Haverford College
Institutional Effectiveness Committee (IEC)
Year End Report
2023-24

Helen White, Professor of Chemistry and Environmental Studies, Associate Provost, IEC Chair
Cathy Fennell, Senior Advisor for Institutional Effectiveness, IEC Co-Vice Chair
Jesse Lytle, Vice President and Chief of Staff, IEC Co-Vice Chair

The IEC leadership team met regularly to coordinate, support, and monitor ongoing student learning assessment and institutional effectiveness processes, along with various projects in preparation for our next MSCHE self-study.

- Annual Processes
  - **General Education and Capstone Assessment data collections and reporting**
    - Data collections undertaken on schedule
    - Annual fall update was published with data through spring 2023
  - **Academic Department DAP process and reporting**
    - Fall 2023, ECC reviewed the results of the spring 2023 DAP surveys
    - Spring 2024 data collection undertaken on schedule
    - Analysis of spring 2024 data underway for EEC review in fall 2024
  - **Institutional Effectiveness DAP process management and reporting**
    - Operational DAP (Department or Division Assessment Plan) submission to Box (late summer)
      - Target >95%
        - 2018-19: 80%
        - 2019-20: 99%
        - 2020-21: 99%
        - 2021-22: 46% (SA/DEI transitions; some planning DAPs not developed during Covid fall 2020 in association with the FY22 budget process, so conversions to operational DAPs negatively impacted)
        - 2022-23: 83%
        - 2023-24: 93%
    - Division budget submissions include Division planning DAP (fall)
      - Target = 100%
        - FY20 Budget request: 100%
        - FY21 Budget request: 100%
        - FY22 Budget request: 20%(2/10)--Covid fall of 2020 (remote College operations)
        - FY23 Budget request: 70% (7/10)--remote College operation for Covid 2020-21
        - FY24 Budget request: 89% (8/9)--new budget submission process via DAP repository)
        - FY25 Budget request: 33% (3/9--transitional budget process)

- ○ **Performance Evaluation Completion Rate reporting**
    - ■ Target = undetermined
        - ● 2018 - 79% (final)
        - ● 2019 - 74% (final)
        - ● 2020 - 84% (final, first year on Workday -also COVID spring)
        - ● 2021 - 78% (final), remote College operation for Covid 2020-21
        - ● 2022 - 66% (final) - delayed PE process
        - ● 2023 - 87% (final)
        - ● 2024 - 89% (final)

- ● 2028 Self Study Preparation
    - ○ **General Education Assessment process review**
        - ■ A summary of the most effective practices was prepared and shared with the entire faculty, along with suggestions for possible improvements to the assessment process moving forward.
        - ■ New 7/1/2023 MSCHE self study Evidence Expectations previewed with Provost's Office and Student Affairs staff.

    - ○ **Refinement of Compliance-related Processes**
        - ■ Decision was made to maintain authorization for Distance Education for this year; NC-SARA renewal was completed which will cover any interstate commerce aspects of distance education through January 2025. Reconsider in fall 2024, as no programs or courses are currently being delivered via distance education and substantial evidence would be required related to distance education for the self study.
        - ■ Return to consideration of dropping authorization for Masters Degrees. The last Masters Degree was conferred in 1973. Substantial evidence would be required for the MSCHE self-study.
        - ■ Credit hour documentation expanded in spring 2024.
        - ■ Complaint review process expanded from students to also include employees.
        - ■ Process and schedule for External Review of Academic Departments revisited by the Provost's Office.
        - ■ Revision of Budget process documentation to be continued in 2024-25, following transitions in leadership.

    - ○ **Monitoring of progress on 2020 self study Opportunities for Improvement (Advising, Student Success, Data Culture)**
        - ■ Each of the previous self study Opportunities for Improvement are an area of focus in the strategic plan. They are being tended by IC2030, the Implementation Committee for Better Learning, Broader Impact – Haverford 2030.