



HAVERFORD COLLEGE

**Middle States Commission on Higher Education
Reaccreditation Self Study**

Evaluation Team Visit:
Sunday, March 29, 2020 -
Wednesday, April 1, 2020

Haverford College
Middle States Commission on Higher Education
Self Study

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List of Abbreviations and Acronyms

AAC	Administrative Advisory Committee
AAUP	American Association of University Professors
ACLS	American Council of Learned Societies
ADS	Access and Disability Services
Bi-Co	Bi-College; refers to the partnership of Haverford and Bryn Mawr Colleges
CAPS	Counseling and Psychological Services
CCPA	Center for Career and Professional Advising
CDS	Common Data Set
CODEI	Council on Diversity, Equity, and Inclusion
CPGC	Center for Peace and Global Citizenship
CSPEC	College Space Planning Executive Committee
CSSP	Committee on Student Standing and Programs
DAP	Departmental Assessment Plan
EPC	Educational Policy Committee
FAPC	Faculty Affairs and Planning Committee
FERPA	Family Educational Rights and Privacy Act
FGLI	First Generation/Low Income
GAAP	Generally Accepted Accounting Principles
HCAH	John B. Hurford '60 Center for the Arts and Humanities
HEDS	Higher Education Data Sharing Consortium
HEOA	Higher Education Opportunity Act
HR	Human Resources
IAP	International Academic Programs
IEC	Institutional Effectiveness Committee
IITS	Instructional & Information Technology Services
IPEDS	Integrated Postsecondary Education Data System
KINSC	Koshland Integrated Natural Sciences Center
LIFTFAR	Low-Income and First-in-Their-Family Assistance and Resources
MSCHE	Middle States Commission on Higher Education
OAR	Office of Academic Resources
R&R	Renewal and replacement
SVPFA	Senior Vice President for Finance and Administration
Tri-Co	Tri-College; refers to the consortium of Haverford, Bryn Mawr, and Swarthmore Colleges
VCAM	Visual Culture, Arts, and Media

Executive Summary, including Opportunities for Improvement

Haverford College’s reaccreditation Self Study explores the institutional priorities of *academic excellence, student success, and institutional stewardship*. The Self Study Leadership Team attended the Middle States Commission on Higher Education (MSCHE) Self Study Institute in November 2017, and a twelve-member Steering Committee was appointed in winter 2018. The approved design featured seven Standard-based working groups that each included two co-chairs, a member of the leadership team, and faculty, staff, and students positioned to evaluate that facet of the institution. Throughout 2018–19 the Working Groups evaluated College practices against the Middle States Standards of Accreditation and Requirements of Affiliation, and explored opportunities for improvement. The community provided feedback at multiple points of the process, including forums to discuss emerging topics in the Fall of 2018 and invitations to respond to drafts of the narrative in the fall of 2019 and winter of 2020. The Leadership Team served as an information hub to promote coordination and efficiency among the Working Groups, and to manage the overall process. The Board of Managers approved the Self Study in February 2020.

Self Study Intended Outcomes

In 2017, Haverford’s Self Study Design identified three intended outcomes for the self study process. We met each of them successfully:

- The Self Study documents our compliance with the MSCHE Standards of Accreditation and Requirements of Affiliation, summarized below.
- The process allowed us to evaluate the results of the *Plan for Haverford 2020*, our strategic plan then in its final stages.
- The diagnostic work within the Self Study has also been fortuitously timed to inform the next strategic planning cycle, which began in Fall 2019. That planning process, thanks to prompts from the Self Study, will consider the College’s articulation of mission and various dimensions of campus climate among its anticipated focal areas.

Meanwhile, the Self Study process affirmed our commitment to processes that will improve the educational experience of all students. We identified several minor operational suggestions for improvement, even as we set the stage for more strategic considerations. Some of these day-to-day problems were addressed as we worked on the Self Study itself. The remainder were detailed in a memorandum from the Self Study Steering Committee to the president and Senior Staff with the expectation that they will address them according to their lines of responsibility and authority.

Key Findings in Support of Reaccreditation

The primary outcomes of the Self Study are summarized below by Standard:

Standard I: Mission and Goals

Haverford College has an approved Statement of Purpose which is published on the College website within the College Catalog. The Statement of Purpose provides a basis for institutional strategy-setting and is assessed as part of each strategic planning process, inclusive of administrative leadership, faculty, staff, students, the Board of Managers, and alumni. Annual operational goals and resource allocation are aligned to achieve the objectives of the strategic plan, reflecting the College's educational mission. Haverford's Institutional Learning Goals encompass Mastery and Critique; Ownership, Contribution, and Accountability; Translation and Interpretation; Breadth and Depth; Communication and Representation; and *Non doctor, sed meliore doctrina imbutus*, the College motto expressing our Quaker heritage and meaning: "Not more learned, but imbued with better learning." Each academic department publishes its student learning goals while every administrative unit articulates its goals and objectives within the annual Division or Departmental Assessment Plan (DAP) which links to and supports the Presidential and Institutional Assessment Plan.

Standard II: Ethics and Integrity

Ethics and integrity are fundamental to Haverford College's organization and culture, rooted in a Quaker legacy that emphasizes ethical conduct and thoughtful reflection and assessment. Haverford's protocols and policies are (a) informed by best practices, (b) tailored to the needs of the campus, and (c) clearly communicated. The College is in compliance with all Middle States Requirements of Affiliation and relevant Federal regulations. The College commits to a campus climate of respect, responsibility, and inclusion, and a community-wide focus on the personal and intellectual growth of each student. Academic freedom is affirmed in the Faculty Handbook, and the Honor Code governs student conduct. The College offers employees a generous benefits program, and upholds standards of fair employment practice. Grievance policies are well documented, as are expectations to avoid conflict of interest. In recent years, and in alignment with our mission and ethical foundation, the College has invested heavily in a Campus Climate Survey, Workday implementation for human resources and finance, and a consolidated *Employee Handbook*. Generous financial aid minimizes student debt and a program to cover additional out-of-pocket expenses supports access for students, particularly those who are first in their family to attend college. Initiatives underway to improve capacity to collect, store, and share data will enhance our overall effectiveness as an ethical enterprise, and also support student success.

Standard III: Design and Delivery of the Student Learning Experience

The Haverford College curriculum delivers a rigorous approach to student learning in the liberal arts tradition. Intentional interdisciplinarity and engagement are cultivated within the academic program and through the three centers: The Center for Peace and Global Citizenship (CPCG), the John B. Hurford Center for the Arts and Humanities (HCAH), and the Marian E. Koshland Integrated Natural Sciences Center (KINSC). Haverford students learn to take a critical eye to received knowledge as they begin to master the craft of scholarly inquiry in their chosen field. They balance breadth (through our revised General Education requirements emphasizing essential foundations and domains of knowledge) with depth (via rigorous disciplinary and interdisciplinary sequences). These culminate in a major program of study and a senior capstone experience. Student learning is assessed through a systematic College-wide system. Throughout the Haverford experience, students are mentored by highly-accomplished scholar-teachers in libraries, laboratories, classrooms, and communities. The student/faculty ratio is 9:1. Through the successful *Plan for Haverford 2020*, the College now offers new or enhanced interdisciplinary programs in Health Studies, Environmental Studies, Linguistics, Visual Studies, Middle East and Islamic Studies, and Neuroscience. Tenure-track positions also have

been added to the departments of Computer Science and Peace, Justice, and Human Rights. The new Visual Culture, Arts, and Media (VCAM) facility and the completely renovated and reconceived Lutnick Library advance the technological and collaborative dimensions of engagement, nurturing capacity for lifelong learning and the professional flexibility crucial for adapting to a changing world. At its core, Haverford's ethically attuned education prepares students for lives of service and leadership. At present, the College is undertaking a complete renovation of facilities for the music department and recognizes the need to think carefully about how to advance advising practices, and better collect and interpret data about our students in ways that will assure their continued success.

Standard IV: Support of the Student Experience

Haverford College is successful in recruiting, enrolling, and graduating students. As articulated within our Statement of Purpose, the College is committed to "educating the whole student." Robust mechanisms and programs are in place for admitting students, welcoming them to campus, supporting them while they are here, and preparing them for life after Haverford. Comprehensive information is published on the College website regarding the application and financial aid processes, including student loan debt relief for eligible graduates. A wide array of coordinated resources and programs advise and support students in charting paths through Haverford's rigorous curriculum and opportunities, finding a place within our inclusive community, and assuming responsibility for their actions through the Honor Code. The College actively supports physical, mental, and spiritual wellness among students. Extensive extracurricular options nurture student leadership. The role of professionals is to guide, train, and provide appropriate structure within which the learning process for student agency unfolds.

Haverford has policies and procedures in place to monitor progress toward the degree, evaluate and award credit, and for the secure maintenance and appropriate release of student information. Assessment programs supporting the student experience occurs through periodic external reviews, targeted assessments and student feedback, and regularly through the DAPs within the system of Institutional Effectiveness detailed in Standard VI. Most broadly, indicators of student success are high graduation rates and favorable post-Haverford outcomes in graduate/professional school admission and employment placement. Beyond these baselines are a variety of markers of success which draw on an educational experience marked by intellectual excitement, meaningful engagement with others, preparation for the next step in life, and intentional development of the ability to make a difference in the world. The College recognizes recent downticks in 6-year graduation rates to 90%, and is making the analysis of student persistence a priority in 2019–20. Since advising is critical support for student success and timely graduation, the College is actively advancing both process and information management initiatives pertinent to the broader arc of sustainable advising throughout each student's academic career.

Standard V: Educational Effectiveness Assessment

Grounded in the Institutional Learning Goals of 2010 and departmental student learning goals noted within Standards I and III, a thorough and sustainable annual process of assessment for General Education and the Capstone Senior Project has been operational since the fall of 2016. Within the rubrics which standardize the measures and permit aggregation of results for analysis across the College, there is considerable overlap with the Middle States essential skills of Standard III. The highest-level results are published on the Haverford website. A related DAP process to reflect upon, share, and use this data for improvement became active in 2017–18. Academic departments report annually to the provost on their discussions of General Education

and Senior Capstone Project assessment data, affirmation or revision of learning goals, advising practice, curricula, and plans for improvement. These findings also are shared with the Educational Policy Committee (EPC), the body responsible for the development and assessment of the curriculum as a whole. Informed by this data and reflection, EPC and the provost support pedagogical innovation and curricular discussion within the Faculty.

Standard VI: Planning, Resources, and Institutional Improvement

Within a context of evolving student needs and constrained resources, Haverford College relies on its disciplined planning, resource allocation, and assessment processes to ensure that the College's energies and resources are deployed to maximal effect in pursuit of its educational mission. Since the 2014 approval of the *Plan for Haverford 2020*, the College has completed associated strategic planning for the priority areas of diversity, sustainability, built and natural environments, and Bi-College collaboration. These strategic plans guide the annual development and prioritization of goals and objectives. Operational goals are assessed through various institution-wide or area planning exercises and DAPs, and inform the resource allocation process. Data deployment to inform decision-making and support student advising are a current focus of institutional planning and attention. Financial planning and budgeting processes work to balance a range of institutional objectives, including the achievement of full-accrual (by GAAP or Generally Accepted Accounting Principles) financial equilibrium by FY 2020–21, alongside the provision of adequate resources for capital projects, current operations, infrastructure, and deferred maintenance. The Self Study exercise served as a moment of stock-taking in anticipation of the next phase of strategic planning and continuous improvement, which began in fall 2019. The College operates with clear assignment of accountability for decision-making within a tradition of shared governance (discussed in Standard VII), and the annual independent audit documents the College's ability to operate viably. The president and Senior Staff are responsible for the overall effectiveness and periodic assessment of our improvement processes. The DAP system provides a systematic overview of institutional effectiveness to the president and nurtures the connections among assessment, planning, and resource allocation.

Standard VII: Governance, Leadership, and Administration

Haverford College's governance structure is clearly defined. It includes a longstanding tradition of consensus-based decision-making and an unusual corporate superstructure. The Corporation of Haverford College holds legal title to the assets of the College and maintains the College's Bylaws, which direct the election of the Board of Managers. While the Corporation focuses its attention on the Quaker-rooted legacy of ethical attunement and works through the Corporation Advisory Committee, the Board of Managers performs fiduciary and strategic board governance through its committee structure. Roles and responsibilities are well-defined and documented for the president, the senior administrative staff overseeing the nine divisions of the College, faculty, staff, and students. Administrative decisions are made within a shared governance framework, seeking input from multiple and diverse voices. However, the Board, president, and Senior Staff retain policy-setting authority for the College. The Honor Code is a key mechanism of student self-governance, encompassing both the academic and social realms and contributing to the educational process. In response to unexpected presidential turnover in 2011 and 2015, a multi-year governance review process was completed in 2017 which brought the Board into fuller alignment with best practices. The College is committed to strengthening its governance and decision-making processes by supporting an underlying organizational culture that seeks to identify appropriate data questions, mobilize effective inquiry, and leverage resulting insights to support student success and institutional priorities.

Opportunities for Improvement Emerging from the Self Study

Our review articulated three broad opportunities for improvement. Each of them will help Haverford meet the needs of its students and advance its broader goals as an educational institution. Deeper analysis of each of these challenges appears in the relevant chapters of the Self Study. But—in brief—over the next period of years, the College commits to stewarding improvement in the following areas:

Student Success

Haverford's graduation rate patterns have been changing. The 4-year graduation rate for the most recent three cohorts has drifted down to approximately 84%, and the 6-year rate is closer to 90%. The average 6-year graduation rate of the previous seven cohorts of the decade was 92.3%. This new pattern has been under investigation in recent years, but we are not yet ready to offer an explanation of its various causes. Over the next few years we will consider the factors that contribute to the persistence of students through graduation, including both curricular and co-curricular components. We want to connect the critical markers of student experience (access, affordability, inclusion, and learning) with specific programs, offices, and initiatives which aim to retain more of our students, and to see them through to timely graduation.

Advising

Advising is a key part of each student's success. Effective advising requires collaboration among students, faculty, and staff, and a clear understanding of each of their respective roles in the process. Advising also needs to be sustained across the arc of each student's academic career. Finally, good advice requires good data: we need to improve how we assemble, track, share, and interpret information about individual students and about the student population as a whole. These data will enhance strategic planning within Student Affairs and will also support the College's ability to attract and steward external support for student success initiatives.

Institutional Data Systems and Culture

The control and interpretation of data are important to all aspects of our institution. Within the College's Institutional Effectiveness system, the annual Departmental Assessment Plan (DAP) process connects assessment to resource allocation. Data of various kinds are essential to this and other planning processes. However, they are sometimes difficult to share for reasons that are at times technical and at times procedural. The College has begun to advance a process for developing long- and short-term plans for data management and preservation. The Data Stewardship Council is already exploring ways to connect, preserve, and share data across the College. We will also be working on ways to use these data to inform decisions about all aspects of the institution, as guided by our educational mission.

These three opportunities for improvement overlap in important ways. We will pursue them in an integrated manner in order to maximize benefit for our students. Meanwhile the next phase of strategic planning will consider possibilities for improvement in areas we have identified as important, including review of our mission statement, examination of campus climate issues, and the identification of priorities for new and enhanced initiatives across the College.

Responding to the Request from the Middle States Commission on Higher Education

As requested by the MSCHE in 2017, the Self Study demonstrates how we use information gathered during the assessment process to improve educational effectiveness (Standard V). This is most clearly manifest in our assessment of General Education and Senior Capstone work. Faculty use common rubrics to compile the competency-focused data that are subsequently considered within annual department-level discussions, which are in turn communicated to the provost and the Educational Policy Committee (EPC) via the annual DAP process. Through data visualization tools, and increasingly as the body of evidence grows, EPC also directly views and considers College-wide data in stewardship of the curriculum.

The Self Study also highlights how we use assessment results for institutional improvement (Standard VI) in clearly documented and communicated planning processes. Our division-based DAP process links assessment with resource allocation in the form of funding, staffing, and/or institutional attention. Across the institution, assessment data are analyzed in order to enhance the attainment of our educational mission.

Introduction

Institutional Overview

Haverford College is a small, private, residential, undergraduate, liberal arts college, located outside Philadelphia. It is known for its academic rigor, student-run Honor Code, and beautiful campus.

Haverford's 1,314 students currently represent 44 U.S. states and 42 foreign countries; 42% are students of color, and about half of all students receive some form of financial aid. The overwhelming majority of students live on campus and attend Haverford full time. With 65 additional students studying abroad in fall 2019 (and excluding exchange students), 1,373 active students are working towards a Haverford degree. Although the College is non-sectarian today, Quaker values still resonate distinctly within the institutional culture. Academic excellence, offered in a setting of tolerance and mutual respect, serves the larger goal of "educating the whole person," and Haverford's intentionally diverse curricular requirements are intended to develop students as well-rounded, expansive thinkers. Students are taught by a faculty of 145.7 FTE; 111 faculty are tenure-track scholars active in their fields. This translates to a student-faculty ratio of 9:1. Haverford's resources are augmented by those of Bryn Mawr and Swarthmore Colleges and the University of Pennsylvania, which cooperate on a wide range of consortial activities including student cross-registration and library services. The Haverford curriculum spans the traditional arts and sciences, with numerous interdisciplinary and co-curricular opportunities cultivated by the three academic centers: the John B. Hurford '60 Center for the Arts and Humanities, the Center for Peace and Global Citizenship, and the Marian E. Koshland Integrated Natural Sciences Center. These academic centers expand the traditional classroom, providing funding, support, and resources for students to design their own high-level scholarship and engage co-curricularly, both within the U.S. and abroad. Haverford is a place where students are trusted with self-governance, engage directly with their education, and have the opportunity, support, and encouragement to shape their own paths.

Since the 2010 reaccreditation process, the College has experienced the lingering financial impact of the 2008 recession which necessitated continued financial discipline, notably including stepping back from need-blind admission for domestic applicants and a blanket no-loan financial aid policy. Following a period of leadership flux between 2011 and 2015 Provost Kim Benston was named president in 2015, and along with the College's existing Senior Staff oversaw the implementation of Haverford's 2014 strategic plan, the *Plan for Haverford 2020*. Supported by a \$270 million capital campaign that concluded in 2017, the *Plan for Haverford 2020* has led to improvements in curriculum, student support programs, and institutional stewardship (physical, financial, and organizational). President Benston concluded his service as president in June 2019, and Wendy Raymond now serves as Haverford's 16th president, leading the College on its next phase of strategic development.

Figure 0.1 Haverford at a Glance, 2019

Fall enrollment (on campus)	1,314
Students on study abroad	65
First generation students	12%
Pell recipients	15%
Students of color (IPEDS-U.S. citizens/permanent residents)	38%
International students (IPEDS-non-resident aliens)	12%
New first-year students (HC '23)	363
New transfers	13
Admit rate (HC '23)	16%
Median SAT	1470
Median ACT	33
% in top 10% of high school class	92%
% students residing on campus	98%
% participating in varsity sports	30%
% of HC '19 that studied abroad	38%
Student charges (2019–20 Tuition, Fees, Room, Board)	\$73,468
Average need-based grant (2019–20)	\$52,045
Receiving need-based aid (2019–20)	45%
1st to sophomore year retention	96%
6-year graduation rate	90%

Figure 0.1 Haverford at a Glance, 2019, continued

Median student debt (HC '19)	\$11,500
Directly to graduate/professional school (HC '18)	18%
Employed, earned fellowship, or performing volunteer service (HC '18)	68%
Living alumni (6/30/2019)	14,510
Alumni giving (FY19)	39%
Majors offered (including those through Bi-Co/Tri-Co)	Approximately 40
Concentrations and minors offered	Over 40
Student/faculty ratio	9:1
% of classes under 20	73%
Faculty headcount (CDS)	138 full-time; 23 part-time; 161 total
Tenure track faculty	111
Tenured faculty	79 (71%)
Faculty with doctorate or highest degree	100% of tenure track; 98% of full-time
Employee headcount/FTE (IPEDS 11/1/19)	677 headcount; 616.3 FTE
Endowment (6/30/2019)	\$526,881,000
Tuition discount rate (FY2018–19)	41%
Total operating expenditures (FY2018–19)	\$107,744,000
% of expenditures covered by student charges (FY2018–19)	58%
% of expenditures covered by endowment draw (FY2018–19)	24%
% of expenditures covered by philanthropy (FY2018–19)	11%

The College began the self-study process with these strengths in mind:

- Consistently strong student demand combined with outstanding student quality and diversity, culminating in robust student outcomes.
- A faculty of accomplished teachers and scholars across the disciplines, with notable and growing strength in interdisciplinary work.
- An enduring sense of community and distinctive focus on values from which emanate compelling programming in areas such as ethical leadership, social responsibility, global citizenship, and environmental sustainability, all supported by the substantial physical and community resources of Haverford's residential community.
- A solid financial base supported by loyal and generous alumni and friends.

Concurrent with the Self Study process, the College advanced its understanding of and readiness to address the following challenges of the higher education environment:

- The changing nature of knowledge and student educational needs in the 21st century, which is particularly challenging to a small faculty.
- The needs associated with increased student diversity across multiple dimensions, necessitating fresh attention to the ways in which we support the success of our students, from advising to mental health to academic support.
- Increasing financial pressure on students and families that both threatens college access and affordability and limits Haverford's revenue growth in an environment of ever-escalating costs.
- The slow recovery of Haverford's finances from the 2008 Great Recession with the College progressing incrementally toward full-accrual operating equilibrium.
- The desire for continued improvement within our recently formalized system of assessment and institutional effectiveness, constrained by ever-limited time, resources, and, in some instances, data.

The three overarching institutional priorities, or lenses, for the Self Study—academic excellence, student success, and institutional stewardship—encompass the objectives set in the *Plan for Haverford 2020* and the resulting institutional progress over recent years. As noted at various points in the narrative, the vast majority of the *Plan's* objectives have been met or exceeded. Haverford has added or significantly expanded academic offerings, particularly through new programs and credentials in Health Studies, Environmental Studies, and Visual Studies, and by adding new faculty in these and other areas such as Linguistics, Middle East and Islamic Studies, and Peace, Justice, and Human Rights. The new Visual Culture, Arts, and Media (VCAM) facility and the completely renovated and reconceived Lutnick Library put technology to work across the curriculum; a new music facility will open in 2021. Support for student success is also strong, with a robust array of support and advising services, and investments in technology for educational support. Affordability and sustainability—key pillars of the financial health of both the institution and our students—remain high priorities. The College is on track to achieve full-accrual (using GAAP or Generally Accepted Accounting Principles) balanced budgets by FY 2020–21. The applicant pool remains strong, and Haverford remains deeply committed to the principle that despite the formidable cost of private postsecondary education, a Haverford degree is within reach of anyone with the academic aptitude and the discipline to succeed in the classroom.

Intended Outcomes of the Self Study

Beyond demonstrating compliance with the Middle States Commission on Higher Education (MSCHE) Standards of Accreditation, Requirements of Affiliation, and accreditation-relevant federal regulations, the College achieved the following intended outcomes from the Self Study process:

1. Assessment of institutional health resulting from the *Plan for Haverford 2020* via a transparent and collaborative process.
2. Laying groundwork for the next phase of strategic planning and continuous improvement at the College. The Self Study process allowed for substantive engagement with institutional strengths and weaknesses en route to broader consideration of challenges and opportunities for Haverford to embrace over the next 5 to 10 years under President Wendy Raymond’s leadership.

Self Study Process

Haverford’s Self Study process rested on existing governance structures, select individuals well-positioned to take stock of the institutional enterprise, and the collective spirit of collaboration inherent in the College’s culture.

Our twelve-member Steering Committee was composed of the Self Study Leadership Team and the Working Group Chairs (see Figure 0.2).

Figure 0.2 Self Study Steering Committee

Name and title	Self Study role
Richard Freedman, associate provost, John C. Whitehead ‘43 Professor of Humanities and professor of music	Self Study Co-Chair Self Study Leadership Team Working Group III Co-Chair Working Group V Co-Chair
Jesse Lytle, vice president and chief of staff	Self Study Co-Chair Self Study Leadership Team Working Group I Co-Chair Working Group VI Co-Chair Working Group VII Co-Chair
Catherine Fennell, director of institutional research	Self Study Leadership Team

Bret Mulligan, associate professor of classics, faculty representative to the Board of Managers	Working Group I Co-Chair
Franklyn Cantor, special assistant to the president	Working Group II Co-Chair
Christopher Mills, assistant vice president for college communications	Working Group II Co-Chair
Frances Blase, provost and associate professor of chemistry	Working Group III Co-Chair
Martha Denney, dean of the College	Working Group IV Co-Chair
Jess Lord, vice president & dean of admission and financial aid	Working Group IV Co-Chair
Maud McInerney, associate professor of English, Educational Planning Committee chair	Working Group V Co-Chair
Deborah Fullam, associate vice president	Working Group VI Co-Chair
Mitchell Wein, senior vice president for finance & administration	Working Group VI Co-Chair Working Group VII Co-Chair

The Self Study Leadership Team was a subset of the Steering Committee and managed the Self Study process.

- Catherine Fennell, director of institutional research
- Richard Freedman, associate provost and professor of music
- Jesse Lytle, vice president and chief of staff

Haverford’s relatively flat organizational structure facilitated the exchange of information and perspectives. The Leadership Team developed a Self Study website to manage and share Working Group content and resources, including the Evidence Inventory. A member of the Leadership Team participated in every Working Group in order to facilitate coordination and communication between groups as appropriate. Working Group participants included faculty, staff, and students from key standing committees. Current or former Board members joined Working Groups I (Mission) and VII (Governance), and relevant Board committees reviewed each section as it was developed.

Working Groups were actively engaged over the course of the 2018–19 academic year. During the summer and fall of 2019, the Self Study Leadership Team compiled the Working Group reports into a comprehensive Self Study narrative, and through an iterative process with the Steering Committee refined the whole into an integrated discussion around our institutional priorities of academic excellence, student success and institutional stewardship. These priorities mapped to the Standards as follows:

Figure 0.3 Mapping of Institutional Priorities to MSCHE Standards and Working Groups

	Academic Excellence	Student Success	Institutional Stewardship
I. Mission and Goals	(X)	(X)	X
II. Ethics and Integrity and Requirements of Affiliation	(X)		X
III. Design and Delivery of the Student Learning Experience	X	(X)	
IV. Support for the Student Experience	(X)	X	
V. Educational Effectiveness Assessment	(X)	X	
VI. Planning, Resources, and Institutional Improvement	(X)	(X)	X
VII. Governance, Leadership, and Administration			X

X=Primary focus; (X)=Additional focus

An early draft was shared with the community for comment in September 2019; a revised draft was provided to the visiting team chair in October; and the findings informed the December launch of our 2019–21 strategic planning process for the campus community. Review of the near-final Self Study occurred in January across the campus community, Board, and Corporation (the entity that holds legal title to the College's assets) before submission to the MSCHE (along with related evidence and the Verification of Compliance with Federal Regulations), six weeks in advance of the team visit scheduled for March 29–April 1, 2020.

Additional Internal Suggestions

In addition to the identified opportunities for improvement in student success, advising and institutional data systems and culture, the Self Study yielded a range of internal suggestions. Some were formally referred to the strategic planning process now underway. These included revisiting the College's mission statement and undertaking a deeper exploration of various dimensions of campus climate. Suggestions for smaller, incremental improvements were detailed and received by the president and Senior Staff for appropriate action within normal operations and planning.

Reader's Guide

Format of the Chapters

The chapters of this Self Study include a common set of basic elements, listed below, but differ in details and emphasis based on their particular content.

- **Compliance with Standard:** An affirmation that Haverford meets or exceeds the requirements of affiliation for the given Standard.
- **Discussion:** A narrative description of practices, structures, and people relevant to the Standard, along with citations of relevant documents that provide supporting evidence of compliance.
- **Analysis and Action:** An accounting of steps taken in recent years to review, evaluate, and assess the practices just described, also with citations to relevant documents.
- **Opportunities for Improvement:** Relevant statements are noted when appropriate showing they relate to the broad categories noted in the Executive Summary.

Editorial Conventions and Abbreviations

We italicize references to major evidence documents on the first and all other important citations of these sources. Passing references are rendered in standard font, since we do not anticipate that readers will need to consult the given document at each and every allusion.

An Evidence Index is included after the final chapter and contains a section for each Standard. The evidence documents are identified by the titles used within the narrative and are cross-referenced by the criteria they support. All the documents listed within the Evidence Index are available on the MSCHE portal for the Visiting Team to access. Some born-digital evidence that does not lend itself to representation by PDF will be demonstrated during the campus visit. Confidential documents will be available to the team while they are on campus.

Abbreviations are used throughout the Self Study in reference to various College committees, offices, programs, buildings, and so forth. A list of those acronyms is provided at the beginning of the document, immediately preceding the Executive Summary.

Standard I. Mission and Goals

Compliance with Standard

Haverford College is compliant with Standard I. *The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.*

Haverford College's *Statement of Purpose* was adopted in 1984. As the College enters into its next strategic planning cycle in 2019 and beyond, it will re-examine and assess the continued viability and relevance of the mission articulated in this *Statement of Purpose*, and how that mission will guide the development of strategy and policy.

Discussion

Haverford College's mission as an undergraduate, residential liberal arts college is formally articulated by its *Statement of Purpose*, published via the College's catalog and website. The *Statement of Purpose* guides decisions both large and small. It was a launching point for the *Institutional Learning Goals*, the current *Plan for Haverford 2020* and its metrics for success (see the *Strategic Plan Status Report*), as well as numerous other expressions of institutional purpose, from the Corporation of Haverford College's *Corporation Strategy Memo* (regarding the intersection of Quaker character and exceptional standing among liberal arts colleges) to the *Presidential Search Prospectus* that led to the appointment of Wendy Raymond, as well as the more routine operating and programming goals situated in the *Presidential and Institutional Assessment Plan*. The College conveys its mission to key audiences through a variety of vehicles tailored to each particular group's perspective, including the viewbook for prospective students and parents, and a wide range of alumni communications.

Haverford engages in the ongoing assessment of its mission through its strategic planning cycle. Most recently, the *Plan for Haverford 2020* was developed in 2012–14 through an inclusive community process, culminating in a consensus endorsement of its general objectives by the Faculty and unanimous approval by the Board of Managers. The planning process, through its consideration of institutional needs and priorities, confirmed the College's fundamental aims as described in the *Statement of Purpose*. The *Plan for Haverford 2020* then set out new specific goals to advance those aims within the College's current context, addressing internal challenges and opportunities that, if seized, would allow the College to meet the educational needs of students in service to the greater good in the current and foreseeable external operating environment. The priorities identified included:

- Curricular initiatives to prepare students for lives of leadership and service in the contemporary world, supported by appropriate staffing and facilities (Self-Study Institutional Priority 1: Academic Excellence).
- Services to support student learning and outcomes (Self-Study Institutional Priority 2: Student Success).

- Strengthening of physical, financial, and community assets that allow for delivery of the educational program (Self-Study Institutional Priority 3: Institutional Stewardship).

Analysis and Action

Haverford revisits its mission and goals at the onset of each institutional planning cycle. The most recent review begins in the fall of 2019 as the first stage of the development of the College's next strategic plan. Within this process, leadership is engaging the community to consider, in light of internal and external conditions, whether Haverford's current mission—and its written expression—remains relevant and viable. In service to this timeline, the College undertook a market research study in 2014–15 conducted by the Art and Science Group (see the *Art & Science Group Executive Summary*) through which the College discovered a number of areas in which it could improve the alignment between its programs and the desires of prospective students. Since 2017, the Board of Managers has been engaging in foundational discussions of Haverford's "value proposition" (what Haverford provides its students) and "financial model" (how Haverford affords and sustains its mission) as an undergraduate, residential, liberal arts institution, which have clarified the core challenges the College will need to address over the near- and medium-future (see the *Board of Managers December 2017 Meeting Materials*), from programmatic opportunities to financial management imperatives.

As a reference and provocation to the Board's reflections about Haverford's mission, President Kim Benston distilled the College's current *Statement of Purpose* into a more succinct (and emphatically unofficial) articulation:

Haverford College provides students an intellectually rigorous and ethically attuned education that prepares them for lives of service and leadership. The full resources of Haverford's Quaker-rooted, diverse, residential community are designed to educate the whole student, who is encouraged to cultivate independence of mind and spirit alongside devotion to the values of trust, concern, and mutual respect.

In 2018–19 President Benston moved these same conversations into the Faculty. In sum, they have focused institutional attention on what, exactly, Haverford does or should provide its students, and on the challenges of the current operating environment. Since July 1, 2019, President Raymond has continued to probe these questions as she conducts a listening tour of the College that will inform the design of the next strategic plan. Our value proposition is addressed within the chapters on Standards IV and V, while the financial model is considered in Standard VI.

Opportunities for Improvement

We do not see the need for radical revision of our goals or mission statement. Nonetheless, the Board, staff, faculty, and students of Haverford College should reflect upon our fundamental aims in the years ahead as we formulate the next Strategic Plan. Whether we affirm or refocus certain parts of our mission and goals, we will need to bear these fundamental aims in mind as we define and ensure student success (Opportunity #1) for the years to come.

Standard II. Ethics and Integrity (Includes Requirements of Affiliation)

Compliance with Standard and Requirements of Affiliation

Haverford College is compliant with Standard II, and with the Middle States Commission on Higher Education (MSCHE) Requirements of Affiliation. *Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represents itself truthfully.*

Ethics and integrity are fundamental to Haverford College's organization and culture, rooted in a Quaker legacy that emphasizes ethical conduct. The College seeks to uphold this commitment through a campus climate of respect, responsibility, and inclusion, and a community-wide focus on the personal and intellectual growth of each student. Haverford's protocols and policies are (a) informed by best practices, (b) tailored to the needs of the campus, and (c) clearly communicated. The climate and culture of the campus encourage community members to participate across a variety of dimensions of campus life; students are enabled to do so through generous financial aid that minimizes tuition debt and out-of-pocket expenses, and employees are empowered via a robust benefits package and fair, equitable compensation.

Discussion

Culture and Tradition

Haverford College was founded by members of the Religious Society of Friends (Quakers) in 1833. Though currently non-denominational, the principles upon which the College was founded continue to guide and inform this community of scholars, teachers, and learners. Chief among these principles are equality, integrity, non-violence, social justice, and community, which, in the aggregate and as a collected fundamental force, enable the College to be an institutional manifestation of values that we, as individuals in community, share and strive to uphold.

This culture of ethics and integrity is present throughout the life and work of the College. It is manifest in both on-campus activities and programs for civic and global citizenship farther afield, in learning environments that draw upon what we call our six *endowments* (academic, financial, built, natural, communal, and ethical). Across all these dimensions, Haverford espouses core principles of mutual respect, a shared sense of community ownership, and aspirations for a more just and peaceful world. This tradition of communal responsibility is also evident in our consensus-driven approach to governance, and, in turn, the policies and procedures that shape individual and institutional behavior.

The student *Honor Code* occupies a central place in this ethical endowment. The Code, as Honor Council explains, "is not a set of rules but rather an articulation of ideals and expectations emphasizing genuine connection and engagement with one another, and the creation of an atmosphere of trust, concern, and respect." Indeed, the vitality of the Code has been on full display in recent years. For example, in 2018 the student body resisted passing a revised Honor

Code out of concern that the Code as presented did not promote a truly inclusive Haverford classroom and campus life, given the ever-increasing diversity of the student body. The resulting campus discourse about diversity, inclusion, and the Honor Code was contentious, eventually leading to the adoption of a significantly-revised Honor Code. Despite the points of tension and conflict within the community, these conversations have always sought to maintain the Honor Code as a relevant and effective normative institution in the life of the College. The Honor Code is a living practice, subject to annual review and ratification during Plenary, a campus-wide student assembly.

Haverford's historical commitment to considering the ethical place of individuals within larger communities is also thematic for faculty, staff, Board of Managers, and the Corporation of Haverford College, as we detail in Standards III and VI of this report.

Commitment to Academic Freedom

Two passages from *the Faculty Handbook* affirm the centrality of intellectual freedom as the basis of our institution:

Haverford College holds that open-minded and free inquiry is essential to a student's educational development. Thus, the College recognizes the right of all students to engage in discussion, to exchange thought and opinion, and to speak or write freely on any subject. [...] The freedom to learn, to inquire, to speak, to organize, and to act with conviction is held by Haverford College to be a cornerstone of education in a free society.

and

Faculty members are entitled to freedom in research and in the publication of the results and faculty members are entitled to freedom in the classroom.

In 2017, with these values in mind, and with free speech a consuming topic on American college campuses, the College reviewed its policies concerning public speech and dissent, producing a revised *Expressive Freedom and Responsibility Policy*. This document makes clear an institutional commitment to "all students' rights to free inquiry, assembly, and expression in the broad context of its educational mission. These rights include the right to expression of dissent through peaceful protest." The firm conviction that community members are empowered to express dissent through peaceful protest is also underscored by the *Faculty Handbook*, which "reaffirms the freedom of assembly as an essential part of the process of discussion, inquiry, and advocacy."

The College's *Student's Guide* (available on the Dean's Office website) likewise references what it marks as the "freedom to learn":

To be complete, this freedom to learn must include the right of inquiry both in and out of the classroom and must be free from any arbitrary rules or actions that would deny students the freedom to make their own choice regarding controversial issues. Further, the College endeavors to develop in its students the realization that as members of a free society they have not only the right, but also the obligation to inform themselves about

various problems and issues; and that they are free to formulate and express their positions on these issues.

The new Task Force on Classroom Climate, discussed below, is exploring among many topics the relationship between the learning environment in the classroom and commitments to academic freedom. The Task Force will compare what it learns with this ideal, and will work to rectify any discrepancies it identifies.

Academic freedom also extends to the realm of faculty research. The College has developed a set of *Policies Relevant to Faculty Research* (i.e., Financial Conflict of Interest Policy for Research with Government Agencies, the Responsible Research Policy, the PI Eligibility Policy, and the Grant Regulatory Policy) which are available on an internal site. The Office of the Provost, and particularly the associate provost for faculty development and support, administers these policies, while also ensuring their clarity, compliance, and adherence to best practices. These guidelines also address faculty research as intellectual property in order to support scholarship and teaching while protecting the rights of all involved parties (see the *IP Policy, Procedures, and FAQs*).

Haverford is distinctive in having a policy restricting faculty involvement in military-related research, rooted in Quaker principles of non-violence. From 2017 through 2019, a special faculty working group convened by the provost examined the broad ethical, academic, and institutional concerns about the previous policy, in iterative conversations with members of the Corporation. After significant reflection and consultation, the group proposed a revised policy that maintains a mechanism to consider whether research funding is in keeping with the College's Quaker heritage and values. The new policy was approved by the Board of Managers in 2019 and appears in the *Faculty Handbook*.

Campus Climate in a Community of Trust and Respect

On Haverford's small, residential campus, students, faculty, staff, and leadership live, work, and study in close proximity, engendering familiarity among the approximately 2,000 community members. The College's size and consensus-based system of decision-making lead to opportunities for discussion across levels, divisions, roles, and responsibilities, forging respect, understanding, and relationships among individuals.

In the *Campus Climate Survey Report*, from the Task Force on Diversity and Community, 92% of students and 93% of staff and faculty (among the 45% of all community members who responded to the survey) felt that Quaker values were an important part of Haverford's identity. These values, expressed in the student Honor Code as foregrounding trust, concern, and respect for others, speak to the community's aspirations for a congenial, engaged and welcoming campus culture. While the student body occupies the central role in writing and ratifying the Honor Code, staff and faculty are interested and active participants in related discussions, as exemplified in the process surrounding the creation, ratification, and adoption of a new Honor Code in the 2018 spring semester. Through a series of open meetings, online discussion venues, and conversations in classrooms, offices, and public spaces, the College community grappled with how to craft appropriate and effective mechanisms to foster inclusive and respectful spaces, particularly in the classroom, and to design avenues for feedback to improve existing processes. Such campus-wide engagement with procedures and policies affecting the entire community characterizes the experience at Haverford.

In that 2016 *Campus Climate Survey Report*, President Benston wrote: “We are bringing the full force of our institutional commitment and collective engagement to foster diversity as a multilayered process through which we can sustain excellence and equity in teaching, learning, and the holistic development of every member of our community.” In the two years following this statement, the president transitioned the Task Force on Diversity and Community into the standing, president-led Council on Diversity and Inclusion (CDI), which developed the *Strategic Plan for Diversity & Inclusion* (SPDI) during 2017. The projects and programs envisaged by this plan are reflected on the *Diversity, Equity, and Inclusion Website*, and in the *SPDI Report 2018* and *SPDI Report 2019*). The CDI was composed of students and leadership from the Office of the President, the Office of the Provost, Human Resources (HR), and the Dean’s Office/Office of Multicultural Affairs. Each of those offices is tasked with implementing various aspects of the SPDI, assessing their effectiveness, and revising the project as necessary. Outcomes included an expanded quarterly employee orientation program, which joined New Faculty Orientation (administered by the Office of the Provost; see *New Faculty Orientation Materials*), and Customs, the first-year student orientation program (administered by the Dean’s Office), in offering new members of the community a purposeful and tailored introduction to the College. In 2019–20, the CDI has transformed under President Raymond’s leadership into a new entity, the Council on Diversity, Equity, and Inclusion (CODEI), bringing diversity, equity, and inclusion (DEI) campus leaders and practitioners together to develop a new strategic DEI vision and strategic plan. In response to and informed by many of the issues raised through the aforementioned 2018 Honor Code revision, President Benston also convened a new Task Force on Classroom Climate, chaired by the provost, which conducted a 360-degree study of current classroom environments, researching best practices and innovative pedagogical techniques across higher education. The *Task Force on Classroom Climate Preliminary Report* shows their recommendations for implementation.

Access, Affordability, and Disclosure

Haverford College strives to create a student body that is academically capable and diverse across many dimensions, including socioeconomic status and the ability to afford tuition. As stated in section 5A of the *Plan for Haverford 2020*, “maintaining access and affordability by providing admitted students adequate financial aid is also essential to the College’s mission.” For the 2019–20 academic year, Haverford’s tuition, fees, room, and board charge is over \$73,000. This “sticker price” is mitigated by a comprehensive need-based financial aid program and commitment to meet 100% of the demonstrated need of all admitted students who are determined to be eligible according to the College’s formula and procedures (all reflected in the *Net Price Calculator*). Through the Student Outcomes portion of the *HEOA Website*, Haverford publicly discloses information on the value of a Haverford education. This includes first destinations data on recent graduating classes (e.g., Class of 2018: 18% directly to graduate or professional school; 68% employed, engaged in a post-baccalaureate fellowship, or performing volunteer service), educational and industry outcomes of alumni (searchable by major), as well as graduation rates disaggregated by financial aid category.

Haverford demonstrates a commitment to minimizing student debt through the manner in which the financial aid package is constructed. If a family’s income is below \$60,000 per year, Haverford will not include any loan expectation before determining eligibility for Haverford grant funding. Loan expectations for incomes above this threshold remain below Federal Direct Loan maximum eligibility, ranging from \$1,500 to \$3,000 each year. This policy significantly limits the student debt burden, as evidenced by the most recent statistics: for students receiving financial aid, the average grant award was \$52,145 and the average cumulative student debt of graduates is \$11,500, among the lowest in the nation, with a 6-year graduation rate historically

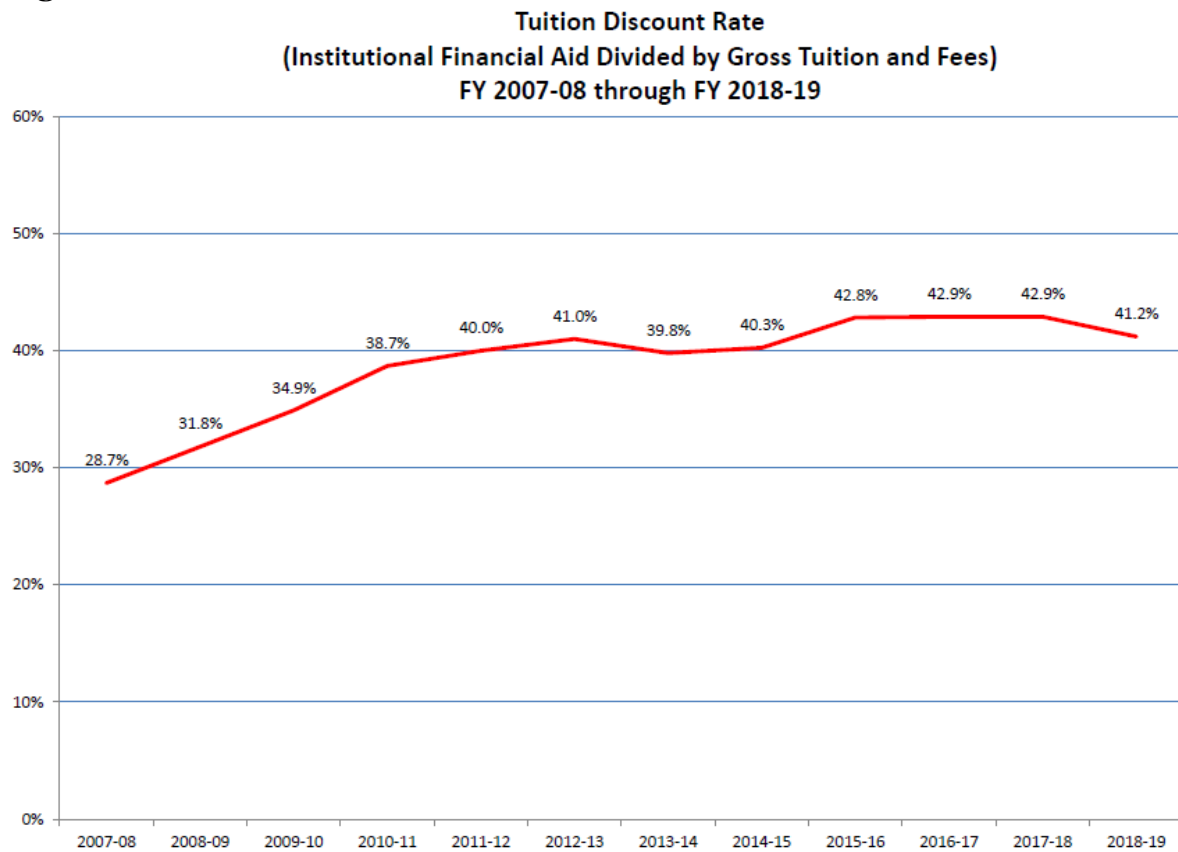
above 90%. Every student who completes a FAFSA receives a standard *Federal Direct Loan Eligibility Notice*, and all students receiving federal loans of any type are required to complete entrance counseling.

Figure 2.1 Student Debt Statistics

CDS: Average Student Debt (Any Loan Program)	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019
median	14,750	13,000	15,000	11,000	11,500
% of graduating class with debt	28%	29%	23%	37%	27%
U.S. News Least Debt Ranking	19	12	2	4	Not yet published

A financial aid policy of this magnitude is costly. The College’s tuition discount rate has increased significantly since 2008, contributing to the successive years of full-accrual operating deficits in the wake of the Great Recession.

Figure 2.2 Tuition Discount Rate



(Descriptive caption: the Y-axis represents the tuition discount rate, while the X-axis represents successive years from 2007-08 through 2018-19; data points are connected by a red line.)

In 2016, after a multi-year discussion reflected in the *Spring 2016 Budget Message*, Haverford shifted away from need-blind admission decisions to need-aware decisions for United States citizens and permanent residents beginning with the class entering in fall 2017. The College retained its commitment to meet the full demonstrated need of all admitted students and to limit their debt burden per above. Under its new need-aware admission process, the College preserved as much as possible of the formal need-blind process. Notably, evaluation of all applications has remained need-blind, and ability to pay only comes into consideration at the end of the decision-making process where need may be factored to meet the target discount rate. By definition, need-awareness has delimited our overall financial aid expenses on an annual basis. However, Haverford has still intentionally increased its gross financial aid budget each year to support access. In the three years of need-aware admission, Haverford has enrolled an increasing number of students of color and has remained consistent in the number of first-generation students enrolled. The shift to need-awareness has also come with some corollary benefits. The previous need-blind policy restricted the aid available to international and undocumented students. In the new paradigm, the College is able to disburse financial aid without such categorical distinctions, and the number of international students receiving aid has tripled. The Office of Admission, with the help of an external consultant, performs detailed analyses of the evaluation, admission, and matriculation of prospective students in order to ensure that the current process embodies the College's values.

We also recognize that generous financial aid policies and an extensive *Admission and Financial Aid Website* do not comprehensively ensure broad access. As such, the Office of Admission seeks to communicate with students who may not have otherwise heard of Haverford or be aware of the aid available to them. In addition to a carefully crafted and regularly re-evaluated travel schedule to meet high school students and counselors, the admission staff works to reach and recruit high school students through a variety of additional programs. Through our annual "Have-A-Look" and "Fly-in Squirrels" initiatives, we bring a sizeable cohort of students from historically underrepresented groups from all over the United States to campus at different stages of the process, and provide funding to cover travel costs. Two newer avenues for realizing these goals are College Greenlight and the Coalition Application. College Greenlight is an organization that connects the College to more first-generation and underrepresented students, while the portfolio-style Coalition Application—distinct from the Common App—emerged from an industry-wide effort to better assist low-income and historically underrepresented students who show tremendous promise. The Coalition, a diverse group of more than 140 distinguished colleges and universities, is committed to making undergraduate education a reality for all high school students, and includes a set of free online planning tools that help students learn about, prepare for, and apply to college. This initiative is distinct from but well-aligned with Haverford's participation in the American Talent Initiative (ATI), which seeks to expand access and opportunity for talented low- and moderate-income students (shown in our *ATI Commitment and ATI Report 2019*).

Another effort to reach students who are unfamiliar with Haverford is Questbridge, an organization with which Haverford has partnered since 2008. This partnership enables the College to enroll high-achieving, low-income students through the National College Match, Early Decision, and Regular Decision processes. The College also maintains relationships with community-based organizations that work with low-income and first-generation college students both locally and across the country. For example, Haverford has been a longtime partner to one such local organization, Philadelphia Futures. We host their annual summer "college boot camp" and assist with additional programming year-round, offering talented local

students an inside look at a college campus and more broadly supporting the organization's efforts to support low-income, first generation students from Philadelphia.

Haverford's commitment to affordability extends beyond the recruitment and financial aid processes. The *Matriculation Form* at Haverford requires no deposit, only a signed commitment to attend Haverford in the fall and to abide by the *Honor Code*. All campus events during the academic year, whether organized by administrative offices or student organizations, have no cost of attendance to students, and the cost of all on-campus housing options is uniform. These practices are examples of the many designed to enable an equitable experience for all students, regardless of family means.

Despite these foundational practices, Haverford has in recent years received significant feedback from students about the "hidden costs of college" that mirrored national trends. Some students with financial constraints described how their inability to afford basic living expenses would impede their studies and their ability to participate fully in undergraduate life. In response, Haverford now administers a newer program that helps to cover incurred costs outside the parameters of room, board, and tuition. This program, *LIFTFAR* (Low-Income and First-in-Their-Family Assistance and Resources), can provide funding for incidental and unforeseen expenditures, both academic and non-academic in nature, that are not covered by a student's financial aid award. These grants are administered by the Dean's Office through an application process, and are funded through a combination of operating budget allocations, restricted endowment, and fundraising. *LIFTFAR* is also used as an organizing hub for a variety of projects that directly provide support for first-generation, low-income (FGLI) students, such as open kitchens for students staying over breaks, on-campus storage, and the re-use of commencement regalia. *LIFTFAR* has also been a partner in offering resources such as workshops on financial literacy and on the tax implications of financial aid. Though administered by the Dean's Office, *LIFTFAR* seeks regular feedback and is continuously reviewed by the *LIFTFAR* Advisory Council, which meets each fall and spring semester and is made up of students (some appointed by Students' Council, and some selected by the Dean's Office), faculty and staff. The Advisory Council has issued the *LIFTFAR Annual Reports*, describing program usage, student experience, grant criteria, and future directions. *LIFTFAR* also serves as an assessment tool for the campus at large, allowing for the identification of structural challenges faced by FGLI students which can be addressed through other programs or policies, organized on the *FGLI Resource Website*.

The College also offers financial support to students for whom debt from Haverford student loans would be a genuine burden, such as those who choose careers of high societal value but low remuneration, or who are temporarily unemployed and do not have the option of loan deferment available to them. Starting with students graduating in 2019, such individuals may apply to the *Student Loan Debt Relief* program, which will award funds to cover up to three years of student loan payments for those students who had a loan expectation as part of their aid eligibility calculation. Awards are limited to the cumulative amount of that loan expectation and to the income available from the restricted endowment created for this purpose, assigning priority to the students with the greatest demonstrated need for assistance. Of the 47 students in the Class of 2019 who had loan expectations, 16 applied to the Student Loan Debt Relief Fund. Of these 16, 12 were deemed eligible for support and awarded a total of \$15,450 in student loan debt relief.

The Office of Admission carries ongoing administrative responsibility for reviewing Haverford's policies, practices, and outcomes related to access and affordability. A restructuring of the Office of Admission in 2015 produced a new senior leadership team which meets bi-weekly to review all aspects of the admission process, industry developments, and broader policy questions. Further oversight comes from the Faculty Committee on Admission, and the External Affairs Committee of the Board of Managers. Both venues are utilized for discussion of the admission process, examination of related data, and assessment of success in line with the College's goals and values. Parallel discussions also take place at the weekly Senior Staff meetings, led by the president of the College, reflective of the central importance of recruiting, evaluating, and supporting the students around whom the College's mission revolves. At moments of importance, such as during the recent reconsideration of need-blind admission, any of the three aforementioned bodies is expected to host open meetings for the campus community, as well as solicit feedback from alumni, in order to comprehensively involve stakeholders in important decision-making and evaluate current and/or proposed policies or practices.

The Office of Financial Aid refines and publishes information about financial aid policy via their page on the College website. This page details types of funding available as well as the goals and features of Haverford's process. Haverford discloses the calculation of aid on each award letter mailed to families. Financial Aid staff are ready to answer questions (normally responding within one business day), and go to great lengths to assist students and their families. There is a continual process of self-auditing, in order to ensure that awards are accurate, appropriate, and that students receive the full amount owed to them. The Director of Financial Aid regularly reviews all financial aid packages as well as feedback from students and families to understand trends across the population and industry, informing conversations about future changes to policy or practice. The Director also monitors the *Student Loan Default Rate*, for which Haverford's numbers are very low. The most recently available data, from FY16, indicates that Haverford had one borrower in default, or 0.9%, compared to 6.3% for all private 4-year institutions and a national cohort default rate of 10.1%.

Ethical Policies and Practices

All policies at Haverford are created and revised in accordance with the *Policy on Policies*. The document addresses ethics, asserts the role of institutional policies in ensuring integrity in broad and specific applications, and outlines a policy-development process designed to incorporate community feedback in an iterative, clear manner.

Haverford's practices pertaining to personnel, grievances, and conflicts of interest are designed to ensure a professional, respectful, and productive environment. Protocols are clearly articulated for all, and are compliant with all appropriate federal and state regulations. The College expects everyone to adhere to Haverford's policies, and to carry out their responsibilities impartially and with integrity.

To ensure that community members have access to a comfortable method of reporting violations or whistleblowing, the College contracted with *EthicsPoint* in 2016 to provide an independent, anonymous, and confidential reporting tool.

Hiring and Human Resource Practices

Haverford's faculty and staff are an essential endowment of the College. With such a small employee community, each hire represents a significant investment in the College's future. How each employee is recruited, hired, evaluated, promoted, and, ultimately, leaves service is of the utmost importance, and is done according to consistent standards and practices. Over the past three years, HR has implemented a modern enterprise information system, Workday, and redeveloped business processes and procedures to standardize and make transparent much that had previously been less formal, such as chains of approval to launch personnel searches or the tracking of employee vacation days. One overarching dimension of this work has been the development of a unified *Employee Handbook* for faculty and staff, released to the campus in June 2019, and hosted on a page that also prominently displays the non-discrimination/harassment policies. The development of this resource provided a framework within which all component policies were reviewed for clarity, effectiveness, and compliance.

Recruitment and hiring for staff is managed by HR and orchestrated through Workday. Faculty recruitment and hiring is managed by the Office of the Provost using the Interfolio software system as well as Workday, and at the designated point in the hiring process, HR assumes responsibility. This centralization of function provides for greater oversight from HR, and documents each step of the process as conducted by each search committee participant. This enables thorough evaluation and assessment of each candidate, as well as robust participation from the Affirmative Action Officer in their evaluation of the EEO data and of the search process. Accompanying the digital tools for the process is a *Recruiting and Onboarding Process Guide*, which includes trainings on unconscious bias and appropriate conduct for candidate evaluation. These trainings are rooted in the College's *Non-Discrimination Policies* and Affirmative Action Policy (currently in draft form and under review), and feedback from each training is considered for incorporation into future sessions. The Office of the Provost has also recently added a Faculty Liaison for Inclusion, Equity and Diversity in an effort to work more strategically and deliberately with faculty search committees to consider issues of diversity.

The College's policies around wages and benefits are also informed by its commitment to respect and equity within the employee community. To provide appropriate, ethical compensation, and a better standard of living for its lowest-paid employees, Haverford has raised its minimum wage for full-time employees to \$14.65 per hour, nearly double the \$7.25 minimum wage standard in Pennsylvania. The medical and dental insurance benefit is divided into three salary tiers, in which employees in the highest salary band receive a smaller subsidy on premiums, and employees in the lowest salary band correspondingly receive a higher subsidy. Additionally, in a 2019 initiative to bring the parental leave policy into full compliance, the College also made the policy gender neutral and inclusive of different family structures.

All staff employees participate in the *Non-Faculty Employee Performance Evaluation Process* with their supervisor, providing opportunity for two-way feedback and goal-setting. This standardization of process is important for contextualizing all decisions related to promotion, discipline, or termination. Documentation and discussion are key parts of each employment decision. To ensure consistent application of best practices, all supervisors receive targeted training, and HR is an ever-present partner in supporting managers in need of additional resources. At Haverford, managers often supervise not only full-time employees, but student workers as well, and the Dean's Office and HR are both collaborative partners in working through any challenges related to student employees. Faculty are reviewed annually through processes detailed in Standard III.

Grievance Policy

On a campus that holds trust and respect as central values, complaints and grievances are handled with the utmost sensitivity. Detailed procedures are listed in the *Employee Handbook*, the *Faculty Handbook*, and the Student Complaint Resolution page in the *Student's Guide* (available on the Dean's Office website), each of which is published via the web for community consultation. Complaints of discrimination or harassment by an employee follow a procedure that may involve the Presidential Panel on Harassment and Discrimination, a group of employees elected by their peers for 2-year terms, and students. The Student Complaint Resolution page offers students clear navigation in order to route any concerns they might have, and, inspired by peer practice, all offices that receive student complaints meet regularly to discuss patterns within complaints and plan for any appropriate institutional actions, reflected in the *Complaint Review Meeting Minutes*.

In recent years, as the application of Title IX and the Clery Act within higher education has expanded, Haverford has centralized and clarified aspects of our sexual misconduct policy, resources, and educational efforts (see *Sexual Misconduct Resources*). The College has mandated regular trainings, and in 2017, added Deputy Title IX coordinators to broaden the options for available resources as well as access to reporting. The Sexual Misconduct Policy Advisory Council (SMPAC) is an open committee of interested students, faculty and staff that meets throughout the fall and spring semester to discuss campus resources, educational programs, and institutional policies related to sexual misconduct. Haverford also participates on a biennial basis in the Higher Education Data Sharing Consortium (HEDS) sexual climate survey, which assesses the perceptions of Haverford students about the campus climate for unwanted sexual contact and sexual assault, their perceptions of how their institution responds to sexual assault, and whether and how often they have experienced unwanted sexual contact or sexual assault. These results are shared with the community and discussed among administrators and in SMPAC, and are used to address policy issues and set programming and educational directions. As a result, the Deputy Title IX coordinator model was developed in response to HEDS survey feedback in collaboration with a variety of campus constituencies.

As an additional resource to community members, the College put in place a new Ombuds position in 2019, on a pilot basis. The Ombuds has specific training in conflict resolution and is also fluent in all the formal and informal processes available to faculty, staff, and students. The Ombuds is a confidential resource who reports to the president, but only sharing trends and aggregate data. After an initial trial period of at least a year the president will make a determination based on the effectiveness of the role whether to continue to offer this resource.

Conflict of Interest

The College prioritizes the avoidance of conflict of interest and requires thorough disclosure of any such situation. Standards and expectations are articulated in multiple documents, each of which pertains to specific constituencies and functional areas.

At the highest level, Haverford's *Board Conflict of Interest Policy* applies to key employees, members of the Board of Managers, and "substantial contributors" as defined by the policy. This policy falls under the purview of the Audit & Risk Management Committee of the Board of Managers. Each spring, the Committee and its staff designees determine individuals who fall under the policy's definition of "key employees," collect disclosure statements from all covered individuals, and take appropriate follow-up action as dictated by the policy. As a part of the

Committee's regular review, the policy undergoes revision with the assistance of outside counsel. The current policy was adopted at the February 2019 meeting of the Board of Managers.

The Controller's Office maintains the *Accounting & Business Policies and Procedures* that govern all circumstances in which a possible conflict may arise; furthermore, the Finance and Administration Division adheres to its own *College Business Standards* policy. The Office of the Provost maintains the *Research for Government Agencies Conflict of Interest Policy* and the *Responsible Research Policy*, applicable to research proposals submitted to government agencies. These policies are regularly reviewed by the associate provost for faculty development and support.

Transparency in Presentation

As a manifestation of its institutional commitment to integrity, and in order to promote a campus culture guided by trust, concern, and respect, Haverford College is committed to truthfulness in internal and external communications. Indeed, if we are known by our words and those words are a reflection of our character, then to be known as a trustworthy partner obligates us to speak the truth in all things, at all times.

Haverford's commitment to truthfulness extends to its presentation of institutional information. The data that the College formally collects, audits, and presents—in as transparent and accessible means as possible—are stewarded by the Office of Institutional Research. On our public *HEOA Website*, the College centralizes and makes available to the public, prospective and enrolled students, faculty, and staff, certain information about the College's policies, practices, operations, and costs. The *Financial Reports Website* publishes the College's audited financial statements and tax returns.

The College in 2018–19 convened a Data Stewardship Council that is addressing challenges related to data collection, storage, and reporting across Haverford's distributed organizational structure. Through the *Data Management Principles*, the Council is refining data standards and strategy across the many departments and systems that compose the College's data ecosystem that feeds the College's self-presentation on many fronts. The work of the Council will advance data quality in support of ongoing transparency in presentation, and it will also extend into higher level data strategy (including data security and using data for decision-making), a salient topic for the College that appears in multiple parts of this Self Study.

The Office of College Communications is responsible for messaging and managing content creation and distribution across institutional media platforms, functions as a partner and standard-setter for on-campus communicators, and serves as a conduit to third-party news and information sources.

The Office of Communications is concerned with determining what message should be distributed to which audiences using what platforms, crafting that message, and deciding when and in what sequence dissemination should occur. Great care is taken to maximize availability of information and messaging, with the extent and depth of disclosure as fulsome as possible given legally mandated limits.

The College as a Responsible Business Entity and Fundraiser

The College holds itself to the highest standards of conduct as a business entity. On July 1, 2017, the College moved to Workday financial management software which provides a strong foundation for transactional control, as well as deep accounting capabilities and real-time business insight. As a part of doing business, the College routinely enters into contracts with vendors providing myriad services, from web hosting to construction work to legal counsel services. Over the past decade, the number of business-related disputes that have arisen in the course of dealings with our suppliers and vendors is *de minimis*. This is testimony to our collaborative, inclusive approach to due diligence, our commitment to relationships with vendors, and clarity in our communication with respect to contract language.

Philanthropy is one of three revenue sources at the College and a pillar of its excellence, relevance, and innovation. Fundraising is informed by specific priorities that enable student success and the academic excellence of faculty and students alike, which emerge from each cycle of strategic planning and campus master planning. Haverford pursues and sustains best practices for the solicitation, acknowledgment, recording, and stewardship of grants and gifts of all sizes. These are articulated in Institutional Advancement's *Gift Acceptance Policy* that reflects CASE guidelines and best practices, is approved by the Board of Managers, reviewed annually, and updated as appropriate. This policy and other supporting documentation provide clear and consistent guidance to Haverford's fundraising programs and stewardship processes.

Compliance as It Relates to Requirements of Affiliation

Haverford College is in full compliance with the Requirements of Affiliation. The College adheres to all policies of the Middle States Commission on Higher Education.

As per prescribed deadlines, the College regularly submits all required data and documentation according to federal, state, and local guidelines. The *Institutional Federal Compliance Report* is included within the Self Study documentation.

While the College's deep-rooted Quaker values and principles of the Honor Code, as discussed, form the backbone of the institution's ethical commitment, the ultimate responsibility for ensuring a high standard of integrity across the policies and practices of the College lies with the president and Senior Staff. Situated atop each functional division, Senior Staff maintains both the high-level perspective and the tactical familiarity to identify and respond to potential issues, and to surface those (as appropriate) to the Board of Managers.

Analysis and Action

As higher education broadly continues to experience increased external demands around compliance, competition, and cost pressures, Haverford, like so many of its peers, has demanded that its policies and modes of conduct provide maximum support to its mission and goals. This has meant rigorous ongoing review of how the College does business in formal and informal ways, a stock-taking process that is further energized when new individuals enter leadership or department head positions.

Each campus policy, practice, and project is continually open to discussion and revision, and updates are regularly announced at the monthly All-Staff Meeting or Faculty Meeting. All meeting participants are invited to listen and ask questions of senior leadership, and may voice other thoughts or concerns in those spaces or off-line. Additionally, each segment of the community has a representative body to which they can privately communicate ideas or concerns for examination: the Staff Association Executive Committee, the Faculty Affairs and Planning Committee, and Students' Council. As articulated in the Policy on Policies, each of these groups has a role and voice in the development of College-wide policy. Each representative body also designates or elects representatives to the Board of Managers. In its fiduciary role, the Board of Managers monitors highest-level College policies and activities and actively solicits feedback from faculty, staff, and student representatives. Haverford's broad and inclusive approach to shared governance supports the communication of ideas and perspectives, within a consensus-driven framework that seeks and values diversity and difference.

Opportunities for Improvement

In sum, Haverford has in recent years addressed significant challenges, both nagging and newly-arisen, that relate to our business practices, our responsibilities to our employees, and to our communication with students, alumni, and the general public. Projects such as the Campus Climate Survey, Workday implementation, and consolidated *Employee Handbook*, have required massive investments of time and money. These projects and their outcomes are deeply aligned with our mission and with the ethical foundations of the institution.

We do not see the need for radical change in the practices explained above. But we recognize that the institution as a whole needs to improve our capacities to collect, store, and share data in ways that will make us more effective as an enterprise, and that will make our students more successful as well (Opportunity for Improvement #3). This work will unfold under the guidance of the Data Stewardship Council, which began work in 2018–19, and will enhance data-informed decision-making across the College.

Standard III. Design and Delivery of the Student Learning Experience

Compliance with Standard

Haverford College is compliant with Standard III. *An institution provides students with learning experiences that are characterized by rigor and coherence of all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, and setting are consistent with higher education expectations.*

The Haverford College curriculum, which prepares students for the Bachelor of Arts or Bachelor of Science degree, is founded on a rigorous approach to learning in the liberal arts tradition (see our *Statement of Purpose*). From their first year until graduation, our students are taught to take a critical eye to received knowledge, even as they begin to master the craft of scholarly inquiry in their chosen field of specialization. They balance breadth (through our General Education requirements) with depth (via rigorous disciplinary and interdisciplinary sequences), culminating in a major program of study and a senior capstone experience. Throughout all, they work under the guidance of highly-accomplished scholar-teachers in libraries, laboratories, classrooms, and communities.

Discussion

Key Responsibilities: Three Committees

Three key committees—each guided by members of the faculty—bear principal responsibility for design and implementation of the curriculum, and for the appointment, review, and support of the faculty in their roles as teachers and scholars (see the *Faculty Handbook*):

- Academic Council is an elected body of five faculty members from across the academic divisions. Together, they evaluate all faculty presented for reappointment, tenure, and promotion, and review recommendations from search committees regarding new tenure-track faculty hires. They make recommendations regarding these faculty cases and new tenure-track hires to the president, who then makes the final decision. Academic Council also advises the president and provost on important matters that impact the College's academic mission. Academic Council collaborates with the president and provost to assign service throughout the College in a fair and deliberate manner, recommending suitable candidates for all major and minor committees. Academic Council is exceptional among our deliberative bodies in that it is not required to reach consensus in its recommendations for tenure and promotion or hiring. Instead, it advises the president, who in turn makes a final recommendation for approval by the Board of Managers.
- The Faculty Affairs and Policies Committee (FAPC) also includes five faculty members, two of whom serve as the faculty representatives to the Board of Managers. The faculty representatives attend all meetings of the Board of Managers and serve as liaisons between it and the faculty on all matters to do with the educational program, College planning, etc. FAPC sets its own agenda annually, and has in recent years focused on

shared faculty governance, support for faculty research and teaching and issues related to work/life balance. Actions proposed by FAPC (as with all other matters to do with the ways in which the Faculty governs itself) come before the full Faculty for approval by consensus. The *FAPC Annual Report* to the Faculty is available on the Office of the Provost website, along with all annual reports of standing committees of the faculty.

- The Educational Policy Committee (EPC) includes the provost, the associate provost for curricular development and support, faculty from each of the three academic divisions of the College, one of whom serves as chair of the Committee, the dean of the College, relevant student affairs staff, and two student representatives. EPC reviews and recommends for approval by the Faculty all new courses, changes to departmental curricula, changes to the General Education and other basic graduation requirements, and all other matters concerning the granting of academic credit. In the course of this work EPC members are expected to keep abreast of new ideas and practices in higher education. EPC is also responsible for evaluating proposals for new faculty positions (as authorized by the Board and president), or replacement positions in the case of retirements and resignations. In doing so, members of EPC consider enrollment patterns, intellectual developments across the disciplines, the need to diversify the curriculum and faculty, disciplinary and interdisciplinary programs, and other matters. Final recommendations are presented to the president and provost for their approval. EPC assesses student learning in General Education and the Capstone experience (detailed in Standard V), sharing their insights and recommendations with the faculty (*EPC Assessment Data Review 2017; EPC DAP Overview 2018 and 2019*). EPC also provides end-of-year reports to the Faculty (see *EPC Annual Report 2018–19*).

While each of these committees is generally effective in discharging its prescribed duties, we continue to consider how to coordinate the work of these bodies from a governance perspective. Academic Council, for instance, sometimes learns about curricular challenges within individual departments as a result of reading dossiers for personnel cases. Such information might be of value to EPC in its deliberations, and in departments as they prepare for external reviews. Similarly, EPC might note educational issues (through the DAPs, as explained below, or through its own discussion of broader trends in education) that might be of interest to FAPC as it tries to understand the forces that impact faculty success in the classroom. More formal ways of exposing and acting on such insights might advance the work of the faculty in important ways.

Faculty: Appointment and Evaluation

The faculty of Haverford College are selected and appointed for their exceptional potential as rigorous teachers and scholars. The search process, as described in the *Faculty Handbook*, is carefully designed to ensure appointments serve individual departments, interdisciplinary interests in many instances, and the wider aims of a liberal education as set out in our *Plan for Haverford 2020*. The process is highly distributed. Ideas for faculty lines originate in departments or programs, which are encouraged to collaborate with colleagues across campus to formulate carefully crafted proposals that articulate an intellectual vision for the given position: how it addresses a pressing need in the given program, how it responds to changing methods and perspectives in a given field, and how it will contribute to the College as a whole (no less than the given niche it fills).

EPC weighs the merits of competing proposals in light of enrollment histories, the need for sustainable programs, the value of a diverse faculty and curriculum, and (in recent years) the

many broad priorities articulated in the *Plan for Haverford 2020*, particularly in terms of the emerging “constellations” of curricular interests imagined in that plan. EPC’s recommendations are in turn passed to the president and provost for final approval. With a slate of approved positions in hand, EPC drafts a “charge” for the ad hoc search committee offering nuanced direction on the factors that will constitute success for the search. The provost reviews and approves a public announcement of the position that will ensure the largest and most diverse pool of highly qualified candidates. Indeed, openings for tenure-line and other permanent appointments draw large numbers of applicants from an array of the finest graduate programs in the U.S. and abroad, and 99% of our full- and part-time faculty hold the relevant terminal degree in their field. The exact number of searches undertaken each year for permanent faculty varies, partly due to unanticipated resignations and retirements. Typically, there might be a half-dozen openings, for which EPC receives perhaps twice that many proposals.

The members of each ad hoc search committee are selected by Academic Council in collaboration with the president and the provost. The committee normally includes two members of the host department or program, as well as wide representation from across the College: two non-departmental members, one of whom serves as chair of the search committee (often representing the division), a faculty representative from Bryn Mawr College, and two student representatives (drawn from the ranks of students involved in the given program or department). The chair of the committee is responsible for guiding the group to consensus and bringing final recommendations for appointment to Academic Council, which in turn reviews the original charge to ensure that College priorities for the given position are likely to be met by the successful candidate. The College has always been very successful in its attempt to recruit new faculty: in the last four academic years we hired our first choice in all but one of twenty searches for permanent faculty positions. Two other searches—in Economics, and in Sociology—failed to find a suitable candidate to appoint.

Each new permanent faculty member participates in several types of annual review within their department or program, and is evaluated at key junctures of their career by Academic Council, which makes recommendations to the president on matters of reappointment, tenure, and promotion. This system of review and feedback is designed to encourage each faculty member’s continuous development as a scholar and teacher. The effectiveness of individual faculty is considered:

- In an annual self-evaluation (the *Professional Activities Form*), submitted directly to the provost. Each faculty member also collects anonymous feedback directly from students in at least one course taught each semester, which is in turn shared with the chair and with the provost. Electronic course evaluations or scanned versions of hard copies are stored in an archived database maintained by the Office of the Provost (see *Faculty Handbook*, Section III.E.4. for more detailed information)
- For those not yet tenured or promoted to associate professor, in an annual review by the chair of the department, or a departmental colleague to whom this responsibility is delegated. This person visits classes, reviews feedback from the students (often through the anonymous course evaluations), and evaluates research productivity and departmental service. The report is shared with both the faculty member and the provost. This annual process continues until tenure.
- Interim faculty members are also evaluated by chairs or their delegates, in a process similar to the one just noted, but which focuses on teaching responsibilities; the details

of these processes are set out in the *Faculty Handbook* and detailed in a special *Chair Handbook* that is maintained on the Office of the Provost website.

- In a rigorous review conducted by Academic Council in the third year of a tenure-line or continuing appointment position. The reappointment dossier includes letters from outside experts (who evaluate the candidate's scholarly or creative work), colleagues at Haverford and Bryn Mawr (both within the candidate's home department, in various cognate disciplines that touch upon their work, and more widely across the Faculty, e.g., letters from those who have served on committees with the candidate), and signed letters from a large sample of students who have worked with the faculty member at all levels of study. The provost offers the faculty member a thorough report on the outcome of this review, with clear direction for challenges and opportunities in teaching and research. Although the process may seem rigorous, particularly at such an early stage of the faculty member's career, the feedback provided to the candidate from outside experts, colleagues, and students is enormously helpful and often shapes the trajectory of their scholarly and pedagogical work during the remaining years prior to tenure. Newly-reappointed colleagues begin their year-long junior leave in the fourth year of their service with clear advice on directions to take.
- In another rigorous review by Academic Council after six or seven years of the appointment (i.e., approximately three years following reappointment), with consideration for tenure and promotion to the rank of associate professor. In this review, as in the one conducted during the third year of appointment, Academic Council considers research productivity and quality, demonstrated teaching effectiveness, and community service in forming its recommendations to the president. Associate professors are in turn eligible to present themselves for promotion to the rank of professor after another five years of service beyond earning tenure.

The responsibilities of individual faculty, chairs, provost, and Academic Council in these various review processes are documented in the *Faculty Handbook*, which also provides for an appeals procedure, should a candidate believe that some aspect of the review process has not been carried out correctly.

At the urging of Academic Council, FAPC has in recent years led the Faculty in a careful, systematic review and revision of deadlines and other procedural details regarding the compilation of the dossiers submitted by individual candidates. This work aimed to ensure the fair and timely consideration of each candidate's best work, while also giving outside reviewers enough time to conduct a thorough evaluation of the submitted materials. Work to harmonize the Faculty Handbook where it overlaps with the newly-completed Employee Handbook and newly-curated College Catalog is an ongoing process.

The effectiveness of these review procedures is manifest in the overwhelmingly positive reviews these scholar-teachers garner from external evaluators, their colleagues at the College, and their students. In the past eight years, we have had 28 reappointment cases and 25 tenure cases. Our success rate is 96% for reappointment (27/28 positive) and 100% for tenure (25/25 positive). The vast majority of tenure-line and other faculty on continuing appointments remain with the College on a long-term basis. During the period between 2011 and 2016, 14 faculty members (about 10% of our total faculty) resigned to accept positions at other institutions for a variety of professional and personal reasons.

Faculty: Support and Development

Haverford maintains a wide range of programs that support each faculty member's continuing growth as a scholar and teachers (see the *Office of the Provost Website* pages for *Teaching Resources*, *Internal Research Resources*, *External Research Resources*, and *Faculty Work Life Resources* and also the document *Provostial Summary of Faculty Research and Pedagogical Support Initiatives 2017* about funding opportunities in support of research and pedagogy).

For all regular faculty (tenure-line and other full-time, continuing appointments):

- A statutory allocation of \$3,000 annually in funds for professional travel and research, plus another \$250 for books, software, and other materials used in the classroom and research.
- A substantial annual budget of Faculty Research Funds (up to \$6,000 annually for each applicant, awarded on a competitive basis), plus various dedicated departmental and endowed funds, including more department-specific resources for special initiatives. (The purchase of large or expensive equipment is normally funded by external grants). There is also a New Directions Fund that supports those seeking to explore new methods or domains of research.
- The services of a staff member (the Director of Sponsored Research) for the development of external grant proposals in support of teaching and research. The associate provost for faculty development and support also collaborates with faculty regarding their external grants and support, and serves as Authorized Organizational Representative. Since 2012, Haverford faculty have in the aggregate been extremely successful in these efforts, securing nearly \$13.5 million in support for their work, including single-investigator awards from NSF, NIH, ACLS, and the Sloan Foundation, and a \$6M DARPA contract to an interdisciplinary team in chemistry and computer science.
- A wide array of curricular innovation programs, coordinated by the Office of the Provost (see the Office of the Provost website for details), along with staff of our academic centers and libraries, including funds and help for:
 - Teaching with technology (developed in collaboration with our instructional technology staff).
 - Events, exhibitions, artistic residencies, and symposia in support of classes (variously developed in collaboration with staff of the libraries, and with the staff of the John B. Hurford '60 Center for the Arts and Humanities).
 - The development of ethical modes of inquiry in the classroom and courses that involve civic engagement.
 - The development of courses that enhance student engagement with issues of diversity.
 - Funding to support student travel with faculty to conferences relevant to their coursework or research experiences.
 - Grants that promote engagement with Philadelphia cultural and community organizations.

- Experiential and service learning opportunities (through the Center for Peace and Global Citizenship).
- Distinguished Visitors program, with a substantial annual budget of approximately \$100,000 that brings dozens of notable scholars, artists, and public figures to campus for public talks and classroom collaborations each year, all proposed by members of the faculty.
- A Classroom Committee, formed via a collaboration between the Office of the Provost, IITS, the registrar, and Facilities, that directed a series of major upgrades to key classrooms across campus that promote active pedagogical practices. A portion of the Facilities budget (approximately \$150,000 annually) is allocated for the continuation of such work.
- A pool of Research Continuity Funds that serve as a bridge for funding between major external grants.
- Support for Student Research Assistants, who work with faculty members during the summer or academic year to advance their research or help with the development of pedagogical materials.
- The services of an extensive staff of professional librarians, instructional technology support staff, and digital scholarship specialists who offer bibliographical instruction, pedagogical support, and collaborative development of research and teaching resources.

For new and junior faculty:

- A day-long New Faculty Orientation session prior to the start of the fall term, with advance circulation of readings and advice concerning all aspects of the College. Particular emphasis is placed on pedagogy and student support, with in-depth discussion by current faculty (at all career stages), deans, academic support staff, librarians, and students (see *New Faculty Orientation Materials*).
- A course release during the first year of appointment (for continuing and tenure-line faculty members) in order to participate in a weekly semester-long Teaching and Learning Institute, a Bi-College Program with Bryn Mawr College in which each cohort of new Bi-Co faculty explores in detail the challenges of pedagogy among diverse learners in the context of the liberal arts (information about the Teaching and Learning Institute is presented in web pages maintained by Bryn Mawr College).
- Start-up funding (for newly-hired continuing and tenure-line faculty members), intended to support the initial phases of their research projects; these are negotiated by the provost and the candidate as part of the appointment process at the time of hire (see *Provost Start Up Funding Summary*).
- Targeted funding for library collection development to support new faculty disciplinary interests.
- A full-year sabbatical after the third-year review, and again after the review for tenure or promotion after the seventh year of the appointment (see the *Faculty Handbook*, Section IV.A.1).
- Experienced, knowledgeable faculty members are assigned by the Office of the Provost to serve as mentors to incoming, new tenure-track faculty (see *New Faculty Orientation Materials*). Participants in this mentoring process are strongly satisfied with the system, as evidenced by survey results.

For post-tenure faculty:

- A full-year sabbatical after every six years of full-time teaching, or a one-semester leave after every three years of full-time teaching.
- A set of prestigious endowed and term professorships, each with a substantial annual budget of research funds (\$6,000) to support ongoing research and teaching projects.
- A stipend to participate in the semester-long Teaching and Learning Institute to re-tool pedagogical skills and learn about new technologies and innovations for enhanced teaching and learning.

For interim and other temporary faculty:

- The College takes its obligations to interim faculty seriously. By far the majority of such appointments are full-time sabbatical replacement positions, and as such come with appreciable annual support for research and teaching (\$1200 in the first year, with increases in subsequent years in the case of renewals for a second or third year), and also the same \$250 allowance for books, software and supplies that regular faculty receive
- Interims (including those hired on a part-time basis) are eligible to participate in many of the course enrichment programs noted above, provided they consult with the chair or a regular member of the faculty in planning their work.

For all faculty:

- The Tri-College (Tri-Co) Faculty Forum (see *Tri-Co Faculty Forum Summary*) was established by a grant from the Andrew W. Mellon Foundation to promote collaboration among faculty at Bryn Mawr, Haverford and Swarthmore Colleges. The Faculty Forum aims to strengthen and broaden the intellectual pursuits of faculty by encouraging and facilitating collaboration in the areas of teaching, research, and governance across the Tri-Co community and the region. A series of Scholar's Writing Workshops was held at Swarthmore College in January 2019 and again in January 2020; Haverford regularly convenes a series of Writing Boot Camps at a nearby College house where faculty retreat to write and advise each other on writing projects.
- Various work-life resources aim to assist faculty members in making work/life decisions and in understanding benefits available at Haverford College that can support those decisions (see *Work/Life Resources*).
- Revised parental/childbirth leave policy, as detailed in the *Faculty Handbook* and *Employee Handbook*.
- Full-time faculty are eligible to participate in a faculty campus housing program with generous subsidies for rent; those in tenure-line positions can also take advantage of a home purchase assistance program. The Board of Managers is currently reviewing a proposed revision of this program. Once approved (early in 2020) the new policy will be posted on the Human Resources website and linked to the Faculty Handbook when it is updated during the summer of 2020.

Curricular Development and Student Learning

As noted above, individual faculty are supported in the development of their individual pedagogical skills in various ways. They are also encouraged to explore new connections between their unfolding programs of research and their work with students at all levels of the curriculum. All of these opportunities—and the regulations that govern them—are carefully documented in the College Catalog.

Each faculty member develops their particular courses in the context of their scholarly interests, their department's or program's area of focus, in the context of various emerging areas of interdisciplinary inquiry, and in the context of the liberal arts curriculum as a whole. In both their details—via the programs of study set out by our individually credentialed majors, minors, and concentrations—and their totality—as mandated by our General Education requirements—students are obliged to develop foundational skills, are drawn into new areas of interest and are encouraged to develop a critical awareness of cultural and global differences. They are called upon to put various modes of inquiry and forms of specialist knowledge into counterpoint with one another; this process, in turn, requires them to engage in critical reflection on what they know and how they know it. Such practices align with our institutional motto and learning goals. Evidence of this broad and deep student learning is presented in our *Public Summary of General Education and Capstone Assessments*.

The EPC reviews and recommends for approval by the Faculty as a whole all new course proposals, revisions to departmental and other academic programs (including the review of all Study Abroad and Study Away programs), credentials, and requirements for our degree programs (see the *Faculty Handbook*, Section II.E.1). EPC leads the Faculty in the review of curricular requirements of interest to the College as a whole, as we did in recent years, resulting in the reformulation of our General Education requirements (see Standard V). The new General Education requirements—approved by the Faculty in 2017 (prominent within the *Academic Regulations*)—explicitly recognize the importance of

- Foundations (the development of proficiencies with written and oral expression, the acquisition of skills in a language [other than English], and cultivation of facility for quantitative reasoning) and
- Domains of knowledge and modes of inquiry (introducing students to new ways of knowing the world, via coursework in three intersecting sets of classes: textual traditions, natural and abstract phenomena, and institutions or structures of the self and social world).

These new requirements have merit in their own right, replacing the familiar system of requirements based on academic divisions (Humanities, Social Sciences, and Natural Sciences) that seems increasingly arbitrary in light of rapidly changing methodologies in various fields and growth of inter- and transdisciplinary scholarship. The learning goals of these requirements, moreover, are more explicit for both students and faculty, with the result that the aims, methods, and focal points of individual courses can more neatly be tied to them, and not simply serve as manifestations of their departmental homes (see the *College Catalog*).

The new General Education requirements also afford students the flexibility to discover and to pursue multiple areas of interest, ensuring both the breadth and depth emphasized in our

Institutional Learning Goals. They also allow students to put their disciplinary knowledge (honed in rigorous classes at the 100 and 200 levels) into counterpoint with each other via a wide range of interdisciplinary programs. Indeed, the Plan for Haverford 2020 set out an ambitious vision for curricular development, noting both the continuing importance of disciplines and the increasing importance of their various interstices.

Already, students at Haverford could pursue some three dozen different majors, minors and interdisciplinary credentials, either right here on campus or through our consortial arrangements in the local area. The *Plan for Haverford 2020* imagined novel ways in which these credentials would be newly animated by what it called “constellations”—intellectual spaces through which faculty and students would come together to apply novel tools and methods to pressing questions and problems, including:

- Critical Literacies (embracing both computational and visual studies).
- The Commonweal (emphasizing social philosophy, policy and public values).
- Area Studies in Transnational Perspective (the global perspectives required to understand regional forces, cultures, and societies, from Africa to Latin America, and from the Middle East to Asia).

During the last decade we have made considerable progress in bringing many of them to fruition, albeit in ways inflected by continuing discussion among new and veteran faculty. These programs appeal to liberal arts students who realize the value of applying multiple modes of disciplinary inquiry to the world around them. They also provide ways for faculty from different departments to reach beyond usual disciplinary confines, even as they have brought new faculty to campus to collaborate in curricular development. We now offer students new or enhanced interdisciplinary programs in:

- Health Studies (a minor; recently energized by a new tenure-line appointment).
- Environmental Studies (at first a minor, it has now grown into a Bi-College department and major, with three dedicated Haverford faculty members who also teach in chemistry, biology and anthropology, and two new tenure-track hires at Bryn Mawr College, in addition to other affiliated faculty at both campuses).
- Linguistics (a thriving program taught by faculty shared among Haverford, Bryn Mawr, and Swarthmore Colleges, offering both a major and minor).
- Visual Studies (also a minor, and also with a new tenure-line appointment, but also with a rich array of other faculty and programmatic offerings hosted by the exciting new Visual Culture, Arts, and Media (VCAM) facility, which opened in October 2017; another new tenure-line appointment in anthropology is also contributing to this program).
- Middle East and Islamic Studies (an interdisciplinary concentration, involving a body of coursework equivalent to a minor, but firmly connected with a student’s Senior Capstone Project; a new tenure-line appointment in religion is making important contributions to this program, which is closely allied with their research interests).
- Neuroscience has emerged as a new interdisciplinary minor; there has already been discussion of creating a major, too.

- An expansion appointment in applied mathematics, thus considerably enhancing connections between our Department of Mathematics and Statistics and other modes of quantitative work.
- Expansion of the computer science program via three new tenure-line hires with areas of interest in fairness of algorithmic designs, bioinformatics, and machine learning in the context of computational linguistics (this last appointment will arrive on campus in the summer of 2020).
- Searches underway during 2019–20 seek to appoint new tenure-track positions in Peace, Justice, and Human Rights and Health Studies, positions that might also contribute to programs in Environmental Studies and Gender and Sexuality Studies.

These and other initiatives are made both visible and sustainable through various other efforts around campus. The *College Catalog*, for instance, provides ready access to detailed information about the programs and their requirements, while the College web site offers nuanced narrative and visual invitation to consider the uses of learning in all its forms. Our academic centers provide physical and programmatic spaces where students, faculty, and professional support staff collaborate on interdisciplinary projects, share results, and engage with visiting scholars, artists, and public figures, both on campus and beyond, and support student independent projects and internships. Each of them has during the last several years been expanded, renovated, or installed in new quarters. They include:

- The Marian E. Koshland Integrated Natural Sciences Center (which includes the newly renovated Sharpless Hall to support biology and psychology curricula and research)
- The John B. Hurford '60 Center for the Arts and Humanities (and its new home in the Center for Visual Culture Arts and Media which also houses production, presentation, and collaboration spaces that have created a hive of activity for students, visiting artists, and scholars from various disciplines). The HCAH and VCAM (as the Center and associated spaces are known) have in recent years been extraordinarily successful in garnering a series of external grants, from the ACLS (to support a new position in the medical humanities), the Fairchild Foundation (to support technology and the arts across campus), and The Pew Center for Arts & Heritage, funded by The Pew Charitable Trusts (to explore boundaries of culture and experience through a series of performances, installations, and scholarly publications involving members of local communities such as the Philadelphia Chapter of the Council on American Islamic Relations and an international team of visiting artists, including the Berlin-based collective Slavs and Tatars, among others.)
- The Center for Peace and Global Citizenship (newly expanded into spaces in Stokes, with an ample array of supporting staff and funding)
- Work now underway on a complete renovation and expansion of College facilities for the music department, including classrooms, library, and rehearsal and performance spaces (expected completion date is 2021).

Finally, and key to the integrity of all of the above, we have just completed a complete renovation and expansion of our Library system, thoroughly rethought and reconfigured to enhance both scholarship and teaching across the institution. The scope and detail of these efforts, which involved expenditures of \$35M for the renovation of Lutnick Library alone, are

too vast to more than summarize here. But with respect to the support of faculty in their roles as scholars and teachers, we note that:

- In collaboration with faculty, our librarians provide a scaffolding of instruction from the basics of searching to deeper engagement with disciplinary texts. Librarians facilitate rich, dynamic, and dialectic engagement with ideas; they help students learn to contextualize ideas found in their sources, whether digital or print, experimental or artifactual, and to see themselves as active participants in a scholarly inquiry. At all academic levels, librarians foster information literacy, critical reflection, and knowledge production. In 2018–19, librarians taught 235 instructional sessions in support of faculty coursework and the curriculum.
- State of the art teaching and studio spaces (for the visual and performing arts) provide new ways to connect research, learning, and collections. Two seminar rooms include locked cabinets that display rare and special collections. Faculty teaching in these rooms have keys for the cabinet and may draw out collections for class interrogation as the syllabus and class discussion warrant.
- In support of their research, librarians draw faculty members' attention to emerging and newly published scholarship in the areas of their interests. Librarians also find sources and resources of relevance to their work, and they make introductions, when needed, to archives and libraries throughout the world. Librarians provide faculty with information about publishing, the use of images, copyright, and the reviewing process, and provide advice and support on data management and storage.
- Librarians intensely support faculty research projects, particularly in the area of digital scholarship, where collaboration is required in leveraging texts, technology, and expertise to generate new knowledge and understanding. Several faculty members are engaged in large-scale projects supported by the libraries.
- The importance of digital scholarship as an area of support for our faculty and students is also made manifest in our Nan and Bill Harris Digital Scholarship Commons, one of several key programmatic priorities of the new Lutnick Library.

These various opportunities combine to offer Haverford faculty and students a rich array of areas of inquiry that are ideally suited to our larger mission to provide them with the critical tools and experiences they will need to advance knowledge and serve others.

Monitoring Partners in Education

Haverford partners with a number of institutions to enrich and expand educational opportunities for students. Haverford students can take courses at Bryn Mawr and Swarthmore Colleges as part of our Tri-College Consortium arrangement (24 of the basic 32 courses required for graduation must be taken at these schools, and at least eight of the 24 at Haverford). Students can also take courses at nearby University of Pennsylvania as part of the four college Quaker Consortium (which includes the three Tri-Co schools). Students have the opportunity to enroll in 4+1 (or 3/2) programs at Penn in fields such as engineering, bioethics, and city planning. Each of these four institutions is accredited by the MSCHE.

Haverford students can, in addition, take courses via a wide array of approved study abroad programs. Normally no more than four (and, in rare cases, as many as eight) of the basic course requirements for graduation are taken in such programs. Approved study abroad programs are normally sponsored by U.S. peer institutions, or by accredited organizations such as IES Abroad. In no case does any study abroad program constitute more than 25% of a Haverford degree (see *Study Abroad and 25% Rule Summary*).

Curricular Evaluation and Assessment of Student Learning

The Faculty conduct continuous and systematic evaluations of the College's educational offerings in various ways, notably through a scheme that involves direct assessment of learning outcomes in General Education and Senior Capstone Project coursework. Our assessment approach, developed by the EPC in collaboration with the Institutional Effectiveness Committee and recently endorsed by the Faculty, is a permanent part of our ongoing efforts to review, revise, and improve curricular programs (the *Student Learning Assessment Hub* will be available for demonstration during the team visit).

The Faculty established basic principles of assessment, gathered focus groups to consider criteria to evaluate, and developed systems of data gathering and analysis that would be both sustainable and flexible for the future. We agreed that:

- The Faculty, as the body responsible for the curriculum and its requirements, must also be responsible for articulating how we will evaluate student accomplishment, and in turn how best to improve those outcomes.
- Individual faculty members have responsibility for and authority over the evaluation of student work in their courses. The larger need of the institution to understand the effectiveness of its curriculum must avoid micromanaging the routine work of individual courses, either in its methods of information gathering or in its conclusions.
- Individual departments will know best how to measure student work, particularly in the context of Senior Capstone Projects, which inevitably will involve specialized disciplinary tools, perspectives, and materials.
- The College as a whole can nevertheless benefit when departmental reports about the challenges faced by their students as a group are prepared in ways that allow the College to compare and aggregate the data and thus inform our usual modes of academic planning in EPC and the Office of the Provost.

These general principles inform the various components of our assessment cycle, which includes:

- Direct assessment of student progress towards MSCHE essential skills for students (e.g., written expression, quantitative reasoning, etc.) in a wide array of courses that fulfill our core and domains of knowledge requirements for General Education, representing all departments and programs.
- Direct assessment of student progress towards learning goals in the context of Haverford's Senior Capstone Project, for all departments and programs offering a major, and involving all students in each major.

- Two sets of complementary rubrics (one for General Education, the other for the Senior Capstone Project) that allow individual faculty and departmental or programmatic groups to gather information about the pedagogical issues they find important.
- A simple, sustainable system for data entry using web forms and permission-controlled, templated spreadsheets that allow for easy aggregation of results.
- Live analysis and dynamic views of data, all available to departments, EPC, and the provosts.
- Clear statements of responsibility for various phases of work in a cycle of assessment that ensures communication about challenges, at the department level, by EPC, and by the Office of the Provost.
- Documentation of the entire system on a convenient website, with instructions, tools, an archive of memoranda and findings, and with a clear plan for data management.

Haverford College is relatively new to quantitative assessment of this sort. Indeed, only with the class 2021 will we have assessment data representing the entire academic career of a given cohort of students. It would be premature to take strong action on the basis of what are preliminary results; evidence-based revision of the curriculum can only be effective if the evidence is gathered and interpreted in systematic and consistent ways. Ours is a small institution, even by standards of liberal arts colleges, and our data are certainly not yet large. We will need year-over-year sets of data in order to understand trends and trajectories, and to have time for colleagues across the College to have important discussions about expectations for students at different levels and in different programs.

The Departmental Assessment Plan (DAP) reports prepared by academic departments (we now have two complete annual sets of them in hand) show that both at the local level within programs and at the institutional level (as seen by EPC) the value of a systematic, cyclic approach to student success is taking firm hold. Assessment—and the DAP process in particular—is prompting timely and welcome discussion about the value of clearly articulated learning goals (in individual classes, and for programs as a whole), the importance of advisers and advising guides, the status of specialist knowledge in the context of the liberal arts, and the challenges and opportunities presented by an increasingly diverse student body. EPC has noted these and other emerging themes in its annual reports to the Faculty, encouraging departments to take special note of these trends in their own discussions.

EPC and the provosts require that departments take the points raised in previous DAPs into account during the annual staffing and budgeting process each November, and also as part of requests for tenure-line and other continuing faculty. (For a more detailed discussion of the lessons learned from Assessment, along with discussion of a complementary assessment process of student conducted by College librarians, see Standard V, and the *Library Assessment Website*.)

Departments and programs also undergo periodic external reviews by scholars/educators in the discipline from other institutions. The faculty members in the department or program under review prepare a self study document based on the *External Review Guide* that outlines the strengths of the program as well as challenges, areas for improvement, future visions for development, and relevance in an increasingly diverse academy. Previous DAP statements (and

the assessment processes they reflect) are now part of these reviews, thus providing both long-term and external perspectives on our cycle of improvement. All but four departments offering a major (Fine Arts, History, East Asian Languages and Cultures, and Sociology) are current with their reviews, are recently established, or have reviews scheduled over the next few years, as detailed in the *External Departmental Review Summary*. The 2016–17 external review of the Environmental Studies minor (planned in 2011 for five years into its existence) led to the recommendation for the creation of the Environmental Studies major in 2018.

Analysis and Action

In sum, since our last Self Study in 2010 the Faculty have been responsible for the revision of various aspects of our curriculum, and of the rules by which we govern, review, and support our own work as scholar-teachers. As detailed above, and organized here according to the MSCHE criteria that apply to Standard III, our analysis and actions under these assessment processes include:

Degree program fosters coherent learning experience, promotes synthesis of learning

- During the last four years in particular we formulated, discussed, and approved a new set of General Education requirements (prominent within the *Academic Regulations*). This change was motivated by a number of factors. We came to recognize, for instance, that our administrative disciplinary divisions (Humanities, Social Sciences, and Natural Sciences) were too broad to reflect the range of methods and subject matter considered in individual courses, even within a single department. We also recognized that reducing and refining the General Education requirements would have the effect of opening up time and space for students to pursue various majors, minors, and concentrations (including several new interdisciplinary programs) in a more intentional way than in the past. The structure, aims, and goals of these new requirements are clearly stated in the College Catalog.
- Departments, as part of College Catalog preparation process, reviewed, revised, and updated departmental Learning Goals and Senior Capstone Project Learning Goals, to enhance students' understanding of the curricular coherence and synthesis that are expected of them. Moreover, during the recently-formalized annual DAP process, departments are asked to affirm or revise their various learning goals in light of a holistic consideration of previous assessment results and other ways of understanding student performance. Several departments, as revealed in the DAPs, are devoting new energy to the clear communication of learning goals via the student handbooks they maintain and distribute to majors, minors, and concentrators (see, for example, the *Psychology Department Student's Handbook*, the *Classics Department Student's Handbook*, and the *Health Studies Minor Student's Handbook*). The goals are also set out clearly and in detail in the College Catalog.
- We crafted and approved two sets of shared rubrics that are used by faculty and departments in their annual assessment of student learning for both General Education courses and as part of the Senior Capstone Project experience. The rubrics are not for grading, but they can be used by faculty to explain to students (in conjunction with the stated course learning goals) how each class contributes to the larger educational project. Such course-level reminders serve to help students to take responsibility for their learning, and to become agents of their own success. Meanwhile, assessment data are available to faculty via our Assessment web hub (available for demonstration during the

team visit), which includes various tools for viewing aggregated and detailed information for each department.

Designed, delivered, assessed by faculty who are rigorous/effective, qualified, sufficient in number, supported, and reviewed

- Haverford College aims to maintain a student-to-faculty ratio of 9:1. Certainly not all classes are that small, but small classes are the norm (especially in upper-level contexts) and students receive individual attention throughout their academic careers. EPC regularly authorizes enrollment limits on certain classes in order to ensure students are afforded sufficient contact with faculty. Haverford does not employ graduate student teaching assistants.

Figure 3.1 Student/Faculty Ratio and Class Size

Student/Faculty Ratio and Class Size (Common Data Set)	2015-16	2016-17	2017-18	2018-19	2019-20
Student/Faculty Ratio	9:1	9:1	9:1	9:1	9:1
% of Classes <20	71%	72%	76%	78%	73%
% of Classes >50	3%	2%	1%	1%	1%

- Haverford faculty are qualified, sufficient in number, and reflect diversity, as demonstrated in the faculty profile below (see Figure 3.2).
- As explained above, the College (through the efforts of the Office of the Provost, Academic Council, and the Educational Policy Committee, and the Faculty Affairs and Policies Committee) is deliberative, rigorous, and fair in all its hiring and review practices for instructional staff. Faculty are supported through a robust set of initiatives designed to make them better scholars and teachers, as evidenced by their records of publication and creative work, and by the testimony of external reviewers and granting agencies.
- Tenure-track and other continuing faculty are reviewed on a periodic basis by Academic Council as detailed above. All regular faculty also conduct a self review that is evaluated by the provost; chairs or other senior colleagues designated by them visit and review the teaching of junior colleagues and share these reviews with the provost. And interim faculty (regardless of whether they might return in the future) are evaluated by the chair (or coordinator) of the given department or program, as detailed in the *Chair Handbook*. All of these practices are subject to evaluation, review, and revision by the Faculty as a whole, as guided by Academic Council and FAPC. During the last three years the Faculty have approved a long list of clarifications and improvements in this governing document and the procedures it details.

Figure 3.2 Common Data Set and Tenure Track Faculty Summary

Common Data Set Faculty	2015-16	2016-17	2017-18	2018-19	2019-20
Full-time	126	132	137	135	138
Part-time	38	26	28	24	23
Total CDS instructional faculty	164	158	165	159	161
% Faculty of Color	21%	21%	18%	21%	22%
% Women	49%	48%	50%	53%	53%
% of Full-time with terminal degree	98%	98%	99%	99%	98%
% of Part-time with terminal degree	95%	88%	96%	92%	91%
% of Faculty with terminal degree	98%	96%	99%	97%	97%
Tenure-Track Faculty	2015-16	2016-17	2017-18	2018-19	2019-20
Tenure-Track Appointments					
# Tenure-Track	101	104	105	108	111
# Tenure-Track Women	48	47	51	54	57
% Women	48%	45%	49%	50%	51%
# Tenure-Track Faculty of Color (regardless of citizenship)	22	24	21	22	24
% Faculty of Color	22%	23%	20%	20%	22%
% of Tenure-Track Faculty with highest degree	100%	100%	100%	100%	100%
Tenured Faculty Demographics					
# Tenured Faculty	76	79	80	79	79
% Tenured	75%	76%	76%	73%	71%
# Tenured Women	32	31	33	35	36
% Women	42%	39%	41%	44%	46%
# Tenured Faculty of Color	12	14	15	15	15
% Faculty of Color	16%	18%	19%	19%	19%

- Meanwhile the DAP process (and the assessment practices upon which it relies) figure importantly in the allocation of new or additional instructional staff: the provost now requires that budget and staffing requests align with priorities expressed in each department’s DAP report, while EPC (in its annual discussion of requests for the initiation of new tenure-line and continuing faculty positions) likewise requires that these requests explain how they will advance priorities expressed in previous DAP reports, and how they will contribute to student success.

Accurate publication of degree/program requirements and time to completion

- Students, if they are to succeed in completing a Haverford degree, and the faculty and staff who advise them need an accurate, navigable, and comprehensive picture of the curriculum in all its detail. EPC has taken several steps in recent years to advance these aims. We hired a professional copy editor and undertook a systematic review of the Academic Regulations and Departmental Program descriptions. Working with Instructional & Information Technology Services (IITS), we simultaneously began plans for the adoption of an enterprise-level content management system for the College Catalog, evaluating proposals from several leading vendors, and eventually selecting CourseLeaf. The 2018–19 edition of the College Catalog was the first produced under this

new system. We expect to launch a Course Management system via the same vendor in the Spring of 2020.

- The CourseLeaf system also includes various search tools that are of great value to students and faculty, allowing them to discover related courses, courses that fulfill certain requirements, and to find new interests. The availability of accurate information (including clear statements of departmental learning goals, as described above) helps students, instructors, and advisers keep these aims in mind over the course of an academic career. As part of the launch of the 2019 edition of the College Catalog, the Office of the Registrar, the Office of the Provost, and Communications added an important array of search tools to each departmental home page, allowing students to search for courses on offer this year, over the last three years, and across the Tri-College consortium, all with various faceted tools to allow them to discover classes that suit their interests and to plan their exploration of the curriculum in an intentional way.

Sufficient learning opportunities and resources

The Office of the Provost uses data from the registrar to understand changing patterns of enrollment in various departments, and to direct additional interim instructional staff as needed to ensure that classes remain small. We have evaluated and updated various aspects of the College-wide curriculum since our 2010 Self Study. These changes have arisen from discussions within EPC as part of its ongoing responsibility for the review of all aspects of the College curriculum, with subsequent discussion and action by the complete Faculty. Notable changes brought to the Faculty as a result of these processes include:

- Extensive discussion and approval (led by EPC) of a new set of General Education requirements, effective for students entering the College as of fall 2018.
- Articulation of student learning goals for all programs (departments, concentrations, and interdisciplinary minors) and of the Senior Capstone Project (2011–12; revised again 2016–17 for the new College Catalog, and now the subject of annual inspection via the DAP process). These are now readily available via the web-based catalog such that instructors, advisers, and students can regard the opportunities and resources before them in light of the expectations of each program. Each departmental or program website, in addition to republishing the relevant portion of the College Catalog itself, also includes a set of tools for exploring the curriculum via four different frameworks (for the current year; for the last three years, and both within a given department or program and across the College offerings as a whole).
- Approval of a new Writing Program and other first-year curricular changes (2009–10; implemented with new hires in 2013–14) that give all students a thorough introduction to written and oral communication, with special additional “Writing Intensive” sections (resulting in two terms of introductory writing) for students deemed in need of extra preparation by the Director of College Writing.
- Creation and implementation of the John P. Chesick Scholars Program, a 4-year academic leadership and mentoring program for high-achieving students from backgrounds that are historically underrepresented in academia. Through pre-matriculation classes and an extensive series of advisory and development initiatives, the Chesick program prepares these students for success, as indicated in the *Chesick Report*.

- Approval of revised language requirement mandating a full year of study for all students and eliminating previous exemptions for previous study (2011–12).
- Approval, enhancement, or exploration of a number of new programs that advance our institutional learning goals, the *Plan for Haverford 2020*, or the outcomes of the Arts-Sciences consultancy, including programs in Health Studies, Environmental Studies, Visual Studies, and the fieldwork based Tri-Co Philly program (undertaken in collaboration with our consortial partners Bryn Mawr and Swarthmore Colleges).
- Approval and implementation of a new data-informed assessment system for all departments and programs granting a credential (started in 2015–16).
- Implementation of the DAP system by which departments reflect on assessment data as part of the annual review of the challenges they face.
- As noted above, a complete renovation of the library, accompanied by a robust array of human resources needed to animate scholarship and teaching for the 21st century.

Appropriate review for learning experiences delivered by third parties

- As we note above, according to our Academic Regulations, Haverford students must take at least 75% of their courses here at the College or one of our direct consortium members (Bryn Mawr College, Swarthmore College, or the University of Pennsylvania; each is accredited by the MSCHE). Our analysis of enrollment data starting with the cohort of students that entered in 2013 (and who graduated in 2017) reveals that no students have ever breached the threshold of more than 25% courses taken at an institution beyond this consortium via one of our approved study abroad or study away programs. These programs are approved and periodically reviewed by EPC on an individual basis for coherence, integrity, and relevance to a Haverford education.

Periodic assessment of the learning experience

- Systematic assessment of student success is conducted across the General Education and Senior Capstone Project curricula, with subsequent consideration of the results by EPC and by individual departments (as part of the DAP process). This process is overseen by the Institutional Effectiveness Committee (IEC), and in particular by the associate provost for curricular support and development.
- EPC and the Faculty will need to gather assessment data over a long period of time before acting on the evidence it provides, and with certain local constraints in mind, namely:
 - As a small institution, even in comparison to other liberal arts colleges, almost everything we do involves small sample sizes.
 - With the exception of our first-year writing seminars, we do not have a core curriculum consisting of a fixed set of courses taken by all students, and so the reliable comparison of even the same assessment rubrics across different disciplines and instructors will require more experience and discussion.

- The fundamental goals of a Haverford education emphasize judgement and critique, which are inherently difficult to quantify.
- In the two years following the implementation of the assessment and DAP processes, EPC has reviewed both assessment data and DAPs, bringing to the attention of the Faculty some areas worthy of special attention (as we detail in Standard V, below). These are translated into action via various channels:
 - In revisions to departmental learning goals, curricula, and individual courses.
 - In requests to EPC for permanent faculty (proposals which must include an explanation of how the given position will advance the curriculum towards concerns expressed in previous DAP reports).
 - In requests to the provost for additional interim staffing and operational budgets (which likewise must show how they will address DAP report priorities).

Opportunities for Improvement

The faculty are in solid shape: they are trained, reviewed, and supported in ways that prepare them to excel in their areas of research, to grow as committed pedagogues, and to remain judicious stewards of the curriculum. Our practices and policies will continue to evolve as defined by our consensus-based governance practices. But we do not see the need to make radical changes in how we recruit, retain, and promote faculty. Nor do we see the need for major change in the ways we evaluate our curriculum and how it serves our students.

In keeping with observations noted in this standard, and in other parts of our Self Study, however, we will need to think carefully in the years ahead about how to advance advising practices (Opportunity for Improvement #2), and how the Faculty can both collect and interpret data about our students in ways that will assure their continued success (Opportunity for Improvement #3)

Standard IV. Support of the Student Experience

Compliance with Standard

Haverford College is compliant with Standard IV. *Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.*

Haverford College is committed, as outlined in *The Plan for Haverford 2020*, to “educating the whole student,” and this engagement is reflected in our processes and structures as they relate to and support the student experience in its widest sense. We have in place robust mechanisms and programs for admitting students, welcoming them to campus, supporting them while they are here, and preparing them for life after Haverford.

Accurate and comprehensive information is published on the College website regarding the cost of attendance, financial aid, refunds, and student loan debt relief for eligible graduates. Application process requirements are also clearly articulated for prospective students, and admission officers use a holistic and collaborative approach as they review each dossier. A wide array of programs guide and support each student to chart a path through Haverford’s rigorous curriculum, take their place in our inclusive community, and learn to take responsibility for their actions through the Honor Code.

Under the dean of the College, the Student Affairs Division facilitates student success through comprehensive advising, counseling, and a variety of coordinated resources. As part of the educational process, and guided by a dean, each student is encouraged to use their capacities fully, to explore opportunities within the College and in the wider world, and to establish their own trajectory for successfully achieving their educational goals. In addition to their dean, who accompanies the student through their entire Haverford experience, each student has a pre-major adviser for the first two years, and an adviser from within the academic major declared at the end of the sophomore year. Progress to degree is monitored by the deans, the registrar, and the Committee on Student Standings and Progress, a standing committee of the faculty.

The Office of Academic Resources, Access and Disability Services, Office of Student Engagement and Leadership, the Office of International Academic Programs, and Center for Career and Professional Advising deliver expanding concentric circles of support for student success within and beyond Haverford. Individual student well-being is furthered through Health Services, Counseling and Psychological Services, and the Office of Religious and Spiritual Life. Connection to and learning with others in and through a diverse inclusive community is guided by professionals within Residential and Community Life, Athletics, the Office of Service, the Office of Multicultural Affairs, International Student Services, and the Women’s Center.

Haverford has policies and procedures in place to evaluate and award credit for incoming students, students participating in study away programs, those taking summer courses at other institutions, and those enrolled in courses at Tri-College Consortium institutions (Bryn Mawr and Swarthmore Colleges), as well as the University of Pennsylvania.

Policies and procedures for safe and secure maintenance and appropriate release of student information and records are outlined within the FERPA Guide for Students, Faculty, and Staff and informed by the College Records Management Policy. There is ongoing attention to the collection and appropriate sharing of student information in support of advising.

Athletic, student life, and extracurricular activities are guided by Student Affairs professionals. Nevertheless, the expectation articulated within the College mission statement that we “foster the pursuit of excellence and a sense of individual and collective responsibility throughout the entire environment” aligns with the practice of nurturing and requiring student leadership in these areas too. For instance, the Customs orientation program is run by students and the funds from the student activity fee are allocated by the Students’ Council. The role of professionals is to guide, train, and provide appropriate structure within which the learning process for student agency unfolds.

Periodic assessment of the effectiveness of programs supporting the student experience is evident in the administrative Division and academic Departmental Assessment Plans (DAPs), part of the system of Institutional Effectiveness detailed in Standard VI. DAPs incorporate the multiple dimensions of student success at Haverford. Most broadly, indicators of success are high graduation rates for all students (with attention to subpopulations) and favorable post-Haverford outcomes in graduate/professional school admission and employment placement. Beyond these baselines are a variety of markers of success which can differ in constellation for each graduate, but which draw on an educational experience marked by intellectual excitement, meaningful engagement with others, preparation for the next step in life, and intentional development of the ability to make a difference in the world.

Discussion

Haverford’s support of students begins during the admission process, which is the subject of the first portion of this chapter, and continues through their undergraduate years at the College, which is considered in the remainder.

Overview of the Admission Process

The admission process aims to recruit, select, and enroll students to Haverford, building a student community that embodies and furthers the mission and values of the institution. We aim to bring the most talented and diverse student body possible to Haverford, identifying students who will thrive here, who will contribute to our community, and who will put their learning to work to improve the world beyond the College gates. Academic excellence is the central criterion for admission. We also value students who will engage with the overall community experience, our model of shared governance, our collaborative learning environment, and the emphasis on integrity, ethical engagement, and leadership. These considerations provide the framework for every aspect of the work we do, at every stage of the process. We strive to:

- Build relationships with a diverse range of potential applicants, informing them of the educational experience available at Haverford and engaging with them in a manner that allows them to give Haverford serious consideration as their first choice.
- Offer candidates the opportunity to demonstrate their academic achievements and leadership experiences, while also showing their capacity to engage, collaborate, and diversify the institution and advance its educational mission.
- Provide a strong financial aid program that ensures that qualified students will enroll once admitted. Cost should not be an obstacle to attendance.
- Evaluate the effectiveness of all of these processes in collaboration with various on-campus constituencies. We want to know whether the students we recruit and admit are adjusting to life at Haverford, and how they are succeeding.

Recruitment and Admission Processes

The Office of Admission engages students, parents, and high schools through a multifaceted approach. The Office aims to connect with the broadest range of qualified students possible and make the process of researching and applying to Haverford as easy to navigate as possible. Supporting our mission of academic excellence and our standing as a premier liberal arts college, we are recruiting students from around the globe.

Methods of recruitment include, but are not limited to:

- A robust online presence, including a comprehensive institutional website that describes and evokes all aspects of a Haverford education, as well as an informative *Admission and Financial Aid Website*.
- Traditional paper modes of communication, such as a *College Viewbook*, financial aid brochures, brochures about each Academic Center, brochures about the postgraduate success of our graduates, etc.
- Email campaigns, including messages providing guidance about the application and financial aid processes.
- On-campus opportunities for engagement, including tours, information sessions, and interviews.
- Partnerships with local and national community-based organizations, such as QuestBridge and Philly Futures, which help us to identify and recruit low-income and underrepresented student populations.

At Haverford each student's application portfolio is treated individually. Our primary consideration in the evaluation process is academic excellence. Reflecting the College's *Statement of Purpose* and our commitment to educating what we call "the whole student," Haverford is also interested in students who demonstrate the capacity to achieve academically, to engage substantively with our community and to grow both intellectually and personally. We evaluate each applicant with a rubric that balances quantitative and qualitative measures. The Office of Admission staff discuss each file individually, and make final decisions by consensus, in keeping with long-standing practice at the College.

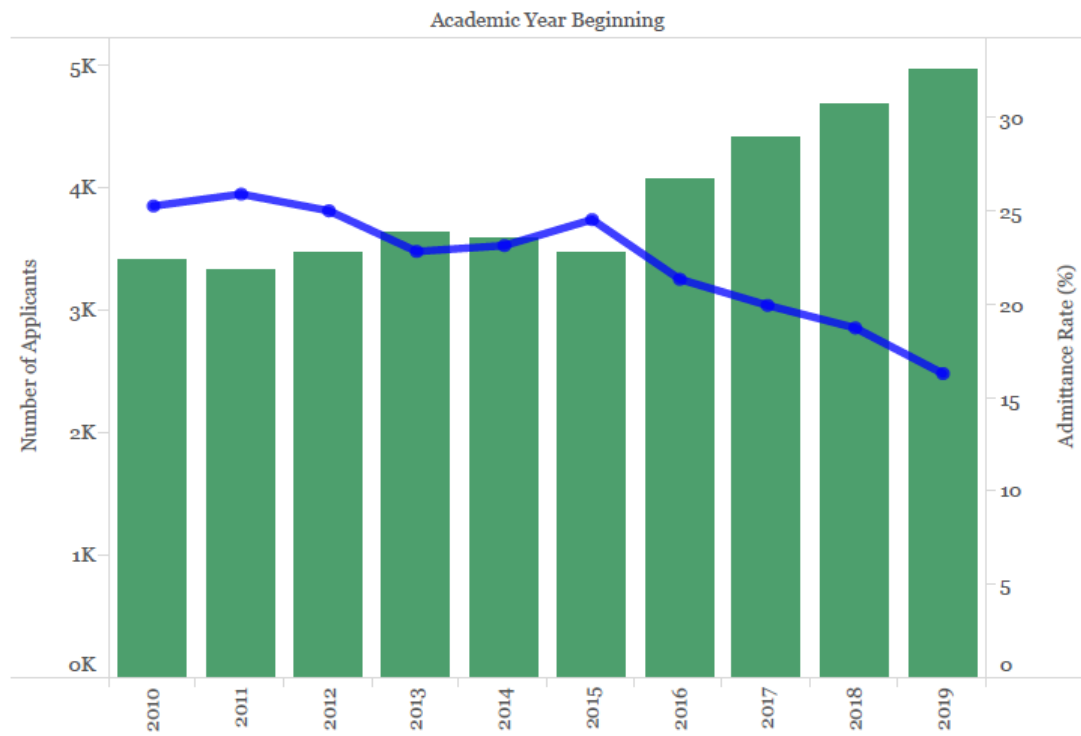
Admission Results

Tracking a range of data points at the various stages of the admission process provides us with evidence about our performance. Areas of assessment particularly focus on the demand for a Haverford education and our ability to craft an incoming class that reflects our values. This information is measured against peers annually, reviewed by the Office of Admission, by Senior Staff, and by the Board. The following chart notes increases in applications and selectivity (declining percentage of applicants admitted) over the last decade. Both are indicators of strong demand.

Figure 4.1 Applications vs. Admit Rate since 2010

Admission

Number of applications (bar) with admit rate (line)



(Descriptive caption: Combined bar chart and line graph comparing number of applicants (bars) with acceptance rate as a percentage (line) in the Y-axis for each of the years between 2010 and 2019 in the X-axis.)

Over the past 10 years (Class of 2014 to Class of 2023):

- Total applications have increased 49.9%; tied to this, the admit rate has decreased from 26.0% to 16.3%.
- Yield has gone up, increasing from 37.8% to 44.9%.
- The proportion of students of color (regardless of citizenship) in the incoming class has increased from 32.3% of the class to 48.2%.

Figure 4.2 Students of Color

Class of...	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Entered Fall	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
All Students of Color	105	117	124	122	118	136	129	164	166	175
% of All Matrics	32.3%	34.9%	38.4%	36.6%	34.7%	39.3%	36.8%	47.0%	46.5%	48.2%

- The proportion of students who are first in their family to attend college (neither parent holding a bachelor’s degree) has ranged from 10.3% to 14.7% during this period.

Figure 4.3 First Generation Students

Class of...	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Entered Fall	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Both parents non-college (NC)	39	40	39	38	40	51	42	36	47	47
One parent non-college (PC)	31	42	36	50	42	48	37	46	47	47
NC and PC together	70	82	75	88	82	99	79	82	94	94
NC and PC %	21.5%	24.5%	23.2%	26.4%	24.1%	28.6%	22.5%	23.5%	26.3%	25.9%
NC only	12.0%	11.9%	12.1%	11.4%	11.8%	14.7%	12.0%	10.3%	13.2%	12.9%

- Mirroring the increasingly global character of U.S. higher education, the number of foreign nationals in the incoming class has increased 327%.

Figure 4.4 International Students

Class of...	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Entered Fall	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Foreign Nationals	11	21	20	26	21	34	37	41	43	47
% of All Matrics	3.4%	6.3%	6.2%	7.8%	6.2%	9.8%	10.5%	11.7%	12.0%	12.9%

- The average ACT score has increased from 31 to 33. SAT medians for the Class of 2014 to the Class of 2021 increased from 700 to 720 for the Critical Reasoning section; 690 to 740 for the Math section; and 710 to 720 for the Writing section. For the most recent SAT (available to the Classes of 2021 onward), our medians increased from 710 to 720 for Evidence-Based Reading and 730 to 750 for Math.

Figure 4.5 Standardized Test Scores

Class of...	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Entered Fall	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Note: scores for the Class of 2021 include CONVERTED SAT 1 scores (as was required by IPEDS, US News, etc.)								2021	2022	2023
Median SAT R Evidence-Based Reading								730	710	720
Median SAT R Math								740	730	750
	2014	2015	2016	2017	2018	2019	2020	2021		
Median Critical Reasoning	700	700	700	710	710	720	720	720		
Median Math	690	700	700	700	700	720	710	740		
Median Writing	710	710	710	710	700	720	720	720		
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Median ACT Composite	31	31	31	32	32	32	32	33	33	33

- The proportion of students who are in the top 10% of their graduating class has been stable, ranging from 92.2% to 96.0%.

Figure 4.6 Class Rank

Class of...	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Entered Fall	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Top 10% of graduating class	93.8%	93.8%	92.2%	94.7%	94.3%	95.5%	93.9%	96.0%	95.2%	92.3%
Top 20% of graduating class	99.3%	99.2%	99.2%	97.7%	97.5%	100.0%	98.5%	99.0%	97.1%	98.5%

(Note that these data reflect information from student applications and all enrolling students at the time of the opening of first-year orientation. As such, there may be some slight difference with official College census data.)

Financial Aid

Meeting the full demonstrated need of each student is the main goal of our financial aid policies. In awarding aid we aim to minimize the burden felt by our students and their families. Students re-apply for financial aid each year, but we promise to meet their demonstrated need throughout their time at Haverford. The overall pool of aid available is determined during the annual budget process, first shaped by Senior Staff, then approved by the Board of Managers along with the rest of the College operating budget.

We evaluate the effectiveness of financial aid according to three key measures:

- The composition of the incoming class relative to goals;
- Yield of admitted students across income levels; and
- Net tuition revenue.

Variance in any of the above factors triggers reconsideration of our policies. For example, in Haverford’s second year of need-aware admission, the Class of 2022 came in over the discount rate target by more than 2%. This prompted deeper analysis of yield patterns and revision to methods of yield prediction, which in turn informed the decision-making process for the Class of 2023 (which came in under the discount rate target).

Transparency of Process and Availability of Information

Significant effort is made to serve all students who engage with Haverford in the admission and financial aid processes. We provide potential applicants the information they need to understand both the costs and benefits of a Haverford education. We offer:

- Clear instructions on how to apply, including lists of required materials, application deadlines, and guidance on the criteria of evaluation. An online admission portal is also available to all applicants, allowing them to track application requirements.
- Comprehensive information on the financial aid process (both for new and returning students), along with instructions on how to apply.
- An online Net Price Calculator (NPC) that provides a reasonable estimate of net costs for a particular student. Haverford’s NPC is tested regularly for accuracy by financial aid staff.

- Personal support through all phases of the process, from first steps to final acceptance.

Several committees help the wider College community understand our admission and financial aid policies. These include:

- The Board of Managers External Affairs Committee, which receives reports four times a year on admission and financial aid. The vice president & dean of admission and financial aid also makes brief reports during meetings of the Board of Managers.
- The Faculty Committee on Admission, which normally is called every three years and examines recruitment policies, priorities, and practices.
- The Student Admission Advisory Committee, which works closely with the Office of Admission. This group is particularly engaged with how the Admission Office presents the College to external audiences (prospective students, high school counselors, etc.).
- The Financial Aid Committee, which hears appeals from students. This committee is populated by the vice president & dean of admission and financial aid, the director of financial aid, as well as the dean, the senior vice president for finance/chief administrative officer, and the associate vice president for finance.

Collaboration with On-Campus Constituencies around Admission

The Office of Admission works with other constituencies on campus to understand which students succeed, and how our admission and aid policies might be adjusted to ensure that more of those whom we admit do so, too. These efforts include the following steps:

- Each summer the vice president & dean of admission and financial aid provides the dean of first year students, the director of residential life, the coordinator of access and disability services, and the dean for diversity, access, and community engagement with substantial information about the incoming class to support the advising process (see *Incoming Student Admission Information shared with Dean's Office*).
- The dean of first-year students meets with the admission staff twice a year to provide feedback on the performance and experience of the first-year class.
- The vice president & dean of admission and financial aid attends meetings of the Committee on Student Standing and Programs, a standing committee of the faculty charged with supervision of students encountering academic difficulty.
- The vice president & dean of admission and financial aid is a member of the Chesick Scholars Committee, and takes part in the selection of participants for this mentoring program for high-achieving students from underrepresented backgrounds. Admissions, Student Affairs, the Office of the Provost, Institutional Research, and Institutional Advancement contribute to the success of this program, as indicated in the *Chesick Report*.
- Members of the admission staff participate in the selection process and occasionally also in the programming for Horizons (a leadership development program for students who are first-generation, from underrepresented backgrounds, and/or Questbridge scholars) and the Summer Social Justice Institute (a program sponsored by both Haverford and

Swarthmore Colleges for first-year students who are interested in exploring issues of identity, power, privilege and social justice).

One of the goals of the enhanced data systems toward which Haverford is working is to be able to conduct more data-rich studies of student success in relation to the admission process. We are interested in deepening our understanding, for example, of how well our evaluative systems and markers of student strength translate to student success as undergraduates, with the aim of ensuring that admission decisions serve students well and that the College can better identify risk factors that allow for early intervention to provide students with adequate support.

Support of the Student Experience at Haverford

Mastery and critique, depth and breadth, and learning for a purpose are the primary goals of a Haverford education, as set out in our Institutional Learning Goals. Consistent growth in these areas, followed in turn by timely graduation and then the first steps in lives of learning and service after graduation, are standards by which we measure student success. We track our overall progress towards these goals through a variety of indicators. We call the first set “baseline indicators,” which include retention, graduation, and employment statistics. But we are also keenly interested in a series of more nuanced and varied measures of success (see “beyond the baseline,” below).

Baseline Indicators of Success

Retention and graduation rates. Haverford’s first-year retention rates and 4- and 6-year graduation rates are monitored by the registrar, members of the College’s Senior Staff, and Board of Managers (see *HEOA Graduation Rates* and the *Haverford College Persistence Summary*). In the context of higher education, first-year retention at Haverford is high; for the cohorts entering from 2010 through 2017, the retention rate from fall of first year to fall of second year was 97% or higher. For the most recent cohort of 2018, returning in fall 2019, first year retention was slightly lower at 96.2%. Our entering classes have ranged in size from 318 to 363, with a gradual increase over the most recent decade. With Haverford’s small student body, the retention of three to four students translates to a difference of 1% in our retention rate.

Overall graduation rates are also high; from the early 1990s through the cohort entering in fall 2008 (HC ‘12), Haverford’s 6-year rate fluctuated between 91% and 94%. Beginning with the cohort entering in the fall of 2009 (HC ‘13), 6-year graduation rates have hovered around 90%, with two exceptions of 92% and 93%. (See Figure 4.7, below.)

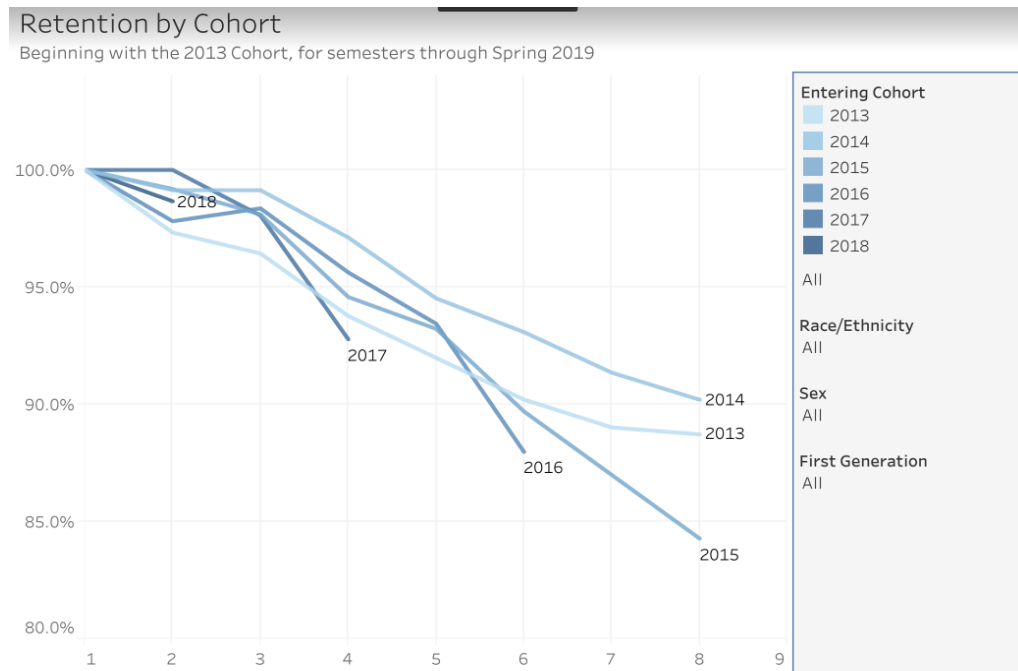
The impact of small numbers continues to be a factor in graduation rates, but the most recent pattern has drawn additional attention to monitoring of student persistence and exploration of contributing factors.

Figure 4.7 Detailed Graduation Rates

Entering Fall	Graduating Class Year	# First-Year Students	# Graduating in 4 Years	4-Year %	# Graduating in 5 Years	5-Year %	# Graduating in ≥6 Years	6 or more Years %	Total # Graduating	Total %
2006	2010	314	281	89%	8	3%	4	1.3%	293	93%
2007	2011	315	287	91%	6	2%	1	0.3%	294	93%
2008	2012	327	287	88%	17	5%	4	1.2%	308	94%
2009	2013	323	275	85%	14	4%	1	0.3%	290	90%
2010	2014	325	281	86%	10	3%	3	0.9%	294	90%
2011	2015	331	288	87%	13	4%	6	1.8%	307	93%
2012	2016	318	280	88%	13	4%	1	0.3%	294	92%
2013	2017	328	273	83%	18	5%	3	0.9%	294	90%
2014	2018	338	287	85%	18	5%				90%
2015	2019	346	291	84%						84%

An excerpt of the October 2019 retention analysis below, approximates the College's retention rate, per student semester, based on the percentage of students in each entering class year “active” in the subsequent term. Students who were active in a term may not have completed that term. As a result, 8-semester rates displayed here do not accurately reflect the 4-year graduation rate for the three cohorts with 8-semester data. (The actual 4-year graduation rates for the 2013, 2014, and 2015 cohorts were 84% or 85%, as indicated above.) Instead, this chart provides a barometer by which we can gauge the relative “health” of one entering class compared to another. Of concern is that the 2016 and 2017 groups (the current seniors and juniors, respectively) are lagging behind each of the three previous cohorts. This understanding informs current explorations of retention on campus.

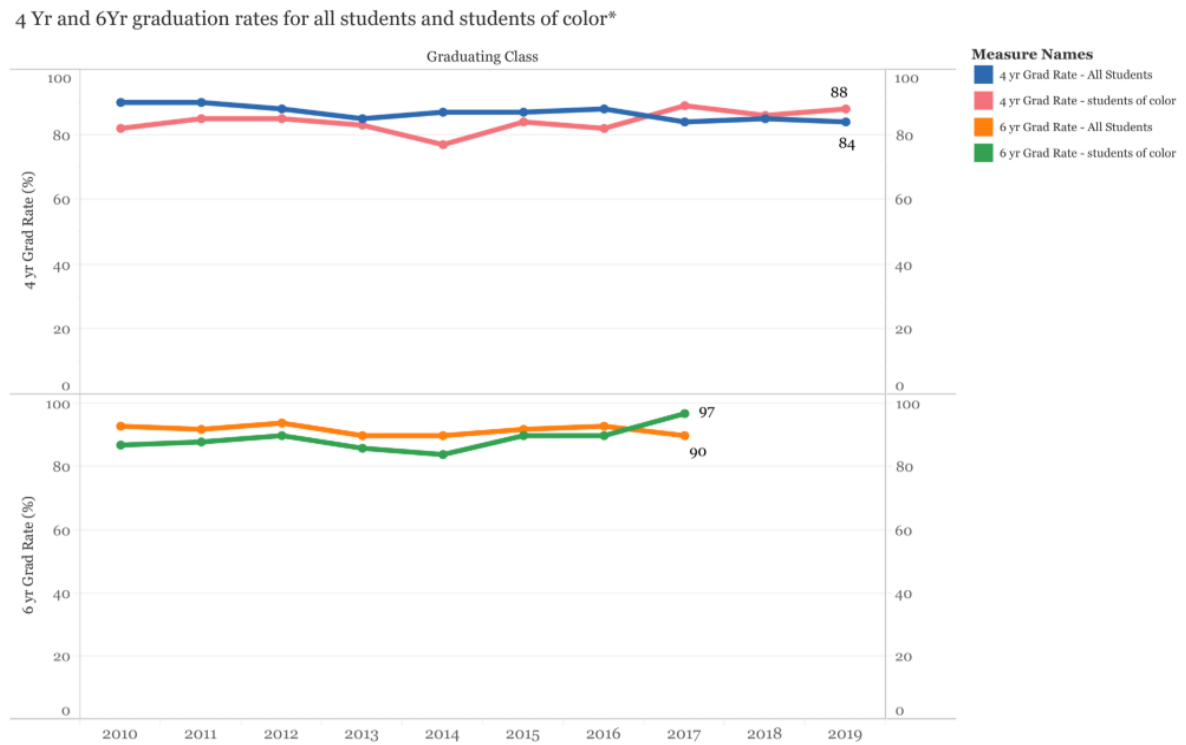
Figure 4.8 Retention by Cohort



(Descriptive caption: line graph showing percentage of each entering cohort of students from 2013 through 2018, with percentage of returning students in the Y-axis and successive semesters of their educational career in the X-axis.)

Monitoring of graduation rates includes analysis by race/ethnicity. The chart below indicates that for the most recent 4-year and 6-year cohorts, students of color graduated at higher rates than all students. Additional detail by individual race/ethnicity and financial aid categories is published annually on the College’s HEOA website.

Figure 4.9 4-year and 6-year Graduation Rates

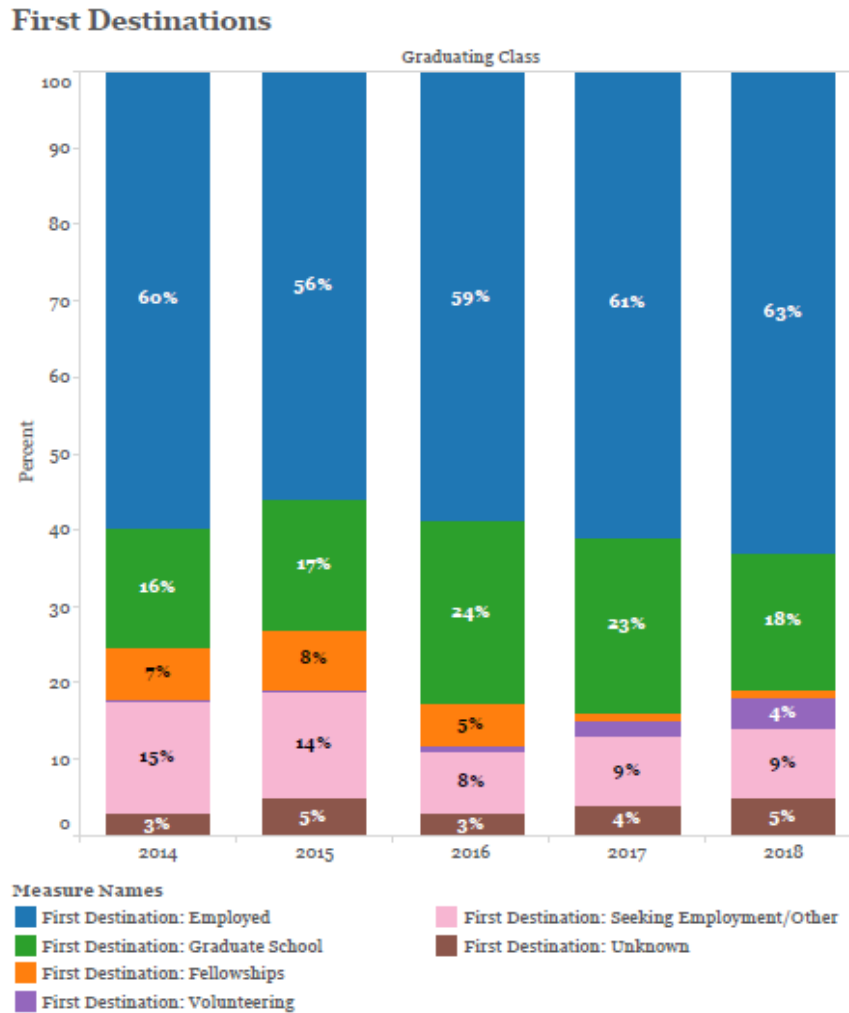


*Students of color represent all students who have identified as any race and/or ethnicity other than White, Non-Hispanic

(Descriptive caption: two line graphs comparing 4-year and 6-year graduation rates for the classes of 2010 through 2019 for all students and students of color; the Y-axis represents the percentage of students graduating and the X-axis represents each successive graduating class.)

- Outcomes.** The Center for Career and Professional Advising (CCPA) tracks first destinations upon graduation and publishes this information on its website and in an annual report (see *CCPA Annual Report 2018–19*). Based on the entire Class of 2018, 18% proceeded directly to graduate or professional school and 68% were employed, undertaking volunteer work, or were awarded a fellowship within six months of graduation.

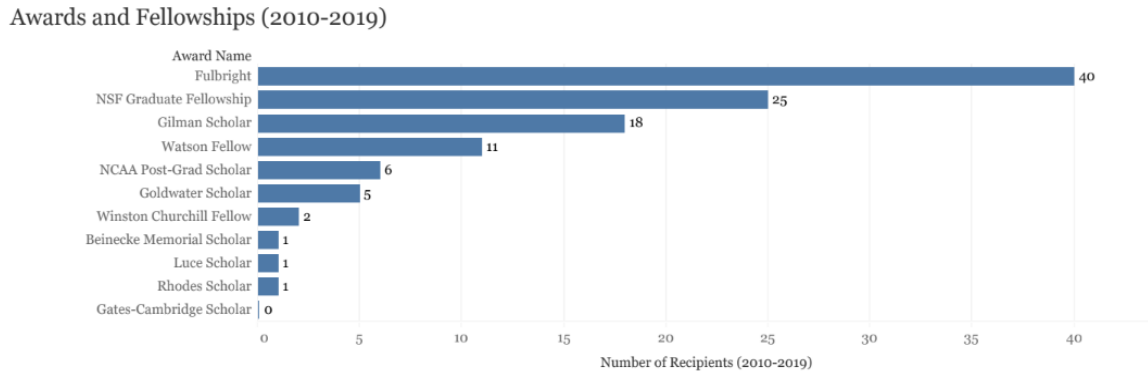
Figure 4.10 First Destinations of Students after Graduation



(Descriptive caption: stacked bar chart showing percentages of students who pursue each of various career paths, differentiated by color; the Y-axis shows the percentages and the X-axis shows graduating classes from 2014 through 2018.)

Over the past decade, Haverford students have successfully competed for a variety of prestigious fellowships.

Figure 4.11 Student Awards and Fellowships since 2010



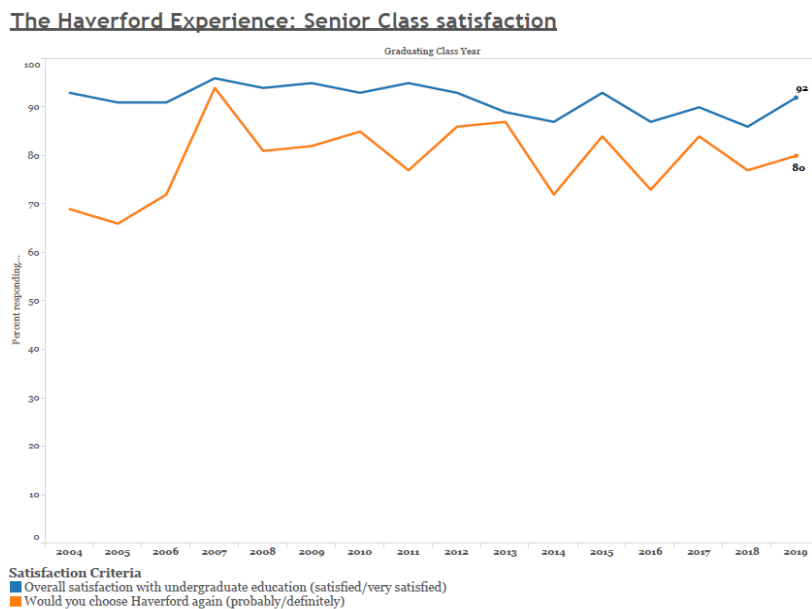
Sum of Number of Recipients (2010-2019) for each Award Name. The marks are labeled by sum of Number of Recipients (2010-2019).

(Descriptive caption: bar chart showing number of students who received each type of award or fellowship for the years 2010 through 2019 combined.)

Our alumni hold leadership roles in a wide range of fields, befitting a liberal arts education. Current practice includes an annual alumni survey through which the College collects data to populate the Beyond Haverford: Visualization of Alumni Outcomes webtool, accessible within the CCPA website. This dynamic data set, which can be filtered by major and includes job titles, is published on Haverford’s website so that prospective and current students can understand the extensive possibilities enabled by a Haverford education.

At the point of stepping into the wider world, overall satisfaction with the Haverford experience has been consistently high among our seniors.

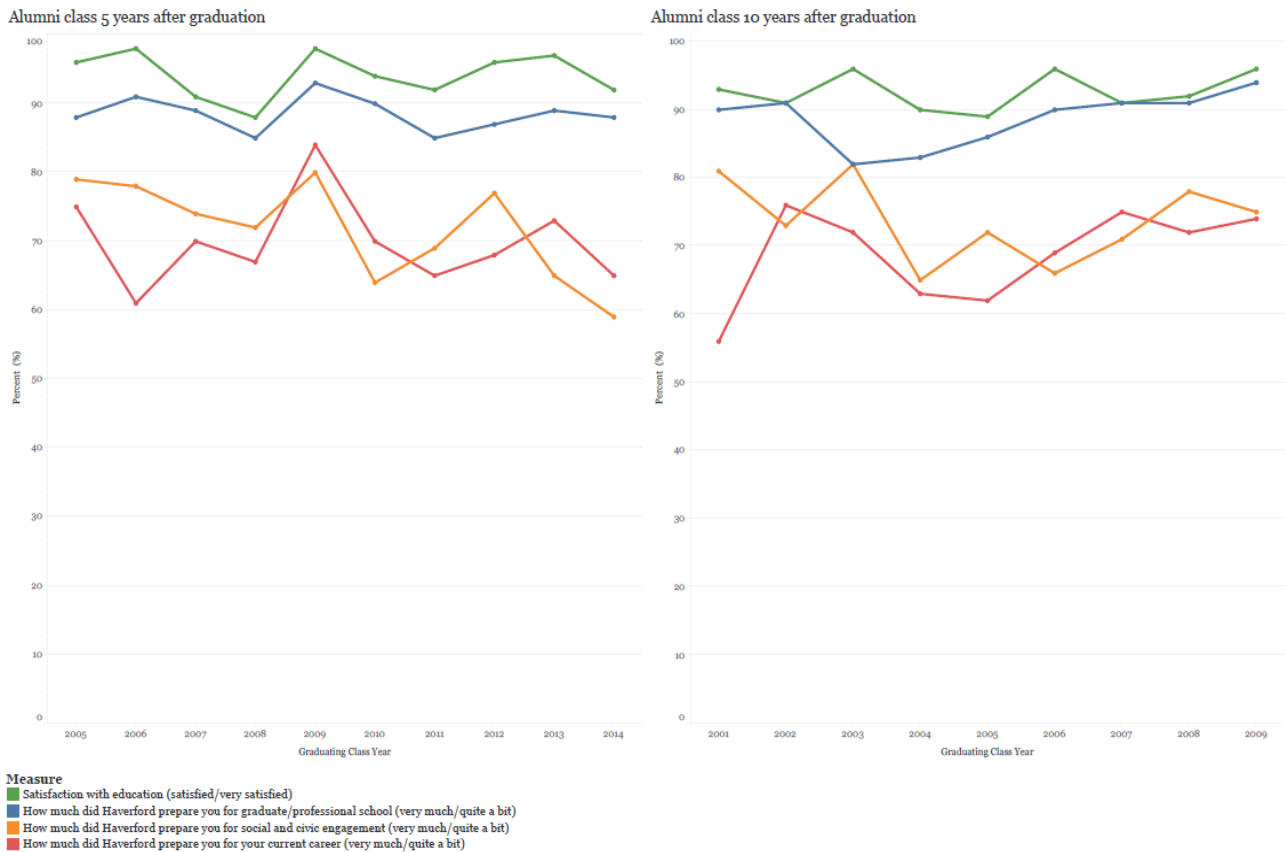
Figure 4.12 Senior Class Satisfaction



(Descriptive caption: line chart showing measures of satisfaction among Haverford seniors; the Y-axis denotes the percentage of those expressing satisfaction, while the X-axis shows successive graduating classes since 2004.)

Through alumni surveys, students continue to express high satisfaction levels with their educational experience when asked at both 5 and 10 years after graduation. These alumni also credit the College with preparing them well for graduate and professional school, social and civic engagement, and career, as depicted in Figure 4.13.

Figure 4.13 Alumni Satisfaction and Preparation



(Descriptive caption: line charts showing measures of satisfaction and preparation among Haverford alumni for five and ten years after graduation; the Y-axis indicates the percentage expressing satisfaction or preparation, while the X-axis shows successive graduating classes.)

Beyond the Baseline Indicators: Nine Elements of Success

In addition to the baseline indicators of timely graduation and appropriate first destinations, Haverford conceives of success in wider and less easily quantified ways. “The broadening enrichment of each person’s development,” as referenced in the Statement of Purpose, includes processes that vary from student to student. While such a goal is subjective and difficult to measure, the mechanisms and resources for helping students pursue it are concrete, visible, and subject to ongoing assessment.

Haverford focuses on a set of Nine Elements of Student Success, presented in the first column of the matrix below. These capture important dimensions of the Haverford educational experience. As the College puts into action the educational programs designed to fulfill its mission, any individual student’s combination and synthesis of these elements will differ, and some are harder to measure in a direct way than others.

Simultaneously, Haverford’s relatively flat organizational structure and collaborative culture allow for an integrated approach to student support among the many contributing departments and functional areas, depicted in columns of the matrix. These functional areas have specific and interconnecting responsibilities, which together advance the Nine Elements of Student Success. Before turning to the details of these various dimensions of a successful Haverford experience, we present a brief description (in alphabetical order) of the key offices and advising systems that make such success, in all of its varieties, possible. Additional detailed information is available on the *Dean’s Office Website*. The collaborative nature of responsibilities within the Student Affairs division is also evident within the *Student Affairs DAP* (Division Assessment Plan).

Figure 4.14 Matrix of Elements of Student Success and Student Affairs Offices

Elements of Student Success at Haverford	Academic Assessment and Operations/Registrar's	Advising	Athletics	Center for Career & Professional Advising	Diversity, Access, & Community Engagement	International Academic Programs	Religious and Spiritual Life	Residential and Community Life	Student Engagement & Leadership	Student Health and Learning Resources	Title IX Compliance
An intellectually exciting academic experience	●	●				●					
The acquisition of specific skills	●		●	●		●		●	●	●	
A robust residential experience					●		●	●	●	●	
Meaningful engagement activity			●	●	●	●	●	●	●	●	
Maintaining a balanced and healthful life		●	●		●		●	●	●	●	●
Identifying and navigating resources and developing self-sufficiency		●			●		●	●	●	●	
Pre-professional and career enhancement opportunities		●		●		●		●	●		
Leadership and/or community development opportunities			●	●	●	●	●	●	●	●	
Opportunities to develop awareness of identity, diversity, global citizenship				●	●	●	●	●			

The Eleven Functional Areas of Student Affairs

Academic Assessment and Operations/Office of the Registrar

The Office of the Registrar oversees course scheduling, student grade reports, and the issuing of transcripts. The department also produces and analyzes data on a wide range of issues related to the overall measures of student success. The office maintains physical and digital academic records for all active and former students in accordance with federal regulations (i.e., FERPA), and publishes a *FERPA Guide for Student, Faculty and Staff*. Physical records for active students are stored in the Office of the Registrar, where access to files is monitored. Physical records for former students are stored in secure rooms accessible only to members of the Office of the Registrar. Faculty and staff members have access to digital student records in a manner that aligns with their respective roles on campus. Students' disciplinary records are kept in the Dean's Office during the time they are enrolled. After graduation, all non-academic student materials are disposed of, except in cases where there has been a finding of a disciplinary violation. These are referred to when external inquiries are made; as long as the student has given explicit written permission, reference to such findings may be released to external parties (e.g., graduate schools, government agencies). Student records are kept in accordance with our *FERPA Guide for Student, Faculty and Staff* and the College's *Records Management Policy and Records Retention Schedule*.

Through the degree audit process the registrar confirms that degree candidates meet the residency and other requirements of the *Academic Regulations*. The registrar also oversees the transfer of credit from other institutions, according to the *Transfer Credit Policy*. Haverford accepts transfer credit from accredited colleges and universities (domestic and international) for work completed prior to, during, and in some cases, after coming to Haverford. The Office of the Registrar also evaluates AP credit, IB, British A-Levels, and the like, for transfer. Haverford also has reciprocal enrollment agreements with Bryn Mawr College, Swarthmore College, and the University of Pennsylvania that allow students to complete coursework and earn credit without having to transfer the credit to Haverford.

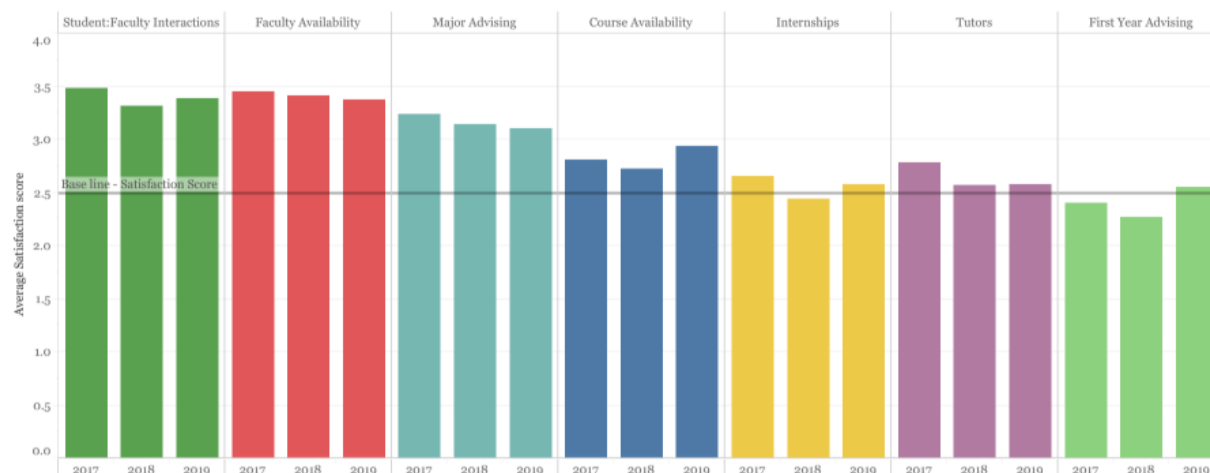
Advising

Students at Haverford have both a dean for overall support and an academic adviser. During the student's first two years, they are assigned a pre-major adviser (drawn from a pool of faculty and staff), to be replaced by a departmental faculty adviser once the major has been declared in the second semester of the sophomore year. First-year students are guided to prepare for advising sessions and explore a variety of advising resources through the *First Year Advising Website* (search for "First-Year Students" and follow the "Academics and Advising" navigation tab). Recently, the Higher Education Data Sharing Consortium (HEDS) Senior Survey data confirmed anecdotal reports of student dissatisfaction with first-year advising (see Figure 4.15 below). Pre-major advising initiatives remain a key area of our focus going forward. Satisfaction remains high for faculty availability, interactions, and major advising.

Monitoring student performance on a day-to-day basis is the responsibility of the deans. But there is also an institutional mechanism of oversight: the Committee on Student Standing and Programs (CSSP). This faculty committee, which also includes student members and deans, meets regularly to discuss reports of concern submitted by faculty members, and to consult with the student's dean on the possibilities for the student to get help. The committee is responsible for determining under what circumstances students should be required to take a leave from

Haverford if they are not performing to their potential, and to determine the conditions of their return. A summary is provided in the *Annual Report of CSSP*.

Figure 4.15 Advising and Academic Satisfaction



HEDS Senior Survey Question: How satisfied were you with the following at Haverford?
Scale: 1 = Very dissatisfied, 2 = Generally dissatisfied, 3 = Generally satisfied, and 4 = Very satisfied.

(Descriptive caption: bar charts showing satisfaction among the graduating classes of 2017 through 2019 for various measures; the Y-axis depicts the average satisfaction score while the X-axis shows successive graduating classes and different aspects.)

Athletics

Haverford’s Department of Athletics oversees intercollegiate varsity sports, the Physical Education requirement for graduation, the usage and maintenance of indoor and outdoor athletic facilities, and intramural sports offerings, as well as assisting in the oversight of Haverford’s Club Sports program, in concert with the Office of Student Engagement and Leadership. The department is overseen by the director of athletics, who reports to the dean of the College and regularly confers with colleagues in Health and Learning Resources, as well as the Faculty Athletic Representative, as required by the NCAA. Haverford is a member of the Division III Centennial Conference. There are at present 23 varsity teams, and in 2018–19, 219 men and 197 women competed as varsity athletes; this represents slightly less than one-third of Haverford’s student body.

Haverford abides by the NCAA’s legislative requirements as part of normal operations, in line with the College’s overall governance in academic and fiscal oversight. These include:

- **NCAA 2.5 The Principle of Sound Academic Standards.** Intercollegiate athletics programs are maintained as a vital component of the educational program, and student-athletes are an integral part of the student body. The admission, academic standing, and academic progress of student-athletes are consistent with the policies and standards adopted at Haverford for the student body in general.

In a pilot of the new requirement for Division III institutions to report graduation rates for student-athletes, Haverford submitted data for the 2012 cohort (HC ‘16). The overall

6-year graduation rate was 92.5%; for student-athletes, it was very similar at 91.8%. The graduation rate for student-athletes is representative of the student body.

- **NCAA 11.01.1 Institutional Control.** Haverford determines who is to be employed and the amount of salary the employee receives in accordance with institutional policy.
- **NCAA 2.1.1 Responsibility for Control.** Haverford's president is responsible for the administration of all aspects of the athletics program, including approval of the budget and audit of all expenditures.

Haverford's Department of Athletics submits the following reports to the NCAA on a regular basis: Sports and Demographics Report (annual); Graduation Rate Report (annual, with registrar); Financial Aid Report (annual, with Director of Financial Aid); Attestation of Compliance Obligations (annual); Sexual Violence Policy Education for Student Athletes and Staff (annual, collaboration between Athletics and College Title IX Officer); ISSG - Institutional Self Study Guide (every 5 years); Staff Rules Test Completed (annual); and *Equity in Athletics Disclosure Act (EADA) Survey*: Federal Government Report (annual).

There has been much student interest in social dynamics around varsity athletes in recent years, revolving around themes familiar in higher education. For example, what is the extent of integration or isolation among student-athletes relative to their peers? A new *Task Force on Athletics and Community* was convened in the Fall of 2019 to explore this swath of questions.

Center for Career and Professional Advising

At Haverford, attention to each student's life and career trajectory is woven into the fabric of students' experiences throughout their matriculation. Career advising may occur in any number of ways beyond dedicated career resources, and often involves the extended community. In partnership with faculty, student life colleagues, Institutional Advancement, Alumni and Parent Relations, other staff, and alumni of the College, the CCPA is the College's dedicated hub for career advising. The CCPA engages with students early and often during their time on campus to prepare for careers. During 2018–19, 84% of the student body engaged with the CCPA, including 89% of seniors and 88% of first-year students

Diversity, Access, and Community Engagement

Haverford has attracted an increasingly diverse student body in recent years (see Figure 4.16 below).

As student needs have evolved along with demographics, the College has established offices and programming to address them. The Office of Multicultural Affairs sustains and carries out Haverford College's commitment to diversity by supporting student-centered programs and community-based initiatives that cultivate a vibrant and multifaceted campus community. The International Student Support Office supports Haverford's international student population via resources including the facilitation of International Students Orientation for incoming international students, ongoing counsel and guidance on navigating college practices and maintaining compliance with federal policies and procedures, and workshops and programs for students, faculty, and staff. The Women*s Center supports student-developed programming and

education around gender, sexual health, and wellness, as well as community-based responses to sexual and gender-based violence. This is accomplished via workshops, trainings, outreach, resources, and non-academic programming to the larger Haverford community. In centering these efforts, the Center helps minimize the risk of unhealthy behaviors and creates a campus culture that prioritizes student wellness.

Figure 4.16 Summary of Haverford Student Enrollment and Demographics

Summary of Haverford Student Enrollment and Demographics

FALL	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	% change from 2010
Men	548	554	567	568	562	598	608	623	636	623	14%
Women	629	644	638	619	632	635	660	673	674	691	10%
TOTAL FALL ENROLLMENT	1177	1198	1205	1187	1194	1233	1268	1296	1310	1314	12%
% Women	53.4%	53.8%	52.9%	52.1%	52.9%	51.5%	52.1%	51.9%	51.5%	52.6%	
African-American	86	78	76	76	69	87	91	89	93	78	-9%
Asian-American	91	116	85	85	100	120	125	155	172	154	69%
Latino/a	100	100	108	92	102	117	104	123	131	117	17%
Two or more races	60	85	71	84	70	50	53	34	34	86	43%
Native American	2	2	3	3	4	3	2	0	2	1	
TOTAL STUDENTS OF COLOR*	339	381	343	340	345	377	375	401	432	436	29%
% Students of Color (US Citizens/Permanent Residents)	28.8%	31.8%	28.5%	28.6%	28.9%	30.6%	29.6%	30.9%	33.0%	33.2%	
Race/Ethnicity Unknown	0	0	0	0	11	21	29	39	37	32	
White	803	760	808	781	766	746	742	735	692	691	-14%
Non-Resident Alien**	35	57	54	66	72	89	122	121	149	155	343%
% International Students	3.0%	4.8%	4.5%	5.6%	6.0%	7.2%	9.6%	9.3%	11.4%	11.8%	
Pell Students	196	171	181	182	195	224	199	211	203	197	1%
% Pell Students	17%	14%	15%	15%	16%	18%	16%	16%	16%	15%	
First Generation Students								139	154	164	
% First Generation Students								11%	12%	12%	
% Students Registered with Disabilities	<3	6%	7%	8%	8%	15%	15%	17%	17%	n/a	

Source: IPEDS

*Students of color include all students indicating race/ethnicity of African-American, Latino/a, Asian-American, Two or more Races, and Native American. Note, this count does not include NRAs or individuals with unknown race/ethnicity.

** A Non Resident Alien (NRA) is a person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

*** First Generation students are the first in their families to attend college, and neither parent holds a bachelor's degree.

Consistent with its attention to access, Diversity, Access and Community Engagement also oversees a fund called LIFTFAR (Low-Income and First-in-Their-Family Assistance and Resources). In its first phase, 2017 to 2019, the program provided funds to cover student expenses beyond financial aid. During its current phase, based on student feedback and identified institutional priorities and as described in the *LIFTFAR Annual Reports*, support has been expanded to include summer grants for pre-professional opportunities and initiatives to make textbooks and computers available to students who need them.

Diversity, Access and Community Engagement also houses the Marilou Allen Office of Service and Community Collaboration (OSCC). Students have many opportunities to do volunteer work and engage in collaborations with the community and Philadelphia region through OSCC as well as the Center for Peace and Global Citizenship (CPGC) and John B. Hurford '60 Center for the Arts and Humanities (HCAH). There are many opportunities for students to engage with the community through coursework, both in field placements in certain departments as well as in courses constructed around community engagement. In recent years, the Civic Engagement and Social Responsibility Council was formed to develop ways to facilitate such activity across campus.

International Academic Programs

Students have a variety of opportunities to study off campus, both for credit (such as Study Abroad as noted in Standard III) and as part of internships offered and supported by the academic centers, primarily the CPGC. The Office of International Academic Programs (IAP) is responsible for oversight of semester- and year-long academic study at overseas institutions or programs, including as-needed support of Haverford students therein. *Study Abroad Student Learning Goals* encompass global engagement, academic and intellectual enrichment, and personal growth and development. The director of IAP monitors existing study abroad programs, and assembles relevant information about possible new programs. The periodic review and approval of study abroad programs is left to EPC, which has final authority for credit-granting programs on and off campus. Meanwhile the Steering Committee and professional staff of the CPGC are responsible for the evaluation of non-credit, off-campus opportunities. The International Travel Council, consisting of senior-level administrators, is responsible for overseeing and implementing consistent policies with regard to College-sponsored work abroad.

Haverford does not use any third-party providers for on-campus student services per se (e.g., counseling, dining services, academic coaching, etc.). However, in the context of study abroad, internships, etc. where on-campus support is not feasible, each program provider is charged with ensuring that support services are available when possible. It is often not possible to replicate all Haverford offerings within the international context (counseling or accommodations, for example), but approved programs are vetted both for academic quality and for the quality of student support and resources.

Religious and Spiritual Life

Haverford's Quaker heritage is a key part of its identity, and there is a staff person dedicated to supporting Quaker events and awareness on campus as well as supporting the work of the Haverford Corporation. In 2008, the half-time position of Director of Quaker Affairs was expanded to full-time, adding the designation of Director of Religious and Spiritual Life. In this capacity, the office supports the religiously-affiliated student groups on campus, and serves as the primary liaison to the volunteer religious advisers who work closely with those groups.

Residential and Community Life

Haverford's approach to residential and community life is shaped by the tenets of trust, respect, and concern as detailed in the *Honor Code* that all students sign upon matriculation. The *Student's Guide* is a web-based resource that includes information on relevant policies and procedures essential to a successful experience at the College. To a far greater extent than at peer institutions, students take responsibility for the provision and quality of community life on campus. There are no non-student staff in their residence halls. Students serve on College committees, advisory boards, and task forces that shape community life, and they are largely responsible for the *Customs* new-student orientation program. Through an elected Honor Council, which administers the Honor Code, students play an adjudicatory role in the majority of social and academic conduct issues involving students; this is distinctive in the world of higher education. The staff in the Office of Residential Life collaborate with the student-led Residential Life Committee to administer the College's housing and related programs, communicated through the *Residence Life Handbook*.

Student Engagement and Leadership

As at many institutions, students pay an annual student activities fee. At Haverford, the proceeds of this fee are allocated to various student organizations by Students' Council, through a process supported by the Office of Student Engagement. In addition to those financial resources, student leaders have access to robust leadership training provided by a range of student affairs departments at the College. The staff of the Office of Student Engagement serve as mentors to student leaders and have developed a comprehensive set of offerings in leadership development that dovetail with professional skills programming provided by the CCPA.

Student Health and Learning Resources

The dean for student health and learning resources oversees the Office of Academic Resources (OAR), Counseling and Psychological Services (CAPS), Health Services, and Access and Disability Services (ADS). The OAR offers peer tutoring, workshops, private sessions with learning professionals, and targeted outreach to a number of audiences, including first-year pre-Customs programs, athletic teams, thesis writers, and graduate school applicants. No formal referrals are necessary for students to access the OAR's programs and staff, and there is no limit to how many times a student can take advantage of its services. Deans and faculty members encourage students, even those not specifically struggling, to use the OAR to help them manage their academic challenges. Haverford's Writing Center is located within the OAR, and offers tutorials and workshops for students at all levels of the curriculum.

The director of ADS confers with students about academic accommodations and provides, in conjunction with the Office of the Provost and a dedicated faculty liaison, ongoing support for faculty in both working with individual students and in developing more accessible pedagogy. Since the fall of 2010, the percentage of students formally registered with a disability has grown from less than 3% to 17%. CAPS provides free and unlimited services to all students, and Health Services is an on-campus ambulatory facility with a full complement of clinical staff. These offices also provide outreach and education to the community, and work with advisory boards that include students.

Title IX Compliance

The dean of the College has direct responsibility for Haverford's Title IX Compliance Program, which includes a Title IX coordinator and a number of deputy Title IX coordinators to provide maximum opportunities for students to report sexual misconduct. These coordinators work closely with the Women's Center, Sexual Misconduct Advisory Policy Committee, and other colleagues to provide resources, support and education on this topic to the community.

Analysis and Action

Assessing Student Success across Haverford's Nine Elements

The eleven functional areas described above help each student meet the Nine Elements of Student Success we detail below. How well each student succeeds is in some ways up to them. The College's approach is to provide the support (as depicted in the *Pathways of Concern and Response* diagram) and advice they need to realize their aspirations. To this end, student affairs professionals seek to evaluate their effectiveness in their work and to continuously identify opportunities for improvement. That evaluation starts with data gathering, and it continues with

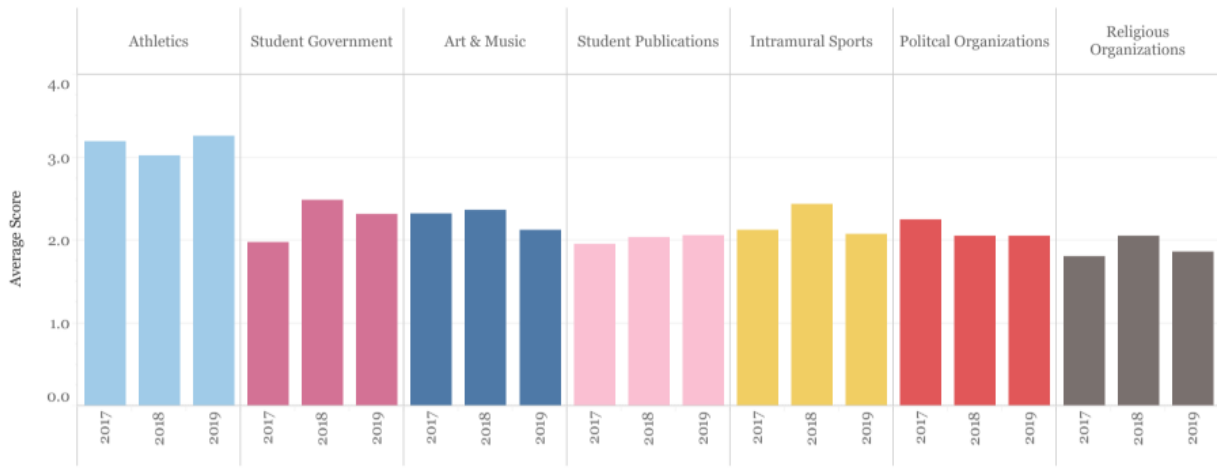
external reviews and consultants. Improving the quality of the educational experience depends on connecting and interpreting the information from these processes.

In addition to the Departmental Assessment Plans (DAPs) that all College departments use for self-assessment, many departments solicit student feedback to inform their work and produce a summative annual report. Several offices, notably Health Services, are reviewed regularly by external agencies. Over the past several years we have engaged consultants to review CCPA and Health Services, and the Board of Managers led a review of Counseling and Psychological Services. The Office of Academic Resources, as a donor-supported entity, also has reporting obligations to its funder. Athletics has a large number of reporting obligations to the NCAA, which are natural moments of evaluation.

Unique to Haverford and wide-ranging in its purview is the Clearness Committee assessment. The Clearness Committee is comprised of students, faculty and staff and is constituted every four years as required by the Students Association Constitution. Its 2018–19 iteration conducted a broad and detailed survey of the student body on a variety of issues to which over 900 students responded. The results, conclusions, and recommendations—some of which are noted in the discussion below—were shared with the community in September 2019 via the *Clearness Committee Report*.

The annual HEDS Senior Survey provides a great deal of useful information on how students have experienced campus life and what contributes to their learning and development.

Figure 4.17 Campus Life Contributions to Student Learning and Development



HEDS Senior Survey Question: "To what extent have your experiences with each of the following at Haverford contributed to your learning and personal development?"

Scale: 1 = Very little, 2 = Some, 3 = Quite a bit, and 4 = Very much

(Descriptive caption: bar charts showing satisfaction with campus life among the graduating classes of 2017 through 2019; the Y-axis depicts the average satisfaction score, while the X-axis shows successive graduating classes and different aspects of campus life.)

Until several years ago, an in-person exit interview was also offered to all graduating seniors, to gather narrative detail and solicit suggestions. This process proved to be excessively labor-intensive and the responses were difficult to use in a systematic way, as there was little consistency to the data. A working group of the Institutional Effectiveness Committee (IEC; see Standard VI) was convened in 2017–18 to consider alternatives. In 2019–20, a number of offices

under the purview of the dean of the College are piloting assessment instruments aimed at students in certain class years. In its current model, this pilot uses direct assessment questions of skills and knowledge that the participating offices have identified as consistent with their objectives for student success. The current focus is on the first and second year, with a plan to extend to the junior and senior years once the data from this first iteration has been collected (in late spring of 2020) and analyzed. Additionally, senior surveys tied directly to major departments and yet retaining some consistency across the College (based on overall institutional learning goals) are being considered as a more robust alternative or perhaps addition to an in-person interview. The initial assessment is available in the *IEC Working Group Report on Collecting and Using Student Experience Data for Improvement*.

In 2019–20 we are poised to use new technological enhancements (mostly notably the Campus Labs “Engage” and PeopleGrove’s “Haverford Connect” software), new staff responsibilities, and appropriately-timed survey instruments to leverage data and develop a clearer picture of how these nine elements add up to success for students, both individually and collectively. In addition to the assessments done by specific offices and departments, these integrated initiatives will permit us to understand student success in more nuanced ways than we have previously had available. We now turn to consider each of the nine elements of success, the offices that contribute to them, and the ways in which we have evaluated these programs in recent years.

An intellectually exciting academic experience

Assessment: Standards III and V address the effectiveness of our academic programs per se. But with respect to the various offices and initiatives considered in Standard IV, we note that the HEDS Senior Survey measures satisfaction with the quality of course instruction, specifically in the humanities and arts, science and math, and social sciences. It also measures satisfaction with the quality of the student’s academic experience along the following dimensions: first-year advising, major advising, faculty availability outside of class, student interaction with faculty, availability of courses, internships or study abroad, tutorial help and other academic assistance. Other assessments include: summary of student participation in conferences/symposia; summary of joint publications with faculty; departmental surveys of senior majors; trends in College Leave for academic reasons; Clearness Committee report results.

Analysis and Actions: HEDS Senior Survey results, earlier senior exit interviews, and departmental surveys have shown highly variable student (and faculty) satisfaction with advising, so the IEC commissioned a working group to document and evaluate current practice. The *IEC Academic Advising Report* made a variety of recommendations. In particular, data indicated that support during the first two years was inconsistent and often lacking in critical continuity; one reason is that students whose faculty adviser goes on sabbatical during the second year of their time at Haverford are instead advised by their dean. This practice has been confusing and disruptive, but a recent pilot program attempts to address it by including appropriately trained professional staff on campus as pre-major advisors. The dean of first-year advising has been reconfigured to be a dean of first-year and pre-major advising, in recognition of the two-year process that leads to the declaration of a major.

Another issue often raised by advisers (faculty and professional staff alike) is the need for continuity as students move from one context to the next. Currently Haverford has no institutional system for entering and storing information in a way that allows (for instance) a student’s major adviser to know what was discussed with that student’s pre-major adviser or with any of the other professionals who helped that student find their way. It is possible that we

will be able to find a way to share such information within or alongside our existing student information systems. But we also need to manage the expectations that both students and advisers have for their interactions. Further, we would like to connect academic advising conversations with those that concern career counseling. The dean for first-year and pre-major advising is developing, in conjunction with the CCPA and the dean for student health and learning resources, materials for advisers to use with their students to guide these holistic conversations, in addition to the consolidated resources on the *First-Year Advising Website*. With specific regard to self-sufficiency—another of the Nine Elements—an explicit goal of our new advising system is to broaden the range of subjects that are addressed with students, including access to campus resources and thinking about professional possibilities; these will be monitored by the dean of first-year and pre-major advising.

In 2019–20, the Committee on Student Standing and Programs (CSSP) will be revising several of its processes based on faculty and student feedback and institutional questions around CSSP's role in student success. Proposed improvements include: closer tracking of students who return from leave, more explicit communications about the hearing process, additional criteria for flagging students for the Committee's attention, and better, systematic tracking CSSP decisions. In addition, the director of the OAR has been tasked explicitly with following up with students on leaves of all kinds, before, during and after the actual leave, to offer support and help students return successfully. As CSSP's faculty chairs rotate, the newly-created position of director of academic assessment and operations/registrar will serve as the touchpoint for faculty and the Dean's Office regarding patterns and trends.

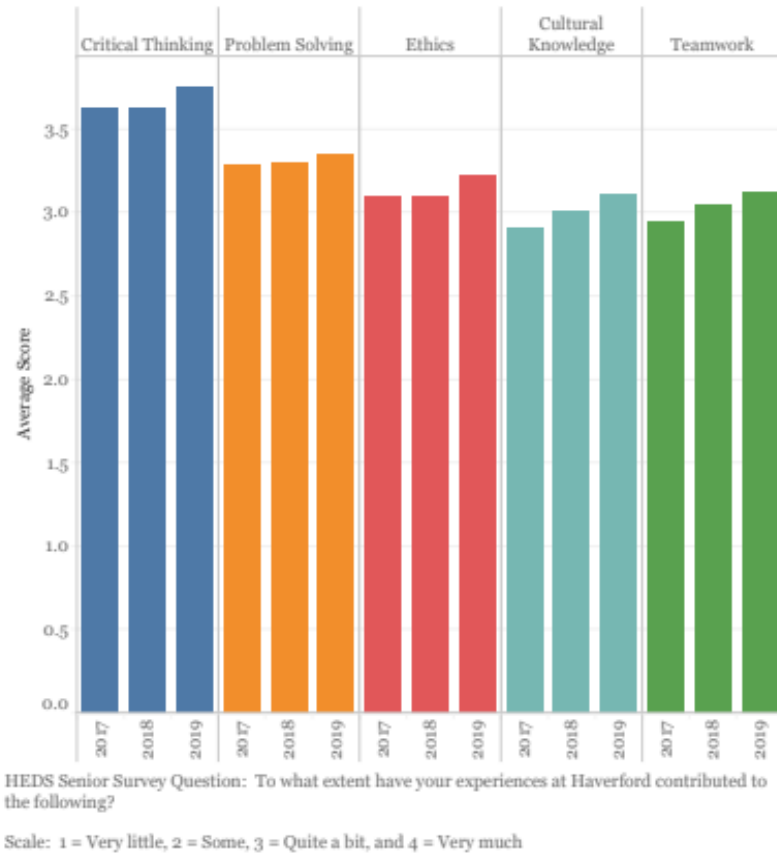
The Clearness Committee results and those of previous climate surveys, such as the 2018–19 *Task Force on Classroom Climate Preliminary Report*, indicate concern with the experience of students as participants in the classroom and other academic settings; such experiences are perceived as having a negative impact on the academic development of certain student populations. Faculty in particular are the focus of concerns about sensitivity toward and inclusion of students of underrepresented backgrounds.

In 2019, President Wendy Raymond convened a new Council on Diversity, Equity, and Inclusion (CODEI) and named herself interim chief diversity officer. This group is engaged in holistic work to promote the thriving of all community members, which in turn will inform the College's next strategic plan.

The acquisition of specific skills

Assessment: Standards III and V address the assessment of the acquisition of academic skills. Results are presented in the *Public Summary of General Education and Capstone Assessments*. The HEDS Senior Survey also assesses development of Capstone academic skills (synthesis, disciplinary research/writing skills), as depicted in the *Indirect Assessment of Capstone Skills*. Furthermore, it asks the extent to which students' Haverford experience contributed to knowledge, skills, and personal development in the following areas: teamwork, problem solving, intercultural knowledge and competence, ethical reasoning.

Figure 4.18 Haverford Experience Contribution to Knowledge, Skills, and Development



(Descriptive caption: bar charts showing student reports of the College’s contribution to various facets of their development, for the graduating classes of 2017 through 2019; the Y-axis depicts the average contribution score, while the X-axis shows successive graduating classes’ responses.)

Analysis and Actions: As reflected in the *Writing Center Annual Report*, the Writing Center responded to faculty, alumni, and employer commentary about the importance of explicitly developing speaking skills by adding speaking initiatives to its portfolio. As reflected in the *OAR Annual Report*, the OAR staff focused on two emergent themes: being proactive in inviting specific groups into the OAR, and exploring how best to understand and facilitate deep learning for students. In an enhancement of staff beginning in 2019–20 and motivated by student feedback and Dean’s Office discussions around continuity, the associate director of the OAR has been designated as the coordinator of programming and support for first-generation students at Haverford.

The Office of Student Engagement and Leadership has articulated core competencies for student leaders, and assesses them annually, as indicated in *Student Engagement and Leadership Learning Outcomes and Strategic Direction*. The *Student Leadership Development Assessment* showed the following development in professional skills among student leaders via self assessment:

Figure 4.19 Student Leader Confidence in Professional Skills

	Professional Skill Confidence Level Mean Score		
	Pre-Leadership Role	Post-Leadership Role	Difference
Fiscal Management	4.66	6.09	1.43
Conflict Resolution	5.95	7.24	1.29
Group Management (scheduling; agenda creation; planning)	7.21	8.43	1.22
Communication	7.24	8.38	1.14
Strategic Planning	6.60	7.67	1.07
Customer Service	6.00	6.64	0.64
Critical Thinking	7.67	8.26	0.59

Source: Student Engagement Learning Assessment 2018-19

Scale: 10 is most confident, 1 is least confident

n=58 student leaders

Of concern is that students’ perception of their acquisition of “life skills” is notably inferior to the others measured by the HEDS survey. CCPA is developing with the Dean’s Office a curriculum of “life skills,” including topics such as financial literacy, to supplement existing offerings of the OAR.

A robust residential experience

Assessment: The HEDS Senior Survey asks about satisfaction with community life and satisfaction with student housing. The Residential Life committee does periodic surveys on specific topics. There is an annual survey of first-year students regarding the Customs Program, and another is being developed for the students who staff the program (known as Customspeople).

Analysis and Actions: Haverford is unusual in its high level of on-campus residence, its high proportion of single rooms, and its lack of professional residence hall staff. Student dissatisfaction tends to center less on the residential experience per se and more on issues of the whole community, often as experienced in the residence halls but not limited to them as actual sources of concern. Student leadership and staff have discussed and developed a number of venues for conversations about community living, and the training focus within Customs has been sharpened to address dialogue across difference.

Changes to the residential program in recent years have responded to evolving student needs and preferences and include a reconfiguration of the dorm liaison program and new housing options, such Q-House (for queer students and allies). Such changes and accommodations are at times slowed or complicated by Haverford’s commitment to allowing such developments to run through student governance processes.

The 2019 *Clearness Committee Report* pointed to a number of points of tension within the residential community, often linked with athletics. For example, some students expressed concern about student-athletes self-segregating on campus and playing an outsized role in campus social life. The recently-convened *Task Force on Athletics and Community* will explore

this issue more deeply. These issues intersect with broader work on diversity, equity, and inclusion that are being explored under Wendy Raymond's new CODEI initiative.

Meaningful engagement activity

Assessment: The *HEDS Senior Survey Data Visualizations* track activities contributing to learning and development which also represent engagement. These include study abroad, working with faculty on research, community service, and employment. Our new Campus Labs software ("Haverford Engage") will track participation by activity as well as by individual (beginning fall 2019) and will allow for the direct assessment of participation rates by cohort as well as the acquisition of specific leadership skills.

Analysis and Actions: The *Clearness Committee Report* suggests that some populations of students are less likely to consider participation in student government than others. Such participation is a bedrock of the student experience at Haverford and is a vital expression of student agency. Campus Labs software will allow us to track actual participation by demographics; focus groups can help in the analysis of any trends that are identified by those data.

A recent divisional reorganization elevated the director of the office previously known as Student Activities to the position of dean of student leadership and engagement (one of the advising deans). This individual will work closely with the CCPA and Human Resources on the project of translating skills acquired in student engagement and employment on campus into elements of students' professional trajectories. This dean has been more recently tasked with divisional strategic planning and with the rollout of the *Campus Labs Co-curricular Software Initiative* to track student participation and engagement. This dean also co-chaired the 2018–19 Task Force on Work and Service, whose charge was to better understand how students experience work on campus and in what ways they can be encouraged to see it as professional development. In 2019–20, the Task Force will be looking more closely at how students understand the differences between paid labor on campus and service to their community, which has been the topic of robust discussion recently.

This group has worked to make civic engagement programming more visible to students, faculty, and prospective students, and has worked to develop a better understanding of its implications for the curriculum and for students. One emerging challenge at Haverford—as across U.S. undergraduate education—is how international students can participate in a way that is consistent with federal guidelines around OPT (Optional Practical Training) and CPT (Curricular Practical Training). This issue is being considered by the Educational Policy Committee in 2019–20.

Maintaining a balanced and healthful life

Assessment: The HEDS Senior Survey asks about satisfaction with health services, satisfaction with counseling services, and satisfaction with spiritual life. BIONIC (our PeopleSoft student information system) tracks enrollment in physical education courses and trends in these offerings. Campus Labs will track participation in athletics and club sports. Other assessments include: selected HaverHealth survey items regarding balance; CAPS utilization statistics and trends via the *CAPS Annual Report/DAP*; Health Services utilization statistics via annual

report/DAP; ADS registration and trends via annual report/DAP; and trends in Dean's Leave and College Leave for health reasons.

Analysis and Actions: Student usage of health-related services continues to increase, while satisfaction with some student service departments as measured by the HEDS survey, departmental surveys, and the Clearness survey indicate satisfaction is variable. Within resource constraints, staffing and practices are being adjusted to streamline relevant processes and to reduce boundaries. The creation of the dean of student health and learning resources in 2018–19 has brought consistency of oversight to these offices and to the ways in which students experience them. The College is considering a review of CAPS given national trends; health services is under new management beginning in 2019 and will make student perceptions of and satisfaction with the center a priority. Haverford and Bryn Mawr are discussing BiCo approaches to the increasing complexities and demands of student well-being. The presidential initiative on persistence will include the examination of student departures for health reasons.

Beginning in 2019–20, more resources are being devoted to student well-being, based on student demand: the ADS director has become a full-time position (from .75 FTE), and a dedicated social work intern has been added to the staff in CAPS. These are changes consistent with the addition last year of a health advocate in Health Services, in recognition of the increasing complexity and diversity of student backgrounds, demographics, and individual and family circumstances. The dean of student health and learning resources is also working closely with Athletics to develop physical education modules that focus on wellness and self-care to supplement more traditional areas such as sports, fitness, and exercise. Another new project in 2019–20 is the development of a Peer Health Advocate program, in which students are trained to offer information on campus resources in a supportive setting.

With the departure of the staff member who served as Title IX coordinator in the spring of 2019, Haverford and Bryn Mawr Colleges are jointly hiring a Title IX coordinator, for reasons of efficiency and, more importantly, integration and collaboration. At Haverford, this individual has been responsible for overseeing, in conjunction with the Office of Institutional Research, the administration and interpretation of a bi-annual *HEDS Campus Climate and Sexual Assault Survey*. The Sexual Misconduct Policy Advisory Council has been actively involved in discussing these results and possible changes in policy and process; the addition several years ago of the deputy Title IX coordinators came as a result of the observation that there were not enough options for students who wanted to make reports or ask questions, and that a more diverse pool was needed.

Anecdotal indications over the past few years that there is a perception among students of social discontinuity among varsity athletes and non-athletes was confirmed by the Clearness Committee report. The president and dean of the College have charged a *Task Force on Athletics and Community* to follow up on the report and develop strategies for addressing structures and practices that may be contributing to this dynamic.

Identifying and navigating resources and developing self-sufficiency

Assessment: OAR utilization statistics; CCPA utilization statistics; ADS utilization statistics; tracking of overall patterns in emergency calls and incidents reported to deans and/or Campus Safety; and previous and potential surveys of students in all class years regarding resource usage patterns.

Analysis and Actions: The *Clearness Committee Report* indicates that certain student populations, including some traditionally marginalized groups, are more likely to desire various kinds of support yet less likely to think that such support is accessible to them. Campus Labs will assist in tracking student use of resources following on targeted Customs programming. In recognition of what we already know about the challenges such students face in navigating the College, many enhancements to the support network have been put into place. A member of the Dean's Office has been designated to work specifically with the first generation/low income (FGLI) student population on a variety of issues: academic, social, personal, and financial, and the *FGLI Resource Website* consolidates information for students. The College is considering additional enhanced resources for LGBTQ students, most likely through a reimagining of the existing Women*s Center. The newly revamped pre-major advising system includes more guidance for advisers to assist in discussing resources at the College and how to access them. The advising deans meet regularly with student support staff to discuss how to both direct students toward needed help and to foster their agency in following through. First-year students are introduced to sources of support during Customs and by their designated dean, but we know that students will not always be able to call them to mind when they need them, so in 2018–19 student affairs staff introduced an online tool called *You@Haverford*. This allows students to search resources and issues privately, without needing to remember how the College is organized and where on campus to find answers to their questions.

Pre-professional and career enhancement opportunities

Assessment: CCPA gathers the following data in DAP and annual reports: advising appointments, number of employers recruiting on campus, number of employer campus interviews conducted, number of companies attending career fairs, number of internships through CCPA, percentage of each class year having at least one contact with CCPA over the course of the year. Human Resources and the Task Force on Student Work and Service track the number of students employed on campus.

Analysis and Actions: there is little comprehensive data, beyond the general usage data above, about the student experience of employment preparation across campus. Campus Labs and PeopleGrove's "Haverford Connect" will be critical in understanding student participation in professional development and employment opportunities, both by student as well as by cohort; the Task Force on Work and Service has been re-authorized by the president for 2019–20.

Enhancements to the CCPA in 2019–20 include assuming responsibility for fellowship and scholarship advising, consistent with best practices in the field; this function was previously under the purview of another dean. CCPA is also launching a Sophomore Resume Initiative that aims to review the resumes of at least 60% of the class, using trained advisers from across the campus to provide personal attention to each student in their resume development process.

Leadership and/or community development opportunities

Assessment: Campus Labs will track participation rates in athletics and club and intramural sports; student government roles; Customs leadership; Engagement and Leadership initiatives such as the student leader honor society, National Society of Leadership and Success (NSLS); and volunteer and other community initiatives. The annual report/DAP report of the Department of Athletics tracks leadership opportunities in athletics.

Analysis and Actions: Campus Labs will offer an important enhancement in tracking leadership and community development activity by cohort and by individual student, and focus groups will be deployed to follow up on findings. The College is considering new survey mechanisms at various points throughout a student's time at Haverford to better understand how these opportunities can be made more visible, more coordinated and more enriching.

There is not yet a coordinated data-gathering mechanism for student participation and satisfaction in the area of community engagement. As offices and programs sign on to include their activities in Campus Labs, this tool will be increasingly important for tracking civic engagement activities which are offered by a wide range of academic and co-curricular departments.

Opportunities to develop awareness of identity, diversity, global citizenship

Assessment: The registrar and IAP track the percentage of the graduating class with study abroad experience, and Campus Labs will permit expansion to cover experiences offered by the Centers. IAP reviews responses to study abroad evaluations. Diversity, Access, and Community Engagement (DACE) and the Office of Multicultural Affairs track participation rates in DACE activities related to diversity, including targeted student activity in Customs (by trained "Ambassadors of Multicultural Awareness" and "Peer Awareness Facilitators"). CPGC tracks participation and responses to evaluations.

Analysis and Actions: Many programs and initiatives on campus offer diversity-related programming; however, Haverford has never holistically assessed the impact of these activities. Wendy Raymond's CODEI initiative is beginning robust qualitative assessment work on this front. Haverford's study abroad rates are high—ranging from 37% to 43% for the five most recent graduating classes—and serve students of color and STEM students in proportion to the overall number, which is unusual in higher education. However, of some concern is the low rate of awareness of the academic centers, as identified in the Clearness survey. Campus Labs will be critical in assessing these types of activities in collaboration with the Office of Multicultural Affairs and the Centers, which will conduct focus groups to follow up. The Clearness Committee data will be shared with the Centers to provide support for outreach efforts. New survey instruments being developed, as described previously, will contain explicit questions about diversity and identity.

Opportunities for Improvement

The College recognizes recent downticks in graduation rates, both within four and six years, and has made analysis of student persistence a priority in 2019–20. A working group has been tasked by the president to follow up on the earlier retention study. We also will undertake a more holistic and comprehensive assessment of the factors that contribute to the persistence of students through graduation, including curricular as well as co-curricular components, and the changing demographics of our student body (Opportunity for Improvement #1).

Student advising is critical in providing support for student success, with natural implications for retention. We will build on our recent initiatives to address the broader arc of sustainable advising throughout the Haverford career. This will include both process and information management components in support of more effective advising (Opportunities for Improvement #2 and #3).

Standard V. Educational Effectiveness Assessment

Compliance with Standard

Haverford College is compliant with Standard V. *Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.*

Discussion

The Goals of a Haverford Education

A Haverford education is motivated by a “commitment to excellence and a concern for individual growth,” as our *Statement of Purpose* succinctly puts it. Founded by the members of the Society of Friends, Quaker values continue to inform the College's broad aims, not only in our demanding academic standards, but also in our emphasis on our concern for the uses to which its students put their expanding knowledge. These ideals are in turn elaborated at both the institutional and departmental (or program) levels by a series of interrelated learning goals.

Our *Institutional Learning Goals* (approved by the Faculty in 2010) are abridged below:

Mastery and Critique

Haverford College's curriculum is designed not only to help students acquire a particular body of knowledge but to develop the capacity to learn, to understand, to make sound and thoughtful judgments, and to balance creativity and analysis.

Ownership, Contribution, and Accountability

In all disciplines, students are expected to contribute original ideas for which they are accountable. They learn to present and defend their ideas both orally and in writing.

Translation and Interpretation

Students engage in acts of translation, interpretation, and cultural inquiry in every area of their studies. These intellectual habits encourage students to formulate questions, explore areas of difference, and understand their own positions vis-à-vis various forms of history, politics and knowledge.

Breadth and Depth

In addition to mastering a discipline, all students are required to acquaint themselves with the breadth of intellectual approaches exemplified in the classic divisions of natural sciences,

social sciences, and humanities; they must have experience of a second language and acquire quantitative skills.

Communication and Representation

All academic majors require students to communicate and represent ideas in modes that are appropriate to the discipline.

Non doctor, sed meliore doctrina imbutus

Our Quaker heritage is expressed in the Haverford motto: "Not more learned, but imbued with better learning." We offer our students many opportunities to engage fundamental issues of inequality and social justice. The College encourages students to put learning into action for greater ethical purposes. Our Quaker principles turn classrooms into communities where faculty and students learn from each other, and where all voices are heard. In such contexts, students and faculty alike become better thinkers, listeners and speakers, making them partners in the creation of knowledge.

Our liberal arts curriculum, in brief, is thus designed to help its students develop the capacity to learn, to think critically, to make thoughtful judgments, to advance human understanding, and to be mindful of their responsibility to the world at large. This broad vision is in turn articulated in a series of program- and department-level goals that articulate for students and faculty alike how to advance towards these ideals.

General Education Learning Goals

Our new General Education requirements, for instance, do more than set out an array of basic obligations that all students must meet as they explore different domains of knowledge, discover new methods of inquiry, and acquire foundational skills in mathematical reasoning, written expression and new languages. (The new requirements were approved by the Faculty in spring 2017 and implemented effective for students who matriculate in the fall of 2018 and beyond; these are prominent within the *Academic Regulations*.) Instead, students are also reminded *why* they are asked to complete these requirements:

A Haverford education includes both knowledge from diverse fields and the ability to generate and interpret that knowledge. The depth that a student achieves from studying within a major, a minor, or a concentration is enhanced by breadth from studying other intellectual approaches and perspectives. Different intellectual practices for academic inquiry and increasingly sophisticated knowledge of a field should not be considered separable. It is the combination of different modes of inquiry and fields of knowledge that allows engaged learning throughout our lifetimes, as well as the intellectual and professional flexibility to adapt to a changing world.

Students are encouraged—by their faculty advisers, their peer mentors, and their deans—to address these goals through a process of advised course selection and systematic exploration as part of these General Education requirements. EPC understood and the Faculty agreed that education (and the world in general) has changed dramatically in the past few decades, both in terms of the domains of knowledge and skill sets that are required for student success as professionals and citizens. Academic fields of study have become much more interdisciplinary,

technology dominates the way we approach our intellectual pursuits, and the pressing challenges, problems and inquiries in our global world require critical and creative thinking—thinking not solely anchored to one field, but more expansive and thematic.

The new requirements state that:

- Each student takes a total of four courses, designated as the essential foundations, which provide basic tools for academic study, personal expression, and participation in civic life.
 - A semester-long Writing Seminar taken by all students during their first year (some students take an additional semester of this course, as advised by the Director of College Writing).
 - One full year of study of a language other than English.
 - One full-credit course that focuses on quantitative or symbolic reasoning (which must be completed by the end of the junior year).
- Each student must also take two courses (representing at least four departments overall) from each of three domains of knowledge and modes of inquiry:
 - Meaning, interpretation, and creative expression.
 - Analysis of the social world: individuals, institutions, and cultures.
 - Physical and natural processes, mathematical and computational constructs.

To successfully complete the requirements for a bachelor's degree, a student must earn a minimum of 32 credits, and 19 of a student's course credits very often come from outside the major. (Thus, they generally take no more than 13 in the major discipline, although some exceptionally strong students take even more than this). Students are advised by faculty, deans, and peers (one faculty or staff adviser for the first two years, then a faculty adviser from the major department for the second two years).

Taken together, this combination of courses ensures that students will explore the curriculum in a broad and balanced way, encountering ideas of interest through a variety of disciplinary lenses, and honing critical perspectives on their chosen areas of intellectual and creative activity as they culminate in the 'mastery and critique' to which they aspire in their Senior Capstone Projects. Along the way they develop each of the MSCHE essential skills indicated in Standard III. Our system of student learning assessment evaluates how students meet their obligations over the course of their academic career, and uses insights from that process to improve their educational experience in a systematic way (see below).

Departmental Learning Goals

Each faculty member formulates goals that articulate the processes, methods, perspectives, and milestones appropriate to the material at hand in a given class or assignment. Indeed, our New Faculty Orientation and Teaching and Learning Institute for new tenure-track faculty helps all instructors think about and articulate the learning goals for their individual courses (see *New Faculty Orientation Materials*). But we have found that it is especially helpful for members of

each department or program to articulate the array of perspectives and problems that bind their particular modes of inquiry together as a *discipline*, and not merely a subject. And so students are taught to cultivate a keen sense of self awareness about each discipline: its subject matter, its methods, and, above all, its place among other ways of understanding the world. These visions are set out in the Learning Goals for each of our credentials (majors, minors, and interdisciplinary concentrations), which are clearly set out in the *College Catalog* for all to consult. Constraints of space preclude offering but a summary example here, chosen to reflect the breadth of inquiry available to Haverford students, and also make plain how institutional values of interpretation, interdisciplinary dialogue, depth, and “better learning” are manifest in each program, no less than in the College curriculum as a whole.

Anthropology Learning Goals (excerpt)

Students are encouraged to think critically and self-reflectively about several areas of intellectual inquiry, including:

- The discipline of anthropology:
 - To understand the unique contribution of anthropology to the study of the social, and the ways in which it addresses the most pressing issues of our times.
 - To learn how to situate strange and familiar social practices and cultural categories in shifting and contingent historical, economic, and political formations and structures.
 - To recognize the impact of the position of the scholar in the production of knowledge.
 - To know the key figures in anthropology and their specific theoretical, methodological, and empirical contributions to the history and development of the discipline.
 - To understand key contemporary debates in the field and how older categories of race, culture, nation, and language have shaped recent theoretical innovations.
 - To be familiar with the subfields of the discipline (e.g., political and legal anthropology, medical anthropology, the anthropology of religion, environmental anthropology, visual anthropology, etc.) and their contributions to interdisciplinary knowledge production.
- The craft and theory of anthropological research:
 - To have first-hand experience of data collection methods, including ethnographic field research, interviewing, and archival research.
 - To understand the ethical obligations of an ethnographic researcher and to be able to engage others with respect and compassion.
 - To be versed in the ethnographic record of more than one society; to develop a capacity to think comparatively across cultures; to problematize and analyze familiar practice and “common sense” in a new light.
 - To understand the relationship between theory and empirical data, i.e.:

- how specific anthropologists have used theory to interpret and explain social and cultural formations, and
 - how particular ethnographic situations and circumstances have allowed or required specific anthropologists to revise, critique, and improve theoretical models.
- The basic skills of anthropological writing and communicating anthropological knowledge:
 - To be able to write a critical essay, a field note, an academic book review, and a review of the literature for a topic of anthropological interest.
 - To understand the difference between a scholarly argument that proves a particular point (interpretive, explanatory), and an argument that advocates an attitude or action.
 - To be able to construct a sound argument supported by evidence and to be able to engage in scholarly debate.
 - To understand the diverse media and forums through which anthropological knowledge is communicated to the public.

This illustrative departmental vision (one of more than two dozen such sets of learning goals articulated for students) neatly balances the twin aims of disciplinary depth with a sense of the need to connect such modes of inquiry with other domains of knowledge (the political, the visual, the cultural) around the institution. Indeed, the College merited such importance to cross-disciplinary approaches to pressing problems and questions that we organized our *Plan for Haverford 2020* around the novel ways in which existing credentials would be newly animated by what it called “constellations”—intellectual spaces through which faculty and students would come together to apply novel tools and methods to the challenges around us:

- Critical Literacies (embracing both computational and visual studies);
- The Commonwealth (emphasizing social philosophy, policy and public values); and
- Area Studies in Transnational Perspective (the global perspectives required to understand regional forces, cultures, and societies, from Africa to Latin America, and from the Middle East to Asia).

The curricular visions set out in these broad categories were by necessity prospective and aspirational. But during the last decade we have made considerable progress in bringing many of them to fruition, albeit in ways inflected by continuing discussion among new and veteran faculty, including vibrant new programs in areas such as Environmental Studies, Health Studies, and Visual Studies. In each of these we witness the pervasive presence of our broad institutional learning goals, which emphasize the need for balance among different modes of specialist inquiry and also stress enduring concern for the uses of learning.

Senior Capstone Project Learning Goals

The new interdisciplinary initiatives notwithstanding, student learning does not simply take place at the margins of disciplines. To the contrary, each student is required to have a major field of interest, normally consisting of a set of 10-12 courses that explore some field of study in a structured way. (Across the last decade, 7% of our seniors have been motivated to have two majors, something allowed only to those with a GPA of 3.5 or higher.) Each of these major trajectories culminates in a Senior Capstone Project that is required of each student. The precise format and product of these capstone experiences varies from one department to the next, but each results in some original piece of scholarship or creative expression (or in the case of double majors, two separate theses or a single interdisciplinary thesis).

Each department articulates a clear set of learning goals for its Senior Capstone Project Faculty signal these outcomes repeatedly to majors, particularly during their junior and senior years, and they are clearly stated in the College Catalog. The goals for the chemistry department, for instance, plainly articulate not only each goal, but what they expect students to think about as they meet them:

- *Identify and describe research methods used to probe specific chemical motifs.*

This learning objective involves the correct use of various instrumental analyses in the full characterization of different reaction types. This learning objective most likely fits into the junior level CHEM 301/302 Lab in Chemical Structure and Reactivity (Superlab).

- *Design and articulate an independent research project.*

This learning objective is designed to probe a student's ability to digest the chemical literature, formulate new ideas and articulate them clearly. This objective will take the form of an independent research proposal that is based upon the primary literature and includes new ideas and directions. This would serve a few purposes. First, it would provide preparation for the Senior Capstone Project in that they need to be able to propose future experiments in current projects. Second, it would provide another source for the evaluation of their critical thinking skills.

- *Critique conclusions presented in the primary literature.*

This learning objective is designed to measure a student's ability to analyze and critique the primary literature. This is performed routinely in the advanced level courses offered by the chemistry department.

In sum, these various goals (institutional, general, departmental) interact in a holistic way that make it clear to students what is expected of a Haverford education. They are not static lists of competencies, but instead are reviewed and revised as fields change, as part of the assessment and DAP processes, and in particular around the time of the arrival of a new faculty member.

Libraries: Partners in Learning

As we have noted elsewhere in this study, the Libraries of Haverford College have always been a centerpiece of our educational program. The just-completed renovation and expansion of the

Lutnick Library will only serve to highlight this centrality. Librarians help students learn at all levels of the curriculum, and to contextualize ideas found in their sources, whether digital or print, experimental or artifactual. In addition to classroom activities, librarians provide intensive, one-on-one support of students throughout their college career, culminating in their Senior Capstone Projects. The scale and reach of these efforts is considerable: librarians conducted 1,500 individual sessions in 2018–19. The librarians at Haverford maintain their own assessment platform to measure the effectiveness of their instruction focusing on research skills and information literacy (see the *Library Assessment Website*).

The libraries also offer robust co-curricular learning opportunities. Because the library is a student-centered learning space, students are the first point of contact for one another. In 2018–19 we developed our pilot peer-to-peer Library Liaison program which we will extend throughout the library system in the 2019–20 academic year. In this liaison program, students are highly trained and available to guide other students to the appropriate resource or to staff expertise. This program will advance the capacity of student learning on both sides of the interaction.

Our Digital Scholarship Commons also relies on student colleagues from across the disciplines. Digital Scholarship librarians teach students coding, project management, open access issues, collaboration, and problem solving. During the academic year the librarians oversee a Digital Scholarship Fellows program where a cohort of students work collaboratively on a project that engages them in both disciplinary and technological questions.

In 2011 the libraries introduced a strong student-centered curatorial program where students curate a major exhibition. Students are supported by the appropriate curatorial and disciplinary experts, the conservator, and a faculty adviser in weekly meetings up through installation and catalog production. Students have remarked that these experiences are transformational and often serve as a second thesis. To that end, the Department of History and the libraries collaborated on a public history project in 2018–19 in which a student curated an exhibition in fulfillment of their academic requirements for the thesis. There are also opportunities for several summer internships that focus on digital scholarship, research, or curatorship.

Faculty-Designed Assessment of Student Learning

Haverford’s faculty members take primary responsibility for ensuring that students meet the various goals we have set out for them, as detailed in Standard III. The MSCHE essential skills correlate with the general learning goals for individual departments (which in turn are manifest in the syllabi of individual courses). They also align with the learning goals for the Senior Capstone Project completed by students in their respective majors. Each department bears responsibility for formulating goals that articulate the processes, methods, perspectives, and milestones appropriate to the discipline at hand. Individual instructors are asked to spell out the particular goals of their individual courses.

But in addition to these “ground up” processes of formulating and promulgating learning goals, we have also noticed a number of recurring priorities that resonate deeply across the Haverford curriculum, and with the MSCHE essential skills (see “Interpreting Results of Assessment” below). These common areas of interest, in turn, provide the basis of our rubrics for assessment, and of the continuous cycle of reflection on the curriculum that we explain below, at the departmental level, and College-wide. (Our approach to assessment is described and

documented in the *Student Learning Assessment Hub*, available for demonstration during the team visit)

Direct assessment of student learning is an ongoing process. Each term (in the case of General Education courses) and each spring (in the case of Senior Capstone Projects) departments are asked to designate courses and select rubrics from among our shared lists (as explained below). A simple electronic form invites department chairs, in consultation with their department colleagues, to select the specific criteria they will use. Armed with a list of each department's Senior Capstone Project course and selection of rubrics, the registrar builds assessment spreadsheets for each departmental cohort of seniors. The system is both simple to administer and easy to complete: each spreadsheet follows the same basic template, with the names of students in the first column, and the selected criteria from the rubrics in subsequent columns (samples will be part of the campus demonstration of the *Student Learning Assessment Hub* during the team visit).

The selected criteria are displayed in the final sheets prepared for each course (in the case of General Education classes) or Senior Capstone Project. The on-line spreadsheets, which are permission- and version-controlled, are built in such a way as to protect the confidentiality of faculty ratings of individual students: only the chair (or departmental delegate) and administrative assistant can view and enter data, which is done simply by selecting from a predefined scale of "1" (inadequate) through "4" (excellent) as defined by the detailed rubrics that are available to each faculty member. Since each departmental spreadsheet shares the same set of master criteria, the data can easily be aggregated for further analysis both within and across years.

Haverford's General Education requirement is highly distributed and, with the exception of the first-year writing course, does not involve a "core" of specially designated classes. Each student explores our "foundations and domains" system (explained above in the discussion of learning goals) in a unique way. As a Faculty we have thus agreed to ask departments (which in any case translate our general institutional learning goals into discipline-specific ones) to select courses that afford the best impression of how students meet the basic expectations of each field. Accordingly, each semester, each department is asked to designate at least two courses, at any level of their respective curricula, with a target of about 50 students in total to be assessed. If the enrollments in one or more of the courses is very large (over 40), instructors can use an unbiased sampling system to select a subset of student work to evaluate. If the department is keenly interested in a core competency (rubric) which is best studied in a course at the 200 or 300 level, there might be reason for the combined enrollment of the designated courses to fall below the 50-student target. This process, when spread across all 24 academic departments results in assessing over 70% of the student body each academic year.

The kind of student work to be used as the basis of the assessment is left to the discretion of the instructor, in consultation with departmental colleagues about the pedagogical challenges they collectively seek to understand. Assessment can be based on a single assignment, exam, or project, or it could be a pre- and post-test evaluation, or a portfolio of a body of work across the term. Assessment data are meant as a tool for the instructor and program; it need not correspond to the grade or feedback given to the student for that assignment or for the course as a whole.

Designation of courses and selection of rubrics and criteria is handled with the same simple online form as is used for Senior Capstone Projects. Data entry (limited in this case to instructor and administrative assistant) follows a similar process as the Senior Capstone Project, with a spreadsheet containing alphabetical lists of students and pull-down ratings for each selected criterion. Once again, all course-level spreadsheets share the same overall array of rubrics, so data aggregation is rapid and lends itself to future adaptation and analysis. Results are published in a *Public Summary of General Education and Capstone Assessments*.

Meaningful Criteria for Assessment of Student Learning

Assessment at Haverford depends on two sets of shared rubrics: one for General Education and another for Senior Capstone Project. Initial formulation of the rubrics was the work of the associate provost and members of EPC, who are charged by our institutional governance structures with the large-scale view of the curriculum and its integrity. In developing these rubrics they looked across departmental learning goals for common interests and priorities, and for ways in which these common threads could be used to connect General Education assessment with that to be undertaken for the Senior Capstone Projects. Some of the resulting categories aligned neatly with the MSCHE essential skills. But we also realized the need for rubrics to cover aspects of non-English language instruction and artistic creativity and expression, as well as questions of ethical conduct and intellectual integrity. Taken together, the rubrics point students towards the methods and understanding they will need to meet our institutional learning goals as they move from introductory to intermediate, and finally advanced courses in their areas of interest. For General Education, our current categories are:

- Critical analysis and synthesis
- Oral communication
- Quantitative reasoning
- Scientific method
- Written communication
- Non-English language
- Artistic craft and vision
- Information literacy
- Technological competency
- Ethics, personal responsibility, professional conduct

Contained within each of these general headings are various detailed “criteria” for evaluation, representing essential facets of the work at hand, from prose style to treatment of evidence, and from the selection of the correct analytic tool to the documentation of laboratory data. For some of these headings we turned to commonly used sets of guidelines, such as the VALUE Rubrics of the AAC&U (Association of American Colleges and Universities), which we adapted and edited in a series of conversations with small groups of Haverford faculty from sets of related specialties. We also created some headings and criteria of our own, grouping them under related headings (for example, the artistic craft and vision heading, or the heading for non-English language courses). The precise number of criteria within each rubric vary from one heading to the next, but normally there are between four and six. Each of the criteria, moreover, include short descriptions of four successive levels of accomplishment, from inadequate to excellent, which are provided in the assessment spreadsheets.

Among the guiding principles in our approach to assessment is that the system should always attend to (and not dictate) the goals and pedagogies of individual faculty members and the departmental contexts in which they teach. Any set of common headings or rubrics needs to flexibly adapt to particular disciplines, courses, and assignments around which they are deployed. Haverford students do not develop their capacities in scientific method, critical analysis, or written communication in some generic course, but rather in their disciplinary varieties.

Our system relies on individual instructors to select the evaluative criteria they deem most appropriate and encourages departments to design their assessments around questions of interest or areas of concern. They can select any “set” of criteria from the headings given above, or mix and match any four to six facets from different headings if they find no single set that is suited to the pedagogical task at hand. They can also ignore facets that have no relevance to the given work. EPC is responsible for annual discussion (and if appropriate, revision) of the rubrics, and for suggesting particular focal points for assessment that may be of interest for a given period of time. In this way we make sure that the range of rubrics offered is of value to the concerns of the Faculty and of the College, and that we correspondingly see to it that we gather information about and discuss all areas of interest on a regular basis. The evolving sets of rubrics for General Education assessment are regularly shared with departments and the Faculty as a whole for comment and revision. Indeed, our ongoing approach to assessment anticipates the need for periodic revision of the rubrics, both in their number, focus, and the wording of the individual criteria used.

For the Senior Capstone Project, the overall categories recall some aspects of those for General Education, but differ in both structure and scope. Unlike the “sets” of criteria packaged together for the rubrics just considered, the Senior Capstone Project rubrics consist of a larger array of nearly two dozen individual facets representing both process (the various stages of work) and product (variously oral, written, or visual work). These emerged from departmental Senior Capstone learning goals statements produced for the *College Catalog* (as explained above). Armed with the common themes, we worked with department chairs and various focus groups to identify language that would (in the words of one colleague) avoid the pitfall of “meaning everything to one department, but nothing to any other.” The categories include:

Gathering (the initial stages of work)

- Data collection and management
- Assembling primary and secondary literature
- Identify resources and requirements

Formulating (the development of a plan)

- Articulation of research question
- Experiment design
- Research plan
- Collaboration in lab or seminar
- Creative concept

Interpreting (the analytic or reflective process)

- Data analysis
- Show understanding of theory and method relevant to discipline

- Situate work in intellectual context
- Sustained argumentation
- Textual analysis
- Revision and review

Demonstrating (the final product)

- Oral presentation
- Oral defense or examination
- Oral comprehension
- Performing
- Graphical presentation
- Exhibiting
- Written argument

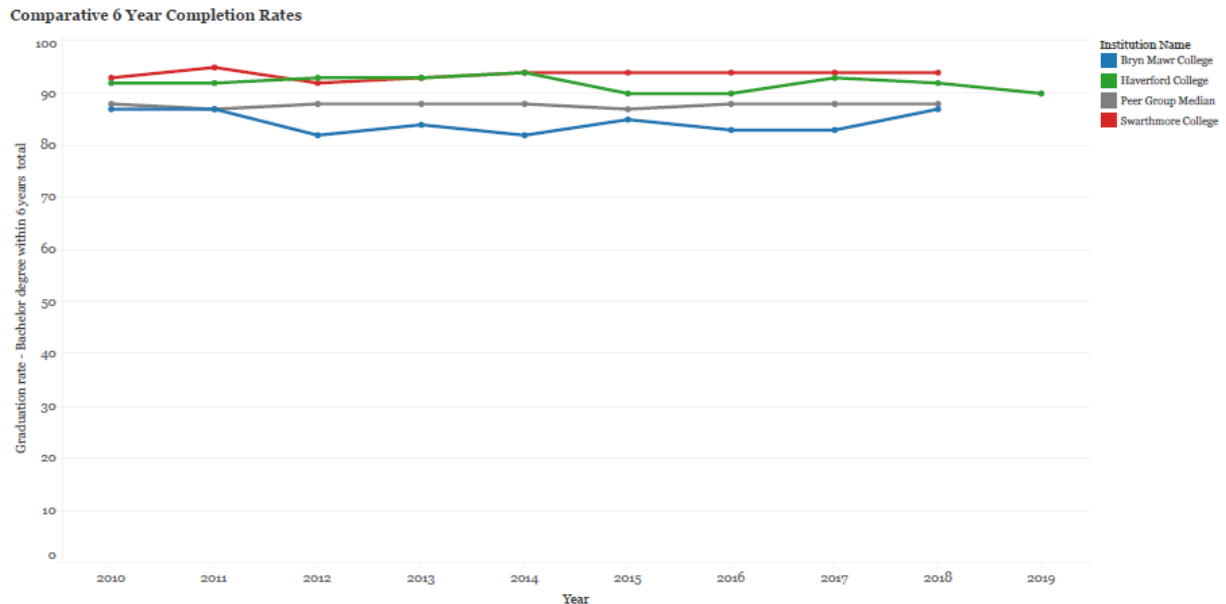
Senior Capstone Projects are normally undertaken over the course of a full academic year, and involve many stages of preparation, analysis, and documentation. We realized that giving departments the freedom to build their own set of four to six criteria would allow them to evaluate and compare students within their domains and also expose hidden commonalities at higher levels for the institution as a whole. The target of four to six criteria considers the value of measurements that might reasonably be expected to move independently of each other, thus obliging individual departments to weigh differences among various dimensions of achievement in a given field, and in turn using such differential diagnoses to inform their conversations about how to improve programs or pedagogy. Departments can in principle use more than six, but we believe that they will be best served by choosing criteria that reflect what they view as the most pressing or important pedagogical challenges faced in their respective disciplines.

Tracking Success after Graduation

Consistent with our core mission, Haverford students receive an intellectually rigorous and ethically attuned education that prepares them for meaningful lives of service and leadership. At graduation, 15% of the Class of 2019 earned the distinction of *cum laude*, *magna cum laude* or *summa cum laude* (*College Honors Report 2018–2019*). As highlighted in the *Outcomes Dashboard*, over 14% of graduates (Classes of 2005 through 2014) have earned Ph.D.s, ranking eighth among all institutions. Overall, 63% of living alumni have earned a post-baccalaureate or professional degree. Over the past five years, between 16% and 24% of the graduating seniors entered graduate and professional school immediately following graduation. Historically, over 90% of our students graduate within six years of matriculation, a rate which compares favorably to the median of our peer group of leading liberal arts colleges. The 2019 data below (see Figure 5.1) reflect the 6-year graduation rate of the cohort entering college in fall 2013 (HC '17).

Our initial analyses of 2017 did not reveal systematic differences among those who choose to transfer out of the College or fail to complete their degrees (see *Retention Report 2017*). However, in fall 2019, the Working Group on Student Persistence began additional explorations as the 6-year graduation rates for recent cohorts moved closer to 90%, down from the average of 92.3% for the previous seven cohorts, as discussed within Student Success in Standard IV above (see *Haverford College Persistence Summary*).

Figure 5.1 Comparative 6-year Graduation Rates



Data source: IPEDS Graduation rate survey
Notes: (A) Data reflected represents the entering student cohort 6 years prior to the indicated year. (B) The Peer Group used in this figure includes 49 Liberal Arts institutions representing a combination of Top 50 US News institutions and PCLA institutions.

(Descriptive caption: line graph comparing 6-year graduation rates for Haverford and select peer institutions; the Y-axis represents the percentage of students graduating within 6 years after entry and the X-axis notes the calendar year 6 years after entrance—not necessarily graduation year. IPEDS graduation rate data is based on entering cohort year. The 2019 figure for Haverford is for the Class of 2017, six years after entry in 2013.)

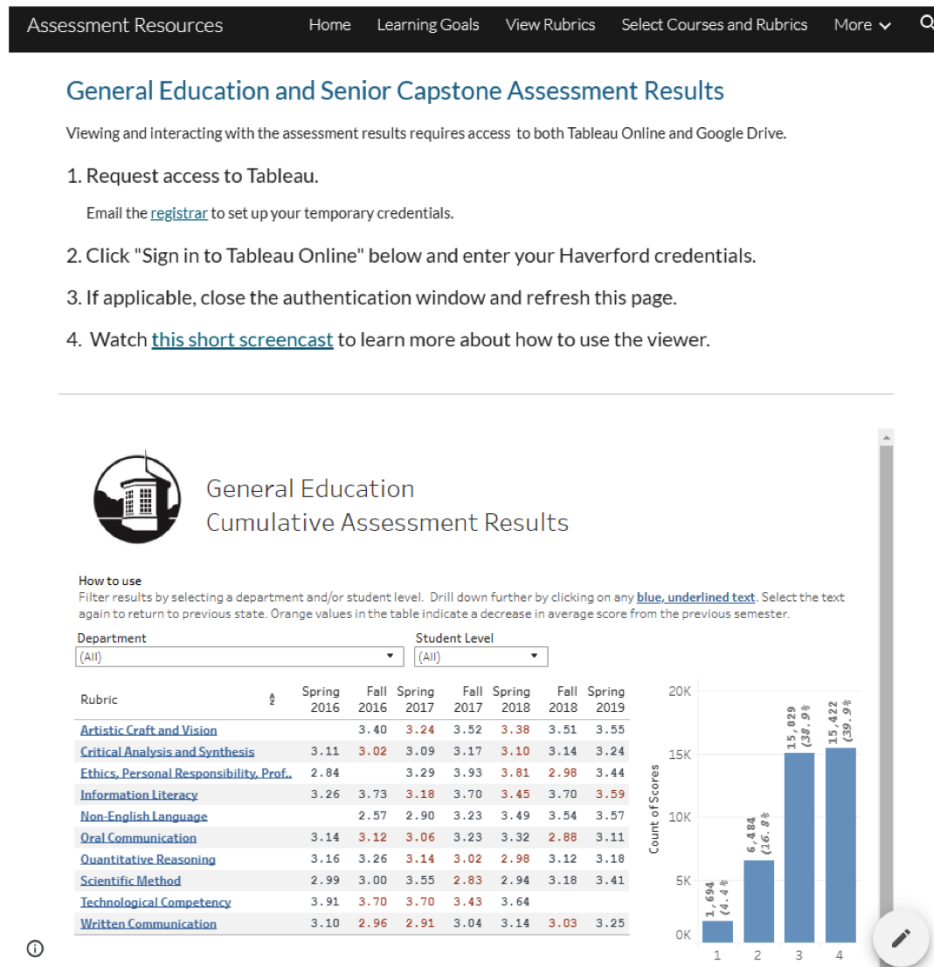
Sustainability, Documentation, and Data Management

The methods and results of our system are both scalable and interoperable, and we have taken steps to ensure the secure preservation of the assessment data collected.

- A *Student Learning Assessment Hub* (available for demonstration to team members during the campus visit) is an internal resource for faculty and administrative staff where we assemble instructions, rubrics, memos, links for forms, and results. The files are thus available for consultation, via the Office of the Provost or Office of the Registrar websites, with access control.
- Data entry is done through a simple set of permission-controlled spreadsheets. They are currently hosted through the secure College-supported Google Drive service, which allows us to extend viewing and editing privileges to authorized members of the faculty and staff, while also preserving the confidentiality of evaluations about individual students.
- The sheets (no matter which set of rubrics are selected by a given department or instructor) share a common overall structure, so that they can easily be aggregated into master data sets.

- The individual sheets and the master data sets themselves can also easily be exported as CSV or other standard interchange formats, and thus used alongside other structured data for purposes of institutional research (for instance, we can use student ID number to link assessment data to other information about a student’s academic career).
- Data validation is used in the sheets to ensure that faculty ratings are restricted to the designated scale (1- 4), thus ensuring comparability among rubrics and individual criteria across time. Such validation also means that the data can easily be used in subsequent stages of analysis, with any kind of software.
- Our current approach to analysis is based on proprietary Tableau software, which is used by the registrar to create reports that permit faculty to configure dynamic views of the underlying information directly in a browser-like environment, capturing images or making slide shows of relevant combinations of data, complete with graphical diagrams and statistical analysis. In this instance, users can filter by course level, by level of achievement in the given criterion, by department, by rubric, etc., with the identities of individual students masked to end users (see Figure 5.2).
- We maintain an *Assessment Privacy Statement* concerning information about students and instructors.

Figure 5.2 Sample View of Assessment Results



(Descriptive caption: image shows sample of Tableau viewer for assessment results.)

Communication with the Haverford Community

The results of assessment of student learning and achievement are communicated with a number of key constituencies at the College:

- With EPC and the provosts, who can take stock of which ways of learning are of most interest to the Faculty as a whole (at all levels of the curriculum), and thus can find ways to support faculty members in the advancement of any student skills they judge to be in need of improvement.
- Within individual departments, or groups of faculty who share common pedagogical interests.
- With the Board Educational Affairs Committee, as part of routine reporting by the provost on areas of enduring concern for the College.
- Detailed assessment data are not made public, nor are they shared with students. But the rubrics and basic expectations for achievement can be communicated to students by instructors and advisers in a variety of contexts.

Supporting the Improvement of Student Learning

Ample resources are available to support each student's development via our Office of Academic Resources (described in Standard IV). The College's libraries support the development of research skills and information literacy among students in exceptional ways. Information literacy and technology skills are enhanced via individual and classroom-level projects designed by dedicated groups of professional librarians and instructional technology specialists. For the last several years the librarians have maintained their own system for assessing the effectiveness of bibliographical and information literacy instruction, based on a set of rubrics they developed in collaboration with faculty in various departments (see the *Library Information Literacy Goals* and *Library Assessment Website*).

New and renewed learning spaces have also been a high priority in recent years, as noted above. An impressive list of laboratories, classrooms, and studios have been created or re-made in areas across campus, including the Lutnick Library, Sharpless Hall (for biology and psychology), the Center for Visual Culture, Arts, and Media or VCAM (for a wide array of classes, residencies, and creative spaces), and through the work of the Classroom Committee which advises the provost and Facilities on how to make use of a dedicated budget to upgrade and renovate classrooms in various buildings.

Meanwhile (and as we have noted in Standard III), faculty have an ample array of pedagogical training and support via our *Teaching Resources* and *Teaching Learning Institute*.

Interpreting Results and Improving the Curriculum

Quantitative assessment data is understood in the context of our ongoing qualitative discussions about objectives, programs, and pedagogies. But the process of interpretation is continuous:

- Early each fall term, EPC takes up assessment data from the previous year, looking for new or emerging trends, and signaling to the Faculty the need for discussion of an emerging trend or the need for special focus in upcoming assessment cycles. Such advice is directed at shared interests, and not at particular departments or programs (see *EPC Assessment Data Review 2017*). Insights from the fall 2018 and fall 2019 EPC discussions of assessment data are explored below (see *EPC DAP Overview 2018 and 2019*).
- During the fall term individual departments also take up the lessons learned from their assessment work in the previous year, considering learning goals, requirements, advising practices, and other aspects of the program in light of assessment data. If appropriate, they can adjust the pace or structure of work in the Senior Capstone Project, or prepare requests for new instructional resources in time for the annual budget process in November. They can also propose major curricular changes in time for EPC's review of such revisions early in the spring term.
- By March of each year, each department or program chair submits (via simple electronic form) narrative responses to a set of questions that ask them to reflect on their evaluation of the curriculum, including how they made use of assessment data (see *Academic DAP Questions*). These responses are fielded by the provost as part of the annual cycle of Departmental Assessment/Action Plans (DAPs). The provost's sense of these academic needs in turn informs plans for EPC early in the fall term, with the start of the next phase of the cycle .
- Periodic public discussion of aggregated assessment data will provoke conversation about new initiatives by small groups of faculty, perhaps within departments, or perhaps those with mutual interests revealed by the Tableau system noted above, which will reveal those using the same rubrics, or facing the same challenges. Similarly, reactions to assessment might come from EPC, which either notices a new trend in the data, or in the qualitative statements that comprise the DAP. Finally, thoughts about assessment results might come from the Office of the Provost or the Dean's Office, which variously have responsibilities to assure the right resources are at hand for departments and academic support systems.

Ours is a small institution, even by the standards of liberal arts colleges, and our assessment data are certainly not yet large. We will need aggregate data over several years to understand trends and trajectories, and to have time for colleagues across the College to have important discussions about expectations for students at different levels and in different programs. Nevertheless, now armed with three full years of assessment results and two complete sets of academic DAPs, we are now seeing how the system works (see *Public Summary of General Education and Capstone Assessments*). EPC now makes an annual report to the Faculty each fall, summarizing the patterns observed in the DAPs, which in turn take into account the quantitative evidence gathered in the course of assessment in courses (see *EPC DAP Overview 2018 and 2019* and *EPC Annual Report 2018–19*).

What did the academic department learn from assessment data? And how did they make use of it in their qualitative reports on the curricula, advising practices, and plans for future improvements? Assessment data were, of course, only one part of what we asked departments to consider in compiling their DAPs; many departments remain unsure of how to interpret the data, for reasons we have already adduced. But taken together the departmental DAPs directed EPC to observe the following to departments at large:

- Oral and written communication need work in various contexts, not only at the level of General Education classes, but also in the context of the Senior Capstone Project.
- Information literacy is for some an area of concern, particularly when it comes to evaluating the merits of a particular resource, or knowing the right bibliographic tool to use to find relevant and reliable literature within a given discipline.
- In the context of the Senior Capstone Project, some students are not sufficiently in command of disciplinary standards and methods.
- A broad awareness in many different parts of the College that an increasing number of our students are increasingly weighed down or held back by various forms of emotional, physical, or mental stress.

Some departments also noted some other trends or conditions, including:

- How best to help students plan coherent programs for their major, minor or concentration over the course of years 3 and 4 of the student's time at the College, and how to communicate clearly the expectations for the Senior Capstone Project.
- The particular challenge of advising majors and minors across the Bi-College divide; students majoring at one campus or another sometimes get incomplete, contradictory, or erroneous advice about how to plan their academic program.
- Enrollment pressures in some departments constrain their capacity to prepare students for the Senior Capstone Project.

EPC also noted that some departments are also beginning to articulate what they see as possible solutions for some of these trends, particularly where they relate to the Senior Capstone Project:

- The benefits that might accrue through systems of “scaffolded” work towards the senior experience, building into intermediate courses the kinds of skills with written communication and especially oral communication needed for the particular discipline. The libraries play a crucial role in this process. Indeed, the learning outcomes for the libraries are designed to scaffold for success in all four years and culminate in disciplinary capacity and knowledge in the capstone. Such work is reflected in various states of assessment. A recent DAP from the Department of Psychology, for instance, reinforced the department's growing sense of deficiencies in writing skills among some students in the major, especially within the context of preparation for senior thesis work. Along with the assessment data and integrated into their DAP process, psychology faculty have been engaged in ongoing discussions of how to better teach and support writing in their courses. These discussions have resulted in a dedicated course on writing skills (and scientific communication, more generally) within the discipline, taught by a tenured member of the department. In addition, an increasing number of laboratory and seminar courses have adopted the model where students submit drafts of their papers, receive detailed feedback, and have an opportunity to revise the earlier draft. Departmental discussions are ongoing with the goal of supporting continued curricular evolution around writing skills.
- The possibility of implementing new (or highlighting existing) alternative kinds of Senior Capstone Projects, through seminars, enhanced courses, or other frameworks that would

support students who are otherwise not yet fully ready to manage a truly independent long-term project.

- The value of developing comprehensive (and public) advising guides that are available to students to help them plan their academic careers effectively, both with respect to the major itself and with respect to allied skills or courses that might advance their command of a discipline.
- The importance of revisions to teaching methods and the departmental curriculum as a whole that would promote the values of diversity and inclusivity.
- The need to make sure that faculty colleagues are aware of the many resources available to help students who are feeling stressed or otherwise held back by social, emotional, or other pressures.

Indeed, EPC (as part of its review of curricular revisions and its review of proposals for new tenure-line and continuing faculty) now requires departments to explain how their proposals address concerns expressed in their recent DAPs and the assessment data upon which they in part rely. The provost likewise requires departments to explain how their annual interim staffing and operational budget requests will advance them towards the challenges set out in DAPs.

Monitoring Partners in Education

Haverford partners with a number of institutions to enrich and expand educational opportunities for students. Haverford students can take courses at Bryn Mawr and Swarthmore Colleges as part of our Tri-College Consortium arrangement. Students can also take courses at nearby University of Pennsylvania (although subject to the residency requirements). Each of these schools is accredited by the MSCHE.

Haverford students can, in addition, take courses via a wide array of study abroad programs approved by EPC. Since no more than eight credits taken through study abroad or study away may be counted towards a Haverford degree, and since approved study abroad programs are normally sponsored by U.S. peer institutions or by accredited organizations such as IES Abroad, we can be sure that not more than 25% of a program is delivered by an entity (third party provider) not accredited by an agency of the Department of Education. This is confirmed during the degree audit process. A review of student enrollment for the graduating classes of 2017, 2018, and 2019 bears out this rule. During this period, only five or six students studied abroad for a full year, and in no case did the proportion of courses counting towards graduation requirements exceed 25% of the total (see *Study Abroad and 25% Rule Summary*). In addition to the study abroad credit maximum, the degree audit process includes the following requirements: at least 24 courses must be taken at Haverford, Bryn Mawr, Swarthmore, or the University of Pennsylvania; at least 8 of these must be completed at Haverford; and up to 4 Advanced Placement (pre-college) course credits are permitted.

Evaluating Assessment

EPC has responsibility for review of graduation requirements, learning goals, and approval of credentials offered by each department or program. It thus makes sense that EPC assumes responsibility for the mechanisms by which we assess the effectiveness of those curricular programs, and how students are meeting the goals we set out for them. But they will also need to

work more systematically with other administrative bodies on campus, chiefly the Office of the Provost (with responsibility for review of departments and programs) and the deans (with responsibility for advising, the Office of Academic Resources, the registrar, and other vital services). Indeed, delegates from these offices are regular members of EPC, so we already have clear lines of communication in hand.

With respect to our overall approach to assessment of student learning, EPC, the Office of the Provost, and the deans will guide the Faculty in the periodic review and revision of rubrics, and will undertake periodic review and improvement of the systems by which we collect, share and analyze data. EPC will also discuss and solicit faculty views (during our monthly meetings and through special meetings) on the need for periodic changes in the overall assessment plan. Above all, EPC encourages the cyclic study and deployment of assessment data through conversations at the department level (as part of DAPs) and inter-departmental levels (as part of broader initiatives or areas of interest) around particular pedagogical challenges that emerge from year to year.

Analysis and Action

Haverford's faculty have always been attentive to the success of our students, teaching and mentoring them in ways that attend to them as individuals, no less than as a community. But since our last Self Study in 2010 we have also implemented new systematic procedures for charting their progress towards both the general institutional goals of a Haverford education and also the specifically disciplinary goals of the Senior Capstone Project required of each student. As detailed above, and here organized according to the MSCHE criteria that apply to Standard V, our analysis and actions under these assessment processes include:

Clearly Stated Educational Goals

- During the last four years in particular we formulated, discussed, and approved a new set of General Education requirements that more fairly represent the methods and themes considered across the curriculum, and that also open up time and space for students to pursue various majors, minors, and concentrations (including several new interdisciplinary programs) in a more intentional way than in the past.
- Departments reviewed, revised, and updated their departmental Learning Goals and Senior Capstone Project Learning Goals, so that students can better understand what kinds of coherence and synthesis are expected of them. Departments are now encouraged by EPC and the Provosts to craft handbooks that help guide students in meeting these goals and plan their journey through the curriculum (see for example, the *Psychology Department Student's Handbook*, the *Classics Department Student's Handbook*, and the *Health Studies Minor Student's Handbook*).
- During the newly-formalized annual DAP process in place since 2017–18, departments are asked to affirm or revise their various learning goals in light of a holistic consideration of previous assessment results and other ways of understanding student performance. Indeed, several departments (as revealed in the DAPs) are devoting new energy to the clear communication of learning goals for their majors or other credentials as part of departmental student handbooks they maintain and distribute to majors, minors, and concentrators. There is also clear interest among several departments in

adjusting goals and curricula to meet the needs of the increasing diversity of educational background and interests of the student body we teach.

Systematic Assessments

- The systematic assessment of student success is conducted across the General Education and Senior Capstone Project curricula, with subsequent consideration of the results by EPC and by individual departments (as part of the DAP process). This process is overseen by the Institutional Effectiveness Committee (IEC), and in particular by the associate provost for curricular support and development. The efforts of IEC and the provost interlock with those of EPC and the Faculty, which nevertheless retain primary authority for ensuring that the assessment system is appropriate to the priorities of the Haverford curriculum.

Use of Assessment Results

- As detailed above, the results of both assessment and DAPs have informed discussions at various levels, and have resulted in various actions:
 - At the departmental level, the conversations required to formulate the DAP (which include a call to interpret assessment data in light of learning goals) are already bearing fruit in the form of adjustments to curricula and learning goals, as well as efforts to communicate more clearly with students via teas, advising sessions, and handbooks the key factors and practices that will contribute to their success. The newly-created Cantor Family Fund will support department-wide projects to rethink and adjust curricula, thus providing a clear avenue for DAP insights to move from observation to action.
 - At the level of EPC, the articulation of patterns observed in College-wide assessment data, and in the resulting DAPs, with special emphasis in recent years on oral communication, intellectual responsibility, and the challenges of advising and teaching an increasingly diverse student body.
 - In the Office of the Provost, the consideration of the stories told in DAPs as part of the allocation of extra interim staffing and program budgets.
 - In the Office of the Provost and EPC, the consideration of DAPs (and the assessment processes upon which they depend) as part of deliberation on requests for permanent tenure-line and continuing faculty.
 - Various other initiatives supported by the provost's office and deans likewise address areas of concern noted by EPC, including the appointment of a specialist in oral communication within the Writing Program, the continued development of the Office of Academic Resources (as noted in Standard IV), and the Teaching and Learning Institute offered to all new permanent members of the faculty in their first year at the College.
- The Faculty want to ensure that assessment data are reliable before acting upon them, for several reasons:

- Almost everything we do involves small sample sizes; as an institution we are ourselves small, even by the measure of the liberal arts college.
- We do not have a core curriculum, so the reliable comparison of even the same assessment rubrics across different disciplines and instructors will require more experience and discussion.
- The fundamental goals of a Haverford education emphasize judgement, critique and synthesis rather than mere competencies and proficiencies.

Periodic Evaluation of the Assessment Processes

- The assessment system at Haverford is still in its early years. As part of the foundation of the process, as noted above, we anticipate that EPC will undertake a periodic review of the rubrics and procedures sometime in the next 3-4 years. The *Processes to Assess Assessment* document is an overview of how each component of the Institutional Effectiveness system, including assessment of student learning, has evolved in response to evaluative feedback. It also indicates current concerns or next steps that have been noted throughout this self study.

Opportunities for Improvement

As we suggested in our consideration of the criteria for Standard III, we find that Haverford's faculty are effective stewards of student learning. The vast majority of our students meet the high expectations we have of them in the classroom.

We have designed sustainable systems for identifying patterns among those who are not succeeding in the ways we expect, and are using a growing body of evidence to help us act in ways that will assure success for as many of our students as possible.

The student learning assessment and DAP systems are working, albeit still in their early years of operation. But they have already helped us to identify a few areas for further work, including the need to improve our systems of student advising, and the related need to share data about student success more effectively across divisions of the institution (as noted throughout this report in connection with Opportunities for Improvement #2 and #3).

Standard VI. Planning, Resources, and Institutional Improvement

Compliance with Standard

Haverford College is compliant with Standard VI. *The institution's planning processes, resources, and structures are aligned with each other and sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.*

The higher education context of rapidly evolving student needs and constrained resources requires disciplined planning, resource allocation, and assessment. Under the guidance of board and campus leadership, and building around the opportunities afforded by the Middle States' 2015 request for a monitoring report, Haverford has evolved its institutional improvement processes to ensure that the College's energies and resources are being deployed to maximal effect in pursuit of its mission.

The College's strategic plan guides the development and prioritization of institutional goals and objectives in the achievement of our mission. These are assessed annually through various planning exercises and Division/Departmental Assessment Plan (DAP) reports. Collectively, these activities inform the annual resource allocation process.

Haverford's most recent phase of institutional planning began in 2012 with the development of the *Plan for Haverford 2020*. Since that time, associated strategic planning for the priority areas of diversity, sustainability, built and natural environments, and Bi-College collaboration have been completed. The current Self Study process serves as a moment of stock-taking in anticipation of the next phase of strategic planning and continuous improvement.

Our financial planning and budgeting processes are informed by a range of assessment activities directed towards the realization of the objectives set out in the *Plan for Haverford 2020* and subsequent institutional planning work. Meanwhile, we also work to balance other objectives, including the achievement of full-accrual (by Generally Accepted Accounting Principles, or GAAP) financial equilibrium by FY 2020–21, alongside the provision of adequate resources for capital projects, current operations, infrastructure, and deferred maintenance.

Haverford operates with clear assignment of accountability for decision-making within a tradition of shared governance (more on governance in Standard VII). This is evident in our organizational structures, and in our documented policies, procedures, and position descriptions throughout the College.

The annual independent audit documents the College's ability to operate viably. Strategies to evaluate our resources include: 1) sound budget development with attention to access and affordability for students; 2) resources to support and enhance our educational mission and programs; 3) careful assessment and management of expenses; and 4) enhancement of revenues from endowment draw and fundraising initiatives. At the conclusion of each fiscal year, DAP reports at all levels of the College further assess effectiveness in resource deployment, which factors into subsequent planning and budgeting.

Overall institutional effectiveness and periodic assessment of planning, resource allocation, institutional renewal processes, and the availability of resources are the responsibility of the president and Senior Staff. The DAP system provides a broad overview of institutional effectiveness to the president and nurtures the connections among assessment, planning, and resource allocation.

Discussion

A Shift Toward Integrated Institutional Planning

Haverford's egalitarian institutional culture has historically favored an informal management style. Perhaps best represented by the metaphor of the "Quaker handshake," many of the College's practices are rooted in traditions of personal attention and customization. In the past, planning occurred in key areas—for example, campus master planning and campaign planning, as well as planning within academic areas—but was not ubiquitous nor formally integrated across the institution.

The *Plan for Haverford 2020* was the College's first comprehensive, integrated strategic plan, developed through an iterative and consultative process across faculty, staff, students, Board, Corporation, alumni, parents and others. Together with the development of a long-term financial model, this work marked an institutional shift toward long-term planning across key functional areas, linked with resource allocation and assessment. This shift has been supported by administrative refinements, new enterprise technologies, and efforts to deploy as strategically as possible the College's limited resources in pursuit of its mission.

Strategic Planning and Institutional Effectiveness

The *Plan for Haverford 2020* translated high-level objectives into actionable strategies for institutional improvement. It obliged us to take stock of deficiencies, even as we envisaged new possibilities. It focused us, for instance, on buildings suffering from deferred maintenance, IT systems in need of upgrades, even as we took stock of employee benefit structures and budgeting practices. The problem of how to meet the challenges catalogued in the *Plan* became in turn the focus of annual planning cycles at the institutional, divisional, and departmental levels. Each year Senior Staff, department managers, and key committees would assess progress toward the goals of the *Plan for Haverford 2020* (see the sample *Plan for Haverford 2020 Presidential Status Report*), develop annual or multi-year operating plans on that basis, prioritize goals, and through the budgeting process seek the resources to do what needed to be done. Toward the end of the year they would assess progress toward realizing those goals, and start the cycle again. Divisions and departments undertook planning and assessment work that both mapped out needs and goals and connected them with other priorities as well as funding models; these have since evolved into the Departmental Assessment Plan (DAP) process. The Board of Managers, too, focused more sharply on critical results in the form of an *Institutional Dashboard* of key indicators of our progress towards our goals.

The advent of the DAP process across all administrative departments helps us notice challenges and opportunities across a wide range of activities that might otherwise be hidden from each other. The DAPs also bear witness to a number of ongoing projects that involve reflection on our

mission, goals, and standing, both with respect to our internal measures, and with respect to external standards. These can be grouped into two large sets: processes that occur across the institution as a whole, and those that take place within individual divisions or departments. We consider each of these in turn.

Institution-Wide Assessment and Planning

- **Market research.** In 2014 Haverford engaged consultants from the Art & Science Group to conduct a positioning study that provided insight into opportunities to more closely align the College’s programs with the interest of prospective students (see *Art & Science Group Executive Summary*). The study provided a number of insights that have helped guide planning, program development, and more effective communications, including: student interest in applied learning to create “engaged intellectuals,” more interaction with Philadelphia, modest enrollment growth (to 1300), and student hunger for “rigorous and balanced” college experiences.
- **Operating equilibrium and financial aid policy.** In 2015–16, in response to successive years of full-accrual operating deficits in the wake of the Great Recession, the Board of Managers and campus leadership undertook a comprehensive budget planning process to determine the best course to re-establish sustainable financial equilibrium (see *Financial Briefing Memo*). As resource-allocation changes were identified and explored the process included consultation with faculty, staff, students, and alumni (see *Presentation of Financial Scenarios*). After weighing its options, the Board approved a strategy to achieve equilibrium by full-accrual, GAAP standards, without excessive institutional shocks, by 2021. The strategy rests on three pillars: limiting the growth of compensation expenses over the near term, modest enrollment growth, and limiting the continued growth of financial aid. The last component was perhaps the most significant shift in that it required the College to become need-aware in its admission process as indicated in the *Board of Managers Announcement: Institutional Stewardship and Need Aware Admission, June 2016*. Since that Board decision, the College has realized steadily declining GAAP unrestricted operating deficits since FY 2015–16. Detail is provided within the section on Financial Stewardship. Budgets continue to be constructed with a target of reaching GAAP break-even by FY 2020–21 (see *FY19 Management Discussion and Analysis* and *FY20 Budget Forecast for the Board*). In order to reach equilibrium, all divisions of the College continue to seek to limit their expenditures while supporting institutional priorities.
- **Strategic planning for diversity and sustainability.** Diversity and sustainability represent strategic imperatives for the College. In 2017 the Board of Managers approved two strategic corollaries to the *Plan for Haverford 2020*: the *Strategic Plan for Diversity and Inclusion* and the *Sustainability Strategic Plan*. Like the *Plan for Haverford 2020* itself, these plans grew out of comprehensive needs assessments, and include ongoing assessment of progress toward their goals that inform the annual planning and budgeting cycle. For example, on the sustainability front, the College now completes a regular greenhouse gas inventory that tracks our efforts to reduce such emissions (see *Sustainability Dashboard*). On the diversity front, we undertake periodic “campus climate assessments” to inform programming opportunities to support diversity, equity, and inclusion (see *Campus Climate Survey Report*). As the College begins strategic planning in 2019–20, campus practitioners are considering new opportunities within sustainability and diversity, equity, and inclusion that might be elevated among institutional priorities.

- **Bi-Co consortium strategic planning.** Haverford and Bryn Mawr put new formal structure to their partnership with their 2016 *Bi-Co Memorandum of Understanding*. Under the auspices of the board-level Bi-Co Council, the two governing boards in 2019 went on to approve a *Bi-Co Strategic Framework* that delineates opportunities to collaborate on emerging and distinctive areas of strength in order to expand future learning opportunities for students, as modeled by previous successes like the Bi-Co Environmental Studies major. This planning work will continue across relevant campus stakeholders moving into 2019–20 and beyond, and will be integrated into the next phase of strategic planning at Haverford. Both colleges have also committed to including evaluative frameworks in their planning that address the priorities of each institution.
- **Data planning.** We have become increasingly frustrated in recent years by our limited ability to mobilize data to inform decision-making. In some cases we lack historical data, while in other cases the time and labor required to integrate data across our disconnected enterprise systems has been limiting. For example, in undertaking recent investigations of student retention, we have had to hand-build new data sets to bring together student enrollment data, demographic data, and insights from our student affairs professionals. Simultaneously, faculty and staff in advising roles do not have an efficient technology tool through which to record and pass on advising information about the students with whom they work.

In response, in 2018–19 the College convened two parallel, interconnected working groups to enhance the College’s ability to deploy data to inform decision-making across a wide range of areas including budgeting, curriculum, student support, and more. The Data Stewardship Council is responsible for strategic considerations of best practices; the Enterprise Data Users Group (EDUG) group attends to practices at an operational level. Together, they will help the College collect and share certain kinds of data more effectively (for example: co-curricular and advising-related student data), to put such information to use wisely as the basis of decision-making, and to acknowledge our collective responsibility to steward these institutional assets. Data-related planning is and will continue to be a key focus for the College. The College has retained consultants ASR to assist with the process, which is midstream.

- **International planning.** In 2018–19 the College convened a planning group to take stock of its international position vis-à-vis enrollment, programs, and alumni in order to begin to contemplate the opportunities that might be incorporated in future institutional strategy. The group is inventorying existing programs and discussing existing as well as potential goals. The process is midstream.
- **Enrollment planning.** Haverford has always been among the very smallest of its liberal arts peers. As a fiduciary matter, the Senior Staff and Board of Managers investigated the positive and negative effects of maintaining such an outlier position. In 2018–19 the Senior Staff undertook an exercise to explore the practical implications of any possible move to a larger student body. This analysis revealed that, assuming no significant changes to Haverford’s educational model and the operating decisions behind it, there would be no financial benefit to increasing the College’s enrollment. This analysis provides a foundational insight as the community begins its strategic planning in 2020, namely that while there may be reasons to reconsider enrollment levels, for example for educational or competitive purposes, the College should not expect to improve its financial results by growth alone.

Divisional and Area Planning

- **Academic planning.** As we have noted above, assessment of student learning outcomes and the ensuing DAP process are applied by academic departments to their curricula. But they are also deployed in the administrative context in their annual operating budget and staffing requests. The provost's call for operating budget and staffing requests obliges each academic department to explain how new resources will address challenges identified in their recent DAPs (see *Proposed Budget Increase Form*). The provost, in collaboration with the Administrative Advisory Committee (AAC), weighs how best to allocate resources in ways that will address the most pressing or promising of these needs, particularly those that advance our progress towards the *Plan for Haverford 2020*. In addition to these annual processes, academic departments may seek to expand their size in terms of number of tenure-line slots, often in response to a collegewide call from the Educational Policy Committee. In recent history, these EPC calls for proposals stress the importance of academic departments connecting their proposals to College strategic priorities (such as the interdisciplinary "constellations" imagined in the *Plan for Haverford 2020*) in order to be successful. Such efforts lead to recent hires in emerging areas like Health Studies, Visual Studies, and Computational Studies (see *EPC Position Renewals*).
- **Financial planning.** Haverford's Finance and Administration division maintains an elaborate running *10-Year Financial Model* in order to plan for ongoing fiscal equilibrium in the context of long-term changes to the College's budget and operating environment and informed by analysis of financial ratios for the College and peers. The model connects capital expenditures, depreciation, and other non-operating funding needs with its annual results. The model's variables allow the College to conduct sensitivity analyses in order to plan for possible scenarios like external disruptions or significant reallocation of resources. By facilitating long-term budget planning, the model is supporting the College's adoption of GAAP-based budgeting and progression towards sustainable fiscal equilibrium (more on that below).
- **IT planning.** Technology and information systems are an essential dimension of any modern academic institution. Haverford relies on a "best-of-breed" philosophy for system selection. Most systems are supported centrally by Instructional & Information Technology Services (IITS) in collaboration with expert users at the divisional or departmental level. Haverford is also moving systems to cloud hosting or software as a service (SAAS) where feasible.

Key enterprise systems include:

- Peoplesoft (student information system, shared with Bryn Mawr College; the system is known locally as BIONIC, or Bi-College Online Information Center)
- CourseLeaf (academic catalog and curriculum management system)
- Workday (finance, payroll, human resources system)
- Slate (admission and application management system)
- Raiser's Edge (alumni and fund-raising information system)

Because the College uses various enterprise systems that were not designed to work with each other, the best-of-breed approach presents technical challenges around systems integration and reporting, an area of continual focus for IITS.

In IT planning, the College's chief information officer works closely with budget officers in order to plan for and fund multi-year, replacement-cycle costs and equipment life horizons. Significant new systems are also closely coordinated for an assessment of the expected institutional benefit, the capital financing options and annual operating costs within the College's 10-year financial model; the decision-making and implementation around Workday in 2016 was emblematic of this process. With the creation of our first CIO position a decade ago, great strides have been made in the technology infrastructure of the College and in the delivery of information services in support of our educational mission. These can be categorized as improvements within IT budgeting and planning, significant campus infrastructure projects, advances in enterprise systems and data management, and extended outreach in support of teaching and learning (see *IITS Major Activities 2015–2019*). We are currently poised for additional attention to longer-term technology planning and IITS capital funding as part of the annual renewal and replacement (R&R) allocation.

- **Facilities planning**

- **Space planning.** The College Space Planning Executive Committee (CSPEC) monitors and allocates spaces to meet programmatic objectives. CSPEC uses internal and external metrics and benchmarks to optimize campus space utilization, and identifies both short-term needs and long-term efficiencies that can be considered holistically within capital and strategic planning frames. Through CSPEC's work the College was able, for example, to take advantage of one department's 2018 relocation to set in motion a cascade of space swaps that in sum responded to student needs for better access to support services. The cascade of relocations resulted in colocating deans, the Office of the Registrar, and the Counseling Center in a single building (Stokes Hall) in proximity to each other, as well as Access and Disability Services, and the Office of Academic Resources.
- **Master planning.** The College is currently operating under a *Campus Master Plan* created in 2009, which is nearing the end of its useful life. Now that we are about to begin work on our next strategic plan, it makes sense that the next campus plan will be part of that process. Indeed, Haverford's facilities staff and others have been laying the foundation for this work. Two preliminary studies of note are around eventual redevelopment of the Haverford College Apartments (student residential space) and a Utilities and Carbon Master Plan that will lay the groundwork for future campus energy systems that will transition toward zero net greenhouse gas emissions, and includes an energy audit.
- **Facilities renewals and renovations.** The most recent Facilities Condition Assessment of campus buildings was performed by Entech Engineering in 2014. The report identified both deficiencies and corrective measures within campus buildings. The data from the study reside in a web-based application called FM-Assistant that helps manage deferred maintenance. As part of its annual budgeting cycle, Facilities Management also solicits requests from all departments and divisions for capital improvements to the physical plant that enhance institutional mission, address deferred maintenance, or improve environmental impact like reduced greenhouse

gas emissions. The next complete Facilities Condition Assessment is anticipated for FY 2020–21.

Over the past few years, the College has made significant investments in its physical plant. In order to assess the dollar amount of the reinvestment needed and Haverford's condition relative to peers and others, the College uses a few different metrics to benchmark this evaluation. The College engages Sightlines, Inc., a leading firm in measuring investment in the physical plant, whose comparisons indicate that: 1) Haverford, as of FY2019, is comparable to its industry and peer group, within a small noise range, and 2) Haverford needs slightly less "asset reinvestment" than the private college/university average. The College uses an estimated cost per gross square foot of required reinvestment in plant over the next ten years, and measures that forecast against itself over time and against a common industry standard. Over the past few years the College has reduced its "average age of plant," a Moody's ratio (detailed subsequently) representing institutional deferred maintenance. Finally, the College uses replacement value and depreciation expense components in our budgeting to confirm that it is sufficiently funding maintenance of the physical plant and equipment.

- **Case study in facilities planning: Lutnick Library**

The College opened the Lutnick Library for the 2019–20 academic year. Formerly known as Magill Library, the building's best functional capacity was that it served as a good study space for some, though not all, students. Beyond that marginal success, the building, a patchwork of five separate buildings, failed to meet the needs of a 21st-century library and the students and faculty it serves.

Planning for improving the library began with the Campus Master Plan of 2009 and has continued through careful study and planning since that time including the Libraries' Strategic Plan, 2016–19. The Lutnick Library project was delineated in the *Plan for Haverford 2020* as a foundation of the College's academic program and with specific goals of enhancing engagement with the collections, with expertise, and with programming that advances academic excellence.

Data were collected on student use of the building, and feedback and focus group sessions were held beginning in 2011. Ann Beha Associates completed a concept study to help us frame our academic learning goals into a building program and to determine cost projections. Additional evaluation of campus needs, peer benchmarking, and fundraising continued. Starting in 2017, a working group of campus stakeholders met weekly to work closely with the architects, construction managers, and owner representative to ensure the project realized its programmatic goals on time and within the budgetary scope.

In order to place all available resources into the long-term benefit of the building, between January 2018 and July 2019, library programming was distributed to various locations on campus. A carefully curated collection of books was made available on campus with the balance of books stored in a nearby warehouse. By self-managing the retrieval and delivery of books rather than using a commercial firm, library staff saved the College approximately \$1 million.

Ultimately Lutnick Library is a vast improvement over our former library; it provides excellence in the core elements of the Library including Quaker & Special Collections, the Digital Scholarship Commons, instruction and events spaces, easily navigable

circulating collections, significantly improved teaching facilities, preservation of the heritage spaces, and a range of student research and study spaces including a café. The projects also remediated significant physical shortcomings of the former building.

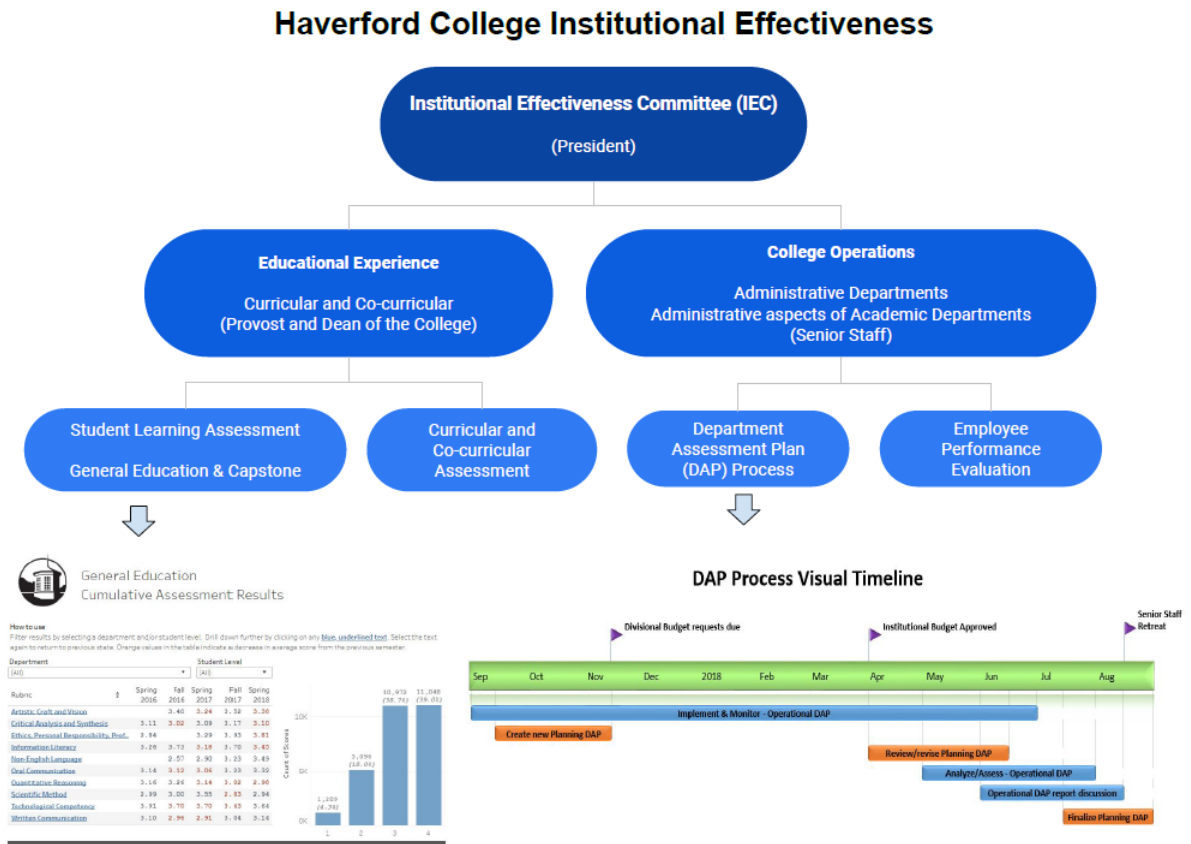
- **Fundraising planning.** Haverford’s fundraising priorities are derived from the institutional priorities articulated through strategic planning (for example the Plan for Haverford 2020; campus master plan, Sustainability Strategic Plan, and the Strategic Plan for Diversity & Inclusion) as well as through the annual operating budget process. Planning for the most recent “Lives That Speak” fundraising campaign reflected the philanthropic capacity of the constituency, as demonstrated empirically through a *Campaign Readiness Assessment*, results from the nucleus phase, and ongoing analysis of the philanthropic capacity of the potential donor pool. Overall fundraising goals were benchmarked against peer institutions, and budgets were set within benchmarks of dollars-spent-per-dollar-raised to ensure that Haverford fundraising remains mission-focused, competitive, efficient and effective. With input from Senior Staff, particularly the president and vice president of institutional advancement, the Board of Managers approved the final campaign priorities and dollar goals as it authorized the comprehensive campaign, which exceeded the original \$225M goal by raising \$269M. Importantly, the individual fundraising targets for every category were simultaneously met or exceeded.
- **Endowment planning.** In 2017–18, the Investment Office and Investment Committee of the Board of Managers undertook a strategic planning process for endowment management at Haverford. The last official endowment strategic planning process occurred shortly after the global financial crisis of 2008–09, and the long-term goals of that process were subsequently met. The 2018 Endowment Strategic Plan provided an overview of the current state of endowment management at Haverford College and addressed areas for continued refinement. The plan evaluated several aspects of the current approach to endowment management, including governance structure and resources, asset allocation, and investment policies. Haverford follows an extensive research-based investment process to manage the endowment, based on shared governance between the Investment Committee of the Board of Managers and the internal Investment Office. These recent reviews suggested that the College maintain its existing approach to endowment governance and recommended incremental improvements. The recommendations from the planning process build upon the substantial success of the endowment management approach followed since the global financial crisis, and will be implemented over the coming years. We aim, in brief, to maintain our endowment over the long term.
- **Athletics planning.** In the past the College addressed time-sensitive needs in athletics in ad hoc ways. But starting in 2018–19 we began to systematically anticipate capital and operating needs to meet the student development goals of the athletics program (see Standard IV) over the next 5-10 years so they could be integrated into operational, capital, and strategic planning as well as fundraising. This process complements the work of the Task Force on Athletics and Community that is considering qualitative elements around the role of athletics in Haverford’s residential community.

The College will integrate the results of all of these processes into its next strategic plan, to be undertaken 2019–21.

The Departmental Assessment Plan

Middle States responded to Haverford’s 2015 Periodic Review Report with a request for a monitoring report. The Institutional Effectiveness Committee (IEC) subsequently reviewed assessment practices across the institution and accelerated their evolution into a more coherent system. Below is a diagram of our current IE system.

Figure 6.1 Haverford College Institutional Effectiveness Overview



(Descriptive caption: depiction of organizational responsibility for assessment functions, with sample images of student learning assessment data viewer and DAP timeline.)

Key to the institutional effectiveness system in place since 2016–17 is the explicit linking of institutional, divisional, and departmental goals through an annual cycle of assessment, planning, and resource allocation (what we call the DAP or Departmental Assessment Plan process). The system spans the College’s nine divisions, each led by a member of the Senior Staff, and includes administrative departments within each division as well as the operational aspects of academic departments.

The DAP process was built around extant goal-setting processes and reporting lines as depicted in “*Who does a DAP?*” It deliberately aligns the institutional practice of assessment, planning, and resource allocation by prescribing a uniform template and calendar. DAPs make explicit how each department improves its core functions, and how it contributes to the achievement of institutional goals and objectives. DAPs detail the content of the work implicit in the College’s *Organizational Chart* such that departmental responsibilities are clearly documented. Division-level DAP reports are submitted to the president. The AAC considers DAPs and divisional goals as it provides guidance to the president on budgetary decisions.

Reflecting on the 2016–17 trial run of the DAP process and IE system, which were documented in the 2017 Monitoring Report, we identified further areas for improvement which guided our work since 2017. We focused on making this system (detailed in the *Institutional Effectiveness System Diagram*) more sustainable, useful, and effective in aligning the insights of assessment with the allocation of resources. Key refinements to the DAP process have included:

- Transition to a standardized DAP template that features a common “Assessment, Planning, and Management” goal for each level (Division, Managing Department, Supporting Department). This sets common expectations and holds all levels accountable. The *Common Divisional Goal* includes seven objectives, ranging from institutional effectiveness protocol, to support for human capital, to institutional and financial stewardship.
- Linkage of goals contained in each unit’s DAP, both to the next higher organizational level that the unit supports and to the lower-level departments upon which they depend. The president initiates the articulation and linking of goals through the *Presidential and Institutional Assessment Plan*. *DAP Linkages* cascade through the three additional levels: Division, Managing department, and Supporting department.
- Creation of a “Planning DAP” concurrent with the annual budget process. After the incorporation of adjustments resulting from the budget process, the “Planning DAP” becomes the “Operational DAP” effective July 1 with the start of the new fiscal year. Specific Key Performance Indicators (KPIs) were refined to sharpen assessment for many divisions and departments in FY 2019–20. The 2019-20 operational *Student Affairs Division DAP* and *Financial Affairs Division DAP* are provided as examples.
- As referenced above, AAC considers DAPs in its budgeting deliberations as follows:
 - In early fall, Division DAP reports are reviewed to assess progress toward goals from the prior fiscal year. Division DAP reports are confidential.
 - In February/March, Divisional Planning DAPs for the budget year under construction are incorporated in the budget building process.

The *Processes to Assess Assessment* document is an overview of how each component of the Institutional Effectiveness system has evolved in response to evaluative feedback. It also indicates current concerns or next steps that have been noted throughout this self study.

DAP assessments have influenced our resource allocation process in various ways, supporting academic excellence, student success, and institutional stewardship, Examples include:

- Supporting additional budget allocation:
 - IITS identified weaknesses in its previous system for managing equipment inventory and maintenance, hindering technology-dependent student work at VCAM and across the College. In response, the College allocated \$5000 per year to support a new system, Connect2, that allows patrons to reserve equipment in half-hour increments, while generating detailed utilization reports to understand and plan for future client needs.
 - Human Resources (HR) assessed that new hires were struggling to learn about a range of College processes, procedures, and culture that they needed in order to be successful in their new roles. In response, HR implemented a more uniform onboarding process, along with a well-received quarterly new hire orientation. The budget impact of hosting this enhanced orientation is approximately \$6000 per year.
- Eliminating the need for a budget increase:
 - The libraries conducted a circulating collection assessment project from 2017 through 2019 and deaccessioned approximately 100,000 volumes. Books were either recycled or sold, and money received was returned to collection support. Had these volumes been retained, off-site storage would have added \$50,000 in annual cost to the library budget and/or \$2M in capital costs to the recent library renovation. The collection assessment ensured that the new Lutnick Library houses a well-curated and cost-effective collection to support teaching and scholarship.
- Identifying new resources for allocation:
 - The Foundations, Corporate, and Government Relations Office discerned that the unit had insufficient ability to leverage data for grant-seeking and stewardship purposes. In response, the Institutional Advancement division reconfigured a grant-writing support position to enhance the management and use of data for these purposes and to support the acquisition of additional grant-funded resources. The reconfiguration itself was cost-neutral across the division.

In order to constrain expense growth, DAP reports serve as a vehicle for departments to use assessment to reallocate staff time and existing budget resources to improve the student experience and enhance institutional effectiveness. For example:

- A first-year student advising survey revealed confusion from students about their role within the advising process. The Dean's Office reallocated staff time to collaborate with the Office of the Provost on programs to address the role of the adviser and the articulation of expectations for the adviser-advisee relationship.
- Counseling and Psychological Services (CAPS) responded to evolving student needs and student requests for counseling groups to supplement individual counseling sessions. Staff time was allocated for advertising and running several groups, including a Connecting and Relating Group, LGBTQ Group, Social Anxiety Support Group, Adjustments Group, and Women*s Group.
- The registrar conducted a study of class scheduling in order to more evenly distribute courses across the week, reducing class size and optimizing the utilization of the most sought-after teaching spaces.

- Conferences and Events Services learned that they could improve space utilization with real-time room signage to display availability and allow bookings at the door. Existing resources were reallocated to purchase equipment for the most frequently reserved spaces, along with staff time for installation and testing.
- Classroom Committee assessments of technology in teaching spaces informed a plan to allocate renewal and replacement (R&R) funds within the Facilities Management budget to renovate three classrooms per year.
- The annual renewal and replacement planning exercise revealed a safety vulnerability in snow avalanches from certain roofs. Funds were allocated for snow retention systems to better protect pedestrians.
- Advancement Services was insufficiently able to produce effective reports related to fundraising. Early review of possible vendors for data visualization products suggested a budget request of \$40,000, which was allocated within the budget process. Further collaborative work with colleagues from IITS, the Office of the Registrar, and Institutional Research led to the selection of recently introduced Tableau Online. This collaboration expanded the availability of Tableau at less than half of the anticipated cost, freeing funds for other initiatives.

Program Evaluation

Faculty and staff at Haverford have become increasingly interested in evaluation models that judge program success. Particularly over the past two years, drawing upon evaluation expertise in Institutional Research and Institutional Advancement, program evaluation is under development for the Chesick Scholars (academic leadership and mentoring program for students from underrepresented backgrounds), MAST (Mentoring and Student Teaching), Horizons (leadership development for first generation, underrepresented and/or QuestBridge scholars), ELSI (Ethical Engagement Summer Institute), and HIP (Haverford Innovations Program within VCAM), as well as programming within the Koshland Integrated Natural Sciences Center (KINSC) and the John B. Hurford '60 Center for the Arts and Humanities (HCAH). Program evaluation approaches are also supporting grant applications for the American Council of Learned Societies (ACLS) Post-Doctorate Humanities fellowship, the Howard Hughes Medical Institute (HHMI) fostering inclusive communities and pathways within STEM fields project, and the Pew Center for Arts and Heritage Supporting the Greater Philadelphia Area initiative leveraging art to connect with underserved communities.

Institutional Effectiveness Committee

The IEC, established in 2010 and reporting to the president, takes an institutional view of assessment at the College. It supports cross-functional initiatives and activities for institutional improvement. IEC's leadership team of associate provost, vice president & chief of staff, and director of institutional research sets its annual agenda by identifying the College's most pressing assessment needs across all divisions, in consultation with members of the Senior Staff and taking into account the current priorities of the College. The leadership team then assembles targeted working groups of faculty, staff, and students to address each identified agenda item. A review of recent year-end reports (published under the IEC section of the *Institutional Effectiveness - Assessment Website*) demonstrates the IEC's role in developing and acting on assessment data to help the College meet its near- and long-term institutional goals.

Apart from its role in leading accreditation-related activities, its most recent accomplishments include:

- Implementing CourseLeaf, a modern and sustainable content management system for curation and production of the course catalog, including search tools that support curricular exploration and advising.
- Enhancing pre-major advising and retention monitoring systems.
- Implementing new systems to assess student learning (General Education and Capstone) and Institutional Effectiveness (DAP process).
- Supporting the above expansion of program evaluation, which uses participant outcomes to assess the impact of a program on participants.
- Launching an interactive webtool (*Beyond Haverford: Visualization of Alumni Outcomes*) to support students in career exploration.

Given its results across so many areas of the College, we anticipate the IEC will remain Haverford’s hub of assessment activities for the foreseeable future.

Financial Stewardship

Haverford College, like its peers, felt significant financial stresses through and beyond the Great Recession, with losses in endowment value, a decrease in donor capacity, and diminished ability for families to afford tuition.

The College’s work to reach full-accrual (GAAP) equilibrium by FY 2020–21 is explained above. This progress depends on:

- Managing the three pillars of our strategy to reach GAAP break-even: limiting the growth of expenditures, including compensation; modest growth in enrollment; and managing financial aid and our discount rate via the adoption of a "need-aware" admission policy (see Standards II and IV, and the *Spring 2016 Budget Message*). In the first year, the College met its discount rate target for first-year students; in the second year it was above its target; and in the third year under the target. Analysis of these three years of experience led to the modification of processes and practices that improved information-sharing between Admission and Financial Aid and established more accurate contingencies.

Figure 6.2 GAAP Break-Even Pillars

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Need Aware Admission for 1st Year Class			
Compensation % of expenditures	57%	59%	60%	57%	58%	57%	57%	57%	58%	58%	57%	57%	57%	est
Modestly Increasing Enrollment Financial FTE (Gross Tuition received/Tuition rate)	1146	1159	1175	1168	1179	1182	1176	1190	1211	1246	1269	1279	1288	est
Managing the Discount Rate (Inst. Financial Aid/Gross Tuition & Fees; includes on and off campus; all students)	28.7%	31.8%	34.9%	38.7%	40.0%	41.0%	39.8%	40.3%	42.8%	42.9%	42.9%	41.2%	40.8%	est
											1st-year student discount rate on target	1st-year student discount rate over target	1st-year student discount rate below target	

- Containing operating costs through disciplined budgeting and focus on strategic imperatives.
- Completing a capital campaign that exceeded its \$225M goal by over \$40M.

Since the institution made this progress, the College’s operating deficit has improved from a deficit of -8.4% in FY 2013–14 to an operating deficit of -1.4% in FY 2018–19. The College is on track to meet its equilibrium target in FY 2020–21.

Figure 6.3 Unrestricted Operating Revenues, Expenditures, and Margin

Fiscal Year	Operating Revenue (\$000)	Operating Expenditures (\$000)	Net Operating (Loss) Gain (\$000)	Net Operating Margin
FY 2009-10	\$76,338	\$77,127	(\$789)	-1.0%
FY 2010-11	77,752	83,124	(5,372)	-6.9%
FY 2011-12	86,217	87,436	(1,219)	-1.4%
FY 2012-13	84,697	90,936	(6,239)	-7.4%
FY 2013-14	87,459	94,794	(7,335)	-8.4%
FY 2014-15	92,306	97,001	(4,695)	-5.1%
FY 2015-16	93,616	96,784	(3,168)	-3.4%
FY 2016-17	98,224	100,712	(2,488)	-2.5%
FY 2017-18	101,260	104,337	(3,077)	-3.0%
FY 2018-19	106,228	107,744	(1,516)	-1.4%

Long-Term Financial Planning and Annual Budgeting

The College creates an annual operating budget that is rooted in its long-term financial model, which in turn is updated annually to reflect operating results. Both the operating budget and *10-year Financial Model* are also integrally connected to the College’s *Capital Expenditure Plan*. The operating budget, with the capital expenditures component, corresponds more accurately to Haverford’s audited financial statements (as can be seen in *Audited Financial Statements FY2017, FY2018, and FY2019*). Each budget (operating and capital) or tool (the 10-year planning model) is subject to the College’s shared governance processes below to ensure that they dynamically reflect the priorities of the College.

1. Operating budgets

- **Framework.** Haverford’s operating budget is designed to allocate sufficient resources to the College’s mission and its stated strategic priorities, informed by assessment. Since FY 2014–15, the College has also been working to align the annual operating budget with audited (GAAP) financial statements. The foundation of the College’s operating budget is a process in which the associate vice president and senior vice president work directly with the College’s Senior

Staff and the AAC to build a budget that is in turn recommended to the president and subsequently approved by the Board of Managers.

A set of overarching *Budgeting Principles* shape both our annual and long term budgets. The *10-Year Financial Model* captures and reconciles recent budget results, long-term projections of *Key Budget Parameters*, and long-term goals.

The College begins each budgeting process for the next fiscal year by asking critical questions:

- What support is required for the College's short- and long-term goals as articulated by *the Plan for Haverford 2020*, the president, Senior Staff, and department managers?
- How has ongoing assessment informed the support required to meet those goals?
- What were the budget results for the fiscal year just ended?
- What are the projected results and variances for the current year?
- What is the nature of any material variances from the prior year?
- Are there new external factors that could materially impact the budget?

Haverford is currently using a modified incremental budgeting system in the development of operating budgets. This means that most lines remain flat; very few lines increase automatically to accommodate inflation (examples include insurance and real estate taxes). Even in departments where one might expect inflationary increases, we have asked that the increases be offset by savings in other lines. This frees up funds to be allocated for strategic/new priorities and programs (e.g., Tri-Co Philly). Managers of administrative units review all expenditures at a departmental level. Institutional expense categories—such as salary, benefits, renewal and replacement (R&R), along with financial aid—are examined across the institution by the budgeting team, the Senior Staff, and AAC. While the budgeting approach is incremental in nature, all divisions of the College, but principally Finance and Administration, continuously look for ways to use our resources more effectively. Finance and Administration staff and department heads routinely explore revenue opportunities or expense reduction tactics within many budget line items, from staffing levels to procurement to summer programs. Any new, meaningful revenue opportunity or expense reduction is broadly reviewed to confirm it would be consistent with the College's values and mission. Any new revenues or expense reductions are then allocated through the same budgeting process.

Plans for infrastructure, facilities, and technology also intertwine with the budget process. For example, the CIO works on an ongoing basis with the Classroom Committee, Office of the President, Office of the Provost, and Finance & Administration to assess campus technology needs and formally allocate the cost of audiovisual equipment not presently associated with a department budget. Assessment and planning processes rooted in strategic initiatives and divisional and departmental goals led to recent investments in safety (keycard access for exterior doors), accommodation (provision of all-gender bathrooms), and

infrastructure initiatives (wireless upgrades, VOIP telephone system, and enhanced classroom technology).

- **Process.** In each year's regular budgeting process, departments are asked to review their current spending for opportunities to eliminate unneeded expenses, reallocate funding among priorities, or request additional funding for strategic initiatives, including new positions, as justified by the *Plan for Haverford 2020* and divisional goals. The *Budget Climate Memo* for FY 2020–21 sets expectations and details these instructions. Budget staff review strategic goals, priorities, and budget parameters with the Board of Managers regularly to ensure that campus and Board partner on a consistent, disciplined approach to managing fiscal equilibrium in support of institutional priorities. The Board engages with the budgeting process at the following points:
 - October: Finance Committee reviews the results of the fiscal year completed on June 30, discusses the primary revenue and expense parameters and a sensitivity analysis for the coming year, and reviews the initial 10-year budget model.
 - December: Management provides topical financial update to the Board of Managers.
 - February: Finance Committee reviews an updated 10-Year Financial Model and *Enrollment Projection*. The Committee also reviews all major budget parameters and sets tuition and fees for the next academic year. Strategic plan initiatives are put into action through resource allocation via R&R, technology projects, the allocation of operating funds for strategic initiatives, and capital funding of high priority facilities renovations.
 - April: Finance Committee reviews the expanded 10-year budget model and recommends the budget for the fiscal year beginning July 1, subject to action of the Board of Managers.

Community consultation on aspects of the budget occur simultaneously, through a combination of committee venues and open forums that embody the interconnection of operating plans and resource allocation. These include Senior Staff; the Working Group on Benefits; the Educational Policy Committee; the AAC Faculty Subcommittee on Compensation, Study, and Research; and, with various components, the more recent Plan for Haverford 2020 Oversight Committee. This framework ensures that the broader Haverford community understands and guides resource allocation decisions in support of strategic priorities. Moreover, the College's senior finance team hosts at least one budget forum during the year and seeks input and questions from the College community in advance of the budget being formalized, to review priorities and provide perspective on external pressures and internal trade-offs.

- **Administrative Advisory Committee.** AAC is a standing committee of the faculty, including staff and students, that advises the president and Senior Staff about budgetary matters. In the fall, the Committee reviews the operating results of the prior year and the budget status of the current fiscal year. Prior to the fall Board meeting, AAC begins to consider major operating budget parameters for the upcoming fiscal year. In the spring, the Committee reviews

divisional Planning DAPs to understand current goals and priorities as it begins to consider divisional requests for operating allocations. Throughout the year, the Committee invites unit heads to discuss budget situations and any significant budget requests coming from their units. Through these meetings, as well as through submitted written materials, unit heads are able to directly communicate priorities coming from their DAP processes to the annual budget cycle of the College. The review of projected revenue streams and requested expense allocations continues through the spring, with a recommended final budget for presentation to the Board for approval.

- **Senior Staff.** Senior Staff lead the annual DAP process, which begins with the development of Planning DAPs that will, as they are refined, drive budget allocations. Throughout the budgeting process, the senior vice president for finance and administration (SVPFA) shares budget updates with Senior Staff. The SVPFA meets weekly with the president to review the College's financial condition, projected financial results in the current year, sensitivity analysis, and, periodically, long-term financial forecasts. Throughout the budgeting cycle, the president and SVPFA together identify and bring to the full Senior Staff key questions about budget parameters and choices. Following their discussion at AAC, Senior Staff will review any proposals for incremental funding, including the list of R&R projects.
 - **Finance Committee.** The Finance Committee of the Board of Managers meets at least three times per year and reviews the budget, actual results and variances, and a long-term forecast at each meeting. A written narrative of the College's budget recommendation and a Management Discussion and Analysis report are presented annually (see *FY19 Management Discussion and Analysis*). The Committee conducts in-depth discussion and periodic analyses of key budget components at virtually all meetings, including both operating and capital considerations. The goal of connecting the College's resources to the effective achievement of its mission, both short-term and long-term, guides Finance Committee discussions. The Finance Committee reviews the annual budget and provides its fiduciary oversight and guidance prior to its approval in April. If and when approved, the chair of the Finance Committee then submits the budget to the Board for its consideration and approval.
 - **Analysis.** Budgeting in a shared governance framework is labor intensive but has proven to have compelling virtues. With a broad range of constituencies invited to comment on resource allocation, Haverford's operating budgets rigorously reflect highest-level institutional priorities, especially those articulated by the planning processes above, and there tends to be broad community support for those decisions. The system fosters the culture of consultation necessary for the College to meet its operating goals and strategic priorities. Evidence of the College's efficient use of resources has most recently come in the increasing challenge of reducing the expense base to reach GAAP equilibrium; the annual scrutiny of opportunities for budget savings by all involved stakeholders yields few-to-no options that will not materially affect the College's mission.
- 2. Capital budgeting and funding.** Since 2014 Haverford has utilized a "gateway" process to analyze, prioritize, and scope each new facilities capital project, as illustrated in the sample *Gateways and Project Status Report*. Any capital project proposal must

include a business case articulating how it would advance the College's mission and learning goals. The business case outlines potential programming requirements and, at a high level, the amount of capital required. If a project proceeds through this first gateway it may be advanced to additional internal and Board-level review. These subsequent conversations assess the project's relative importance versus other capital needs and its timeline and funding schemes. The final gateway is Board approval. But before it advances to that stage, the project must be developed, often with the assistance of architects and a construction manager. The final budgeted cost, plus the funding plan, program, and desired objectives are all determined before the final approval is either solicited or received from the Board.

The College has three primary sources of capital for the preservation and enhancement of its physical plant and equipment: donors, long-term (tax-exempt) debt, and the annual budget. The SVPFA works with the vice president for institutional advancement to assess a reasonable schedule for philanthropic funding of capital projects, consistent with the Campus Master Plan or pursuant to other directives established by the president, Board, and Haverford community. Long-term debt is incurred only with Board approval, and its financial impact is captured in all long-term budget, balance sheet, and operating models. The annual R&R budget, which includes both operating (e.g., maintenance) and capital expenses, is reviewed and presented to Senior Staff, the Finance Committee and the Property Committee of the Board.

In determining the amount expended on capital each year and for the longer term, the College reviews a number of items:

- Requests from departments that speak to how the project will advance the College's mission and learning goals.
- The condition of the physical plant, grounds, and amount/nature of the deferred maintenance.
- Life-cycle and replacement costs for buildings and equipment, including technology.
- The calculated depreciation expense as measured in the College's financial statements.
- Industry benchmarks, including the average age of the College's plant.
- Balance sheet management and selected capital ratios (including principal repayment of existing debt).
- Using reasonable ROI or payback metrics for sustainability and energy usage that may require up-front capital. The *Analysis of High Payoff Energy Efficiency Projects* identifies and prioritizes options as we plan, and is an example of using data for improvement.
- Space-planning efficiencies and opportunities.

The amount allocated to capital is constrained by other institutional needs and priorities. The migration towards GAAP-based budgeting has been helpful in our management of the interconnected capital and operating budgets. The current *Capital Expenditure Plan* covers major capital projects and annual R&R. The addition of an equipment component

is under development, and a comprehensive capital expenditure plan is targeted for April 2020.

Utilizing these processes, the College has completed two significant capital projects on time, on scope, and on budget. A third major project, the renovation of the College's primary library, has also been completed, on scope, on time, and under budget. Planning is underway for a fourth major capital project, a renovation and expansion of its music facilities. These four major projects involving key academic buildings represent a significant renovation to more than 22% of the College's academic and administrative square footage. The College has also renovated other academic and non-academic spaces and, collectively, all of the renovated spaces compose nearly 15% of the College's total square footage, including academic, student, administrative, athletic, plant and other spaces (e.g., faculty housing) in the past few years. Facilities planning is described in the **Divisional and Area Planning** heading above.

- 3. Endowment management.** Haverford relies on endowment income for approximately a quarter of its annual operating revenues. Endowment management is led by a Chief Investment Officer and small in-house staff, with oversight and collaboration from the Investment Committee of the Board of Managers, populated by seasoned professionals with a range of expertise across investment fields. The Board of Managers as a whole sets the College's *Investment Policies and Objectives*. Looking ahead, the Board is considering revising the endowment spend rate informed by financial trends and industry best practices, in order to maintain the endowment's purchasing power over the long term. Endowment strategic planning is described in the **Divisional and Area Planning** heading above. The Chief Investment Officer publishes an annual *Haverford Endowment Letter*, briefing the College community on endowment performance and related matters.
- 4. Human capital management.** Higher education is a labor-intensive undertaking. The College's greatest expenses relate to the many people who support the fulfillment of its educational mission. Compensation makes up 57-60% of expenses, as detailed in Figure 6.2. Since the recession, this percentage has declined slightly. However, as an indicator of strength within the industry, Haverford successfully competes for faculty and staff on a national basis, and on a regional basis for skilled trades and service professionals. Board, administrative leadership, and faculty leadership all monitor *AAUP Comparative Faculty Compensation Data*, and the Human Resources Office periodically compiles non-faculty data to assess the adequacy of human resources overall and compensation where possible. In comparison to twenty peers, Haverford's student to staff ratio is just below the median within the *COFHE Non-faculty Staffing Study*. Further, with the implementation of Workday HCM, the College is positioned to better manage employee information and serve its over 600 FTE.
- 5. Risk management and compliance.** The Audit and Risk Management Committee of the Board manages the Board's fiduciary responsibility on risk and compliance issues and works closely with the administration to maintain best practices in an evolving landscape. On campus, responsibility for institutional compliance is usually centered in one particular department with relevant responsibilities (e.g., Campus Safety re: Clery and VAWA); however, many compliance matters (e.g., FERPA) span multiple functional areas. Formalizing the responsibilities of associated offices as external policies and compliance standards evolve is an ongoing priority. Senior Staff and the Board of Managers have also embraced an "enterprise risk management approach" to institutional governance as an essential complement to "strategy." Last undertaken across the College

in 2016, each division of the College periodically inventories the critical risks under its purview and identifies appropriate mitigation tactics. Results of this process include: the enactment of a Travel Council to assess the risks of various instances of College-sponsored travel and supporting policies and protocols; stress testing of financial models to prepare for changes in key operating assumptions; and regular attention to cybersecurity within IITS's operations.

Evaluating Results at All Organizational Levels

Haverford assesses on multiple levels the impact of the resources it invests in its mission. Through these practices, multiple bodies are able to assess and communicate the adequacy of human, budgetary, and facilities resources into relevant planning and budgeting processes (i.e., annual, capital, strategic, or other).

- All full-time and benefits eligible part-time employees are asked to participate in an annual performance evaluation process. In 2018–19, 89% of faculty (tenure-track, continuing, and multi-year interim appointments) submitted their *Professional Activities Form*, a rate similar to the previous year's 90%. In 2018–19, 80% of staff completed their *Staff Performance Evaluation Form*, comparable to 79% In 2017–18. This year, some questions were modified as we transition toward a more user-friendly, accountable, and efficient performance evaluation system within Workday for 2020.
- Every department and division evaluates its results on an annual basis through the DAP process detailed above. DAP reports illuminate areas of satisfactory or unsatisfactory results, which then informs the subsequent year's planning process in order to work toward institutional improvement. Examples of DAP assessments impacting resource allocation are noted earlier in this chapter.
- In order to maintain focus on highest-level strategic priorities, the Plan for Haverford 2020 Oversight Committee, composed of Senior Staff plus faculty, staff, and student representatives to the Board of Managers, has been tracking progress toward the multi-year goals within the *Plan*, ensuring that over time each initiative is monitored and receives the resource support needed for implementation (see *Strategic Plan Status Report*).
- Annually, the president convenes a year-start and year-end Senior Staff retreat, which take a high-level view of institutional status to shape strategic and operational priorities for the year ahead. Cross-divisional conversations allow for integrated planning and reflection on specific priorities relative to their value to support highest-level institutional aims.
- The Board of Managers annually conducts an Executive Committee leadership retreat along with the president and Senior Staff, at which highest-level institutional needs are identified. This leads to the articulation of administrative priorities for the coming year by the president, who then reports on progress to the Board in the spring, initiating the next cycle of improvement. The Board's generative and strategic perspectives, and their fiduciary role, allows them to ensure that the right questions are being asked and that the institutional planning and renewal processes are sufficiently advancing the College's mission.
- Benchmarking against peers in critical functions allows Haverford to contextualize its results and ensure that investments of time and budget are yielding sufficient benefit.

The below data derived from the *2018 IPEDS Feedback Report* help locate Haverford's resource base and results relative to peers; in this case, those peers are a set of 48 institutions from its market segment. Versus that peer set, Haverford has

- Greater selectivity (20% vs. 34%)
- Higher yield (39% vs. 29%)
- More non-white students (43% non-white vs. 36% non-white)
- Smaller student body (unduplicated headcount enrollment is 818 lower)
- Higher tuition and fee sticker price (by 1.4%) but lower net price of attendance (by 19.8%) for those receiving any aid.
- A smaller proportion of our students receiving aid, yet the average grant is much higher (all financial aid data are a year behind, reflecting 2016–17)
 - First-year students
 - 45% received some type of grant aid, vs. 59% for the group
 - Average grant was \$8,887 higher
 - All undergraduates
 - 49% with grants vs. 61%
 - Average grant was \$10,219 higher
- Higher first year retention (97% vs. 93%)
- Higher 6-year graduation rate (93% vs. 88%) - cohort entering in 2011
 - Grad rates higher than peers for Asian Americans and Latinx, among U.S. citizens and permanent residents, and for nonresident aliens (international students)
 - Graduation rate the same for African American students (88%)
 - Graduation rates higher than peers for Pell grant recipients
- Less support from tuition (29% of revenues compared to 35%)
- Greater support from private gifts, grants, and contracts (25% vs. 15%)
- Higher spending per FTE enrollment by function (e.g., instruction, academic support, student services, and especially institutional support), a function of fixed costs vs. Haverford's smaller size
- A library collection that includes a smaller proportion of physical books (36% vs. 38%) and greater proportion of digital/electronic books and digital/electronic media (61% combined, compared to 45%).

Other benchmarking analyses include:

- Compensation, including salaries and benefits
 - Haverford's spending on employee compensation as a percentage of total expenses remains near the median of the peer group, based on *IPEDS*

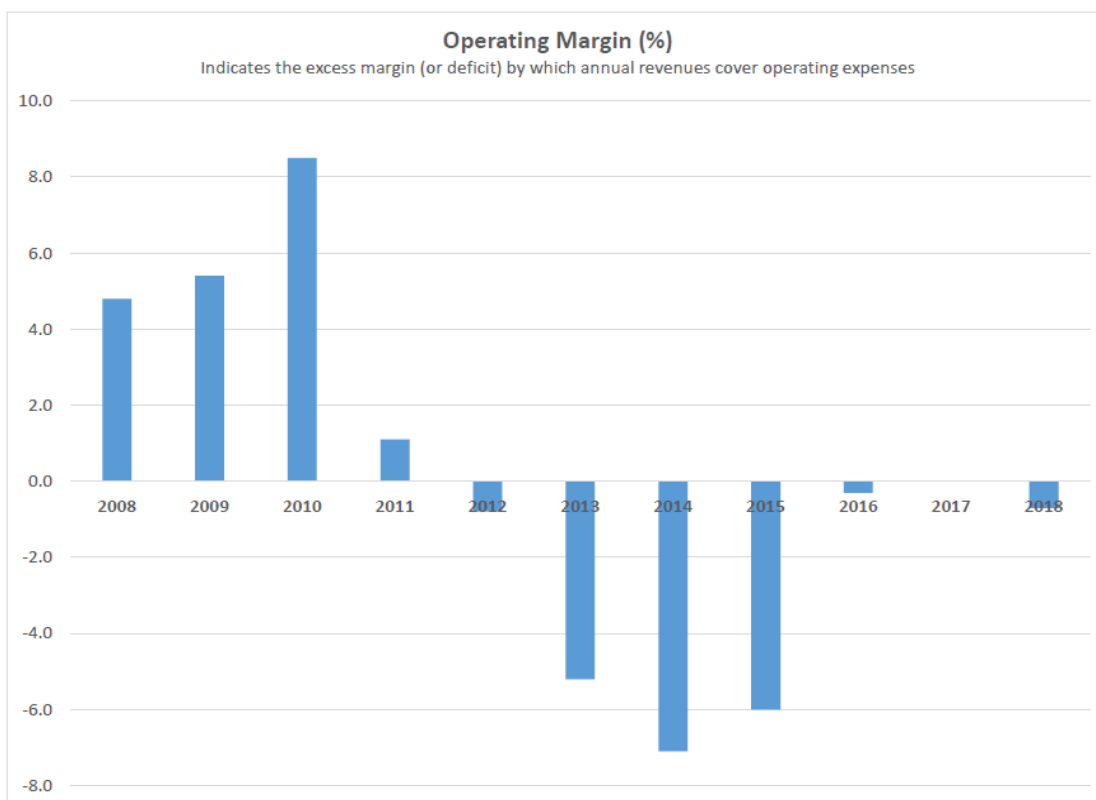
Finance Data for Compensation. even as it progresses toward full-accrual operating equilibrium.

- *AAUP Comparative Faculty Compensation Data* and our track record in hiring first-choice tenure track candidates demonstrates our competitiveness for faculty, particularly at the entry level. Tenure-track associate professor compensation is above the median, while professor compensation tends to be lower among the traditional group of 16 peers.
- The 2018 IPEDS feedback report features salary comparisons, encompasses 48 institutions (largely U.S. News top 50 and overlap with the Pennsylvania Consortium of the Liberal Arts), and includes a broader group of faculty. In this context, Haverford is below the peer medians for the professor and assistant professor ranks. Unlike the AAUP, the IPEDS full-time faculty salary data include all faculty on the payroll as of November 1, 2017 (including leave replacements, visitors, and both individuals sharing a joint position). This particularly depresses the assistant professor average salary. Our AAUP salary figures for professors, associates and assistants reflect only tenure-track (adjusted for shared positions), and are therefore higher:
 - AAUP Professor \$129,470 vs. IPEDS Professor \$120,470
 - AAUP Associate \$98,890 vs. IPEDS Associate \$97,412
 - AAUP Assistant \$80,928 vs. IPEDS Assistant \$66,738
- Staffing levels
 - Haverford’s student/faculty ratio of 9:1 reflects significant investment in the academic program, and is comparable with the group of peers with similar resources as reflected in *U.S. News Student/Faculty Ratio and Class Size Statistics*. Among the “top 20” Liberal Arts Colleges of 2018, Haverford was fourth with 76% of classes under 20 students. The fall 2019 figure is 73%, reflecting the increased popularity of Haverford courses among Haverford, Bryn Mawr and Swarthmore students, and the mix of 100-level courses (typically larger) and 200-level (typically smaller) courses offered by departments.
 - In the context of 20 peer comparison institutions with the COFHE Non-faculty Staffing Study, Haverford at 2.8 non-faculty staff per student is just below the median of 2.9.
 - In terms of racial/ethnic diversity, Haverford’s overall employee population is 72% white, compared to a peer institution median of 81%, based on *IPEDS Comparative Employee Diversity Data*. In fall 2017, Haverford’s instructional group included a lower percentage of persons of color (18%) compared to the non-instructional group (27%). However, both were ahead of the peer medians for persons of color (17% for instructional; 10% for non-instructional). For fall 2018, there were increases in both percentages: 19% of Haverford’s instructional and 24% of non-instructional staff were persons of color (U.S. citizens and permanent residents). Haverford’s international (nonresident alien) population was at or above the peer median for both employee groups.

- In addition to the IPEDS Feedback Report measures above pertaining to selectivity and yield, the U.S. News selectivity ranking incorporates student quality as marked by class rank and SATs. Over the past decade, Haverford has ranked first or second on selectivity in six out of the last 10 years.
- Student debt at graduation is managed to be intentionally low for graduates, as indicated by Haverford's position of fourth on the U.S. News "Least Debt" ranking in 2019 (Figure 2.1 within Standard II) This reflected a median debt of \$11,000 for 37% of the Class of 2018. The median debt for the most recent graduating Class of 2019 is \$11,500, while the percentage of students borrowing declined to 27% of the class. The Class of 2019 was the first class eligible to apply to the recently endowed fund to support student debt repayment for those entering high social value and lower paying fields. Twelve students from the graduating class were supported with grants from \$900 to \$1500 for the year; they may reapply for up to two more years of financial support.
- Fundraising
 - Raising critical funds in the current economy is challenging. On the heels of a successful campaign, we continue to cultivate annual giving in support of the College. Despite the downward drift in our 2-year average alumni giving percentage to 40% over the past decade, the recent Voluntary Support for Education (VSE) survey excerpt used by U.S. News (donors/alumni of record) indicates that Haverford has maintained its relative position among peers. The range of alumni giving for 2018's "top 20" institutions was 51% to 26%. Haverford's 40% was above the median according to the *U.S. News Alumni Giving Statistics*.
 - *Council for the Advancement of Education VSE Annual Giving data* (donors/solicited) for peers over the last decade and a half show Haverford consistently performing above the mean and improving in its relative position among the 50 liberal arts colleges from 15th to 9th over the period. For FY18, this more standard industry computation of alumni giving was 44%, compared to a mean of 31%. While all but one institution showed a decline in giving, when comparing FY18 with FY05 (before the Great Recession), Haverford's decline was the 6th smallest of the 50 liberal arts colleges.
 - When compared with 11 peer liberal arts colleges undertaking capital campaigns within the same window (see *Comparative Capital Campaign Results*), Haverford's "Lives that Speak" campaign produced \$19,299 per alumni of record, the second highest result.
- Financial parameters (income statement and balance sheet ratios)
 - The College uses a range of operating metrics to assess its annual financial performance, including its net margin ratios, sources of revenue and income diversity measures, changes in student revenue net of aid, and the annual debt service burden, among others.

- For example, the Operating Margin (%) ratio reflects the College’s unrestricted operating performance. As noted earlier in this report, in 2015–16, in response to successive years of full-accrual operating deficits in the wake of the Great Recession, the Board of Managers and campus leadership undertook a comprehensive budget planning process to determine the best course to reestablish sustainable financial equilibrium. The operating margin reflects progress since fiscal 2013–14, as the College adjusted the budget process to reestablish financial equilibrium. For FY 2017–18, and as one of the six institutions with a negative ratio, Haverford’s operating margin ranks among the lowest of peer institutions; there will be additional improvement as the operating budget reaches GAAP break-even.

Figure 6.4 Operating Margin since 2008



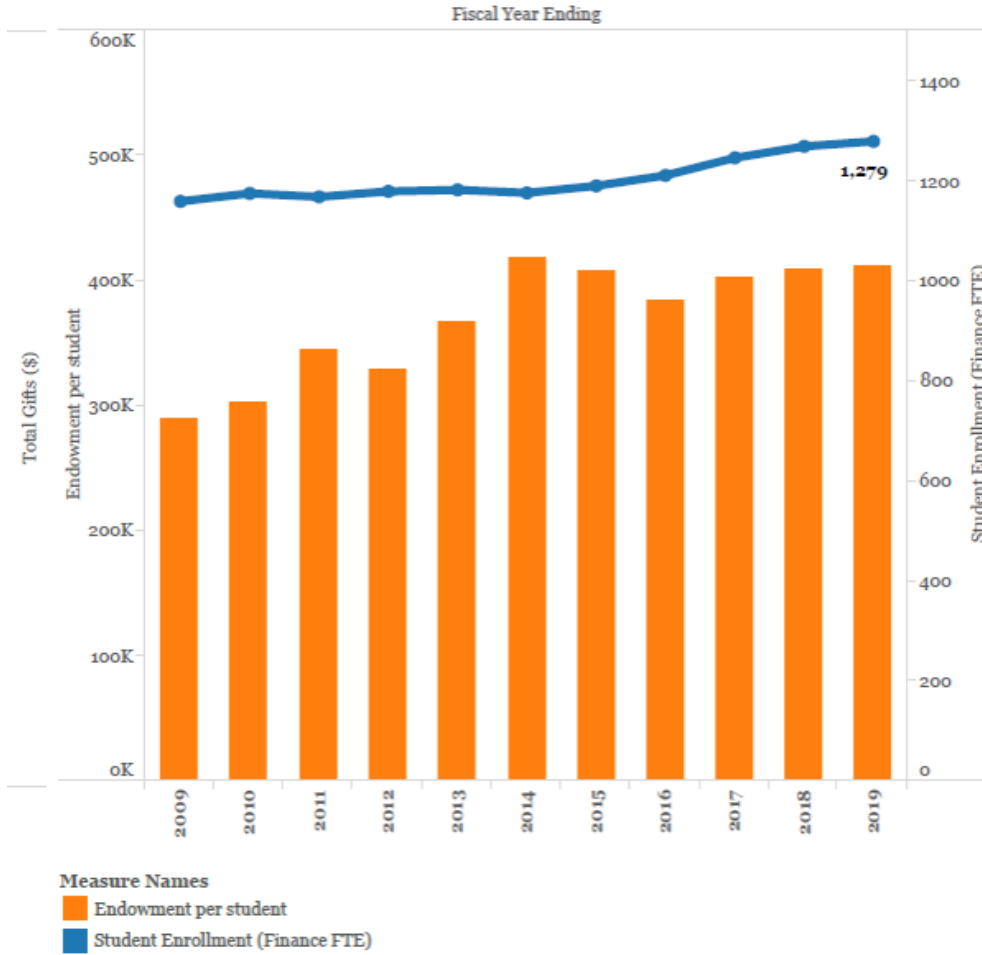
(Descriptive caption: bar chart showing operating margin percentages since 2008; the Y-axis represents a scale of positive or negative percentages, and the X-axis represents successive years.)

- Haverford also connects the annual operating results referenced above with non-operating results that can impact the College’s balance sheet each year. In terms of the balance sheet ratios, Haverford measures its absolute levels of net assets and its annual changes, the endowment’s value and the value per student, Property, Plant & Equipment (PP&E) components, liquidity levels, long-term debt, and associated capital ratios to these inputs. Endowment per student has trended upward, even with the addition of students over the last decade.

Figure 6.5 Endowment

Endowment

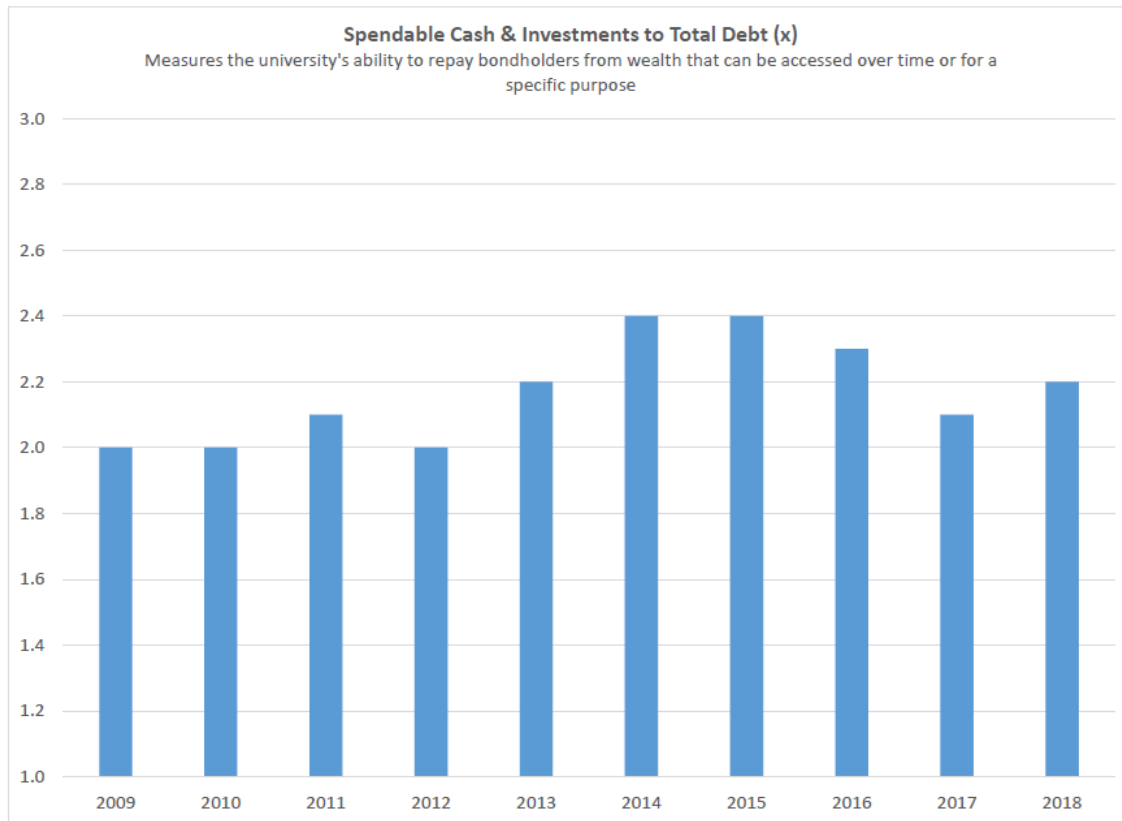
Endowment per student (bar) with total student FTE enrollment (line)



(Descriptive caption: combination line graph and bar chart showing endowment per student and total FTE enrollment for 2009 through 2019; the Y-axis represents endowment per student and FTE enrollment; the X-axis represents successive years.)

- The Spendable Cash & Investments to Total Debt ratio measures the college’s ability to repay debt from wealth that can be accessed over time. From FY 2008–09 to FY 2017–18, this amount has increased slightly, from 2.0 to 2.2, which reflects some improvement. For FY 2018–19, Haverford ranks third lowest among peer institutions for this ratio, reflecting room for additional improvement.

Figure 6.6 Spendable Cash since 2009



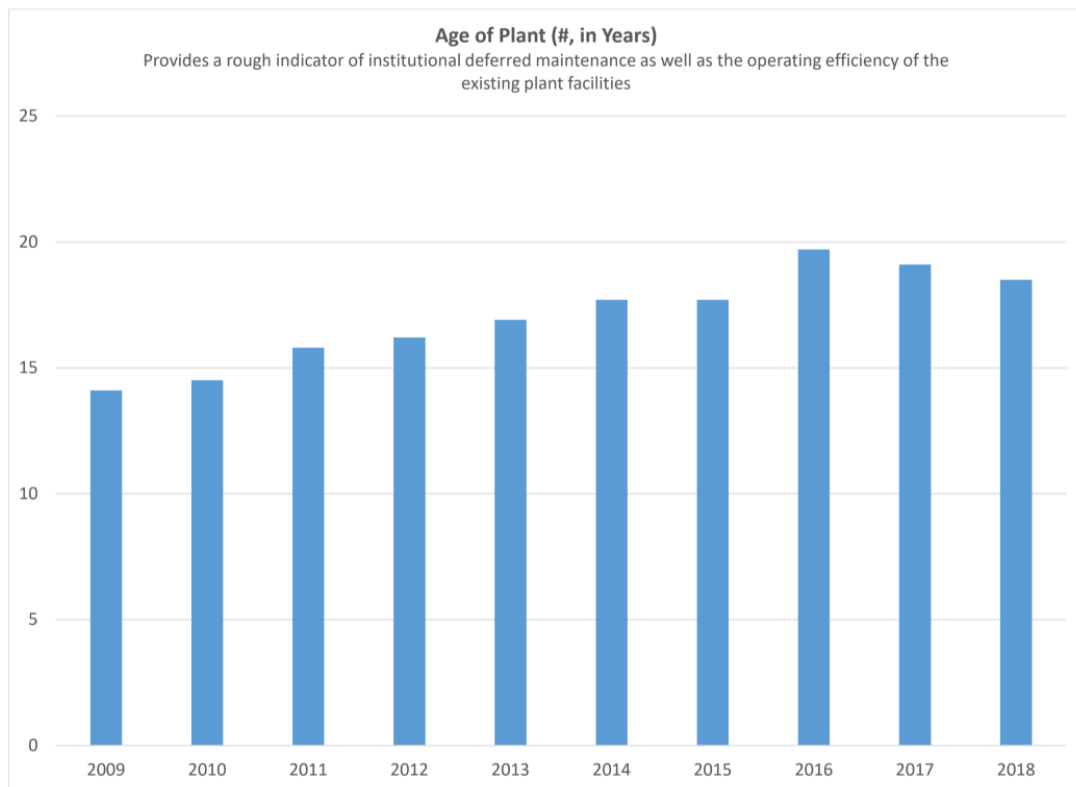
(Descriptive caption: bar chart showing ratio of spendable cash and investments to total debt for 2009 through 2018; the Y-axis represents the ratio; the X-axis represents successive years.)

- **Credit ratings:** Presently, Haverford’s financial profile is evaluated by three rating agencies, including Standard & Poor’s, (“AA-”, stable outlook), Fitch (“AA-”, stable outlook), and Moody’s Investors Service (“A1”, stable outlook).
- **Audit Process:** Haverford College is audited annually by an independent audit firm. Clifton Larson Allen (CLA) has conducted our financial audits since 2014. The *Audited Financial Statements* are reviewed annually by the Audit and Risk Management Committee of the Board of Managers. The College keeps the Committee apprised of any remedial steps needed to address findings within the auditors’ management letter. For example, in response to three minor findings in the *FY2019 Management Letter* the College put in place three remedies, which were then documented in its *Management Letter Response* to the Audit and Risk Management Committee.
- **Facilities**
 - The age-of-plant ratio provides a rough indicator of the average age of total plant facilities by measuring the relationship of current depreciation to total depreciation. This ratio is important because it provides a rough

sense of the age of the facilities and the potential need for considerable future resources to be invested in plant to cover deferred maintenance. Since deferred maintenance is not recorded as an unfunded liability in the financial statements, the age-of-facilities ratio is based on historical accumulated depreciation. A low ratio is better since it indicates that an institution has made recent investments in its plant facilities, provided that the investments were not made at the expense of other necessary strategic initiatives. A high ratio signifies that an institution has deferred reinvestment in plant and is likely to require significant expenditures for plant facilities in the near future.

- Since FY 2015–16, when the college prioritized a significant annual increase for facilities R&R, the ratio has steadily decreased. An increased allocation, guided by Sightlines facilities analysis, is expected to continue to be a priority, which should result in a further decrease and an improved relative position among our peers, where Moody’s found in FY18 that Haverford was fourth highest in age-of-plant ratio.

Figure 6.7 Age of Physical Plant in Years, since 2009



(Descriptive caption: bar chart showing age of the Haverford Physical Plant in years from 2009 to 2018; the Y-axis represents the age of all existing spaces; the X-axis represents successive years.)

Analysis and Action

Resource Allocation and Planning Processes

As detailed above, Haverford has sought over the past decade to optimize its planning and resource allocation activities in support of its educational mission. This shift has required adopting more formalized and forward-looking planning processes. Integrated institutional planning alongside the new DAP process allows for coordinated institutional progress, both by improving regular operations and in pursuit of strategic initiatives rooted in the *Plan for Haverford 2020*, its corollaries for diversity and sustainability, and others across the institution.

Opportunities for Improvement

Haverford has made significant improvements to its planning and resource allocation systems and practices. The next level opportunity for improvement is to enhance the College's capacity to collect, store, and leverage data for decision-making across many functional areas, a process that is underway and will continue to be led by the Data Stewardship Council.

Student advising is particularly ripe for enhanced support via data-sharing technology. The current data stewardship process is working to improve the tools and data available to support student success.

Standard VII. Governance, Leadership, and Administration

Compliance with Standard

Haverford College is compliant with Standard VII. *The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituents it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.*

Haverford College's approach to governance mediates among an unusual corporate superstructure, a longstanding tradition of consensus-based decision-making, and higher education best practices in order to enable an organizational whole that focuses on fulfilling its mission of undergraduate liberal arts education inflected by a Quaker-rooted legacy of ethical attunement.

Discussion

The Quaker Heritage and Corporate Governance

Informed by its Quaker heritage, Haverford fosters a participatory process of decision-making, often through consensus-building. Haverford's commitment to shared governance provides decision-making and advisory roles for the College's various constituencies. Shared governance spans students, faculty, staff, campus leadership, Board leadership, alumni, plus the Corporation of Haverford College as well as consortial partners. Specific roles are visible through an *Organizational Chart* and the *Governance Website*.

The past decade of corporate governance was both eventful and productive for the College. The financial stresses of the Great Recession, and then unplanned presidential turnover in 2011 and again in 2015, prompted the critical reassessment and subsequent strengthening of corporate governance and oversight of the College.

Haverford's corporate governance structure is atypical, in that the Corporation of Haverford College, a self-perpetuating membership association, holds legal title to the assets of the College and maintains the College's *Bylaws*, including those governing the election of the Board of Managers. The Corporation is composed of approximately 200 individuals, most of whom are Quaker and many of whom are alumni. In practice, the most important role of the Corporation is to help enrich the Haverford experience in ways reflective of its Quaker heritage. The Corporation meets annually and, among its actions, formally elects the members of the Board of Managers to whom it delegates the management of the College. Between annual meetings, the Corporation is represented by an Advisory Committee that meets five times per year with the president to stay current with key issues and to provide a sounding board, particularly around topics that touch upon the College's Quaker values.

In an effort to enhance clarity around its role and improve its performance within shared governance, the Corporation over the past decade developed a working document entitled “Strategy to Maintain Haverford as a Premier Small Liberal Arts College by Nurturing and Strengthening its Quaker Character” (*Corporation Strategy Memo*), whose ongoing refinement and consultation guided that body’s sense of purpose and productive complementarity with the Board and campus and contributed to strategic planning.

The Board of Managers, for its part, performs the fiduciary and strategic duties typical of a governing board of an independent college, as a whole and through its committee structure (see *Board Operating Procedures* and *Investment Policies and Objectives*). The capable members of the Board of Managers (there are a maximum of 33 in all; see the *Board of Managers Biographies*) are nominated by three entities: the Corporation, the Alumni Association, and the Board of Managers itself. The Board convenes four times per year, with an additional Executive Committee planning session each summer to align the Board’s 1- to 2-year agenda with strategic institutional priorities.

In 2017 the Board of Managers completed a multi-year governance review process (see *Board Governance Memo*). Begun in response to unexpected presidential turnover in 2011, when the Board realized that it was inadequately aware of critical issues on campus, the governance review was led by the Nominations and Governance Committee and included benchmarking, retreats and plenary discussions, and a consultation with governance expert Dick Chait. The process brought the Board into alignment with numerous best practices that are now woven into the Board’s regular business, including:

- Enhanced clarity around *Expectations of Board Service* and service terms for leadership roles.
- An annual modified 360-degree presidential review process overseen by the *Presidential Compensation & Review Committee*, which incorporates feedback from faculty, staff, students, and Board members.
- Remapping of the committee structure onto areas of priority attention.
- Evaluation of every Board meeting and periodic evaluation at the individual, committee, and full Board level (see *Board Assessment* and *Board Committee Assessment*).
- Regular reporting to the campus community the results of each Board and Corporation meeting.
- A modernized *Conflict of Interest* policy and process.
- The strengthening of the Board secretary role within the College’s administration.

The unusual structure of Corporation and Board requires ongoing dialogue about roles and responsibilities, particularly as atypical business arises. Even though the core purposes of each body are well understood, each body can have areas of particular interest that pull them into fresh dimensions of collaboration or shared governance. For example, Haverford has since 1957 had a policy of not accepting research funding from the U.S. Department of Defense, in accordance with Quakerism’s peace testimony. Faculty recently amended that policy to reflect the reality that not all Department of Defense funding has military aims, and not all military-related funding comes from the Department of Defense. The Corporation, Board, and faculty

each had a legitimate stake in this policy, and so its revision required the thoughtful and sequential engagement of each group about the policy itself alongside a discernment of different levels of authority in contributing to a decision. Shared governance in such a landscape requires self-aware, patient, and flexible engagement among all parties. It is a mode of governance that has led Haverford to productive outcomes, but it is also labor- and time-intensive, and the requirements of reaching consensus among all parties involves the risk of inertia or logjam around complex questions.

In 2019 the Board named a new chair, Charles Beever '74, coincident with Wendy Raymond beginning her term as president. This was an intentional succession plan intended to create a strong partnership between Raymond, as a new president, and Beever, a veteran leader on the Board as well as the chair of the search committee that selected her. Meanwhile, the Corporation has just appointed a new clerk (leader), Amy Taylor Brooks '92, following the long and productive tenure of her predecessor. Each new leader steps into a healthy governing body whose house is in order, but with new institutional directions and new personalities will predictably come fresh governance challenges in support of the mission of the College.

President

The role of the president at Haverford is conceived in similar ways to that of peer institutions, with nuances around culture and institutional history.

The campus organizational chart shows the president at the top of a typical pyramid. Yet while the president has full executive authority over the institution, the person in this role is perhaps better understood as a center or hub of such authority, who (with support from the Senior Staff), works collaboratively with faculty and staff while regularly consulting with students and their elected or designated leaders. Simultaneously, the president works in partnership with the Board of Managers and Corporation Advisory Committee (as liaison to the Corporation), and facilitates communication and interaction among the Board, the faculty, and other College constituencies.

Haverford has had five presidents over the past decade. This turnover has had obvious lurching effects within the community, and the Board and senior leadership have devoted significant energy to determining whether its causes were anomalous or structural. The focus of this analysis was on the two unplanned presidential departures in 2011 and 2015. While each of those had its own particular explanations, the Board responded to both with numerous organizational improvements through its governance review, listed above.

The successful implementation of the *Plan for Haverford 2020* and the Lives That Speak capital campaign, across three highly effective if time-delimited presidencies, provides evidence that, structurally speaking, Haverford's president can be successful in advancing the College's mission and goals. Out of a notably strong pool of candidates, the College identified Dr. Wendy E. Raymond (see *Raymond CV*) as its 16th president with confidence that she would be positioned to lead the College productively over its next cycle of planning and development. Raymond became president on July 1, 2019.

Administration

The Board of Managers empowers the president to appoint and remove senior administrative staff and direct their work. The *Senior Staff* of the College oversees the administrative policies of the College and its nine administrative divisions. As the president's cabinet, Senior Staff supports the president in setting strategic direction for the College, prioritizing and implementing administrative initiatives, administering the annual operating budget, and overseeing effectiveness as depicted in the *Institutional Effectiveness System Diagram*. Senior Staff meets weekly in a highly collaborative mode to share information and engage in consensus-based decision-making.

The College's nine administrative divisions have also changed considerably over the past decade. An overarching theme has been the professionalization of many functions. We have added specialized staff to meet organizational challenges well-known across higher education, from compliance to enterprise technology to learning support. Based variously on the DAP process, external reviews, and employee evaluations, we have rebuilt several administrative units in recent years, including the Center for Career and Professional Advising, the Controller's Office, and Infrastructure Services within Instructional & Information Technology Services (IITS). In the course of this work, we have repeatedly faced two core challenges:

- Controlling the expense base. All liberal arts colleges to some extent face economic challenges of scale, given their small size but wide range of functional needs. As the smallest of its peers Haverford experiences a proportionally more acute version of this tension.
- Preserving institutional culture. Simply put, we want to remain a community that recognizes the valuable contributions and ideas of each of its members. This culture in turn has both a notable history and notable effects in an age of rapid change for all institutions of our kind:
 - In the past this ethos sometimes contributed to a “culture of exceptions” where individual needs and desires were often accommodated even if they created awkward administrative or financial burdens. Optimizing the performance of administrative units has required a more consistent approach. These changes have sometimes required adjustments within the community, while administrative units have sought to maintain the high degree of collegiality, concern, and respect that have made Haverford an attractive community in which to study and work.
 - Haverford's Quaker heritage makes consensus-based decision-making an important cultural touchstone. In practice, no decision can reasonably be made through full community consensus, and it is impractical even among larger sub-groups. We simply cannot expect everyone to approve of every decision or policy. While Faculty Meeting, for example, still attempts to hew to consensus-based governance, students vote in their Plenary forums; further, many administrative decisions—especially those that are compliance based or time sensitive—must be delegated to a body charged with particular responsibility and authority for a given matter. When possible, especially in committees and other smaller-sized bodies, consensus governance remains the predominant mode. The result is a hybrid mode of governance that seeks to balance institutional ethos with the pragmatic needs of a contemporary organization.

Leadership and Diversity, Equity, and Inclusion

Reflecting broader demographic and cultural trends, members of the Haverford community in myriad forums have expressed desire to diversify the demographic profile of Haverford's Corporation, Board, president, and senior administrative leadership, consistent with the increasing diversity of the students the College serves. The relative homogeneity of Haverford's older alumni body is reflected in the Board's and Corporation's composition, and both groups are actively working to diversify their membership. Diversity is an ongoing challenge and priority in filling vacancies in administrative ranks.

The community gave strong advice to the Presidential Search Committee about the value of seeking diverse candidates, and the search yielded a diverse pool out of which came Haverford's first continuing woman president, who herself is a national figure known for her accomplishments in promoting diversity, equity, and inclusion in the academy. Among President Raymond's earliest decisions has been to take on the role of Haverford's first chief diversity officer, at least on an interim basis, and to convene a new campus-wide Council on Diversity, Equity, and Inclusion that will implement existing commitments from the Strategic Plan for Diversity and Inclusion while developing new strategies to drive continuous progress on this front.

Shared Governance

Meaningful administrative decisions, especially those that affect multiple segments of the College, are made within a shared governance framework fairly typical of a residential liberal arts college. The Board, president, and Senior Staff retain policy-setting authority for the College, although many decisions are made by shared-governance structures, or are recommended by such groups.

Examples of critical points of shared governance include:

- The Board of Managers, which is joined by two representatives each from the faculty and staff, plus four students.
- Student "Plenaries" in which the entire student body convenes each semester to consider resolutions proposed by its members, which are then presented to the president for final approval before they become official College policy. Resolutions typically involve refinements to the Honor Code or the governing articles for Students' Council. But they often center on timely issues about which students wish to express a strong view or seek to motivate institutional change. Recent examples include plenary resolutions requesting the College shift its sourcing practices within the Dining Center or accelerate its commitment to achieve carbon neutrality.
- The Administrative Advisory Committee (AAC), a faculty-chaired committee that includes staff and students and advises the president and Senior Staff on budgetary matters.
- The Educational Policy Committee (EPC), a faculty-chaired committee that includes staff and students, advises the provost on resource allocation and their colleagues on assessment matters within the academic program.

- The Working Group on Benefits, including faculty and staff, which develops benefits recommendations for all employees.
- The Council on Sustainability and Social Responsibility, including faculty, staff, and students, which oversees the College's sustainability work.
- The Council on Diversity, Equity, and Inclusion, including faculty, staff, and students, which oversees the College's diversity work.
- The Presidential Search Committee, including carefully conceived nominations from the Board, Corporation, Bryn Mawr College, faculty, staff, and students.
- Search committees for tenure-line and other permanent appointments to the Faculty, which include students as well as faculty members, and which recommend final candidates to the provost and president for their approval (as explained in Standard III).

There are many other standing and ad hoc groups, of course, with a wide range of responsibilities.

Faculty

Faculty governance, too, has changed in meaningful ways over the course of the past decade, particularly with the advent of the Faculty Affairs and Planning Committee (FAPC) which serves as a clearinghouse for Faculty business. The provost (our chief academic officer) is now assisted by two associate provosts drawn from the faculty who add organizational capacity around matters such as research support, curriculum planning, and assessment. The monthly Faculty Meeting itself is an area of ongoing challenge and continuous refinement as members of the faculty seek to use their limited time together as effectively as possible. We now elevate important topics for discussion early in each meeting. We now also facilitate consensus-based decision-making through the use of electronic polling to measure the sense of faculty views on a particular idea (see Standard III for a full explanation of faculty governance).

Staff

Staff participate in governance in two primary ways:

- Many individual staff members by virtue of their positions oversee or contribute to decision-making around specific institutional functions.
- The interests of all staff, other than Senior Staff members, are represented by the Haverford College Staff Association. The Staff Association serves as a formal line of communication between non-faculty employees and College leadership, the Faculty, and students. The Staff Association provides a forum for staff members to discuss College policies, procedures, and conditions of employment. It identifies and presents staff concerns to College leadership and committees. Finally, it provides effective mechanisms through which staff members may participate in decisions that affect them. A volunteer Executive Committee is responsible for the general direction of the Staff Association, including the selection of those staff members who serve on College committees and working groups. The Executive Committee recently completed a yearlong process of self-evaluation, which included a thorough revision of the Staff Association by-laws (ratified

in May 2019) and the development of goals for future work. All of this activity was broadly supported by the staff at large.

Students

Many colleges and universities seek to include students in shared governance decisions. Haverford is perhaps one of the most invested in this practice with students governing many aspects of student life, and serving on all major committees across the College (notably including AAC and EPC, detailed in previous chapters, as well as faculty and staff searches). The two most important venues for student self-governance are Students' Council and the Honor Code.

- **Students' Council.** Students' Council works with administrators, the Board of Managers, and the faculty throughout the year, advocating for the interests and needs of students. Students' Council is responsible for allocating money each semester to the 150 different clubs and organizations that go through the budgeting process. It is also responsible for appointing members to the many different committees on Haverford's campus that embrace student participation.

The Students' Council co-presidents meet with the president and the deans weekly to review and discuss ideas and student interests. Students' Council is the organizing body behind the semesterly Plenary meeting that bring the whole student body into the same physical space and put before them items for discussion and action. Action items have included ratification of the alcohol policy, and amendments to the Honor Code and the Students' Council Constitution.

- **Honor Code.** The Honor Code encompasses both academic and social spheres of life, influencing everything from the spirit of intellectual inquiry to personal interactions. The Honor Code is not a set of rules, but rather a living document where students are able to present the ideals and expectations of the current students on campus, emphasizing genuine connection and engagement with one another, and the creation of an atmosphere of trust, concern, and respect. The Honor Code is also completely student-run by an elected Honor Council—one of the clearest demonstrations of this trust. Some of the more concrete reflections of the Honor Code include students taking tests without proctors and scheduling their own final exams, the absence of RAs in the dorms, and the lack of an enrollment deposit for admission.

Student agency is an important value and goal of Haverford's; however, student self-determination happens within a structure of shared governance that mediates among a range of institutional needs. There is a regular and arguably constructive tension, observed for example in students' revision of the Honor Code in the spring of 2018, between empowering students to take responsibility for their educational experience at Haverford and helping them understand the limits of their autonomy in an institutional context. In the 2018 example, students sought to amend the Honor Code to address some behaviors in the classroom, a proposal that raised concerns about academic freedom and faculty prerogatives to shape learning environments. While that student proposal was not accepted by the president, it prompted an important faculty inquiry into classroom climate in 2018–19. In 2019–20, Students' Council is holding student-centered conversations about the form and function of student self-governance in the context of Haverford shared governance, with a goal of empowering students to collaborate effectively with staff and faculty colleagues to advance common aims.

Alumni

In addition to service on the Corporation and the Board of Managers, as well as numerous formal and informal advisory roles, Haverford alumni contribute to College governance through the Alumni Association and its Executive Committee, which supports the alumni relations work of Institutional Advancement and nominates alumni for six seats on the Board of Managers.

Bi-College Consortium

In 2016 Haverford and Bryn Mawr entered into a *Bi-Co Memorandum of Understanding* which formalized a new governance structure to oversee their long-standing partnership, with a board-level BiCo Council and a senior-staff-level Bi-Co Steering Committee. With more regularized meetings and clarity of goals, the two colleges have been able to develop new strategic directions (see Standard VI) in an emerging strategic plan to enhance the already-robust partnership.

Analysis and Action

The challenges and virtues of shared governance at Haverford would be familiar to any peer institution. Decision-making that includes a wide variety of stakeholders often takes into account a wide array of considerations, seeks to strike a balance among competing demands, and is more likely to earn broad acceptance. On the other hand, the same room full of diverse stakeholders can inhibit candor among all parties, and the process of consensus-building can be long and sometimes fruitless.

Assessment of governance and performance

- The Corporation, largely through its Advisory Committee, regularly reflects on its aims and the structures needed to achieve them, for example through its working strategy document.
- As described above, the Board of Managers conducts regular self-evaluations through its Nominations and Governance Committee, inviting Board members and campus leaders to reflect on the Board's performance against its established responsibilities and goals.
- The Board of Managers conducts an annual modified 360-degree review of the president's success in meeting stated institutional objectives.
- The president's direct reports and all other non-faculty employees fall under the College's annual performance evaluation process.
- Faculty report annually on their activities to the provost.
- The Departmental Assessment Plan (DAP) system detailed in Standard VI provides a loop of assessment and improvement for all academic and administrative units.
- The Staff Association Executive Committee recently completed an evaluation of its functionality through a by-law review and assessment process.
- Students must annually approve the Honor Code, and regularly make changes to it to address issues of concern. Every four years, students convene a "Clearness Committee," a body composed of students, faculty, and staff and empowered by student government

and the administration to identify and find solutions to pressing issues on campus using the input and suggestions of the student body. Students' Council is currently looking at undertaking an evaluation of student governance to understand how governance is experienced by students, and what impact students are having on the College. They are curious to learn whether the structure of Students' Council advances its goals, and how might it be improved.

- To enhance communication and build trust through transparency, standing committees and time-delimited working groups produce annual reports generally available to the community.
- With the help from consultants ASR, the Data Stewardship Council probed the ability of administrative functions to leverage data to support institutional decision-making.

Does it all work? The ultimate proof of good leadership, governance, and administration is sustained mission attainment. Following a fraught period a decade ago involving conflict in the senior administration and faculty, Haverford has collaboratively—intentionally, and across Board, administrative, and faculty ranks—re-established effective shared governance which is evident not just in the recent progress made but in how it was achieved. Haverford's many accomplishments since 2011 share a common script in a compelling and unifying *Plan for Haverford 2020*. The *Plan* was finalized in 2014 after an inclusive and iterative campus process. The *Plan's* energetic implementation reflects its resonance within the campus community and among the College's philanthropic supporters, as well as the shared commitment of Board, leadership, faculty, staff, and students to work collaboratively and steadily toward its goals.

As mentioned in other areas of the Self Study, Haverford has struggled in some areas to bring data to bear on decision-making. In some cases, technical barriers have inhibited the collection and analysis of data to provide insights into important questions. In other cases, an organizational culture that is not accustomed to having or using data sometimes misses opportunities to ask helpful questions of our data, or lacks the skills to derive the insights it is seeking.

Opportunity for Improvement

Haverford is committed to continuing to strengthen its governance and decision-making processes by supporting technology systems to leverage institutional data and by addressing the underlying organizational culture. The College seeks to identify more systematically appropriate data questions, mobilize effective inquiry, and leverage resulting insights to make decisions that support student success and other institutional priorities.

Evidence Index

Standard 1: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institutions's states goals are clearly linked to its mission and specify how the institution fulfills its mission.

	<i>clearly defined mission/goals developed collaboratively external and internal contexts approved by gov body guide decision-making support scholarly and creative activities publicized periodically evaluated goals realistic goals focus on student learning and institutional improvement periodically assessed for relevancy/achievability</i>										
Document	1.1.a	1.1.b	1.1.c	1.1.d	1.1.e	1.1.f	1.1.g	1.2	1.3	1.4	Notes
Plan for Haverford 2020	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	The planning process confirmed the College's fundamental aims as described in the Statement of Purpose and set out new specific goals to advance those aims within the College's current context.
Presidential and Institutional Assessment Plan	✓	✓		✓	✓	✓	✓	✓	✓	✓	Articulates the College's highest level goals and objectives, and assigns expectations of support from the Divisions of the College.
Statement of Purpose	✓	✓		✓	✓	✓		✓			The Statement of Purpose is promulgated via the College's website and articulates the College's mission.
Presidential Search Prospectus	✓	✓									Sets out the character and qualifications of leadership required to assure the advancement of the College's Statement of Purpose
Institutional Learning Goals	✓					✓		✓	✓		Institutional learning goals derive from Statement of Purpose and align with MSCHE essential skills.
Art & Science Group Executive Summary		✓		✓							Consultancy report suggesting how the College could better align its programs with its Statement of Purpose and the interests of prospective students.

	<i>clearly defined mission/goals developed collaboratively</i>	<i>external and internal contexts</i>	<i>approved by gov body</i>	<i>guide decision-making</i>	<i>support scholarly and creative activities</i>	<i>publicized</i>	<i>periodically evaluated</i>	<i>goals realistic</i>	<i>goals focus on student learning and institutional improvement</i>	<i>periodically assessed for relevancy/achievability</i>	
Document	1.1.a	1.1.b	1.1.c	1.1.d	1.1.e	1.1.f	1.1.g	1.2	1.3	1.4	Notes
Corporation Strategy Memo				✓			✓			✓	In its stewardship role regarding Quaker aspects of the College and in relation to strategic planning, this Corporation advice was prepared, entitled "Strategy to Maintain Haverford as a Premier Small Liberal Arts College by Nurturing and Strengthening its Quaker Character."
Board of Managers December 2017 Meeting Materials				✓			✓			✓	Documents core challenges for near- and medium-term future in relation to our Statement of Purpose.
Strategic Plan Status Report							✓			✓	Sets out measures of success in relation to the Plan for Haverford 2020 and the Statement of Purpose.

Standard 2: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

	Commitment to Academic Freedom, IP rights	Climate fostering respect among diversity	Grievance policy with fair procedures	Avoidance of conflict of interest	Fair employment practices	Honesty in all communication programs	Affordability and access costs	Services aid understanding of and MSICHE regulations	Compliance with federal, state, outcomes	Disclosure on assessments and Affiliation (see separate table)	MSICHE substantive change disclosure (not applicable)	Commission policies compliance	Periodic Assessment of ethics/integrity		
Document	2.1	2.2	2.3	2.4	2.5	2.6	2.7.a	2.7.b	2.8	2.8.a	2.8.b	2.8.c	2.8.d	2.9	Notes
Faculty Handbook	✓		✓		✓									✓	Handbook including information about all aspects of faculty life, including the classroom, grievance procedures, and tenure and promotion.
Student's Guide	✓		✓											✓	Collected set of policies relevant to students' time at Haverford. It also includes a web hub for student complaint resolution.
IP Policy, Procedures, and FAQs	✓			✓											College Intellectual Property Policy, Procedures, and FAQs.
Policies Relevant to Faculty Research	✓			✓											Financial Conflict of Interest Policy for Research with Government Agencies, the Responsible Research Policy, the PI Eligibility Policy, and the Grant Regulatory Policy
Expressive Freedom and Responsibility Policy	✓														Policy pertaining to issues of expressive freedom and responsibility for students, including excerpts from the Faculty Handbook and AAUP Statement on Freedom and Responsibility.
Employee Handbook		✓	✓	✓	✓									✓	Handbook including information, regulations, and policies regarding the employee experience at Haverford
Recruiting and Onboarding Process Guide		✓			✓									✓	Human Resources-authored guides which include hiring and unconscious bias materials.

	Commitment to Academic Freedom, IP rights	Climate fostering respect among diversity	Grievance policy with fair procedures	Avoidance of conflict of interest	Fair employment practices	Honesty in all communication programs	Affordability and access costs	Compliance with understanding of and MSCHÉ regulations	Disclosure on assessments and outcomes	Compliance with federal, state, and MSCHÉ regulations	Affiliation (see separate table)	MSCHÉ substantive change disclosure (not applicable)	Commission policies compliance	Periodic Assessment of ethics/integrity	
Document	2.1	2.2	2.3	2.4	2.5	2.6	2.7.a	2.7.b	2.8	2.8.a	2.8.b	2.8.c	2.8.d	2.9	Notes
Plan for Haverford 2020		√					√							√	Our 2014 strategic planning process identified priorities and initiatives that continue to guide our work as we move into the next strategic planning process.
FGLI Resource Website		√					√								First-generation, low-income (FGLI) students are supported through programs or policies.
ATI Commitment		√					√								Haverford's signed agreement regarding our participation in the American Talent Initiative which seeks to expand access and opportunity for talented low- and moderate-income students.
ATI Report 2019		√					√								The 2019 American Talent Initiative Report shows Haverford's PELL graduation rate at the peer median.
LIFTFAR		√					√								The LIFTFAR website describes the program's purpose and procedures for funding incidental and unforeseen expenditures, both academic and non-academic, that are not covered by a student's financial aid award.
Honor Code		√												√	Haverford's student-authored and student-run Honor Code is subject to resolutions and reaffirmation each year in Plenary.
Campus Climate Survey Report		√												√	The College conducted a Climate survey in 2015. The results were shared and discussed with the community and formed the basis of the Strategic Plan for Diversity and Inclusion
Strategic Plan for Diversity and Inclusion		√												√	The SPDI guides efforts to make the College a more diverse and inclusive institution.

	Commitment to Academic Freedom, IP rights	Climate fostering respect among diversity	Grievance policy with fair procedures	Avoidance of conflict of interest	Fair employment practices	Honesty in all communication programs	Affordability and access costs	Services aid understanding of	Compliance with federal, state, and MSCHRE regulations	Disclosure on assessments and outcomes	Compliance with Requirements and Affiliation (see separate table)	MSCHRE substantive change disclosure (not applicable)	Commission policies compliance	Periodic Assessment of ethics/integrity	
Document	2.1	2.2	2.3	2.4	2.5	2.6	2.7.a	2.7.b	2.8	2.8.a	2.8.b	2.8.c	2.8.d	2.9	Notes
Diversity, Equity, and Inclusion Website		√													Documents efforts to make the College a more diverse and inclusive institution.
Task Force on Classroom Climate Preliminary Report		√													Study of current classroom environments, researching best practices and innovative pedagogical techniques across higher education and recommendations for implementation at the College.
LIFTFAR Annual Reports		√													The LIFTFAR program provides funding for incidental and unforeseen expenditures, both academic and non-academic, that are not covered by a student's financial aid award. These annual reports detail the support provided, planned initiatives, and assessments.
SPDI Report 2018		√													The annual report summarizes and assesses progress toward becoming a more diverse and inclusive institution.
SPDI Report 2019		√													The annual report summarizes and assesses progress toward becoming a more diverse and inclusive institution.
Sexual Misconduct Resources			√		√									√	Sexual Misconduct policies and resources, regularly reviewed and updated, document the College's commitment to ethical behavior.
HEOA Website			√			√	√	√		√			√		This centralized, publicly-available resource satisfies our government disclosure requirements, and includes a section on Student Outcomes.
Complaint Review Meeting Minutes			√											√	Documentation of patterns within complaints and plan for any appropriate institutional actions.

	Commitment to Academic Freedom, IP rights	Climate fostering respect among diversity	Grievance policy with fair procedures	Avoidance of conflict of interest	Fair employment practices	Honesty in all communication programs	Affordability and access costs	Services aid understanding of	Compliance with federal, state, and MSCHÉ regulations	Disclosure on assessments and outcomes	Compliance with Requirements and Affiliation (see separate table)	MSCHÉ substantive change disclosure (not applicable)	Commission policies compliance	Periodic Assessment of ethics/integrity	
Document	2.1	2.2	2.3	2.4	2.5	2.6	2.7.a	2.7.b	2.8	2.8.a	2.8.b	2.8.c	2.8.d	2.9	Notes
Non-Discrimination Policies			√												Policies and procedures for employees and students regarding discrimination and harassment
EthicsPoint			√												Third-party service for identifying issues or complaints
College Business Standards				√											Best practices document informing activities of the Controller's Office (connected to conflict of interest)
Accounting & Business Policies and Procedures				√											Policy governing the avoidance of conflict of interest for all employees
Board Conflict of Interest Policy				√											Policy governing the avoidance of conflict of interest for Board members and key employees.
New Faculty Orientation Materials					√										Offers new faculty clear perspectives on the ethical principles that stand behind all activities at the College.
Non-Faculty Employee Performance Evaluation Process					√										Standard of processes for contextualizing all decisions related to promotion, discipline, or termination.
Financial Reports Website						√								√	Our audited financial statements and tax returns are published publicly on this website.
Matriculation Form						√								√	Form submitted by students to formally matriculate, which asks only for a signature in accordance with the Honor Code, and not a deposit
Data Management Principles						√								√	Haverford's guiding principles and policies regarding data, including reporting.
Policy on Policies						√								√	Policy governing the creation and revision of all policies at Haverford

	Commitment to Academic Freedom, IP rights	Climate fostering respect among diversity	Grievance policy with fair procedures	Avoidance of conflict of interest	Fair employment practices	Honesty in all communication programs	Affordability and access costs	Compliance with understanding of and MSCHÉ regulations	Disclosure on assessments and outcomes	Compliance with federal, state, and MSCHÉ regulations	Affiliation (see separate table)	MSCHÉ substantive change disclosure (not applicable)	Commission policies compliance	Periodic Assessment of ethics/integrity	
Document	2.1	2.2	2.3	2.4	2.5	2.6	2.7.a	2.7.b	2.8	2.8.a	2.8.b	2.8.c	2.8.d	2.9	Notes
Gift Acceptance Policy						✓									Policies providing clear and consistent guidance to Haverford's fundraising programs and stewardship processes
Net Price Calculator							✓	✓							Allows students and families to test need-based financial aid program according to the College's formula and procedures.
Admission and Financial Aid Website							✓	✓							An accessible set of resources regarding Haverford's policies and procedures regarding Financial Aid
Federal Direct Loan Eligibility Notice							✓	✓							Information received by students eligible for federal direct loans, including information about mandatory counseling.
Student Loan Debt Relief							✓	✓							Information regarding Haverford's student loan debt relief program
Spring 2016 Budget Message							✓							✓	Communication regarding an assessment and budget process through which Haverford changed from a need-blind process for domestic students to a need-aware process for all students. The College retained its commitment to meet the full demonstrated need of all admitted students and to limit their debt burden.
Student Loan Default Rate							✓								Record of publicly available student loan default rates
Accreditation Website									✓				✓		All accreditation-related reports and information is contained on our public accreditation website. Materials displayed here are part of MSCHÉ correspondence, and reflect in-person meetings and discussions, which have all taken place in English.

	<div style="display: flex; justify-content: space-between;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Commitment to Academic Freedom, IP rights</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Climate fostering respect among diversity</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Grievance policy with fair procedures</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Avoidance of conflict of interest</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Fair employment practices</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Honesty in all communication programs</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Services aid understanding of and MSICHE regulations</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Disclosure on assessments and outcomes</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Compliance with federal, state, and MSICHE regulations</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Affiliation (see separate table)</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">MSICHE substantive change disclosure (not applicable)</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Commission policies compliance</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Periodic Assessment of ethics/integrity</div> </div>														
Document	2.1	2.2	2.3	2.4	2.5	2.6	2.7.a	2.7.b	2.8	2.8.a	2.8.b	2.8.c	2.8.d	2.9	Notes
Institutional Federal Compliance Report									√						Documents compliance with relevant Federal regulations pertaining to Transfer of Credit Policies, Title IV Program Responsibilities, Institutional Records of Student Complaints, Required Information for Students and the Public, and Assignment of Credit Hour.

Requirements of Affiliation

To be eligible for, to achieve, and to maintain Middle States Commission on Higher Education accreditation, an institution must demonstrate that it fully meets the following Requirements of Affiliation. Compliance is expected to be continuous and will be validated periodically, typically at the time of institutional self-study and during any other evaluation of the institution's compliance. Once eligibility is established, an institution must then demonstrate on an ongoing basis that it meets the Standards of Accreditation.

Document	Authorized to operate and award degrees Operational, with students pursuing Initial Accreditation n/a Communicate in English Complies with federal/state laws Complies Commission, interregional, institutional policies Has Board-approved Mission Statement, and related goals Evaluates programs and makes public Learning programs and purpose, assessed Planning integrates various goals and budget & annual audit Financial resources available, managed well; has current year Disclosure of governance structure Board conflicts of interest, policy; appropriate disclosure Disclosure, accuracy in representation to MSCHE Core of faculty assuring coherence in educational program															Notes		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
PA DOE Status	✓																The College operates as an educational institution in the state of Pennsylvania.	
Act of Incorporation	✓																The College Charter/Act of Incorporation shows the founding of the College and the authorization to grant degrees.	
Common Data Set		✓														✓	The Common Data Set presents a variety of institutional data in a standardized and defined manner.	
College Navigator Profile		✓			✓												✓	Our required federal IPEDS reporting is summarized on College Navigator, and documents students enrolled and completing degrees, and number of faculty.
Institutional Federal Compliance Report					✓	✓										✓	Institutional Federal Compliance Report	
Accreditation Website				✓												✓	Accreditation-related documentation are contained on our public accreditation webpage. Materials displayed here are part of MSCHE accreditation processes, and reflect activities conducted in English.	
HEOA Website					✓	✓		✓								✓	This centralized resource for publication satisfies our government disclosure requirements, includes a section on Student Outcomes, and a link to our Accreditation webpage.	
MSCHE Annual Institutional Update						✓					✓					✓	The College fulfills its compliance reporting obligations.	
Statement of Purpose							✓										Our Statement of Purpose reflects the goals of a Haverford education.	

	Authorized to operate and award degrees	Operational, with students pursuing degrees	Initial Accreditation n/a	Communicate n/a	Complies in English policies	Complies with federal/state laws	Complies Commission, interregional, interinstitutional policies	Has Board-approved Mission Statement, and related goals	Evaluates programs and makes public	Learning programs and purpose, assessed	Planning integrates various goals and assessments	Financial resources available, managed well; has current budget & annual audit	Disclosure of governance structure	Board conflicts of interest policy ; appropriate disclosure	Disclosure, accuracy in representation to MSCHE	Core of faculty assuring coherence in educational program	
Document	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Notes	
College Catalog							✓		✓						✓	The College Catalog is the comprehensive source of information about the academic program, including departmental faculty, requirements for each major and minor, and detailed learning goals for each department and program.	
Institutional Learning Goals									✓							Institutional learning goals derive from the Statement of Purpose and align with MSCHE essential skills.	
Student Learning Assessment Hub (demonstrated on campus)								✓	✓							The internal web hub for assessment of student learning, including learning goals, assessment rubrics for General Education and Capstone, results, memos, and Department Assessment Plan (DAP) process materials.	
Public Summary of General Education and Capstone Assessments								✓								Haverford's publicly available assessment data, reflecting direct assessment of General Education and the Capstone Experience	
Plan for Haverford 2020							✓	✓	✓	✓	✓				✓	Our 2014 strategic planning process identified priorities and initiatives that continue to guide our work as we move into the next strategic planning process.	
Institutional Effectiveness - Assessment Website								✓	✓	✓						This public website for assessment includes our Institutional Effectiveness diagram, and sections pertaining to Academic Program and Student Learning Assessment, Institutional Learning Goals (with direct and indirect assessments), Institutional Effectiveness Committee Reports, Budget and Resource Allocation, and Departmental Assessment for Administrative and Academic Units.	

	Authorized to operate and award degrees	Operational, with students pursuing degrees	Initial Accreditation n/a	Communicate in English	Complies with federal/state laws	Complies Commission, interregional, interinstitutional policies	Has Board-approved Mission Statement, and related goals	Evaluates programs and makes public	Learning programs and purpose, assessed	Planning integrates various goals and assessments	Financial resources available, managed well; has current budget & annual audit	Disclosure of governance structure and appropriate disclosure	Board conflicts of interest policy ; representation to MSCHE	Disclosure, accuracy in representation to MSCHE	Core of faculty assuring coherence in educational program	
Document	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Notes
Faculty Handbook									✓						✓	The Faculty Handbook details all of the rights, responsibilities, and obligations of Haverford Faculty, as well as the rules by which they are evaluated.
Credit Hour Policy									✓							The Credit Hour Policy ensures the consistency of rigor of the academic unit.
10-Year Financial Model											✓					The 10-Year Financial Model includes a high-level view of the current budget and projections of future year GAAP Net and Operating Margins, as of the 1/28/2020 point in budget development.
Financial Reports Website											✓			✓		Our audited financial statements and tax returns are publicly available on this website.
Fitch Rating Update 2019											✓					Our bond rating reflects the strong position of Haverford's financial resources, funding base, and planning.
Budgeting Principles											✓					Within an internal Budgeting website, the principles guiding budget development are articulated, along with an overview of the budget process and timeline.
Haverford Endowment Letter											✓					The Chief Investment Officer publishes an annual Haverford Endowment Letter, briefing the Community on endowment performance and related matters.
Governance Website												✓				Our governance structures, including the Corporation of Haverford College and the Board of Managers, are fully detailed on this website.
Board Conflict of Interest Policy													✓			Policy governing the avoidance of conflict of interest for Board members and key employees, including clear definitions and processes.

	<p>Authorized to operate and award degrees</p> <p>Operational, with students pursuing degrees</p> <p>Initial Accreditation n/a</p> <p>Communicate in English</p> <p>Complies with federal/state laws</p> <p>Complies Commission, interregional, interinstitutional policies</p> <p>Has Board-approved Mission Statement, and related goals</p> <p>Evaluates programs and makes public</p> <p>Learning programs and purpose, assessed</p> <p>Planning integrates various goals and assessments</p> <p>Financial resources available, managed well; has current year budget & annual audit</p> <p>Disclosure of governance structure</p> <p>Board conflicts of interest policy; appropriate disclosure</p> <p>Disclosure, accuracy in representation to MSCHIE</p> <p>Core of faculty assuring coherence in educational program</p>															Notes	
Document	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Notes	
Faculty Statistics																√	These statistics reflect our faculty, the core of the educational program.

Standard 3: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence of all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

	Coherent programs leading to credential	Effective faculty (teaching, assessment, scholarship, service)	Qualified faculty	Sufficient number of faculty	Faculty supported: have development opportunities	Effective faculty policies	Programs accurately described	Learning opportunities appropriate	General education opportunities	Students acquire essential skills	non-US institution (n/a)	graduate education (n/a)	Third-party providers	Periodic Assessment of student learning programs	
Document	3.1	3.2.a	3.2.b	3.2.c	3.2.d	3.2.e	3.3	3.4	3.5.a	3.5.b	3.5.c	3.6	3.7	3.8	Notes
College Catalog	√						√	√	√	√					The College Catalog is the comprehensive source of information about the academic program outlining all the requirements for completing the baccalaureate program, including requirements for each major and minor.
Academic Regulations	√							√	√	√					The academic regulations (contained within the Catalog) detail the various rules governing Haverford students in their pursuit of a degree, including the General Education Requirements, revised in 2017.
Psychology Department Student's Handbook	√						√	√		√					Comprehensive advice to students interested in a Psychology major or minor, providing information on pathways, practices, and standards.
Classics Department Student's Handbook	√						√	√		√					Comprehensive advice to students interested in a Classics major or minor, providing information on pathways, practices, and standards.
Health Studies Minor Student's Handbook	√						√	√		√					Comprehensive advice to students interested in a Health Studies minor.
Plan for Haverford 2020	√							√							The Plan for 2020 set out a comprehensive scheme for the deepening of Haverford's curriculum and other programming appropriate to the College mission.
Faculty Handbook		√	√			√									The Faculty Handbook details all of the rights, responsibilities, and obligations of Haverford Faculty, as well as the rules by which they are evaluated.

	Coherent programs leading to credential	Effective faculty (teaching, assessment, scholarship, service)	Qualified faculty	Sufficient number of faculty	Faculty supported; have development opportunities	Effective faculty policies	Programs faculty review described	Learning opportunities appropriate	General education opportunities	Students acquire scope skills	non-US institution essential	graduate education (n/a)	Third-party providers	Periodic Assessment of student learning programs	
Document	3.1	3.2.a	3.2.b	3.2.c	3.2.d	3.2.e	3.3	3.4	3.5.a	3.5.b	3.5.c	3.6	3.7	3.8	Notes
Professional Activities Form		✓	✓			✓									Annual self-report form used by faculty to inform the Provost on instructional activities, teaching effectiveness, advising, scholarship and research, departmental and College contributions, College service, support of a diverse community of scholars and students, and provide a reflective statement.
New Faculty Orientation Materials		✓			✓										The New Faculty Orientation materials direct incoming faculty to information about best practices in teaching and the full array of resources available to support their work, including faculty mentors.
Chair Handbook		✓				✓	✓	✓		✓				✓	The Chair Handbook details expectations to assist departmental colleagues and interim faculty in being effective and successful teachers, and in the design of curricula. It also notes the role of the Department Chair to lead participation in the student learning assessment process, the articulation of learning goals, and the general administration of the department.
Faculty Curricula Vitae (available on campus)			✓	✓											An archive of faculty CVs, available for consultation on site.
US News Student/Faculty Ratio and Class Size Statistics				✓											Widely publicized compilation of basic statistics, including student/faculty ratio and class sizes.
FAPC Annual Report					✓	✓									The Faculty Affairs and Policies Committee reviews all aspects of Faculty governance, and guides the Faculty in the review of its own procedures for evaluation, promotion, and tenure. This annual report also includes work/life balance and faculty committee effectiveness.

	Coherent programs leading to credential	Effective faculty (teaching, assessment, scholarship, service)	Qualified faculty	Sufficient number of faculty	Faculty supported; have development opportunities	Effective faculty review policies	Programs accurately described	Learning opportunities appropriate	General education scope	Students acquire essential skills	non-US institution	graduate education (n/a)	Third-party providers	Periodic Assessment of student learning programs	
Document	3.1	3.2.a	3.2.b	3.2.c	3.2.d	3.2.e	3.3	3.4	3.5.a	3.5.b	3.5.c	3.6	3.7	3.8	Notes
Office of the Provost Website					√										The Office of the Provost website provides extensive resources to support effective faculty and efficient governance. It contains sections pertaining to faculty committees (including their reports); Faculty Meeting materials; resources for teaching, research, work/life balance, and new faculty; Department Chairs and Program Coordinators; Assessment and External Review; and Provost Office contacts and staff.
Teaching Resources					√										The Office of the Provost provides and publishes a range of resources to support teaching and pedagogy.
Internal Research Resources					√										The Office of the Provost provides and publishes a range of resources to support internal research.
External Research Resources					√										The Office of the Provost provides and publishes a range of resources to support external research.
Faculty Work Life Resources					√										The Office of the Provost provides and publishes a range of resources to support maintaining a healthy balance between work and personal life.
Provostial Summary of Faculty Research and Pedagogical Support Initiatives 2017					√										This report includes notice of new faculty research opportunities not mentioned in the current web materials, including the New Directions initiative.
Provost Start Up Funding Summary					√										A summary of funds available for new tenure-line faculty.
Tri-Co Faculty Forum Summary					√										Supports collaboration among faculty at Bryn Mawr, Haverford and Swarthmore Colleges, including writing workshops and conclaves.

	Coherent programs leading to credential	Effective faculty (teaching, assessment, scholarship, service)	Qualified faculty	Sufficient number of faculty	Faculty supported; have development opportunities	Effective faculty policies	Programs accurately described	Learning opportunities appropriate	General education opportunities	Students acquire essential skills	non-US institution	graduate education (n/a)	Third-party providers	Periodic Assessment of student learning programs	
Document	3.1	3.2.a	3.2.b	3.2.c	3.2.d	3.2.e	3.3	3.4	3.5.a	3.5.b	3.5.c	3.6	3.7	3.8	Notes
Teaching Learning Institute					✓										The Teaching Learning Institute is convened each year to support incoming tenure-line and other continuing faculty.
Chesick Report								✓		✓				✓	Four-year academic leadership and mentoring program for high-achieving students from backgrounds that are historically underrepresented in academia.
Library Assessment Website								✓		✓				✓	The College Library maintains a set of tools to evaluate the effectiveness of their instruction in research methods and information literacy.
External Review Guide								✓						✓	Details the steps, documents and procedures by which academic departments prepare for a periodic external review.
External Departmental Review Summary								✓						✓	A summary of external reviews for all College academic departments since 1980.
Statement of Purpose								✓							The Statement of Purpose is promulgated via the College's website and articulates the College's mission.
EPC Annual Report 2018–19								✓							The Educational Policy Committee is responsible for review of the curriculum (individual course proposals, changes to existing or approval of new majors, minors, etc.) and advising the faculty as to trends in General Education and Capstone assessment data. EPC also recommends to the President and Provost new tenure-line and other continuing faculty positions related to academic areas of strategic importance.
Public Summary of General Education and Capstone Assessments										✓				✓	Haverford's publicly available assessment data, reflecting direct assessment of General Education and the Capstone Experience
EPC Assessment Data Review 2017										✓				✓	An EPC report to the faculty on findings from their review of General Education and Capstone assessment data.

	Coherent programs leading to credential	Effective faculty (teaching, assessment, scholarship, service)	Qualified faculty	Sufficient number of faculty	Faculty supported; have development opportunities	Effective faculty review policies	Programs accurately described	Learning opportunities appropriate	General education scope	Students acquire essential skills	non-US institution	graduate education (n/a)	Third-party providers	Periodic Assessment of student learning programs	
Document	3.1	3.2.a	3.2.b	3.2.c	3.2.d	3.2.e	3.3	3.4	3.5.a	3.5.b	3.5.c	3.6	3.7	3.8	Notes
EPC DAP Overview 2018 and 2019										√				√	EPC reports to the faculty on themes articulated in annual academic department DAPs, reflecting on assessment data.
Study Abroad and 25% Rule Summary													(√)		Study abroad credits represent less than 25% of the educational program for students participating in study abroad.
Student Learning Assessment Hub (demonstrated on campus)														√	The Assessment Website includes rubrics used by all faculty in their assessment of General Education and Senior Project accomplishments.

Standard 4: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

	<div style="display: flex; justify-content: space-between;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Clear, ethical processes to admit, retain, and facilitate student success</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Clear expenses and aid information</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Process for inadequately prepared*</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Orientation, advisement, and support programs to guide/retain</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Processes supporting student educ goals, graduation, post-grad placement</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Transfer credit acceptance and other prior learning policies</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Student record policies and practices</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Extracurricular activities regulated</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Third party Services (n/a)</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Periodic Assessment of support for student experience</div> </div>										
Document	4.1	4.1.a	4.1.b*	4.1.c	4.1.d	4.2	4.3	4.4	4.5	4.6	Notes
Viewbook	√	√		√	√			√			The Haverford viewbook is a comprehensive overview of the educational experience, year by year, and includes a profile of the entering class.
Admission and Financial Aid Website	√	√									The admission website provides detailed information and guidance on the process of admission and financial aid, and includes the Net Price Calculator
Dean's Office Website	√		(√)	√	√						The Dean's Office website provides an overview of the extensive resources supporting student success.
First Year Advising Website	√		(√)	√	√						First year students are guided to prepare for advising sessions and explore a variety of advising resources through the First Year Dean's Advising website.
FGLI Resource Website	√		(√)	√	√						Attention and resources are available to support the success of first-generation, low-income (FGLI) students
Incoming Student Admission Information shared with Dean's Office	√		(√)								This template documents the student information collected within the admission process that is shared with the Dean of the College to understand and support students as they enter into the Haverford experience.

	<i>Clear, ethical processes to admit, retain, and facilitate student success</i>	<i>Clear expenses and aid information</i>	<i>Process for inadequately prepared*</i>	<i>Orientation, advisement, and support programs to guide/retain</i>	<i>Processes supporting student education, graduation, post-grad placement</i>	<i>Transfer credit acceptance and other prior learning policies</i>	<i>Student record policies and practices</i>	<i>Extracurricular activities regulated</i>	<i>Third party Services (n/a)</i>	<i>Periodic Assessment of support for student experience</i>	
Document	4.1	4.1.a	4.1.b*	4.1.c	4.1.d	4.2	4.3	4.4	4.5	4.6	Notes
LIFTFAR Annual Reports	✓			✓	✓					✓	The LIFTFAR program provides funding for incidental and unforeseen expenditures, both academic and non-academic, that are not covered by a student's financial aid award. These annual reports detail the support provided, planned initiatives, and assessments.
Customs	✓			✓	✓					✓	The year-long Customs program, beginning with a 5-day orientation program before the start of fall classes, is Haverford's first year experience program designed to facilitate the transition to college.
Pathways of Concern and Response	✓			✓	✓						A visual aid depicting concerns, responses and resources to direct students, faculty, and staff in fostering student success.
Residence Life Handbook	✓			✓	✓						The Residence Life Handbook details policies and procedures and notes the connection to the Honor Code for student self-regulation and success within our residential community.
Student's Guide	✓				✓						A web-based resource for students that includes information on relevant policies and procedures, rights, and self-governance essential to a successful experience at the College.

	<i>Clear, ethical processes to admit, retain, and facilitate student success</i>	<i>Clear expenses and aid information</i>	<i>Process for inadequately prepared*</i>	<i>Orientation, advisement, and support programs to guide/retain</i>	<i>Processes supporting student education placement</i>	<i>Transfer credit acceptance and other prior learning policies</i>	<i>Student record policies and practices</i>	<i>Extracurricular activities regulated</i>	<i>Third party Services (n/a)</i>	<i>Periodic Assessment of support for student experience</i>	
Document	4.1	4.1.a	4.1.b*	4.1.c	4.1.d	4.2	4.3	4.4	4.5	4.6	Notes
Student Engagement and Leadership Learning Outcomes and Strategic Direction				✓	✓			✓		✓	This document summarizes 2019 initiatives which draw intentional connections between leadership and professional development, within the context of student advising. It includes desired core competencies and assessment mechanisms, and reflects a collaboration between the Office of Student Engagement & Leadership and the Center for Career and Professional Advising,
Honor Code				✓	✓			✓		✓	Haverford's student-authored and student-run Honor Code contributes to the development of self-agency and is an integral part of the educational process. It is introduced at orientation, guides academic and social behavior, and includes mechanisms of regulation through Honor Council.
Clearness Committee Report				✓	✓					✓	The 2018-19 Clearness Report, based on an exercise conducted every 4 years, is the culmination of a year and a half of outreach, research, and discussion surrounding student experiences with campus events, politics, diversity, membership in clubs/organizations, student governance, academics, athletics, the Honor Code, and interactions with faculty and administration.

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Document	4.1	4.1.a	4.1.b*	4.1.c	4.1.d	4.2	4.3	4.4	4.5	4.6	Notes
HEDS Senior Survey Data Visualizations				√	√					√	The HEDS Senior Survey provides insights into student satisfaction (overall and in a range of areas), identifies factors contributing to learning and development, and includes self assessments of preparation for beyond Haverford.
OAR Annual Report				√	√					√	The OAR (Office of Academic Resources) annual report includes utilization statistics, events, programming, and assessments.
CAPS Annual Report				√	√					√	The CAPS (Counseling and Psychological Services) annual report of 2017-18 documents the groundwork for subsequent attention to the growing needs for its services among students.
You@Haverford				√	√						You@Haverford is an on-line tool supporting student success. The URL is included in the Roadmap section of the MSCHE portal.
164_Beyond Haverford: Visualization of Alumni Outcomes				√	√						This on-line tool provides current and prospective students with information about alumni outcomes by industry and graduate education. It can filter by major, and includes representative job titles of alumni. The URL is included in the Roadmap section of the MSCHE portal.
HEDS Campus Climate and Sexual Assault Survey				√						√	This publicly available summary of the College's 2017 administration of the HEDS Campus Climate and Sexual Assault Survey highlights progress and areas of challenge since the 2015 survey.

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Document	4.1	4.1.a	4.1.b*	4.1.c	4.1.d	4.2	4.3	4.4	4.5	4.6	Notes
IEC Academic Advising Report				✓						✓	This review and assessment of advising at Haverford by an IEC Working Group is the foundation of subsequent initiatives to improve pre-major advising.
Study Abroad Student Learning Goals					✓			✓	(✓)		More than one-third of each graduating class studies abroad. Learning Goals for Study Abroad encompass global engagement, academic and intellectual enrichment, and personal growth and development. Study abroad credits represent less than 25% of the educational program for students participating in study abroad.
Haverford College Persistence Summary					✓					✓	This analysis, which is part of the current examination of persistence through graduation, explores cohort retention by semester; visualizes the number, timing, and rates of leaves, transfers, returns (re-enrollment), and graduation; and examines patterns by race, gender and first-generation status.
Annual Report of CSSP					✓					✓	The annual report of the Committee on Student Standing and Programs (CSSP) summarizes the 2018-19 cases of academic concern brought before it, with student outcomes, and next steps for the committee.

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Document	4.1	4.1.a	4.1.b*	4.1.c	4.1.d	4.2	4.3	4.4	4.5	4.6	Notes
Chesick Report					✓					✓	The Chesick Scholars program is a four-year academic leadership and mentoring program for high-achieving students from backgrounds that are historically underrepresented in academia. This stewardship report assesses program success.
Campus Labs Co-curricular Software Initiative					✓					✓	Campus Labs "Engage" is software being deployed to assist the College in better managing data around co-curricular activity and to support assessment, decision-making, and improvement thereof.
Public Summary of General Education and Capstone Assessments					✓					✓	This summary of General Education and Capstone Assessments is publically available on the College website.
Indirect Assessment of Capstone Skills					✓					✓	The Capstone portion of the Senior Survey indirectly assesses skill development in synthesis, contextualization, research skills, and disciplinary writing.
Student Leadership Development Assessment					✓					✓	The Office of Student Engagement and Leadership conducted this assessment of 58 campus leaders, evaluating event management knowledge and skill development, conflict resolution, self assessment of growth through leadership activities, and satisfaction with the support provided by the Office,

	Clear, ethical processes to admit, retain, and facilitate student success Clear expenses and aid information Process for inadequately prepared* Orientation, advisement, and support programs to guide/retain Processes supporting student education goals, graduation, post-grad placement Transfer credit acceptance and other prior learning policies Student record policies and practices Extracurricular activities regulated Third party Services (n/a) Periodic Assessment of support for student experience										
Document	4.1	4.1.a	4.1.b*	4.1.c	4.1.d	4.2	4.3	4.4	4.5	4.6	Notes
Task Force on Classroom Climate Preliminary Report					✓					✓	The Task Force on Classroom Climate undertook a 360-degree study of current classroom environments, researching best practices and innovative pedagogical techniques across higher education. This Preliminary Report shows their recommendations for implementation.
CCPA Annual Report 2018-19					✓					✓	A recent annual report provides both an overview of CCPA services in support of career exploration for students and successful outcomes for alumni.
Writing Center Annual Report					✓					✓	This Writing Center Annual Report notes the expansion of support within the academic community to meet student needs. Recent initiatives include providing assistance to develop strong arguments using quantitative data, and enhancing oral communication through speaking workshops.
HEOA Graduation Rates					✓					✓	Graduation Rates reflect the College's success at providing effective support for degree completion
IEC Working Group Report on Collecting and Using Student Experience Data for Improvement					✓					✓	This is the initial assessment of the IEC Working Group regarding collection and use of student experience data for improvement. The Dean is conducting a follow-up exercise in 2019-20.
Academic Regulations					✓						The Academic Regulations (within the catalog) of the College guide degree audit procedures and advising for degree completion.

	Clear, ethical processes to admit, retain, and facilitate student success	Clear expenses and aid information	Process for inadequately prepared*	Orientation, advisement, and support programs to guide/retain	Processes supporting student educ goals, graduation, post-grad placement	Transfer credit acceptance and other prior learning policies	Student record policies and practices	Extracurricular activities regulated	Third party Services (n/a)	Periodic Assessment of support for student experience	
Document	4.1	4.1.a	4.1.b*	4.1.c	4.1.d	4.2	4.3	4.4	4.5	4.6	Notes
Outcomes Dashboard					✓						The Outcomes Dashboard summarizes various outcome measures: demonstrating success in terms of graduations rates, first destinations, fellowships, baccalaureate origins of PhD recipients.
Task Force on Athletics and Community					✓						Over 2019-20, this Task Force is charged to act upon the findings of the Clearness Committee regarding interpersonal and group dynamics among varsity athletes and other students in relation to community life and the ability of all students to thrive at Haverford.
Transfer Credit Policy						✓					Policies regarding the transfer of credit are clearly defined.
Records Management Policy							✓				Haverford College is committed to meeting its administrative, fiscal, legal, and historical obligations through the systematic and consistent management of all records as articulated in this Policy.
Records Retention Schedule							✓				This schedule accompanies the Record Management Policy and communicates responsibility and guidelines for record retention.
FERPA Guide for Students, Faculty, and Staff							✓				This Guide published on the Registrar's website details policies and procedures for the protection and release of educational records.

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Document	4.1	4.1.a	4.1.b*	4.1.c	4.1.d	4.2	4.3	4.4	4.5	4.6	Notes
Equity in Athletics Disclosure Act (EADA) Survey								√			Approximately one third of Haverford students are varsity athletes, playing on 23 varsity teams within the Division III Centennial Conference. The College abides by the NCAA's legislative requirements, including annual reporting such as this Equity in Athletics Disclosure Act (EADA) Survey.
Student Affairs Division DAP										√	The 2019-20 Student Affairs Division Assessment Plan notes the highly collaborative nature of work and assessment within this Division, via the expectations of support indicated by the Dean.
<p>* NOTE: To the extent that 4.1.b. refers to remediation, it is not applicable. However resources are available to support students who may be less prepared in some areas, or who simply want additional assistance.</p>											

Standard 5: Educational Effectiveness Assessment

Assessment of student learning demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Document	Educational Goals at all levels Systematic Assessments of curricular goals and standards Articulate how students are prepared for next experience Assess and communicate achievement Assessment used for improved learning for students Assessment used to improve pedagogy and curriculum Assessment used to review and revise programs, services Assessment used to inform professional development Assessment used in program and service planning and budgeting Assessment used to inform constituents Assessment used to improve key indicators of success Assessment used to improve educational programs/services Oversight of third party services Periodic assessment of assessment processes														Notes
	5.1	5.2.a	5.2.b	5.2.c	5.3.a	5.3.b	5.3.c	5.3.d	5.3.e	5.3.f	5.3.g	5.3.h	5.4	5.5	
Institutional Learning Goals	√														Institutional learning goals derive from the Statement of Purpose and align with MSCHE essential skills.
College Catalog	√														The College Catalog is the comprehensive source of information about the academic program, including requirements for each major and minor, and detailed learning goals for each department and program.
Academic Regulations	√														The academic regulations (contained within the Catalog) detail the various rules governing Haverford students in their pursuit of a degree, including the General Education Requirements, revised in 2017.
Student Learning Assessment Hub (demonstrated on campus)	√	√		√	√	√	√		√	√		√			The internal web hub for assessment of student learning, including learning goals, assessment rubrics for General Education and Capstone, results, memos, and Department Assessment Plan (DAP) process materials.
Library Information Literacy Goals	√	√													Learning Goals for Information Literacy instruction undertaken by College Librarians.

	Educational Goals at all levels Systematic Assessments of curricular goals and standards Articulate how students are prepared for next experience Assess and communicate achievement Assessment used for improved learning for students Assessment used to improve pedagogy and curriculum Assessment used to improve revise programs, services and professional development Assessment used to review and professional development and service planning and budgeting Assessment used in program constituents Assessment used to inform key indicators of success Assessment used to improve educational programs/services Oversight of third party services Periodic assessment of assessment processes														
Document	5.1	5.2.a	5.2.b	5.2.c	5.3.a	5.3.b	5.3.c	5.3.d	5.3.e	5.3.f	5.3.g	5.3.h	5.4	5.5	Notes
Library Assessment Website	✓	✓			✓	✓									The College Library maintains a set of tools to evaluate the effectiveness of their instruction in research methods and information literacy.
Psychology Department Student's Handbook	✓	✓	✓												Comprehensive advice to students interested in a Psychology major or minor, providing information on pathways, practices, and standards.
Classics Department Student's Handbook	✓	✓	✓												Comprehensive advice to students interested in a Classics major or minor, providing information on pathways, practices, and standards.
Health Studies Minor Student's Handbook	✓	✓	✓												Comprehensive advice to students interested in a Health Studies minor.
New Faculty Orientation						✓		✓							The New Faculty Orientation materials point incoming faculty to appropriate information about best practices in teaching and direct them to the full array of services that support their work.
Study Abroad and 25% Rule Summary		✓					✓							(v)	Study abroad credits represent less than 25% of the educational program for students participating in study abroad.
Outcomes Dashboard			✓	✓						✓					Dashboard summarizing various outcome measures: demonstrating success in terms of graduations rates, first destinations, fellowships, baccalaureate origins of PhD recipients.

	Educational Goals at all levels Systematic Assessments of curricular goals and standards Articulate how students are prepared for next experience Assess and communicate achievement Assessment used for improved learning for students Assessment used for improved pedagogy and curriculum Assessment used to improve revise programs and curriculum Assessment used to review and professional development Assessment used to inform and service planning and budgeting Assessment used in program constituents Assessment used to inform key indicators of success Assessment used to improve educational programs/services Oversight of third party services Periodic assessment of assessment processes														
Document	5.1	5.2.a	5.2.b	5.2.c	5.3.a	5.3.b	5.3.c	5.3.d	5.3.e	5.3.f	5.3.g	5.3.h	5.4	5.5	Notes
Beyond Haverford: Visualization of Alumni Outcomes			✓	✓						✓					This on-line tool provides current and prospective students with alumni outcomes by industry and graduate education. It can filter by major, and includes representative job titles of alumni. The URL is included in the Roadmap section of the MSCHE portal.
College Honors Report 2018- 2019				✓											College Honors, awarded at graduation, denote exceptional achievement.
Assessment Privacy Statement				✓											This privacy statement for General Education and Capstone assessment data covers the gathering/archiving, analysis/interpretation, and reporting.
Teaching Learning Institute						✓		✓							The Teaching Learning Institute is convened each year to support incoming tenure-line and other continuing faculty.
Teaching Resources						✓									The Provost's office maintains a full list of resources to support teaching and pedagogy.
Public Summary of General Education and Capstone Assessments										✓					Haverford's publicly available assessment data, reflecting direct assessment of General Education and the Capstone Experience

	Educational Goals at all levels Systematic Assessments of curricular goals and standards Articulate how students are prepared for next experience Assess and communicate achievement Assessment used for improved learning for students Assessment used to improve pedagogy and curriculum Assessment used to review and revise programs, services Assessment used to inform professional development and service planning and budgeting Assessment used to inform constituents Assessment used to improve key indicators of success Assessment used to improve educational programs/services Oversight of third party services Periodic assessment of assessment processes														
Document	5.1	5.2.a	5.2.b	5.2.c	5.3.a	5.3.b	5.3.c	5.3.d	5.3.e	5.3.f	5.3.g	5.3.h	5.4	5.5	Notes
Haverford College Persistence Summary											√				This analysis, which is part of the current examination of persistence through graduation, explores cohort retention by semester; visualizes the number, timing, and rates of leaves, transfers, returns (re-enrollment), and graduation; and examines patterns by race, gender and first-generation status.
Processes to Assess Assessment														√	An overview of how each component of the Institutional Effectiveness system has evolved in response to evaluative feedback. It also indicates current concerns or next steps that have been noted throughout this self study.

Standard 6: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

	<i>Institutional Objectives stated, assessed, used in planning/resource allocation</i>	<i>Planning and Improvement Processes, using assessment results</i>	<i>Financial planning and budgeting process, aligned to mission, linked to planning</i>	<i>Adequate fiscal, human resources; physical, technical infrastructure</i>	<i>Clear assignment of responsibility</i>	<i>Comprehensive planning for facilities, infrastructure, technology, linked to planning</i>	<i>Annual independent audit, with evidence of followup on any mgmt letters</i>	<i>Strategies to assess adequacy/efficiency of resources</i>	<i>Periodic Assessment of effectiveness/availability of planning/resources/renewal</i>	
Document	6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8	6.9	Notes
Plan for Haverford 2020	√	√	√	√	√	√		√	√	The Plan for Haverford 2020 was the College's first comprehensive, integrated strategic plan, developed through an iterative and consultative process across faculty, staff, students, Board, Corporation, alumni, parents and others. Together with the development of a long-term financial model, this work marked an institutional shift toward long-term planning across key functional areas, linked with resource allocation and assessment.
Presidential and Institutional Assessment Plan	√	√	√		√					Articulates the College's highest level goals and objectives, and assigns expectations of support from the Divisions of the College.
Financial Affairs Division DAP	√	√	√		√			√	√	The 2019-20 Financial Affairs Division Assessment Plan begins with goal and objectives, includes assignment of responsibility, and metrics used to evaluate success. Division DAP reports are submitted to the President and are part of the annual process to assess effectiveness in meeting College strategic objectives.

	Institutional Objectives stated, assessed, used in planning/resource allocation	Planning and Improvement Processes, using assessment results	Financial planning and budgeting process, aligned to mission, linked to planning	Adequate fiscal, technical infrastructure, physical, linked	Clear assignment of responsibility for facilities, infrastructure, technology, linked to planning	Annual independent audit, with evidence of followup on any mgmt letters	Strategies to assess adequacy/efficiency, with evidence of followup on any mgmt letters	Periodic Assessment of effectiveness/availability of planning/resources/renewal		
Document	6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8	6.9	Notes
Student Affairs Division DAP	√	√			√				√	The 2019-20 Student Affairs Division Assessment Plan begins with goal and objectives, includes assignment of responsibility, and metrics used to evaluate success. Division DAP reports are submitted to the President and are part of the annual process to assess effectiveness in meeting College strategic objectives.
Presentation of Financial Scenarios	√	√	√					√	√	As resource-allocation changes were identified and explored to reach GAAP break even, the process included consultation with faculty, staff, students, and alumni.
Board of Managers Announcement: Institutional Stewardship and Need Aware Admission, June 2016	√	√	√						√	This is the Board announcement to the Community on the strategy selected to reach GAAP break even, including the shift to need-aware admission.
Spring 2016 Budget Message		√	√						√	Communication about the assessment and budget process through which Haverford changed from a need-blind process for domestic students to a need-aware process for all students.
Sustainability Strategic Plan	√	√				√			√	Haverford responds to the emerging global crisis of climate change with this Institutional Strategic Plan for Sustainability. 4. Impact Projects:
Analysis of High Payoff Energy Efficiency Projects		√		√				√		Excerpt of a multi-tab workbook which is the Energy Capital Investment Plan, showing report heading, sample item, and summary metrics for priority 1, 2, and 3 projects. Data such as this informs planning and resource allocation.

	Institutional Objectives stated, assessed, used in planning/resource allocation	Planning and Improvement Processes, using assessment results	Financial planning and budgeting process, aligned to mission, linked to planning	Adequate fiscal, human resources, physical, technical infrastructure	Clear assignment of responsibility for facilities, infrastructure technology, linked to planning evidence of followup on any mgmt letters	Strategies to assess adequacy/efficiency of resources	Periodic Assessment of effectiveness/availability of planning/resources/renewal			
Document	6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8	6.9	Notes
Strategic Plan for Diversity and Inclusion	✓	✓							✓	The SPDI guides efforts to make the College a more diverse and inclusive institution.
Campus Climate Survey Report	✓								✓	Diversity is a strategic imperative for the College. This periodic assessment informs programming opportunities to support diversity, equity, and inclusion.
Who does a DAP?	✓	✓			✓			✓	✓	Department Assessment Plans (DAPs) align assessment, planning, and resource allocation. DAPs are prepared during the budget request process, and refined to reflect actual allocations at the start of the fiscal year. DAPs make explicit how each department improves its core functions, and how it contributes to the achievement of institutional goals and objectives.
DAP Linkages	✓				✓					These DAP excerpts demonstrate the linking of goals/objectives, both up to the next higher organizational level and to the lower-level departments upon which they depend. The president initiates the articulation and linking of goals through the Presidential and Institutional-level Assessment Plan.
Institutional Effectiveness System Diagram		✓			✓			✓	✓	The Institutional Effectiveness Committee (IEC) reports to the President, and with the Senior Staff, implements the College's system of assessment and improvement encompassing both the educational experience and College operations.

	Institutional Objectives stated, assessed, used in planning/resource allocation	Planning and Improvement Processes, using assessment results	Financial planning and budgeting process, aligned to mission, linked to planning	Adequate fiscal, human resources, physical, technical infrastructure	Clear assignment of responsibility for facilities, infrastructure, technology, linked to planning evidence of followup on any mgmt letters	Annual independent audit, with strategies to assess adequacy/efficiency of resources	Periodic Assessment of effectiveness/availability of planning/resources/renewal			
Document	6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8	6.9	Notes
Processes to Assess Assessment		✓							✓	An overview of how each component of the Institutional Effectiveness system has evolved in response to evaluative feedback. It also indicates current concerns or next steps that have been noted throughout this self study.
Strategic Plan Status Report		✓						✓	✓	This June 2019 summary of progress details strategic plan accomplishments by line item in a color-coded grid format.
Plan for Haverford 2020 Presidential Status Report		✓						✓	✓	This 2018 Report of the President communicates progress on strategic plan initiatives in narrative format.
Art & Science Group Executive Summary		✓						✓		Consultant assessment that provided a number of insights that have helped guide planning, program development, and more effective communications with prospective students.
Campus Master Plan		✓				✓			✓	The Campus Master Plan created in 2009 is nearing the end of its useful life. The next iteration will align with our new strategic planning process. Anticipating this, two recent studies have been undertaken, relating to the eventual redevelopment of the Haverford College Apartments (student residential space) and a Utilities and Carbon Master Plan. The latter lays the groundwork for future campus energy systems, transitioning toward zero net greenhouse gas emissions, and includes an energy audit.
Gateways and Project Status Report		✓	✓			✓			✓	The Gateways process is used to analyze, prioritize, and scope each new facilities capital project.

	<i>Institutional Objectives stated, assessed, used in planning/resource allocation Planning and Improvement Processes, using assessment results Financial planning and budgeting process, aligned to mission, linked to planning Adequate fiscal, human resources, physical, technical infrastructure Clear assignment of responsibility Comprehensive planning for facilities, infrastructure, technology, linked to planning Annual independent audit, with evidence of followup on any mgmt letters Strategies to assess adequacy/efficiency of resources Periodic Assessment of effectiveness/availability of planning/ resources/renewal</i>									
Document	6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8	6.9	Notes
Capital Expenditure Plan		√		√		√				A formal Capital Expenditure Plan is under development and anticipated by April 2020. This document contains essential pieces.
Professional Activities Form		√		√					√	Annual self-report form used by faculty to inform the Provost on instructional activities, teaching effectiveness, advising, scholarship and research, departmental and College contributions, College service, support of a diverse community of scholars and students, and provide a reflective statement.
Staff Performance Evaluation Form		√		√					√	Employee performance evaluation is part of our IE system, and this is the current form used for staff. The College is transitioning to a more user-friendly, accountable, and efficient performance evaluation system within Workday.
Proposed Budget Increase Form		√								This form is part of the annual budget request process and documents the link between assessment results, strategic initiatives, and resource allocation.
Budgeting Principles			√	√		√		√		Within an internal Budgeting website, the principles guiding budget development are articulated, along with an overview of the budget process and timeline.
AAUP Comparative Faculty Compensation Data			√	√				√		Benchmarking data for compensation assesses relative position and informs planning and resource allocation.
COFHE Non-faculty Staffing Study			√	√				√		Benchmarking data for compensation assesses relative position and informs planning and resource allocation.

	Institutional Objectives stated, assessed, used in planning/resource allocation Processes, using assessment results Financial planning and budgeting process, aligned to mission, linked to planning Adequate fiscal, human resources, physical, technical infrastructure Clear assignment of responsibility facilities, infrastructure technology, linked to planning Annual independent audit, with evidence of followup on any mgmt letters Strategies to assess adequacy/efficiency of planning/ effectiveness of resources Periodic Assessment of effectiveness/availability of planning/ resources/renewal									
Document	6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8	6.9	Notes
IPEDS Finance Data for Compensation			√	√				√		Benchmarking data for compensation assesses relative position and informs planning and resource allocation.
Common Divisional Goal			√		√					The Common Divisional Goal on Division DAPs includes seven objectives, ranging from institutional effectiveness protocol, to support for human capital, to institutional and financial stewardship. This sets common expectations and holds all levels accountable.
Financial Briefing Memo			√					√		In response to successive years of full-accrual operating deficits, the Board of Managers and campus leadership undertook a comprehensive budget planning process to determine the best course to re-establish sustainable financial equilibrium. This memo grounds that exercise.
Budget Climate Memo			√					√		October 2019 memo frames the FY21 departmental budget request process, noting final leg of journey to GAAP breakeven, highlighting the importance of assessments to support funding requests.
Investment Policies and Objectives			√						√	The Board of Managers Investment Committee statement of policies for the Endowment of Haverford College. Includes key understandings, investment objectives, and principles.
10-Year Financial Model			√							The 10-Year Financial Model includes a high-level view of the current budget and projections of future year GAAP Net and Operating Margins, as of the 1/28/2020 point in budget development.

	<i>Institutional Objectives stated, assessed, used in planning/resource allocation</i>	<i>Planning and Improvement Processes, using assessment results</i>	<i>Financial planning and budgeting process, aligned to mission, linked to planning</i>	<i>Adequate fiscal and budgeting physical, technical infrastructure</i>	<i>Clear assignment of responsibility facilities, infrastructure, technology, linked to planning evidence of followup on any mgmt letters</i>	<i>Annual independent audit, with strategies to assess adequacy/efficiency of resources</i>	<i>Periodic Assessment of effectiveness/availability of planning/resources/renewal</i>			
Document	6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8	6.9	Notes
Enrollment Projection			√							This is an example and enrollment forecast simulation, used within our planning and budget processes.
Key Budget Parameters			√							Longitudinal history of key budget parameters, such as student FTE, charges, salary pool increase, endowment revenue increase, and financial aid discount rate.
FY20 Budget Forecast for the Board			√							The budget development process includes forecasting and sharing key budget parameters, including projected FTE, tuition discount, anticipated revenues and expenditures.
Bi-Co Strategic Framework				√	√			√		With the 2016 Bi-Co Memorandum of Understanding in place, and under the auspices of the board-level Bi-Co Council, in 2019 the two governing boards approved a Bi-Co Strategic Framework that delineates opportunities to collaborate on emerging and distinctive areas of strength.
Haverford Endowment Letter				√				√	√	The Chief Investment Officer publishes an annual Haverford Endowment Letter, briefing the Community on endowment performance and related matters.
Bi-Co Memorandum of Understanding				√				√		Updated in 2016 and building upon a long history of successful collaboration, this agreement provides a structured framework of guiding principles and terms through which Haverford and Bryn Mawr, individually and collaboratively support academic excellence.

	Institutional Objectives stated, assessed, used in planning/resource allocation Processes, using assessment results Financial planning and budgeting process, aligned to mission, linked to planning Adequate fiscal, human resources, physical, technical infrastructure Clear assignment of responsibility facilities, infrastructure, technology, linked to planning Annual independent audit, with evidence of followup on any mgmt letters Strategies to assess adequacy/efficiency of resources Periodic Assessment of effectiveness/availability of planning/ resources/renewal									
Document	6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8	6.9	Notes
IPEDS Comparative Employee Diversity Data				✓				✓		Stewarding a diverse community is an institutional priority. IPEDS data indicate that person of color representation is ahead of peer medians for both instructional and non-instructional employee groups.
IITS Major Activities 2015–2019				✓						Overview of IITS budgeting and planning processes, summarizing initiatives related to campus infrastructure, enterprise systems and data management, and support for teaching and learning.
U.S. News Student/Faculty Ratio and Class Size Statistics				✓						A student/faculty ratio of 9:1 and approximately 75% of classes containing 20 students or fewer is evidence of sufficient instructional resources to support student success.
Organizational Chart					✓					The Organizational Chart documents the structure of the College through all reporting levels, identifying reporting relationships and areas of responsibility.
FY19 Management Discussion and Analysis							✓	✓		This is an overview of the financial position of the College prepared by management to be read in conjunction with the financial statements. It includes financial highlights, student revenue, financial aid, endowment support, gifts, expenditures, endowment investments, debt and liabilities.
Audited Financial Statements FY2017							✓			Audited financial statements for FY2017 are available on the College website. The first section is the CliftonLarsonAllen audit letter.
Audited Financial Statements FY2018							✓			Audited financial statements for FY2018 are available on the College website. The first section is the CliftonLarsonAllen audit letter.

	Institutional Objectives stated, assessed, used in planning/resource allocation Processes and Improvement results Financial planning and budgeting process, aligned to mission, linked to planning Adequate fiscal, human resources, physical, technical infrastructure Clear assignment of responsibility facilities, infrastructure technology, linked to planning Annual independent audit, with evidence of followup on any mgmt letters Strategies to assess adequacy/efficiency of resources Periodic Assessment of effectiveness/availability of planning/resources/renewal									
Document	6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8	6.9	Notes
Audited Financial Statements FY2019							✓			Audited financial statements for FY2019 are available on the College website. The first section is the CliftonLarsonAllen audit letter.
FY2019 Management Letter							✓			This Management Letter component of the FY2019 CliftonLarsonAllen audit cites three points of concern, now addressed.
Management Letter Response							✓			Evidence of addressing the minor Management Letter concerns regarding 1) refining the Board conflict of interest statement timing/collection; 2) Eligibility and Certification Approval Report (ECAR) to include "executive committee" members; and 3) documentation of our "information security program" under Gramm-Leach-Bliley Act (GLBA).
Institutional Dashboard								✓	✓	A variety of financial and student outcome metrics regularly shared with the Board to monitor and assess progress.
Sustainability Dashboard								✓	✓	Sustainability is a strategic imperative for the College. A selection of Greenhouse Gas (GGH) and other metrics used to monitor and assess progress of sustainability initiatives.
2018 IPEDS Feedback Report								✓	✓	IPEDS feedback reports help assess Haverford's resource base and results relative to peers; in this case, those peers are a set of 48 liberal arts institutions.

	<i>Institutional Objectives stated, assessed, used in planning/resource allocation</i>	<i>Planning and Improvement Processes, using assessment results</i>	<i>Financial planning and budgeting process, aligned to mission, linked to planning</i>	<i>Adequate fiscal, technical infrastructure</i>	<i>Clear assignment of responsibility</i>	<i>Comprehensive planning for facilities, infrastructure, technology, linked to planning evidence of followup on any mgmt letters</i>	<i>Annual independent audit, with strategies to assess adequacy/efficiency of resources</i>	<i>Periodic Assessment of effectiveness/availability of planning/resources/renewal</i>		
Document	6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8	6.9	Notes
Institutional Effectiveness - Assessment Website								✓	✓	This public web hub for assessment includes our Institutional Effectiveness diagram and sections about Academic Program and Student Learning Assessment, Institutional Learning Goals (with direct and indirect assessments), Institutional Effectiveness Committee Reports, and Departmental Assessment for Administrative and Academic Units.
Campaign Readiness Assessment								✓		Preceding the most recent “Lives That Speak” fundraising campaign, this 2009 Readiness Assessment reflected the philanthropic capacity of the constituency.
Comparative Capital Campaign Results								✓		Analysis favorably comparing Haverford's “Lives that Speak” campaign with 11 peer liberal arts colleges undertaking capital campaigns within the same window.
U.S. News Alumni Giving Statistics								✓		Situates Haverford's alumni giving percentage at the median of other top liberal arts colleges.
Council for the Advancement of Education VSE Annual Giving Data								✓		This longitudinal analysis of annual giving at 50 liberal arts colleges notes the rise in Haverford's relative position.
EPC Position Renewals								✓		Procedures for developing effective proposals for tenure-line positions include connecting Department requests to College strategic priorities.

Standard 7: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Document	7.1	7.2.a	7.2.b	7.2.c	7.2.d	7.2.e	7.2.f	7.2.g	7.2.h	7.2.i	7.3.a	7.3.b	7.3.c	7.3.d	7.4.a	7.4.b	7.4.c	7.4.d	7.4.e	7.4.f	7.5	Notes
Bylaws	✓	✓																				The Bylaws of the Corporation of Haverford College present the advisory role of the Corporation within the College governance structure. The Corporation entrusts policy oversight to the Board of Managers and the management of the College's affairs to the President and the officers of the College.
Board Operating Procedures	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓							✓	Board Operating Procedures, reviewed and updated in 2018, outline the governance structure of the College, and the roles of the Corporation, Board of Managers, Officers of the Board, Board committees, and Officers of the College.
Expectations of Board Service		✓	✓	✓	✓	✓	✓	✓														This articulation of expectations for Board service emphasizes the core responsibilities of Board members. These pertain to the mission, resources, president, and issues of strategic importance to the future of the College.

	Clear governance structure outlining roles - Board, Admin, Faculty, Staff, Students Board oversees institution Sufficient independence and expertise within Board Does not interfere in day-to-day operations Oversees at the policy level (educ. quality, awarding of degrees, policies/procedures) Basic policy-making role in financial affairs to ensure integrity/strong fiscal mgmt; financial viability. Appoints and evaluates president Informed of good Board practices Conflict of interest policy in place Supports president in institutional autonomy CEO appointed and evaluated by Board CEO has credentials and experience CEO has necessary authority and autonomy to fulfill responsibilities CEO supported by sufficient, qualified administrators responsible for assessing IE Clear administrative structure Administration appropriately sized and experienced Administration appropriately credentialed for mission Sufficient skills, resources for Administration Administration engages with faculty and students to advance inst. goals Procedures to evaluate administrative units and use data to enhance operations Periodic Assessment of governance, leadership, administration																						
Document	7.1	7.2.a	7.2.b	7.2.c	7.2.d	7.2.e	7.2.f	7.2.g	7.2.h	7.2.i	7.3.a	7.3.b	7.3.c	7.3.d	7.4.a	7.4.b	7.4.c	7.4.d	7.4.e	7.4.f	7.5	Notes	
Organizational Chart	√														√								The Organizational Chart documents the structure of the College through all reporting levels, identifying reporting relationships and areas of responsibility.
Governance Website	√														√					√			College governance structures are fully detailed on this website. Each constituency has a voice in relevant College affairs via a representative body: the Staff Association Executive Committee, the Faculty Affairs and Planning Committee, and Students' Council.
Bi-Co Memorandum of Understanding	√																	√			√		Revised in 2016, this agreement provides a structured framework of guiding principles and terms through which Haverford and Bryn Mawr, individually and collaboratively support academic excellence.
Board of Managers Biographies			√																				Brief biographies within the Board Directory reflect the credentials and experience of the Board of Managers.
Raymond CV			√									√											The Curriculum Vitae of Wendy Raymond demonstrates her credentials and leadership experience.

	Clear governance structure outlining roles - Board, Admin, Faculty, Staff, Students Board oversees institution Sufficient independence and expertise within Board Does not interfere in day-to-day operations Oversees at the policy level (educ. quality, awarding of degrees, policies/procedures) Basic policy-making role in financial affairs to ensure integrity/strong fiscal mgmt; financial viability. Appoints and evaluates president Informed of good Board practices Conflict of interest policy in place Supports president in institutional affairs CEO appointed and evaluated by Board CEO has credentials and experience CEO has necessary authority and autonomy to fulfill responsibilities CEO supported by sufficient, qualified administrators responsible for assessing IE Clear administrative structure Administration appropriately sized and experienced Administration appropriately sized and experienced Sufficient skills, resources for Administration Administration engages with faculty and students to advance inst. goals Procedures to evaluate administrative units and use data to enhance operations Periodic Assessment of governance, leadership, administration																						
Document	7.1	7.2.a	7.2.b	7.2.c	7.2.d	7.2.e	7.2.f	7.2.g	7.2.h	7.2.i	7.3.a	7.3.b	7.3.c	7.3.d	7.4.a	7.4.b	7.4.c	7.4.d	7.4.e	7.4.f	7.5	Notes	
Corporation Strategy Memo				✓																			In its stewardship role regarding Quaker aspects of the College and to contribute to strategic planning, this Corporation advice was prepared, entitled "Strategy to Maintain Haverford as a Premier Small Liberal Arts College by Nurturing and Strengthening its Quaker Character"
Investment Policies and Objectives						✓																	The Board of Managers Investment Committee statement of policies for the Endowment of Haverford College. Includes key understandings, investment objectives, and principles.
Presidential Compensation & Review Committee							✓	✓			✓												The charter of the Presidential Compensation and Review Committee
Board Governance Memo												✓											✓ This memorandum from the Nominations and Governance Committee to the full Board of Managers for discussion at the December 2016 meeting assesses and proposes improvements to structural aspects of Board meetings and practice.
Board Assessment												✓											✓ An assessment conducted by the Nominations and Governance Committee to evaluate the effectiveness of Board member assignments and meetings.

	Clear governance structure outlining roles - Board, Admin, Faculty, Staff, Students Board oversees institution Sufficient independence and expertise within Board Does not interfere in day-to-day operations Oversees at the policy level (educ. quality, awarding of degrees, policies/procedures) Basic policy-making role in financial affairs to ensure integrity/strong fiscal mgmt; financial viability. Appoints and evaluates president Informed of good Board practices Conflict of interest policy in place Supports president in institutional autonomy CEO appointed and evaluated by Board CEO has credentials and experience CEO has necessary authority and autonomy to fulfill responsibilities CEO supported by sufficient, qualified administrators responsible for assessing IE Clear administrative structure Administration appropriately sized and experienced Administration appropriately sized and experienced Sufficient skills, resources for Administration Administration engages with faculty and students to advance inst. goals Procedures to evaluate administrative units and use data to enhance operations Periodic Assessment of governance, leadership, administration																					
Document	7.1	7.2.a	7.2.b	7.2.c	7.2.d	7.2.e	7.2.f	7.2.g	7.2.h	7.2.i	7.3.a	7.3.b	7.3.c	7.3.d	7.4.a	7.4.b	7.4.c	7.4.d	7.4.e	7.4.f	7.5	Notes
Board Committee Assessment								√													√	The brief survey of Board committee Chairs utilized by the Nominations and Governance Committee to assess and improve Board committee effectiveness.
Conflict of Interest								√	√													Board of Managers Conflict of Interest Policy.
Senior Staff																√	√	√				A highly-qualified Senior Staff leads the nine administrative divisions of the College, supporting the President in setting strategic direction, prioritizing and implementing administrative initiatives, administering the annual operating budget, and overseeing institutional effectiveness.
Institutional Effectiveness System Diagram																			√	√		The Institutional Effectiveness Committee (IEC) reports to the President, and with the Senior Staff, implements the College's system of assessment and improvement encompassing both the educational experience and College operations.