

**Haverford College
Institutional Effectiveness Committee
2016-17**

Agenda

The IEC leadership team will meet regularly to coordinate, support, and monitor the activities of the individual working groups. The Working Groups will convene as their projects dictate. Each includes a designated Chair, and a member of IEC leadership. All Working Groups are encouraged to involve and consult others as appropriate.

Richard Freedman, Professor of Music, Associate Provost, IEC Chair
Cathy Fennell, Director of Institutional Research, IEC Co-Vice Chair
Jesse Lytle, Vice President and Chief of Staff, IEC Co-Vice Chair
Marta Bartholomew, Assistant Provost
Phil Bean, Associate Dean of the College, Dean of Academic Affairs
Franklyn Cantor, Special Assistant to the President
Deb Fullam, Associate VP and Controller
Kevin Iglesias, Assistant Director of IR
Jim Keane, Registrar
Ken Koltun-Fromm, Professor of Religion
Michael Martinez, Dean of First-Year Students
Maud McInerney, Associate Professor of English
Phil Meneely, Professor of Biology, Educational Policy Committee Chair
Rob Scarrow, Professor of Chemistry, Faculty Affairs and Planning Committee (or delegate)
Jeff Tecosky-Feldman, Sr. Lecturer in Mathematics, Dir. Multicultural Scholars and Chesick Programs
Kelly Wilcox, Associate Dean of the College and Dean for Learning Resources

Working Group 1: The Visible Curriculum

- Rich Freedman, Associate Provost, IEC Chair, WG Chair
- Phil Meneely, EPC Chair
- Jim Keane, Registrar

This Working Group is charged with two distinct projects--the College Catalog and a Curriculum Viewer, and those involved in an advisory capacity will vary.

Project 1A: The College Catalog

- In the spring and summer of 2016 a team from the Provost's Office and Communications articulated an interim workflow for review, correction, and publication of the College Catalog, including academic regulations and academic program descriptions.
- We divided responsibilities for this work between an 'academic' team responsible for review of content (Associate Provost, Associate Dean, plus chairs and coordinators) and a 'production' team (Communications staff and the Registrar). These teams worked in conjunction with a free-lance consulting editor (Susan Turkel) using a series of shared, templated documents (see linked resources below). The revised College Catalog was published August 19, 2016 in both web and print/pdf formats.
- **This year we need to design and implement a sustainable system for the preserving, updating, and publishing this information for future years.** Steps include:

- Consultation with EPC and the Faculty about how the Catalog is meeting the needs of students and advisors (Faculty and Deans), and what needs to be changed about the scope and presentation of the latest version
 - Review of lessons learned from Summer 2016 about the workflows we have invented (and how to streamline them)
 - Archiving of 'best text' from 2016-17 for future reference and re-use in subsequent editions (and publication as 'effective dated' copy for use by students, faculty, and advisors)
 - Design, development, and implementation of sustainable process for subsequent editions (including better integration with Bionic content), including identification of the resources needed to make this happen in a timely way
- All information and work for the College Catalog project is here: https://sites.google.com/a/haverford.edu/haverford_catalog/home

Project 1B: Curriculum Viewer

- In 2015-16 members of IEC (plus a few 'friends of the court' assembled various notes on what an enhanced course search engine might look like, including various modes of searching, sifting, and saving courses of interest by faculty, students, and deans. The resource is imagined as a tool for discovery of interests, the identification of affinities, and the place of networks of courses in the various credentials (majors, minors, concentrations) offered by the College.
- **In 2016-17 we propose a series of steps to advance this work, with the aim of launching a free-standing web application in the spring of this coming year.** We will gather a small group of faculty (members of EPC, plus some others with declared interests in this sort of data-driven work), the Registrar, some students, and Susan Turkel (a free-lance editor and meta-data librarian).
- In the course of our work we will consider questions including:
 - How are courses connected with each other? As part of credentialed 'streams' like majors, minors, etc? As networks of learning or knowing?
 - How do we want to organize the curriculum? In relation to disciplines? In relation to "problems?" In relation to the libraries? Something beyond the gates? At other schools?
- Last year we outlined many different aspects of the project, including users, data, and systems for presenting data about the curriculum:
 - What do faculty (as underclass advisors, as major advisors) need to do with a catalog?
 - How might the catalog relate to the 'trail' of advice given by various mentors?
 - What do chairs, program coordinators need?
 - Committee members and admin types?
 - What do students want to do? As Year 1-2? As Year 3-4?
 - What to prospective students needs to do with the catalog?
- In January 2016 Freedman, Keane, and Meneely detailed a number of specific tasks as next steps, including
 - Curation of Bionic course data (by Faculty)
 - Formulation of a set of meta-data tags, with new possibilities for "Cross-Lists" "Credentials" and "Affinities" in various ways.
 - Creation of a dynamic and flexible system for harvesting the Bionic data and presenting it on the web using "NotBionic" web app (open source) created by Casey Falk (HC '16).
- **We now also propose the following steps this year:**

- Freedman to work with Registrar, EPC, and a select group of Faculty from different divisions (plus technical consultants) to develop a dynamic 'viewer' for the curriculum, including faceted searching, user accounts for saved lists, etc. Tentative list of 'volunteers' to include:
 - Ben Le
 - Bret Mulligan
 - Jim Keane
 - Josh Schrier
 - Sorelle Friedler
 - Student TBD (from EPC)
 - Susan Turkel (editor and meta-data librarian consultant)
 - Phil Bean
 - Krista Oldham
 - Chris Mills

- We would also like to encourage the development of the resource as a tool for advising, curricular development, and institutional research.

- All information and work for the Curriculum Viewer is archived here: <https://sites.google.com/a/haverford.edu/visible-curriculum/home>

Working Group 2: Academic Advising

- Phil Bean, Associate Dean of the College, Dean of Academic Affairs - WG Chair
- Rich Freedman (IEC)
- Marta Bartholomew, Assistant Provost
- Ken Koltun-Fromm, Professor of Religion
- Michael Martinez, Dean of First-Year Students
- Maud McInerney, Associate Professor of English, next EPC Chair
- Jeff Tecosky-Feldman, Sr. Lecturer in Mathematics, Dir. Multicultural Scholars and Chesick Programs
- Rob Scarrow, Professor of Chemistry, Faculty Affairs and Planning Committee (or delegate)
- Kelly Wilcox, Associate Dean of the College and Dean for Learning Resources

The strategic plan, the Middle States response to our 2015 PRR, and the recent Departmental Assessment Plan (DAP) exercise identified advising as an aspect of the Haverford experience deserving collaborative attention. For our next self study, we must document compliance with the new MSCHE Standard IV on Support for the Student Experience. The IEC Academic Advising working group is charged with the following:

- Explore the questions: What are our goals for academic advising? How do we help students achieve our institutional goals (the Goals and Aspirations of a Haverford Education) through effective advising? <https://www.haverford.edu/president/institutional-effectiveness/assessment#sla>

- Review our advising system as a whole, reflecting on the academic advising experience for students and their advisors.

- How are we certain that advising is:
 - Accurate (aligned with College policy and requirements)
 - Timely (cognizant of critical course selections that permit or exclude subsequent options)
 - Actionable (connected with clear choices, alternatives, or pathways that students can pursue)

- Durable and shared (What information support is needed for more effective advising? (related to visible curriculum and BIONIC enhancement, above))
- Produce a deliverable which documents the interacting components, spheres of responsibility, and student points of contact (required or encouraged) within the comprehensive system. The intention is to convey our process to a new community member or others unfamiliar with our advising system. (Refer to the Middle States document roadmap for Standard IV.)

Working Group 3: Retention

- Phil Bean, Dean's Office, CSSP, WG Chair
- Jesse Lytle, Vice President and Chief of Staff, IEC Co-Vice Chair,
- Kevin Iglesias, Assistant Director of IR
- Jim Keane, Registrar

In light of the changing demographics of our student population, the Working Group is charged with an initial exploration of student retention trends and factors for further consideration. Analysis could include

- Retention/graduation by race/ethnicity, first-generation, and other factors (financial aid/Chesick?)
- Patterns in attrition (numbers/destinations for transfers, College leave)
- Patterns in Dean's leave (numbers, timing of leave point and return point, academic/non-academic reason, conversion of Dean's Leave to College leave, impact on graduation rate)
- Patterns in College leave (numbers, demographics, majors)
- Gateway classes (Bio 200; Chem 111...) grades and DL correlation?
- Patterns in academic warning and attrition
- Analysis of transfer outs (relationship to course selection patterns, and course location)

This diagnostic exploration could be the basis for future discussions and interpretations with faculty and admissions/communications officers, and inform the Advising WG.

Working Group 4: Student Learning Assessment

- Rich Freedman, Associate Provost, IEC Chair, WG Chair
- Phil Meneely, EPC Chair

Part A: Creation of a system for the direct assessment of General Education

- EPC will discuss the results of the General Education assessment project when it convenes again in September. They will review the process, the rubrics, the way we select classes for inclusion in the General Education report, and what sorts of questions we might want to ask of departments and divisions as a result of the patterns we notice.
- We will find ways to publish the General Education rubrics, and how we use them (so that students can understand our most general expectations for their education. (See notes on Catalog above.)
- EPC will also need to articulate (no matter the outcome of discussion about changes to the General Education requirements) clear connections between our Institutional Learning Goals (approved 2010), the MSCHE "proficiencies" (Written Expression, Oral Expression, etc), and any General Education requirements in force during the coming year. Faculty will need to endorse these correspondences, which translate local priorities and practices for external audiences.
- Academic leadership (EPC, FAPC, and the Provosts) will in turn need to discuss, assign, and document responsibility for the ongoing assessment of General Education as the system is finalized.

- EPC will put before the Faculty a specific proposal to formalize the Assessment system for General Education (revised as needed to meet their approval).
- All general education assessment work from 2015-16 is assembled here: <https://sites.google.com/a/haverford.edu/haverford-assessment/>

Part B: Creation of a system for the direct assessment of learning in all programs and departments via Capstone experiences.

- EPC will discuss the results of the Capstone assessment project when it convenes again in September. They will review the process, the rubrics, and what sorts of questions we might want to ask of departments and divisions as a result of the patterns we notice.
- EPC will then put before the Faculty a specific proposal to formalize the Capstone Assessment system (revised as needed to meet their approval).
- We will find ways to publish the Senior Capstone rubrics, and how we use them (so that students can understand disciplinary expectations in somewhat generalized terms (See notes on Catalog above.)
- All senior capstone assessment work from 2015-16 is assembled here: <https://sites.google.com/a/haverford.edu/haverford-assessment/>

Working Group 5: Institutional Effectiveness

- Cathy Fennell, Director of IR, IEC Co-Vice Chair, WG Chair
- Deb Fullam, Associate VP and Controller
- Kevin Iglesias, Assistant Director of IR
- Jesse Lytle, Vice President and Chief of Staff, IEC Co-Vice Chair

Creation and documentation of a systematic approach to Institutional Effectiveness (IE)

- Units and divisions will revise appropriate strategic goals and objectives for 2016-17 based on the institutional priorities identified by Senior Staff in August, and begin the implementation phase of the first full IE cycle, which will include an assessment plan report (May-July 2017).
- Over 2016-17, IE system development will focus on refining unit reporting expectations to include notation of links to next level up, and to the Strategic Plan. We also will build in the identification of resource impact and source (existing budget/new allocation).
- In consultation with the Associate VP and Controller, budget request forms for FY18 will be modified to invite department heads to support new budget requests with insights derived from the various forms of evaluation and assessment in which they have been engaged.
- The budget process website will more fully describe the integration of assessment, planning, and budgeting, i.e. how the budget process is designed to direct resources toward areas of demonstrated institutional need and opportunity. The IE website will be updated to include a description of this system.

Working Group 6: Communication, Data, and Transparency

- Franklyn Cantor, Special Assistant to the President, WG Chair
- Jesse Lytle, Vice President and Chief of Staff, IEC Co-Vice Chair
- Cathy Fennell, Director of IR, IEC Co-Vice Chair

- Implement a robust and centralized web-based alumni outcome portal, in concert with departments, Provost's Office, CCPA, and IR.
- Ensure accurate data collection, stewardship, and reporting for student and employee demographic data.
- Update the IE website to reflect the revised IE system.
- Explore and prepare appropriate documentation reflecting our formal system of student complaint, in compliance with MSCHE requirements.

Working Group 7: Monitoring Report Preparation and Submission

- Cathy Fennell, Director of IR, IEC Co-Vice Chair, WG Chair
- Richard Freedman, Associate Provost, IEC Chair
- Jesse Lytle, Vice President and Chief of Staff, IEC Co-Vice Chair

- Due April 1, 2017
- The document roadmap to old Standards 7 & 14 will provide a guiding framework
- Our 30 page Follow-up Report is to include:
 - Title page
 - Introduction with verbatim request (5 pages max)
 - **Substantive narrative and analysis--honest and forthright appraisal of the improvements the institution has put into place to address each** relevant requirement of affiliation, **standard for accreditation** or other issue. **Include evidence and documentation** to support all assertions, with specific references to evidence in appendices. 10 pages per standard.
 - Conclusion- **describe how improvements in place will be sustained** to ensure continuing compliance (5 page max)
 - Appendices (100 page limit)
- Electronic submission.
- The report will be read by the MSCHE Staff, peer reviewers/visitors.
- Small team visit may follow.