being supported in taking on expanded roles and responsibilities. Each has actively sought guidance and mentoring from expert consultants to adapt their roles to higher education. All senior leaders hold memberships in appropriate professional organizations, read extensively about their respective areas of responsibilities, and regularly attend relevant meetings and seminars.

A number of other experienced administrators complete the roster of senior staff and manage the functions of the IIRP as illustrated in the organizational chart, which is accessible to trustees,

faculty, and staff through the Organizational Manual (Organizational Chart, Appendix D). The chart provides clear documentation of the lines of organization and authority.

Qualified staffing

Faculty and staff engage in a thorough interviewing and hiring process to ensure applicants' qualifications match our articulated needs. Diverse recruitment sources such as postings and referrals from current faculty and staff are utilized. In addition to hiring candidates with the requisite skills, education, and experience, we recruit faculty and staff who have a strong affinity with our mission.

Faculty are supported in their teaching, research, and service by administration and staff. They receive resources to support student learning and faculty scholarship, develop action research projects, and support activities associated with service in the community through restorative practices (Standard 10).

Staff receive regular constructive feedback from their supervisors and colleagues to support them in their roles. In-service and Continuing Education events provide faculty and staff with training in applying restorative practices and in understanding concepts important for the success of higher education institutions, such as planning and assessment.

Performance evaluations of administrators and support staff are carried out annually through self-assessments that are reviewed by and discussed with a supervisor (Evaluation Guidelines and Forms). The Board reviews the President's self-evaluation every two years.

Administrators, faculty, and staff can access information and institutional data to support them in their daily work via the campus network or via remote access from any location. They receive a range of reports on key indicators to support decision making. The content and timing of these reports allow the administration to review all major functions of the IIRP systematically and continuously.

Improving administrative structures and services

Continual improvement of administrative structures and services is built into the annual planning, budget, and assessment cycle (Standard 2). Annual reports document progress on administrative unit plans, assessment of outcome measures, and actions taken as a result of assessment. In monitoring administrative unit plans, as reported by unit leaders in their term and annual reports, we have determined that staffing and the administrative structure support the IIRP in achieving the strategic goals.

Strengths, challenges, and recommendations for improvement and renewal

Strengths

1. A thoughtful presidential transition took place that maintained our unique culture and focus on mission.

2. The administration is composed of strong and competent leaders with proven skills and commitment to our mission.
3. Staff are committed to the mission, support the daily operations of the Institute, and benefit from restorative practices professional development.
4. Sustainability is considered with transparent planning for leadership succession.

Challenges

1. The succession of a Founding President is a critical time in the life of an institution.

Recommendations

1. The President and Board Chair will participate in the American Council on Education's Institute for New Presidents and cultivate relationships with peers.

STANDARD 6: INTEGRITY

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

Introduction

We are committed to maintaining the highest standards of integrity in all institutional activities. Built upon respect and direct communication, our restorative culture serves to cultivate and strengthen our integrity and drives us to uphold these standards even when encountering difficulties or challenges. We are particularly proud of the dedication and diligence demonstrated in embedding restorative principles into policies and practices.

Fair process

As a mission-driven institution, it is a matter of integrity for us that we “practice what we teach.” We strive to live out the principles of restorative practices in all of our interactions and to maintain a healthy environment for teaching, learning, and working (Standard 1). In both the administrative and academic settings, every member of the community is encouraged to have a voice and is actively given opportunities to do so. Administrative meetings, academic discussions, and instructional experiences regularly employ circles, where each participant has the opportunity, one at a time, to express their thoughts, ideas, feelings, and concerns.

When authorities do things *with* people, whether reactively (to deal with crisis) or proactively (in the normal course of school or business), the results are almost always better. This fundamental thesis of restorative practices is evident in a *Harvard Business Review* article about the concept of “fair process” in organizations (Kim & Mauborgne, 2003). The central idea is that “...individuals are most likely to trust and cooperate freely with systems – whether they themselves win or lose by those systems – when fair process is observed.”

The three principles of fair process are:

1. Engagement – involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account;
2. Explanation – explaining the reasoning behind a decision to everyone who has been involved or who is affected by it; and
3. Expectation clarity – making sure that everyone clearly understands a decision and what is expected of them in the future.

Fair process provides a practical mechanism to ensure that organizational processes model participatory learning and decision making.

Regulatory bodies and accreditation status

Significant changes are disclosed to the Middle States Commission on Higher Education and the Pennsylvania Department of Education. The Vice President for Administration notifies all faculty and staff about updates to accreditation status and serves as the Accreditation Liaison Officer. In turn, the Assistant to the Administration notifies the trustees. The Registrar and the Vice President for Advancement ensure that students and the general public are kept abreast of the self-study progress and annual data through updates to the website.

Clarity, accuracy, and accessibility of information

The website and the Student Handbook and Catalog (Appendix I) are primary ways that students and the general public access information about policies and procedures related to all aspects of student life (Standard 8). The Committee of the Whole (COW) reviews this document annually and each term as needed by the administration (COW minutes, 6/9/14; interview with the Registrar for this self-study). An electronic archive of previously published versions is maintained.

An annual Factbook (Appendix E) is published on the website. The consumer education webpage (<http://www.iirp.edu/heoa-student-consumer-information.php>) compiles links to institutional information for students and the community.

Faculty and staff have access to handbooks, manuals, policies, and procedures via the internal website. The faculty, COW, and Board review and assess policies and procedures. The COW provides regular oversight to ensure periodic review of institutional policies and makes certain we maintain integrity with regard to our mission and conduct (Assessment of the COW as a Whole).

When changes to policies, procedures, and academic programs do occur, procedures developed by the administration assure that the website and publications are updated accordingly. The Registrar alerts students of changes via regular emails (Registrar emails to students). For example, when changes were made to the curriculum in AY 2011/12, all students were informed that the wholly in-person courses were ending in favor of online and hybrid courses. The Registrar and faculty advisors ensured that students were given guidance and instruction regarding how to plan their academic schedules and complete their degrees.

Conflict of Interest policy

The IIRP has a Conflict of Interest policy (Faculty Handbook, Appendix H; Organizational Manual, Appendix J) and a procedure for disclosing apparent conflicts. On an annual basis, the Board of Trustees and senior staff sign a “Conflict of Interest” statement (Documents Folder).

Business Integrity policy

In 2011, the Board approved a Business Integrity policy (Documents Folder), which expresses a clear and unequivocal approach to business integrity and ethics.

No Gift policy

The No Gift policy (Faculty Manual, Student Handbook and Catalog, and Organizational Manual, Appendices H, I, J) addresses gifts among employees and between faculty or staff and students. Students may not give faculty or staff gifts or vice versa (including paying for dinners or other expressions of appreciation with financial implication) in the interest of avoiding potential conflicts of interest or other ethical dilemmas.

Institutional Review Board (IRB)

All full-time faculty members complete the online training provided by the National Institutes of Health (NIH) and receive certification that ensures they are able to guide their students in this critical area (Certificates of Completion). All students enrolled in the research course RP 610 are also required to complete the online NIH certification course. The policy on Human Research is published in the Faculty Handbook (Appendix H) and in the Student Handbook and Catalog (Appendix I). The Chair of the IRB reports there were two submissions for institutional research projects since the initial self-study. Both projects were approved after meeting modifications set forth by the IRB.

Marketing and public relations practices

The Vice President for Advancement, a member of the COW, shares analyses of institutional surveys, reports progress of campaigns, and solicits feedback on methods and messaging. Advancement's procedures incorporate sufficient time to obtain feedback from faculty and staff to ensure accuracy, providing the opportunity to participate in and inform marketing decisions. Advancement obtains proper permissions (releases) from those individuals who appear in marketing materials or educational films, or who provide testimonials.

High levels of student satisfaction with overall program quality, as reflected in responses recorded in the Entering, Intermediate, Exiting, and Alumni Student Surveys indicate that student expectations are being met and marketing is truthful and accurate. In all of the institutional surveys during the student lifecycle from AY 2011/12 through AY 2014/15, the designated benchmark of 80% was exceeded for students being satisfied or very satisfied when responding to "Overall, how satisfied are you with the quality of the academic program at the IIRP?" (Standard 8).

Ensuring privacy and security

Student records

To maintain students' privacy, we adhere to all provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA) regarding the protection of student records (Standard 9). In addition, in 2011, the Board approved the Verification of Student Identity policy (Documents Folder), which was revised in 2014 and again in 2015. This revised policy places the IIRP in compliance with Federal Regulation 34CFR602.17(g), to ensure that the same person who

registered for the course is the person taking the course. In addition, all students create a secure “Student Portal” account where they are able to establish their presence and identity within the Graduate School. Each student chooses a unique username and password, which is also required to access the learning management system.

Institutional documents and data

A secure online repository for all institutional documents can be accessed with a password by faculty and staff. The office of the Vice President for Administration ensures that all records are stored in a safe, secure, and accessible manner. Electronic documents are either on a password-protected computer or stored off site. Essential physical documents and financial files are scanned and backed up weekly and maintained off site. The Document Retention and Destruction policy (Organizational Manual, Appendix J) outlines the retention time period for all important documents and files.

Intellectual property concerns

The Academic Integrity policy (Faculty Handbook, Student Handbook and Catalog, Appendices H, I) includes sections on copyright, fair use, and plagiarism. Attribution of sources in student work is mandatory and thoroughly explained in all 500-level courses. Students are expected to master APA standards, learn how to cite sources appropriately, and understand actions that constitute plagiarism. One of the five institutional learning goals is solely focused on information literacy, stating: “Members of the IIRP learning community will be able to locate, analyze, and use information appropriately” (Student Handbook and Catalog, Appendix I). The faculty ensures that the curriculum is embedded with the Information Literacy Standards for Higher Education created by the ALA’s American Association of College and Research Libraries (Curriculum and Syllabi; Faculty minutes, 9/24/12, 1/28/13, 4/14/14, 12/8/14). The Librarian apprises the faculty of any changes to these standards and assists them in identifying ways to incorporate these standards into classroom assignments (Faculty minutes, 4/14/14, 6/9/14).

Academic freedom

The Student Handbook and Catalog and the Faculty Handbook (Appendices I, H) articulate policies protecting academic inquiry and freedom of expression for students and faculty. A violation of academic or intellectual freedom has yet to be reported. We encourage free discussion, inquiry, and expression in the classroom, and we structure classes so as to demand this expression. Students are free to take exception to information or views offered in any course but are still responsible for learning the content. Faculty are free to seek the truth of their discipline, to teach that truth, and to publicize it. The IIRP adheres to the statement on academic freedom endorsed by the American Association of University Professors (Faculty minutes, 8/11/14, 7/13/15).

Hiring

The President, faculty, and administration are responsible for recruitment, selection, evaluation, promotion, and dismissal of all faculty and staff at the IIRP. Faculty play an important role in the hiring of new faculty. All hiring notices and manuals indicate that the IIRP is an Equal Opportunity Employer. Policies on equal opportunity, affirmative action, and non-discrimination are published in the Faculty Handbook and Organizational Manual (Appendices H, J). To date, there have been no challenges or claims made on the basis of equal opportunity, affirmative action, or discrimination.

Evaluation

Faculty are evaluated yearly within the traditional criteria of teaching, research, and service. Faculty and staff also complete annual self-evaluations, which encourage personal reflection, self-awareness, and professional growth (Self-Evaluation Forms). Faculty have created “Restorative Standards for Faculty Evaluation,” which they use to guide their teaching practice (Faculty Handbook, Appendix H). Each faculty member reviews their annual self-evaluation with the Vice President for Academic Affairs and the Director of Graduate Studies, focusing on faculty proficiency in using restorative practices in their pedagogy and relationships with students and colleagues, as well as on teaching, research, and service. The discussion is supported by the evidence from their annual Faculty Activity Report (Documents Folder).

Faculty promotion

Clear and explicit procedures for faculty promotion are detailed in the Faculty Rank policy in the Faculty Handbook (Appendix H). A faculty member may ask for consideration for promotion at the beginning of the academic year whenever he or she deems it appropriate. The IIRP does not offer tenure.

Dismissal

Dismissal is the responsibility of the President in conjunction with the Vice President for Academic Affairs and the Vice President for Administration. However, dismissal for violation of rules of conduct or performance reasons is exceptionally rare. In accordance with the belief that people are capable of growing and changing, faculty and staff are given opportunities to address mistakes and poor performance in a collaborative, supportive manner.

In conducting the layoffs in 2011 (Standard 3), the administration sought to maintain transparency. As the Graduate School’s worsening financial situation became clearer, the administration shared financial information directly with staff and faculty through an ongoing series of meetings and restorative circles (COW minutes, 6/22/09, 11/9/09, 2/1/10, 6/27/11, 11/7/11, 6/25/12, 9/24/12; Faculty minutes, 1/30/12, 2/27/12). This enabled all of the administration, staff, and faculty to explore solutions collectively. When the administration

announced the layoffs and other cost-saving measures, the discussions ensured that the decisions were not unexpected and that everyone had a voice in the process. Many decisions were, in fact, arrived at collectively. A few staff voluntarily offered to resign.

Faculty members were last to be considered for layoffs. As revealed by interviews during this self-study with the faculty, the President, and Vice President for Academic Affairs, the fairness, openness, and transparency of administration throughout this period resulted in several faculty members willingly renegotiating their letters of agreement without grievance.

Grievances

In order to address student, faculty, and staff grievances in a restorative manner, the IIRP publishes a clearly defined process in the Faculty Handbook, Student Handbook and Catalog, and Organizational Manual (Appendices H, I, J). A separate policy exists for when a student wishes to appeal an instructor's evaluation of his or her work (Student Handbook and Catalog, Appendix I). The grievance policy states that, consistent with its mission, the Graduate School uses restorative processes, whenever possible, in dealing with wrongdoing and conflict among students, staff, faculty, and administration. The resolution process may include a restorative circle, in which those affected by a conflict or issue have an opportunity to express their thoughts and feelings in a safe environment. If a grievance cannot be addressed satisfactorily through informal processes, individuals may appeal to the appropriate administrator, then to the President, and finally to the Board of Trustees. According to the Registrar and faculty members, numerous student issues ranging from simple to complex have been raised and resolved by the faculty, the Registrar, and the Vice President for Administration through informal restorative processes.

Since the initial self-study, no students have raised formal grievances (Interview with Registrar). Interviews with faculty revealed two incidents of students challenging an instructor's evaluation of their work, but each instructor resolved the issue informally with the student.

Strengths, challenges, and recommendations for improvement and renewal

Strengths

1. Faculty and staff employ restorative practices when teaching, learning, and working. This honors our belief that all employees are equal in dignity and deserving of the same measure of respect.
2. Faculty and staff are mentored and trained in resolving conflict in a healthy way that reduces the need for formal grievance processes.
3. We have explicit, transparent policies regarding issues of ethics and integrity that are driven by our mission and serve students, faculty, and staff well.

Challenges

1. As we grow and mature, we must continue to "practice what we teach."

Recommendations

1. Continue to demonstrate our adherence to restorative principles within our policies and practices.

STANDARD 7: INSTITUTIONAL ASSESSMENT

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

Introduction

The IIRP has established a thoughtful and integrated culture of assessment that drives decision making and adaptation and supports student learning. The Comprehensive Assessment Plan guides the formal processes of improving student learning and administrative outcomes based on assessment results. Since the initial self-study, academic and administrative units have matured in their planning and comprehension of the interrelationships inherent in assessment. The plan ensures that the assessment loop is organized, systematized, and sustained. Institutional data are providing relevant and meaningful outcome measures to make informed decisions.

Institutional assessment

Institutional assessment is an ingrained process that is driven by the mission and loops back to support the mission. The Comprehensive Assessment Plan (Appendix F) details the approach to assessment and delineates the timeline and parties responsible for certain portions of the assessment process. The Assessment Committee, composed of faculty and administrative staff, is charged with overseeing and strengthening the assessment plan. A diligent and thoughtful review of assessment processes fosters an environment of continual improvement.

Inclusive data-driven decision making

The Assessment Activity Flow Chart provides a visual representation of the assessment process that stems from the mission and promotes continual improvement (Figure 2, Standard 2). Adherence to this process ensures that institutional and unit reports are shared among various academic and administrative units. As part of our collective commitment to “fair process,” we provide for enhanced and participatory decision making through the active flow of information (Standard 6) (Kim & Mauborgne, 2003). The Biannual Budget, Planning, and Assessment Day meeting format facilitates horizontal communication between units, fosters cooperation, and ensures a shared understanding of institutional priorities. The COW is particularly effective in providing a distributed understanding of assessment, action, and results across the institution. This is indispensable in advising the President and communicating results to IIRP stakeholders. A key strength is that we are small, nimble, and able to make decisions quickly, while adhering to this thoughtful and rigorous assessment process.

Student learning outcomes connected to institutional goals

The overarching institutional goals articulate the manner in which we, as a higher education institution, can sustain our mission most effectively by developing professionals who are both skilled practitioners and thought leaders dedicated to expanding the knowledge base of restorative practices. Faculty lead the process of assessing student learning by linking course learning outcomes with program goals, which are in turn linked to institutional learning goals, and ultimately to the mission, through the institutional goals. The Comprehensive Assessment Plan (Appendix F) is designed to ensure benchmarks are measured through this process. Assessment of student learning is a continuous process that is systematic, organized, and lies at the heart of institutional planning. One example of an assessment process that connects institutional goals with learning outcomes is the mission assessment within the RP 699 Final Professional Learning Group course. Faculty assess how the mission's two elements – positively influencing human behavior and strengthening civil society – are reflected in students' written papers and oral presentations. On a rubric scale of 0 to 3, the average result for each element since AY 2011/12 has been 2.6, indicating that graduates understand and have demonstrated a commitment to the IIRP's mission (Mission Rubric).

The link between the Strategic Plan and unit plans

Assessment is solidly grounded in the mission and is evidenced in the institutional and unit-level goals. Each objective in the Strategic Plan (Appendix G) is linked with a strategic goal and assessed through one or more identified measures. Administrative unit plans contain unit level objectives with clearly identified measures. Administrative unit objectives are linked to the Strategic Plan's goal and objectives (Standard 2). The unit reports include analysis of the results, reflection on areas for continual improvement, and details about any changes made as a result of assessment.

The Summary of Academic and Administrative Outcome Reports (AY 2012/13 through AY 2014/15, Documents Folder) provide a chronology of the growth of the assessment process. Data is being used to make changes where needed. Annual unit reports provide a good summation of objectives, results, and future plans. Assessment guides daily activities and ultimately supports the mission.

Methods of data collection

Various reports are generated from assessment activity and used to drive continuous improvement. Weekly snapshot reports provide formative data about enrollment, admissions, and continuing education events (Graduate Weekly Update; Weekly Paid Registrations report).

These reports ensure that unit leaders have the necessary information to take timely action. Monthly financial data is shared with the leadership, providing a regular report on activities within budgetary goals. This includes summaries such as the budget-to-actual report, profit-and-loss statement, and balance sheet, which are also shared with the trustees for active financial oversight. The trustees and leadership also receive trend reports each term. These examples of formative data

ultimately feed the annual summative reports. The Board Chair, in June 2014, indicated his appreciation of this collaborative communication, as these financial reports effectively ensured informed and active oversight at the board level.

Summative data are utilized in the form of annual reports (Documents Folder). Both qualitative and quantitative methods are utilized to collect data. Much of the quantitative information is frequency-based, including enrollment numbers, comparison trends, unique students, demographic information, credit hours, and a range of benchmarks (Unit Benchmark Baselines). The qualitative data is in the form of narratives from surveys, conversations recorded in minutes, interviews, and observations. Both qualitative and quantitative methods are evidenced in varied institutional summative annual reports that provide a vivid and multi-dimensional perspective about the data collected. For example, the Annual Strategic Plan Report (Documents Folder) for AY 2013/14 has some objectives that include quantitative measures: 66% of revenue generated by tuition, fees, and professional development registrations; a 10% increase in donations annually; and a count of matriculated students of 46. Qualitative measures include comments regarding student services from institutional surveys, faculty activity reports, and summaries of Biannual Budget, Planning, and Assessment meetings (Documents Folder). This mixed-methods research design helps to triangulate data sources, achieve strategic goals, and support continual improvement.

Continuous assessment

Effectively pursuing our mission

Our mission drives activity at all levels of the institution. The Strategic Plan (Appendix G) informs and directs the goals of the individual unit plans. The Mission Exercise (Standard 1) revealed that trustees, faculty, and unit leaders perceived that the mission either absolutely or somewhat defines our purpose within the context of higher education and indicates what the IIRP intends to accomplish.

The assessment of student learning also reveals a strong link between mission and student outcomes. The Program Goals reports for AY 2011/12 through AY 2014/15 indicate that students completing both the master's program and the certificate program are exceeding institutional benchmarks for every program goal (Documents Folder). These results are tied to the institutional goals that ultimately support the mission.

These results demonstrate that our mission is widely understood by all institutional stakeholders. Further, the collaboratively developed Strategic Plan (Appendix G) effectively promotes mission-driven activity at all levels of the institution.

Developing a new graduate program

In AY 2011/12 enrollment was in decline while nationwide interest in online education was on the rise. Faculty saw hybrid course delivery as a potential way to reach a broader number of students over a larger geographical area. In AY 2012/13 the Graduate School reconfigured itself from offering two specialized master's degrees through traditional classroom experiences to

offering a single Master of Science degree delivered through online and hybrid learning experiences.

The new degree has had a positive impact on enrollment as evidenced in the continuing growth of credit hours (438 to 540 to 765; Data Book, AY 2014/15) and the increase of first-term students (44 to 44 to 64; Data Book, AY 2014/15). Both the AY 2013/14 and AY 2014/15 Summary of Academic and Administrative Outcomes Reports (Documents Folder) further demonstrate positive results regarding continuing education activities, student satisfaction, and advancement.

Continuing education

Continuing Education has expanded the delivery of professional development events, especially the introductory four-day event, “Basic Restorative Practices” (Annual Unit Report – Continuing Education, AY 2013/14, AY 2014/15). Continuing Education has used regular weekly and annual reports on event registrations and assessment of regional trends to predict future growth and support needs. Strategically planned U.S. and Canadian professional events are aimed at establishing the IIRP as the premier provider of restorative practices education in all of the most populated regions of the U.S. and Canada (Annual and Quarterly Unit Reports). These events support both the overall reach of the Graduate School and the potential pool of prospective students. Efforts show a rise in attendance at events, up from 6,182 in AY 2012/13 to 9,578 in AY 2014/15 (Factbook, Appendix E); further, these events continue to be an important referral source for new graduate students (Survey Results – How You Heard About Us).

Over the last 15 years, the IIRP has been an instrumental leader in arguing for the end of “zero tolerance” policies in K-12 education. A significant area of success for Continuing Education is the SaferSanerSchools Whole-School Change Program. This program was designed specifically to demonstrate a restorative practices-based alternative to these policies. There are currently three randomized control studies on restorative practices in schools that are being conducted by the RAND Corporation and Johns Hopkins University through funding from the National Institutes for Mental Health, the United States Department of Justice, and the Atlantic Philanthropies. These collaborations between third-party research institutions and Continuing Education staff and faculty have made the IIRP the national leader in our emerging discipline, and have created tremendous opportunities for future growth (Annual Unit Report – Continuing Education, AY 2013/14, AY 2014/15).

Student feedback

Some of the most important evaluative instruments used for assessing administrative and institutional effectiveness are institutional student surveys, which give students voice through specific and open-ended questions (Comprehensive Assessment Plan, Appendix F).

The Entering Student Survey AY 2014/15 provided confirmation that the new master’s program is now attracting mission-driven students who understand restorative practices and are inspired to expand their knowledge. Incoming students are asked to rank the importance of several options listed, from not at all important to very important. The top two responses for “very

important” were “Program matches my interests” (n=33) and “The usefulness of restorative practices to my work” (n=36) (total responses=37). Feedback from students who exited the program also offered insight into the quality of the academic and online experience; all eight responded positively as “satisfied” or “very satisfied.” One narrative comment in this survey connects directly to the essence of the mission: “I appreciate the work of the whole team at IIRP for being a leader in the field of finding creative and effective ways to bring peace, justice and restoration to our communities local and worldwide” (Exiting Student Survey, AY 2014/15).

The assessment process is woven into the fabric of operations from both the academic and administrative perspectives.

Strengths, challenges, and recommendations for improvement and renewal

Strengths

1. Assessment of student learning is a continuous process that is systematic, organized, and embedded at the heart of institutional planning. A culture of assessment has been present since the founding of the Graduate School and continues to guide our daily operations and institutional renewal.
2. Unit leaders accurately articulate goals, outcomes, actions, and results to provide a clear snapshot each term of formative data along with a summative annual report.
3. The institution has survived because we are nimble, adapting to our changing environment while ensuring that we adhere to this thoughtful and rigorous assessment process.

Challenges

1. Faculty and staff need to be cautious in making broad-based decisions that rely on small data sets and minimal data cycles.

Recommendations

1. Create a more manageable structure to provide valid and reliable data so that stakeholders can make informed decisions.

STANDARD 8: STUDENT ADMISSIONS AND RETENTION

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

Introduction

In accordance with our mission, the ideal candidate for admission is dedicated to improving their work setting or community through the use of restorative practices. The application process for admission into the Master of Science program encourages students to articulate their personal, professional, and educational goals. Once admitted, students tailor their studies through electives and possible independent study to match their individual goals and interests within the framework of the mission. The website and Student Handbook and Catalog provide detailed and accurate information about the Graduate School. The Registrar is a single-point of additional information and resources for the students. Alumni consistently indicate in surveys that their studies were valuable, both professionally and personally, and that they have recommended the Graduate School to others.

Admissions process

The admissions process is designed to provide both the student and the Admissions Committee with an understanding of how a student’s interests and goals match the goals of the Graduate School. A rolling admissions policy enables students to apply for admission at any time throughout the year.

A prospective student’s first contact is typically with the Registrar, whose role combines recruiting and student services, along with the traditional duties of a registrar (Standard 9). The Registrar encourages students to express their educational interests and goals, and introduces them to a faculty advisor who will explore the applicability of the master’s program to the student. Once a student expresses an interest in applying, the Registrar provides a high degree of individualized support by communicating expectations about admissions requirements, policies, and procedures. Students are made aware in the Student Handbook and Catalog (Appendix I) and through discussions with the Registrar that transfer credits will not be accepted due to the specialized nature of our program. Students are able to take up to four courses before deciding to apply for admission to the Master of Science program.

Applications for admission are presented to the Admissions Committee, which comprises three full-time faculty members. Candidates who lack part of the application requirements may request special consideration. The Admissions Committee can make one of three recommendations for any applicant: 1) to admit, 2) to decline to admit, or 3) to admit with conditions. Approval with conditions is offered to those strong applicants who lack some identifiable element of our expectations. Taking and successfully completing IIRP graduate courses before applying for formal admission strengthens the application of a candidate who substantially lacks part of the requirements. On a case-by-case basis, applicants who lack part of the application requirements

may need to take certain actions that will strengthen their skills and thereby enhance their success in our academic program. For example, it may be recommended that students take only one course per term or to utilize faculty or student mentors, writing or research support services, or other services.

Information about admissions, academic programs, and financial aid

A prospective student's first introduction to the Graduate School is often through the website (<http://www.iirp.edu>), where information about graduate education, admissions policies and criteria, academic programs, tuition, fees, and financial aid is available. The Course Offerings webpage provides a single place for students to view all course titles and what terms those courses are offered, as well as course descriptions, prerequisites, and delivery formats. In AY 2014/15, based on feedback received in the Entering Student Survey requesting easier access to information about tuition and fees, both the Graduate Education and Courses webpages were updated to include links to information regarding tuition, fees, and financial aid. Prospective students can review program goals and other information in the Factbook (Appendix E), which is available on the website. The Higher Education Opportunity Act Student Consumer Information webpage (<http://www.iirp.edu/heoa-student-consumer-information.php>) provides an abundance of information, including details about time to complete the graduate program, student body diversity, facilities available to students with disabilities, financial information, crime logs, drug and alcohol abuse prevention programs, and various policies. The Graduate School continues to allocate resources for redesign of the website to improve the ease with which students can find information and navigate the website.

The Student Handbook and Catalog (Appendix I) includes comprehensive detail about institutional and program learning goals, course offerings, admissions, registration, withdrawals, financial aid, scholarships, loans, refunds, and student support services. Every student acknowledges that they are aware of the Student Handbook and Catalog when they create an account in the Student Portal, as well as each time they register for a course. (The Student Portal is further described in Standard 9.) The document can be downloaded from the Student Portal and from the Registrar's Help Desk. The Registrar sends an additional reminder about the Student Handbook in the "Registration is Open" email each term.

Students receive course syllabi (Documents Folder) that detail learning objectives, learning outcomes, and course expectations. Information about institution-wide assessment results, such as average time to completion and learning goals reports, is available to prospective and enrolled students upon request.

Recruitment and enrollment management

The strategic plan to increase enrollment is built on the foundation of recruiting attendees at professional development events. With attendance at events increasing (Standard 13), this has been an influential driver to the graduate program. Students who created a Student Portal indicated

professional development events as a referral source: in AY 2012/13, it was 29.1% (n=86); in AY 2013/14, it was 32.1% (n=112); and in AY 2014/15, it was 37.4% (n=187) (Survey Results - How You Heard About Us reports, AY 2012/13 through AY 2014/15).

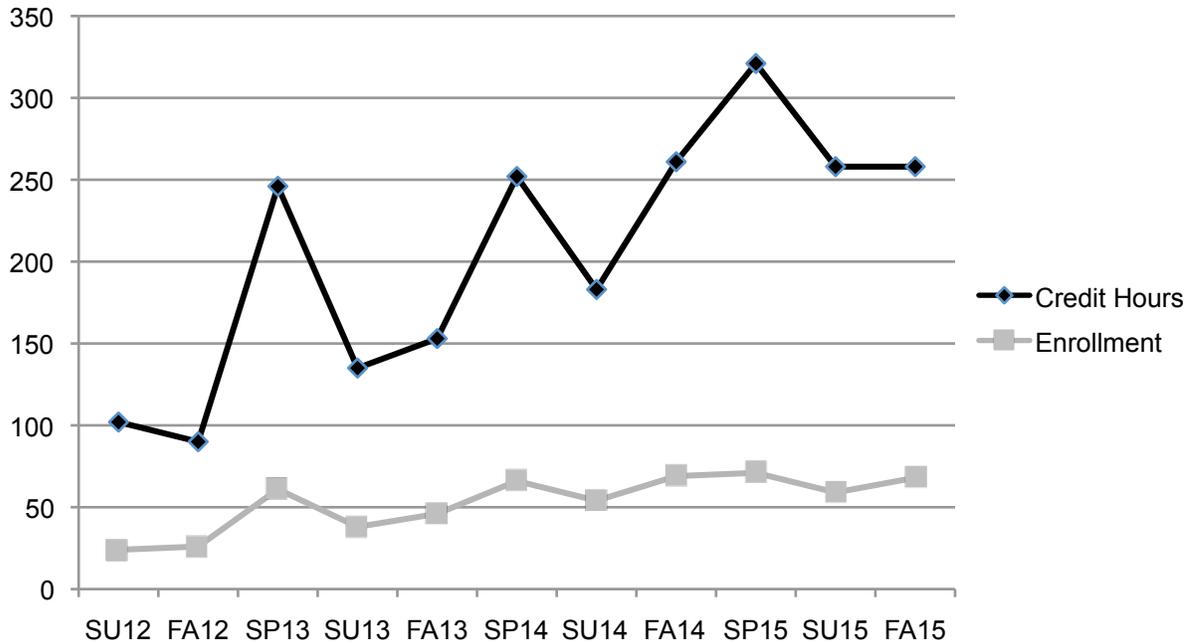


Figure 3: Credit Hours and Enrollment Trends

The result of these efforts has effectively fed the graduate program, with enrollment and credit hours increasing as seen in Figure 3. The first term cohort and admissions into the graduate program have been increasing over the past three years (Data Book, AY 2014/15). In September 2014, the Vice President for Advancement held a meeting that included the Registrar and representatives from faculty and Continuing Education to review action research regarding IIRP student motivation. Research presented by the Vice President for Advancement confirmed the importance of positioning our mission in promotional language. A marketing team was then created to study trends and define the enrollment funnel (Documents Folder). Measuring the enrollment funnel using data will provide reliable numbers over the next several years to understand the student’s life cycle. Messaging has evolved from encouraging prospective students to try a single course to promoting attainment of a Graduate Certificate as a minimum goal. This action has increased enrollment, the number of certificate recipients, and enhances our admissions into the master’s program. The marketing team continues to meet regularly to share ideas and hone tactics to move inquiries through the stages of prospect to alumni.

The Enrollment Plan (Comprehensive Assessment Plan, Appendix F) was modified in July 2015, increasing the enrollment goals and identifying an average 8.0% growth in credit hours annually. These new projections will provide net tuition revenue to support half of the expenses of the Graduate School. The plan is for Continuing Education revenues to cover the balance.

To monitor recruitment and retention efforts, the Registrar shares the Graduate Weekly Update report (Documents Folder) with faculty and staff. This report provides updates on key indicators of first term cohort, admissions, and total credit hours for the term. This update serves as a data source for the quarterly Advancement Unit report (Documents Folder), which monitors the success of enrollment activities. These reports have been useful in providing immediate feedback to the Advancement and the Registrar, as they can help determine if certain graduate courses need additional promotion within a term. Evidence shows that we have been effective at enlarging the first term cohort (Table 3).

Academic Year	First Term Cohort	Admissions
2012/13	44	15
2013/14	44	16
2014/15	64	24

Table 3: First Term Cohort and Admissions

There is also increased interest in our degree program, as admissions have risen from 15 in AY 2012/13 to 16 in AY 2013/14 to 24 in AY 2014/15. Credit hours rose, in corresponding fashion, from 438 to 540 to 765 (Data Book, AY 2014/15). These positive trends continue in AY 2015/16, as the cohort numbers and the credit hours for summer and fall 2015 exceeded those as compared to summer and fall of the prior year.

Student recruitment is an institution-wide effort and discussed regularly at the Committee of the Whole (COW minutes, 6/27/11, 11/7/11, 9/24/12, 10/29/12, 1/28/13, 8/12/13, 10/14/13, 2/10/14, 8/11/14, 11/10/14, 8/10/15). A degree relevant to more individuals provides opportunity for enrollment growth and supports the mission. Faculty and staff coordinated responses to student inquiries about “What can I do with this degree.” The Director of Graduate Studies and the Registrar began conducting virtual Open Houses in AY 2014/15. Prospective student emails began featuring student and alumni testimonials representing an increasing variety of occupations, including school administrators, criminal justice professionals, and human or social service professionals (Data Book, AY 2014/15).

In addition to the new degree being relevant to more professions, the change in instructional modality has been successful in recruiting distance learners. Since AY 2012/13, the number of students responding to the Entering Student Survey who agreed that the availability of online classes was very important in their decision to enroll has steadily increased (Survey Results – Entering). Out-of-state enrollment increased from 34.2% in AY 2012/13 to 47.9% in AY 2014/15 (Data Book, AY 2014/15). Students have remained racially diverse, with a student body of 69.1% White and 30.9% Black, Latino, or Multi-Race (Data Book, AY 2014/15).

Degree completion

As a graduate school with primarily part-time students who are working adults, we monitor time to completion as our measure of retention. The average time to complete a degree from the first term enrolled is 44.1 months. The average time to complete a degree from the admission date is 32.2 months (Data Book, AY 2014/15). Both measures have increased slightly since the prior

academic year (40.2 and 31.9 months, respectively), but each year is based on small data sets. Additional data cycles will determine a benchmark for average time to completion.

Of the 59 admitted students (Data Book, AY 2014/15), seven discontinued their studies from Spring 2013 through Spring 2014. No students discontinued their master's program in AY 2014/15. The two students who responded to the Discontinuing Survey from Spring 2013 through Spring 2014 indicated that the most important reasons for their withdrawal were health issues, family obligations, and financial (Survey Results – Discontinuing). Those two students also indicated they were very satisfied with the program at the IIRP. We expect to continue to have low numbers of withdrawals because students have ample opportunity to ensure the program is right for them by being able to take up to twelve credits prior to applying to the master's program.

In all institutional surveys during the student lifecycle from AY 2011/12 through AY 2014/15, we exceeded the designated benchmark of 80% of students being satisfied or very satisfied with the quality of the academic program at the IIRP. This is in line with respondents' indications that the courses were relevant to their professional goals and objectives, valuable to the student, and that students have been able to use what they learned in practical and professional applications, thus affirming our confidence that the curriculum is serving both students and mission. Alumni respondents indicated that the courses were relevant to professional goals and objectives, giving us confidence that our curriculum is serving our students and our mission (100 percent of students agreed or strongly agreed, Survey Results – Alumni, 2012 through 2014).

Strengths, challenges, and recommendations for improvement and renewal

Strengths

1. Students' ability to experience graduate courses prior to matriculating allows them to evaluate the curriculum to ensure that it is congruent with their educational interests.
2. Professional development events support recruitment to the Graduate School.
3. The transition to the hybrid modality helped to increase enrollment and draw a more geographically diverse student body.

Challenges

1. Faculty and staff need to be cautious in making broad-based decisions that rely on small enrollment data sets and minimal data cycles.

Recommendations

1. Enhance analytics to improve recruitment, retention, and messaging to attract, engage, and grow the student body.

STANDARD 9: STUDENT SUPPORT SERVICES

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

Introduction

The Graduate School provides a range of student support services tailored to the needs of the adult learners who comprise our student population and that are appropriate to the size of the institution. Students have access to information and can perform a variety of actions, 24 hours a day, from anywhere in the world with an internet connection. The Registrar is the primary point of contact for answering students’ questions; the faculty, Librarian, and Technology provide additional support. Student support services are continually assessed through student surveys, monitoring of key indicators, and informal feedback. Considerations to add new services or change current services are made within the context of achieving our strategic goals. We have a well-defined restorative grievance process. Student information is kept private and secure.

Accessing support services

The Registrar’s Office assumes various roles that in larger institutions might be spread among several administrative offices. The Registrar’s duties include: recruiting; orienting students to online services (the website, Student Portal, and Moodle learning management system); helping students with course registration and financial aid applications; serving as an admissions counselor; advising students on course prerequisites and program requirements; performing degree audits; managing student records; and fulfilling transcript requests.

The Registrar’s interactions with students provide important information for assessing course offerings, course schedules, student service needs, and the use of institutional resources. The Registrar forwards relevant information about students’ interests, needs, and concerns to faculty and administration. The Registrar is a member of the Committee of the Whole (COW) and attends the Biannual Budget, Planning, and Assessment Day, and is therefore well-placed to discuss issues related to student support needs with colleagues. The Registrar serves as students’ main point of contact, from their initial connection with the IIRP through the completion of their studies. The

Functions Accessible in Student Portal	
• Register or withdraw from course	• Access Student Handbook and Catalog
• Apply for financial aid	• Review grades and payment history
• Apply for admission	• Complete grade audit
• Access LMS (Moodle) and subscription databases	• Update contact information

Table 4: Functions Accessible in Student Portal

Registrar establishes and maintains a relationship with students by learning about each individual’s needs and helping to customize a path to complete their education. Matriculated students are assigned a faculty advisor, who assists the student in establishing their academic

goals and approves their elective courses.

The online Student Portal is a single point of entry that students can independently access at any time. As seen in Table 4, this allows students to perform a range of functions independently and at their convenience. The degree audit available in the Student Portal is not an official audit but is useful for the student to review which courses have been completed and identify which courses still need to be taken in order to complete the program requirements. The Registrar performs official degree audits twice a year for each master's candidate. The Registrar reviews the academic and financial records to identify obstacles to graduation, such as owing tuition or fees, or needing to retake a course.

Assessment and continual improvement

Newly articulated needs may be identified from the results of student surveys, through ongoing informal discussion, or within discussions at meetings. Considerations to add or modify services are made within the context of our institutional mission, goals, and resources. For example, the "Registrar's Help Desk" webpage was created in AY 2013/14 in response to informal feedback that the Registrar gleaned from interactions with students. To make it easier for students to access information contained in the Student Handbook and Catalog, we recommend making it available as a searchable section of the website, in addition to its current PDF format (Appendix I).

The Entering, Intermediate, and Exiting Student Surveys have a range of benchmarks related to students' satisfaction with the quality of support services. The average of all responses to these questions for the past three years exceeded our benchmarks (Unit Benchmark Baselines) and suggest that there is sufficient staffing and resources to support students. Continued success in this area is attributed to a collective commitment to maintain a high degree of service, to address new areas of concern, and to make improvements on an ongoing basis (Survey Results – Entering, Intermediate, and Exiting, AY 2012/13 through AY 2014/15).

Faculty provide direct academic support and regularly encourage their students to request assistance when they need it. The faculty, Registrar, and technology staff are committed to improving services that support online learning and have reviewed the Commission's "Guidelines for the Evaluation of Distance Education Programs" (2011). The Technology Plan (Comprehensive Assessment Plan, Appendix F) states an objective to increase usability and engagement in students' online experiences, which includes (1) identifying processes that require student interaction and determining whether they can be streamlined and/or (2) making better use of online tools.

Academic support and library services

The Librarian has an ALA-accredited MLS degree and has a wealth of professional experience (Librarian curriculum vitae). The Librarian assists students with library services and information needs in person or via telephone or email and responds to student inquiries promptly. The

Librarian makes available a variety of resources to address academic support needs, such as a reference book collection that provides information about using Microsoft Word, Moodle, working with statistics, and writing in APA style. Also available is a list of tutors whom students may contract for hourly service (Student Handbook and Catalog, Appendix I).

The library offers a variety of services: an online catalog of the holdings at the Bethlehem campus library (primarily of books, reports, and audiovisual material), access to public and subscription databases, an interlibrary loan service, writing resources, guidance in citing sources, and access to the physical library collection (open Monday through Friday, 8:00 a.m. – 4:30 p.m.). Results from student surveys suggest that students are satisfied with library services (Survey Results – Intermediate and Exiting, AY 2011/12 through AY 2014/15). Lending privileges are available with other higher education institutions and through Pennsylvania State University’s interlibrary loan service. Public databases linked from the library webpage include the Educational Resources Information Clearinghouse (ERIC), WorldCAT, the National Criminal Justice Reference Services, Restorative Justice Online, Google Scholar, and the IIRP’s eForum collection of articles and conference papers. Subscription services available are SocINDEX (a social sciences research database) and the electronic journal *Restorative Justice: An International Journal*.

A tutorial video, available on the library webpage, introduces students to the library. The Librarian has also created “tip sheets” for the most commonly used databases, ERIC and SocINDEX; faculty share these tip sheets with students as needed. In AY 2014/15, in response to student concerns about how to cite e-books, social media, Moodle discussions, and other digital sources in their academic writing, the Librarian developed the IIRP’s own “Writing and APA Style Guidelines” document, customized for our students.

Reasonable accommodations with regard to academic support and library services are made for the individual needs of students on a case-by-case basis (Americans with Disabilities Act - Student Handbook and Catalog, Appendix I).

Technical support for online learning

With the shift to online course delivery in AY 2012/13, students needed additional technical assistance. Faculty and staff empower students to gain technical competency by setting clear expectations and helping them find ways to overcome technical challenges. During initial conversations with students, the Registrar and faculty advisors describe the basic set of technical skills and competencies that are required to be successful at online learning (Technical Proficiency - Student Handbook and Catalog, Appendix I).

Faculty provide assistance with technical questions related to accessing course content. For example, faculty in one course helped students learn how to prepare and record a video presentation and post it to their course in the learning management system. Students use the communication tools in Moodle to support each other in addressing their individual technical issues related to accessing course content and completing coursework. Students may also contact the Registrar directly for technical support. The Registrar can offer assistance with such tasks as creating a Student Portal account, registering for courses, and applying for financial aid. When

questions that exceed the capabilities of the faculty or Registrar are passed to Technology for assistance, the Assistant Director of Technology may speak with the student directly to solve their issue. Occasionally, an issue emerges that requires a change in procedure or configuration.

Survey results suggest that we are providing an acceptable level of technical support for online learning. Students answer a question about their satisfaction with online support (added in AY 2012/13) on the Course Improvement Form (Comprehensive Assessment Plan, Appendix F). Faculty review the results each term, identify classes in which technical problems occurred, and assess any issues. In AY 2012/13, 93.9% of respondents (n=79) agreed or strongly agreed that technical support was sufficient to complete the course. This number increased to 97.5% in AY 2013/14 (n=89) and 100.0% in AY 2014/15 (n=158).

Financial aid

The IIRP does not have a Program Participation Agreement with the United States Department of Education. Students learn about institutional options for financing their education through the website, Student Handbook and Catalog (Appendix I), and conversations with the Registrar. Students can request a scholarship through their Student Portal by completing an online application. All students who request financial assistance receive a Pay-It-Forward Scholarship, except where an employer provides full tuition reimbursement. Since AY 2012/13, a majority of students registering for courses applied and received scholarships. Students are notified by the Registrar of the amount of the scholarship they will receive before they register and pay for courses.

Athletics

The IIRP does not offer athletic programs.

Student records and release of student information

We comply with the rules of the Family Educational Rights and Privacy Act (FERPA) of 1974 regarding academic records and safeguarding students' private information. Information about privacy is shared with students through the Student Handbook and Catalog (Appendix I). The Handbook also includes a section entitled "Protection against improper disclosure."

Physical student records are contained in a locked file cabinet to which only the Registrar and the Vice President for Administration have access. Digital records are securely backed up. Student Portals are secured with a unique login and password and are accessible only by the student.

At any time, students may choose to opt out of sharing directory information. All non-directory information requires a written release from the student in order for it to be shared. At the time of application, students complete a Graduate School Recommendation Form (Documents Folder) and must specify whether they wish to waive or retain their right to access those letters of recommendation in their own student files.

A policy regarding the verification of student identity was approved by the Board of Trustees on February 24, 2011, and revised in June 2014 and May 2015, to ensure compliance with federal requirements. This policy has been enhanced with an added security measure for students to reset student passwords (Faculty Handbook, Appendix H; Student Handbook and Catalog, Appendix I).

Resolving conflict and managing grievances

Consistent with the mission, students are encouraged to have a voice and provide feedback. The IIRP employs restorative practices in dealing with complaints and grievances. Faculty and staff are skilled at resolving conflict through direct communication before matters escalate. Concerns are addressed in a supportive way that upholds the integrity of the institution while being sensitive to the individual student's needs.

The Student Handbook and Catalog contains relevant policies and procedures. It addresses issues of safety and security, grievances, academic records, release of information and opt-out procedures, and appealing an instructor's evaluation of student work. It is easily accessible and is downloadable through the website and the Student Portal.

The Grievance policy is published in the Faculty Handbook, Student Handbook and Catalog, and the Organizational Manual and applies to faculty, students, staff, and trustees. Additional policies are included in the Student Handbook and Catalog for students who wish to view their files or appeal an instructor's evaluation (Appeal of Instructor Evaluation of Student Work and Academic Records Rights of Inspection – Student Handbook and Catalog, Appendix I). There were no formal grievances recorded in student files during this self-study.

Strengths, challenges, and recommendations for improvement and renewal

Strengths

1. Student services are managed primarily around a single service point, the Registrar's Office, which enables students, faculty, and staff to work together to effectively meet student needs.
2. Faculty and administrative staff are committed to continually improving student services to better meet the needs of adult learners.
3. Restorative practices are modeled well in student interactions, and conflicts have been resolved without any formal grievances.

Challenges

1. Faculty, students, and staff encounter new support issues as technologies evolve.

Recommendations

1. Create a searchable Student Handbook and Catalog on the website.

STANDARD 10: FACULTY

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

Introduction

The faculty are academically qualified in, and skilled practitioners of, restorative practices. They are charged with pioneering the emerging social science of restorative practices. Faculty members are responsible for creating a curriculum that draws from foundational works and incorporates current thinking in social, emotional, and adult learning theories. The faculty designed the Master of Science in Restorative Practices program and curriculum with a range of required and elective courses. The faculty are proud of how they worked collaboratively to create a program that would interest adult learners while serving the mission.

Faculty governance

Full-time and adjunct faculty participate in regularly scheduled faculty meetings. All full-time faculty are members of the Committee of the Whole (COW), which ensures faculty a voice in decisions affecting the Graduate School (Shared Governance). Faculty members have regular opportunities to collaborate with one another and are an integral part of the Biannual Budget, Planning, and Assessment Day (Standard 2). In addition to the regularly scheduled meetings, the faculty support the Graduate School through service on the Assessment Committee, Admissions Committee, and Institutional Review Board.

Selection of qualified faculty

The IIRP educational philosophy is rooted in a teacher-practitioner model for faculty (Meyer, McCarthy, Klodd, & Geseor, 1995). One of the most crucial tasks to meet our institutional goals is selecting qualified faculty who have experience in delivering and implementing restorative processes within a certain discipline (e.g., education, justice, counseling, organizational change) (Faculty Handbook, Appendix H). Recruitment of qualified faculty is the responsibility of faculty and administration, who jointly: determine whether a new position should be full-time or part-time; decide on expectations for experience; create a job description; and form a small search committee. A notification about the available position is sent via our Restorative Practices eForum, an email distribution list of more than 40,000 contacts interested in restorative practices. Faculty review the applications and invite candidates for interviews; they then conduct interviews, check references, and select the best candidate to recommend to the President. The President and Vice President for Academic Affairs conduct negotiations, determine rank based on credentials and experience, and make the appointment (Faculty Rank - Faculty Handbook, Appendix H).

Adjunct faculty must possess qualifications and experience that complement and enhance those of the existing faculty and be aligned with our mission. The criteria for the appointment,

supervision, and review of teaching effectiveness for adjunct faculty are consistent with those for full-time faculty. The adjunct faculty bring experience with new and compelling evidenced-based theories consistent with the restorative framework to graduate students.

Changes to the faculty

In AY 2010/11, the Graduate School was compelled to confront a decline in enrollment and a budgetary crisis. There was insufficient enrollment to justify maintaining five full-time faculty positions wholly dedicated to teaching, though five faculty are required by the Pennsylvania Department of Education. The Graduate School does not offer tenure, but the faculty had letters of appointment that spelled out the terms of their employment. The Founding President recognized that expenditures for faculty would need to be reduced or faculty re-deployed in a more efficient manner if we were to remain financially viable. He engaged in a dialogue with the faculty about the need for restructuring the roles of faculty, and they were willing to renegotiate their contracts in order to keep the Graduate School viable. Institutional surveys of students and alumni suggest that the faculty managed this transition well. The results from before, during, and after the faculty transition have exceeded benchmarks for items rating “The quality of faculty at the IIRP,” “The quality of academic program,” and a question asking: “If you could choose a graduate program again, would you still choose the IIRP Graduate School?” (Survey Results – Intermediate, Exiting and Alumni, AY 2011/12 through AY 2014/15).

The faculty was reconfigured with full-time members performing dual roles. Faculty are active practitioners in the Continuing Education unit and model programs as facilitators, leaders, and counselors, as well as climate change coaches in public school settings. Each year the President provides each faculty member a letter of appointment describing the expectation of the combined role. This opportunity to provide students with current and active practitioners from the field has been successful.

We have continued to recruit new faculty with qualifications and experience that can begin to support the scholarship and research needs of restorative practices as a field of study. After establishing the new programs, the faculty have begun to envision the future of the faculty and to discuss the maturation process. Some examples of these discussions have included new programs, a restorative practices student and faculty publication, and research projects.

Preparing and supporting faculty

Faculty and administration assume collective responsibility for orienting new faculty members and explaining the philosophy and policies of the IIRP (Faculty Handbook and Organizational Manual, Appendices H, J). The faculty created an orientation guide in AY 2013/14 in an effort to help new faculty understand their responsibilities, receive support in instructional development, and become accustomed to our culture of assessment (Faculty minutes, 3/10/14). In Fall 2014, Associate Professor Craig Adamson Ph.D. was named Director of Graduate Studies and as such

works directly with the faculty to provide additional guidance in the area of teaching, learning, and service.

In AY 2012/13 the faculty decided to shadow one another in their courses in order to learn from and provide support to one another (Faculty minutes, AY 2012/13 to present). This exercise helps ensure the quality of content delivery, course rigor, and student learning experiences, and it contributes to a collaborative teaching environment.

Supporting teaching, service, and research

Technology support

With the move to hybrid/online course delivery, it became paramount that faculty have the requisite technical proficiency to enable them to create online learning environments that are as engaging and community-building as their traditional in-person classes had been. Therefore, faculty was supported in receiving training in online pedagogy (Faculty Activity Report; Faculty minutes, 4/11/11, 10/17/11, 9/24/12, 8/10/15). In nearly every faculty meeting, technology issues and needs related to technical skills are discussed. Technology staff attend these meetings as requested to participate in discussions and offer support in gaining new skills. In an effort to build their collective knowledge, the faculty have created a technology wiki as a reference for technical proficiencies (Faculty minutes, 10/29/12, 1/28/13, 4/8/13, 10/14/13, 11/11/13). Technology also assists faculty when faculty are unable to address a student's technical issue, typically with regard to using the learning management system (Standard 9).

An advantage of online course delivery for faculty is that they are able to teach from anywhere in the world. This enables the IIRP to employ an international faculty, providing the widest possible range of knowledge in the field of restorative practices. We provide the same technological support to all faculty, wherever they are based. As online learning technologies continually develop, faculty will need to stay abreast of new methods to engage students from a distance.

Library support

The Librarian, who is also a faculty member, is available to help fellow faculty locate research articles, books, audiovisual material, and other resources for courses. The Librarian assesses the current state of faculty research interests and identifies potential publications and publishers for their articles and books. The Librarian identifies continuing and new issues with service and resources and assists in the implementation of information literacy standards throughout the curriculum (Faculty minutes; Faculty Handbook, Appendix H). The Librarian has also created relationships with other institutions, such as Penn State University, in order to access needed resources for our distance learners. This relationship has proven to be a significant resource for both faculty and students.

Institutional support

The faculty are dedicated to creating a more thoughtful balance between teaching, research, and service. Teaching and practice have always been, and continue to be, the focus of each faculty member. Orientation and evaluations help faculty identify areas of interest for their continuing growth as teachers and for specific research and service activities.

Faculty identify areas of professional development and research with the support of the Vice President for Academic Affairs and the Director of Graduate Studies. Faculty are involved in the IIRP World Conference and other events held throughout the year. Conferences and symposia offer opportunities to present and discuss current practice and research with others working in this developing field, both as academics and practitioners.

An annual budgetary allowance exists for faculty to conduct small research projects or participate in professional development and conferences. Faculty complete evaluations of any professional development events they attend, and these evaluations are kept in their individual personnel file.

Advancement supports ongoing faculty professional development by monitoring and sharing opportunities for faculty to contribute to various publications. Faculty have published in *The Journal of Transformative Education*; *Reclaiming Children and Youth*; *The Journal for Peace & Justice Studies*; *Bullying & Teen Aggression*; *Principal Leadership*; *Educational Leadership*; and in books published by Sage Publications, Ashgate Publications, the Piper's Press, and the International Institute for Restorative Practices. The faculty's research and scholarship efforts are disseminated through the Restorative Practices eForum and housed on the Restorative Works learning network website (<http://restorativeworks.net>).

Curriculum

Since 2006, the faculty have continuously developed and improved the curriculum (COW minutes and Faculty minutes, 2006 through 11/9/15). To address the problem of declining enrollments identified in 2011, the faculty recognized that fully online or hybrid courses would attract a greater number of students, without the limitation of having to attend traditional in-person classes (Faculty minutes, AY 2010/11 through AY 2012/13). Consequently, the faculty reviewed and overhauled the curriculum to expand its breadth and depth (Curriculum and Syllabi). Creating hybrid and online electives also enabled students to work with faculty advisors to personalize a program to match their interests. The new model integrates the IIRP's professional development experiences with online coursework.

Feedback, evaluation, and assessment for professional growth

As a core practice, the IIRP encourages ongoing feedback from faculty, students, staff, and trustees (Statement of Reciprocal Roles and Responsibilities – Faculty Handbook, Appendix H). It is our belief that the faculty should never be taken by surprise by written criticism in annual evaluations, but should be presented with such feedback by colleagues at the time the concern arises. Our restorative work environment – from our daily interactions to regular faculty and COW

meetings – provide continual opportunities both to raise concerns and share positive feedback. Faculty members are encouraged to discuss concerns with the Director of Graduate Studies or Vice President for Academic Affairs throughout the year.

The annual evaluation meeting is another opportunity for faculty members to provide and receive candid and constructive feedback and summarize their teaching experience. Faculty write self-evaluations prompted by two documents created specifically to assist faculty in these evaluations. The first, “The Evaluation of Faculty in the IIRP Graduate School,” outlines the three traditional areas of teaching, research, and service as integral parts of a faculty member’s performance evaluation. The faculty created the second document, which is a list entitled “Restorative Standards for Faculty Evaluation” (Faculty Handbook, Appendix H). The full-time faculty then share and discuss their self-evaluations with the Director of Graduate Studies and the Vice President for Academic Affairs. The end result is an agreement on one or two objectives for that faculty member for the coming year (Faculty Self-Evaluation). Faculty evaluations are filed and kept confidentially in each personnel file.

Adjunct faculty were originally evaluated through the same annual process as full-time faculty. In 2013, the faculty and administration recognized a need to assess adjunct faculty differently, to ensure that the process is more closely aligned with the actual expectations of that role. Adjunct faculty are expected to meet the same high standards of teaching as full-time faculty, and any voluntary efforts in research or service are welcomed and supported (Restorative Standards for Faculty Evaluation – Faculty Handbook, Appendix H). In 2014, the Director of Graduate Studies proposed a new process to provide an inclusive online dialogue for adjunct faculty to assess their needs and offer a forum to discuss restorative pedagogy (Faculty minutes). This process is an engaging way to include adjunct faculty in the teaching and learning community and creates a way for them to have a voice in their own development (Adjunct Evaluation Summary, AY 2014/15).

Students complete Course Improvement Forms at the completion of every course (Survey Results – Course Improvement). These surveys provide an opportunity for faculty to receive feedback about the course and to help identify any areas for improvement (Questions 6, 7, 8, 9, 10). Faculty take pride in developing curriculum and in developing relationships with students. In AY 2014/15 student responses on all course improvement surveys to “The overall quality of this course met my expectations” was 96.8% agree or strongly agree (n=158).

Faculty promotion

A faculty member may request consideration for promotion at the beginning of the academic year by notifying the Vice President for Academic Affairs. The Vice President then meets with the faculty member to offer guidance and suggest the evidence the candidate might wish to offer in support. Then the Vice President for Academic Affairs engages stakeholders at all levels by inviting comments, feedback, and support for professor rank promotions (Faculty Handbook, Appendix H). Based on this review, the Vice President makes his/her recommendation known to the candidate, sharing any areas of future improvement needed, if necessary, with both the

candidate and the President. The President makes the ultimate decision whether to confirm the candidate's new rank.

Academic freedom

The IIRP supports the 1940 Statement of Principles of the American Association of University Professors and the Association of American Universities (Policy on Academic Freedom – Faculty Handbook, Appendix H). The IIRP has never wavered in its commitment to academic freedom. Faculty have discussed the policy in faculty meetings and are aware of the grievance process, should they ever need to file a complaint (Faculty minutes, 8/11/14, 7/13/15). To date, no faculty member has filed a grievance.

Strengths, challenges, and recommendations for improvement and renewal

Strengths

1. Faculty have proven their ability to rapidly and thoughtfully develop and deliver new curriculum to meet students' needs and interests.
2. Faculty and administrative staff demonstrate collegiality through participation in our shared governance structures and collaboration in supporting students.
3. Faculty are at the forefront of developing restorative practices through active involvement in Continuing Education activities and directing model programs.

Challenges

1. The field of online learning is continually evolving at a fast pace.
2. It is important to recruit faculty members who both practice restorative processes and dedicate themselves to the rigorous scholarship needed to develop an emerging field.

Recommendations

1. Faculty will develop online pedagogical objectives and goals as part of the academic plan.
2. Hire and promote faculty that will support scholarship and research in the field of restorative practices.

STANDARD 11: EDUCATIONAL OFFERINGS

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

Introduction

The Master of Science in Restorative Practices and a non-degree Graduate Certificate in Restorative Practices expand learning opportunities through robust hybrid and online curriculum. As active teacher-practitioners in the field of restorative practices, the faculty are able to ensure that the IIRP is at the forefront of this emerging field. The Curriculum and Syllabi are the purview of the faculty, and they continually review courses and evaluate the need to design new courses. Our assessment process is data driven and ensures student voices are included in this process, which has been particularly valuable during our transition to hybrid/online course delivery. Faculty advise students in creating a personally meaningful and coherent program of study linking institutional goals, institutional learning goals, and program goals to course-level outcomes.

Linking learning to mission

The assessment process evaluates both student learning outcomes and program and institutional learning goals. The student learning process, which is measured in every course, is systematically connected to the institution’s mission (Figure 1, Standard 1). The Learning Matrix addresses both direct and indirect evidence of learning. The course objectives and expected learning outcomes for every course are outlined in the syllabi. Course objectives and learning outcomes are linked with one or more program goals, which are, in turn, linked with one or more institutional learning goals (Learning Matrices Report). These goals have provided additional clarity and completeness to our assessment cycle.

Institutional Learning Goals	
Critical Thinking	Members of the IIRP learning community will analyze, synthesize, and interpret texts, experiences, feedback, and other information.
Communication Skills	Members of the IIRP learning community will write and speak well in different contexts.
Self-Directed Learning	Members of the IIRP learning community will take initiative and responsibility to manage and assess their own learning activities.
Ethical Awareness	Members of the IIRP learning community will identify and analyze ethical issues associated with restorative processes and the effect on others.
Information Literacy	Members of the IIRP learning community will be able to locate, analyze, and use information appropriately.

Table 5: Institutional Learning Goals

Designing educational experiences for adult learners

Faculty have led the process of evolving course offerings to serve our diverse and geographically dispersed student body. The most significant program development is offering a single Master of Science in Restorative Practices as a low-residency program. This requires essential face-to-face learning through professional development combined with gradual-level study online, allowing students to complete their degree at a distance (Curriculum and Syllabi; Continuing Education Plan - Comprehensive Assessment Plan, Appendix F). Students choose to attend assigned professional development events that are held across the U.S., as well as in an increasing number of locations in Canada and around the world (Factbook, Appendix E). Highly experienced instructors, including several faculty members, deliver the professional development events. Faculty utilized the Commission's Distance Education Programs Guide (2011) and the IIRP Online Instructional Equivalencies (Faculty Handbook, Appendix H) as resources for the process of creating new online courses that match the interests of our student body.

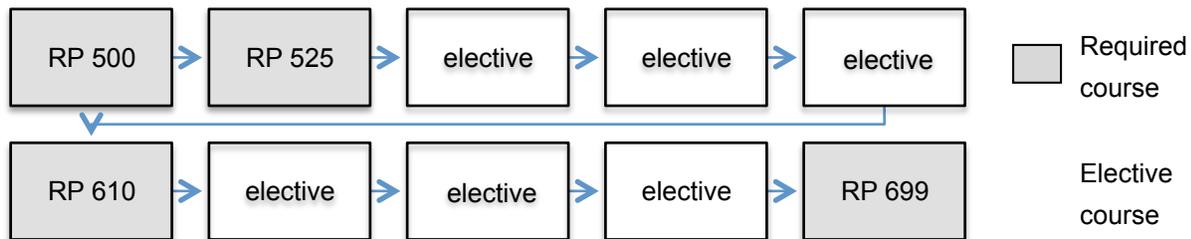


Figure 4: Master's Program Coursework

As illustrated in the figure above, the 30-credit master's program is built upon four required courses and six elective courses. RP 500 Basic Restorative Practices is a hybrid course consisting of four days of in-person instruction followed by online instruction. In RP 525 Restorative Practices in Action, students implement a project that builds upon their previous experience and evaluate their project through action research techniques. RP 610 Evaluation of Research teaches students to be knowledgeable consumers of research so they can understand and evaluate formal quantitative and qualitative scholarship critically. The six electives are selected with the guidance of the faculty advisor so that students can create a coherent program of study. Electives can be hybrid or online courses. A master student's last course, RP 699 Final Professional Learning Group, requires a capstone project (Student Handbook and Catalog, Appendix I; course offerings on website; Curriculum and Syllabi).

Based on the transdisciplinary nature of restorative practices, faculty will have to create an academic plan to ensure that new electives continue to meet the needs of the student body and support the theory, research, and practice of an emerging discipline. Students identifying their occupation as teachers represent 25.3% of the student body. Two 600-level electives were developed for students working in education: RP 652 Social and Emotional Learning in the Restorative Classroom and RP 662 A Restorative Approach to Educating the High-Risk and High-

Need Student. Based on the field's history in restorative justice, and in light of 6.2% of students identifying with the criminal justice profession (Data Book, AY 2014/15), the faculty created two elective courses focusing on restorative justice: RP 622 Restorative Justice in Communities and RP 623 Restorative Justice: Global Perspectives. Faculty also looked at different ways to utilize the learning management system to offer diverse, rich learning experiences that also build a relationally strong community of adult learners participating in online coursework (Standard 13).

Due to the specialized nature of our programs, transfer credits are not accepted (Admissions Policy – Student Handbook, Appendix I). We do not offer an accelerated degree program.

Developing information literacy and technical competency

One of our five institutional learning goals states: “Members of the IIRP learning community will be able to locate, analyze, and use information appropriately.” The faculty recognize that adult learners come to the Graduate School with a variety of experiences, proficiencies, and comfort with technology and online learning. However, we expect students will come with basic technical skills such as email, internet navigation, and word processing (Technical Proficiency - Student Handbook and Catalog, Appendix I). Faculty support students in learning information literacy skills through a variety of methods, including course research activities, informal writing coaching, and individual mentoring and support. Library resources and technical support exist for students who may need additional assistance (Standard 9). The library webpage is a resource available to students at any time and is accessible through the website and the learning management system. Information Literacy Competency Standards for Higher Education are also presented here.

The faculty are available to consult with students needing assistance with technical proficiencies, such as using online discussion forums, creating and posting videos, creating wikis, and participating in web conferences. The Librarian and Technology assist students as well, and also review feedback from faculty, students, and staff in order to identify and respond to recurring support issues (Standard 9). For three consecutive academic years, the percentage of students who indicated that technical support was sufficient to complete their courses on Course Improvement Forms or that they were satisfied with assistance received from library staff has been 95.0% or higher (Survey Results – Course Improvement, AY 2012/13 through AY 2014/15; Intermediate and Exiting, AY 2012/13 through AY 2014/15).

Institutionalized assessment leads the way for continuous improvement

Every academic year, an Institutional Learning Goals Report and a Program Goals Report (Documents Folder) are generated, evaluating graduates in terms of achievement of institutional learning goals and program goals, respectively.

Fall 2013 - RP 500 Learning Outcomes the Instructor Chose to Assess	Average Percent	Inst. Goals	Inst. Learning Goals	Program Goals	Course Learning Objective
Describe the mission and goals of the IIRP Graduate School	N/A	1	1,3,4	1	1.1
Distinguish the varying principles of restorative practices	95.0 %	1,3	3,4	3	2.1
Participate and facilitate circles and explain the circle process	95.0 %	1,3	1,3,4	1	3.1
Write a reflection paper using APA format	90.1 %	1	3,4	3	1.2
Identify and explain how victims' and offenders' needs are met in restorative practices	95.0 %	1	1,3,4	1	4.1
Facilitate restorative conferences	N/A	1	1,3,4	1	4.1
Explain a FGC and other family engagement and empowerment strategies	95.0 %	1	1,2,5	2	5.1

Table 6: Learning Matrices Report by Course Title

Table 6 demonstrates how the learning outcomes for RP 500 Basic Restorative Practices are mapped. For example, the second learning outcome listed, “Distinguish the varying principles of restorative practices,” shows an average competency of 95.0% for students in this class. This learning outcome is linked as follows:

- Learning Objective 2: Learn and identify the fundamental principles of restorative practices;
- Program Goal 3: Apply strategies for self-evaluation and professional growth in a variety of increasingly complex situations;
- Institutional Learning Goals 3 and 4: Self-directed Learning, Ethical Awareness;
- Institutional Goals 1 and 3: We will educate a growing number of professionals who are capable of applying restorative practices to strengthening civil society. We will disseminate the results of our theory and practice to professionals in related disciplines with the goal of positively influencing human behavior.

Evidence of direct learning in a specific course outcome is connected to the higher-level Institutional Learning Goals Report and Program Goals Report.

The Program Goals Report provides an aggregate picture of how students are performing within their courses in relation to the overall program. For the master’s program AY 2014/15, the average performance percentage in the six stated program goals ranged from 93.7% to 94.9% for twelve students. The Institutional Learning Goals Report provides a similar aggregation. The AY 2014/15 report (n=12) indicates that the five learning goals measured had average ratings of 94.0% or higher for graduates. Both reports show a high level of performance in the intended program goals and overall student learning.

Course Improvement Forms are another critical instrument used to assess student learning. This survey provides students with an opportunity to evaluate the course and the faculty teaching the course. It is distributed to every student at the end of every course. Faculty review aggregate reports of these results at the end of every term, and again annually, to assess student perceptions of courses and help determine whether changes are needed. Information gathered from these reviews is shared with the COW and provides the faculty and administration with vital information to assess and guide their decisions and practices (Comprehensive Assessment Plan, Appendix F).

The Institutional Learning Goals Report, the Program Goals Report, the Course Improvement Forms, grade reports, and the learning matrices provide the instructor with critical data for continual improvement. Faculty minutes referring to course changes and course creation occur on a consistent basis. Changes and course creation have been discussed during faculty meetings and shared with the COW (Faculty minutes and COW minutes, AY 2012/13 through October 2015).

Results from Course Improvement Forms have led to faculty making significant improvements in their courses. An example of this type of data-driven change was triggered by survey results in RP 610 Evaluation of Research (Fall 2012), in which students responding disagreed that “The online portion of the course was well organized and easy to navigate.” Based on this feedback, faculty made changes that resulted in more consistent formatting throughout all courses (Faculty minutes, AY 2013/14). As a result, students noted an improvement in course content delivery (Standard 14).

Strengths, challenges, and recommendations for improvement and renewal

Strengths

1. Faculty are skilled in and committed to assessing and continually improving courses.
2. The Student Learning Matrix allows the faculty to assess direct evidence of learning in connection with our mission and goals.
3. Students are achieving program and institutional learning goals regularly.

Challenges

1. Changes to educational offerings based on assessment results must be considered carefully, given our small enrollment.

Recommendations

1. The faculty will create an academic plan that supports student learning, course quality, and further assessment of intended outcomes.

STANDARD 12: GENERAL EDUCATION

“The institution’s curricula are designed so that students acquire and demonstrate college level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.”

While the focus of general education is largely a concern of undergraduate education, our Graduate School acknowledges its importance in our admissions requirements. We admit baccalaureate holders from regionally accredited institutions, so we are assured they have met general education criteria in achieving their degrees (Admissions Policy).

STANDARD 13: RELATED EDUCATIONAL ACTIVITIES

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

Introduction

Faculty and staff have worked together to create an engaging and empowering online learning environment for students. The Graduate School offers a Master of Science degree, a non-degree Graduate Certificate, and non-credit offerings through continuing education programming in the field of restorative practices. Courses and professional development events promote learning, personal growth, and social responsibility by integrating the core concepts of restorative practices in all teaching and learning activities. All offerings are consistent with and promote the mission by serving the institutional goal to educate a growing number of professionals in the field of restorative practices.

Non-degree graduate certificate

The Graduate Certificate provides learning experiences built upon required and elective courses offered in the degree program. Therefore, course learning outcomes and objectives are the same for all students. The four-course, 12-credit certificate program includes two required foundational courses, RP 500 Basic Restorative Practices and RP 525 Restorative Practices in Action. Students select two additional electives, with the guidance of a faculty member, to help ensure that the courses are relevant to the student’s professional needs and the goals of the program (Student Handbook and Catalog, Appendix I; COW minutes, 10/29/12). A student may choose to apply for admission to the degree program later, with all credits completed for the Graduate Certificate applied toward the Master of Science degree. Students in the certificate program have access to the same support services as students enrolled in the master’s program (Standard 9).

The academic performance of students in both programs is evaluated in the same way. All students complete the same Course Improvement Form after each course. Certificate students also complete the same applicable institutional surveys: Entering Student Survey and Exiting Student Survey. The total number of Graduate Certificates issued since AY 2012/13 is 17 (Data Book, AY 2014/15), exceeding our benchmark of a minimum of 5 certificates issued per year (Enrollment Plan – Comprehensive Assessment Plan, Appendix F).

Program goals and institutional learning goals

The first three program goals of the Graduate Certificate and Master of Science are identical (Student Handbook and Catalog, Appendix I). These goals are, in turn, linked with the overall institutional goals and mission (Standard 1). The course learning outcomes guide faculty in

designing assignments and learning activities and form the basis for direct evidence of learning (Comprehensive Assessment Plan, Appendix F).

The annual Program Goals Report (AY 2011/12 through AY 2014/15) has consistently shown that students awarded a Graduate Certificate have exceeded benchmarks for achieving learning outcomes. The Institutional Learning Goals Report (AY 2013/14, AY 2014/15) has shown the same for institutional learning goals since they were enacted in AY 2013/14.

Distance education

Transition to online learning

Faculty and staff have worked together to create an online learning environment for students, considering applicable legal and regulatory requirements. Exiting Student Survey results from both AY 2013/14 and AY 2014/15 affirm the students' online experience is engaging and empowering. In designing hybrid and online courses, the faculty focused on providing students with as rich a learning experience as they provided in our traditional in-person courses.

The Graduate School's hybrid model combines in-person learning experiences with online coursework. This model offers a more flexible learning format for adult professionals who want to increase their knowledge of restorative practices. In this model, students first obtain essential in-person experiences and then complete course studies at a distance. The hybrid model has expanded the pool of Graduate School prospects beyond those people who are willing and able to commute to campus for a traditional classroom experience. Assessment of courses, student support services, and the online learning environment have continued throughout our transition to hybrid and online learning with positive results.

The faculty are committed to making the online environment an engaging learning experience. To increase their knowledge of online learning and to stay current with new technologies and practices, faculty have participated in conferences and webinars and included professional development components in monthly faculty meetings. The faculty have final approval over our technology-based resources and the materials that are used within a course.

Throughout the process of developing hybrid and online courses, faculty have supported one another in achieving new competencies in online learning (Standard 10). Faculty regularly observe each other's classes in the learning management system (LMS), and they discuss what they have learned, or need to learn, during faculty meetings. The faculty have made continual efforts toward making the online experience more personal by sharing video presentations, developing wikis, and establishing voluntary opportunities to participate in live class discussions using web conferencing technologies. Live sessions are also used as a supplemental way to practice skills and ask questions about the course (Faculty minutes, 9/24/12 to present).

Technology supported the faculty throughout the transition to an online format. Server capacity was improved by migrating the LMS to a dedicated platform. In AY 2011/12, Technology brought in an instructional technologist from Lehigh University to teach the faculty aspects of using the Moodle LMS. The Instructional Technologist worked with the Assistant Director of Technology and helped answer faculty questions (Faculty minutes, 10/17/11). The

primary concern for faculty in developing courses in the LMS is making students' online experiences meaningful and user-friendly. To this end, Technology assisted with course creation, migrating resources to the LMS, such as course syllabi, readings, assignment rubrics, Moodle FAQ, video and audio lectures, wikis, and discussion forums. The Moodle page for each course contains a link to the library website, which includes a wide variety of information resources, including a video introduction to using the library (Standard 9).

Verification of student identity

The required steps were taken to help ensure that each student who registers for a course is, in fact, the same person completing the coursework. Each student is required to create a unique login and password to give them access to the Student Portal and LMS. The student provides the information necessary to establish their identity when creating a Student Portal account and when registering for courses. The process of verifying student identity protects student privacy and complies with all FERPA guidelines. The Verification of Student Identity policy, approved by the Board of Trustees on February 24, 2011, and revised in June 2014 and June 2015 to ensure compliance with federal requirements, is published in the Student Handbook and Catalog (Appendix I) and Faculty Handbook (Appendix H) and is specific in informing students of this process. The policy includes language noting that sharing login information is prohibited.

Students create a coherent plan of study

Students work with a faculty advisor to create a coherent plan of study that combines required courses with electives that match the student's learning goals. A multi-year schedule published on our website lists every course and the terms in which each course is regularly offered; therefore, students pursuing a certificate or degree are able to plan their course of study within their preferred time frame. Applicants to the Master of Science program must formulate an explicit educational plan, which is reviewed by the Admissions Committee.

Ongoing support for faculty

The Librarian monitors the release of new information related to restorative practices and services to support the faculty in online instruction. Part of faculty orientation is ensuring that each faculty member receives the assistance they need to gain competence with online learning (Faculty Orientation – Faculty Handbook, Appendix H). Observing each other's courses and discussing issues with online learning at monthly faculty meetings help faculty build competency on an ongoing basis (Faculty minutes, 9/24/12, 11/19/12, 11/11/13, 2/10/14, 3/10/14, 5/8/14, 8/11/14, 9/8/14, 8/10/15). Faculty have attended conferences on online learning, such as the Conference on Higher Education Pedagogy at Virginia Tech University (Faculty activity reports).

Technology provides ongoing support for faculty. On occasion, faculty requests a member of Technology to teach a certain skill during a faculty meeting. Topics have included: working with course templates in Moodle, exploring navigational tools, posting documents and video resources, and creating and uploading videos (Faculty minutes, 1/28/13, 4/8/13, 10/14/13). The Assistant

Director of Technology created a wiki in Moodle where faculty can access information about using the LMS (Faculty minutes, 10/14/13).

The Biannual Budget, Planning, and Assessment Day provides an opportunity for the faculty and administrative units to evaluate the online learning environment through discussions about expected changes or improvements to the LMS, technical support issues, and anticipated budgetary needs (Biannual Summaries; Faculty minutes, 3/19/12, 11/5/12, 3/4/13, 10/28/13, 3/14/14, 10/20/14).

Course evaluation

As per the Comprehensive Assessment Plan detailed in Standard 11, students are asked to complete a Course Improvement Form after every course. A selection of responses to a free-form question on the Course Improvement Form (AY 2014/15) provides qualitative support for student satisfaction:

- “The online forum community was the most important part of this course. The feedback from professors and peers was essential academically and as a form of support/encouragement” (RP 699 Final Professional Learning Group, Spring 2015).
- “[The instructor] made herself available to me through phone, email and Skype. When I wanted to give up, she would not hear of it and talked me ‘off the roof’ and caused such a turnaround in my heart to keep going” (RP 506 Restorative Practices: The Promise and the Challenge, Spring 2015).
- “The videos were exceptionally helpful for witnessing both good and bad examples of how to handle aggression and build social competency. Having access to [the instructor’s] extensive experience in both administrative and hands-on instructional roles was a huge plus” (RP 532 Aggression Replacement Training®: Behavioral Interventions that Work, Spring 2015).
- “I am not a fan of online learning, however the video messages connected me to this experience” (RP 500 Basic Restorative Practices, Fall 2014).
- “The structure of this course was excellent...The PLG’s worked extremely well. I was surprised, in fact, how I got to know people over the course of seven weeks online. Reading questions were also useful” (RP 525 Restorative Practices in Action, Fall 2014).

Faculty observe each other’s courses, offering direct feedback and discussing issues as a group in faculty meetings. This process exemplifies our culture of assessment and has helped the faculty increase the quality of online coursework and ensure that course content meets requirements for credit hours. The faculty have read, considered, and discussed the “9 Hallmarks of Quality” from the Commission’s Distance Education Programs Guide (2011), which they used as a guide in conducting the audits (Faculty minutes, 4/14/2014). The faculty then re-evaluated the existing Online and Combination Instructional Equivalency Credit Hour matrix to ensure it was aligned with the teaching practices. Modifications were made so that new learning activities were included on the rubric and ranges of hours were adjusted. Faculty reviewed the “Quality Matters Rubric

Standards 2011 – 2013 edition” (2011, pp. 4-5), which served as an additional tool for course assessment. They conducted an exercise using the rubric to perform an analysis of one of their own courses, leading to a rich discussion of how to continually improve course content and the planned pedagogy (Faculty minutes, 6/9/14). Discussions of assessment and quality are ongoing. The Online and Combination Instructional Equivalency Credit Hour Matrix and Policy were revised again in June 2015 (Faculty Handbook, Appendix H).

Non-credit offerings

Continuing Education serves a significant role in meeting the institutional goal of educating a growing number of professionals in restorative practices and strengthening civil society. As seen in Figure 5, in AY 2014/15, the faculty and licensed instructors collectively delivered professional development to 9,578 professionals in the fields of education, criminal justice, and social and human services; this figure represents a 27.8% increase over AY 2013/14. Events were held in 34 states and the District of Columbia, four Canadian provinces, and seven other countries (Factbook, Appendix E).

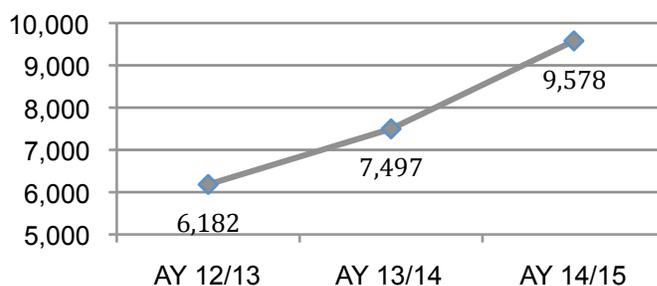


Figure 5: Attendance at Professional Development Events

The IIRP currently licenses 603 individuals and organizations in 18 countries who deliver professional development offerings in a specified organization or geographic area. Professional development events and conferences around the globe are conducted in collaboration with our affiliates: IIRP Australia, IIRP Canada, IIRP Europe, and IIRP Latin America – and with our partners: Coordinated Ed. Resources Group, LLC, WI, U.S.A.; Black Family Development Inc., Detroit, MI, U.S.A.; Lutheran Community Care Services, Ltd., Singapore; Women’s Centre in Curacao/SEDA, and SynRJ, United Kingdom (Factbook, Appendix E).

The Director of Continuing Education, in collaboration with the faculty, develops professional development programs consistent with the mission and goals and in alignment with the institutional and program learning goals developed by the faculty. Some faculty members also perform dual roles as instructors, delivering professional development for Continuing Education.

Faculty have oversight regarding the alignment of professional development instructional activities with the objectives of a related hybrid graduate course. Table 7 lists the professional development events that have been integrated into related hybrid graduate courses.

Marketing efforts are geared toward increasing attendance at professional development events, which serves to ensure that non-credit offerings continue to be an essential source of revenue supporting much of our human and physical resources (Table 2, Standard 2; Continuing Education Plan – Comprehensive Assessment Plan, Appendix F).

Professional development event	Related hybrid graduate course
Basic Restorative Practices (4 days, 30 hours)	RP 500 Basic Restorative Practices (3 credits, 12 hours)
Restorative Leadership: Authority with Grace (2 days, 15 hours)	RP 515 Restorative Leadership Development: Authority with Grace (3 credits, 27 hours)
Aggression Replacement Training ® (2 days, 15 hours)	RP 532 Aggression Replacement Training ®: Behavioral Interventions that Work (3 credits, 27 hours)
Restorative Responses to Adversity and Trauma (2 days, 15 hours)	RP 535 Restorative Responses to Adversity and Trauma (3 credits, 27 hours)
Restorative Practices: Symposia and Conferences (2 or 3 days, 15-22 hours)	RP 540 Restorative Practices: Symposia and Conferences (3 credits, 20-27 hours)
IIRP World Conference (2 or 3 days, 15-22 hours)	RP 541 IIRP World Conference (3 credits, 27 hours)
Turning the Tide Symposium (3 days, 22 hours)	RP 542 IIRP Turning the Tide Symposium (3 credits, 20 hours)

Table 7: Professional Development Events and Related Hybrid Graduate Courses

Professional development events feed the graduate programs (Standard 8). As numbers of attendees and students increase, it is necessary to invest resources to improve the integration of information systems and administrative supports in order to enhance effectiveness and efficiency.

Additional locations

All courses are offered at the Main Campus located in Bethlehem, Pennsylvania. All additional locations are inactive. The IIRP has no branch campuses or other instructional sites.

In AY 2011/12, when the additional location of Delaware Valley University was utilized, faculty shared teaching responsibilities at the Main Campus and the additional location. Classes utilized syllabi with the same learning objectives and outcomes and were evaluated in the same manner. These factors helped to ensure that the same standards of quality, rigor, and effectiveness were maintained at all locations. Course Improvement Forms for courses taught in both locations show similar results (Survey Result – Course Improvement AY 2011/12; Combined Course Improvement spreadsheet, AY 2011/12).

Strengths, challenges, and recommendations for improvement and renewal

Strengths

1. Certificate program goals are identical to the first three master's program goals, enabling a seamless transition for certificate recipients choosing to pursue a Master of Science degree.
2. The faculty are committed to a collaborative process of continual improvement of students' online learning experiences.
3. Faculty and Continuing Education cooperate in the development and assessment of professional development offerings that are part of hybrid courses, in support of program and institutional learning goals.
4. Professional development events introduce people worldwide to restorative practices and serve as a gateway to graduate education.

Challenges

1. Keeping pace with the continually evolving field of online learning is a challenge.
2. The current information technology infrastructure is not sufficient to meet the increases in professional development participation projected in the Strategic Plan.

Recommendations

1. Enhance technology infrastructure to accommodate projected growth in registrations for continuing education activities and online instruction for graduate students at a distance.
2. Work collaboratively in developing learning objectives and assessment protocols among faculty and Continuing Education staff to ensure that professional development offerings support learning goals and the mission.

STANDARD 14: ASSESSMENT OF STUDENT LEARNING

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

Introduction

Faculty are responsible for the curriculum and ensure that assessment measures are present throughout the program, that student learning objectives are being met, and that this learning serves the institutional mission. The faculty-designed Student Learning Matrix demonstrates the links to mission, goals, and course-level outcomes. In addition to the learning matrix, student survey results confirm our mission focus, with students reporting that they are applying restorative practices in their professional and personal lives.

Comprehensive assessment

Assessment of student learning is integrated with the overall institutional cycle of planning, assessment, and institutional renewal. To ensure that student learning goals are met, assessment data is used to measure success and forms the basis for improvements in course instruction and curriculum. The process of assessment encourages faculty and staff to consider how to improve the courses and the operation of the institution, to identify areas of strength and weakness, and to question how the institution can improve as a whole and support faculty and staff in their development. This approach is made explicit in the Comprehensive Assessment Plan (Appendix F), which guides in the measurement of institutional effectiveness as a whole.

This plan identifies timetables, defines assessment instruments and how they are used, and outlines the party or parties responsible for carrying out the various parts of the plan. The prevalence of ongoing assessment at the IIRP is such that all units participate in assessment at various stages throughout the process, as noted in the Assessment Activity Flow Chart (Figure 2), in order to improve teaching and learning (Comprehensive Assessment Plan, Appendix F; COW minutes, 11/7/11 1/23/12, 10/29/12, 1/28/13, 4/8/13, 2/10/14, 8/11/14, 10/13/14, 2/19/15, 8/10/15, 10/12/15). Assessment of student learning outcomes is a key component of this process, with learning outcomes tied to program goals, which in turn are linked to the newly created institutional learning goals, which are ultimately linked with the overall mission and goals.

Data gleaned from course assessments are compiled and reported at the end of each term. To inform decision making aimed at enhancing student learning, the results are included in three distinct but interrelated feedback loops:

- At the classroom level, faculty may use the data to adjust their assignments, materials, and classroom activities.
- At the program level, faculty may use feedback to collaboratively adjust course objectives and the curriculum itself (Curriculum and Syllabi).

- At the institutional level, administrators and the Committee of the Whole (COW) may use the student learning outcome data as part of the evaluation of faculty and in addressing the larger issue of institutional effectiveness in achieving quality education. The Assessment Committee may use the data to modify the assessment process itself. Ultimately the COW, the President, and the Board may use data to influence strategic planning and budgeting.

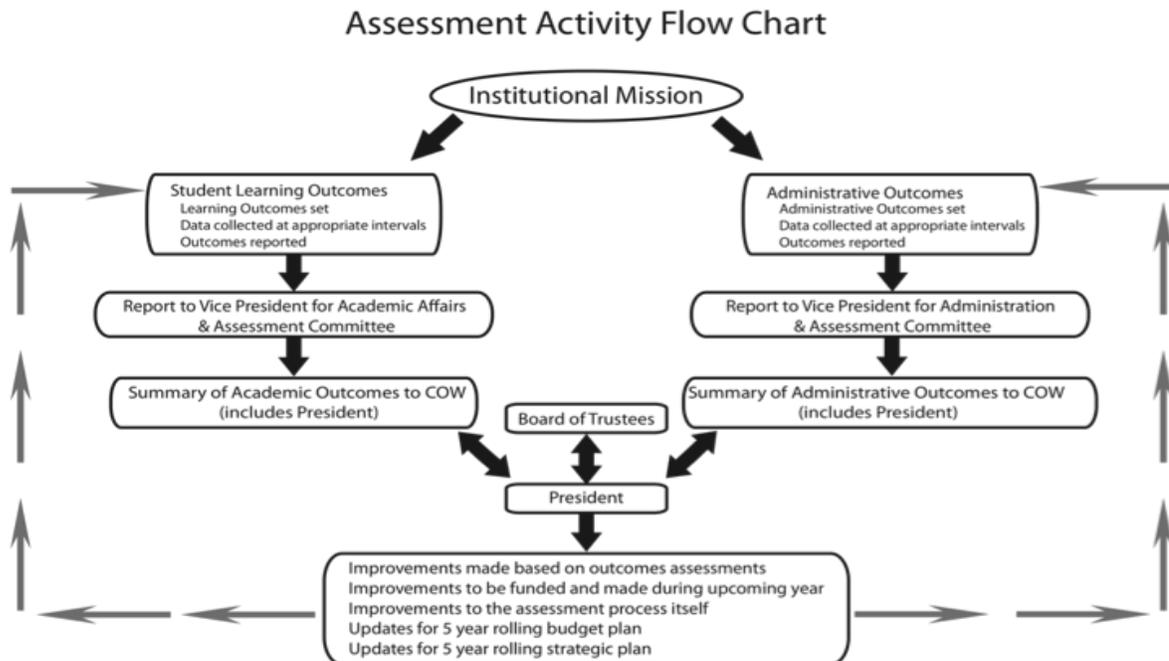


Figure 2: Assessment Activity Flow Chart

Linking learning outcomes with mission

Assessment of student learning employs a process of mapping that links course learning objectives and outcomes with the mission. Table 8 provides an example of this process. It shows how the five course objectives for RP 500 Basic Restorative Practices have been linked with one or more learning outcomes, which specify expectations for student performance and are linked with one or more program goals. At the end of each course, the faculty assess the achievement of learning outcomes by entering data into the Student Learning Matrix assessment tool. The faculty member chooses which learning outcomes to assess, what assignments to use as direct evidence of meeting those outcomes, and the rubrics used to evaluate those assignments. Assignments may include written exams, writing assignments, presentations, role plays, cooperative learning activities, class participation, video/audio recordings, and case notes.

RP 500 Basic Restorative Practices is a foundational course that is required for both the certificate and master's programs. Its learning outcomes are linked with the first three program goals of the master's program, which are also the learning goals for the certificate program. The

linked institutional learning goals, program goals, course objectives, and learning outcomes combine to form the Student Learning Matrix.

Course learning objectives and outcomes linked with goals for RP 500 Basic Restorative Practices	Program Goal	Inst. Learning Goal	Inst. Goal
1. Understand the mission and goals of the IIRP Graduate School			
o Describe the mission and goals of the IIRP Graduate School.	1	1	1
o Write a reflection paper using APA format.	3	1	1
2. Learn and identify the fundamental principles of restorative practices			
o Distinguish the varying principles of restorative practices	3	1, 3	1
3. Learn to use circles as a restorative process			
o Participate and facilitate circles, and explain the circle process	1	1, 3	1
4. Learn to facilitate restorative conferences			
o Identify and explain how victims' and offenders' needs are met in restorative processes.	2	1	1
o Facilitate restorative conferences.	1	1	1
5. Understand family engagement and empowerment strategies			
o Explain a FGC and other family engagement and empowerment strategies.	2	2	1

Table 8: Example of Course Learning Objectives and Outcomes Linking to the Mission

The faculty and COW review the results from the Student Learning Matrix aggregated by course section, course title, and type of evidence (COW minutes). The Student Learning Matrix results also serve as the basis for the annual Program Goals and Institutional Learning Goals Reports. The Program Goals Report (AY 2011/12 through AY 2014/15) has consistently shown that students in both the Master of Science and Graduate Certificate programs have exceeded benchmarks for achieving learning outcomes in support of program goals. The Institutional Learning Goals Report has shown the same (AY 2013/14, AY 2014/15).

Formative and summative assessments

A range of instruments for assessing student learning helps faculty and administration make informed decisions about planning, resource allocation, and institutional renewal. Evidence includes enrollment data, student feedback, Course Improvement Form results, and responses to institutional surveys of students and alumni. These reports are both summative and formative.

Formative evaluations of student learning include assignments designed to gauge the current status of a student's understanding. For example, some professors ask students to submit weekly reports, contribute to forum discussions, write reflective journals, or receive feedback from the professor. These assessments make it possible for students to identify and address weaknesses and areas for growth, and for the instructor to make adjustments to optimize the learning experience to best achieve learning outcomes.

Other formative assessments include the Graduate Weekly Update (Documents Folder), which provides a snapshot of credit hours, first term cohort, and admissions data, enabling the observation of trends and comparisons with results from the same term last year. Course Improvement Form results provide faculty with feedback about individual course sections in order to inform course improvement.

Summative evaluations of student learning include learning matrix reports, a tool for assessing student achievement of course objectives and learning outcomes by term, which is reviewed by the COW. Summative reports generated at the end of each academic year include data aggregated from multiple courses and terms, which can, in combination with assessments of institutional effectiveness, influence decisions about future academic programming.

Using both formative and summative assessment tools, in combination with direct and indirect evidence of learning and triangulating the resulting data, provides robust feedback about student learning and offers opportunities for faculty to consider potential changes. Developing a mechanism to easily access and share data and view multi-year trends would be useful for continual improvement.

Direct and indirect evidence of student learning

Learning outcomes are evaluated through direct and indirect evidence of student learning. Some common assessments providing direct evidence of student learning are written papers scored on a rubric, online threaded discussions, and projects that include written and verbal presentations based on a rubric evaluation. These direct assessments are entered into the Student Learning Matrix assessment tool (Learning Matrices Report).

Indirect methods of assessment include students' perceptions and opinions about their learning experience for each course. These are collected through reflection activities, structured feedback processes such as "professional learning groups," and Course Improvement Forms, which students complete for every course, answering questions such as "Overall, what contributed most significantly to your learning in this course?" Faculty utilize these results to identify the important features to retain the next time this course is taught. Questions such as "Please tell us how you are using or plan to use what you've learned in this course in your professional or personal life" and "What changes, if any, would you suggest for the next time this course is taught?" allow faculty to gauge how students view the application of their learning in the course and to report how challenging it was for them. The question "Please tell us how you are using or plan to use what you've learned in this course in your professional or personal life" provides a qualitative measure of the ways in which students are serving the IIRP's mission by bringing restorative practices to

their own communities and organizations. The following are some examples of responses to this mission-related question:

- “I am beginning to understand that restorative practices are a mindset so beyond what I do with them in my school. I will apply them to my family and community” (RP 500 Basic Restorative Practices).
- “Have developed a model of RP and education I will be using in training and educating others” and “Multiple ways, including ongoing consulting and training work” (RP 662 A Restorative Approach to Educating the High-Risk and High-Need Student).
- “I can now confidently proceed with my other IIRP courses knowing that I can find, analyze and evaluate which research is useful for my purposes. Also, when I conduct my own research I will have a framework of understanding to work from and as a result, am less daunted by that future task” (RP 610 Evaluation of Research).

Indirect evidence of student learning is also reported through course assignments, overall course grades, student ratings of their knowledge enhancement, and feedback surveys regarding learning. The indirect indicators allow for faculty to understand students’ challenges and strengths within each course and within specific assignments. For example, within check-in and journaling forums, students divulge the challenges of their learning experience, which can influence how a faculty member might adjust certain assignments or instructional responses to the community of learners.

Course evaluations

Results from Course Improvement Forms have led to faculty making significant improvements in their courses. For example, in AY 2012/13 one third of the student respondents (n=6) in RP 500 Basic Restorative Practices agreed or strongly agreed with the statement “The online portion of the course was well organized and easy to navigate.” This fell well short of the benchmark, triggering a more thorough review. As a result, faculty adjusted the course so that it became more interactive and engaging, with a higher level of dialogue for students to discuss the impact on thinking and practice. Updates to the course also included a wider variety of learning activities to improve the quality and rigor of the course. Course learning goals and objectives were consolidated, and the faculty changed the learning matrix to mirror that change (Faculty minutes, 8/6/12, 10/29/12, 1/28/13, 4/8/13, 6/24/13, 8/12/13, 9/9/13, 10/14/13, 3/10/14, 6/9/14, 8/11/14, 9/8/14). These considered changes resulted in all students (100.0%) in both AY 2013/14 (n=44) and AY 2014/15 (n=32) indicating that they agreed or strongly agreed that “The online portion of the course was well organized and easy to navigate” (Survey Results – Course Improvement).

Another example of data-driven change was triggered by survey results in the Fall 2012 RP 610 Evaluation of Research course: two students out of five respondents disagreed that “The online portion of the course was well organized and easy to navigate.” Based on the student feedback, faculty made the directions and questions posted on Moodle more consistent in format throughout all the courses (Faculty minutes, 12/9/13, 1/13/14, 2/10/14, 3/10/14, 4/14/14, 5/12/14,

6/9/14, 9/8/14). As a result, students noted an improvement in course content delivery. All respondents from the Spring 2013 RP 610 course (n=5) indicated that they agreed or strongly agreed that “The online portion of the course was well organized and easy to navigate”; 87.5% of the students enrolled in the Spring 2014 section agreed or strongly agreed (n=8); and all students in the Fall 2014 section agreed or strongly agreed (n=6). The efforts of faculty have been well received.

Institutional surveys

Students complete institutional surveys regarding their learning experience at an intermediate point in their studies and upon exiting the program (Survey Results – Intermediate and Exiting). The institutional surveys provide general indicators of how students view their own learning, providing indirect evidence by measuring students’ perceptions of their own learning experiences at two points in time. From AY 2011/12 to AY 2013/14, all of the participants in Intermediate and Exiting Student Survey responses agreed or strongly agreed that they had been able to apply the theories and concepts learned to practical problems, that the IIRP provided them with good preparation for their future personal and civic life, and that courses were relevant to career goals and objectives (Intermediate Survey, AY 2011/12 [n=1], AY 2012/13 [n=6]; Exiting Student Survey, AY 2011/12 [n=8], AY 2012/13 [n=13], AY 2013/14 [n=4]). Also, from AY 2011/12 to AY 2013/14 (n=25), 100.0% of respondents to the Exiting Student Survey agreed that their critical thinking skills were stronger or much stronger compared to when they entered the Graduate School (Survey Results – Exiting, AY 2011/12 through AY 2013/14). In AY 2014/15, faculty benchmarks were exceeded in all of these areas. The institutional learning goal related to critical thinking, “Members of the IIRP learning community will analyze, synthesize, and interpret texts, experiences, feedback, and other information,” is being met.

The final course for the master’s degree, RP 699 Final Professional Learning Group, assists students in achieving the two capstones of the master’s degree program: a paper and a presentation. Through a highly interactive group process, students make oral and written presentations and review the processes, philosophy, theory, and research related to restorative practices that were covered within previously completed courses. The Mission Rubric is administered at the conclusion of this course to assess the extent to which students are fulfilling two key elements of the mission: influencing human behavior and strengthening civil society (Mission Rubric, AY 2011/12 through AY 2014/15). Influencing human behavior refers to how graduating students have been influenced by their studies with regard to improving how they address conflict, foster empathy, repair harm, and mend relationships personally and with family, friends, students, clients, or community. Strengthening civil society refers to how graduating students have applied what they have learned to improve the macro-contexts of communities, work settings, and families.

The faculty rate the extent of each student’s impact in carrying out the mission, as reflected in their capstone paper and presentation, using a scale from 0 to 3 (0 = not at all; 1 = little; 2 = modest; 3 = substantial). For all graduating classes since the mission rubric was first implemented in AY 2010/11, the average results for both elements of the rubric have exceeded our benchmark

of 2.4 (Mission Rubric). These results confirm that graduates fulfill the mission to use restorative practices in “positively influencing human behavior and strengthening civil society.”

Strengths, challenges, and recommendations for improvement and renewal

Strengths

1. A robust culture of assessment exists, as well a collaborative approach to sharing and integrating assessment results and improving educational offerings.
2. Faculty assess every course, every time, utilizing the mapping process that starts with direct evidence of learning and flows up through program and institutional learning goals to ultimately support the mission.
3. Students are given the opportunity to evaluate every course.
4. Faculty make regular use of multiple data sources and analysis methods to ensure higher confidence in, and reliability of, conclusions.

Challenges

1. We need to be cautious in making broad-based decisions that rely on small data sets and a minimal number of data cycles.
2. Key indicators and metrics need to be refined and highlighted amid the vast array of data that is collected.

Recommendations

1. Adhere to the assessment processes to ensure that those processes are providing the information needed to improve – more data sets are needed to make better informed decisions.
2. Continue to develop the capacity of all faculty and staff to understand and implement the assessment process.

CONCLUSIONS

Trustees, faculty, and staff have carried out the self-study process and have taken full advantage of the opportunity to learn more about our institution. An internal goal was to have a collective gain of institutional knowledge of assessment through this process.

The IIRP meets the Commission's standards and has addressed recommendations outlined at our initial accreditation (Appendix B). We have also identified new recommendations to reach a greater level of institutional maturity and fulfill our goals.

Engaging all constituencies in this collective effort created a meaningful process. Faculty, students, alumni, trustees, and staff all served on and contributed to Working Groups. This inclusive process captured a broad range of perspectives, allowed the time needed to develop a shared vision for the future of the Graduate School, and built a deeper understanding of how, as a higher education institution, we can best advance the mission. As with any process, this did not occur without conflict; but within the conflict is where we saw growth. The process confirmed that we have served our mission well, in terms of "practicing what we teach" – both in the way we conduct ourselves as an institutional community and in the way we conducted the self-study process itself.

The newly crafted Strategic Plan is utilized as a guide in clarifying priorities, and in turn affords us many opportunities to consider improvements in actions and tactics connected with strategic objectives. This is crucial, as the plan is the roadmap to long-term financial stability and success in serving the mission.

We are still a young institution with much room for growth, but collectively we have achieved a great deal already. We faced the challenge of creating a brand-new graduate school in an emerging field that was unfamiliar to most people. We successfully completed the initial self-study for accreditation and then faced a financial crisis, making difficult changes in faculty and staff. Faculty then adapted the educational offerings, creating a rigorous degree program with broad appeal, in alignment with higher education's movement toward hybrid learning experiences. We collaboratively developed a new strategic plan and improved unit plans, and we are beginning to see a rise in enrollment. With planning and engagement, the presidency transitioned from our founder to a competent second President steeped in the ethos of restorative practices and in the culture of assessment, planning, and institutional renewal.

With the knowledge we have gained and the recommendations that have been developed through the self-study process, along with an ambitious strategic plan, a proven ability to respond to crisis, and an institutional culture that values honest inquiry, reflection, and continual improvement, the Graduate School is poised to address the challenges and opportunities it will face in the coming years.

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Appendix A – Members of the Self-Study Steering Committee and Working Groups

Members of the Self-Study Steering Committee and Working Groups

Steering Committee

Co-chairs

- Craig Adamson, Ph.D. – Director of Graduate Studies, Associate Professor
- Linda Kligman, M.S – Vice President for Advancement

Members

- John Bailie, Ph.D. – Director of Continuing Education at the start of self-study; President as of July 2015
- Muriel Berkeley, Ph.D. – Trustee
- Sue Bogard, B.A. – Assistant to the Administration/Secretary to the Board
- Judy Happ, M.S., M.R.P.E. – Vice President for Administration
- Mary Jo Hebling, M.S. – Lecturer
- Jamie Kaintz, A.A. – Registrar
- Patrick McDonough, Ph.D. – Vice President for Academic Affairs
- Margaret Murray, M.S. – Librarian until October 2014
- Stephen Orrison, M.R.P.E. – Assistant Director of Technology
- Elizabeth Smull, M.R.P.Y.C., C.A.D.C. – Lecturer
- Benjamin Wachtel, B.A. – Director of Communications and Technology

Working Groups

Mission and Leadership

- Chair: Mary Jo Hebling, M.S. – Lecturer
- John Bailie, Ph.D. – former Director of Continuing Education; President as of July 2015
- Muriel Berkeley, Ph.D. – Trustee
- Sue Bogard, B.A. – Assistant to the Administration/Secretary to the Board
- Heshimu Green, D.B.A. – Student
- Judy Happ, M.S., M.R.P.E. – Vice President for Administration
- Linda Kligman, M.S. – Vice President for Advancement
- Julie Malloy, M.R.P.Y.C. – Alumna
- Patrick McDonough, Ph.D. – Vice President for Academic Affairs
- Gregor Rae, B.S. – Trustee
- Kaitlin Tito, B.A. – Marketing Associate

Planning and Assessment

- Chair: Steve Orrison, M.R.P.E. – Assistant Director of Technology
- Craig Adamson, Ph.D. – Director of Graduate Studies, Associate Professor
- Tom Albright, M.Ed., M.S. – Student
- William Ballantine, B.A. – Trustee

- Sue Bogard, B.A. – Assistant to the Administration/Secretary to the Board
- Sandy George – Office Coordinator
- Judy Happ, M.S., M.R.P.E. – Vice President for Administration
- Eileen Stone, M.S. – Student
- Benjamin Wachtel, B.A. – Director of Communications and Technology
- Jody Weaver – Payroll Clerk

Student Services

- Chair: Jamie Kaintz, A.A. – Registrar
- Jess Bogensberger, B.S. – Support Staff
- Angela di Felice, M.S. – Director of Operations
- Sandy George, A.S. – Office Coordinator
- Steve Grieger – Audio Video Coordinator
- Erin Keller, M.S. – Student
- Linda Kligman, M.S. – Vice President for Advancement
- Binny Silverman, B.A. – Trustee until 10/2014
- Thomas Simek, Ed.D. – Professor Emeritus
- Benjamin Wachtel, B.A. – Director of Communications and Technology

Instruction

- Chair: Elizabeth Smull, M.R.P.Y.C., C.A.D.C – Lecturer
- Craig Adamson, Ph.D. – Director of Graduate Studies, Associate Professor
- John Bailie, Ph.D. – former Director of Continuing Education; President as of July 2015
- Dinorah Foster – Support Staff
- Shelby Halverson, J.D. – Student
- Keith Hickman, B.S. – Director of Continuing Education
- Lynne Mann, B.S. – Assistant Director for Administration
- Henry L. McClendon, Jr., M.P.A. – Trustee
- Patrick McDonough, Ph.D. – Vice President for Academic Affairs
- Laura Mirsky, M.F.A. – Assistant Director for Communications
- Margaret Murray, M.S. – Librarian until October 2014
- Thomas Simek, Ed.D. – Professor Emeritus
- Jessica Zimmerman, M.A. – Student

Appendix B – Recommendations for Improvement and Renewal from Initial Self-Study Report

**Appendix B: Recommendations for Improvement and Renewal
from Initial Self-Study Report**

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MSCHE TEAM RECOMMENDATIONS

Standard 4: Leadership and Governance

- *While it is evident that the Board is involved in IIRP's activities, understands its mission, and has taken steps to understand the role of Board's of Trustees, the Self-Study recommendation of a formal board orientation should be implemented not only to apprise the Board of its duties, but also to make sure prospective members understand the legal and fiduciary duties required of a board of trustees.*

The Board developed a Statement on Selection and Orientation of Trustees in AY 2014/15 (Trustee minutes, 10/26/14). Because trustees are selected in part for their familiarity with restorative practices, the orientation of new trustees focuses on learning about the role of trustees, rather than teaching restorative concepts.

Administrative staff assisted the Board in creating an orientation package for new trustees, which contains:

- The Association of Governing Board's Statement on Board Responsibility and Governance;
- The Organizational Manual for Trustees, Administration, and Staff (containing the By-laws for the IIRP, By-laws for the Restorative Practices Foundation, the Statement of Reciprocal Roles and Responsibilities, and policies and procedures);
- Strategic Plan 2015-2020;
- Defining Restorative;
- Calendar of events for the current academic year for trustees;
- Trustee and staff contacts;
- Conflict of Interest policy and disclosure statement.

Trustees receive these materials electronically upon election to the Board. The Trustees discussed and assessed the effectiveness of this orientation at the meeting held on October 24, 2015 (Trustee Minutes).

- *The team recommends that the Board develop instruments to assess the effectiveness of the Board that go beyond a self-assessment of individual members.*

In order to determine if the Board is operating as an effective governance structure and meeting its charge, the responsibilities of the trustees as outlined in Article I, Board Authority and Responsibilities, Section 2 of the By-laws (Organizational Manual, Appendix J) were placed in a grid; those responsibilities are annually compared to the actions of the Board, as recorded in meeting minutes (Trustee minutes, 7/29/12, 10/20/13, 10/26/14, 10/24/15). The Board is meeting all of its responsibilities, with the exception of those that are not applicable to

the IIRP at this time, such as building construction and public policy (Assessment of the Trustees as a Whole).

Standard 7: Institutional Assessment

- *The team agrees with the institution regarding a challenge identified in the Self-Study Report, specifically that the institution needs to experience future cycles of assessment activities in order to be more comfortable with making decisions based on the evaluation of data. Future assessment cycles will help sustain the assessment processes.*

The AY 2012/13 Summary of Academic and Administrative Outcomes Report (Documents Folder) summarizes the growth of the assessment process stating, “Unit annual reports showed evidence that ongoing assessment is taking place and that data is being used to make changes where needed. Unit plans and reports are now using a consistent format and include objectives that are SMART: Specific, Measurable, Attainable, Relevant, and Time-bound.”

The AY 2013/14 Summary of Academic and Administrative Outcomes Report (Documents Folder) shows further evidence of units’ maturation and says, “Annual unit reports demonstrate that the units continue to follow the objectives set forth in their unit plans, reflect on their actions and results, and adjust course when deemed prudent.” In addition, the report states, “These new (unit) plans are of significantly higher quality than previous plans, no doubt a result of the IIRP’s ongoing efforts to build institutional knowledge around assessment, strategic planning and institutional renewal.”

The AY 2014/15 Summary of Academic and Administrative Outcomes Report (Documents Folder) verifies the Graduate School’s efforts toward realizing the 2015-2020 Strategic Plan. It notes, “It’s been a transformative year in leadership and the self-study process. Staff are engaged and focused on the mission. There’s a level of excitement, increased activities, and collaboration. The turnaround plan for hybrid and online courses and using professional development to advertise the graduate school is working as evidenced by increased enrollments and registrations and that IIRP finished the fiscal year in positive territory with no additional contributions from Buxmont Academy.” Demonstrating continual improvement, the Assessment Committee recommended that the intermediate unit reporting cycle be refined to correspond with the Graduate School’s term cycles, as opposed to quarterly reporting, and thus better match how institutional data is reported.

Standard 10: Faculty

- *While it is clear that owning the feedback one provides is a core value of the restorative approach, IIRP should include, in addition to the various tools they already use to assess their faculty, programs and services, an anonymous student survey in order to enhance the reliability of the feedback they are gathering.*

Since the inception of the Graduate School, students had been asked to identify themselves when completing student surveys, based on our fundamental belief that knowing students' concerns directly gives faculty, administrators, and staff opportunities to learn and seek clarity and respond to any student concern (Student Feedback – Student Handbook and Catalog, Appendix I) (Standard 6). Faculty tested this hypothesis in AY 2013/14 by not requiring students to identify themselves on the Course Improvement Form, which is completed after every course (Faculty minutes, 1/30/12, 3/26/12). After the end of AY 2013/14, the faculty reviewed and analyzed the data from the anonymous surveys, paying particular attention to the required courses that all students in the master's program must take (RP 500, RP 525, RP 610, and RP 699). A review of the data comparing signed data sets from AY 2011/12 through AY 2014/15 with the anonymous AY 2013/14 data set show very little variance. Students appeared to be equally candid whether or not surveys were anonymous. Response rates were also similar, and responses to the free-form narrative comment section suggested that students were not inhibited in being honest. Students gave some of the most honest and direct feedback in AY 2012/13 on the non-anonymous surveys when answering the question, "What would you like to see changed?" (Survey Results – Course Improvement; Faculty minutes, 1/15/15).

The faculty determined that further data is needed regarding the potential benefit of anonymous surveys in order to justify changing our current policy, so Course Improvement Forms for AY 2014/15 are again non-anonymous. Anonymous Course Improvement Forms will be administered every three years, for two cycles, to test the validity and reliability of the results, after which the faculty will make a recommendation about anonymous and non-anonymous surveys (Faculty minutes; COW minutes, 2/9/15).

Standard 13: Related Educational Activities

- *The certificate program's goals and student learning objectives should be clearly delineated in the Assessment Plan even though the outcomes and student learning objectives coincide with those of courses within the degree program.*

The Graduate Certificate program goals are published in the Student Handbook and Catalog (Appendix I) and in the Comprehensive Assessment Plan (Appendix F). Course learning outcomes and objectives are delineated in the syllabi (Curriculum and Syllabi).

Standard 14: Assessment of Student Learning

- *While there are course-level learning outcomes for the common set of courses that all students are required to complete, there is not a set of institutional learning outcomes. The team recommends that the IIRP establish a set of institutional –level learning outcomes.*

Faculty convened a workgroup of stakeholders, including students, alumni, and administration, to create institutional learning goals in AY 2012/13 that support the assessment process. The workgroup researched and considered other institutions’ learning goals, with the aim of developing goals that would reflect academic rigor and serve the Graduate School’s mission. The key question for the workgroup was, “What competencies and skills should be evident in every graduate in the new and emerging discipline of restorative practices?” Once approved, the faculty recommended the implementation of the new institutional learning goals to the Vice President for Academic Affairs, who brought the recommendation to the COW (COW minutes, 9/9/13). The learning goals link the existing program goals (Student Handbook and Catalog, Appendix I), to the institutional goals and mission (Faculty minutes and COW minutes, 9/9/13).

The institutional learning goals are detailed in the table below.

Institutional Learning Goals	
Critical Thinking	Members of the IIRP learning community will analyze, synthesize, and interpret texts, experiences, feedback, and other information.
Communication Skills	Members of the IIRP learning community will write and speak well in different contexts.
Self-Directed Learning	Members of the IIRP learning community will take initiative and responsibility to manage and assess their own learning activities.
Ethical Awareness	Members of the IIRP learning community will identify and analyze ethical issues associated with restorative processes and the effect on others.
Information Literacy	Members of the IIRP learning community will be able to locate, analyze, and use information appropriately.

The institutional learning goals represent core skills and knowledge that all students will attain and are thus broadly defined so as to be applicable across the curriculum and in varied learning contexts.

IIRP RECOMMENDATIONS

Standard 1: Mission and Goals

- *The mission and vision should be reviewed during the initial employee meeting.*
- *Faculty should discuss how the mission is reviewed in the introductory Basic Restorative Processes course (YC/ED 500 or YC/ED 501) as a method of ensuring that the mission is explained consistently and in-depth to all students.*
- *The IIRP must regularly review the institutional mission, vision, and goals with all staff as an integral part of budget unit meetings, “team builders,” and staff development.*

A range of practices embedded in our processes for interviewing, hiring, and orientation are designed to ensure that we attract and retain the faculty and staff who can best support our mission. In addition to having the required professional competencies, candidates must share an affinity with our mission and our institutional culture. Once hired, faculty and staff are provided with a “New Hire Packet” (Documents Folder) and are encouraged to read the Organizational Manual (Appendix J) with special attention on the mission and vision. This packet is then reviewed during the new hire’s initial meeting. Shortly after hire, new faculty and staff attend select restorative practices professional development events that include discussions and explanations of our mission (List of RP trainings).

Reviewing the organization’s mission, vision, and goals is now an integral part of budget unit meetings with faculty and staff (Biannual Summary, 3/4/13). Faculty and staff have incorporated review and reflection of our mission into team-building exercises.

Everyday interactions offer ample opportunities for faculty and staff to practice the principles underlying our mission and experience restorative practices in action. Meetings are routinely conducted in circle format, which promotes participation from a greater number of people. Supervision meetings for staff encourage reflection about their professional interactions through a restorative lens, leading to constructive feedback and the development of strong collegial relationships. New faculty hires are also offered some mentoring by veteran faculty. Both faculty and staff complete yearly self-evaluations in which they reflect upon their professional competencies and identify how their work relates to and advances our mission and goals (Evaluation of Faculty; staff forms and process). Annual in-service days, where faculty and staff share stories from the academic year that exemplify our mission in practice, provide an opportunity for building social capital and encouraging personal reflection.

The faculty analyzes how the mission is reviewed in order to ensure that it is explained consistently and in-depth to all students (Faculty minutes, 6/25/12, 8/6/12, 9/4/12, 10/14/13). RP 500 Basic Restorative Practices – one of the first courses taken by students – has a learning objective that sets forth the expectation that all students are able to describe our mission and goals (Curriculum and Syllabi). In RP 500 Basic Restorative Practices, students are asked to reflect thoughtfully upon the mission and how it relates to their personal experience, as well as to theory and practice. This course learning outcome has proved to be successful. All students

demonstrated a 90.0% or greater proficiency in describing our mission and goals in RP 500 courses each academic year (Learning Matrices Reports, AY 2012/13 through AY 2014/15).

Standard 2: Planning, Resource Allocation, and Institutional Renewal

- *Continue to use our restorative processes within the membership of the Committee of the Whole to assure its continued collegiality.*
- *Enhance our strategic planning processes, especially the environmental scan, in future editions of the Strategic Plan.*
- *Operate additional yearly cycles of our assessment so as to make them more sophisticated and useful.*

The restorative nature, processes, and expectations of the institution afford both faculty and staff the mechanisms to assure its continued collegiality within the membership of the Committee of the Whole (COW). Our minutes reflect we are achieving a high degree of consensus and focus in our work together. The COW discussed and developed a more formal process in 2014 to assess its performance as a whole (COW minutes, 5/14/14, 6/9/14). The Assessment of the COW as a Whole was created to document COW activities, and it demonstrates how the COW attends to its defined responsibilities and expectations (Assessment of the COW as a Whole).

We continue to follow a budget process that follows an annual chronology of events, beginning with addressing budget planning parameters (Budget Chronology). Factors in the planning process include a review of unit goals and objectives, new revenue-generating initiatives, and expense increases (Summary of Administrative and Academic Outcomes). This allows for the collection of additional yearly cycles of assessment so as to make them more sophisticated and useful. Demonstrating a further maturation of our assessment process, the Assessment Committee recommended that assessment unit reporting cycles be refined to correspond with the Graduate School's term cycles in order to coincide with how the institutional data is reported (AY 2014/15 Summary of Academic and Administrative Outcomes Report, Documents Folder).

To enhance our strategic planning process the Vice President for Administration, Vice President for Advancement, Director of Graduate Studies, and the current President (who at that time served as Director for Continuing Education) interviewed colleagues in other higher education institutions throughout the summer of 2013 and into the spring of 2014. These conversations explored trends and opportunities in graduate education and revealed that our challenges – developing rigorous online learning modalities, building enrollment in an increasingly competitive environment, and making the most efficient use of resources – were quite common. The senior leaders recognized that some elements of our restorative culture truly set us apart from other higher education institutions, including our faculty's willingness to collaborate in developing a hybrid and online curriculum, our faculty and staff's willingness to participate in assessment and share data across units eagerly, and our trustees' and leadership's willingness to discuss and plan transitions in leadership and staffing openly.

Standard 3: Institutional Resources

- *Since tuition continues to play a large role in our financial picture, we must provide for it by implementing and expanding our new marketing plan.*
- *Begin the work in 2011 of creating a fully functioning development office by 2013, and design a comprehensive development plan to guide planning and resource allocation towards meeting the mission and goals.*
- *In a small organization like ours, each new employee is a precious resource. Carefully hire people for any new position who have both skills and a restorative orientation.*

In AY 2012/13, we revised our marketing strategy and developed new educational offerings, a Master of Science degree and a certificate, paired with a new mode of delivery, online and hybrid course instruction. Additionally, staff was refocused and Communications and Technology has been enhanced to include marketing and fundraising activities as part of the activities of Advancement.

Evidence shows these efforts to be promising. Tuition has been steadily growing in response to introducing the new educational programs – from \$160,216 in AY 2012/13 to \$263,875 in AY 2014/15 (Standard 3) – and we have seen enrollment climb from 111 to 194 in the same time frame (Factbook, Appendix E). Since the first Advancement plan was conceived in AY 2011/12, the Foundation brought in \$39,369 in cash contributions in AY 2013/14 and \$28,440 in AY 2014/15 by introducing alumni and fundraising events to broaden the base of support and cultivating major donors (Annual Unit Advancement reports, AY 2011/12, AY 2013/14, AY 2014/15). Correspondingly, the support of trustees, faculty, staff, alumni, and friends has grown from 70 to a high of 150 donors in AY 2013/14, with alumni giving rates increasing from 12.0% to 25.0% (Restorative Practices Foundation audit). While these increases are modest, they are included within the 2015-2020 Strategic Plan (Appendix G) and show a positive trend in support for the Graduate School.

Faculty and staff are our most important assets. The IIRP utilizes its own specialized network of nearly 40,000 restorative practitioners, job posting networks, and referrals from current faculty and staff to recruit employees. (See Standard 10 for a further description on faculty hiring.) The hiring process is thorough, and interviews help identify applicants who are likely to be successful working in a culture steeped in restorative practices. Structured interview questions have been individualized for each non-teaching staff position, and job descriptions are maintained for faculty and staff positions (Faculty Handbook, Appendix H; Organizational Manual, Appendix J). Once hired, careful attention is paid to staff retention, which comes naturally in a restorative work environment. Activities that affect retention favorably include informal restorative interventions, regular meetings with supervisors, fair process, and the use of letters of understanding to address performance issues. Our assessment of human resources ties in with Strategic Plan Goal 5: Sustaining a restorative culture as we grow.

Standard 4: Leadership and Governance

- *The Committee of the Whole should create a process that informs students of who their student representatives are and how to reach them.*
- *The Board needs to formalize the process of seeking new trustees and orienting them.*
- *The statement on Reciprocal Roles and Responsibilities should be disseminated much more widely through each administrative unit, with faculty, and with trustees. The statement should be brought to the attention of students when they are accepted to a degree program.*
- *Find a new trustee or trustees who have substantial financial and/or business experience to bring to the Board.*
- *Continue to encourage trustees to recruit other candidates more widely.*

The President and trustees collaboratively recruit new trustees based on the candidate's commitment to the mission of the IIRP, knowledge of restorative practices, other special knowledge areas that could be applied toward carrying out the mission, and geographical representation. The Board elected William Ballantine as the Board Chair; he has substantial business experience, in addition to the requisite knowledge of restorative practices and commitment to the IIRP's mission. Any trustee, the President, or a senior leader may recommend a potential trustee candidate to the Board. The Board Chair reviews recommendations, interviews candidates, and proposes candidates to the Trustees for their vote (Trustee minutes, 10/20/13, 10/26/14; board membership list). The Board continues to seek diversity in background, experiences, and skills that might assist the Board in its oversight and duties. The Statement on Reciprocal Roles and Responsibilities is highlighted in the welcome letter and orientation process for new trustees (Trustee minutes, 10/24/15).

In addition to the Statement on Reciprocal Roles and Responsibilities being included in the Organizational Manual (Appendix J), which all faculty and staff receive when hired, trustees, faculty, and staff have all made its purpose more prominent. Faculty reviewed the statement (Faculty minutes, 4/11/2011) and included it as a point of discussion in the Faculty Orientation process (Faculty Handbook, Appendix H). Administration and staff have discussed it at the Biannual Budget, Planning, and Assessment Day (Biannual Summary, 3/24/14). To inform students, in AY 2014/15 the Registrar began sending the Statement in recurring emails when registration opens every term. The statement is also included in the Moodle module for the required course RP 500 Basic Restorative Practices (COW minutes, 2/9/15).

In AY 2013/14, the Board amended the By-laws to eliminate all committees but the Audit Committee (Trustee minutes, 10/20/13; IIRP By-laws - Organizational Manual, Appendix J). This action removed the existing structure for student and faculty participation. In AY 2014/15, other ways were identified to gather feedback from faculty and students. The COW agreed to add questions to the existing institutional surveys to solicit feedback directly from the students for the trustees (COW minutes, 2/9/15). The three student responses to the request for comments to the trustees in the Exiting Survey for AY 2014/15 were positive about the attitude of continuous improvement, the high expectations of faculty, and the customizable program. The trustees decided to invite faculty to their annual meeting. One full-time faculty and the

Vice President for Academic Affairs attended the October 2015 Board of Trustees meeting. The trustees made a commitment to independently survey faculty and students. Trustees connected with 22 of 39 matriculated students in the fall of 2015 by telephone, email, and Skype. Feedback from students indicated a strong appreciation for the faculty and service from the Registrar. At the Board meeting the faculty and staff noted that the critical feedback from students desiring more connections with faculty in online courses and course content that focused on professions other than educators was being addressed (Trustee minutes, 10/24/15).

Standard 5: Administration

- *The administration must take up a plan for the succession of its senior leaders.*
- *The staffing plan must be accompanied by commitment to finding qualified people with a restorative orientation.*

In 2013 the trustees made a decision to appoint Dr. John Bailie as the IIRP president upon the Founding President's retirement in 2015. The Founding President and Dr. Bailie agreed that the current Vice President for Administration, Vice President for Advancement, and Vice President for Academic Affairs would continue to serve since they had Dr. Bailie's confidence (Trustee minutes, 10/20/13).

Director of Graduate Studies, Dr. Craig Adamson, has been identified to succeed Dr. Patrick McDonough in 2016. Dr. Adamson is an Associate Professor, and within the role of Director of Graduate Studies is also responsible for on-site administration of Academic Affairs and supports the Registrar in all non-curricular aspects of the student experience. Additionally, he advises faculty, oversees the admission process, and advises students as needed. Dr. Adamson has 20 years of experience as a counselor and administrator in the IIRP's model programs, Community Service Foundation and Buxmont Academy, which employ restorative practices with at-risk youth. He also facilitates the faculty decision-making process and supports Dr. McDonough in forming academic policy.

Vice President for Administration Judy Happ oversees an effective infrastructure for financial, personnel, training, computing, building maintenance, and other operational functions. Vice President Happ holds master's degrees in criminal justice and in restorative practices and education. In the fall of 2011, Vice President Happ assumed the responsibilities of the Director of Finance after the 2011 layoffs. (A Director of Finance was hired in February 2015.)

Vice President for Advancement Linda Kligman received her Master of Science in Restorative Practices in July 2015. She has been with the IIRP for five years and is designated to succeed Judy Happ in 2017. Vice President Kligman brings two decades of experience in development, specializing in community-based fundraising – including working with LaSalle University's Nonprofit Center as an instructor and consultant. She also was the principal of a marketing firm and served as executive director for a community-revitalization agency. Vice President Kligman serves as staff liaison to the Restorative Practices Foundation.

Standard 6: Integrity

- *Introduce the idea of student identification to students in the earliest courses of their program. We need to ensure that students understand our rationale.*
- *The Board must continue to place high value and attention on the President's yearly report of fairness and ethical dealings.*
- *We need to produce multi-year academic schedules beginning in AY 2011/12.*

Students are encouraged to express both positive and critical feedback to faculty, administrators, and staff and play a critical role in the ongoing improvement of the Graduate School. Students are asked to identify themselves (using their student ID number) when completing course evaluations or student surveys. A section from the Student Handbook and Catalog (Appendix I) was added to the first page of every student survey in AY 2014/15 to clarify the purpose of feedback to provide opportunity for positive change.

Following the development of the new educational programs in AY 2013/14, a Course Offerings webpage (<https://www.iirp.edu/iirp-courses.php>) was created to highlight our educational offerings. This webpage provides both course descriptions and a multi-year course schedule (Standard 9) to ensure that students are able to effectively plan a coherent program of study and graduate within five years (Student Handbook and Catalog, Appendix I; Academic Planner). All courses are offered at least once every academic year.

The President prepares an annual President's Report on Ethics and Fairness for the Board. This report speaks to the high degree of emphasis we place on integrity and allows the President to present issues to the Board, such as restorative processes with students, faculty, or staff; grievances and legal action, if any; disclosures of conflicts of interest; and any other issues the President deems notable in terms of ethical behavior and fairness (Trustee minutes, 3/30/13, 10/26/14, 10/24/15).

Standard 7: Institutional Assessment

- *Continue to support the comprehensive effort of the assessment in demonstrating trends and opportunities for institutional improvement.*
- *Task the Assessment Committee in years 2011, 2012, and 2013 with working with the COW and unit directors to enhance utilization of assessment results.*

With a small student body and a relatively new degree introduced in AY 2012/13, the IIRP is still challenged to identify or extrapolate trends based on small data sets. Increasing enrollments over time will provide more cycles with higher numbers of participants, which will make more statistically valid conclusions possible.

The culture of assessment has matured during this self-study. The 2013/14 Strategic Plan Annual Report (Documents Folder) summarizes the institution's results concerning Objective

1.5: Systems for assessment will be embedded in the operations of the institution, fostering a continuous process of reflection and improvement. The report states:

The schedule for assessment activities has been adhered to throughout the year. Since opening, we have consistently reviewed student survey results and the curriculum and incorporate necessary changes as a result. As part of our assessment plan, faculty are involved in assessing curriculum and our educational programs and in turn assess their own performance to ensure the IIRP is effective in meeting its mission.

As an institution, we are especially proud of the rapid development of our unit leaders' proficiency in crafting, monitoring, and utilizing unit-level assessment plans as a guiding compass for their everyday unit activities. Further, increased unit-level understanding of how these individual plans relate to each other to support institutional strategic goals, and ultimately our mission, is the true engine that drives our culture of assessment and improvement.

Consistent progress of the institution's maturation is evidenced in the AY 2012/13 Summary of Academic and Administrative Outcomes Report (Documents Folder) stating, "Unit plans and reports are now using a consistent format and include objectives that are SMART: Specific, Measurable, Attainable, Relevant, and Time-bound." The AY 2013/14 Summary of Academic and Administrative Outcomes Report (Documents Folder) notes, "These new (unit) plans are of significantly higher quality than previous plans, no doubt a result of the IIRP's ongoing efforts to build institutional knowledge around assessment, strategic planning, and institutional renewal."

Standard 8: Student Admissions and Retention

- *As we complete more cycles of data, and therefore achieve more comprehensive data, we need to refine our utilization of our data management system to enhance decision making.*
- *We need to grow by following the recommendations of our Enrollment Plan, which result in a 333 unduplicated head count by the AY 2016/17.*

The AY 2014/15 Enrollment Plan (Comprehensive Assessment Plan, Appendix F) projected a modest 3% annual increase in enrollment, based on national enrollment trends in graduate education. In September 2014, the Vice President for Advancement held a meeting with Advancement, the Registrar, and representatives from faculty and Continuing Education and created a marketing team to study trends and define the enrollment funnel (Documents Folder). This team continues to meet regularly to review enrollment data, share ideas, and hone tactics to move inquiries through the stages of prospect to alumni. This resulted in the enrollment plan being modified again in July 2015, targeting an average 8.0% growth in credit hours annually.

Standard 9: Student Support Services

- *Identify the knowledge, skills, and abilities of a potential financial-aid employee.*
- *Look for ways to respond effectively and economically to newly articulated needs of our adult learners.*

After receiving initial accreditation, we transitioned from offering full scholarships to offering partial scholarships and began our own private loan program for tuition costs. All students, both matriculated and non-degree seeking students, are eligible to request scholarships. U.S. students may also request loans to pursue their studies. On February 21, 2012, the IIRP became an eligible, non-participating institution in Federal Student Financial Aid Programs. While students cannot obtain federal financial aid loans for tuition for the Graduate School, we can sign loan deferment paperwork for students, and students can use federal 529 savings plan funds to pay for tuition costs. With the decision to offer private, institutional loans, we determined that dedicated financial aid staff would not be needed. The Registrar handles all of the processing of our financial aid.

We assess support services through student surveys and by monitoring informal feedback. Newly articulated needs may be identified from the results of student surveys, through ongoing informal discussion, or within discussions at meetings. Considerations to add new services or change current services are made within the context of our institutional mission, goals, and resources. For example, the “Registrar’s Help Desk” webpage was created in AY 2013/14 in response to informal feedback that the Registrar gleaned from interactions with students. With input from faculty and staff, the Registrar created a new support page (<http://www.iirp.edu/registrar.php>), providing centralized, around-the-clock access to commonly requested information. In AY 2013/14, the Registrar and Technology created a webpage for students who have earned academic credentials from institutions outside the United States (<http://www.iirp.edu/international-students.php>) to answer questions common to prospective non-U.S. students. This includes a description of the requirement of a bachelor’s degree from an accredited institution, or equivalent, as evaluated by the World Education Service (WES), and the need for some students to demonstrate English fluency.

The Course Offerings webpage (<http://www.iirp.edu/iirp-courses.php>) was created in AY 2013/14 to give students a current view of course titles and descriptions and a schedule of the terms each course is offered. This multi-year course schedule, created by the faculty and Vice President for Administration, ensures that students are able to plan a coherent program of study effectively and graduate within a reasonable time frame, addressing a Commission recommendation from our initial self-study (Standard 6).

Standard 10: Faculty

- *The Committee of the Whole should assess itself yearly to maintain its collaborative and restorative goals.*
- *The faculty and the Vice President for Academic Affairs need to work collaboratively to identify multi-year research goals for each faculty person, to create a professional development plan for each person, and to have a clearer shared understanding of the quality and quantity of research in which we are all interested.*
- *The full-time faculty, together with the lecturers, have a clear leading role in the development and assessment of our curriculum. We need to look for ways to expand and nurture this system of shared objectives.*

In AY 2013/14, an annual assessment tool to evaluate the effectiveness of the COW was created, similar to the Board of Trustees' Assessment of the Board as a Whole (Documents Folder). The COW reviewed its activities and determined it was functioning as intended (Assessment of the COW; COW minutes, 6/9/14, 8/10/15).

Since 2006, the faculty has continuously developed and improved the curriculum (COW minutes and Faculty minutes, 2006 through 8/10/15). To address the problem of declining enrollments identified in 2011, the faculty recognized that fully online or hybrid courses would make our curriculum more flexible and attract a greater number of students, without the limitation of having to attend traditional in-person classes (Faculty minutes, AY 2010/11 through AY 2012/13). Consequently, the faculty reviewed and overhauled the curriculum to expand its breadth and depth (Curriculum and Syllabi). Faculty collaboration on the creation of new courses meets our intent of a recommendation from our initial self-study.

Faculty have participated in multi-year research projects on the efficacy of restorative practices in schools with such institutions as the National Institutes of Health, RAND Corporation, Rutgers University, Johns Hopkins University, and WestEd. Two faculty members also conducted research studies that investigated the use of restorative practices in higher education. These types of ongoing activities help faculty inform practice through research in order to aid professional development and support the spread of restorative practices, and address a recommendation from our initial self-study.

Standard 11: Educational Offerings

- *Persist in our assessment of students' library needs and take adaptive measures.*
- *We need to create additional course offerings and perhaps a third program in order to increase the academic offerings for our graduate students.*
- *The Librarian and faculty should identify a means to review the information literacy standards to ensure they are reflected in the student learning matrices and in any changes to the curriculum.*
- *Start the process of reengagement with our Academic Advisory Committee in AY 2010/11.*

The averages of results from the Intermediate and Exiting Student surveys show that we are meeting the benchmarks for student satisfaction with library services (Survey results). The library webpage is a resource available to students at any time and is accessible through the website and the learning management system, and students can contact the Librarian for individualized assistance by telephone or email. In AY 2014/15, in response to student concerns about how to cite e-books, social media, Moodle discussions, and other digital sources, the Librarian developed the “Writing and APA Style Guidelines” document, customized for our students. The Librarian is also working toward making suggested readings electronically accessible.

The Librarian works with the faculty, students, and staff to meet the Strategic Plan (Appendix G) objective to ensure that course learning objectives and program goals address information literacy. The Librarian keeps the faculty current on changes to the Information Literacy Competency Standards for Higher Education from the Association of College and Research Libraries, most recently updated in January 2015, and assists them in identifying ways to incorporate these standards into classroom assignments (Faculty minutes, 9/24/12, 4/14/14, 12/8/14). The library webpage contains the Information Literacy Competency Standards for Higher Education.

During this period of self-study, the faculty has led the process of evolving course offerings to serve our diverse and geographically dispersed student body. Our faculty, who are hired based on both their academic experience and their expertise within the field of restorative practices, excelled at this task (Standard 10). The most significant program development was offering a single Master of Science in Restorative Practices and the expansion of our teaching modality to include online instruction (Faculty minutes, 9/24/12, 11/19/12, 1/28/13, 4/8/13, 6/24/13, 10/14/13, 1/13/14, 3/10/14, 6/9/14, 9/8/14, 12/8/14, 2/9/15). The new degree allows students to design a coherent plan of study with more electives. This addressed a recommendation from our initial self-study to increase our range of academic offerings.

In creating the new degree program, it was not necessary to reactivate the Academic Advisory committee as per the recommendation from our initial self-study. Faculty sought guidance and engaged with two prominent social science professors from other institutions to review the new program and provide feedback. Faculty have also developed informal networks of colleagues and continually confer with their peers, both within and outside of the institution, in developing online and hybrid curriculum delivery. As a relatively new institution, there have been several opportunities for academic review through the accreditation processes, substantive change processes, and Pennsylvania Department of Education processes. As these processes occur on a less frequent basis, it will be necessary for faculty to determine a process of academic review of programs in the Graduate School, most likely in AY 2019/20.

Standard 13: Related Educational Activities

- *In AY 2010/11, faculty and administration will develop an attractive 18-credit Certificate Program and begin to market it in AY 2011/12.*
- *Continue to ensure that the rigor of the academic program in additional locations does not vary from place to place.*
- *In AY 2010/11, Training and Consulting will create and measure learning objectives for their trainings and events and make necessary adaptations to close the loop.*

The first recommendation was written to satisfy a federal requirement to offer an 18-credit certificate. After the faculty created an 18-credit certificate, it was determined that this requirement did not apply to the Graduate School since it is a non-participating institution in Federal Student Financial Aid Programs. In the spring term of AY 2012/13, faculty reverted to the original concept of the 12-credit non-degree Graduate Certificate.

Additional locations for the Graduate School have been inactive since 2012.

Given the Graduate School's current hybrid course offerings, it is critical to ensure that professional development shares the same high standards for instruction, modeling restorative practices in pedagogy, and organizing the learning experience consistently around explicit learning goals. Continuing Education supervises highly trained instructors with significant experience in restorative practices who deliver all professional development events. All events use the same presentation, videos, and "script," which details explicit learning goals and activities that lead to the achievement of those goals. This ensures high-quality, consistent learning experiences, while simultaneously allowing for variation in presenter style and personal experience.

Participants of all professional development offerings complete written evaluations that are collected by instructors immediately following an event and reviewed by staff thereafter. Evaluations from any event that fail to demonstrate the highest quality are referred to the Director of Continuing Education for follow-up and review with instructors.

Continuing Education has experimented with several different methods of evaluation of professional development offerings. During this period of self-study, Continuing Education has moved away from using the relatively simple evaluation that had been used for many years. This instrument included a simple five-point Likert scale that asked participants to rate the event from poor to excellent, and two comment areas for participants to share the aspects they liked least and most about the event. The nature of this evaluation did not lend itself to aggregating meaningful data across the thousands of evaluations that we receive in the course of the typical year.

Based on discussion with the Assessment Committee, Continuing Education began to experiment with a longer written evaluation for our three most popular professional development offerings: "Introduction to Restorative Practices," "Using Circles Effectively," and "Facilitating Restorative Conferences." The detailed learning outcomes were derived from the "11 Essential Elements of Restorative Practices" developed by Continuing Education for use in implementation work with outside organizations. These evaluations were designed to be

digitally scanned and tabulated. After a year of experimentation in 2010, the results of a sample of the surveys from multiple events (n=341) suggested that learning outcomes were being met. For example, results showed that 92.0% or more of participants were somewhat to very confident that they could: describe the fundamental principles of restorative practices; describe the three elements of fair process; and evaluate their practice in relation to the Social Discipline Window. In response to the question, “To what extent do you think what you learned will be valuable to you at work?” 97.0% of respondents noted that the event was somewhat to very valuable. These results confirmed, with more certainty, our impression that participants had positive experiences. However, in practice, the scanning and aggregation of these evaluations proved to be exceptionally difficult. Incorrectly completed forms, despite clear directions, and variations in the scale and quality of printed evaluation forms made scanning error-prone and time-consuming, especially given the thousands of evaluations completed every year. We discussed moving to an online evaluation format but feared that this would greatly reduce completion rates, since the evaluations would need to be sent post-event. Continuing Education chose to continue to use paper evaluations, without digital scanning and tabulation.

The Assessment Committee then undertook another full review of professional development evaluations. In addition to the problems noted above, the Assessment Committee felt that, given the growing number of professional development instructors, we should also be more accurately assessing the quality of instruction itself and instructor modeling of restorative principles. The committee decided a common evaluation for all professional development events would achieve this goal (Assessment Committee minutes, 11/7/2011, 3/5/2012, 8/26/13). Continuing Education, with the help of the Assessment Committee, developed new evaluation questions, all on a 5-point Likert scale: Strongly Agree, Agree, Disagree, Strongly Disagree, Does Not Apply.

In AY 2013/14, we examined a quota sample (n=150) of responses from 25 different participants from 6 discrete events (with a range of 5 to 11 instances of each discrete event, total n of event instances=55). Respondents agreed or strongly agreed at a rate of 96.0% to 100% to the following questions:

- The instructor was knowledgeable about the content.
- The instructor encouraged student participation.
- The instructor used examples and illustrations to help clarify the material.
- The instructor was an effective facilitator.
- The instructor was personally engaging.
- I examined my own thinking and practice.
- I learned how to apply these practices to my work/life.

These results confirm that our professional development instructors provide high-quality learning experiences, consistent with our restorative approach to instructor/participant interaction, which encourage participants to reflect on their own practice and learn skills that can be applied to their professional and personal lives.

Standard 14: Assessment of Student Learning

- *Create a new employee orientation, which introduces new hires to their work in a culture of assessment.*
- *Continue to observe the results of Alumni Survey Results and amend that survey to be given at a later point in time (e.g., three years after graduation).*

Beginning with orientation, faculty are introduced to a very explicit student matrix to assess our educational program. (See Standard 10 for more detail on faculty orientation.) Throughout the year conversations evaluating data from learning goal and program goal reports, as well as institutional surveys and course evaluation forms, are regularly reviewed at faculty and COW meetings. Our commitment to assessment extends beyond faculty orientation and meetings. In the spirit of continual improvement, sharing constructive feedback is a regular part of our work culture.

We administer the Alumni Survey (Survey Results – Alumni) to master’s degree recipients one year after completion, the results of which are shared with the COW. In AY 2012/13, the alumni and all institutional student surveys were revised to collect feedback about students’ overall learning experience in the master’s program. The following open-ended question was added to indicate how successful we have been at implementing theory into practice: “Please tell us how you are using or plan to use what you’ve learned in this program in your professional or personal life” (Standard 1).

Results demonstrate that for each graduating class in AY 2011/12, AY 2012/13, and AY 2013/14 (total n=36), 100% are satisfied/very satisfied with the statements, “There have been opportunities to use what I learned in my professional practice” and “I have been able to apply theories and concepts learned to practical problems.” Data from the five responses for AY 2014/15 indicate that faculty benchmarks were exceeded in these two areas. The results support the institutional goal that states, “We will educate a growing number of professionals who are capable of applying restorative practices to strengthening civil society.” We continue to review our annual results for graduates one year after graduation to determine what amendments to the survey would be most useful for our growing institution.