

Haverford College
Institutional Effectiveness Committee (IEC)
Year End Report
2021-22

Helen White, Professor of Chemistry and Environmental Studies, 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

WG1: Strategic Planning Assessment

Chair: Laura McGrane

IEC Representative/CoChair: Jesse Lytle

Members: Franklyn Cantor (President's Office), Megan Fitch (IITS/DSC), Chris Mills (Communications), Alex Molot (Institutional Advancement)

- The community affirmed and provided feedback on the essential elements of the College mission statement as part of the Strategic Planning process.
- Metrics and desired outcomes are emerging and will be clarified within the final Strategic Plan.
- Parallel development of College-wide data and analytical infrastructure will support reporting of Strategic Plan assessments.

WG 2: Student Academic Advising

CoChairs: Kelly Wilcox and John McKnight

IEC Representative/CoChair: Helen White

Members: Darin Hayton (ECC Chair), Kevin Iglesias (IR), Jim Keane (Registrar/Provost Office), Anthony Machamer (IITS), Alex Norquist (CSSP Chair), TBA (Advising Deans), TBA (CCPA), TBA (Student Representatives)

Summary of accomplishments and next steps with a recommendation to transfer from the IEC to a Dean/Provost Collaboration

- Current pre-major advisors were surveyed regarding their experiences.
- Advising approaches from peer institutions were discussed, based on queries.
- Advising goals for current pre-major advisors were reviewed.
- Continuing work to improve the advising structure and outcomes will occur outside the IEC as a collaboration between the Dean's Office and the Provost Office. Next steps should consider:
 - continuing to refine pre-major student learning competencies

- studying pre-major and major advising loads, with relevant adjustments to policy and the process for assigning advisees
- identifying appropriate advising-related metrics and data collection mechanisms
- update advising protocol for advisors and advisees
- continuing to refine training for pre-major advisors based on assessment results

WG3: Inclusive Student Success

Co-Chairs: Kevin Iglesias and John McKnight

IEC Representative: Helen White

Members: Brian Cuzzolina (OAR), Megan Fitch (DSC Chair), Norm Jones (CDO/DEI), Jess Lord (Admissions), Alex Norquist (CSSP Chair), Lauren Portnoy (IA)

- An ecological map of the spheres of inclusive student success (including the components of Academic Excellence, Health and Wellness, and Life after Haverford) was created.
- A discussion of how to measure inclusive success within these spheres was initiated, and a preliminary list of components was drafted.
- Next steps:
 - Confirm criteria for the definition of inclusive student success, including goals and objectives and align definitions of success within the three levels:
 - Institutional
 - Divisional (Student Affairs & Academic Affairs)
 - Departmental
 - Revise/develop/document the data collection mechanisms for the identified student success criteria.
 - Undertake a review of the associated existing structures (academic, co-curricular, campus culture/belonging, financial supports), including their visibility and accessibility.

WG4: Employee Experience and Diversity, Equity & Inclusion

CoChairs: Norm Jones (CDO/DEI) and Benjamin Le (Associate Provost)

IEC Representative: Cathy Fennell

Members: Marta Bartholomew (Provost's Office); Craig Borowiak (FAPC Chair) and Laura Been (Junior FAPC Representative); Muriel Brisbon (Human Resources); Franklyn Cantor (President's Office); Megan Fitch (IITS/DSC); Erin Haughee, Julie Miller, and Bruce Bumbarger (Staff Association Representatives); Kevin Iglesias (IR)

- Employee Experience
 - Orchestrated a spring 2022 Campus Climate Survey for students, faculty and staff with an initial 47% overall response rate before data scrubbing (66% for faculty, 57% for staff; students 42%); A report is expected from Rankin & Associates in early Fall 2022. Next steps are dependent upon outcomes, and will be guided by the new CDO.

- Developed an extensive set of research questions around staff and faculty workplace experience, satisfaction, and persistence that can be used to guide further investigations.
- Conducted a review of College governance and related websites and made recommendations to improve transparency about decision authority and accountability at the College.
- Diversity, Equity, and Inclusion
 - Improved the transparency of community demographics data
 - Identified institutional-level DEI metrics and improved mechanisms for data extraction and visualization.
 - Next steps: With the incoming CDO, examine disaggregated data for racial equity
 - Employee retention (continued from year 1)
 - Other as suggested by the incoming CDO

WG5: Institutional Data Culture & Assessment *in collaboration with Data Stewardship Council (DSC)*

CoChairs: Jesse Lytle and Megan Fitch

IEC Representative/CoChair: Cathy Fennell

Members: Terri Albertson (Finance); Mike Casel (Investments); Spencer Golden (IITS); Darin Hayton (ECC Chair); Kevin Iglesias (IR); Norm Jones (CDO/DEI); Tessa Kahley (Human Resources); Jim Keane and Marta Barthomemew (Provost's Office); Jess Lord (Admission/Financial Aid); John McKnight (Student Affairs); Chris Mills (Communications); Helen White, Ben Le, Laura McGrane (Associate Provosts); Diane Wilder (IA)

Summary of accomplishments and next steps with recommendation to transfer year 2 activities to the Decision Support Task Force and the Provost's Office

- Data culture advanced incrementally as all divisions engaged in KPI development (to differing degrees), and strategically as the Decision Support Task Force was empowered to plan for technological infrastructure and analytical tools to advance data-informed decision-making across the College. Both components will continue next year.
- The IE/DAP system was affirmed in its five-year review. Divisions were supported in the development and inclusion of KPIs within DAPS. The President's annual calendar of DAP activity was revised.
- The five-year review of Academic Assessment processes affirmed our capstone assessment, and revealed the need for enhanced understanding of effective General Education assessment theory and practice. Spring DAP feedback from Department Chairs on assessment processes will be analyzed this summer by the Associate Provosts. Relevant recommendations on our assessment processes will be made to ECC at the beginning of Fall 2022. In addition to consideration of those recommendations, next

steps could include exploring the impact of a revised mission statement (an anticipated outcome of the strategic planning process) on future assessment processes.

Year 2 (2022-23)

- Decision Support Task Force: Continued planning for enhanced data infrastructure and analytical tools to support data-informed decision making across the College
- Provost's Office: Consideration of and appropriate action on the May 2022 recommendations regarding General Education and Capstone assessment
 - Explore the impact of a revised mission statement (an anticipated outcome of the strategic planning process) on assessment processes.
 - Integrate General Education Assessment, DAPs, PAFs ...
 - Further the use of assessment results, beginning with how/when results are synthesized (including use of Tableau) and how they can be discussed to improve student learning.
 - Review of assessment-related structures and functions (ECC, chairs, responsibilities, delegation), including appropriate documentation.