2020-2021 Assessment and Institutional Effectiveness Annual Report

Sponsored by
IPPC Subcommittee on Institutional Effectiveness

SKIDMORE
C O L L E G E

2020-2021

CONTENTS

INTRODUCTION

During the 2020-2021 academic year, assessment and Institutional effectiveness was shaped by needs created by the ongoing pandemic and by a college-wide commitment to racial justice. The COVID-19 pandemic resulted in operational shifts in every part of the college that prompted and informed assessments to continue to meet students' needs whether they were in residence on campus or studying remotely. Further, the President created a Racial Justice Initiative in response to local, national and global events that included a commitment to continue to build an inclusive and welcoming Skidmore College. Together, these commitments became a priority during this unprecedented year.

This report is prepared by the Institutional Policy and Planning Committee (IPPC) Subcommittee on Institutional Effectiveness (SIE). The purpose of the annual report is to both highlight and document assessment related activities from across the college. Per the charge of the committee, our goal is to use the results from these assessments to guide institutional action both in regard to student learning and operational effectiveness. The 2020-2021 membership consists of representatives from each division within the college:

- Michael Arnush, Associate Dean for Student Academic Affairs
- Catherine DeLorenzo, Director of Admissions
- Emily Kane, Student, Class of 2021
- Jennifer Allen, Budget Director
- Luke Meyers, Director of Marketing and Engagement
- Michael Sposili, Assistant VP for Alumni Relations and College Events
- Joe Stankovich, Director, Institutional Research
- Jamin Totino, Associate Dean of Student Affairs & Dir of Student Academic Services
- Amy Tweedy, Institutional Effectiveness Specialist, **Co-Chair**
- Peter von Allmen, Faculty Director of Assessment, **Co-Chair**
- Joshua Woodfork, VP for Strategic Planning and Institutional Diversity

INSTITUTIONAL ASSESSMENTS

NACCC Survey

In the fall of 2020, as a founding member, Skidmore College joined 68 other colleges across the nation to form the Liberal Arts Colleges Racial Equity Leadership Alliance (LACRELA) in order to address shared experiences involving racial climate on campus. As an initial step, LACRELA is partnering with the USC Race and Equity Center in a student-centered racial climate survey — the National Assessment of Collegiate Campus Climates (NACCC). The College administered the survey to students in the spring of 2021. 53% of students participated in the survey.

53% of students participated

The results will be analyzed in the fall of 2021 by the Committee on Intercultural and Global Understandings (CIGU) with identified campus partners. Once finalized, the results will be shared with the college community and used to inform the next iteration of the racial justice initiative.

The College has committed to participating in a racial campus climate staff survey in the 2021-2022 academic year and faculty survey in 2022-2023.

HEDS Diversity and Equity Campus Climate Survey

The HEDS Diversity and Equity Campus Climate CIGU working group presented the survey results to the campus community including Student Government Association, faculty, and staff in three separate presentations. In addition, the CIGU working group presented to the Board of Trustees Diversity, Equity and Inclusion working group. A full presentation to the Board of Trustees will take place in the Fall of 2021.

Racial Justice/DEI Inventory

The IPPC Subcommittee on Institutional Effectiveness sponsored a campus-wide Skidmore Racial Justice/DEI Inventory. The inventory project was created to mirror an inventory within academic departments and programs and in support of the President's Racial Justice Initiative. The committee recognized that many offices and units have already been engaged in addressing racial justice and diversity, equity and inclusion (DEI) efforts. An inventory of this work will make it easier for the College to highlight what we are already doing well and/or initiatives currently underway. The goals included the following:

- To develop a shared list of best practices
- To recognize our successes and creative ideas
- To make connections and/or collaborations between units and offices
- To identify professional development areas

Each member of the SIE was responsible for collecting reports from identified offices within their respective areas. The results will be collated by the co-chairs of the committee and shared with the college community in the fall of 2021.

Healthcare Working Group

The IPPC Healthcare Working Group was charged by IPPC during the 2019-2020 academic year to develop options to stabilize the rising cost of health insurance. Co-chaired by the Chief Operating Officer and a faculty member, the committee engaged in a model institutional effectiveness process. The group conducted benchmarking exercises, assessed employee needs through focus groups and a survey, communicated with the staff and faculty through a website, webinars and updates in the college bulletin. The working group concluded its charge with the publication of recommendations in the spring of 2021 to the college community. After a designated period for feedback, the Cabinet made final decisions on changes to the employee healthcare benefits. See the website for full details.

Institutional Assessment Plan

The IPPC Sub-Committee on Institutional Effectiveness revised the former Assessment plan to include all divisions of the College, in addition to academic departments and programs. The plan was also updated to collect current assessment practices that are routinely practiced and reflect the current organizational assessment structure. Finally, the plan demonstrates alignments the College mission, strategic plan and Goals for Student Learning and Development. IPPC approved the plan in the spring of 2021 and it will be implemented beginning in the 2021-2022 academic year.

ACADEMIC AFFAIRS

Department and Program Assessments

Thirty-six of 38 academic departments and programs submitted assessment reports. Of those, 24 conducted direct assessments, indirect assessments or both. Eighteen departments or programs conducted direct assessment of student learning despite difficult pandemic conditions. Nearly all departments and programs articulated plans for 2021-22 assessment in their reports.

Mapping Project- Goals for Student Learning and Development

To increase visibility and transparency of the academic mission as well as to increase intentionality in working towards fulfilling the college goals for learning and development, all departments and programs were asked to map their learning goals to the college goals for student learning and development. This work is complete and all department and program webpages have been updated to indicate these important linkages. As an example, we show the mapping of the Sociology Department Learning Goals to the College Goals for Student Learning and Development below.

Sociology Department mapped learning goals

Student Learning Goals

Below are the departmental learning goals mapped to **College-wide goals for student learning**.

I. **Knowledge**
   - Acquire knowledge about human society through the study of sociology and related disciplines. (Ia, Ib, Ic)
   - Understand core sociological concepts such as social structure, social inequality, socialization, social norms, social roles, social identities, social institutions, social theory, social research. (Ib, IIIa)
   - Recognize variation in human behavior and social systems over time and place. (Ia, Ib, IIIb)

II. **Intellectual Skills and Practice**
   - Use sociological imagination; understand the intersection of biography and history. (Ia, Ib, Ic, IIa, IIIa)
   - Gather, analyze, integrate, and apply varied forms of social scientific evidence. (Ib, Ic, IIa, IIb, IIc, IVa)
   - Engage diversity to practice sociology, collaboratively and across social identities. (Ib, IIc, IId, IIIb, IIIc)

Quantitative Reasoning (QR) Assessment

Beginning with the class entering Skidmore in Fall 2020, students were subject to a new set of general education requirements. Among these were substantial change in the quantitative reasoning requirements. Based in part on a general desire to increase the level of expected student competence in this area (i.e., more rigor) and also the desire to have students be able to apply quantitative skills, the new requirements both "upped the bar" and did more to scaffold skills needed for computation and interpretation of quantitative information. As an example of the change in focus, under the previous curriculum, calculus I (MA111) satisfied the QR2 requirement. Under the new curriculum, MA111 did not satisfy the AQR requirement as it is not a course based on applications. However, again by way of example, a number of statistics courses fulfilled the QR2 requirement and were also approved to meet the new AQR requirement based on their focus on application of statistical modeling.

The purpose of this assessment was to essentially "test the test" to determine if students placed in FQR or AQR by the new placement diagnostic had a reasonable chance of doing well in the course level to which they were assigned. While the circumstances of the test were far from ideal given that the COVID pandemic had an enormous impact on student experience and course delivery, the results are promising. Overall, it appears that the test is performing well and the established score cutoff for AQR is set correctly. We also find that students who qualified for AQR directly through the MSAT score performed extremely well in AQR courses. Given that this means of qualification requires neither a course nor an exam administered at Skidmore, our sense is that the high achievement in AQR courses by this group is as we would hope and does not indicate a need for a change in the cutoff MSAT score.

First-Year Experience (FYE) Assessment

The primary functions of the Skidmore College First-Year Experience Program are to challenge incoming students with a rigorous interdisciplinary course on a chosen academic and/or artistic subject matter that also addresses transitional issues associated with the first year of college in intentional and sustained ways. In so doing, we strive to minimize academic, social, and personal struggles among first-year students. The first-year of college is fraught with academic, social, and personal challenges for many. The Skidmore College

First-Year Experience program is designed to provide guidance and support to students as they confront those challenges. In order to do so, it is important that we have some sense of what kinds of challenges are utmost on the minds of incoming students. To assess the extent to which the program achieves these goals, a survey was administered to all Skidmore College students in March of 2021.

"About 90% of students agreed that their Scribner Seminar helped them improve their ability to 'make connections between ideas'"

Response to the survey was excellent. A total of 1,001 answered some or all of the questions on the survey between March 10 and March 23, 2021 of which *860 completed the survey*.

Overall, the information provided by the survey was extremely rich and provides critical insights into the FYE program regarding the efficacy of the FYE course, the peer mentor program and summer reading. Analysis of the survey data is ongoing. Full discussion of the work to date can be found in the FYE annual assessment report.

Racial Justice Teaching Inventory

In support of President Conner's Racial Justice initiative, the Faculty Director of Assessment asked all departments and programs to complete a racial justice and diversity, equity and inclusion (DEI) inventory. Virtually all departments and programs completed this work. The extent to which the faculty engaged with this project was truly impressive. Across the college, departments and programs took this process seriously, engaging in a wide variety of coordinate activities. These included changing or updating department goals, engaging external experts to facilitate discussions, departmental retreats, and even reading common texts to stimulate discussions.

Taken as a whole, it is clear that both at the individual faculty and programmatic levels, the Skidmore community is very attentive to issues of racial justice and DEI. That said, most feel that there is still important work to be done. One of the most common themes in the reports was that although faculty have the will to engage in this work, making real progress will require the assistance of external experts to facilitate discussions, providing training and lead workshops. Our sense is that it is important that the college work to provide such resources.

ASSESSMENT OF STUDENT'S COMFORT & KNOWLEDGE DISCUSSING RACE

- *32% felt knowledgeable in Pre-Assessment*
- *74% felt knowledgeable in Post-Assessment*

Racial Justice Teaching Challenge

As part of a new initiative, the Skidmore Racial Justice Teaching Challenge, faculty were encouraged to devoting a significant portion of educational content in their courses to focus on (a) the lives and experiences of Black folks in North America and/or the African diaspora, or (b) substantive engagement with issues of race and racism. Winston Grady-Willis, Professor and Director of Black Studies and Beck Krefting, Associate Professor and Chair of American Studies included a pre and post assessment for both the faculty teaching the 92 approved courses, and the student enrolled in these courses. The two question assessment included how comfortable and how knowledgeable participants felt in discussing race as it intersected with the content of the course. In

the pre-assessment, 32% of students reported being either knowledgeable or very knowledgeable. The percentage jumps to 74% in the post assessment. In the pre-assessment, 71% of faculty reported being either moderately comfortable or extremely comfortable discussing race. This percentage becomes 100% in the post assessment. This initiative has been carried forward to the 2021-2022 academic year where the assessments will be refined and repeated.

Sustainability

Mid-Plan Review

The Director for Sustainability Programs completed a mid-plan review of the 10-year Campus Sustainability Plan that inventoried the progress the College has made in the previous 5 years towards its sustainability goals. The results were shared with IPPC and will be published to the community in the fall of 2021. This review served both to gauge progress towards set goals, as well as the opportunity to update goals in response to updated technologies and campus resources.

Sustainable Construction and Renovation Policy

To ensure the College's sustainability goals and priorities were considered in the planning process, vested constituents prepared a Sustainable Construction and Renovation Policy that was approved by IPPC in March 2021. The guidelines will addressed in all Requests for Proposals.

> *"The Sustainable Construction and Renovation Policy informs decisions regarding the design, construction, and operation of our future built environment. The policy specifies both required and discretionary guidelines. This flexibility allows Skidmore to make strategic, data-driven decisions that balance sustainable infrastructure investments with budgetary limitations. The standards and guidelines outlined will guarantee that future campus development aligns with our institutional values, including health and well-being, justice and equity, environmental stewardship, and fiduciary responsibility. By following this policy, Skidmore will expand our living lab infrastructure, serve as a model for responsible campus development, and become more resilient to the effects of climate change."*

AASHE STARS Rating

The Director of Sustainability for Academic Affairs completed the "Sustainability Tracking, Assessment & Rating System (STARS)." STARS is a self-reporting framework of metrics used within higher education sponsored by the Association for Advancement of Sustainability in Higher Education (AASHE).   The framework areas include curriculum and research, engagement, planning and administration, leadership as well as operations. The College's current rating will be published in the 2021-2022 academic year.

ADVANCEMENT

With the close of FY '21, the Advancement team is pleased to complete the year having successfully met the dollar goals for the Skidmore Fund and overall fundraising totals (see below). We continued efforts to introduce President Conner to individual prospects, donors, and regional groups; executed a calendar of virtual events including Reunion 2021; created new opportunities for fundraising and engagement around DEI; assisted with planning of Commencement; enhanced donor stewardship; and continued the implementation and integration of the new thankQ database. Members of Advancement's Executive Leadership Team (Lori Eastman, Associate Vice President for Advancement, Ian Farrell, Assistance Vice President for Development, Mike Sposili, Assistant Vice President for Alumni Relations & College Events and Monica Keith, Executive Director of Operations & Prospect Development) have worked with the entire Advancement staff on these initiatives and continue to prepare for the arrival Carey Anne Zucca, the new Collyer Vice President for Advancement, who will arrive at Skidmore on July 1, 2021.

Fundraising Goals/Results & Quick Updates on Key Advancement Initiatives for 2020-21

	FY21 Goal	FY21 Final
Cash	$22.5M	$24.1M
Skidmore Fund	$7.55M	$7.85M
Alumni Participation (includes donors to all designations)	23%	18%

- Wrap-up of the Creating Our Future Campaign is now complete with the public announcement in February, virtual Campaign celebration in April that included a ribbon-cutting for the North Wing of CIS, a printed impact report for $50K+ cumulative Campaign donors and key volunteers, as well as a broad-based story in the spring issue of Scope. The effort raised a total of $229.4 M from 29,173 donors.
- In total, President Conner has been in front of more than 3,200 alumni, parents, and friends in broad-based programs and 250 donors and prospects in small-group discussions and individual zoom meetings. Our reliance on virtual connections has created an efficiency for Marc to interact with significantly more members of external constituencies than would have been possible in person. Virtual dialogues and events will continue throughout FY21 and into FY22.
- Since January 1, we secured nine gifts and commitments of $100K+ totaling $1.9M, supporting athletics, the Tang, CIS, student experiences, The Center, Skidmore Fund, scholarship, and the Entrepreneurial Artist Initiative.
- The thankQ Advancement database launched in early March, and we are continuing remote training and report writing to pull important fundraising and engagement information out of the system.
- Post-campaign primary fundraising priorities will include the Skidmore Fund; scholarships and financial aid; support for the student experience; CIS endowment diversity, equity, and inclusion and athletics, health and wellness.

The Skidmore Fund (SF)
With aggressive goals of $7.55M and 23% participation, the Skidmore Fund successfully exceeded its dollar goal, but did not quite hit the participation target due to lower than anticipated gifts from members of the

class of 2021 and a lack of Reunion participation gifts since a physical Reunion Weekend did not take place. We continue to implement the recommendations from the West Wind Consulting assessment. Key implementation steps taken this year included:

- Developing a stronger institutional focus to support the Skidmore Fund
- Enhanced Direct Marketing
- Strengthen Personal Solicitation
- Greater Emphasis on Making the Case: Why? Why Now?

DEI Fundraising and Engagement during FY21

Throughout this year, Advancement has focused on multiple initiatives to increase and enhance diversity, equity, and inclusion within various programs, including a focus on fundraising with both individuals and broad-based audiences. On April 30, we completed a pilot crowdfunding campaign supporting The Center, the Racial Justice Initiative, and DEI more broadly. In 11 days, we raised $79,729 from a participation audience, surpassing the $45,000 goal by 71% and leveraging a matching opportunity by a generous Skidmore family. In addition, we have raised $600K in funds from individual donors for construction of The Center.

Alumni Relations & College Events (ARCE)

Since the inception of the COVID-19 pandemic, Alumni Relations & College Events (ARCE) pivoted and developed an array of opportunities designed to enable alumni, parents, and friends to remain engaged with the College. The shift from in-person to virtual delivery has allowed us to reach new members of our constituency. A key initiative, beyond offering myriad of faculty webinars and panels, has been to introduce President Conner to alumni, parents, and friends in various regions. These "welcome events" have been hosted by members of the Board of Trustees (BOT), Alumni Association Board (ALBD) and President's Advisory Council (PAC). The format for each event included a brief introduction of and update provided by President Conner, followed by a question and answer period facilitated by lead volunteers. The next events in the series will include a virtual gatherings for the Pacific Northwest & Mountain Time Zones, the Central Time Zone (TX, Minneapolis & Chicago) and Greater New York City (NYC, Fairfield, Westchester, NJ, LI) on June 10. As we look ahead to the one-year anniversary of President Conner's arrival at Skidmore, we're planning a virtual "State of the College" address. The event, which will be open to all alumni, parents, and friends, will provide an opportunity for the President to offer reflections on his first year in office and provide members of the constituency with a sense of Skidmore's priorities in FY21 and FY22.

FINANCE AND ADMINISTRATION

Campus Safety - Racial Justice Initiative

As outlined in Skidmore College's Racial Justice Initiative, work focused on how Campus Safety protects, serves and supports each member of the Skidmore community began in fall 2020. A key goal of the work was to help "understand any concerns with Campus Safety and put in place processes to ensure the best outcomes for Campus Safety staff and for the Skidmore community they serve." To that end, Skidmore's Campus Safety Advisory Committee worked with Margolis Healy, a nationally recognized campus safety and security consulting firm, to lead a comprehensive, external assessment of Campus Safety.

In February, Margolis Healy hosted several campus safety forums to provide faculty, staff and students the opportunity to offer opinions and concerns about this vital area. In March, the Campus Safety Advisory

Committee meet with Margolis Healy to review preliminary findings and trends and set a schedule of regular meetings. A report summarizing findings from these forums and providing recommendations is in progress and will be shared with the Skidmore community via email and on the Skidmore website in the near future.

Campus Master Planning

The College began the process to revise the Campus Master Plan during the 2020-2021 academic year and

TIMELINE
- *Observe & Assess March - September 2021*
- *Envision & Test October 2021 - January 2022*
- *Synthesize (February – May 2022*

will serve as a prelude for future strategic planning. The framing of the project has been designed to align with the College's strategic plan pillars including Sustainability, Diversity and Inclusion, and Access. A representative task force is working closely with Ayers Saint Gross, a design firm specializing on Colleges and Universities. The process to date included planning meetings, a review of current campus space and a significant commitment to focus groups with the College constituents including students, faculty, staff, alumni, and community leaders. This project will continue through the 2021-2022 academic year.

MARKETING & COMMUNICATIONS

Overview

The Communications and Marketing team has transitioned very well over the past few months following Martin's departure. The unit continues to develop and implement impactful programming for the College and its many campus units, including Admissions, Advancement, Office of the President, faculty, Student Affairs and the Skidmore Shop. The team is engaged and working together in unison as we wrap a very busy spring semester.

At the same time, the recent months have challenged the team in new ways due to the many unprecedented projects Communications has engaged with, and this period has further stretched a unit that has always maintained a lean composition in the ratio of staff to output. In terms of new projects, the unit updates shared below will no doubt illustrate the many areas that the team has engaged with for the first time — or at least at an enhanced level — and the impact that has made on critical Skidmore operations and objectives. Of particular note are the following three areas of emphasis that have emerged for the team over the last year:

- Campus and College-level communications: In response to the greater demand for communications due to COVID, the team has significantly increased the scope and scale of its support of College-level messaging around health, safety and operations.
- Virtual event production and promotion: As has been reported previously, the need for virtual event programming sprang up almost overnight following the move to remote learning. While offices like LEDs and Media Services have engaged the academic segment of the campus community, Communications stepped forward to fill a void for planning and production of virtual events and

resources that address Skidmore's crucial stakeholder groups like prospective students, families, alumni and donors, and the local community.

- Commencement: This spring, President Conner appointed Diane O'Connor as the co-chair of the Commencement Working Group, where she oversees a 12-member team managing all logistics related to Commencement 2021. Luke Meyers also serves on the Working Group and has been instrumental in his work on the group as he moves many marketing, video and production logistics forward. Lastly, the Skidmore Shop has expanded its bandwidth to manage the ordering, assembly and distribution of Commencement regalia, cords and stoles, "celebration boxes" and other elements crucial to the graduation experience for students.

News and External Relations

Media Relations and Strategic Communications
The team continues to direct all media inquiries to the Campus Planning 2020-21 website as the official source of College information, including our COVID-19 Dashboard. Continuous and robust updates to the Campus Planning site remain a key priority, as we have worked to establish it as the hub for up-to-date information for internal as well as external audiences.

The team also continues to work closely with faculty, students and alumni to share their outstanding achievements with regional, national and international media. In one example from this semester, we collaborated with Kris Covey, visiting assistant professor of environmental studies and sciences, and National Geographic to promote the release of a first-of-its-kind Amazon rainforest climate study that Covey co-authored with 2020 graduate Zoe Pagliaro and 28 other leading scientists. As the first paper to conclude that the Amazon is most likely having a net warming effect on global climate, it drew the attention of many major news outlets, including The New Yorker, Smithsonian Magazine and Fast Company. To draw web traffic back to Skidmore's website, we generated our own web story and original video assets for a coordinated social media strategy, and used Skidmore's accounts to directly respond to influencer posts about the paper, including one by internationally known environmental activist Greta Thunberg.

News and Multimedia Content
From February 2021 to April 2021, the OCM content team wrote and published 25+ articles.

Some of our top stories from the spring semester were those that continued to highlight Skidmore's proactive, health and safety-oriented response to the pandemic. The recap of a special event with thought-leaders Cornel West and Robert P. George took the top spot – this event was broadly attended and well-received as an example of critical discussion and engagement across the political and intellectual spectrum. We continue to highlight the successes of our students and alumni, and the story about the resilience of the Class of 2020 further demonstrated our audience's interest in understanding the connection between the liberal arts and career and post-graduate success.

Top stories by views

- Cornel West, Robert P. George discuss the future of liberal education 1,585 views
- 2020 graduates defied pandemic economy, report shows 1,261 views
- A new semester, new classes and new excitement at Skidmore 1,007 views
- Op-ed: Health and safety Skidmore's top priority 909 views
- Skidmore Health Services staff assist with county vaccine rollout 810 views
- Serving up food from a safe distance 783 views

Website Development and Programming

This unit supported numerous offices across campus, including Admissions, Health Services, Division of Finance and Administration, Dining Services, Student Affairs, Advancement and many others, with the development and update of websites, web templates, custom programming, forms and online galleries. Sample projects include: Campus Master Planning, NACCC Survey, Black History Month and Diversity Events, Academic Lectures, Class of 2025 Yield Site, Special Programs, Campaign Wrap Up, Fall 2021 Planning and Samantha Sasenarine '21 Tribute.

Scope Magazine

The spring 2021 issue of Scope magazine is currently being printed at Quad Graphics. Issues will be delivered to alumni the week of May 24. Editorial selections consider the profound lessons that the Skidmore community has learned during an exceptional moment in history framed by the pandemic, discussions surrounding racial justice and a turbulent U.S. presidential transition. Faculty in various disciplines draw on academic courses, national and international events, and the College's own experiences to offer distinct "lessons for a post-pandemic world." The issue will give particular emphasis to ongoing Skidmore initiatives, the successful conclusion of *Creating Our Future: The Campaign for Skidmore*, the enduring relationships that characterize a Skidmore liberal arts education and the impressive achievements of the Class of 2021. The issue will be enhanced with Augmented Reality.

Marketing and Engagement

Admissions

Our team has continued a very high level of partnership and collaboration with the Office of Admissions through the critical phase of enrollment and "yield." Over recent months, the team developed and deployed: branded acceptance packets, a welcome video from the campus community (including President Conner), a new landing page specific to admitted Class of 2025 students, custom Skidmore stickers mailed to homes, a comprehensive email and social media campaign and a selection of dozens of virtual events held throughout the month of April offering opportunities for accepted candidates to engage with Skidmore's academic, co-curricular and campus life representatives.

The outcome of this strong partnership and collaboration was the successful enrollment of the Class of 2025, which will no doubt be reported on in detail by the Office of Admissions and Financial Aid.

The spirit of this collaboration has continued into our work with the First-Year Experience (FYE) office in an effort to overhaul their outbound communications (two student mailings and a parent mailer) to enrolled students by developing a strategic communications plan. This plan introduces a cohesive design and strategic deployment of materials that are designed to match the branded look of other key Admissions marketing documents.

Advancement and Alumni Relations

The team celebrated the successful completion of the *Creating Our Future* campaign during a "Celebration" Zoom event planned and produced in conjunction with the Office of Advancement. Our team produced a printed "impact report" to leverage student stories and messages from stakeholders to illustrate the wide-ranging impact of the funds raised. Other ongoing fundraising efforts continue in collaboration with the Skidmore Fund, including specific solicitation to support Diversity, Equity and

Inclusion initiatives. Our focus now shifts to working with Alumni Relations on summer events designed for Skidmore alumni and donors, including Reunion and the Palamountain Benefit/Polo By Twilight.

Digital engagement and social media

In recent years, efforts to develop interest in Skidmore among prospective students has shifted to the digital marketing space. Our team is now directly involved in the development of a "senior search" digital strategy with the Office of Admissions and their student inquiry provider, 3E Enrollment.

The team is currently down a position in social media management and, while plans are underway for hiring a replacement, we have engaged with Social Radiant, a digital marketing firm, to support advertising efforts in the interim. We continue to engage as many team members as possible in the work of developing content for "organic" social media posts. We are observing ongoing shifts across social media in terms of how audiences use each platform and how social companies continue to enact new privacy guidelines that prevent engagement with institutions like Skidmore. Of particular note will be the impact of the recent change to Apple mobile phones and other operating systems that will prevent social sites from accurately tracking and targeting users across platforms.

Virtual event production

The team continues to expand the scope of its work in virtual programming and promotion across campus for both internal- and external-facing events. In addition to ongoing recruitment events managed in partnership with the Office of Admissions (over 100 events year-to-date) the team worked with faculty to produce virtual events celebrating named lectures (Steloff, Harder, Zankel) and faculty panels (Black Studies, Management & Business, Political Science). The team also worked closely with the Office of the President to produce virtual events featuring guest academic speakers (Cornel West, Robert George, Charles Johnson). While the use of virtual event programming was born out of necessity at the start of the pandemic, we are observing many ways that this medium is especially well suited for delivering content, and we are actively planning for ways to leverage the platform in the future to continue to engage global audiences.

Skidmore Shop

Retail Website

The spring semester was a challenge for in-store shopping opportunities, as the College fluctuated among COVID alert levels. The Shop implemented an appointment system for book and merchandise order pick-ups, and foot traffic was diverted to the website through email promotions during this time. As a result, online orders increased by 35% versus the same period in 2020, and 29% versus the same period in 2019.

Pop-Up Shop

The Skidmore Shop hosted a pop-up shop on the upper Case walkway during the last week of April to allow families and prospective students who visited campus an opportunity to shop for Skidmore merchandise. Families were restricted from entering the Shop's location in Case Center for most of the semester due to COVID restrictions.

New Merchandise

Supply chains have had an opportunity to recover, and as a result, the Shop has new merchandise to freshen inventory. New merchandise will be featured on the Skidmore website, social media, and in window displays, via newsletter email blasts and social posts to drive traffic to skidmoreshop.com.

Commencement

The Shop was able to consolidate a regalia cords and stoles order for multiple campus departments to achieve more competitive pricing. Shop staff have volunteered to distribute honors cords and stoles in advance of Commencement. Shop staff will also develop and distribute Celebration Boxes for remote

graduates as they celebrate Commencement off campus. This program began last year when Commencement was held virtually for the entire senior class. Each box will contain earned cords and stoles, a commemorative 2021 Commencement face mask, and a letter from President Marc C. Conner.

Internal Partnerships

The Shop is collaborating with Surrey Inn employees to offer Skidmore and Surrey Inn branded items through the Inn's reservation website. When the Surrey Inn reopens to guests, visitors will be able to select and purchase commemorative items and gift baskets.

External Partnerships

Our external partnerships continue to boost our visibility within the community as well as support our needs. Northshire Bookstore has been an ideal auxiliary location for families who visit Skidmore and Saratoga for campus tours. Due to COVID restrictions, visitors were not allowed in Case Center for a majority of the spring semester. SPAC's Jazz Fest has selected the artwork of Maddy Tyler '21 to be featured on commemorative T-shirts and collateral for the 2021 event. The Skidmore Shop plans to host a merchandise booth onsite. Saratoga Book Festival will be held during Celebration Weekend in October, and we're working with the Festival to develop a presence for Skidmore.

Upcoming Sales Events/Promotions

Spring online sales events (including Senior Sale, Family Day Sale and Alumni Weekend Sale) will be boosted through email newsletters, social media, the Skidmore Weekly Bulletin, Scope Monthly, and Scope magazine, creating awareness and connecting with off-campus customers.

ADMISSIONS/FINANCIAL AID

Student Employment Review

During the 2020-2021 academic year, a working group was established to respond to students' request to increase the minimum student wage rate to match the NYS minimum. An increase in student wages was approved by IPPC in the spring of 2020. The working group consisted of staff from financial aid, finance, student affairs, the dean of faculty offices and two student representatives. The group was also charged with reducing the budget by $250,000 as part of a campus-wide budget reduction. To achieve this reduction, the working group proposed a student earning cap at the level of financial award. Further research was conducted during the 2020-2021 academic year. Ultimately, a cap earning to $2,400 per year per student employee was proposed with a phase in approach. The wage earning cap was approved by IPPC in the spring of 2021. The office of Financial Aid is coordinating with Human Resources to develop a training series specifically geared towards student supervisors to provide support while implementing these changes along with other work related topics. The wage rate will be reviewed biannually beginning in 2022-2023.

Admitted Student Questionnaire

Admissions participated in the Admitted Student Questionnaire (ASQ) sponsored by College Board. The survey was sent to 3,000 students who were admitted to Skidmore College in the summer of 2021. The survey is intended to gather feedback on what students think about the College's academic programs, recruitment literature, financial aid packages, facilities and cost of attendance. Admissions will work collaboratively with the Office of Institutional Research to analyze the results. The College has administered

the survey 7 times since 2001, with the most recent being 2017. Results will be analyzed during the 2021-22 academic year.

STUDENT AFFAIRS

Remote Learning Survey

> *70 laptops were loaned in response to student need identified in the Remote Learning Survey*

Student Academic Services sent a survey to students who were studying remotely during the fall 2020 semester. The survey was designed to gather student feedback concerning accessing academic courses and services as a remote learner. The instrument included a broad range of student needs to successfully access courses including reliable internet service, digital devices, specialized software applications, access to courses, the learning management system, textbooks, and integration of captioning. In addition, another range of questions focused on support including connection to faculty, friends, accessing campus resources and managing workload.

The results were analyzed in conjunction with additional feedback from other sources, discussions and observations. Some related outcomes included:

- Results indicated concerns about time zones. As a result, additional courses were added to the course schedule so that educational material was delivered at a reasonable hour for both parties. Faculty were also alerted and offered flexibility (in some cases) around due dates and exam schedules.
- Student academic services partnered with IT to establish a laptop loaner program for students on and off campus. This was designed to assist seamless online learning for high financial need students and/or students with damaged machines. We loaned out 70 machines in total.
- Stemming from this survey and other data sources, we recognized the need to assist second year students who studied off (or on) campus remotely to build social connections as we approached the 2021-2022 academic year. Informed by discussions from multiple offices, the First Year Experience staff took the lead on additional programming for this population in the fall of 2021.
- Captioning Zoom sessions became standard practice. Students, especially ESL and those with disabilities, find this particularly useful for processing course material and college online college events/presentations.

Student Satisfaction Survey

The Division of Student Affairs sent a survey to currently enrolled students in the fall 2020 to gather feedback concerning services, communication, feedback on the pandemic procedures and COVID testing protocols on campus, and plans for being on campus in the spring.

Students reported a need for more communication, inconsistency between practices within the dining hall and expectations of social interaction within residence halls, concerns about mental health and the needs for more breaks and asking for remote learners to be included in on campus events, where possible. The results were used to inform policies and practices for the spring 2021.

APPENDIX: INSTITUTIONAL EFFECTIVENESS PLAN

Skidmore College
Institutional Effectiveness Plan

Developed by
IPPC Subcommittee on Institutional Effectiveness

Contents

Assessment and Institutional Effectiveness (IE) at Skidmore College

The Institutional Effectiveness Plan for Skidmore College is designed to outline college-wide processes and expectations. These processes are designed to support and encourage intentional reflection of programs and services that uphold the mission of the college and align with the strategic plan in meaningful, manageable, and measurable ways. This Assessment Plan is adapted from the 2015-2019 plan.

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, support services, and co-curricular programs that will improve their learning.

In areas with an operational focus, we are also committed to applying best practices, engaging in continuous improvement, and cultivating sustainable practices. Ultimately, all areas of the college work together to support an environment that fosters student learning.

Finally, our plan has been designed to meet the standards for accreditation by the Middle States Commission on Higher Education.

The Responsibility of the President, Cabinet and Board of Trustees

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.

All Cabinet members (Academic Affairs, Admissions, Advancement, Finance & Administration, 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.

Organizational Structure for Assessment and Institutional Effectiveness

IPPC Subcommittee on Institutional Effectiveness (SIE)

The Institutional Policy and Planning Committee (IPPC) ensures that strategic planning and budgeting processes consider pertinent evidence. A subcommittee of IPPC, the Subcommittee on Institutional Effectiveness (SIE), has the following charge:

This governance committee's function is to advise the President and members of the IPPC on matters related to institutional effectiveness. The Subcommittee on Institutional Effectiveness (SIE) also advises 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 works to ensure that assessment plans are in place, are executed, and are consequential in all areas of the College. The SIE acts as a resource to both the IPPC

and all bodies in the College engaged in strategic planning and data-informed decision-making.[1]

The SIE is co-chaired by the Faculty Director of Assessment (FDA) and the Institutional Effectiveness Specialist (IES) and consists of representatives from every division in the college that are appointed by the respective Cabinet member.

Membership:

- Institutional Effectiveness Specialist, Co-chair (Academic Affairs)
- Faculty Director of Assessment, Co-Chair (Academic Affairs)
- Dean of the Faculty/VPAA *-or-* Associate Dean of the Faculty (Academic Affairs)
- Director of Institutional Research (Academic Affairs)
- Chief Diversity Officer or appropriate designee (President)
- Representative of Student Affairs in a leadership position (Student Affairs)
- Representative of Advancement in a leadership position (Advancement)
- Representative of Admissions & Financial Aid in a leadership position (Admissions & Financial Aid)
- Representative of Finance and Administration in a leadership position (Finance & Administration)
- Representative of Communications & Marketing in a leadership position (Communications & Marketing)
- One student, appointed for a one-year term through an SGA willingness-to-serve process (Students)

Staffing

Faculty Director of Assessment
The FDA coordinates academic assessment activities across the college and serves as representative to CEPP. The FDA works with academic departments and programs throughout the academic year to assist in the planning and execution of their annual assessment projects. The FDA also coordinates annual college-wide academic assessment projects, such as assessment related to general education.

Institutional Effectiveness Specialist
The Institutional Effectiveness Specialist (IES) advances the college's goals by coordinating effective and useful assessment of strategic goals and administrative functions in and across all divisions of the College. The IES serves as a representative to IPPC and the College's Middle States accreditation officer.

Coordinator for Institutional Research and Assessment
The Coordinator for Institutional Research and Assessment assists in tracking academic and non-academic department assessment plans and reports, and maintenance of the assessment report archive on the IE/Assessment website, and provides administrative support to the FDA and IES.

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[1] Taken from the Institutional Policy and Planning Committee Operating Code

Mission Driven Assessment

Goals for Student Learning and Development (GSLD)

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 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.

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

Assessments focused on student learning are aligned with GSLD. Academic department goals and the general education curriculum have been mapped onto the GSLD (Appendix B). In addition, the Division of Student Affairs centralizes these goals in their assessments. The college-wide assessment of the GSLD is primarily based on an Alumni Survey which has been mapped to the goals. Alumni at 1-, 5- and 10-years since graduation are surveyed, and the results are reviewed to determine areas that need to be strengthened.

Strategic Plan

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 require 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.

When appropriate, divisions are asked to align their assessment efforts with the strategic plan to begin to measure the ways in which we are meeting the goals of the College. The current strategic plan *Creating Pathways to Excellence: The Plan for Skidmore College, 2015-2025* contains four main pillars of institutional priority.
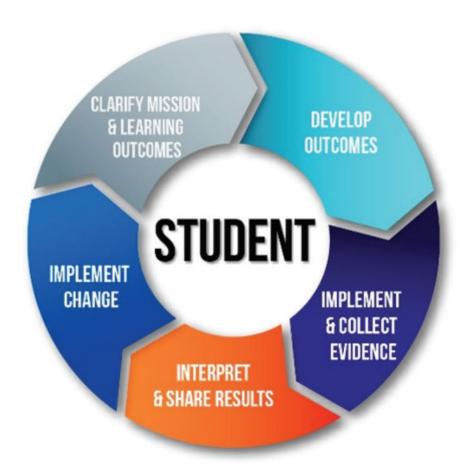
Integrative Learning and Education—To Develop Students' Capacities to Create, Imagine, and Change the World, and to Enhance the Work of the Faculty as Teacher–Scholars: We will invest in pedagogical and scholarly programs and educational strategies that develop the capacities of students and faculty 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 post college 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 Effectiveness Process

The College follows a continuous improvement cycle of institutional effectiveness that places the student at its center. Skidmore's core belief that Creative Thought Matters is celebrated within our assessment models.

Documentation

IE Annual Report

It is the task of the IES, in consultation with SIE, to ensure that the college documents assessment efforts across all divisions of the college. One result of this expectation is the preparation of an Institutional Effectiveness Annual Report that is submitted to both IPPC and the general community and published on the website.

Website

The IES, FDA and Coordinator for IR and Assessment maintain a college-wide website. In a password protected area, academic department annual reports are posted. In addition, a section has been designated as a repository of student affairs related assessment projects.

Assessment across the College

College-wide Assessment

The Faculty Director of Assessment and the Institutional Effectiveness Specialist work collaboratively with the subcommittee on Institutional Effectiveness, the President's Cabinet, and IPPC to plan, conduct and monitor pan-institutional assessment projects.

Administrative Offices

Every area within the College is expected to be engaged in assessment on an ongoing basis. We strive to nurture creative thought. In addition, we recognize that different divisional priorities require different timelines and assessment approaches. As such, divisions have the flexibility to determine projects that are specific to their operations and are expected to document progress on an annual basis.

October 1   Offices submit an overview of the assessment projects planned for the academic year to the SIE.[2]

July 1   Offices submit summary of assessment projects that occurred in the previous academic year.

September 30   The IES publishes an annual report from previous academic year.

Academic Departments Assessment

Assessment of Student Learning
All academic departments and interdisciplinary programs leading to a degree assess student learning within their programs regularly and systematically. In most cases, this implies the completion of an annual assessment project and report. More broadly, 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.

As noted above, each department/program is expected to conduct an annual project within the cycle of the assessment of student learning. Such assessments are typically narrow in focus. In its annual assessment report, the department/program is asked to discuss 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

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[2] List of Departments Expected to engage in assessment included in Appendix A.

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.

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.

June 1   Academic Department assessment reports due to the FDA. Reports include proposed assessment activities for the upcoming academic year.

June-August   The FDA reviews reports and prepares a written response.

Faculty who participate in assessment are recognized for their efforts and contributions. Assessment participation counts toward tenure and promotion decisions, but the results of academic assessments are not used to evaluate faculty.

Assessment of General Education

General Education curriculum assessment occurs along four dimensions: (1) integrative programs, (2) Foundations, (3) areas of inquiry, and (4) in-the-major literacies. All assessment of general education requirements is coordinated by the FDA in consultation with CEPP.

Integrative programs: First Year/Bridge/Senior Coda
The First Year Experience (FYE) and Bridge experience are stand-alone programs. As a result, the assessment of student outcomes are undertaken annually by the directors of those programs. The senior coda is offered by departments and programs across the college. Although senior codas are designed by individual academic departments, they are interdisciplinary by nature. As such, while any given department may assess how senior codas align with their curriculum expectations at any time, it undergoes a periodic assessment of its ability to meet its goals within the general education program on a periodic basis similar to the areas of inquiry described below.

Foundations: Quantitative Reasoning/Global Cultural Perspectives/Language/Writing
Assessment of the quantitative reasoning program is the responsibility of the QR director and the QR working group. Similarly, delivery of the courses that meet the world language and writing requirements is housed with specific departments (World Languages and English) who are responsible for their assessment on a periodic basis, though chairs of those departments may, in consultation with the CEPP, occasionally assemble a multi-disciplinary group to interrogate broader issues related to the requirement. Given that courses that fulfill the global and cultural perspectives requirement span many departments, CEPP will convene an interdepartmental working group to conduct periodic assessment of this requirement.

Inquiries: Artistic, Humanistic, and Scientific
Similar to the global and cultural perspectives requirement, the courses that fulfill each of these requirements span many divisions. CEPP will occasionally convene an interdepartmental group of faculty to conduct periodic assessment.

In the Major: Information Literacy/Oral Communication/Technology Literacy/Visual Literacy/Writing in the Major
Each department is responsible for integrating the assessment of in-the-major requirements into their broader assessment plan. The FDA will on an annual basis, make a recommendation for a special topic related to assessment of in-the-major literacies, though departments are not mandated to follow this schedule.

Surveys of Students, Faculty, & Staff

The College maintains a survey administration [schedule](#). It specifically includes surveys that are all-college in nature with a focus on students, faculty and/or staff. Most of the surveys, especially student ones, are administered by Institutional Research (IR). The College uses a mix of instruments developed internally as well as nationally. Most surveys are administered on a biennial, triennial, or greater schedule. Some of the surveys administered include: ASQ, CIRP, NSSE, COACHE, FSSE, YFCY, Withdrawn Student, HEDS Alumni, HEDS Diversity and Equity Campus Climate, etc.

Program Reviews

Administrative Departments

In addition to assessment of student learning and/or institutional effectiveness, departments are highly encouraged to complete a self-study every eight years. Administrative offices in Academic Affairs are expected to conduct a self-study. This process of reflection includes a review of staffing, business processes, budgeting, and services. In addition to this internal process, departments should include an external component such as reviewing professional organization expectations and conducting benchmarking activities. See Appendix A for details.

Academic Departments

In addition to the assessment of student learning, academic departments are routinely engaged in assessing their department and curriculum. Academic departments are expected to complete Triennial Reviews. In addition, academic departments are expected to engage in a self -study approximately every ten years. This extensive process includes self-reflection, review of quantitative student data, benchmarking best practices within the field and an external review. See the Chairs Handbook for specific details.

Assessing Assessment

Every accreditation cycle, the SIE will be charged with reviewing the Institutional Effectiveness Process.

Appendix A: Areas Engaging with Assessment

List of areas expected to engage in on-going assessment as determined by the IPPC Subcommittee on Institutional Effectiveness

Academic Affairs

Academic Advising
Academic Departments/Programs
Center for Leadership in Teaching and Learning
First-Year Experience
Foundation and Corporate Relations
Institutional Research
Library
Off-campus Study & Exchanges
Opportunity Program
Registrar
Special Programs
Sponsored Research
Sustainability
Tang

Admissions and Financial Aid

Advancement

Communications and Marketing

Finance and Administration

Campus Safety
Dining Services
Financial Services
Human Resources
Information Technology

Student Affairs

Athletics
Campus Life and Engagement
Career Development Center
Health and Wellness
Residential Life
Student Academic Services
Student Success
Title IX- Deputy Coordinator Services

Administrative Department Self-Study

Department self-study serves as a form of assessment of priorities, practices, and activities. The self-study is designed to be similar to the academic department self-study. However, the external review is replaced by a benchmarking exercise. Departments are encouraged to engage in a self-study every eight years or as directed by the divisional vice president.

Outcomes:

1. Review and revise, as needed, department mission and goals in relation to the College's Strategic Plan, Goals for Student Learning and Development as well as divisional priorities.
2. Write a self-study that reflects on the current strengths, areas for improvement and opportunities within the department.
3. Engage in benchmarking exercise to review best practices, staffing models and future directions of department function.

Outline

1. Executive summary
2. Introduction to the administrative department
    a. Mission and Goals
    b. Organizational Structure
    c. Budget
    d. Staffing
    e. Metrics used to determine success of meeting goals
    f. How Goals are aligned with institutional priorities
3. History of changes to the department since previous self-study
4. Overview of results of benchmarking exercise
5. Discussion of department strengths, areas for improvement and opportunities
6. Recommendations for the future including staffing, resources, equipment, or other support

Annual Assessment/Institutional Effectiveness Plan for Administrative Offices

DEADLINE: *Discussed end of fiscal year, June 30*

Year		Department	
Division		Primary Contact	

EXECUTIVE SUMMARY

GOALS *(How project(s) connect with Strategic Plan, Division Goals, Department Goals, and/or Goals for Student Learning and Development)*

DESCRIPTION OF THE PROJECT

SUMMARY

COMMUNICATION OF RESULTS *(How are results being communicated both internally and to key stakeholders?)*

ACTION STEPS *(What action steps arise as result of assessment)*

FUTURE ASSESSMENTS

Note: Academic Departments and Student Affairs have their own templates.

Appendix B: Mapping General Education Curriculum to Goals for Student Learning

	General Education Curriculum Fall 2020														
Goals for Student Learning and Development	INTEGRATIONS[1]			FOUNDATIONS[1]				INQUIRIES[1]			IN THE MAJOR[2,3]				
	First Year Experience	Bridge Experience	Senior Experience Coda	Applied Quantitative Reasoning	Global Cultural Perspectives	Language Study	Writing	Artistic Inquiry through Practice	Humanisitic Inquiry and Practice	Scientific Inquiry through Practice	Information Literacy	Oral Communication	Technology Literacy	Visual Literacy	Writing in the Major[1]
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															
II. 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															
III. 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															
IV. 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															

[1] shading for Integrations, Foundations, Inquiries, and Writing in the Major is per CEPP comments in 28 April 2017 General Education Curriculum

[2] shading for In the Major (other than Writing) extrapolated from 28 April 2017 General Education Curriculum

[3] Learning outcomes for int the major competencies determined by individual academic departments and programs