IPPC Sub Committee- Institutional Effectiveness
Agenda
December 11, 2018

Institutional effectiveness is the purposeful coordination and integration of functions that foster student success and support institutional performance, quality, and efficiency; those functions include strategic planning, outcomes assessment, institutional research, regional/specialized accreditation, and program/unit review.

https://www.ahee.org/about/

1. Welcome and introductions
2. Brief history of the committee
3. Discussion charge of the committee
   a. Mission statement
   b. Outcomes for the 18-19 academic year
   c. Potential outcomes for years 2-3
   d. Decide measures for meeting outcomes
   e. Connect to strategic plan pillars- support items already in action
   f. Document
4. Overview of Institutional Effectiveness
   a. Where do we want to be as a college
   b. What do we need to do to get there
   c. Develop rubric assessing where we are currently
      i. https://system.suny.edu/media/suny/content-assets/documents/academic-affairs/assessment/Institutional-Effectiveness-Rubric-Branded.pdf
      ii. https://www.rit.edu/academicaffairs/outcomes/sites/rit.edu.academicaffairs.outcomes/files/docs/IE%20Map%20with%20Dimensions%20REV%20Feb%202015.pdf
5. Potential projects for the committee
   a. HEDS Diversity and Equity Campus Climate Survey in collaboration with CIGU
   b. Revise Institutional Assessment Plan
   c. Review and Revise Goals for Student Learning and Development in relation to newly approved GE curriculum
6. Set monthly schedule for spring 19
7. Action Items for next meeting
   a. Read intro article-Seymour, D. (2016). Demonstrating Responsibility: How Colleges Can Regain Control of Their Own Futures. *About Campus*, *21*(5), 11-22.
   b. Review rubrics
   c. Find example of good institutional effectiveness at the college
   d. Meet with your cabinet member and begin to document what is happening in your division

Strategic Plan Pillars

Integrative Learning and Education—**To Develop Students' Capacities to Create, Imagine, and Change the World, and to Enhance the Work of the Faculty as Teacher–Scholars**: *We will invest in pedagogical and scholarly programs and educational strategies that develop the capacities of students and faculty members to achieve, model, and demonstrate excellence as scholarly, creative, and integrative learners. In doing so we are committed to developing and implementing new and creative pedagogies and curricula that will support our transition to a technology-rich college.*

Access—**To Ensure Access for All Our Students to an Extraordinary Educational Experience**: *Students will have full access to opportunities for educational excellence across all three phases of their Skidmore careers—at admission, as undergraduate learners, and in transition to their postcollege lives.*

Well-Being—**To Strengthen the Inclusiveness, Health, and Well-Being of Our Community**: *We will create new opportunities for developing the skills that will make Skidmore a more healthful, inclusive, and creative community.*

Sustainability—**To Continue to Build a Sustainable Institutional Foundation for Excellence**: *Deploying the concept of sustainability, broadly understood, as an organizing principle, we will invest our time, energy, and funding in initiatives to ensure the College's long-term viability and success.*

Institutional Assessment Plan 2014-2019

Introduction

The Assessment Plan for Skidmore College 2014-2019 is designed to determine how well we are meeting our goals as outlined in the [insert name of the new strategic plan], the College's Goals for Student Learning and Development (included below), and also the *Strategic Plan: Engaged Liberal Learning: The Plan for Skidmore College 2005-2015* and the document *Strategic Renewal: Reframing our Priorities at the Midpoint of the Strategic Plan*. This Assessment Plan is adapted from our previous one for 2011-2016.

Assessment provides evidence of the knowledge, skills, and values that our students have achieved, and of the transformation that their Skidmore education brings about. When we have evidence that our students are not achieving all that we hope, we are committed to making evidence-based changes to curricula, pedagogies, academic requirements, facilities, and co-curricular programs that will improve their learning.

Our assessment plan has been designed to meet the standards for accreditation by the Middle States Commission on Higher Education.

The Relation of Academic Assessment to Governance, Administration, Strategic Planning and Budgeting

The Roles of Administration, Governance, and Faculty

The President oversees all institutional assessments and ensures that appropriate processes are in place to set goals, assess outcomes, and make improvements on the basis of evidence in every division of the College.

The Vice President for Academic Affairs (VPAA) is responsible for guiding academic assessment activities and will be the responsible spokesperson for assessment within Academic Affairs at Skidmore College. The VPAA monitors assessment plans and annual assessment reports from academic departments and programs to ensure that assessments are taking place regularly and systematically and that the College, through its departments, interdisciplinary programs, and College-wide structures, is responding to the findings of its assessments. The VPAA provides appropriate budget support for academic assessment efforts. The VPAA may delegate specific responsibilities for various assessment activities to appropriate administrators.

The Committee on Educational Policies and Planning (CEPP) is responsible for reviewing the annual academic assessment plan for Skidmore College, including the assessment of general education, and for considering the results in their planning.

All Cabinet members (Academic Affairs, Admissions, Advancement, Finance & Administration, Special Programs, and Student Affairs) are responsible for ensuring that assessments are conducted in their area, reporting the results of their units' assessments to the President, and providing appropriate resources for their implementation and effective use of their results.

Each Cabinet member appoints a representative to the Assessment Subcommittee (AS) of the Institutional Policy and Planning Committee (IPPC). The AS, co-chaired by the VPAA and the Faculty Assessment Coordinator, is charged with monitoring assessment planning at the College level and making recommendations to the IPPC regarding annual institutional and program-level assessment plans, processes, and reports. The IPPC is then responsible for ensuring that assessment data are used for planning and budgeting purposes. The AS also conveys academic assessment results to CEPP bi-annually and as needed for consideration and follow-up.

The Faculty Assessment Coordinator serves as Cochair with the VPAA of the AS and, working closely with CEPP and the VPAA, coordinates academic assessment activities across the college.

The Director of Institutional Research sits on the Assessment Subcommittee and the IPPC, and consults regularly with CEPP.

The Associate Director of Institutional Research for Assessment sits on the AS and works closely with the Faculty Assessment Coordinator and the staff of Institutional Research on all aspects of assessment: faculty development, communications, planning and execution, reports, and follow-up.

Department chairs and program directors have responsibility for guiding their academic programs' assessment planning, guiding the implementation of assessment activities, and, in their departments' annual assessment reports, reporting both results and how those results are being or will be used, as well as any follow-up on the effectiveness of changes made.

The faculty is responsible for developing assessment plans within their academic programs and for participating in and following up on academic assessments. As part of this work, faculty develop student learning goals for their courses—stated on their syllabi—that coordinate with departmental and College-wide goals for student learning and development.

The Curriculum Committee is responsible for reviewing and approving syllabi for new courses and new or substantially revised academic program plans to assure that student learning objectives are clearly specified in both syllabi and department- and program-level documents.

Areas within Academic Affairs, such as the Library, the Writing Center, the Tang Teaching Museum and Art Gallery, and Special Programs, are responsible for assessing the effectiveness of their efforts to support student learning and development.

Offices in other areas of the college that support student learning, such as Information Technology and Athletics, are responsible for assessing the effectiveness of those aspects of their programs that support student learning and development. Student Affairs collaborates with faculty in support of student learning and is responsible for assessing all activities within Student Affairs that support the academic mission of the College and student learning and development.

Alumni Affairs collaborates on assessment projects that engage alumni and provide useful information about learning outcomes.

Strategic Planning and Budgeting

Our strategic planning and budgeting processes use the results of our assessment activities to maintain, improve, and strengthen Skidmore College and its ability to educate our students. Planning and budgeting effectively requires the systematic gathering, analysis, and use of a variety of information about our efforts, all in support of our academic mission. Budgets provide appropriate resources for assessment activities. The VPAA, the Director of Institutional Research, and the Faculty Assessment Coordinator work closely with the IPPC to ensure that strategic planning and budgeting processes take into account the pertinent evidence.

Academic Assessment of the Overall Learning of Skidmore Students
(General Education)

The Goals for Student Learning and Development

During the academic year 2008/09 the then Assessment Steering Committee developed a list of characteristics that we hope all of our students will achieve by the time they graduate: the Goals for Student Learning and Development (GSLD). This list of goals was endorsed unanimously by the Skidmore faculty in December 2010.

The goals that follow reflect the unique characteristics and synergies of our B.A. and B.S. programs, as well as certain emphases that are deeply engrained in Skidmore's history and culture: on creativity, on civic responsibility, and on interdisciplinary thinking. As in the past, we aim to graduate students who strive for excellence, think deeply and creatively, and communicate and act effectively. We continue to ask our students to link theoretical and practical learning, and now also to develop intercultural understanding and an appreciation of their roles as global citizens. These goals have much in common with those of all liberal arts colleges who share a common mission, though we take pride in having long approached them in our own distinctive way.

Our goals emerge in particular from our collective sense of a Skidmore education as a transformative experience. We want our students to acquire both knowledge and capacities that enable them to initiate and embrace change and apply their learning lifelong in new contexts. We believe that this learning takes place throughout our students' experience, both inside the classroom and out, on campus and off. Our goals articulate, then, in language that is as clear and lean as possible, our understanding of students' learning and development at Skidmore. They lay the groundwork for our continued inquiry into the evidence of that learning.[i]

Knowledge
- Acquire knowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social sciences
- Understand social and cultural diversity in national and global contexts
- Demonstrate advanced learning and synthesis in both general and specialized studies

Intellectual Skills and Practice
- Think critically, creatively, and independently
- Gather, analyze, integrate, and apply varied forms of information; understand and use evidence
- Communicate effectively
- Interact effectively and collaboratively with individuals and across social identities

• Engage in and take responsibility for learning; strive for excellence

Personal and Social Values
        • Examine one's own values and their use as ethical criteria in thought and action
        • Interrogate one's own values in relation to those of others, across social and cultural differences
        • Develop practical competencies for managing a personal, professional, and community life
        • Apply learning to find solutions for social, civic, and scientific problems

Transformation
        • Integrate and apply knowledge and creative thought from multiple disciplines in new contexts
        • Embrace intellectual integrity, humility, and courage
        • Foster habits of mind and body that enable a person to live deliberately and well
        • Develop an enduring passion for learning

Our plan for assessing the Goals for Student Learning and Development (GSLD) is two-fold: in an ongoing process, we are mapping existing assessments onto the Goals; and we are creating new assessments annually that address remaining Goals in a sequence that reflects both immediate needs and an eventual cycle through the Goals as a whole. We will continue to update our plan for assessing the GSLD as new programmatic assessments emerge in College-wide contexts. Our goal is to do provide assessments annually that will be as useful as possible for change processes that are under consideration, while also aiming to assess all of the Goals. The measure of an effective assessment will be not only validity and reliability but also usefulness in bringing about positive change.

Academic Assessment within Academic Departments/Programs

All academic departments and interdisciplinary programs leading to a degree assess student learning within their programs regularly and systematically. Each academic program leading to a degree has an assessment plan that:
        • Specifies the learning goals and outcomes that all students within the program are to achieve
        • Specifies the methods that faculty will use including direct assessments of student work
        • Plans a systematic approach to assessment that may be spread over a timeline of up to five years
        • Explains how and when the assessment results will be reviewed and by whom
        • Follows up on previous assessments and any changes made, to ensure that results are put to practical use.

Each academic department or interdisciplinary program's assessment plan may be modified as experience is gained with it and is to be included within the department or program annual report to the Assessment Coordinator and VPAA.

Each department/program is expected to conduct an annual project within the cycle of the assessment of student learning. The assessment can be small and should be useful to the department. In its annual

assessment report, the department/program demonstrates how the assessment results will be (or have been) used to improve student learning. Each department and program ensures that all courses within the program have goals that are clearly related to the overall goals of that program. Program goals should, in turn, relate to the College-wide Goals for Student Learning and Development. Departments and programs are expected to participate periodically in College-wide general education assessments.

Co-Curricular and Other Academic Support of
Student Learning at Skidmore

Learning occurs not only within our classrooms, but also across the campus in a variety of experiences available to our students. Non-academic programs responsible for supporting student learning at Skidmore have assessment plans that:
- Specify the goals of the program and relate them to our Goals for Student Learning and Development;
- Indicate how the goals will be assessed and who will be involved in that assessment;
- Indicate how the results will be or have been discussed and for what purposes, with follow-up on any changes made.

Each program that supports student learning and development conducts ongoing, systematic assessments and submits its plan and the results of its assessments to the appropriate vice president for review, approval, and support.

Creating a Culture of Assessment

Our strategic planning and academic planning efforts take into account the results of our assessment efforts, as demonstrated in our Periodic Review Report, 2011. We are continuing to foster and grow a culture of assessment at the College, with particular emphasis on consistently using evidence gained by assessments to improve student learning.

Faculty participating in the assessment of overall learning at Skidmore are paid an appropriate stipend. Such compensation is part of the academic budget for the College, included in a line designated for assessment purposes. In addition, as we cultivate broader engagement in assessment efforts, faculty and staff who participate in assessment activities are recognized publicly for their efforts and contributions. Assessment efforts now count toward tenure and promotion decisions, as reflected in changes made to the Faculty Handbook in spring 2014, but the results of academic assessments are not used to evaluate faculty. Outstanding efforts, not solely of individuals, but also of departments and support units, are commended in Faculty Meetings, Board Meetings, and other appropriate opportunities. Our public relations efforts note such efforts and help our various audiences realize that Skidmore is a leader among our peers in meaningfully assessing our students' learning.

Methodologies to Assess the Overall Learning of Skidmore Students

Departments and programs use a variety of assessment methods to measure student learning, including some direct assessment. All departments have plans for assessing student writing in the major, and most assess capstone-level work. Most supplement that information with indirect means,

such as focus groups, interviews, surveys, and alumni surveys. Some larger departments participate in the Alumni Learning Census with focused questions for their department.

College-wide assessments include a number of national surveys (NSSE, CIRP, CHAS, and others); locally developed surveys and mechanisms for gathering evidence; and direct assessments of student learning and development, both embedded in course work and created to assess specific competencies.

Consideration of outcomes

It is the task of the AS, in consultation with IPPC, to ensure that appropriate constituencies are made aware of the evidence of outcomes that is gathered in assessment processes so that they can make use of that evidence to improve student learning and development. This includes College-wide, departmental, programmatic, and co-curricular assessment results. The AS also ensures that those results are communicated publicly as appropriate, and do indeed result in changes to improve student learning and development. Assessments cannot be worthwhile if their results are not put to use; the AS, CEPP, IPPC and the academic leadership share responsibility for ensuring that the results lead to effective changes.

---

[i] These documents were fundamental sources for the Goals:

i. Skidmore College Mission Statement

ii. Intersections of Paradigms, 2008 [including key phrases from the *Strategic Plan,* 2005]

iii. Skidmore College Core Abilities, 1997-8

iv. Skidmore College Academic Vision Statement, 2003-04

v. Liberal Education and America's Promise (LEAP) Essential Learning Outcomes

vi. Wabash National Study of Liberal Arts Colleges: Liberal Arts Outcomes

vii. Council for the Advancement of Standards: Learning and Development Outcomes

1. Welcome to Peter Von Allmen, Co-Chair of IE committee and Faculty Director of Assessment
2. Discussion of main points of Seymour article and examples of good IE at the college.
3. Discussion Next Steps
   a. Establish mission of the committee
      i. From the website: To advise the President and members of the IPPC on matters related to institutional effectiveness. The Subcommittee on Institutional Effectiveness (SIE) also will advise the President and members of the IPPC on assessment of institutional goals as appropriate to each area of the College as they bear on student learning and development and on the fulfillment of standards for accreditation. In fulfilling this function, the SIE will work to ensure that assessment plans are in place, are executed, and are consequential in all areas of the College. The SIE will act as a resource to both the IPPC and all bodies in the College engaged in strategic planning and data-informed decision-making.

   b. Decide outcomes for the 18-19 academic year
      i. Assessing where we are currently as an institution
         1. Develop rubric assessing where we are currently
            a. RIT Institutional Effectiveness Continuous Improvement Rubric
            b. RIT Administrative Unit - Institutional Effectiveness Map
            c. SUNY Institutional Effectiveness Rubric
         2. Gather what is already currently being done and how being used
   c. Plan potential outcomes/projects for years 2-3 that are connected to strategic plan pillars and cross institutional divisions- support items already in action (Strategic Action Agendas) and establish measures for meeting outcomes
            1. HEDS Diversity and Equity Campus Climate Survey in collaboration with CIGU
            2. Revise Institutional Assessment Plan
            3. Review and Revise Goals for Student Learning and Development in relation to newly approved GE curriculum
   d. Document
      i. Create institutional dashboard
      ii. Review website
      iii. How we want to share with the college community

Strategic Plan Pillars

Integrative Learning and Education—**To Develop Students' Capacities to Create, Imagine, and Change the World, and to Enhance the Work of the Faculty as Teacher–Scholars**: *We will invest in pedagogical and scholarly programs and educational strategies that develop the capacities of students and faculty members to achieve, model, and demonstrate excellence as scholarly, creative, and integrative learners. In doing so we are committed to developing and implementing new and creative pedagogies and curricula that will support our transition to a technology-rich college.*

Access—**To Ensure Access for All Our Students to an Extraordinary Educational Experience**: *Students will have full access to opportunities for educational excellence across all three phases of their Skidmore careers—at admission, as undergraduate learners, and in transition to their postcollege lives.*

Well-Being—**To Strengthen the Inclusiveness, Health, and Well-Being of Our Community**: *We will create new opportunities for developing the skills that will make Skidmore a more healthful, inclusive, and creative community.*

Sustainability—**To Continue to Build a Sustainable Institutional Foundation for Excellence**: *Deploying the concept of sustainability, broadly understood, as an organizing principle, we will invest our time, energy, and funding in initiatives to ensure the College's long-term viability and success.*

IPPC Sub Committee- Institutional Effectiveness
Agenda
February 13, 2019

Committee Mission: To advise the President and members of the IPPC on matters related to institutional effectiveness. The Subcommittee on Institutional Effectiveness (SIE) also will advise the President and members of the IPPC on assessment of institutional goals as appropriate to each area of the College as they bear on student learning and development and on the fulfillment of standards for accreditation. In fulfilling this function, the SIE will work to ensure that assessment plans are in place, are executed, and are consequential in all areas of the College. The SIE will act as a resource to both the IPPC and all bodies in the College engaged in strategic planning and data-informed decision-making.

1. Green light on the dashboard project.
2. Write outcomes for the project- what is our goal?
3. Propose timeline for the proposed dashboard project.

Future Potential Projects

- HEDS Diversity and Equity Campus Climate Survey in collaboration with CIGU
- Revise Institutional Assessment Plan

Strategic Plan Pillars

<u>Integrative Learning and Education</u>—To Develop Students' Capacities to Create, Imagine, and Change the World, and to Enhance the Work of the Faculty as Teacher–Scholars: *We will invest in pedagogical and scholarly programs and educational strategies that develop the capacities of students and faculty members to achieve, model, and demonstrate excellence as scholarly, creative, and integrative learners. In doing so we are committed to developing and implementing new and creative pedagogies and curricula that will support our transition to a technology-rich college.*

<u>Access</u>—To Ensure Access for All Our Students to an Extraordinary Educational Experience: *Students will have full access to opportunities for educational excellence across all three phases of their Skidmore careers—at admission, as undergraduate learners, and in transition to their postcollege lives.*

<u>Well-Being</u>—To Strengthen the Inclusiveness, Health, and Well-Being of Our Community: *We will create new opportunities for developing the skills that will make Skidmore a more healthful, inclusive, and creative community.*

<u>Sustainability</u>—To Continue to Build a Sustainable Institutional Foundation for Excellence: *Deploying the concept of sustainability, broadly understood, as an organizing principle, we will invest our time, energy, and funding in initiatives to ensure the College's long-term viability and success.*

IPPC Sub Committee- Institutional Effectiveness
Agenda
March 20, 2019

1. Accessing IE Materials (Kerry)
   a. Subcommittee website (agendas, minutes, history):
      https://www.skidmore.edu/assessment/steering_committee/index.php
   b. Inst-effectiveness-list SharePoint site (current project documents, agendas and minutes): https://liveskidmore.sharepoint.com/sites/inst-effectiveness-list
2. Discuss draft outcomes for dashboard project.

   a. To coordinate across divisions to create awareness (active) rather than just transparency (passive) of how divisional/departmental work aligns with the strategic mission of the college.
   b. To increase communication by making institutional activities more visible across divisions within the college community.
   c. To provide a formal and visual representation of college goals in relation to the strategic plan.
   d. To select clear measures to highlight the progress of the institution toward meeting its goals.
   e. To celebrate successes when the college has met its goals.
   f. To illuminate where resources are needed.
   g. To model best practices for the college by writing clear outcomes that are aligned with the strategic plan and associated metrics.
3. Review spreadsheet of Strategic Action Agenda map (Kerry)
4. Discuss scheduling longer session to develop dashboard later in spring.
5. Review schedule for remainder of year:
   a. April: Review examples of dashboards
   b. May: Review developing key performance indicators
   c. June: Select key strategic action items to be included in dashboard, select items from current dashboard to be kept, determine key performance indicators for each
   d. September: Review and discuss technologies
6. Annual Assessment Report (Amy and Peter)

Strategic Plan Pillars

<u>Integrative Learning and Education</u>—**To Develop Students' Capacities to Create, Imagine, and Change the World, and to Enhance the Work of the Faculty as Teacher–Scholars**: *We will invest in pedagogical and scholarly programs and educational strategies that develop the capacities of students and faculty members to achieve, model, and demonstrate excellence as scholarly, creative, and integrative learners. In doing so we are committed to developing and implementing new and creative pedagogies and curricula that will support our transition to a technology-rich college.*

<u>Access</u>—**To Ensure Access for All Our Students to an Extraordinary Educational Experience**: *Students will have full access to opportunities for educational excellence across all three phases of their Skidmore careers—at admission, as undergraduate learners, and in transition to their postcollege lives.*

<u>Well-Being</u>—**To Strengthen the Inclusiveness, Health, and Well-Being of Our Community**: *We will create new opportunities for developing the skills that will make Skidmore a more healthful, inclusive, and creative community.*

<u>Sustainability</u>—**To Continue to Build a Sustainable Institutional Foundation for Excellence**: *Deploying the concept of sustainability, broadly understood, as an organizing principle, we will invest our time, energy, and funding in initiatives to ensure the College's long-term viability and success.*

IPPC Sub Committee- Institutional Effectiveness
Agenda
April 17, 2019

1. Update on website (Kerry)
2. Update June 12 meeting in yellow room at Communications and Marketing from 1pm-4pm.
3. Finalized outcomes for dashboard project.

   a. To coordinate across divisions to create awareness (active) rather than just transparency (passive) of how divisional/departmental work aligns with the strategic mission of the college.
   b. To increase communication by making institutional activities more visible across divisions within the college community.
   c. To create a visual representation of college goals in relation to the strategic plan.
   d. To select clear measures to highlight the progress of the institution toward meeting its goals.
   e. To celebrate successes when the college has met its goals.
   f. To illuminate where resources are needed.
   g. To model best practices for the college by writing clear outcomes that are aligned with the strategic plan and associated metrics.
   h. To document college progress towards institutional goals.
4. Overview of dashboards
   a. https://provost.tufts.edu/institutionalresearch/files/InstitutionalDashboardsSeptember2005.pdf
5. Review dashboards
   a. https://www.bates.edu/research/dashboards/
   b. https://www.rit.edu/fa/irps/dashboard
   c. https://www.hamilton.edu/college/institutional_research/Dashboard%20June%202009.pdf (plus further ones on sustainability)
6. Future schedule
   a. April: Review examples of dashboards
   b. May: Review developing key performance indicators
   c. June: Select key strategic action items to be included in dashboard, select items from current dashboard to be kept, determine key performance indicators for each
   d. September: Review and discuss technologies, Design process for gathering feedback at all levels of the college, Develop communication plan

IPPC Sub Committee- Institutional Effectiveness
Retreat Agenda
June 12, 2019

1. Update on Institutional Dashboard project
2. IE Annual Report-Ultimately serve to document the work of the committee, as well as IE and assessment across the college. Brainstorm examples such:

    a. The health care sub group of IPPC that is working on benchmarking healthcare.
    b. CEPP, in collaboration with IR, studying student evaluations
    c. A student OER survey with resulting book exchange.
    d. Administering HEDS Diversity and Equity Campus Climate Survey

Contents

3. Discuss updating Assessment Plan

4. Assessing IE at Skidmore College
    a. SUNY rubric
    b. RIT rubric

5. Potential projects on the horizon
    a. High impact practices include Study Abroad, Internships, Service Learning, Capstone course/experience, First Year Seminars, Common Intellectual Experiences, Learning Communities, Writing Intensive Courses, Research, Diversity/Global Learning, E-portfolio
    b. Collaboration with CIGU on analysis of Campus Climate Survey
    c. Revising Alumni Learning Census