Haverford College
Institutional Effectiveness Committee
2017-18
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
Stephanie Bursese, Philadelphia Area Creative Collaboratives Program Manager
Phil Bean, Dean of Academic Affairs
Franklyn Cantor, Special Assistant to the President
Heather Curl, Assistant Director, Chesick Scholars Program
Brian Cuzzolina, Interim Director of Office of Academic Resources
Martha Denney, Dean of the College
Raquel Esteves-Joyce, Interim Assistant Director for Academic Resources
Noemi Fernandez, Program Manager for the Hurford Center for the Arts and Humanities
Ann Figueredo, Vice President for Institutional Advancement
Megan Fitch, Chief Information Officer
Deb Fullam, Associate VP and Controller
Katrina Glanzer, Dean of First-Year Students
Kevin Iglesias, Assistant Director of Institutional Research
Jim Keane, Registrar
Ken Koltun-Fromm, Professor of Religion
Ana Lopez Sanchez, Associate Professor of Spanish, Committee on Student Standing and Programs, Chair
Michael Martinez, Dean of Student Life
Maud McInerney, Associate Professor of English, Educational Policy Committee Chair
Chris Mills, Assistant Vice President for College Communications
Alex Molot, Associate Director Principal Gifts and Individual Foundations
Shayna Nickel, Haverford Innovation Program Manager
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, Dean for Student Health and Learning Resources
James Weissinger, Associate Director, HCAH and Operations Manager, VCAM

Working Group 1: The Visible Curriculum (Year 3)
- Richard Freedman, Associate Provost, IEC Chair, WG Chair
- Maud McInerney, 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

- All information and work for the College Catalog project is here:
  https://sites.google.com/haverford.edu/haverford-catalog-2017-18/home

- During the summer of 2016 we completed work on a thorough revision of the College Catalog, with a second pass in 2017. With the help of free-lance editor Susan Turkel, we worked with chairs of departments and coordinators to update and synchronize information about curricula, requirements, courses, and faculty as they are variously represented in the print/pdf version the Catalog and on the web under individual departmental and programmatic headings. All content has been archived in version-controlled electronic documents and organized in a central digital space.

- During the 2016-2017 academic year, we gathered with colleagues from IITS and Communications to evaluate options for a sustainable, modern system for curation and publication of the Catalog, including:

    - permission-based and effective-dated content that would be easily edited by authorized chairs and coordinators, and reviewed by the Provost's Office for accuracy

    - seamless integration with Bionic, which serves as the official record of the curriculum

    - simultaneous publication of Program Statements, Course Lists, and Faculty Lists in print/pdf, and web forms

- Discussions with various third-party vendors (including Smart Catalog [http://www.academiccatalog.com/] were promising, suggesting that a cost-effective (perhaps $15,000 as a start-up fee and ongoing fees of less than $10,000 per year) system for curriculum management is within reach. Nevertheless, pressures of the migration to Workday for HR and other Business Office processes meant that IITS staff did not have time to consider the implementation of such a system in time for the start of the 2017-18 academic year.

- **This year,** we will set a clear package of deliverables, evaluate each vendor's capacity to integrate with Bionic, and aim to conclude a contract to have a new system in place in time for timely preparation of the 2018-19 edition.

- Meanwhile Susan Turkel is again helping the Provost's Office and all chairs and coordinators with the task of updating curricula, departmental statements, and the course catalog itself. We expect timely publication in print/pdf and the web during early August 2017. The new 'hub' for the 2017-2018 Catalog project is here. Approximately 600 copies of the final version of the 2017-18 catalog will be available to all faculty, selected staff, all first-year students, plus UCAs and BMC deans.

Project 1B: Curriculum Viewer

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

- During 2016-2017 we convened a small working group of faculty and administrators interested in advancing the idea of various tools that students, faculty, and professional staff might use to help them explore, discover, and map the curriculum.

- We revisited the key themes from our discussions of 2015-16, 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?

- 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?

- Meanwhile progress towards these aims advanced in two parallel processes:

    - Work on the curation of course information as it is preserved in Bionic, which we discovered in the course of our work on the 2016-2017 is often inaccurate or incomplete. We also noted that since Bionic is in fact the *complete* record of the College curriculum, we would need Faculty to tell us which courses are likely to be an active part of offerings in the next 5-7 years, so that any curriculum viewer could serve as an effective planning tool for students and their advisors.

    - With the list of 'active' courses in hand, we subsequently launched a call for the systematic review, correction and updating of these courses. This work was managed with a series of version-controlled electronic documents, and is about 60% complete (see current progress report). The correction of courses offered in 2017-18 was a top priority in this process, and is has made significant progress.

    - Meanwhile during the spring and summer of 2017 Susan Turkel worked with individual faculty to update courses to be offered in the 2017-2018 academic year but that had not been reviewed during the year as noted above. There is still a minority of courses that remain unreviewed. This fall Susan will assist the Registrar in updating the appropriate Bionic record for each course.

    - We simultaneously convened various workshops and conversations that aimed at the development of the most important functions for a dynamic Curriculum Viewer. With help from web developer and HC alum Jeff Frankl, we held a workshop of faculty, registrars, and interested students from across the TriCo (see here for detail minutes).

    - It was judged too early to decide on a preferred platform, technical standard, or set of minimal deliverables for the imagined Curriculum Viewer, but we did identify key priorities, including the pressing need for students in their first year(s) to have ways of discovering new interests, and also of finding the various ways in which familiar interests are manifest in unexpected places across the curriculum.

    - We have experimented with discovery and search tools, both commercial and home-grown, and think we could make some progress on two fronts,

        - 2017 Visible Curriculum Search Engine (an Omeka site hosted here at Haverford, currently populated with unrevised Haverford course data). We could easily add tags or other thematic markers to course data, see this Demo of how to edit items and tags. We will update this viewer in the new academic year with curated Bionic data.

■ Stanford University's CartaLab, a promising tool that combines course, enrollment, and preference data. It would be quite valuable as a research tool for the institution no less than for the development of preference profiles. We note that Stanford is also a PeopleSoft school, suggesting that our Bionic data could be easily assimilated to their system.

● **During 2017-18** the Working Group will continue conversations about the Visible Curriculum by:

○ Adding revised Bionic data to our home-grown Visible Curriculum Search Engine, and convening a small working group of faculty and students to develop a vocabulary of tags and other descriptors of value to students and advisors

○ Exploring CartaLab: Ben Le will be in the Bay area in October, and will visit the CartaLab team to learn more how we might benefit from their work.

Working Group 2: Academic Advising (Year 2)

● Phil Bean, Dean of Academic Affairs, WG Chair
● Richard Freedman, Associate Provost, IEC Chair
● Marta Bartholomew, Assistant Provost
● Ken Koltun-Fromm, Professor of Religion
● Katrina Glanzer, Dean of First-Year Students
● Maud McInerney, Associate Professor of English, 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, Dean of Student Health and 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.

In its initial year, the Working Group

● engaged in extensive conversations pertaining to multiple aspects of advising at Haverford, and prepared a preliminary report

● drafted a mission statement on academic advising

● developed a description of academic advising and resources to convey our advising process to a new community member or others unfamiliar with our advising system

In 2017-18, the Working Group will

● Continue to frame their work by considering whether **pre-major 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)

- Survey students and faculty in an effort to learn what they expect of the advising process at various stages in a student's career.

- Document, assemble, and publish current advising practices

- Measure current practice against the expectations gathered in the process noted above. Based on recent experience, we note a number of possible focal points for further work, including:

  - the need to make pre-major advising more visible and recognized

  - the value of information sharing among those counseling students

  - options to minimize and manage discontinuities in advisor assignment arising from the faculty leave policy

- Map out how Academic Advising intersects with the advisory work of other offices on campus, including OAR, Health Services, CCPA, the Dean's Office, OMA, UCAs, as well as any supervisor.

The intention is to document and communicate the overall structure of our approach and system. This will be evidence of compliance for the MSCHE Evidence Inventory for Standard IV: Support of the Student Experience.

Working Group 3: Retention (Year 2)
- Phil Bean, Dean of Academic Affairs, CSSP - WG Chair
- Richard Freedman, Associate Provost, IEC Chair
- Jesse Lytle, Vice President & Chief of Staff, IEC vice-chair
- Kevin Iglesias, Assistant Director of Institutional Research
- Jim Keane, Registrar
- Ana Lopez Sanchez, CSSP Chair

With the report on retention in hand from last year's explorations, the Working Group will:
- Review the results of the National Student Clearinghouse data on students who transferred out of Haverford, examining their educational outcomes to date, and discussing with Admissions how this information might inform their processes.
- Map out the **system** by which the College monitors student retention on an ongoing basis and uses that information to improve the student experience. This will be evidence of compliance for the MSCHE Evidence Inventory for Standard IV: Support of the Student Experience.
- Clarify and articulate our integrated approach to monitoring/summarizing/communicating the various ways students leave the College (Deans' leave, CSSP, transfer in good standing).
  - What will the report contain?
  - How often will it be produced?
  - Who is responsible/contributes?
  - Who sees the results?
  - How is the report used?
- Identify any opportunities to improve current practice, including (1) further data gathering and analysis that could be used to identify students who would benefit from intervention and (2) best practices in such interventions or other retention strategies.

Working Group 4: Collecting and Using Student Experience Data for Improvement
- Martha Denney, Dean of the College, WG Chair
- Richard Freedman, Associate Provost, IEC Chair
- Franklyn Cantor, Special Assistant to the President
- Kevin Iglesias, Assistant Director of IR
- Michael Martinez, Dean of Student Life
- Kelly Wilcox, Dean for Health and Learning Resources

This working group will consider a comprehensive, cross-functional approach to the annual collection and use of feedback from our sophomores and seniors.

- What will the report contain?
- How often will it be produced?
- Who is responsible/contributes? (Will students be involved?)
- Who sees the results?
- How is the report used?

- Review present data collections, compare to the information most desired by the College, and modify as appropriate for current best practices
- Develop a deliverable which documents the **system** by which the College monitors student experience on an ongoing basis and uses that information to improve that experience. This will be evidence of compliance for the MSCHE Evidence Inventory for Standard IV: Support of the Student Experience.

Working Group 5:   Student Learning Assessment
- Richard Freedman, Associate Provost, IEC Chair, WG Chair
- Maud McInerney, EPC Chair
- Jim Keane, Registrar

During 2016-17, the Educational Policy Committee (EPC), and working in collaboration with this Working Group, developed the Assessment Plan for student learning at Haverford College. This plan was endorsed by the Faculty, and is a permanent part of our ongoing efforts to review, revise, and improve curricular programs.

- All general education and senior project assessment work is assembled here:
  https://sites.google.com/haverford.edu/assessment/home

For 2017-18, the Working Group will:

- Guide and monitor the newly established processes to assess student learning in General Education and through the Capstone experience, and promote the use of assessment results for improvement in student learning.
- Review the rubrics in relation to the learning goals of the **New General Education requirements** (visible in the EPC 2016-2107 annual report), fashion a crosswalk to the MSCHE proficiencies, and seek Faculty endorsement of these.
- Guide and monitor the first full implementation of the DAP report process for academic departments and programs within our IE plan.
  - As piloted in 2016-17, each academic department or program will submit an annual DAP (Department Assessment Plan) report via an on-line survey, in which they will summarize considerations of assessment data in the context of discussions about their curricula, learning goals, and systems of advice and planning. Intial round of sample DAPs are here: https://sites.google.com/haverford.edu/assessment/dap-form
  - Encourage departments to use the Culture of Evidence Continuum framework, with the goal of advancing a culture of thoughtful assessment.
  - Relevant sections of these DAP reports will be reviewed by the Provosts and EPC as part of the annual cycle of internal evaluation of the curriculum.
- Decide how best to explain our assessment system to students, including rubrics, learning goals, MSCHE proficiencies (and also by explaining the relationship of all of these to course-level grades, which remain exclusively the province of individual faculty.)
- Ensure sustainability of the Assessment system, including:

- ○ documentation of all practices, including learning goals, and rubrics
  - ○ documenting data gathering, data analysis and visualization tools (and see if Tableau software can be adopted as an Enterprise system)
  - ○ regularization of steps to be taken by departments, EPC, and Provost in the cycle of assessment (and in relation to the Culture of Evidence Continuum)
- Complete the MSCHE Evidence Inventory for Standard V: Educational Effectiveness Assessment, and curate the associated documentation within a College repository for internal use going forward.

Working Group 6: Institutional Effectiveness
- Cathy Fennell, Director of Institutional Research, IEC Co-Vice Chair, WG Chair
- Deb Fullam, Associate VP and Controller
- Kevin Iglesias, Assistant Director of Institutional Research
- Jesse Lytle, Vice President and Chief of Staff, IEC Co-Vice Chair

The College's systematic approach to Institutional Effectiveness includes an expanded, four-part IE system that complements and integrates existing planning and evaluation processes:
- Academic Program Development and Student Learning Assessment (General Education and Capstone)
- Administrative and Academic Unit Assessment (DAP process)
- Institutional Effectiveness Committee (strategic and cross-functional initiatives)
- Resource Allocation (budget process aligned with strategic goals and linked to assessment)

In 2017-18, the Working Group will
- Guide and monitor the newly established DAP processes for 2017-18.
- Complete the mapping of divisional objectives to department goals/objectives.
- Move the inventory of DAPs (the PLANS containing the annual goals and objectives, NOT the REPORTS which are confidential and stored by the Senior Staff member leading the Division) from storage.haverford.edu to Box, and expand access to all Haverford community members.
- Update the internal budget process website https://www.haverford.edu/business-office/budgeting to 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, and how/where DAP assessment results are incorporated into the process. Elements of program review for the budget process will also be considered.
- Complete the MSCHE Evidence Inventory for Standard VI: Planning, Resources, and Institutional Improvement and curate the associated documentation within a College repository for internal use going forward.

Working Group 7: Collaborative on Program Evaluation

- Kevin Iglesias, Assistant Director of Institutional Research, WG Chair
- Cathy Fennell, Director of Institutional Research, IEC Co-Vice Chair
- Jesse Lytle, Vice President and Chief of Staff, IEC Co-Vice Chair
- Ann Figueredo, Vice President for Institutional Advancement
- Alex Molot, Associate Director Principal Gifts and Individual Foundations
- Kelly Wilcox, Dean for Health and Learning Support
- Chesick leadership (Jeff Tecosky-Feldman, Heather Curl)
- OAR leadership (Brian Cuzzolina, Raquel Esteves-Joyce)
- Haverford Innovation Program Manager (Shayna Nickel)
- Hurford Center for Arts and Humanities (James Weissinger, Stephanie Bursese, Noemi Fernandez)
- Others by open invitation, as interested:

- CCPA leadership
- CPGC leadership/ELSI leadership
- MAST leadership
- OMA leadership
- Rufus Jones leadership
- VCAM leadersip
- Writing Center Director

Evaluating the impact of programs on participants is critically different from assessing the administrative performance of a department or Center.   Evaluating impact upon those participants through program evaluation is quite targeted; assessment for improvement in delivering services or performing a function is considerably broader, and can include program evaluation for components. Stewardship for external donors has come to require program evaluation techniques and strategies.

This working group will offer guidance and support to those undertaking program evaluation or considering evaluating the impact of their programs on students/participants. The emphasis will be on strategies and components of an effective program evaluation plan. We would not expect working group participants to have a full plan by the end of the year, but rather the benefits of this professional development opportunity.

Working Group 8:   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 Institutional Research, IEC Co-Vice Chair
- Spencer Golden, Director of Enterprise Systems
- Kevin Iglesias, Assistant Director of Institutional Research
- Chris Mills, Assistant Vice President for College Communications

Building on its work of 2016-17, this Working Group will:

- Take the interactive Alumni Outcomes webtool live this fall, and establish the protocols and procedures necessary to ensure a smooth the annual update.
- Continue conversations regarding student demographic data to ensure unity and compliance, modifying data flow or architecture of relevant systems where necessary. Of particular priority are the definition and tracking of first generation students for the MSCHE annual profile and new geographic/demographic data available through the Common Application.
- Finalize and publish our student complaint framework, possibly as a part of a reinvented Student's Guide.
- Lead the evaluation and revision of our HEOA website, collaborating with appropriate colleagues across the College to ensure complete and timely adherence to reporting and disclosure requirements..
- Complete the MSCHE Evidence Inventory for all Requirements of Affiliation, and curate the associated documentation within a College repository for internal use going forward.

Working Group 9: Self Study Preparation
- Cathy Fennell, Director of IR, IEC Co-Vice Chair, ALO, WG Chair
- Richard Freedman, Associate Provost, IEC Chair
- Jesse Lytle, Vice President and Chief of Staff, IEC Co-Vice Chair
- Self-Study Co-Chair (TBA)

2017-18 is our preparation year for our 2018-19 Middle States self study under the revised Standards of Accreditation and the new self study process. Members of this Working Group will collaborate to:
- Represent Haverford at the Self Study Institute, November 6-8, 2017.
- Support completion of the Evidence Inventory, as assigned to IEC Working Groups and members of Senior Staff.
- Plan and organize the Self Study. Develop and submit the Self Study Design.
- Coordinate the campus meeting with our MSCHE liaison, Dr. Stephen Pugliese.

Working Group 10: Mission Statement Review in preparation for Middle States Self Study

- Jesse Lytle, Vice President and Chief of Staff, IEC Co-Vice Chair, WG Chair
- Kim Benston

Compliance with the new MSCHE Standard I requires periodic review of our Statement of Purpose. This Working Group will:
- Lead the review.
- Establish a protocol for periodic review (how often, who leads, what does it entail?)
- Complete the MSCHE Evidence Inventory for Standard I: Mission and Goals, and curate the associated documentation within a College repository for internal use going forward.