

Progress Report
to the
Middle States Commission on Higher Education
from
The International Institute for Restorative Practices
Bethlehem, PA 18018

John Bailie, President, Ph.D.

March 29, 2018

“To reaffirm accreditation and request a progress report, due April 1, 2018, documenting further development and implementation of (1) strategic planning that addresses planned enrollment growth (Standard 2); (2) graduate curricula that provides for the development of research and critical thinking skills (Standard 11); and (3) strengthened academic oversight of online course offerings (Standard 13). The date for the next accreditation review will be determined by the Commission when it revises the accreditation cycle.”



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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.”

The IIRP is the world’s first graduate school devoted entirely to the emerging social science of restorative practices. 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. Our curriculum is designed for the adult learner and uses a hybrid instruction model combining in-person learning experiences with online coursework. Most of our students are active professionals who are seeking needed skills in the areas of empathetic listening, compassion, relational engagement and motivating others. Each course is aligned with the program and institutional learning goals.

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 initial accreditation by the Commission in June 2011 and was reaccredited in June 2016.

At that time, the Commission acted:

“To reaffirm accreditation and request a progress report, due April 1, 2018, documenting further development and implementation of (1) strategic planning that addresses planned enrollment growth (Standard 2); (2) graduate curricula that provides for the development of research and critical thinking skills (Standard 11); and (3) strengthened academic oversight of online course offerings (Standard 13). The date for the next accreditation review will be determined by the Commission when it revises the accreditation cycle.”

During our most recent Self-Study, enrollment had started to rapidly increase. As shown in the figure on the following page, from AY 2012/13 to AY 2016/17, our unduplicated head count rose from 81 to 191 students. During this same time span, our credit hours increased from 438 to 1,179 (Appendix A, IIRP Factbook, page 15).

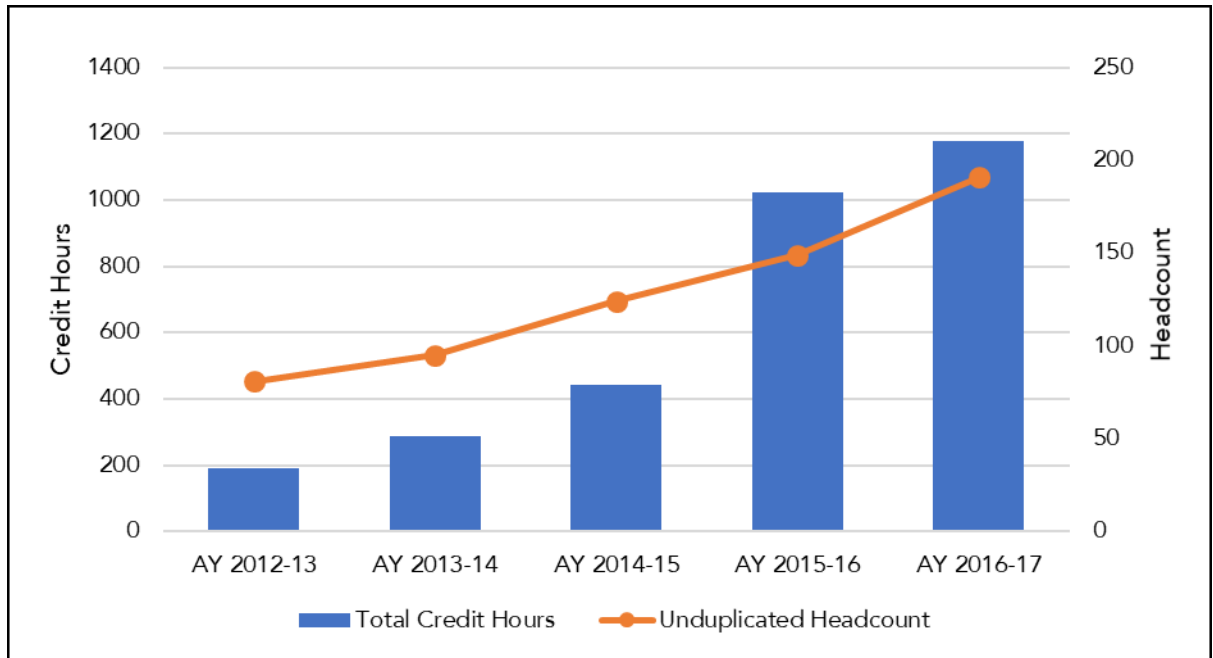


Figure 1: Credit Hours and Student Enrollment by Academic Year

As a small school experiencing tremendous growth, we face the challenges of ensuring that we have the expertise and the resources to serve our growing student body well.

In the past two years, we have made investments in our academic resources, employing a full-time faculty member with expertise in research and evaluation, as well as three part-time lecturers. Administrative functions have also been enhanced with the addition of an Institutional Research Analyst, an Instructor and Program Manager for Continuing Education, and additional support staff. While our operating costs have grown, we have been able to continually increase our net assets in part due to our robust continuing education program. This past year, the IIRP’s net income was more than \$800,000 (Appendix A, IIRP Factbook, page 36), so we are in a position to invest in technology and update our information technology infrastructure.

The faculty has focused on assessing course design as the building blocks of our academic foundation and has committed to the Quality Matters framework to ensure quality assurance in our academic programs. A full review of course learning objectives and outcomes has been completed by the faculty with a focus on direct evidence of learning.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

The IIRP conducts an integrated cycle of budgeting, planning, and assessment. The Commission asked that the IIRP's strategic planning address our planned enrollment growth. In April 2017, we updated our Strategic Plan 2015-2020 (Appendix B) to meet this request. The Comprehensive Assessment Plan outlines the Assessment Activity Flow Chart and Assessment Timeline (Appendix C) that ensures this is a living document and that we make data-driven decisions in support of our accelerated growth in enrollment. Our Strategic Plan is sufficiently resourced and has evaluative measures to assess our progress to improve and maintain institutional quality.

In Summer 2016, the President, Provost, and Vice President for Administration began reviewing the contents of the Strategic Plan. They recognized that the five original strategic goals remained relevant and compelling. While some objectives had been met, we had not yet accomplished other measured objectives. With this in mind, the decision was made to keep our current goals but to revise and add objectives to better align with our current aspirations. This began a process to review data with our faculty, directors, and Instructional Research Analyst to realign our key performance indicators within the current financial climate. At the Fall 2017 Biannual Budget, Planning, and Assessment Day, faculty and administration discussed new objectives and actions. The new strategic objectives were affirmed by the Committee of the Whole, the IIRP's highest deliberative body, in April 2017. The IIRP Board of Trustees then approved the updated Strategic Plan, also in April 2017.

New objectives that support the strategic goal of becoming financially strong include:

- The number of first-term students increases 15% annually.
- Revenue for Continuing Education projects will total \$500,000 annually from new grant(s) over the next five years.
- An endowment of \$500,000 will be established by 2022.

Additional objectives to help ensure we serve a growing number of students well include:

- Students will demonstrate 90.0% achievement of our Institutional Learning Goals.
- We will develop learning goals to better measure the impact of professional development.
- The infrastructure will be enhanced to provide valid and reliable data so that faculty, administration, and staff can make better informed decisions.

Since reaccreditation, the IIRP established two new administrative units, Marketing and Development, to hone our focus and establish new levels of accountability. To operationalize the Strategic Plan, units updated their plans to meet new performance indicators. All unit

plans were reviewed by the Assessment Committee in Summer 2017. Unit plans become a part of the Comprehensive Assessment Plan so that each unit reports every term on their own actions and objectives (Appendix C: Assessment Activity Flow Chart and Assessment Timeline).

The Enrollment Plan (Appendix B, page 11) cites the following Key Performance Indicators:

- First-term cohort increases 15% annually.
- Credit Hours increase 15% annually.
- Admissions increase 15% annually.
- Requests for certificates increase 15% annually.
- The graduating class will reach 20 students by 2020.

In AY 2016/17 we began tracking the number of prospective students to better understand the enrollment funnel and foresee interest in future enrollment.

AY 2017/18 is the first year in which the new enrollment indicators will be measured. As of the writing of this report, data is only available for the first of the three terms. As shown in the table below, after Fall Term we are in a strong position to meet our annual goals.

	Growth	Actual AY 2016/17	Goal AY 2017/18	YTD 2017/18 (% of goal)
First Term Cohort	15%	89	102	47 (46%)
Credit Hours	15%	1179	1355	447 (32%)
Admissions	15%	16	18	12 (66%)
Certificate in Restorative Practices	15%	28	32	9 (28%)
Graduating Class	20 students by 2020	16	18 anticipated	

Table 1: Enrollment Key Performance Indicators

The IIRP needed to invest in faculty and staff to better serve our growing student body. To enhance our capacity to serve our students well, we hired one full-time faculty member and three part-time faculty members in AY 2016/17. That same year, Student Services hired an additional Student Services support staff member and created a role in the Financial Unit of Bursar. To further support actions in our Strategic Plan, additional staff positions were created, including Marketing Director, Advancement and Relations Manager, Technology Integration Specialist, and Financial Analyst.

As part of our planning process, we completed a technology assessment in August 2017 examining the constituent databases, accounting software, learning management system, and student information systems. There is a great need to upgrade and integrate these systems. Resources are allocated for identified system enhancements over the next two years. This year we have added new financial tools to assist handling accounts payable.

Standard 11: Educational Offerings

The IIRP has made significant improvements in its assessment process to better evaluate its overall effectiveness. The Commission asked that the IIRP's graduate curricula provide for the development of research and critical thinking skills. As mentioned as part of our planning and resource allocation, our Strategic Plan (Appendix B) now has an explicit objective tied to student learning:

- Students will demonstrate 90.0% achievement of our Institutional Learning Goals.

Faculty completed its first Academic Plan (Appendix B, page 8) in support of the updated Strategic Plan 2015-2020. The IIRP has already invested in two new positions to support the development of research and critical thinking. In 2016, we created a position for our first Institutional Research Analyst. The following year, the Provost conducted a national search and hired a full-time faculty member as the Director of Research and Program Evaluation. Gina Baral Abrams, Dr.P.H. has experience in mixed-methods research and program evaluation and is a great asset for the development of research competencies for both students and faculty. Her experience and education in public health, social work, and educational statistics, measurement, and evaluation make her uniquely qualified to contribute to the growth of the restorative practices field. Dr. Abrams holds a B.S. in Physical Education Studies from the University of Delaware; an M.S.W. in Social Work Macro Practice and an M.P.H. in Social and Behavioral Health from Boston University; an Ed.M. in Educational Statistics, Measurement, and Evaluation from Rutgers University; and a Dr.P.H. in Leadership, Management, and Policy from Boston University.

Faculty are committed to developing a thesis track for the master's degree program that includes an advanced-level research component. This year we purchased a robust web-based survey and research tool, which will allow access and unlimited licenses for faculty and students to conduct and analyze social science research. Faculty have been reviewing ways to introduce research skills earlier in a student's program and develop an integrated approach to research preparedness and competencies to help support student learning.

The IIRP strives to develop critical thinking as well as research. Critical thinking is one of the IIRP’s Institutional Learning Goals. It is defined as members of the IIRP learning community being able to analyze, synthesize, and interpret texts, experiences, feedback, and other information. Students are evaluated in areas such as critical thinking using specifically designed assignments, and the proficiency level is documented in the Learning Matrix. This matrix stores results of the identified learning outcomes from the measured assignment utilizing methods such as rubrics or observation of skills. We have met the 90% benchmark for Critical Thinking as an Institutional Learning Goal in both the Master of Science program and the Graduate Certificate program. In the Master of Science program, the average rating was 93.0% for AY 2015/16 and 94.0% for AY 2016/17. In the Graduate Certificate program, the average rating for Critical Thinking was 93.8% for both of the past two years. (Appendix A, IIRP Factbook, page 9).

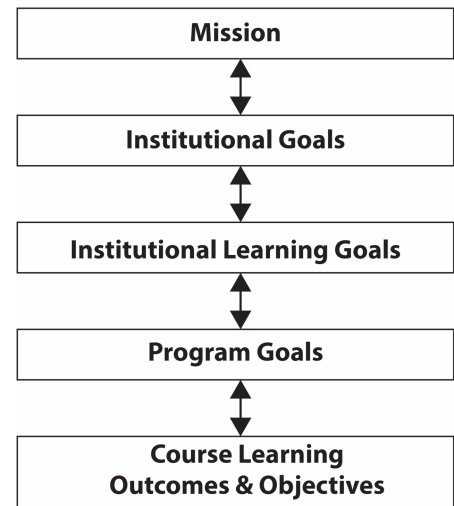


Figure 2: Linking Mission to Learning

The other Institutional Learning Goals are Communication Skills, Self-Directed Learning, Ethical Awareness, and Information Literacy. As illustrated in Figure 2, each course learning outcome and objective is linked with program goals, institutional learning goals, institutional goals, and the mission. This alignment between individual course outcomes and program goals creates meaningful learning experiences for students. The assessment process evaluates direct evidence of learning within each course for all students.

An AY 2016/17, faculty reviewed and updated all Course Learning Objectives and Outcomes. All 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, observed restorative skills, 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 and reviewed by the Committee of the Whole.

The IIRP has become an institutional member of Quality Matters (QM). Faculty selected QM to provide resources to assess course design. Dr. Abrams attended a Quality Matters conference in AY 2016/17. Eight members of faculty, the Director of Continuing Education, the Institutional Research Analyst, and other interested staff participated in Quality Matters trainings in March 2017 to understand how to use the QM rubric. The first course selected for peer review using QM is our introductory research course, RP 525 Action Research in Restorative Practices.

Standard 13: Related Educational Activities

The Master of Science in Restorative Practices and Graduate Certificate in Restorative Practices offers learning opportunities through robust hybrid and online curriculum. Several of the 500-level courses include an in-person portion of the course that is directly connected to the online portion. The Commission asked the IIRP to strengthen the academic oversight of online course offerings. Administration and faculty have focused on creating more consistency and continuity to the improve quality of the in-person events.

In AY 2015/16, the IIRP hired its first Provost as chief academic officer, fusing the oversight of continuing education and graduate education. The Provost facilitates learning and engagement between Continuing Education instructors and faculty. Faculty members supervise instructors. Some faculty members also perform dual roles as instructors, delivering professional development for Continuing Education.

The Director of Continuing Education, in collaboration with the faculty, develops professional development programs consistent with the IIRP's mission and goals and in alignment with the institutional learning and program goals developed by the faculty. The IIRP has made great strides ensuring the quality of academic content of professional development experiences that are part of our hybrid curriculum. In AY 2016/17, faculty began working with an instructional design consultant to assist aligning professional development content to course outcomes.

As part of our planning process, a new objective was added into the Strategic Plan 2015-2020:

- We will develop learning goals to better measure the impact of professional development.

Faculty provide oversight regarding Course Learning Objectives and Outcomes and have worked with the Director of Continuing Education to ensure the professional development instruction aligns with learning outcomes in hybrid coursework.

Faculty and instructors participated in retreats in Fall 2016 and Fall 2017 to focus on content delivery. The fidelity of professional development instruction, as well as the relevance of clearly stated learning objectives, were emphasized at retreats.

A new position, Trainer Administrator, was created in AY 2016/17 to support instructors and enhance communication between faculty, professional development instructors, and administration. The Trainer Administrator ensures new materials are distributed, attendance is recorded, and evaluations are completed. Professional development materials include

instructor scripts for our multi-day events that articulate outcomes, objectives, and reflections for each learning module. The scripts also create consistency and continuity, ensuring quality of content design. For example, in the course RP 500 Basic Restorative Practices, the online learning outcomes are assessed each term (Appendix D, Fall 2017 Learning Matrix Report for RP 500 Basic Restorative Practices). To accomplish this, faculty have articulated course learning outcomes and objectives for the 18 hours of online instruction. Additionally, for each of the four days of professional development instruction, there are professional development learning objectives that tie to the course learning objectives. Table 2 shows how the course’s learning outcomes are explicitly supported by the first day’s professional development objectives.

Course Learning Outcomes for RP 500 Basic Restorative Practices	Professional Development Learning Objectives for Introduction to Restorative Practices
<ul style="list-style-type: none"> • Apply the IIRP mission to their own practice. • Distinguish the varying principles and applications of restorative practices. • Assimilate their learning and reflect on the main themes of the course and the impact on their thinking and practice. 	<ul style="list-style-type: none"> • Begin to build connections with participants by demonstrating a restorative go around. • Participants will identify and describe the elements of social discipline window. • Participants will begin to reflect on their practice and identify where they are on the social discipline window. • Participants will reflect globally on the impact of their work. • Participants will describe the Compass of Shame and identify shame responses in themselves and in others. • Practice the continuum and discuss ways to use it in pedagogy and practice.

Table 2: RP 500 Basic Restorative Practices Course Outcome and Related Professional Development Learning Objectives

In AY 2016/17, the Institutional Research Analyst piloted a process to move professional development evaluations online. This also allowed opportunity to collect student feedback related to specific learning objectives.

Conclusion

As part of our commitment to continual improvement, we have mapped out specific actions to address the three recommendations raised by MSCHE, and the seventeen self-identified recommendations that became evident through our Self-Study. In the Spring 2018 Biannual Budget and Planning meeting, each recommendation was reviewed to discuss the progress and implications for our students and programs. We were pleased to see progress being made on many of our initiatives and several recommendations already completed.

The updated Strategic Plan 2015-2020 serves as a roadmap to financial stability to manage our enrollment and growth and encompasses many of these recommendations. Continuing to adhere to the Comprehensive Assessment Plan's Assessment Timeline (Appendix C, page 2) allows for routine monitoring as we work towards our objectives in support of our mission. It affords us many opportunities to consider improvements in actions and tactics connected with strategic objectives. In addition to conducting Biannual Budget Planning and Assessment days and promoting data review each term to complete unit reports, we have introduced new mechanisms to further assist our planning.

To help drive data-based decision making and improve student services, we have an immediate need to integrate and enhance our technology infrastructure. This year we created a Professional Learning Community among faculty and staff to begin examining our systems and technology options. There is an immediate need to better serve our students and simplify the registration and payment options for hybrid courses. It is apparent we need to invest in customer service software that will allow us to better manage our enrollment funnel and provide more relevant and personalized communications with our students. Consultants have been used to support our efforts beyond our current expertise. We have allocated funds for an Information Consultant for this current year and intend to continue with guidance as we invest in new software infrastructure.

In AY 2018/19 we plan to engage a consultant to begin a new strategic planning process. A consultant will be useful in helping us to craft long-term goals, as well as help us with environmental scans and contingency planning to bring a higher level of sophistication to our Strategic Plan.

To continue to improve the rigor of our coursework, we have identified an online course, RP 525 Action Research in Restorative Practices, to undergo peer review this year with Quality Matters. Additionally, we will have expanded the scope of work with the instructional design consultant to enhance course delivery on the IIRP's learning management system.

The Director of Continuing Education will continue to work closely with faculty to monitor the effectiveness of the professional development events. Since we are satisfied with the online evaluation process we piloted, all professional development events will be moving to our

online survey tools customized to assess the professional development learning objectives. The professional development portion of hybrid coursework will be easily aggregated and shared among faculty and instructors to ensure continual improvement.

The IIRP has embodied a culture of inquiry, reflection, and continual improvement. As we approached our challenges in technology with the creation of a Professional Learning Community, we have also created similar Professional Learning Communities focused on student services, evaluation, and project management. The twenty recommendations from the Self-Study are regularly reviewed, incorporated into term reports, and monitored. Successes are celebrated by all and challenges are deliberated by leadership. We feel confident developing our faculty and staff, reaching out to our peers in higher education, and collaborating with consultants when needed. Together we are advancing our Strategic Plan to develop a new generation of scholar/practitioners in the field of restorative practices.

Appendices

Appendix A IIRP Factbook 2016-2017

Appendix B Strategic Plan 2015-2020 and Related Plans

Appendix C Assessment Activity Flow Chart and Assessment Timeline

Appendix D Fall 2017 Learning Matrix Report for RP 500 Basic Restorative Practices

Appendix A
IIRP Factbook 2016–2017



IIRP Factbook

2016-2017

December 7, 2017



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General Information

Mission Statement

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.

About Us

The International Institute for Restorative Practices (IIRP) Graduate School is the world's first graduate school wholly devoted to restorative practices. Our faculty — all scholar/practitioners — are dedicated to helping individuals find new ways to empower people and transform communities. This field, as well as our institution, is developing across national borders and professional disciplines, in order to positively influence human behavior and improve civil society.

The IIRP is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Our campus in Bethlehem, PA, is the international and intellectual hub of our accredited Graduate School. We ensure that quality professional development is accessible, affordable and culturally appropriate with our international affiliates: IIRP Australia, IIRP Canada, IIRP Europe and IIRP Latin America.

We also offer a train-the-trainers model for our alumni as well as to other practitioners. In this way, we have been able to train more 50,000 professionals in more than 70 countries.

History

The face of higher education is changing rapidly and dramatically around the world. The IIRP has designed its offerings and services to meet the needs of 21st century adult learners and professionals. All that the IIRP offers is mission driven, rooted in everyday professional practice and accessible from anywhere in the world through a wide range of flexible learning options.

We are dedicated to the study of restoring relationships, social discipline, emotional well-being and civic participation through participatory learning and decision making.

Our faculty and graduate students engage in reflection, scientific inquiry and academic discussion, drawing on theory as well as their own professional practice and personal experience. Our 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 authority do things with them, rather than to them or for them.”

With roots in restorative justice, a way of looking at criminal justice that emphasizes repairing the harm done to people and relationships, restorative practices has the broader goal of proactively developing community, managing conflict, building relationships and increasing social capital.

The establishment of the IIRP Graduate School was the culmination of decades of work in restorative practices by a number of pioneers around the world, among them the IIRP’s founders, Ted and Susan Wachtel, who developed many of the theories at Buxmont Academy and the Community Service Foundation.

On June 23, 2011, the IIRP was accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

As of the 2016-17 academic year, the IIRP moved from an academic year which starts with the Summer Term in June to an academic year which starts with the Fall term in September.

For more information, contact Linda Kligman, Vice President for Administration, at 610-807-9221.

Board of Trustees

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Amsterdam, Netherlands

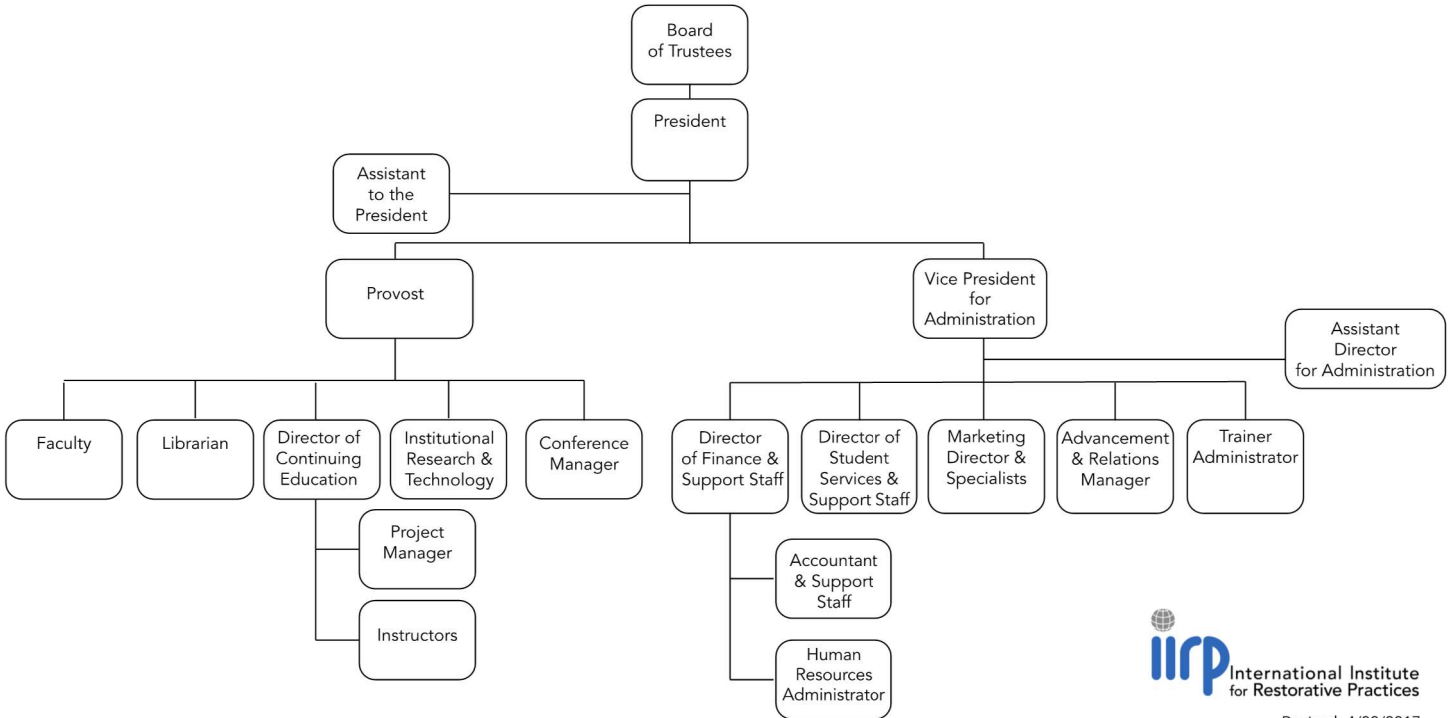
Ted Wachtel

Trustee since 2000

Founder, IIRP

Pipersville, Pennsylvania, USA

IIRP Organizational Chart



Facilities

IIRP Main Campus and Graduate School Office

The IIRP Main Campus is located in the historic district of downtown Bethlehem, Pennsylvania, at 544 Main Street, on the corner of Main and Walnut streets.

The IIRP Graduate School office is located at 531 Main Street, 1st Floor, Bethlehem.

Library

The IIRP Graduate School maintains an academic social science research library whose scope comprises all aspects of restorative practices, including related areas in criminology, education, social services, psychology, conflict resolution, statistics, management and human resources. The Library supports the IIRP's hybrid and online curriculum by maintaining both a physical collection at 531 Main Street and gateway access to digital research content at www.iirp.edu/library.

In addition to IIRP research and video content, the Library's collection includes books, journals, conference proceedings, reports, grey literature and audiovisual materials. Digital services include the Library's online catalog and access to publicly-available research tools (Google Scholar, OCLC WorldCat, ERIC, NJCRS, etc.), plus eight premium scholarly databases on EBSCOhost exclusively for the IIRP community.

Resources not owned by the Library can be obtained through interlibrary loan and via agreements with regional colleges and resource-sharing consortia.

The Library also provides online resources to students on writing, APA usage, Institutional Review Board for human research, and academic skill-building.

Students and researchers may visit the Library at 531 Main Street during office business hours and obtain research assistance by email, telephone or by appointment with the Librarian. Wi-Fi is available. The Library website is accessible 24/7.

Parking

Parking is available at municipal lots near the IIRP Main Campus.

Academic Information

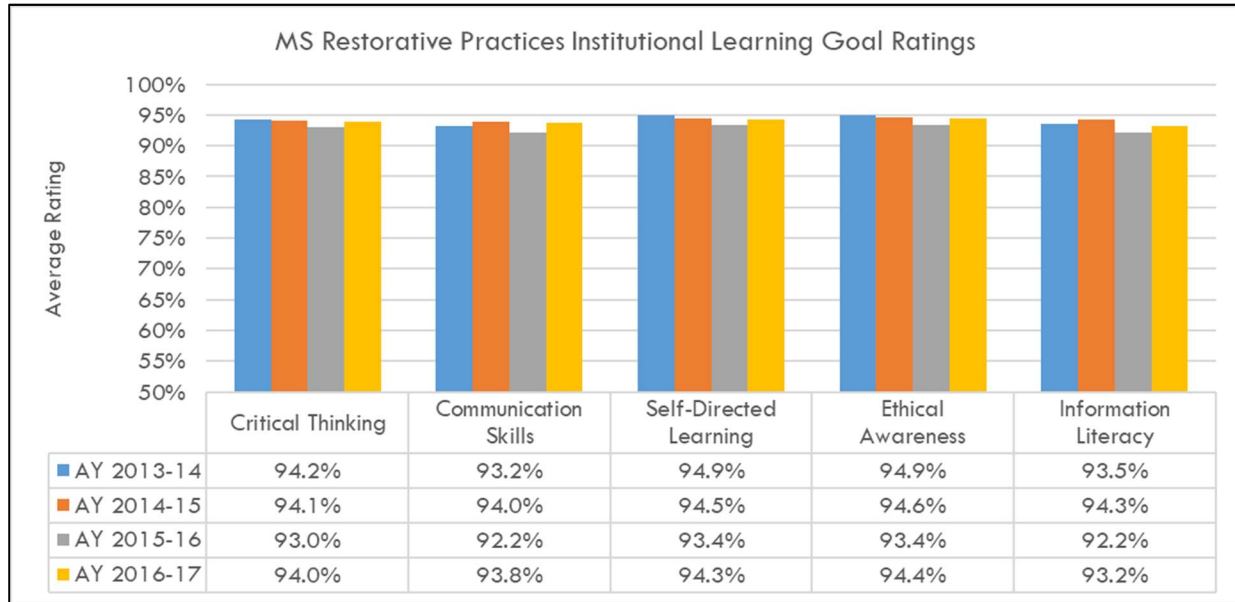
The International Institute for Restorative Practices is a private, not-for-profit independent higher education institution. The IIRP is dedicated to the development of a graduate degree-granting institute for the education of professionals and for research in the emerging field of restorative practices.

Institutional Learning Goals

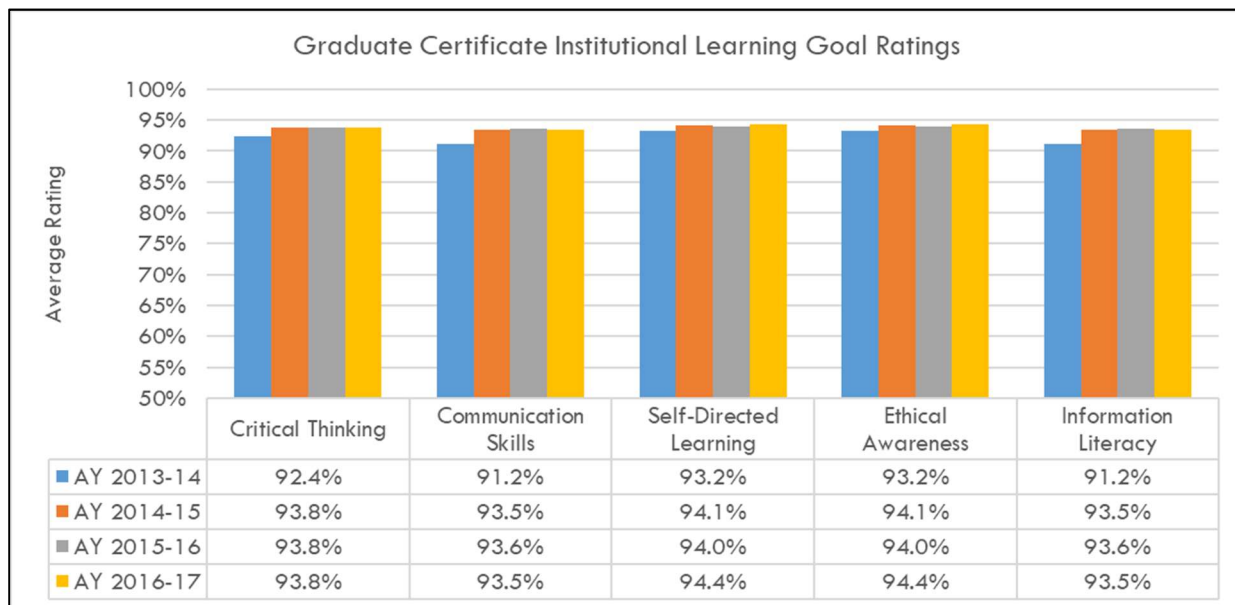
- **Critical Thinking:** Members of the IIRP learning community will analyze, synthesize and interpret texts, experiences, feedback and other information.
- **Communication Skills:** Members of the IIRP learning community will write and speak well in different contexts.
- **Self-Directed Learning:** 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:** Ability to locate, analyze and use information appropriately.

Average Ratings of Institutional Learning Goals

Master of Science in Restorative Practices



Graduate Certificate in Restorative Practices



Master of Science in Restorative Practices

The IIRP Graduate School offers a Master of Science in Restorative Practices. Thirty credits are required for completion.

Courses begin at various times throughout the summer, fall and spring terms.

Program Goals

Students will:

1. Verify knowledge and skill in restorative processes, from basic to advanced and from informal to formal.
2. Analyze and evaluate history, philosophy, theory and significant research about restorative practices and apply it appropriately to area of concentrated study.
3. Apply strategies for self-evaluation and professional growth in a variety of increasingly complex situations.
4. Critique area of concentrated study as it relates to restorative practices.
5. Identify a problem or problems within area of concentrated study and determine a restorative approach to addressing the identified problem.
6. Demonstrate proficiencies in technological capabilities and information literacy appropriate to the graduate study of restorative practices.

Program Goals: Average Ratings

Academic Goals	AY 2013-14 (n=8)	AY 2014-15 (n=12)	AY 2015-16 (n=15)	AY 2016-17 (n=16)
Verify knowledge and skill in restorative processes, from basic to advanced and from informal to formal.	94.90%	94.50%	93.60%	94.60%
Analyze and evaluate history, philosophy, theory and significant research about restorative practices and apply it appropriately to area of concentrated study.	93.10%	93.90%	92.40%	93.70%
Apply strategies for self-evaluation and professional growth in a variety of increasingly complex situations.	95.00%	94.90%	93.90%	94.20%
Critique area of concentrated study as it relates to restorative practices.	93.50%	94.50%	93.50%	94.20%
Identify a problem or problems within area of concentrated study and determine a restorative approach to addressing the identified problem.	96.70%	93.70%	92.90%	93.30%
Demonstrate proficiencies in technological capabilities and information literacy appropriate to the graduate study of restorative practices.	94.00%	94.00%	92.80%	90.90%

Non-Degree Graduate Certificate in Restorative Practices

For those professionals who are interested in achieving knowledge and skill in restorative practices, but who are not interested in matriculating in a formal degree program, the IIRP offers a non-degree Graduate Certificate in Restorative Practices. This program can be completed through a series of professional development experiences and graduate courses from the core curriculum, along with two elective courses selected by the student in consultation with their advisor.

Program Goals

Students will:

1. Verify knowledge and skill in restorative processes, from basic to advanced and from informal to formal.
2. Analyze and evaluate the history, philosophy, theory and significant research about restorative practices by completing various restorative projects.
3. Apply strategies for self-evaluation and professional growth in a variety of settings.

Program Goals: Average Ratings

Academic Goals	AY 2013-14 (n=4)	AY 2014-15 (n=11)	AY 2015-16 (n=21)	AY 2016-17 (n=28)
Verify knowledge and skill in restorative processes, from basic to advanced and from informal to formal.	92.90%	93.80%	93.90%	95.0%
Analyze and evaluate history, philosophy, theory and significant research about restorative practices and apply it appropriately to area of concentrated study.	91.20%	93.50%	94.00%	93.5%
Apply strategies for self-evaluation and professional growth in a variety of increasingly complex situations.	93.90%	94.70%	94.00%	94.7%

Curricula Overview

As of September 5, 2017

Master of Science in Restorative Practices (30 credits)

Foundational Required Courses (6 credits)	Credits
RP 500 (hybrid) Basic Restorative Practices	3
RP 525 (online) Restorative Practices in Action	3

Master of Science Degree Required Courses (6 credits)	Credits
RP 610 (online) Evaluation of Research	3
RP 699 (online) Final Professional Learning Group	3

Plus 18 additional elective course credits, coherent with the intentions of the curriculum, approved in consultation with a graduate advisor and upon approval by the faculty.

Master of Science in Restorative Practices **Total 30**

Non-degree Graduate Certificate in Restorative Practices (12 credits)

Foundational Required Courses (6 credits)	Credits
RP 500 (hybrid) Basic Restorative Practices	3
RP 525 (online) Restorative Practices in Action	3

Plus 6 additional elective course credits, coherent with the intentions of the curriculum, approved in consultation with a graduate advisor and upon approval by the faculty.

Graduate Certificate in Restorative Practices **Total 12**

Course List

Foundational Required Courses for all Programs Credits

RP 500 (hybrid)	Basic Restorative Practices	3
RP 525 (online)	Restorative Practices in Action	3

General Electives

RP 506 (online)	Restorative Practices: The Promise & the Challenge	3
RP 515 (hybrid)	Restorative Leadership Development: Authority with Grace	3
RP 532 (hybrid)	Aggression Replacement Training® : Behavioral Interventions that Work	3
RP 535 (hybrid)	Restorative Responses to Adversity & Trauma	3
RP 540 (hybrid)	Restorative Practices: Symposia & Conferences	3
RP 541 (hybrid)	IIRP World Conference	3
RP 542 (hybrid)	IIRP Turning the Tides Symposium	3
RP 622 (online)	Restorative Justice in Communities	3
RP 623 (online)	Restorative Justice: Global Perspectives	3
RP 625 (online)	Restorative Practices in Life Space Crisis Interventions	3
RP 635 (online)	Narrative Processes for Empowering Youth	3
RP 652 (online)	Social and Emotional Learning in the Restorative Classroom	3
RP 662 (online)	A Restorative Approach to Educating the High-Risk and High-Need Students	3
RP 694 (ind. study)	Directed / Independent Study	3
RP 695 (ind. study)	Action Research Project in Restorative Practices I	3
RP 696 (ind. study)	Action Research Project in Restorative Practices II	3

Master of Science Degree Required Courses (6 Credits)

RP 610 (online)	Evaluation of Research	3
RP 699 (online)	Final Professional Learning Group	3

AY 2016-17 Annual Student Data

Enrollment Information

Enrollment by Year

	2012-13	2013-14	2014-15	2015-16	2016-17
Credit Hours	438	540	765	1023	1179
FTEs	18.3	22.5	31.9	42.6	49.1
Unduplicated Headcount	81	95	124	149	191

Enrollments by Term

	Summer	Fall	Spring	Summer	Total
2012-13 Enrollment	24	26	61		111
2013-14 Enrollment	38	46	66		150
2014-15 Enrollment	54	69	71		194
2015-16 Enrollment	59	95	101		255
Summer 2016*	82				-
2016-17 Enrollment		120	116	79	315

*Academic Year was pushed from Summer-Spring to Fall-Summer, leaving Summer 2016 between two academic years.

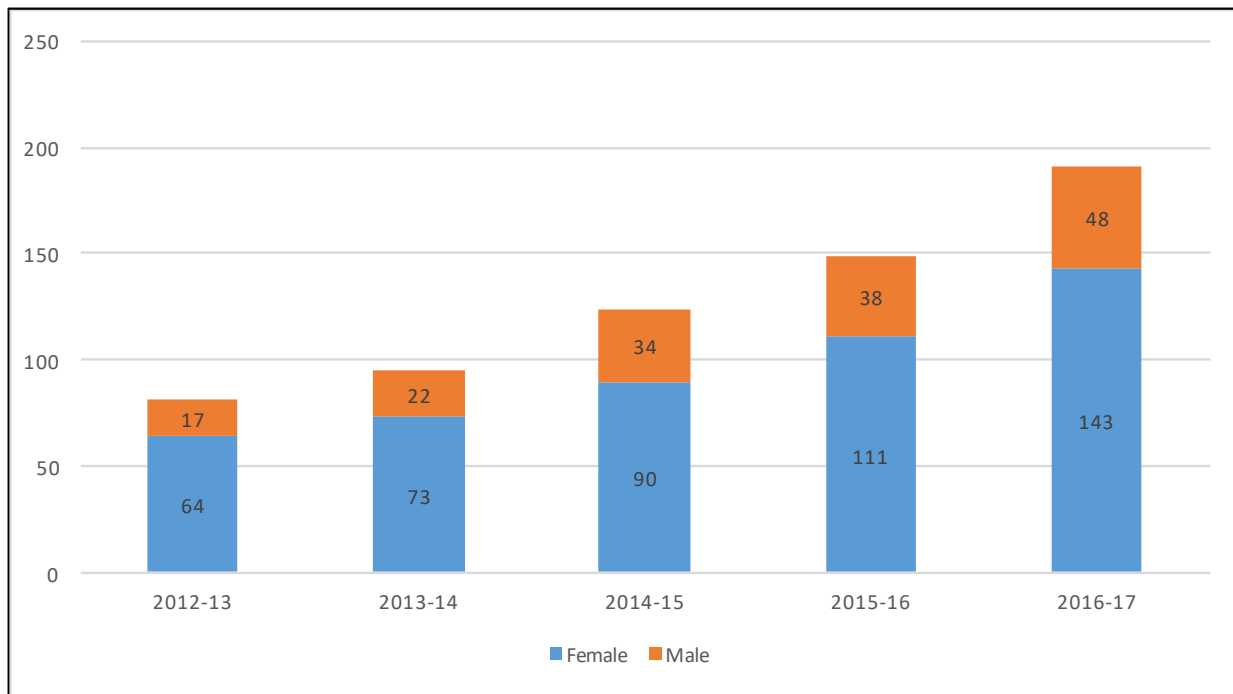
First Time Cohort by Term

	Summer	Fall	Spring	Summer	Total
2012-13 Cohort	12	11	21		44
2013-14 Cohort	10	17	17		44
2014-15 Cohort	21	25	18		64
2015-16 Cohort	24	43	23		90
Summer 2016	27				-
2016-17 Cohort		46	21	22	89

Admitted Students by Year

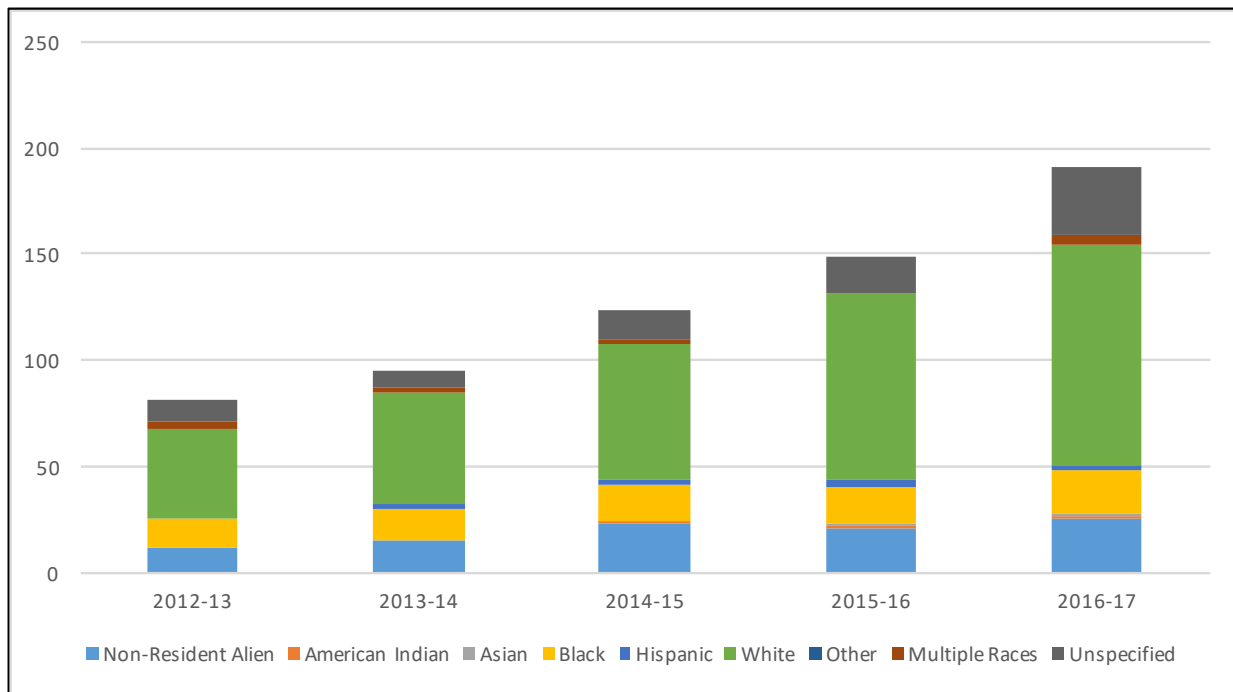
	Total
2012-13 Admissions	16
2013-14 Admissions	15
2014-15 Admissions	25
2015-16 Admissions	25
Summer 216	6
2016-17 Admissions	16

Unduplicated Headcount by Gender



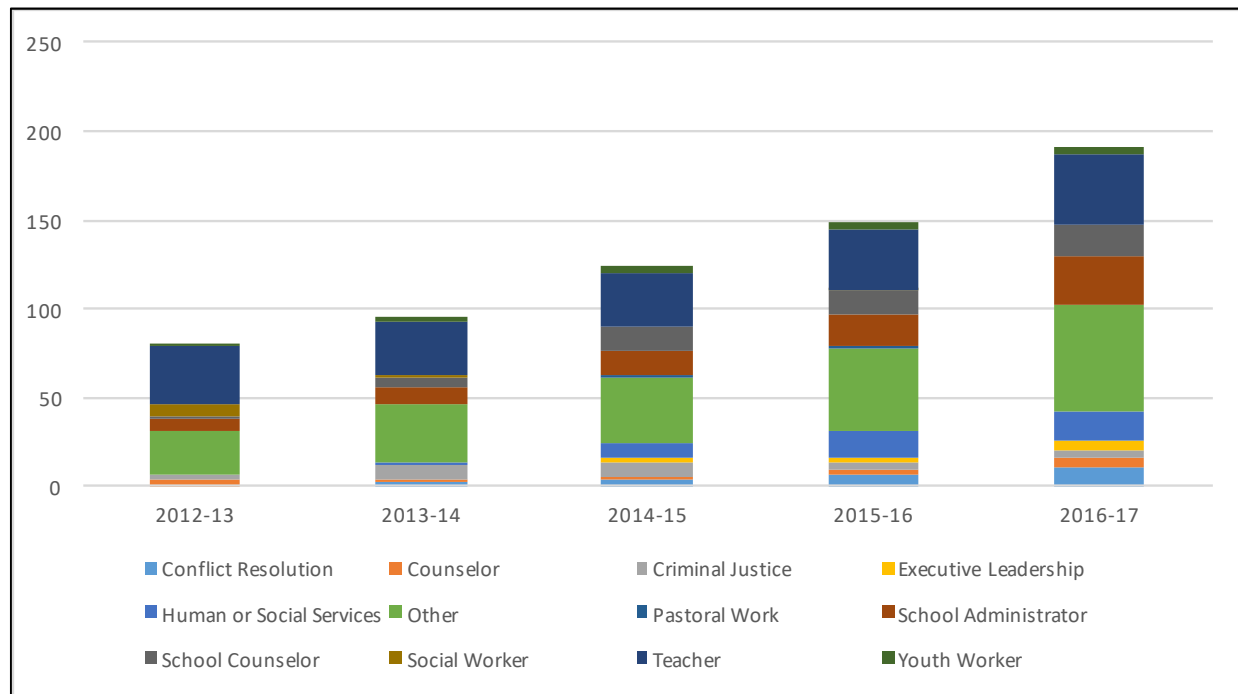
Gender	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17
Female	73 76.84%	90 72.58%	111 74.50%	143 74.87%
Male	22 23.16%	34 27.42%	38 25.50%	48 25.13%
Total	95	124	149	191

Unduplicated Headcount by Race & Ethnicity



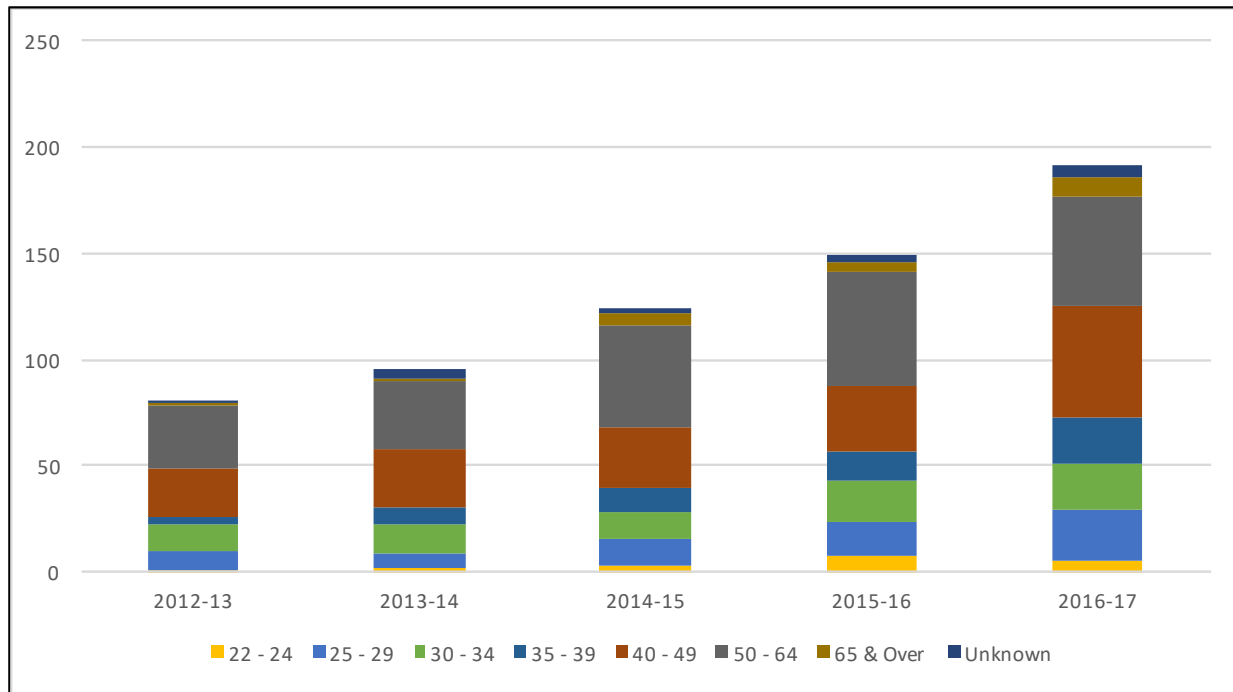
Race / Ethnicity	AY 2013-14		AY 2014-15		AY 2015-16		AY 2016-17	
Non-Resident Alien	15	15.79%	23	18.55%	21	14.09%	25	13.09%
Hispanic	2	2.11%	3	2.42%	4	2.68%	2	1.05%
American Indian	0	0.00%	1	0.81%	1	0.67%	1	0.52%
Asian	0	0.00%	0	0.00%	1	0.67%	1	0.52%
Black	15	15.79%	17	13.71%	17	11.41%	21	10.99%
White	53	55.79%	63	50.81%	88	59.06%	104	54.45%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Multiple Races	2	2.11%	3	2.42%	0	0.00%	5	2.62%
Unspecified	8	8.42%	14	11.29%	17	11.41%	32	16.75%
Total	95		124		149		191	

Unduplicated Headcount by Occupation



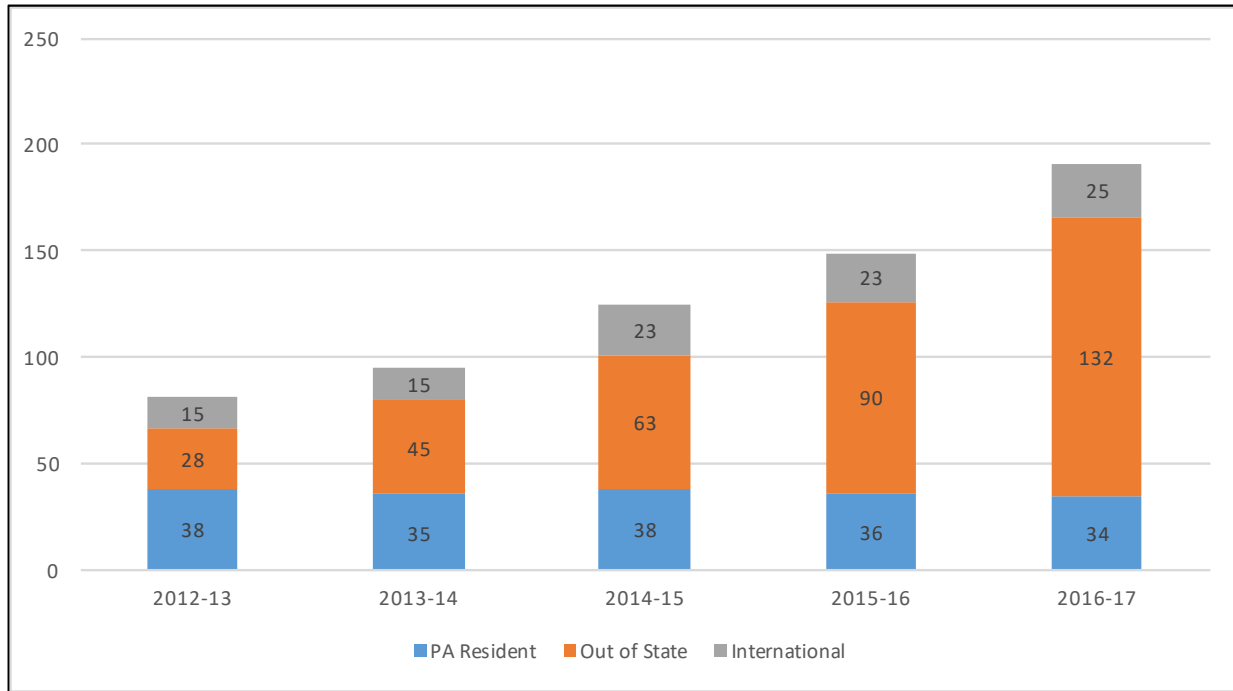
Occupation	AY 2013-14		AY 2014-15		AY 2015-16		AY 2016-17	
Conflict Resolution	2	2.11%	4	3.23%	7	4.70%	11	5.76%
Counselor	2	2.11%	1	0.81%	3	2.01%	6	3.14%
Criminal Justice	8	8.42%	8	6.45%	3	2.01%	4	2.09%
Executive Leadership	0	0.00%	4	3.23%	4	2.68%	5	2.62%
Human or Social Services	2	2.11%	7	5.65%	14	9.40%	16	8.38%
Other	32	33.68%	38	30.65%	47	31.54%	61	31.94%
Pastoral Work	0	0.00%	1	0.81%	1	0.67%	0	0.00%
School Administrator	10	10.53%	13	10.48%	18	12.08%	27	14.14%
School Counselor	6	6.32%	14	11.29%	13	8.72%	18	9.42%
Social Worker	1	1.05%	0	0.00%	1	0.67%	0	0.00%
Teacher	30	31.58%	30	24.19%	34	22.82%	39	20.42%
Youth Worker	2	2.11%	4	3.23%	4	2.68%	4	2.09%
Total	95		124		149		191	

Unduplicated Headcount by Age



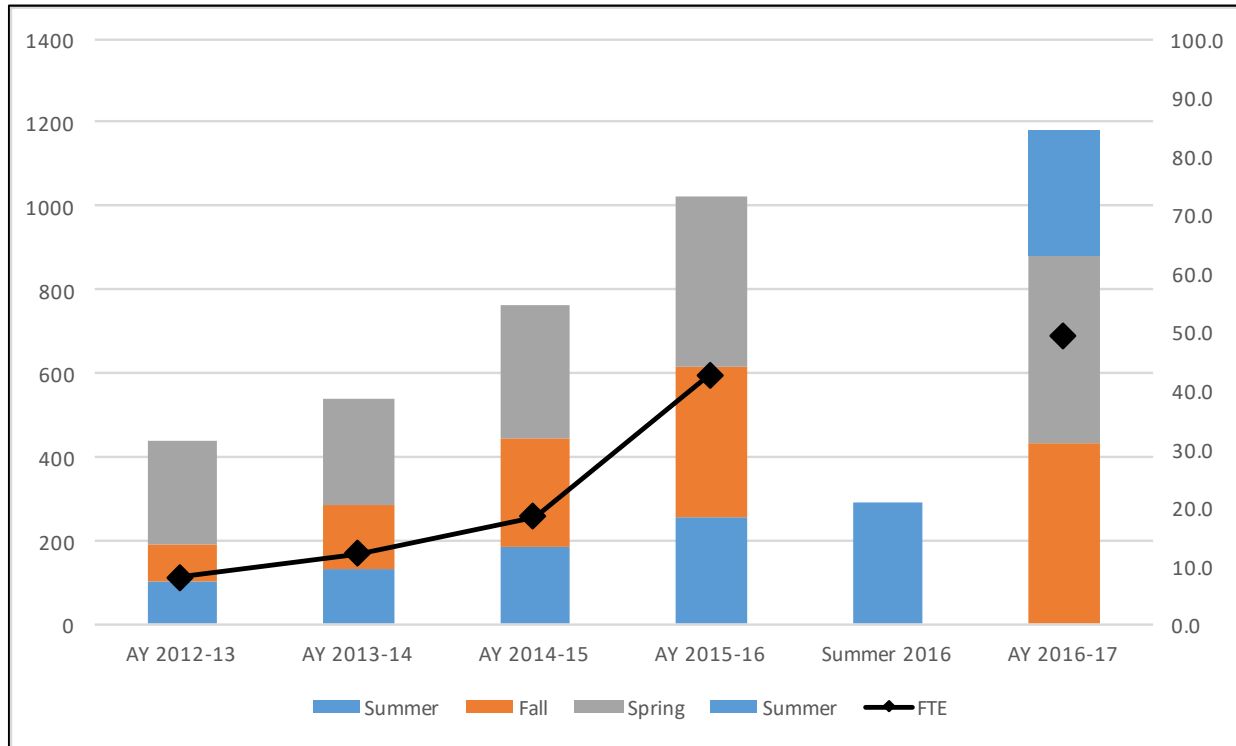
Age Range	AY 2013-14		AY 2014-15		AY 2015-16		AY 2016-17	
Under 18	0	0.00%	0	0.00%	0	0.00%	0	0.00%
18 - 19	0	0.00%	0	0.00%	0	0.00%	0	0.00%
20 - 21	0	0.00%	0	0.00%	0	0.00%	0	0.00%
22 - 24	2	2.11%	3	2.42%	8	5.37%	5	2.62%
25 - 29	7	7.37%	12	9.68%	15	10.07%	24	12.57%
30 - 34	13	13.68%	13	10.48%	20	13.42%	22	11.52%
35 - 39	8	8.42%	12	9.68%	14	9.40%	22	11.52%
40 - 49	28	29.47%	28	22.58%	30	20.13%	52	27.23%
50 - 64	32	33.68%	48	38.71%	54	36.24%	52	27.23%
65 & Over	1	1.05%	6	4.84%	5	3.36%	9	4.71%
Unknown	4	4.21%	2	1.61%	3	2.01%	5	2.62%
Total	95		124		149		191	

Unduplicated Headcount by Residency



Residency	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17
PA Resident	35 36.84%	38 30.65%	36 24.16%	34 17.80%
Out of State	45 47.37%	63 50.81%	90 60.40%	132 69.11%
International	15 15.79%	23 18.55%	23 15.44%	25 13.09%
Total	95	124	149	191

Credits by Term



Academic Year	Summer	Fall	Spring	Summer	Total	FTE*
AY 2012-13	102	90	246		438	18.3
AY 2013-14	135	153	252		540	22.5
AY 2014-15	183	261	321		765	31.9
AY 2015-16	258	360	405		1023	42.6
Summer 2016*	294					
AY 2016-17		432	450	297	1179	49.1

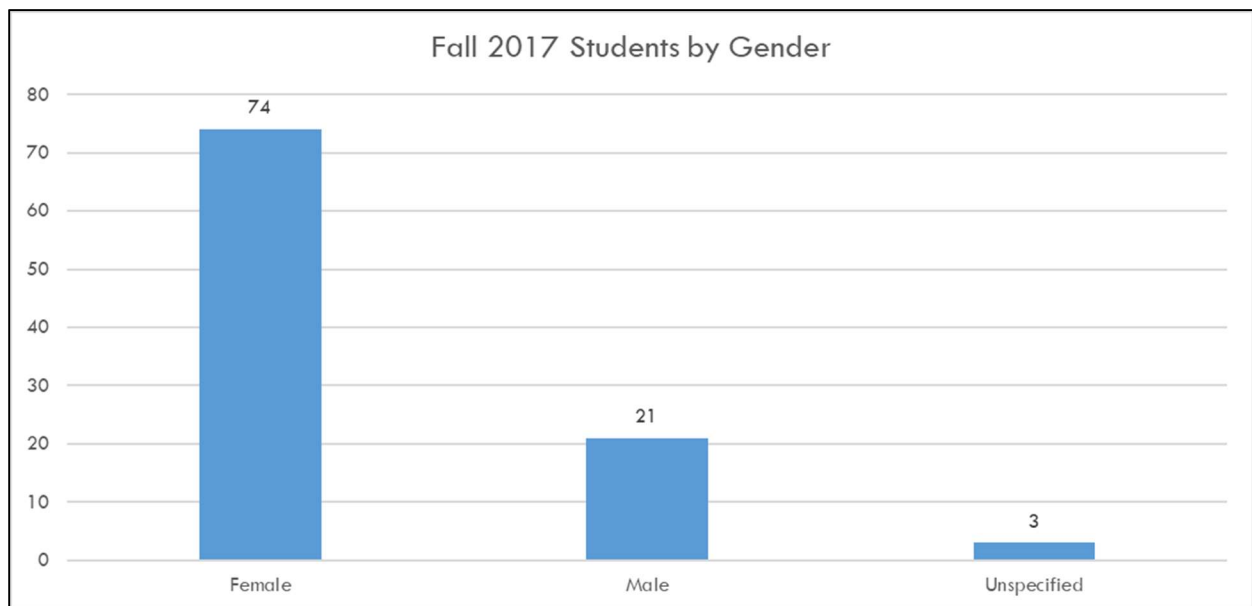
*FTE (Full Time Equivalency) is calculated by dividing total credits by 24: the equivalent of a full year of full-time enrollment.

*Academic Year was pushed from Summer-Spring to Fall-Summer, leaving Summer 2016 between two academic years.

Fall 2017 Enrollment

As of October 15, 2017

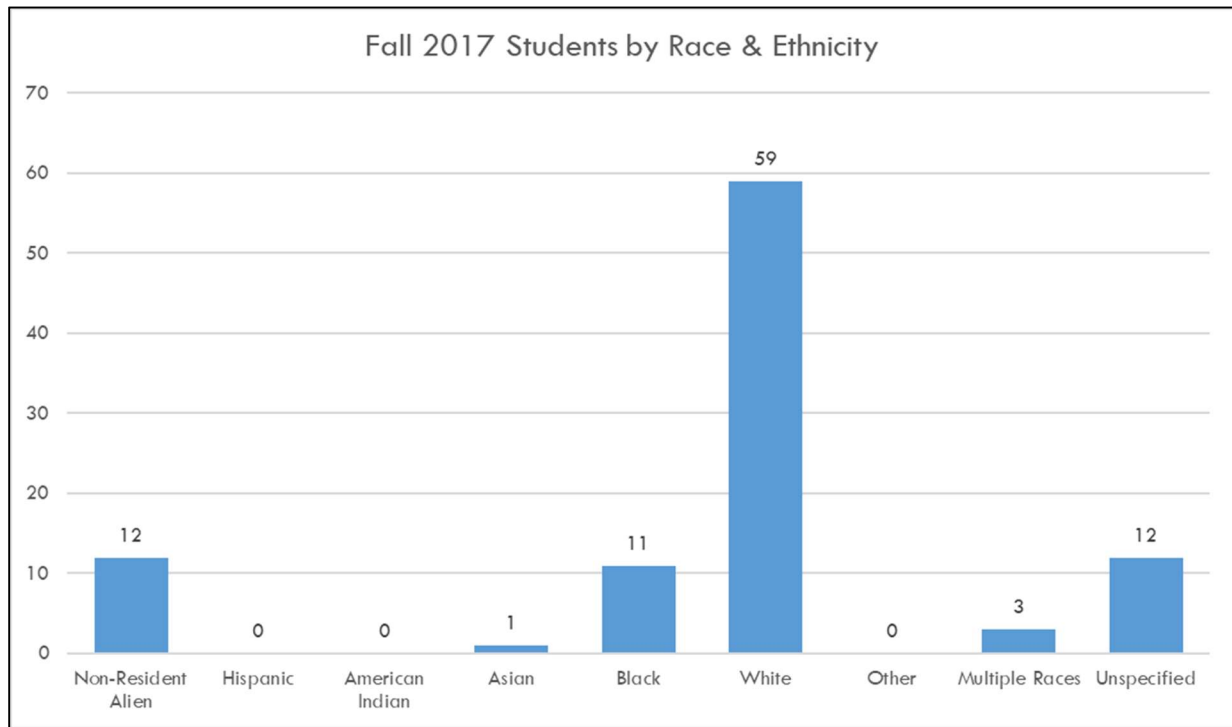
Fall Enrollment by Gender



Gender	Enrolled Students	% Enrollment
Female	74	76%
Male	21	21%
Unspecified	3	3%
Total	98	

Fall Race/Ethnicity

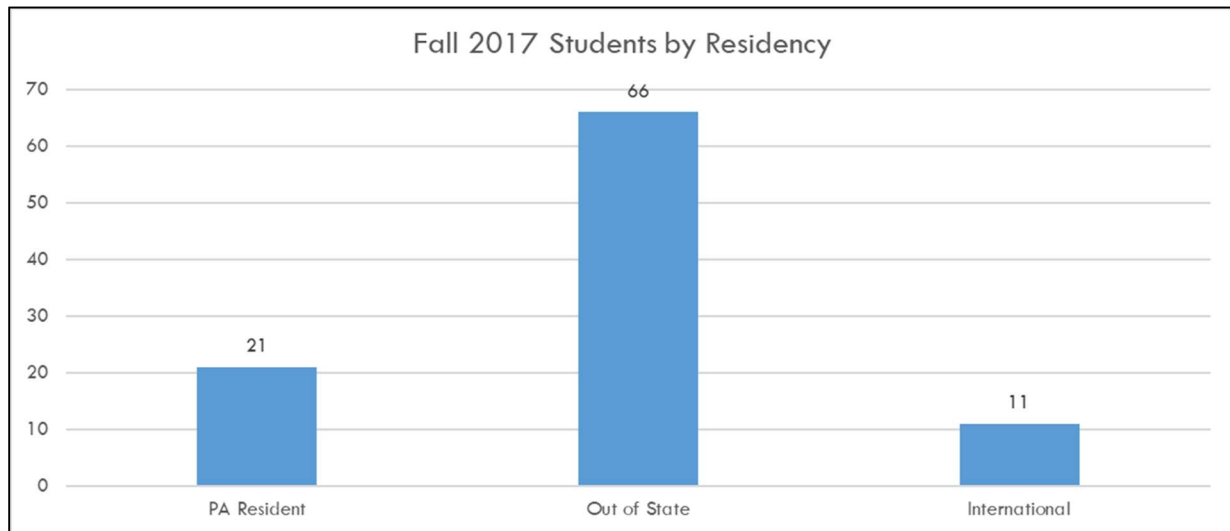
As of October 15, 2017



Race / Ethnicity	Fall Enrollment	% Enrollment
Non-Resident Alien	12	12.24%
Hispanic	0	0.00%
American Indian	0	0.00%
Asian	1	1.02%
Black	11	11.22%
White	59	60.20%
Other	0	0.00%
Multiple Races	3	3.06%
Unspecified	12	12.24%
Total	98	

Fall Enrollment by Residence (%)

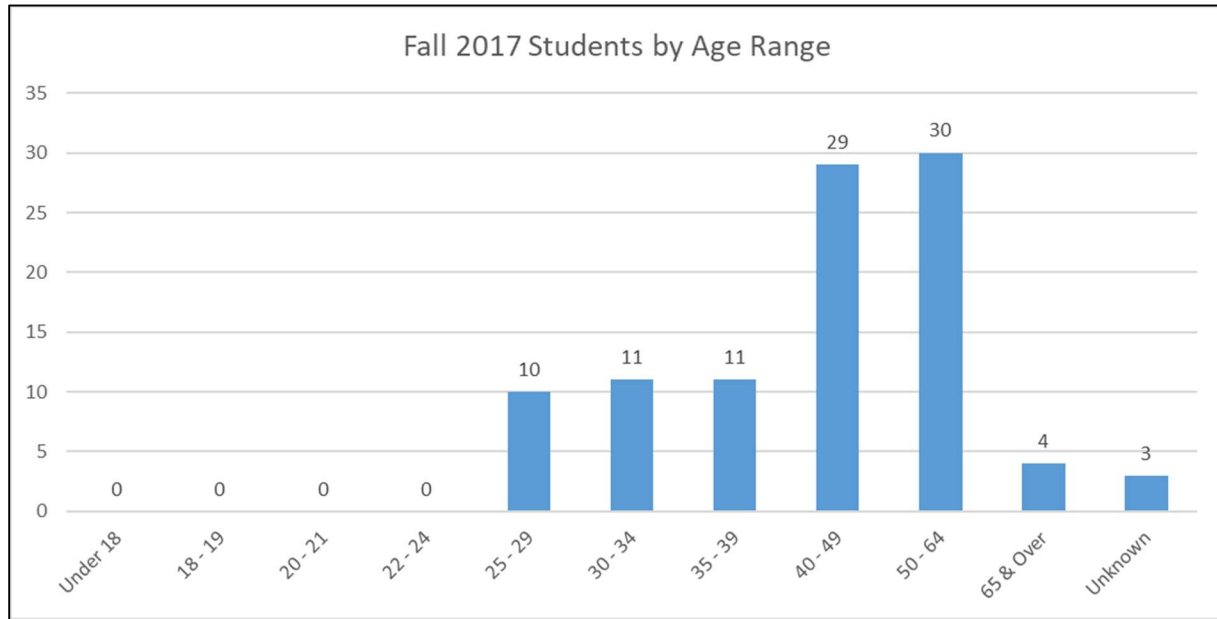
As of October 15, 2017



Residency	Enrolled Students	% Enrollment
PA Resident	21	21%
Out of State	66	67%
International	11	11%
Total	98	

Fall Enrollment by Age Range

As of October 15, 2017



Age Range	Enrolled Students	% Enrollment
Under 18	0	0%
18 - 19	0	0%
20 - 21	0	0%
22 - 24	0	0%
25 - 29	10	10%
30 - 34	11	11%
35 - 39	11	11%
40 - 49	29	30%
50 - 64	30	31%
65 & Over	4	4%
Unknown	3	3%
Total	98	

Graduation Data

Time to Complete Graduate Programs

For MS in Restorative Practices, from Admission Date

Academic Year of Graduation	Graduates	Average Months to Degree	Months to Degree Range	
			Minimum	Maximum
2012-13	3	34.7	22	53
2013-14	8	46.5	35	59
2014-15	12	48.3	13	85
2015-16	15	39.0	18	85
2016-17	16	36.06	21	60
Grand Total	38	40.34	13	85

For Graduate Certificate in Restorative Practices, from Enrollment Date

Academic Year of Completion	Certificates	Average Months to Certificate	Months to Certificate Range	
			Minimum	Maximum
2012-13	2	37.0	19	55
2013-14	6	24.2	11	42
2014-15	11	15.6	5	29
2015-16	21	18.3	5	50
2016-17	16	22.50	12	41
Grand Total	38	27.04	9	63

Student Affairs

Campus Safety and Security

Crime statistics are reported on the IIRP website: <https://www.iirp.edu/who-we-are/about-the-iirp/higher-education-opportunity-act-consumer-information/safety-and-security>. This information is provided in compliance with Pennsylvania Act 73, the Federal Student Right-to-Know, the Crime Awareness and Campus Security Act of 1990, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

Faculty and Staff

As of September 2017

Profiles

Gina Baral Abrams, Director of Research and Program Evaluation and Assistant Professor

University of Delaware, B.S., Physical Education Studies, 1995
Boston University, M.S.W., Social Work Macro Practice, 1999
Boston University, M.P.H., Social and Behavioral Health, 2000
Rutgers University, Ed.M., Educational Statistics, Measurement & Evaluation, 2012
Boston University, Dr.P.H., Leadership, Management and Policy, 2017

Craig Adamson, Provost, Associate Professor

Temple University, B.A., Criminal Justice, 1995
International Institute for Restorative Practices, M.R.P.Y.C., 2008
Lesley University, Ph.D., Educational Studies with Specialization in Adult Learning, 2012

John Bailie, President

Norwich University, B.A., English, 1995
International Institute for Restorative Practices, M.R.P.Y.C., 2008
Lesley University, Ph.D., Educational Studies with Specialization in Adult Learning, 2012

Dan Dow, Director of Marketing

Kutztown University, B.S., Electronic Media, 2006

Borbala Felligi, Lecturer

Eötvös Loránd University, M.A., Social Policy, 2002
University of Cambridge, Trinity Hall, M.Phil., Criminology, 2004
Eötvös Loránd University, Ph.D., Social Policy, 2008

Mary Jo Hebling, Lecturer

Temple University, B.A., Communications and Theater, 1979
International Institute for Restorative Practices, M.S.,
Restorative Practices and Youth Counseling, 2012

Keith Hickman, Director of Continuing Education

Antioch College, B.S., Sociology, 1990

Jamie Kaintz, Director of Student Services

Lehigh Carbon Community College, A.A., Social Sciences, 2012
Cedar Crest College, B.A., Applied Psychology, 2016

Linda Kligman, Vice President for Administration

Drexel University, B.S., Civil Engineering/Applied Technologies, 1991
International Institute for Restorative Practices, M.S., Restorative Practices, 2015

Patrick McDonough, Ph.D., Vice President for Academic Affairs Emeritus**Zeau Modig, Librarian**

Stockton State College, B.A., Historical Studies, 1981
Rutgers University, Information and Library Studies, M.L.S., 1985

Carolyn Olivett, Professor Emerita**Frida Rundell, Associate Professor**

Johannesburg College of Education Transvaal, Teachers' Diploma, 1967
University of South Africa, Diploma in Special Education, 1981
Graduate School of Marketing, Diploma in Marketing Management, 1983
University of Witwatersrand, Certificate in Instrumental Enrichment, 1988
South African Institute of Marital & Family Therapy, Family Therapy, 1990
University of South Africa, B.A., 1991
University of South Africa, B.A. (Hons.), Psychology, 1993
University of Natal, M.Ed., Psychology, 1996
University of Zululand, Ph.D., Community Psychology, 2000

Thomas Simek, Ed.D, Professor Emeritus**Elizabeth Smull, Lecturer**

Millersville University, B.S., Secondary Education, 2000
International Institute for Restorative Practices, M.R.P.Y.C., 2008

Theodore Wachtel, Founder

Miami University, B.A., History, 1967
Lehigh University, M.A., Education, 1969
Temple University, Media Specialist Certificate, 1975

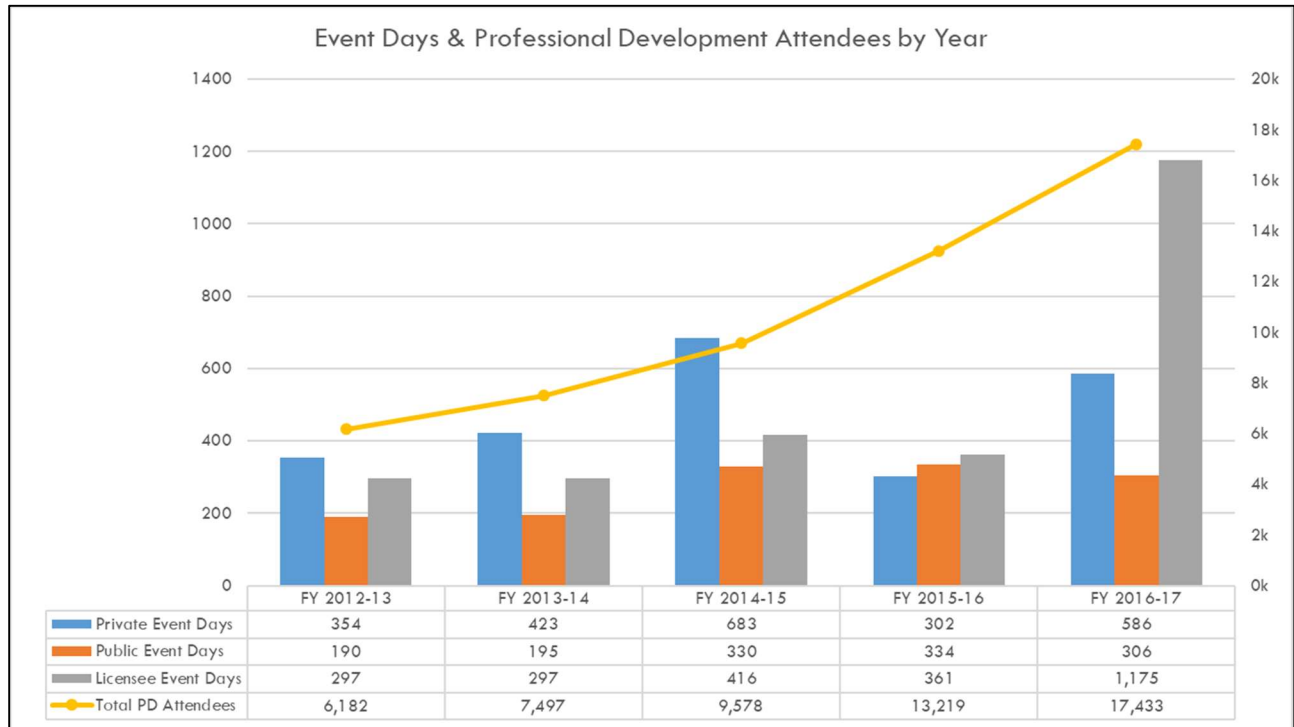
Staff

32 full-time

7 part-time

Non-Credit Professional Development

Number of Events & Annual Attendees



U.S. States, Canadian Provinces & Other Countries Served

In 2016-2017 the IIRP offered events to 17,433 attendees in:

- 42 U.S. states and Districts: Alaska, Alabama, Arkansas, Arizona, California, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, New Hampshire, New Jersey, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Utah, Virginia, Vermont, Washington, Washington DC, Wisconsin and West Virginia
- 9 Canadian provinces: Alberta, British Columbia, New Brunswick, Nova Scotia, Northwest Territories, Ontario, Quebec, Saskatchewan, and Yukon
- 29 other countries: Australia, Belgium, Bulgaria, Bermuda, Brazil, China, Costa Rica, Czech Republic, Germany, Guyana, Hungary, Ireland, India, Jamaica, Malta,

Netherlands, Nepal, Peru, Pakistan, Romania, Sweden, Singapore, Slovakia, Trinidad & Tobago, and South Africa.

Number of Licensed Trainers & Organizations

As of September 4, 2017, the IIRP licenses 1,367 individuals and organizations in 24 countries that 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 partners: Black Family Development (Detroit, MI., USA), CASEL – Collaborative for Academic, Social and Emotional Learning (USA), Coordinated Educational Resources Group, LLC (USA), Eigan Kracht (Netherlands), LCCS (Singapore), Ligand (Belgium), National Association of Community and Restorative Justice (USA), and SynRJ (United Kingdom).

eForum Subscribers

The Restorative Practices eForum is an email distribution list with subscribers from around the world (57,890 as of September 4, 2017). Subscribers receive periodic emails, including the eForum Monthly, news and announcements about the growing field of restorative practices in education, criminal justice, family and social services, and other settings.

Finances

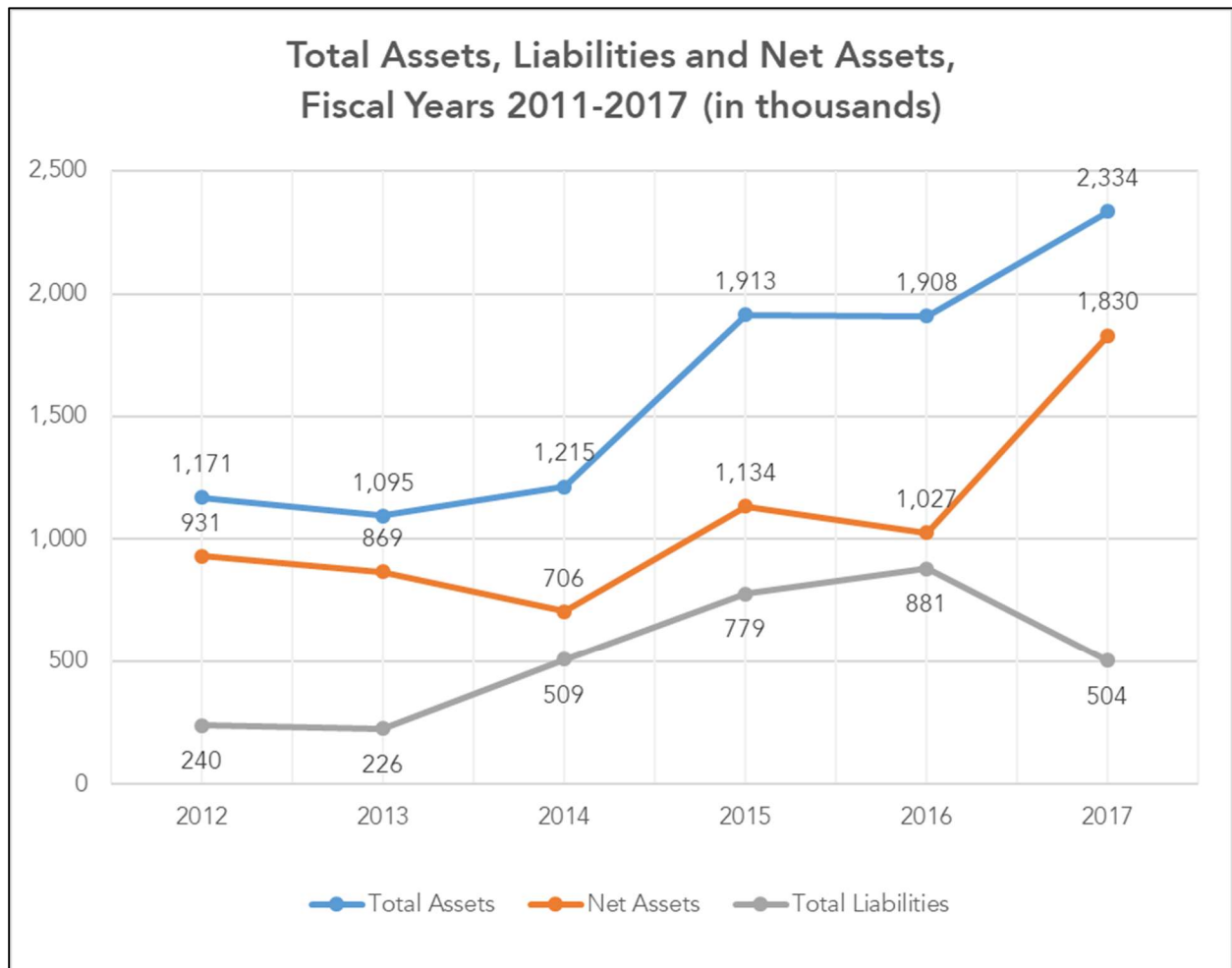
Condensed Statement of Financial Position

Fiscal Years 2012-2017 (in thousands)

ASSETS	2012	2013	2014	2015	2016	2017
Cash	149	87	85	161	182	280
Accounts Receivable	255	238	432	1,022	1,071	1,259
Equipment, Net of Depreciation	178	92	41	5	13	23
Prepays and Other	4	3	28	21	29	124
Cash - Permanently Restricted	500	500	500	500	500	500
Inventory	85	75	129	204	113	148
TOTAL ASSETS	1,171	1,095	1,215	1,913	1,908	2,334

LIABILITIES						
Accounts Payable	174	143	267	285	335	309
Deferred Revenue	66	83	242	494	546	195
TOTAL LIABILITIES	240	226	509	779	881	504

NET ASSETS						
Unrestricted	431	369	206	634	527	1,330
Permanently Restricted	500	500	500	500	500	500
TOTAL NET ASSETS	931	869	706	1,134	1,027	1,830
TOTAL NET ASSETS AND LIABILITIES	1,171	1,095	1,215	1,913	1,908	2,334



Highlights of Financial Operations

Fiscal Years 2012-2017 (in thousands)

OPERATING REVENUES	2012	2013	2014	2015	2016	2017
Contributions	1,314	396	258	252	38	174
Support Service Fees	726	735	835	615	502	509
Tuition and Fees	283	160	152	264	399	556
Continuing Education	1,182	1,127	1,330	3,279	3,861	5,064
Interest Income	-	-	-	-	-	5
Other Income	10	0	9	5	32	4
TOTAL OPERATING REVENUE / SUPPORT	3,515	2,418	2,584	4,415	4,832	6,312

EXPENSES						
Instruction	530	422	396	461	357	328
Academic Support	102	38	57	78	112	218
Student Services	71	50	54	58	62	91
Continuing Education	750	448	533	1,387	1,896	2,243
Institution Support	1,760	1,522	1,707	2,003	2,513	2,629
TOTAL EXPENSES	3,213	2,480	2,747	3,987	4,940	5,509

CHANGE BEFORE CANCELLATION OF NET AMOUNTS DUE TO RELATED PARTIES	302	-	-	-	-	-
CANCELLATION OF NET AMOUNTS DUE TO RELATED PARTIES	(388)	-	-	-	-	-

EXCESS OF REVENUE OVER EXPENSES	(86)	(62)	(163)	428	(108)	803
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Appendix B

Strategic Plan 2015–2020
and Related Plans



Strategic Plan

AY 2014-2015 to AY 2019-2020

Approved by the IIRP Board of Trustees

July 28, 2014

Updated April 28, 2017



Introduction

The new strategic plan outlined here includes a reflective analysis of the International Institute for Restorative Practices' (IIRP) strengths and challenges and articulates measurable objectives that will guide us toward our aspirations, while remaining mission-focused and determined to secure our long-term financial stability.

Since its beginning in 2006, the IIRP has matured as an institution of higher education, while also facing the challenge of a national decline in graduate school enrollment, particularly among educators, one of our chief markets. In the meantime, the field of restorative practices has been gaining credibility and public acceptance, and the IIRP is positioned as a pioneer and leader in that field, with affiliates, licensed trainers, and other allies across the United States and around the world.

Challenges and Opportunities

The IIRP's primary market, schools, was affected by the economic downturn and began laying off staff and cutting budgets for tuition reimbursement. In Academic Year (AY) 2010-2011 our enrollment began to decline, as too few teachers and counselors were registering for courses to make the Graduate School financially sustainable.

Simultaneously, around the nation, school districts were recognizing the effectiveness of restorative practices in creating better school climates, supported by an expanding body of empirical evidence. Schools were regularly requesting services from our Continuing Education division, and revenues for professional development significantly increased in the same year that graduate school enrollment was declining (AY 2010-2011). This growth suggested to us that there was still a real demand for restorative practices education.

Additionally, we had been receiving inquiries from potential students about opportunities to take online courses at the IIRP, and on a national level, online learning was becoming an increasingly prevalent mode of course delivery in higher education.

These factors—decreasing enrollment, increasing participation in professional development, and the growth of online learning in higher education—spurred us to take a fresh look at how to sustain an institution dedicated to the emerging social science of restorative practices. Our solution was to achieve a broader geographic reach through a hybrid in-person/online degree program, rather than a local traditional program. In spring 2011, we applied and were approved for distance learning through the Middle States Commission on Higher Education (MSCHE) substantive-change process. In June 2012, we applied for and were approved to offer a new degree by the Pennsylvania Department of Education (PDE).

In AY 2012-2013, we introduced the Master of Science in Restorative Practices, a flexible program that is relevant to professionals from a broader spectrum of fields, beyond just education and counseling. We developed new courses to expand the breadth and depth of our curriculum for our student body. Hybrid and online electives enable students to work with faculty advisors to personalize a coherent program to match their interests. This new hybrid model allows us to integrate our high-quality professional development experiences with rigorous online coursework. Professional development provides foundational experiences, which can be applied toward graduate credit after the addition of required reading and online assignments under the direction of our faculty. Interested individuals can first experience restorative practices through events at locations around North America and internationally. Then the student has the option of having those classroom hours of professional development count as seat-time hours toward a related graduate course.

In 2013, we began discussions to create a Strategic Plan to succeed our 2009-2014 Strategic Plan. Interest was budding in our graduate programs, and restorative practices was gaining national recognition for changing school climates in large, urban school districts. We convened our stakeholders to decide how to best pursue our mission in this new economy.

With the experience of collecting institutional data for seven academic cycles, we are now consistently using assessment results to inform our planning. This has allowed us to not only construct goals that support our mission, but also to create objectives with outcomes that are specific and measurable in tackling such a lofty goal as strengthening civil society. While many of the objectives from our previous strategic plans have long been accomplished, our goal of achieving financial sustainability remains unmet. We decided to reassess our strategy, as well as our resources, to make certain we were able to continue to develop our graduate school at a level that a small institution could sustain with results that a larger community would value.

Planning for the Future

Beginning in Summer 2013, faculty, administration, and staff were convened for structured conversations that acknowledged strengths, gaps, and weaknesses by focusing on our assets, aspirations, and measurable results. We decided to use the SOAR (strengths, opportunities, aspirations, and results) strategy for strategic planning. This strengths-based approach aligned with our restorative philosophy better than the SWOT (strengths, weaknesses, opportunities, and threats) approach, which we had used previously. SOAR emphasizes harnessing strengths and articulating aspirations, while assessing weaknesses and threats through the lens of opportunities that we can proactively address.

In addition to the meetings, online surveys invited feedback from trustees, students, and alumni. Constituents reliably pointed to many of the same strengths: being mission-focused in all of our activities; being agile and adaptable to change; practicing our own restorative principles; treating one another with respect; employing fair process; transparency in our thinking and actions; providing honest feedback for personal and professional growth; and effectively addressing conflict at all levels of the institution. Constituents recognized the opportunities in developing key relationships with other higher-education institutions, key opinion leaders, international partners, and community and social-service agencies eager to develop social capital in their communities. Shared aspirations were echoed in advancing our graduate programs, participating in national research to propel this social science forward, and reaching deeper into communities to create more participatory and empowering relationships throughout the world. Results included the need for increased enrollment, financial sustainability, and evidence of the effectiveness of restorative practices, especially in improving school climate and decreasing discipline problems. We took the concordance of these comments from our trustees, faculty, staff, students, and alumni as evidence that (a) we do have a shared vision based on a solid belief in our mission and (b) that aspirations and ideas have been cross-fertilizing for continual improvement and dialogue.

In order to enhance the environmental scan in our strategic planning process, throughout the summer of 2013 and into the spring of 2014 we interviewed colleagues regarding trends and opportunities in graduate education. Through these conversations, we discovered that we were maturing as an institution of higher education and that our challenges were quite common: developing rigorous online learning experiences; building enrollment in an increasingly competitive environment; and making the most efficient use of resources. We also recognized that some elements of our restorative culture truly set us apart: our faculty's willingness to collaborate in developing a hybrid and online curriculum; our faculty and staff's readiness to participate in assessment and eagerly share data across units; and our trustees' and leadership's commitment to openly discuss and plan transitions in leadership and staffing.

This IIRP Strategic Plan 2014-2019 is thus a result of engagement, education, and reflection. This plan directly addresses our greatest challenges of maintaining our commitment to teaching and learning, as well as to our restorative culture, while creating a financially sustainable small graduate school and transitioning leadership as our President and some key leaders retire within the next five years. It also edifies our mission-based resolve to mature as a rigorous and relevant graduate school.

The Strategic Plan's five goals are 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 its restorative culture as it grows.

A strategic plan is a living, evolving document that must respond to inevitable changes in the environment if it is to remain current and viable.

Since the initial planning took place, we have successfully transitioned leadership from the Founding President to the second President, Dr. John Bailie, who has led us to realize some of the original objectives of this Plan. In 2015, we updated the Enrollment Plan since we had exceeded the key performance indicator in Objective 4.1, and we reset our first-term enrollment goal to 10% which was originally 3%. In 2016, we surpassed our performance indicator in Objective 2.1, having trained more than 25,000 individuals in just three years. As attendance at professional development increased, that drove our enrollment, and subsequently our aspirations were also increasing.

After achieving reaccreditation by the Middle States Commission on Higher Education in 2016, the IIRP identified recommendations to reach a greater level of institutional maturity and fulfill our aspirations. Upon reviewing the Strategic Plan, the President and his Cabinet affirmed that our Strategic Goals were well suited to serve out the mission and chart our growth. Recommendations were incorporated from our Self-Study to improve our educational programs and infrastructure. We then reviewed institutional data with the Director of Finance to realign our key performance indicators within our current financial climate. Suggestions to update the Strategic Objectives were discussed at the Spring Biannual Budget, Planning and Assessment Day, and then affirmed by the Committee of the Whole in April 2017. As a result of these modifications, the faculty and administrative units will update their unit plans to identify actions that will actualize this updated plan.

The Board of Trustees will annually evaluate progress toward the objectives and determine any changes required.

Strategic Goal 1

The IIRP will provide a robust hybrid and online curriculum that expands learning opportunities and interest in restorative practices at a graduate school level.

Objective 1.1: Faculty will provide engaging learning experiences where academic rigor is emphasized and learning objectives are achieved.

Objective 1.2: Students will demonstrate 90.0% achievement of our Institutional Learning Goals.

Objective 1.3: We will determine the viability of creating a doctoral program in restorative practices by Academic Year 2021-2022.

Strategic Goal 2

The IIRP will advance professional development opportunities that will strengthen civil society.

Objective 2.1: We will develop learning goals to better measure the impact of professional development.

Objective 2.2: We will participate and collaborate with research that expands the field of restorative practices.

Strategic Goal 3

The IIRP will develop leaders and staff at every level to effectively meet the challenges of both succession and growth.

Objective 3.1: Faculty, administration and staff will demonstrate their commitment to the IIRP's mission as well as confidence and competence in their own positions and those of future leaders.

Objective 3.2: The infrastructure will be enhanced to provide valid and reliable data so that faculty, administration and staff can make better informed decisions.

Objective 3.3: IIRP Trustees will demonstrate commitment to sustain our mission and programs.

Strategic Goal 4

The IIRP will be financially strong.

Objective 4.1: The number of first-term students increases 15% annually.

Objective 4.2: We will increase paid attendance at public events by 10% annually.

Objective 4.3: Revenue for Continuing Education projects will total \$500,000 from new grant(s) over the next 5 years.

Objective 4.4: An endowment of \$500,000 will be established by 2022.

Objective 4.5: Private event days will increase 10% annually.

Strategic Goal 5

The IIRP will sustain its restorative culture as it grows.

Objective 5.1: Faculty and staff will employ restorative practices through meaningful engagement and the use of fair process in all areas of institutional life.

Objective 5.2: Faculty and staff will become more explicit in defining our restorative work culture.

Academic Unit Plan

AY 2017-2018 to AY 2021-2022

The Academic Unit is dedicated to the advanced education of students at the graduate level and to the conduct of research that can develop the growing field of restorative practices.

This unit supports Strategic Goal 1 (The IIRP will provide a robust hybrid and online curriculum that expands learning opportunities and interest in restorative practices at a graduate school level), Strategic Goal 2 (The IIRP will advance professional development opportunities that will strengthen civil society), Strategic Goal 3 (The IIRP will develop leaders and staff at every level to effectively meet the challenges of both succession and growth) and Strategic Goal 5 (The IIRP will sustain its restorative culture as it grows).

Our unit serves current and potential graduate students.

Objective 1: Faculty will provide engaging learning experiences where academic rigor is emphasized and achieve 90% benchmark for learning goals.

Strategic Objective 1.

Actions

- Review the contents of all graduate school courses to ensure that they match intended learning outcomes and are current and relevant to the evolving and emerging field of restorative practices. (Three times per year.)
- Review the design used in all graduate courses via an external quality assurance organization (Quality Matters) to ensure that the courses meet best practices and intended learning outcomes. AY 2018-2019. (\$25,000-\$35,000/year.)
- Develop a thesis track for Master's degree program that includes an advanced-level research component. Develop AY 2018-2019 (\$75,000); implement AY 2019-2020 (\$75,000).
- Enhance our instructional design and technology infrastructure to support students' distance learning. AY 2020-2021. (\$100,000.)

Measures

- Learning Matrix report
- Faculty meeting minutes

3/8/2018

Objective 2: Develop learning goals assessment that measures the impact of the professional development portion of hybrid coursework by AY 2019-2020.

Strategic Objective 2.1.

Actions

- Faculty collaborate with the CE Director to provide content and delivery oversight and guidance for CE instructors. (AY 2018-2019.)
- Identify specific learning objectives and outcomes for in-person portions of hybrid events. (AY 2018-2019.)
- Develop a new evaluation tool for PD events. (AY 2019-2020.)
- Strengthen academic oversight of the comparability and transferability of the IIRP hybrid courses into the Master's program. (AY 2018-2019.)

Measures

- Learning Matrix report

Objective 3: Faculty will submit a proposal to create a doctoral program in restorative practices to the Committee of the Whole and the Board of Trustees by AY 2021-2022.

Strategic Objective 1.3.

Actions

- Investigate the costs of creating and implementing a doctoral program in Restorative Practices. (AY 2019-2020.)
- Explore and expand academic research infrastructure and student services to support doctoral-level coursework. (AY 2020-2021.)
- Recruit additional faculty and staff for doctoral-level courses and dissertation committees. (AY 2020-2021.)
- Outline doctoral-level courses. (AY 2020-2021.)
- Determine admissions criteria and procedures for current IIRP students and external applicants. (AY 2020-2021.)
- Conduct environmental scan to assess the competitive landscape for a doctoral program. (AY 2018-2019.)
- Evaluate the need for a residence requirement for doctoral students. (AY 2020-2021.)

Measures

- Proposal to determine the feasibility of the program

Objective 4: To promote the emerging field of restorative practices, faculty will publish in peer reviewed journals and other publications, as well as organize and present at professional conferences annually.

Strategic Objectives 2.2 and 3.1.

Actions

- Support faculty professional development via conferences and external networking and outreach opportunities.
- Faculty will identify opportunities for and participate in publishing and conference presentations; these activities will be monitored.
- Faculty will organize and host a theme-oriented academic symposium every other year. (2019, 2021, 2023.)
- Faculty will attend and present at IIRP conferences. Graduate courses based on IIRP conferences and symposia will be designed and conducted by faculty.

Measures

- Faculty activity reports

Objective 5: Faculty will employ restorative practices through meaningful engagement and the use of fair process with our students and within the institution.

Strategic Objective 5.1.

Actions

- The Provost will conduct faculty evaluations in accordance with restorative standards. (Annually.)
- Faculty meetings will be open to all full-time faculty and adjuncts; facilitation of meetings will be rotated among faculty. Teambuilding activities are included in each month's agenda. (Monthly.)
- The annual faculty retreat will be open to full-time and adjunct faculty. (Annually.)
- Restorative principles will be applied to all interactions with students, within courses and individually.

Measures

- Faculty meeting minutes

Enrollment Plan

AY 2014-2015 to AY 2019-2020

This plan supports Strategic Plan 2015-2020 Goal 4: The IIRP will become financially strong by establishing tactics that will support growth for graduate enrollment. Data and pricing are based on the most recent analysis from the AY 2016 Databook, 3-year enrollment projections and current pricing.

Key Performance Indicators

- First-term cohort increases 15% annually.
- Credit Hours increase by 15% annually.
- Admissions increase 15% annually.
- Requests for certificates increase 15% annually.
- The graduating class will reach 20 students by 2020.

These enrollment numbers increase our financial stability but will require that the Graduate School continues to be subsidized by the Continuing Education Unit and outsourcing support services. A multi-year budget projection has our graduate school tuition increasing 15% for AY 2017-2018, and then 10% each year thereafter. Strategic indicators will be reviewed each term and annually.

Background

In AY 2012-2013 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. This change aligned with national trends; in 2014, one-third of graduate students were already participating in distance education (National Center for Education).

The new degree has had a positive impact. Our students are working professionals from various fields, including education, counseling, human and social services, administration and pastoral care, and on average spend 39 months completing their degree (IIRP Data Book, 2016). The IIRP's student body has grown 150% (76 students in AY 2011-2012 up to 191 students in AY 2016-2017) since we started offering hybrid instruction and credit hours more than tripled, having increased from 438 in AY 2012-2013 to 1,179 in AY 2016-2017.

The hybrid instructional modality has allowed flexibility that has spurred a growth in out-of-state student enrollment (from 25.0% in AY 2011-2012 to 74.74% in AY 2016-2017), with international students making up another 10.1% of the student body. Placed in the context of

national trends, our enrollment growth has exceeded expectations and reflects an enthusiasm in the new program.

While across the country there was a significant jump in graduate certificates awarded, up 18.9%, there was only a modest 2.9% increase in Master's degrees awarded by private and not-for profit institutions in 2011-2012 (Gonzales, Allum, & Sowell, 2013). Our decision to highlight our Graduate Certificate has positioned us well, and we have seen an increase in certificates awarded from 2 in AY 2012-2013 to 28 in AY 2016-2017. At the same time, the number of Master's degrees we have awarded has grown from 3 in AY 2012-2013 to 16 in AY 2016-2017.

Graduate students can begin their coursework without having to apply for admission and can take up to four courses to determine if this field is congruent with their academic interests. Upon successful completion of coursework, students may be permitted to waive the GRE requirement to apply for admission.

Our recruitment strategy has primarily relied on recruiting students at professional development events. An analysis of the number of professional development attendees shows continual growth as we have increased 182% – from 6,182 individual attendees in AY 2012-2013 up to 17,433 in AY 2016-2017. Increasing our outreach through professional development events continues to be one of our major goals, as it expands the number of prospects for graduate courses.

Since the change to our new degree, we have seen a tremendous increase in enrollment inquiries – from 1,097 in AY 2012-2013 to 4,191 in AY 2016-2017. We have begun tracking data using an enrollment funnel to monitor how many students enter our first-term cohort and continue on to take additional courses, and then complete a Graduate Certificate or Master's Degree.

Affordable Education

Our tuition is based on \$587/credit hour, or \$1,761 per 3-credit course. Prior to accreditation, the graduate school provided full tuition scholarships for all students except for the small number who had tuition reimbursement from their workplace. Since 2010, graduate students pay tuition by credit hours.

Based on our original model of attracting local graduate students, courses are discounted each year to match the Pennsylvania Higher Education Assistance Agency's (PHEAA) graduate tuition rate at Pennsylvania state universities. The amount of this discount is set in July and decreases each year. Based on the changing residency profile of our student body, this cost structure will be reconsidered.

Students can apply for Pay-It-Forward Scholarships through their student portal for each course prior to registration. In calendar year 2016, 72.9% of our students received Pay-It-Forward scholarships. The average amount of aid per student was \$1,130 for the entire year.

Additional tuition discounts are offered for RP 500 Basic Restorative Practices, RP 525 Restorative Practices in Action and the conference and symposium courses. Because the professional development fee is deducted from the tuition cost of the hybrid courses, the tuition payments are calculated below.

Course	PD Event	Full Tuition	PD Credit	Online Portion	Scholarship	Final Tuition
RP 500	Basic	\$1,761	\$700	\$1,061	\$661	\$400
RP 515	Leadership	\$1,761	\$400	\$1,361	\$261	\$1,100
RP 525	N/A	\$1,761	N/A	\$1,761	\$811	\$950
RP 532	Aggression Replacement	\$1,761	\$425	\$1,336	\$261	\$1,075
RP 535	Trauma	\$1,761	\$400	\$1,361	\$261	\$1,100
RP 540	Symposium	\$1,761	\$400	\$1,361	\$261	\$1,100
RP 541	Conference	\$1,761	\$500	\$1,261	\$273	\$998
RP 542	Turning the Tide	\$1,761	\$400	\$1,361	\$261	\$1,100
RP 506	N/A	\$1,761	N/A	\$1,761	\$261	\$1,500
600-Level	N/A	\$1,761	N/A	\$1,761	\$261	\$1,500
694, 695, 696	N/A	\$1,761	N/A		\$0	\$1,761

Employees are given the benefit of attending tuition free, and currently make up 7% of our student body.

In calendar year 2016, the average earned tuition was \$380 per credit hour, based on crediting revenue for professional development and discounting tuition through Pay-It-Forward Scholarships. As a result, our tuition revenue reflects an effective 35.3% discount.

We have chosen not to participate in federal loan programs because we can offer rates to U.S. students that are substantially lower than loans provided through the U.S. government. Loans are available for students in the U.S at a rate of 3.9%. In FY 2016-2017, 16% of our students took out loans, averaging \$4,300. We have a 90% repayment rate.

Marketing Graduate Programs

We are the first graduate school that is wholly dedicated to the education of individuals in the field of restorative practices and has a strong reputation as a world leader in this new field of study. Our design for adult learners and the online and hybrid course options increase accessibility to students worldwide. Aside from its programmatic structure, the IIRP is strengthened by:

- Faculty are scholar practitioners who are committed to continual improvement.
- The growing student body is committed to making a positive impact on integrating restorative practices into a variety of disciplines and expanding its influence.
- Infrastructure and faculty are adequate in both size and quality to allow the Institute's enrollment to grow over the term of this strategic plan.
- The growing influence of professional development events supports recruitment to the Graduate School.

While developing the Strategic Plan, the Vice President for Advancement initiated action research regarding IIRP student motivation that confirmed the importance of positioning our mission in promotional language. In 2016, with the addition of a new Marketing Director, a new unit plan was developed to increase enrollment. Identified tactics include:

- Develop a network of graduate school recruiters and support affiliates in their recruitment efforts.
- Devote new resources to test targeted Facebook ad and Google AdWord campaigns in Pennsylvania, Maryland, North Carolina, Kentucky, Georgia, Michigan and California.
- Develop a process to communicate with prospective students to better understand the barriers to graduate school.
- Utilize a CRM system to segment individuals, allowing us to refine our messaging.

The IIRP will rely on its assessment plan to review data and continually improve enrollment.

References

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Okahana, H. (2017). *International graduate applications and enrollment: Fall 2016*. Washington, DC: Council of Graduate Schools.

National Center for Educational Statistics. (May 2016) *Postbaccalaureate Enrollment*. Retrieved from https://nces.ed.gov/programs/coe/indicator_chb.asp

Facilities Unit Plan

AY 2014-2015 to AY 2019-2020

The mission of the Facilities Unit is to ensure that rented facilities meet high standards for maintenance and safety and security of faculty, staff and students; have adequate classroom space; have wireless internet capabilities, adequate parking, sufficient electrical outlets for computers and audiovisual equipment, and adequate furnishings.

Facilities also ensures that the IIRP has access to facilities for classroom space to meet student enrollment and for office space to meet the possibility of growing staff needs.

The Facilities Unit serves students, faculty and employees.

Objective 1: Consistent emergency plan review that keeps faculty, staff and students apprised to ensure the ongoing safety and security of faculty, staff and students.

Strategic Objective 3.2.

Actions

- Annually review emergency procedures with all faculty and staff and students.
- Ensure posted emergency plans at all IIRP locations are current after the annual review.
- Conduct annual all-call test of FireCall Emergency Notification system in July.
- Annually confirm all students informed via student portal and have provided emergency contact number for notification of any and all emergencies.
- Conduct annual meeting with faculty, via the Provost, to review the emergency plans and review FireCall Emergency Notification system.
- Conduct quarterly review of emergency plans and edit as needed.

Measures

- No incidents of emergency procedure breakdown.

Objective 2: Ensure that IIRP facilities meet faculty and student needs.

Strategic Objective 3.2.

Actions

- The Community Relations Manager has conversations with faculty each term to ensure facilities are well maintained.

7/1/2017

- The Community Relations Manager annually visits Buxmont Academy facilities where IIRP classes are held to review the facility's checklist.
- The Community Relations Manager annually reviews Buxmont's maintenance schedule and capital improvement plan to ensure the quality of the facilities will be maintained.
- The Committee of the Whole reviews the student surveys annually and assesses responses to questions about the facilities. Any necessary actions are identified and reported to the Community Relations Manager. The Community Relations Manager attends to the item immediately or, if a long-term issue, we will propose it for future planning.
- The Community Relations Manager reviews year-end survey results and compiles year-end statistics by November.

Measures

- Achieve a 60% Commendable/Adequate rating annually from student survey responses about facilities (questions about the quality of classroom facilities, comfortable areas to relax or socialize between classes, parking and the physical environment of IIRP facilities in the Intermediate Survey and Exit Survey).

Ongoing Needs Assessment

The IIRP offers all courses and events at the IIRP's Main Campus in Bethlehem, PA, Northampton County, which is rented from Buxmont Academy, the sister corporation of IIRP. Because of the proximity of Buxmont's other facilities, if enrollment were to grow beyond the capacity of the Bethlehem location, the IIRP could rent additional space at Buxmont's other locations. The IIRP has access to all Buxmont Academy locations for expanded use, as the IIRP Board controls Buxmont Academy. Buxmont Academy locations would allow for such expansion at three other locations throughout southeastern Pennsylvania: Feasterville, Pottstown and Sellersville. Each Buxmont Academy location has a minimum of two classrooms available on weekends. All classrooms are larger than 600 square feet. All classroom locations have wireless internet access, adequate lighting, are completely furnished and have audiovisual equipment in the classrooms. All locations have small offices where faculty could have one-on-one meetings with students as necessary. Ample parking is available on-site at all of these locations, with additional parking available on the side streets.

The enrollment plan shows no need for additional classes or locations. Because of the IIRP's increased number of course offerings through distance learning, it is possible the need for classroom space will decrease. The IIRP could reduce its rented classroom space at the Bethlehem location.

IIRP office staff occupy the main floor of the administrative building in Bethlehem (531 Main Street). This building also has a lower level and a second floor that could be used for expanding staff needs, if necessary.

Strategic Indicators

- No emergency procedure breakdowns.
- Survey results exceed the Commendable/Adequate rating in all categories pertaining to the IIRP's physical environment.

Staffing Plan

AY 2014-2015 to AY 2019-2020

The IIRP maintains a sufficient number of well-qualified administrative staff, faculty and support staff to provide quality programs and services. Roles, expectations and relationships are clearly defined and evaluated.

Faculty

Current Staffing

At present the IIRP employs six (6) full-time faculty, including the Provost, and a part-time librarian. The IIRP also employs part-faculty to teach some courses. The IIRP Graduate School has a flexible format of online, hybrid and independent course study options. It should be noted that the Commonwealth of Pennsylvania Department of Education regulations require a minimum of five full-time faculty, three of whom must hold doctoral degrees.

Needs Assessment

Full-time faculty have responsibilities beyond teaching at the IIRP and/or within the IIRP's model restorative programs (CSF and Buxmont Academy). In 2017 a sixth full-time faculty member was added to teach courses as well as to direct research and program evaluation. One challenge will be to monitor faculty responsibilities to ensure that curricular and program needs, along with student needs, are being met at the highest levels. All full-time faculty participate in the Committee of the Whole, the IIRP's highest internal deliberative body, along with the administration. The Committee of the Whole is responsible for monitoring any unexpected increase in faculty needs as enrollment changes and/or as faculty responsibilities change.

Administration

Current Staffing

The Cabinet of the IIRP is composed of the President, Provost and Vice President for Administration.

Along with the Cabinet, Directors make up the senior level of leadership. There is a Director of Finance, Director of Continuing Education, Director of Student Services and a Marketing Director.

Needs Assessment

As part of the evolution of the IIRP, new faculty and staff have been hired as a result of outside searches rather than moving up through the IIRP and its model programs. It is important that leadership is committed to modeling restorative practices through their leadership, as well as exhibiting competence in their field. Directors meet monthly to support one another and hone their skills as restorative leaders. Especially important is the adherence to the ritual of Supervision and being certain that individuals feel supported to identify areas of growth.

SUE- I'll leave here, let me know if you need anything fromme. I think you can tackle these edits just fine. :)

Support Staff

Current Staffing

In AY 2016-2017 we recognized a need for classification of managers who oversee specific projects and have expertise in communicating across units to achieve effective results as defined in the Strategic Plan. New managers were added to meet projected growth in development and project management for continuing education.

There are existing inefficiencies in our technology that make data and contact management very labor intensive, but we remain committed to personalized attention to students and other adult learners. With consistent business growth, we have increased the number of support staff positions to provide better customer care. They are engaged in student services, marketing, continuing education, financial operations, human resources, facilities, technology and clerical services. During summer months it has been necessary to bring on temporary help to assist with book orders and material distribution.

Needs Assessment

The support staff has been challenged by rapid growth, increased work load, the need to develop efficiencies and completely overhaul antiquated procedures. The support staff has regular assessment conversations about its work and engages in informational sessions or meetings to ensure staff is knowledgeable and quality service is delivered to students, faculty, staff and customers. The support staff will utilize additional staff through temporary employment as needed. The Vice President for Administration is responsible for support staff operations. We are initiating a more formalized orientation for staff to help ensure they are confident in our mission, history, organizational structure and norms. Additionally, the President is initiating a thorough review of the Basic Concepts so that all employees have ownership in the defining norms that uphold our restorative culture.

Summary

The IIRP has clearly identified roles and responsibilities for its employees. Job descriptions are in place for faculty and all leadership and staff positions. Clear lines of management are drawn (see Organizational Chart). Evaluation procedures are clearly communicated and are internalized throughout the institute. Faculty and staff meet on a regular basis throughout the year with their respective supervisors to assess progress on goals, work within the team and work-related tasks. An annual written evaluation is completed by the faculty or staff member and reviewed with the supervisor. Goals are established for the upcoming year.

Library Unit Plan

AY 2014-2015 to AY 2019-2020

The mission of the Library Unit is to support the work of the students and faculty of the IIRP Graduate School as guided by the school's mission and curriculum. This includes coursework, research projects and faculty research. This unit supports Strategic Goal 1 (The IIRP will provide a robust hybrid and online curriculum that expands learning opportunities and interest in restorative practices at a graduate school level).

The Library Unit serves IIRP students, faculty and staff, and the larger academic and non-academic community interested in restorative practices.

Objective 1: Create appropriate informational resources to support the IIRP's move into online and blended course offerings.

Strategic Objective 1.1.

Actions

- Create an "embedded librarian" module for Moodle, for raising student consciousness of and access to Librarian services; to be tested initially in RP 610 and deployed later in other courses. Fall 2017.
- Evaluate and adopt OpenAthens, Shibboleth or comparable product as a single-login tool to enable remote access for students and faculty to digital academic research content from a variety of publishers. Fall 2017. (\$6,000/year.)
- Following single-login product acquisition (above), test/purchase APA Style Central online tools suite to support students and faculty competency in APA writing guidelines. Spring 2018. (\$5,500/year.)
- Research, test and acquire tools for integrating e-books for student and faculty use into the current EOS library catalog system; once in place, begin planning segue from print to electronic book acquisitions. Spring 2018. (\$2,000/year.)
- Continue monitoring EBSCO and other information service vendors for research products that are relevant to the needs of the IIRP Graduate School; make recommendations to faculty and staff, test and acquire new resources as appropriate, and create support tools relevant to IIRP users. Ongoing. (\$8,000/year.)
- In conjunction with the Marketing Director, continue to develop and promote the Library webpage as a comprehensive gateway to research information resources for IIRP students, faculty, staff and external researchers. Ongoing.
- Establish budget funds for acquiring research documents needed by faculty and staff not available gratis via interlibrary loan. Fall 2017. (\$500/year.)

- Each fall and spring, the Librarian will attend one workshop or conference on emerging online technologies or teaching best practices to identify appropriate additions or changes to IIRP library services. (\$2,000/year.)

Measures

- Availability via online tools on Library website and/or student/faculty portals
- COW and Faculty meeting minutes
- EOS library catalog analytics
- Database use analytics from external vendors
- Data from Intermediate and Exiting Student surveys, plus informal student and faculty feedback
- Moodle and Library website pageviews
- Workshop attendance certificates in Librarian's Human Resource file

Objective 2: The IIRP course learning goals and program goals will include information literacy components so that assessment of student achievement of information assessment goals occurs annually.

Strategic Objective 1.1.**Actions**

- Librarian will continue working with Faculty to evaluate course rubrics and other assessment tools to ensure that student assignments include research and information literacy components. Ongoing.
- Librarian will update Faculty on emerging trends and best practices in information literacy in higher education as articulated by the Association of College and Research Libraries. Ongoing.
- Add section on information literacy-related topics (evaluating academic resources, research ethics, plagiarism, copyright, etc.) to Library webpage. Spring 2017.

Measures

- Faculty meeting minutes
- Library website pageviews
- Learning goal report

Ongoing Needs Assessment

The Library Unit needs to continue to solicit useful feedback from faculty, students and staff. The Librarian has consulted with the Institutional Research Analyst to update benchmarks for library-related questions on student surveys and will monitor these responses over time. In addition, we should cultivate more immediate feedback (both formal and informal) in order to best address user needs and issues in library services, and to establish a collaborative, user-driven resource- and collection-development model.

The Library must work in tandem with Administration as office space at 531 Main Street is renovated to accommodate the growth of our organization. Future reconfiguration will potentially entail costs for rearranging the Library physical space and replacement of current shelving for books, journals and AV materials. Timetable and prices TBD.

Strategic Indicators

- Intermediate and Exiting Student Survey data

Technology Unit Plan

AY 2014-2015 to AY 2019-2020

The Technology Unit helps the IIRP Graduate School fulfill its daily functions and achieve its institutional goals through the implementation and maintenance of its information technology infrastructure, including hardware, applications, databases and websites, and supporting those who use this technology, including students, faculty, staff and administration.

We seek to provide an IT infrastructure that:

- can respond quickly to business needs and environmental changes
- assures the security and privacy of information
- can withstand changes in staffing
- is cost-effective and efficient
- facilitates productivity, creativity and learning

We also seek to increase people's capacity to use technology for work and learning. In our interactions, we seek to empower, educate, listen to and be responsive to the needs of IIRP students, faculty, staff, affiliates and customers and uphold restorative practice principles in our daily operations. We aim to keep current on technology trends and to make use of new technologies, when appropriate, to better support the IIRP's mission and optimize the learning experience for its students.

Our unit serves students, faculty, staff and administration of the Graduate School.

Objective 1: Students' online experiences are characterized by a greater degree of usability and engagement.

Strategic Objective 1.1

Actions

- Schedule demos with Moodle hosting vendors in Fall 2017 to find a host that allows for greater customizability of the interface and better customer support. Make a recommendation for Moodle hosting for approval by COW by Spring 2018.
- Work with Librarian on implementing OpenAthens for access to library resources. Determine viability of using for single sign-on to improve the student/faculty experience of accessing the student/faculty portal, Moodle and library subscription services. Possibly implement in AY 2017/18.
- In Spring 2018, review implications of offering Office 365 to students with Provost (e.g., Would all students get it or just matriculated? What help desk issues would there be?).

Measures

- Benchmarks for student survey question related to technology and online learning
- Informal feedback from students and staff

Objective 2: The IIRP's information systems and key institutional data are easily accessible to faculty, staff, administration, trustees and others where appropriate.

Strategic Objective 3.2**Actions**

- In Fall 2017, teach employees to use the new intranet and document management system.
- In Fall 2017, begin second iteration of developing the intranet and document management system, including selecting secondary features (e.g., calendaring, collaboration tools, business analytics).
- In Spring 2018 and Summer 2018, teach employees to use newly implemented features in the intranet and document management system.

Measures

- Informal feedback on ease of information access
- Frequency and content of support calls related to using information systems
- Evidence of institutional data being used to make decisions
- Evidence of a decreased number of steps to access information or complete related tasks

Objective 3: Improve technology infrastructure.

Strategic Objective 3.2**Actions**

- Throughout AY 2017/18 and possibly into AY 2018/19, engage with Provost on direction of Technology Unit and strategic planning for technology infrastructure, in consideration of current and desired business processes. Determine the feasibility of continuing to use current software solutions, particularly those built in FileMaker, and make decisions about investigating other software solutions that might integrate better with all business areas (i.e., financial, research, HR, event management, customer relation management).

- Depending on decisions made during this process, develop an implementation plan in AY 2018/19, to be carried out in AY 2018/19, AY 2019/20, and likely into AY 2020/21.
- In Spring 2018, before biannual budget meeting, review server infrastructure Summer 2017.
- Maintain Mac OS on yearly schedule.
- Plan for Windows OS end of life: Windows 7 end of life January 2020, needs to be migrated in 2019; Windows Server 2008 ends 2020.

Measures

- OS update procedure put in place
- Evidence of OS updates
- Evidence of scheduled downtime and server maintenance completed (Are schedules being followed?)
- Decisions about which potential software solutions to investigate

Objective 4: Support faculty and staff in building competencies in using technology to improve efficiency and effectiveness.

Strategic Objective 3.1

Actions

- On an ongoing basis, identify competencies important to the continual education of staff, e.g., sort/tally in Excel, collaborate in Word, set up screens using Zoom, track projects, work in teams, identify spam/phishing/malware.
- Identify and work with individuals who can teach these competencies, within their own units and with staff in other units.
- Schedule open office hours for teaching sessions on specific topics over Zoom.
- Develop tutorials as needed.

Measures

- Teaching sessions held
- Increased adoption of Office 365 platform, measurable through Office 365 logs
- Reduced technical support requests

Administrative Unit Plan

AY 2014-2015 to AY 2019-2020

The overarching goal of the Administrative Unit is to provide excellent fiscal and support services to all students, faculty and staff in the Graduate School in a restorative manner.

Our unit serves students, faculty and staff in the Graduate School.

Objective 1: IIRP staff develop distributed leadership models to communicate and promote our work culture by AY 2017-18.

Strategic Objectives 5.1 and 5.2.

Actions

- Develop orientation program with distributed responsibilities that develop social networks for new employees.
- Develop refreshers for staff that reaffirm mission, norms, basic concepts and rituals.
- Staff participate in skill-building sessions to improve supervision, customer relations, feedback and peer relations.
- Revise and update Mission Awareness survey by March 2019.

Measures

- Mission Awareness survey
- Noted education dates

Objective 2: Meet 90% satisfactory rates on student responses to registration experience.

Strategic Objectives 3.1 and 4.1.

Actions

- Provide oversight of all marketing materials and recruitment efforts, and provide suggestions to language modifications on the website to ensure accuracy of Graduate School promotions.
- Regular Unit meetings (every six to eight weeks within the Student Services Unit) / storytelling for collaborative and collective learning.

Revised 9/1/2017

Measures

- Entering Student Survey responses to “Online registration” and “Answers to your questions”

Objective 3: Develop SharePoint website so staff can access data and documents efficiently, without assistance, by July 2018.**Strategic Objective 3.2.****Actions**

- Interview directors and data keepers to discover document needs.
- Revisit and revise retention processes schedule. Integrate Document Retention policy into workflow.
- Develop workflow processes to be sure the right people get the right information at the right time.
- Educate faculty and staff in SharePoint.
- Approval of revised Document Retention Policy and Schedule by Board of Trustees.

Measures

- IIRP employees have access to SharePoint
- Through evaluation and training records, monitor faculty and staff education

Objective 4: Develop Trainer Portal to ensure professional development curriculum delivered with fidelity by September 2018.**Strategic Goals 3 and 4.****Actions**

- Survey licensed trainers to get feedback in how to improve Trainer Portal.
- Create communication stream to build relationships and comfort using portal.
- Develop methods of material distribution, event notification and evaluation reporting for trainers.
- Connect portal to book sales to measure activity of licensed trainers.
- Conduct professional development via webinars within the portal.
- Build upon this portal to develop and integrate the Student/Learner Portal.

Measures

- New portal administered on SharePoint system
- 100% of licensed trainers have access to Trainer Portal

Objective 5: Conceive a learner portal with single sign-on and streamlined navigation that accommodates the growing number of distance learners.

Strategic Objectives 3.2 and 4.1.

Action

- Evaluate feasibility in creating single learner portal, including continuing education, graduate education and trainer of trainings, by July 2018.

Measure

- Determine feasibility of single-learner portal

Objective 6: Develop administration's and staff's capacities to plan and make financially sound decisions.

Strategic Objectives 3.2, 4.1, 4.2, 4.3, 4.4 and 4.5.

Actions

- Improve financial reports by increasing frequency of accounts payable corrections and account reconciliations, and utilizing memorized transactions for accruals.
- Annual budget reflects seasonality of cash flow by AY 2017-18.
- Develop a more efficient way to track and assess trainer sales and activity by AY 2108-19.
- Review break-even costs and pricing strategies for events.

Measures

- Decisions made by the COW and Unit Term reports include use of current and timely financial data
- Budget vs. Actual reports become more useful and reflective of seasonal variances enhancing decision making

Continuing Education Unit Plan

AY 2014-2015 to AY 2019-2020

The overarching goal of the CE unit is to educate the public and professionals about restorative practices aimed at improving the lives and interactions of people to strengthen civil society around the world. This unit primarily supports Strategic Goal 2: The IIRP will advance professional development opportunities that will strengthen civil society and Goal 4: The IIRP will be financially strong.

Our unit serves adult learners by providing professional development. We serve individuals and organizations interested in implementing restorative practices across the U.S. and internationally.

Objective 1: By the end of AY 2017-18, CE unit revenues will total \$3,400,000 and continue to increase by 10% annually.

Strategic Objectives 4.3 and 4.5.

Actions

- Raise \$3,400,000 total revenue with a goal of \$1,200,000 from private events, \$1,800,000 from SaferSanerSchools™ and \$400,000 from customized events (Detroit Project) by AY 2017-18.
- Develop new pricing for whole-district, whole-school and individual packages for customers by AY 2017-18.
- CE staff, with the director of finance, will set licensing fees by AY 2018-19.
- CE staff will attend 3-5 conferences or symposia to promote the SaferSanerSchools™ program to drive sales by AY 2018-19.
- Newly developed products will bring in \$340,000 (Building Campus Community [BCC], Community Health) by AY 2019-20.
- Newly developed projects (BCC, Community Health, Executive Leadership Coaching and Criminal Justice Reform) will provide increased revenue totaling \$617,100 by AY 2020-21.

Measure

- CE Progress Report

Revised 1/19/2018

Objective 2: By the end of AY2018-19, CE staff will ensure that all Professional Development (PD) events and coaching services are competency driven and research informed.

Strategic Objectives 2.1 and 2.2.

Actions

- Explore inquiry processes and ensure support staff are informed and direct potential customers to the appropriate people by AY 2017-18.
- CE will develop, collaboratively with faculty, a competencies skills grid that is aligned to learning objectives for all PD events by end of AY 2017-18.
- CE staff, in collaboration with the Marketing Unit, will update all marketing materials for all events (e.g., webpages, print materials, cost packaging, etc.) by end of AY 2017-18.
- CE staff and faculty will study Randomized Control Trial (RCT) findings and incorporate recommendations to improve PD events and coaching by AY 2018-19.
- Online learning platform to support competency development will be developed with faculty by AY 2018-19.

Measures

- PD events have stated learning outcomes and competencies
- Coaching rubrics will be created

Objective 3: By the end of 2020-21, CE staff will redesign existing services and create new Restorative Practices Intervention (RPI) programs.

Strategic Objectives 2.1, 2.2, 3.3 and 4.3.

Actions

- CE director, with the cabinet, will assess CE staffing model to determine capacity and future needs by AY 2018-19.
- CE staff and faculty will study RCT findings and incorporate recommendations into the SaferSanerSchools™ program by AY 2018-19.
- Logic models will be developed for all programs (SSS, BCC and Community Health) by 2018-2019.
- Educate staff to understand all logic models by 2018-19.
- Develop training and capacity to train and deliver onsite individual and group coaching by AY 2017-18.

- Pilot coaching services in AY 2017-18.
- Pilot executive leadership coaching by AY 2018-19.
- Collaborate with faculty to revise Leadership PD event by AY 2018-19.
- Select CE instructors will be trained for new leadership event by AY 2018-19.
- Community Health pilots in Detroit by AY 2018-19 and a second city by AY 2019-20.
- Select instructors trained to facilitate BCC by AY 2019-20.
- BCC program pilots at two institutions of higher education by AY 2019-20.
- Improved justice curriculum developed with faculty by AY 2020-21.

Measure

- Coaching rubrics will be created

Objective 4: By the end of AY 2019-20, CE staff will create plans to ensure high quality standards for all products, services and programs.

Strategic Objectives 2.2 and 3.2.

Actions

- CE staff, faculty and IIRP Michigan Regional Representative will draft an evaluation plan for the Toward a Restorative City (Detroit) project to be included in the pilot by AY 2018-19.
- CE staff and faculty will draft a QA plan for CE instructors by AY 2018-19 and develop a rubric to guide instructors by AY 2019-20.
- Launch Customer Relation Management (CRM) system by AY 2019-20.
- CE staff and faculty will draft an evaluation plan for BCC to be included in the pilot at two institutions of higher education by AY 2019-20.

Measures

- All evaluation plans include process and outcome components
- All evaluation plans articulate appropriate data sources and collection procedures
- QA efforts will be implemented

Ongoing Needs Assessment

The CE Unit will focus attention on three priorities over AY 2017– 2020:

- 1) Expand and grow revenue through new development.
- 2) Ensure high quality standards for everything we deliver in products, services and programs.
- 3) Develop RPI models that are research tested and effect interpersonal and intrapersonal competencies, institutional processes, community factors and public policy.

Development Unit Plan

AY 2014-2015 to AY 2019-2020

The IIRP Development Unit exists to develop additional funding for IIRP Graduate School academic programs, research and scholarships. We accomplish this by cultivating relationships with alumni, donors and potential donors. This unit supports Strategic Goal 4 (The IIRP will be financially strong) and Objective 4.4 (An endowment of \$500,000 will be established by 2022).

Development stewards relationships with IIRP alumni and charitable donors and communicates with individuals and organizations that might have interest and ability to support the mission and further growth of the IIRP Graduate School.

Objective 1: Establish a legal Endowment of \$500,000 by 2022.

Strategic Objective 4.4.

Actions

- Education for leadership in options for building, managing and dispersing endowments. AY 2016-2017.
- Endowment Committee defines parameters and partners for establishing endowment. AY 2016-2017.
- Endowment legally established. AY 2017-2018.
(Estimated \$2,000 legal fees; management fee of 2% endowment value.)
- Solicitation materials oriented for endowment. AY 2017-2018.
- Public kickoff event for endowment when 40-50% pledged. AY 2018-2019.
(Additional Expense: \$3,000 event logistics.)

Measures

- Vice President meeting with individuals and firms managing endowments
- Fundraising policies suggested by COW and approved by President and trustees
- Endowment approved by President and trustees
- Endowment visible on IIRP website and solicitations
- \$200,000 pledged towards endowment

Objective 2: Receive 25 commitments for planned giving by 2022 to ensure a legacy and continuing growth of the IIRP endowment.

Strategic Objective 4.4.

Actions

- Advancement & Relations Manager will attend training in planned giving. AY 2016-2017. (Additional Expense: \$3,000 professional development.)
- Planned Giving and Legacy Policy presented to IIRP Trustees for approval. AY 2017-2018. (Additional Expense: \$2000 legal review.)
- Solicitation materials developed. AY 2017-2018. (Additional Expense: \$1,000 design fees.)
- Trustees educated in fundraising and primed on planned giving. AY 2017-2018.
- Educate potential planned giving donors. AY 2017-2018. (Additional Expense: \$3,000 for consultation fees from estate-planning professionals.)

Measures

- Attendance at planned giving trainings
- Policy reviewed and approved
- Planned giving options visible on website and solicitations
- Trustee minutes
- Meetings with potential planned givers

Objective 3: Cultivation of 20 major donor prospects.

Strategic Objective 4.4.

Actions

- Donor Research. AY 2017-2018. (Additional Expense: \$3,000/year.)
- Develop cultivation plans for donors of \$1,000+ and key prospects. AY 2017-2018.
- Donors giving more than \$2,000 and key prospects visited annually. AY 2017-2018. (Additional Expense: \$2,500/year for travel and expenses.)

Measures

- Donor profiles of prospects
- Number of donors with cultivation actions in Donor Perfect

- Cultivation actions in Donor Perfect

Objective 4: 20% of alumni donate annually.

Strategic Objective 4.4.

Actions

- Alumni volunteers recruited to reach out to other alum and potential donors. AY 2017-2018.
- Transition Pay-It-Forward contributions into Endowment. AY 2018-2019.

Measures

- Alumni news reflect more alumni students
- Update webpages seeking gifts

Marketing Unit Plan

AY 2014-2015 to AY 2019-2020

The Marketing Unit exists to recruit and retain qualified graduate students and adult learners by creating and disseminating engaging content that drives interest in the services that IIRP provides, in order to meet enrollment, attendance, financial, and brand positioning goals. This unit supports Strategic Goal 1 (The IIRP will provide a robust hybrid and online curriculum that expands learning opportunities and interest in restorative practices at a graduate school level), Strategic Goal 2 (The IIRP will advance professional development opportunities that will strengthen civil society) and Strategic Goal 4 (The IIRP will be financially strong).

Our unit serves the entire IIRP organization by providing thoughtful marketing strategy and expertise. We also serve segments of the public and adult learners who want to further their knowledge in the field of restorative practices by providing useful and actionable information.

Objective 1: Increase first-term cohort by 15% annually.

Strategic Objectives 1.2, 3.3 and 4.1.

Actions

- Test targeted Facebook ad and Google AdWord campaigns highlighting Grad School programs in Pennsylvania, Maryland, North Carolina, Kentucky, Georgia, Michigan and California. Deploy Spring 2018. (\$7,000/year.)
- Develop a network of recruiters and a strategic pitch for the Grad School at potential hot spot locations and events. Spring 2018. (\$8,000/year.)
- By Fall 2017, develop survey or process to communicate with inquiry/prospective students (portals more than 12 months old, but no action) to better understand the barriers to graduate school and to re-direct marketing efforts toward a strategy that more efficiently guides these students back toward the Grad School.
- Task and support affiliates to recruit 6 grad students each by AY 2018-19.
- Develop “restorative journey” campaign / language / video to help trainers promote additional educational opportunities at events by March 2018 event season. (\$2,000/year.)
- Utilize a CRM system to segment individuals into “buckets” based on specific criteria and past experiences with the IIRP, allowing us to refine our messaging to each group. Deploy in Spring 2019. (\$7,000/year.)

Measures

- Advertising Report
- Students and Credits by Term

9/1/2017

- Insights on Facebook Ad Campaigns

Objective 2: Increase paid attendance at public events by 10% annually.

Strategic Objectives 2.1, 3.2 and 4.2.

Actions

- Identify three new U.S. markets per year and create "Market Overviews" that outline communication strategy and messaging to reach target demographics in each region. Establish process for creating overview by April 2018 for use in scheduling events in Fall 2018. (\$5,000/year.)
- Work with international affiliates to identify most relevant messaging and best way to position BRP events in their region. Set regional goals for the number of BRP events per year. First meeting at Bethlehem 2017.
- Identify two national professional associations per year and deploy a targeted campaign to members, highlighting benefits of PD events. Begin AY 2018-2019 (\$6,000/year.)

Measures

- PD Report by Term
- Communications Report
- Facebook Insights

Objective 3: Increase private event days 10% annually.

Strategic Goal 2 to Strategic Objective 4.5

Actions

- Rebrand and revise promotional materials for SSS by Summer 2018. (\$4,000.)
- Work with Director of Continuing Education to develop a video contest that highlights the benefits and successes of the WSC program. Open to all schools who have been a part of SSS. Fall 2018.

Measures

- PD Report by Term
- Annual Continuing Education Unit Report

Objective 4: Increase new-to-IIRP attendees at conferences by 20% annually.

Strategic Goal 1 and Strategic Objectives 2.2 and 3.1

Actions

- Develop and parse out a digital marketing kit for partners of international conferences. February 2017.
- Create incentive campaign for group signups to encourage “team” attendance at conferences. Deploy for Bethlehem 2017 conference.
- Design and deploy targeted Facebook ad campaigns to individuals interested in conference theme no later than 3 months before conference. Begin with Detroit 2018 (\$5,000.)

Measures

- Annual number of first-time attendees at the conferences
- Facebook Insight Analytics on ad campaigns

Objective 5: Boost digital presence to increase IIRP.edu website pageviews by 15% annually.

Strategic Objectives 4.1, 4.2, 4.5, and 5.2

Actions

- Launch Instagram account by May 2017 that features inspirational images and short form video content. (\$2,000.)
- Develop a high quality storytelling project by 2018 that clearly defines restorative practices and its benefits in an engaging and compelling way. (Examples: In-a-Nutshell video, Dan Archer, etc.) (\$10,000.)
- Establish and present a compelling proposal for a podcast or vlog series that highlights all aspects of the IIRP and promotes restorative practices as an emerging social science. December 2017.
- Develop President’s LinkedIn articles into featured “President’s Blog” segment on the news page to drive traffic. July 2017.

Measures

- Google analytics for iirp.edu: pageviews, sessions and traffic sources
- Google analytics: sources that link to international graduate education page

- Monitor social media analytics for continual growth (Facebook, Twitter, LinkedIn, YouTube, Instagram)

Ongoing Needs Assessment

The Marketing Unit will need to spend time analyzing our student recruitment funnel to gain a better understanding of how many inquiries we are receiving, how long it takes for them to enroll, what percentage of prospects we can expect to enroll from our Delve Deeper Campaign / Evaluations, and why we lose students from prospect to enrollment.

It is also important for our unit to better understand the trends of adult learners in deciding to attend graduate school so that our communications and marketing efforts are more effective.

Strategic Indicators

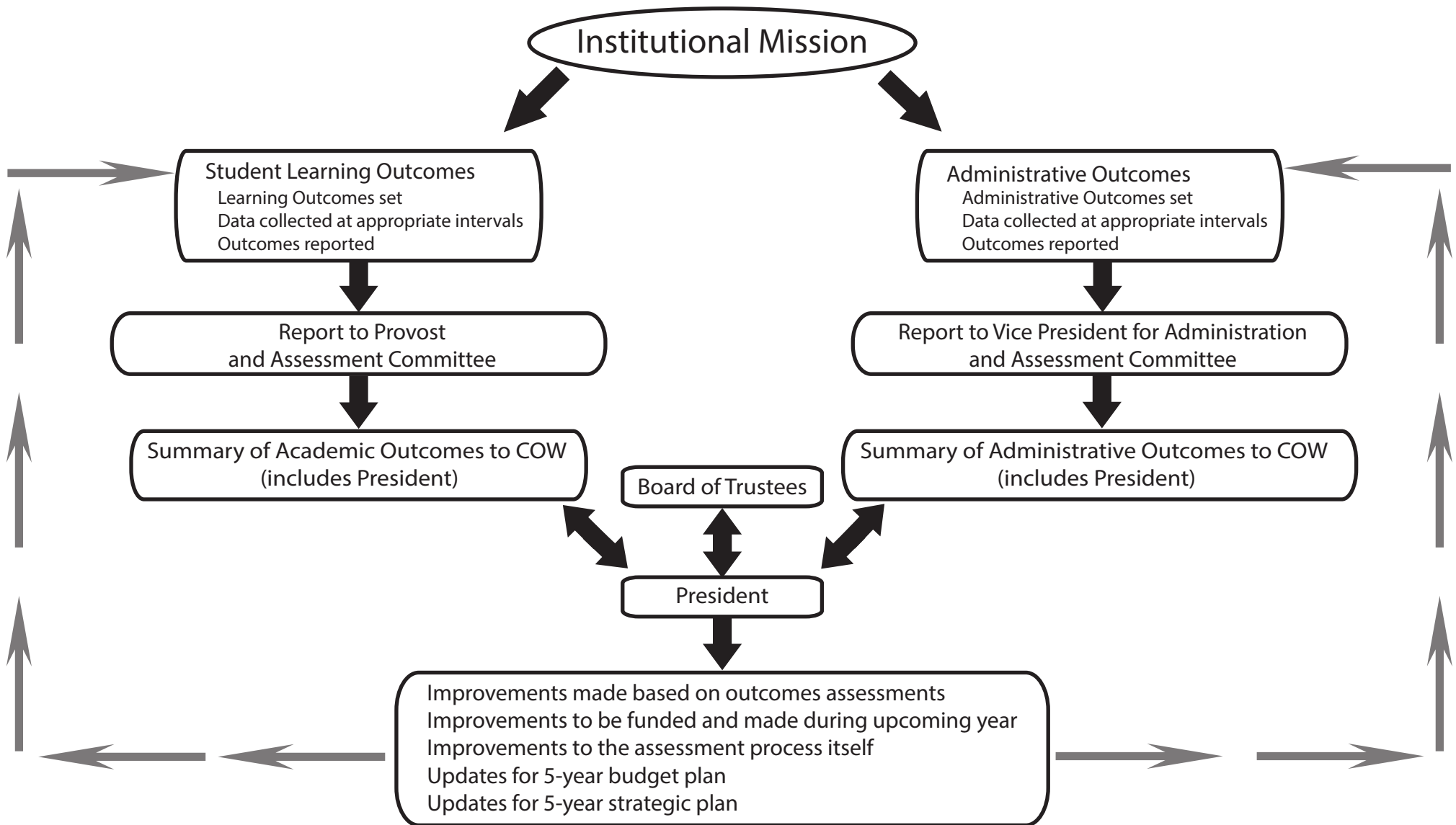
- Students and Credits by Term

Appendix C

Assessment Activity Flow Chart and Assessment Timeline



Assessment Activity Flow Chart



Assessment Timeline

- 9/30/2017** Review summer student survey results from the entering student survey and the course improvement forms. Review the summer learning matrix reports and the grade reports.
- 10/31/2017** Review the annual aggregates of the student survey results from the academic year (entering, intermediate, exit, alumni, and discontinuing). Review the aggregate learning matrix and grade reports. Review the program goals report. Review the Data Book.
- 11/30/2017** Annual Factbook compiled with new data and sent to Assessment Committee.
- 12/15/2017** Assessment Committee reviews the annual unit assessment reports.
- 12/15/2017** Annual review of Assessment Plan by Assessment Committee.
- 2/1/2018** President informs Board meetings at annual meeting decisions resulting from summary report of administrative and student outcomes.
- 2/1/2018** All appropriate administrative units or faculty review assessments, confirm funding priorities for the upcoming year and meet with Director of Finance who is preparing the budget.
- 2/1/2018** Review fall student survey results from the entering student survey and the course improvement forms. Review the fall learning matrix reports and the grade reports.
- 4/22/2018** Budget presented to Board.
- 4/25/2018** Board formally updates Strategic Plan.
- 7/6/2018** Review spring student survey results from the entering student survey and the course improvement forms. Review the spring learning matrix reports and the grade reports.
- 10/1/2018** Send notice to units to complete annual unit assessment report to be sent to Provost, Vice President and Assessment Committee chair.
- 10/1/2018** All appropriate administrative units or faculty review assessments, confirm funding priorities for the upcoming year and meet with Director of Finance who is preparing the budget.
- 11/15/2018** Units complete annual unit assessment report to be sent to Provost, Vice President and Assessment Committee Chair.
- 12/1/2018** Assessment Committee reviews the Factbook.

Appendix D

Fall 2017 Learning Matrix Report for RP 500 Basic Restorative Practices



Learning Matrices Report by Course Title

Fall 2017 — RP 500

Learning Outcomes Instructor Chose to Assess

	Avg. Percent	Inst. Lrng. Goals	Prog. Goals	Course Lrng. Objcs.
Apply the IIRP mission to their own practice.	98.4 %	1,3,4	1	1.1
Distinguish the varying principles and applications of restorative practices.	96.8 %	1,2,5	2	2.1
Assimilate their learning and reflect on the main themes of the course and the impact on their thinking and practice.	92.8 %	1,2,3,4,5	1,2,3	?