2021-2022 Assessment and Institutional Effectiveness Annual Report

Sponsored by
IPPC Subcommittee on Institutional Effectiveness

2021-2022

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INTRODUCTION

The 2021-2022 academic year marked the implementation of the Institutional Effectiveness/Assessment Plan which was approved by IPPC in the previous year. A new aspect of the revised plan calls for submission of annual assessment reports from identified administrative offices across the college. Given the ongoing demands and shifting priorities created by the response the COVID-19 pandemic, we approached the 2021-2022 year with the goal of a soft implementation of the plan allowing additional time for administrative offices to identify and document their assessment activities.

The annual report includes college-wide assessment initiatives such as the concluding year of the Campus Master Planning Process and participation in the NACCC staff survey, as well as assessment activity within each of the divisions. Taken together, the report narrates an institutional commitment to investigating and improving the College's future, culture and student learning.

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 2021-2022 membership consists of representatives from each division within the college:

- Michael Arnush, Associate Dean for Student Academic Affairs
- Catherine DeLorenzo, Director of Admissions
- Jennifer Allen, Budget Director
- Amy Ballesteros, Web Developer/Programmer
- 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

Campus Master Planning

The College continued the **Campus Master Planning** process during the 2021-2022 academic year, in collaboration with Ayers Saint Gross. The plan was approved by the Board of Trustees in May of 2022.

> - *Moving Greenburg Childcare Center was identified as a priority*
> - *Improvements to Skidmore's main entrance have already begun*

The Master Planning process offered an opportunity to critically, and collaboratively, assess the state of Skidmore's campus and the many projects that have been proposed, planned and framed in recent years, with an eye toward freshly evaluating those projects and determining how they fit into current and emerging strategic priorities, needs and aspirations.

The College examined potential future projects in academic affairs and student and residential life, to see what curricular needs might help structure future building projects.

Sustainability, diversity and inclusion, and access informed each decision, and the process involved the entire Skidmore community — students, staff, faculty, as well as the Saratoga springs community — in order to clearly identify and articulate the highest needs of the College in this future-oriented planning.

Staff/Faculty Compensation Review

In collaboration with academic affairs leadership, the Human Resources office undertook a staff and faculty compensation market study during the 2021-2022 academic year. The goals of the project were to ensure that Skidmore College is externally competitive and providing equitable levels of compensation. The College engaged a consultant who conducted benchmarking at both peer and aspirant schools and reviewed regional data. In addition, multiple national survey results were included in the data. Skidmore's salary program was analyzed in relation to these results, including a benefits comparison. In addition, a Faculty Compensation Study Working Group was established to identify a peer group for benchmarking, determine criteria for considering internal salary equity and establish targets for external benchmarking of faculty salaries.

The outcomes of this assessment resulted in multiple action items. The College:

- identified two benefits areas in which the College is less competitive: Life insurance and employee tuition assistance;
- identified approximately 50% of staff positions as being eligible for an equity adjustment;
- established minimum starting pay rates for non-tenure track faculty;
- increased payment per credit for part-time faculty;
- identified promotional increase opportunities to correct inequities;
- increased per hour instruction rates; and
- included long-term part-time faculty as eligible for general salary adjustments.

The results were shared with IPPC, announced in staff and faculty meetings and presented in full to the College community in a webinar. The College prioritized equity changes for positions and incumbents who are at the lowest end of the pay scale and furthest away from the market median; these salary adjustments went into effect for the 2022-2023 fiscal year. After completing the first phase of implementation, the College will conduct a pay equity analysis using multivariate regression analysis.

NACCC Surveys

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 committed to surveying students in 2021, staff in 2022 and faculty in 2023.

NACCC Student Survey
The College administered the survey to students in the spring of 2021. The results were analyzed in the spring of 2022 in collaboration among Institutional Research, Institutional Effectiveness and the President's Office. Results were presented to the President's Cabinet, the Institutional Planning and Policy Committee (IPPC) and as part of the programming for "In It." The results will be used to inform the continuation of the racial justice initiative.

NACCC Staff Survey
The College administered the newly developed staff racial campus climate survey during the spring of 2022. The results will be analyzed during the 2022-2023 academic year in close collaboration with the Office of Human Resources.

Non-Returning Student Survey

The Office of Institutional Research administered the Non-Returning Student Survey. This study examines the attitudinal reasons students gave for voluntarily withdrawing from Skidmore College. Satisfaction levels regarding key areas of academic and social concern were also assessed for both the transfer institution and Skidmore. The instrument was revised in 2021. A group of faculty and staff reviewed it with a goal of refining the questions to align with institutional needs and add or adjust DEI-focused questions per institutional racial justice initiatives.

Students who entered Skidmore at any time as a first-time, first-year student but voluntarily withdrew between Sept 1, 2019 and Aug 30, 2021 were contacted five times over the months of November 2021, December 2021, and January 2022 to complete the online survey. The overall response rate was 23%.

The Office of Institutional Research will publish a summary in the fall of 2022 which will be shared with stakeholders.

NSSE

The National Survey of Student Engagement (NSSE) was administered in the spring of 2022. Results will be analyzed by the Office of Institutional Research in the fall of 2022 and results will be shared with the college community.

FINANCE AND ADMINISTRATION

Response to Transphobia Student Activism

In response to student activism, Skidmore College committed to two action items. Working with the Chief Diversity Officer, Facilities Services developed a plan to update signage designating All Gender bathrooms. In addition, two bathrooms were renovated to be single stall bathrooms providing necessary additions in two main academic buildings.

In addition, a campus task force was charged with reviewing the practices of legal and preferred names within institutional information systems. The task force conducted an audit to identify current databases in offices across campus, identifying where legal name must be used and began a draft policy for the College. This work continues in the 2022-2023 academic year.

ACADEMIC AFFAIRS

Department and Program Assessments

Assessment activities continued across the College for 2021-22. Within Academic Affairs, these were comprised of three project types: assessment of department and program learning goals; assessment of general education requirements; and assessment of overall student performance and retention. Department and program assessment is an essential component of our efforts as it provides a systematic test of whether students are meeting department and program learning goals. Each year, each department or program chooses a specific learning goal for assessment. Results of those analyses are used to make modifications in courses or requirements to further student learning. With few exceptions, all departments and programs are engaged in this work on an annual basis.

General Education assessment this year was primarily directed towards a more detailed investigation of the FYE survey data as well as a survey of students enrolled in the new Bridge Experience (BE) courses. Analysis of the BE data will begin in the fall.

Academic Probation or Waiver Assessment

Perhaps most ambitious is an analysis of students who receive academic probation or waivers. At the request of the Faculty Director of Assessment and Associate Dean Michael Arnush, the Office of Institutional Research has constructed an extremely rich and detailed dataset of more than 11,700 students (all students entering since 2005), detailing their academic performance. The central focus of the data is on students who encounter academic difficulty, including when this occurs, how long it persists, and how they subsequently progress towards graduation. We believe a detailed analysis, which will begin in earnest in the 2022-23 academic year, will shed significant light on which students are most likely to struggle and how we might best help them to succeed.

Quantitative Reasoning (QR) Assessment

Beginning with the class entering Skidmore in 2020, students were subject to a new set of general education requirements. Among these were substantial changes in the quantitative reasoning requirements, based in

part on a general desire to improve the ability of students to use quantitative reasoning to make informed choices and interpretations. With the raised expectation that all students be able to apply quantitative skills, the new requirement scaffolded skills needed for computation and interpretation of quantitative information. A quantitative reasoning placement diagnostic was developed to assess the quantitative skills of incoming students to place them into one of three levels: MA 100, Fundamental Quantitative Reasoning (FQR), or Applied Quantitative Reasoning (AQR) to enable the appropriate level of skill development.

The goal of last year's assessment was to determine if the cutoffs for AQR placement were appropriate. This past year, the purpose of the assessment was to determine if the cutoff between MA 100 and FQR was appropriate. The preliminary results suggest the cutoff may be too high, meaning several students may be taking a course they don't need (MA 100) before taking an FQR course. Based on the results, we are providing students placed into MA 100 but near the cutoff the opportunity to take the old QR1 test that enabled students to place out of MA 100 under the old curriculum. We will examine how many students near the cutoff test out of MA 100 to inform whether the cutoff should be lowered.

Other Academic Administrative Assessments

There are a wide range of administrative offices that also engage in assessment within the division. Included here are a selection of examples. The Office of Academic Advising examined service usage over the spring of 2022. The FYE Program examined the prevalence of academic and social stress across a variety of student backgrounds, identities, and program participation that connects with the Academic Probation or Waiver Assessment. The Opportunity Program examined usage of their space to inform decisions about staffing levels and when to keep the space open. The Registrar's Office examined classroom usage as a more nuanced follow-up to the campus master planning process. Off-Campus Study & Exchanges examined the usage of the Advisory Committee on Off-Campus Programs that informed a recommendation to end the committee that was sent to CEPP to act upon during the fall of 2022.

Sustainability

The Campus Sustainability Plan mid-point review was completed in the 2020-2021 academic year, though officially shared with the campus community via internal communications and on the website in the 2021-2022 academic year. The mid-plan review provided the Sustainability Office with critical data and summary for use in adjusting sustainability goals and developing staff annual action plans for the coming year based on progress metrics and perceived opportunities.

Ongoing and routine tracking and reporting activities (*e.g.* energy, waste, food purchasing, and engagement metrics) also took place during the 2021-2022 academic year, in response to external surveys and in preparation for annual reporting the following year. Finally, the student-run Sustainability Workplace Operations Program (SWOP), first piloted in 2020-2021, was officially launched and carried out last year (2021-2022). Two students worked with Skidmore staff and departments, using a program scorecard, resources, and events, to assess and promote sustainable workplaces and lifestyles (e.g., food, meetings, events, community involvement, DEI, health/well-being, waste, energy, purchasing, transportation, etc.).

ADVANCEMENT

With the close of FY '22, the Advancement team, led by Carey Anne Zucca, Collyer Vice President for Advancement, is pleased to complete the year having successfully met the dollar goals for the Skidmore Fund and our overall fundraising target (see below). Throughout the year, we continued with our efforts to introduce President Conner to individual prospects, donors, and regional groups; executed a myriad of virtual and in-person events including the Commencement ceremony for the class of 2022, two Reunion Weekends and a Commencement Celebration for the class of 2020; created new opportunities for fundraising and engagement around DEI; enhanced donor stewardship; and continued the integration of the thankQ database (CRM).

Fundraising Goals/Results & Quick Updates on Key Advancement Initiatives for FY '22

	FY '22 Goal	FY '22 Final
New Gifts & Commitments	$35M	**$36.3M***
Cash	$24.6M	$27.6M
Skidmore Fund	$7.625M	$7.98M
Alumni Participation (includes donors to all designations)	20%	18%

* The $36.3M noted above includes a $5M conditional pledge from the Sands Family Foundation.

- In FY ' 22, Advancement completed over 700 individual visits with donors, prospective donors and volunteers.
- From 6/1/21 thru 5/31/22, we secured 33 gifts and commitments of $100K+ totaling $20.7 million, supporting athletics; the Tang: CIS; student experiences; The Center; Skidmore Fund; scholarship; Creativity, Innovation, and Entrepreneurship; the library; collaborative research; the Entrepreneurial Artist Initiative, and more.
- Modeled a five to six-year effort to achieve $10M+ in annual giving through the Skidmore Fund. With the $7.98 million raised in FY '22, we are currently on track to meet this goal, targeting $8 million in FY23.
- We maintained report writing and utilization of our CRM during a time of leadership transition while training the Advancement staff.
- Our fundraising priorities included the Skidmore Fund; scholarships and financial aid; support for the student experience; CIS endowment; diversity, equity, and inclusion; creativity, innovation, and entrepreneurship; and health, wellness, fitness and athletics.

The Skidmore Fund (SF)

> *"Much of the Skidmore Fund success can be attributable to our repositioning of the Fund's importance, enhanced messaging, and the introduction of specific, often increased ask amounts, which West Wind Consulting advised us to implement..."*

With an aggressive goal of $7.625 million, the Skidmore Fund surpassed that target and raised $7.98 million. Throughout the year, we continued to implement the recommendations from the West Wind Consulting assessment and onboard staff to fill vacant positions, including a new Senior Director of the Fund who began this summer. Much of the Skidmore Fund success can be attributable to our repositioning of the Fund's importance, enhanced messaging, and the introduction of specific, often increased ask amounts, which West Wind Consulting advised us to implement to raise sights and encourage regular increases in giving, as well as the tenacity of the team to achieve their goals despite not being fully staffed.

DEI Fundraising and Engagement

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 13th, we completed our second-annual crowdfunding campaign supporting Wyckoff Center, the Racial Justice Initiative, and DEI more broadly. During this week-long event, we raised $101K from members of the constituency, surpassing the $75,000 goal by 33% and leveraging a matching opportunity by a generous Skidmore family. In addition, we have raised more than $1.51 million in funds from individual donors since the inception of our efforts for construction of the Wyckoff Center that was formally named last May.

Alumni Relations & College Events (ARCE)

We are proud to reflect and highlight our accomplishments of executing two Reunion Weekends in June: Reunion Weekend I for Classes ending in 2s & 7s, June 2-5, 2022 (4 days) and Reunion Weekend II for the classes ending in 0s, 5s, 1s & 6s on June 10-12, 2022 (3 days). In addition, we also welcomed back members of the Class of 2020 for their commencement celebration June 3-5, 2022. Here are some brief data points that underscore our success

- We welcomed 542 alumni with 132 guests (total attended 674) for Reunion Weekend I
- We welcomed 425 alumni with 120 guests (total attended 545) for Reunion Weekend II
- We welcomed 283 members of the Class of 2020 (nearly 50%) back to campus for their Commencement Celebration along with 27 other alumni guests and numerous parents, family members and friends.

We continued to introduce Carey Anne Zucca and President Conner to alumni, parents, families and friends through a combination of virtual and in-person events this year and President Conner engaged with members of the constituency in various geographic regions. This summer, we held the following presidential events:

- Board Chair Nancy Hamilton '77 and Alumni Association President Rob Resnick '88 served as co-hosts for President Conner's 2nd Annual State of the College Address, in a virtual format (June 27).

- Canandaigua, NY (July 10) to highlight the $5M commitment the Sands Family Foundation made in support of Creativity, Innovation and Entrepreneurship.
- Hyannis, MA (July 14) at the home of former Trustee Harry Alverson '73 and Katie Alverson '74, parents of Lily '13.

In conjunction with the College's on-going Campus Master Planning process and in anticipation of the College's next campaign, we initiated efforts to administer a survey to our alumni to learn more about their insights, opinions and perceptions of Skidmore. We undertook this important initiative with the assistance of **Washburn & McGoldrick**, an international higher education consulting firm. The results will guide the College's strategic planning and alumni engagement efforts to maintain Skidmore's position as an increasingly prominent nationally-recognized institution. Our last alumni survey was conducted in 2014, so this new initiative should yield some very important insights that will help further inform our engagement efforts.

In addition, and in an effort to expand our pipeline of major gift donors, Advancement contracted with MarketSmart to develop and launch a gift lead generation program in FY '23 that will utilize surveys and an automated marketing platform to provide prospective donors with an opportunity to tell us about their philanthropic plans for Skidmore and also let us know about their interests in the College. This approach will allow us to cast a wide net over our entire prospective donor population (alumni, parents & family, and friends) and allow us to more efficiently engage and solicit donors.

ADMISSIONS/FINANCIAL AID

Skidmore College Enrollment Project

Beginning in March of 2022, Skidmore College partnered with Maguire Associates to conduct a multi-faceted enrollment project. The first component of this project was a data and discovery period during which Maguire Associates collected primary institutional data necessary to understand statistically significant drivers of yield for both first-year and transfer students at Skidmore. This data was provided by the Skidmore Admissions, Financial Aid, and Institutional Research offices for the entering fall cohorts of 2019, 2020, and 2021. Maguire Associates supplemented this data with data from the U.S. Census, American Community Survey, and other geodemographic tagging resources and thoroughly examined the price sensitivity and yield tendencies of Skidmore's admitted student pools. This analysis culminated in a set of multivariate predictive models, one built on students who received unfunded institutional aid dollars from the College under its meet-full-need financial aid policy and merit aid programs, and the other on students who received no unfunded institutional aid dollars.

"In tandem with Skidmore's institutional leadership, Maguire Associates has been providing an ongoing assessment of the most realistic expectations for enrollment, financial aid, and revenue planning over the next 5-15 years."

Simultaneously, Maguire Associates conducted an analysis of Skidmore's competitive environment. This analysis included an assessment of Skidmore's positioning on key performance metrics for private 4-year liberal arts institutions relative to a set of cross-applicant, New York State, and aspirant peer institutions.

However, this analysis also focused intently on the geodemographic outlook of the prospective market from which Skidmore recruits its students. With a comprehensive understanding of both the factors that drive

student yield at Skidmore and the projected outlook of Skidmore's primary recruitment territories, Maguire Associates was able to establish a baseline expectation of what the most significant challenges and opportunities will be in the near and distant future. In tandem with Skidmore's institutional leadership, Maguire Associates has been providing an ongoing assessment of the most realistic expectations for enrollment, financial aid, and revenue planning over the next 5-15 years.[1]

STUDENT AFFAIRS

Assessment of Student Affairs and the Student Experience

Under the leadership of VP of Student Affairs/Dean of Students, an assessment of the structure, staffing and services of the Division of Student Affairs was conducted. In collaboration with Peterson Rudgers Group, individual interviews were conducted, a landscape scan of peer institutions was conducted and staffing models were benchmarked. Results will be reviewed in the 2022-2023 academic year and an action plan developed.

Athletics

During the 2021-22 academic year, Skidmore Athletics focused in response to student need, national standards and aligned with a greater vision to build a more diverse, equitable, and inclusive community; the focus was on DEI training and education. The Athletic Department participated in the NCAA One Team training which is geared towards guiding coaches and athletic staff to create LGBTQ inclusive environments and "an athletics climate of respect."

In anticipation of future transgender student-athletes, we expanded our training to include scenarios of how best to navigate the situation when it comes up so that all individuals feel safe and respected while wearing a Skidmore College uniform.

One Team training is about training all athletic coaches and staff to recognize the special challenges that some LGBTQ athletes face and how to be confidantes and mentors for students who need them most.

In addition, an Athletic DEI Alumni Panel engaged in a Sharing Our Stories presentation to build inclusion and offer action steps for athletes and teams. The presentation was then recorded so that those who could not participate in real-time were able to view the presentation later. There were a total of 1,188 registered views.

Career Development Center Assessment Activities

Mentoring Program Survey

We are in the second year of a pilot program which was originally designed to engage students who weren't otherwise connected to the Career Development Center. Through a longitudinal assessment conducted in 2019, we were able to see that students with "low" GPAs were the least connected to our services. With that in mind, we received funding from an external donor, launched the mentoring program, and eagerly accepted referrals from key colleagues across campus who worked with the target population. We weren't able to reach our initial goal through those referrals, so we opened it up to any student interested in having a
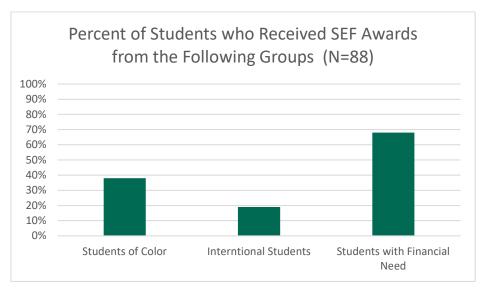
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[1] Taken from the Skidmore College Enrollment Project Report 2022

mentor. Given that the program originally was connected to academic performance, we connected students by major the first year, and focused on connecting young alums with students – as they may be more relatable.

Upon feedback received from the first year of implementation, we shifted the matching criteria to be focused on career goal, rather than major, and delayed the onset of the program from September to November. Matches were prioritized by career interests, rather than length of time since graduation or a common major. We will again access this program in May 2023 to see if this new matching process helped mentees feel like they had a better connection to their mentor.

Summer Experience Fund (SEF) Equity Audit

In Summer 2022, the Career Development Center distributed 88 awards to students who completed unpaid summer experiences.

Percent of Students who Received SEF Awards from the Following Groups (N=88)

- Of those 88, 33 were students of color or 38% of recipients. Approximately 26% of the Skidmore population identifies as a student of color, and we were reassured that the program was being inclusive in that way.
- Of those 88, 17 awards went to international students, or 19% of recipients. Approximately, 10% of the Skidmore population identifies as an international student, and we were reassured that the program was being inclusive in that way.
- Of those 88, 60 awards went to students with financial need, or 68% of recipients. Approximately 55% of the Skidmore population receives some kind of financial assistance, and we were reassured that the program was being inclusive in this way.

Given that students who have financial need are less likely to participate in unpaid internships, it's crucial for us to access this group year after year. Additionally, we know underrepresented groups, like our students of color, continue to be underrepresented in internship cohorts nationally, so it is important for us to access this group as well. Finally, given the barriers to experiential learning for international students, it is also important that we continue to access this group.

This program relies on external funding that varies year to year. With similar funding, I would expect to see similar trends. With decreased funding, we may see different figures.

Summer Internship Equity Audit

Nationally, according to a recent NACE Brief, *Inequity in Internships Despite Progress Made* - "Women and students of color are underrepresented in internship cohorts." At Skidmore in Summer 2022, our Black and Latinx students were overrepresented in the number of students "not sure" of their summer plans.

24% of total respondents (341) were not sure of summer plans.
- White: 49/209 – 23%
- Black or African American: 16/30 – 53%
- Hispanic or Latinx: 12/37 – 32%
- Asian: 12/46 – 26%

Using internship programs as a diversified pipeline to a diverse workforce is recommended by the National Associate of Colleges and Employers as a best practice. Additionally, casting a wider net using virtual recruiting options is recommended.

In spring 2022, the Career Development Center offered a series of employer information sessions from the perspective of individuals who are members of Employee Resource Groups (ERGs). We hoped that students had a chance to get their questions answered about identifying an inclusive workplace, and potentially connect to internships and employment through an employee referral program.

Additionally, we are thinking more broadly about experiential learning opportunities as we know that there are a variety of high-impact learning practices that help students develop the competencies needed for long-term success including leadership, service-learning, research, and internships. With that in mind, we are going to be co-hosting a workshop meant to engage student leaders in Campus Life & Engagement, and we plan to take a group to the National Student Leadership Diversity Conference in November. We are also potentially hosting a First Gen Networking Mixer in NYC.

When looking at the summer internship survey data, we realized that the sample size was small as we examined our underrepresented groups. We need a larger sample size, so the information can be more than directional in nature, and with that in mind we incorporated identity-based questions into our post-graduate survey, First Destinations.

First Destinations Survey

For the Class of 2021, Skidmore students saw consistent outcomes with our peer schools within the Liberal Arts Career Network (LACN). There were minor differences across these important categories, most notably in the percent of students seeking employment, base salary, and continuing education. We will monitor these trends for the Class of 2022. With the addition of identity-based questions in the survey, we hope to take a closer look at this information. The response rate was 77%, within the typical response rate of peer institutions.

	Skidmore	LACN Mean
% of Class in Employment	63%	67%
% of Class in Continuing Education	26%	20%
% of Class Seeking Employment	10%	4%
Base Salary*	$40,000-$49,000	$ 51,892.00

*Only 19 schools collect this information

Health and Wellness

Gender Inclusive Audit

Health and Wellness policies and practices were reviewed with an eye to ensure gender inclusivity. As a result, the sexual and reproductive health history form was updated and updated to an electronic form that is automatically sent to students. Instructions for collecting urine samples was updated. The website was restructured to combine services under a gender inclusive "sexual and reproductive health" section. The Electronic Health Record was updated to make the student's name and pronouns more visible and a process was developed to regularly update the information.

Peer Health Education Program Review

The Peer Health Education program was reviewed. Though there was an increase in student membership, other problematic trends were emerging. Debrief sessions were held at the professional staff level, the Peer Health Education (PHE) leadership level and among the PHE members. Five categories were identified through these conversations including a focus on participation rates, program retention, group cohesiveness, appropriate membership and program outcomes. After careful review, it was determined that reducing participation in the program would increase the strength of the program. In addition, a tool was implemented to establish program objectives and debriefing programs and methods for building group cohesion will be instituted.

Referrals

To ensure timely care and improve communication, the referrals to outside medical providers was updated. These changes included using a standardized referral form that is generated in the Electronic Health Record, implementing new process for sending referrals along with relevant records and established new process for tracking progress and completion of the referral.

Sport Reviews

The Sport Reviews process was assessed with the outcome to improve efficiency and customer service while maintaining clinic quality. As a result of the review, the forms were updated, collaborated with the Athletic Trainers to clarify paperwork submission process and developed more efficient workflow for sports reviews.

Title IX Review: "We Hear You"

In response to student concerns and a protest in October 2021 over the College's Title IX policies, procedures, and effectiveness, President Conner announced the "We Hear You" initiative, led by Vice President of Student Affairs and Dean of Students Adrian Bautista. The initiative consisted of first consulting with an external Title IX expert, Leslie Gomez, from the law firm Cozen O'Connor to conduct a review of the College's Title IX apparatus and functions. As part of the review, VP Bautista and Ms. Gomez held multiple listening sessions for students in November and conducted an additional survey in April 2022. During that time, Ms. Gomez also interview multiple college officials involved in Title IX work.

> *As a result of the "We Hear You" initiative,*
> - *The Advisory Council on Sexual and Gender-Based Misconduct was reconstituted*
> - *The Title IX Coordinator's office was moved to the student union*
> - *Relevant campus officials attended a training at Wellspring*

In response to what was learned, the College has taken a number of steps, and efforts remain ongoing: VP Bautista with assistance from Title IX Coordinator Joel Aure reconstituted the previously on-hiatus Advisory Council on Sexual and Gender-Based Misconduct. In addition, the Title IX Coordinator's office was moved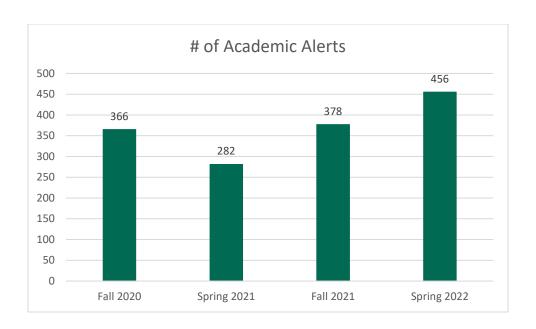 to the student union to be more open to students with the aim of more outreach/programming. Among other efforts as part of this initiative, VP Bautista also arranged for various relevant campus officials to attend a training at **Wellspring** with renowned educator and founder of the *Mentors in Violence Prevention program*, **Jackson Katz, Ph.D**.

Student Academic Services (SAS)

E-note Assessment

In the fall 2021 Skidmore instituted an updated electronic note system which we refer to as E-Notes. The purpose of E-Notes is to foster seamless communication among the three primary academic support teams at Skidmore: Student Academic Services (SAS), the Office of Academic Advising (OAA), and the Opportunity Program (OP). While this system had existed for a number of years, the technology supporting the program was discontinued and required a collaboration among SAS, OAA, OP and Information Technology (IT) to rebuild a new system. The new system, now housed in Argos, launched in fall 2021 and SAS spearheaded an ongoing effort to monitor its operation and collect feedback from staff utilizing the system throughout fall 2021 and spring 2022. Based on numerous communications among the three offices, SAS worked with IT over summer 2022 to improve the functionality of the system.

Importantly, E-Notes is also the technology that operates Skidmore's Academic Alert system, which is a tool faculty can use to report academic concerns about student classroom performance. In this, we experienced a sharp uptick in the total number of academic alerts from fall 2021 to spring 2022. This increase underscored the need to improve the efficiency and functionality of E-Notes.

of Academic Alerts

A bar chart titled "# of Academic Alerts" showing values across four semesters:
- Fall 2020: 366
- Spring 2021: 282
- Fall 2021: 378
- Spring 2022: 456
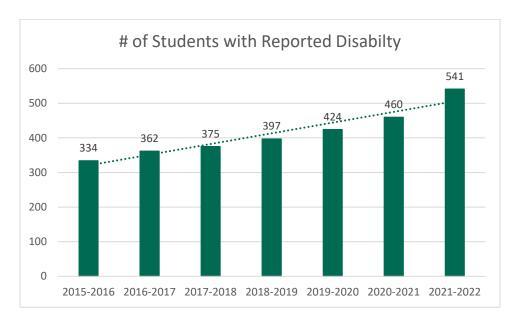
Functional improvements included:
- Added advisors and advisor email addresses
- Added parent/guardian contact (if release was provided by student)
- Added email hyperlinks for student, advisor and parent contacts
- Added link to Degree Audit
- Updated format/type size
- Updated wording/bullets for Academic Alert
- Added legal name
- Added probation/waiver indicator to all tabs
- Added OAA counselor management
- Added day/time to current registration

International Student Services

- Student Academic Services and the Counseling Center partnered to assess international students' transition to Skidmore College. In addition to a survey, a listening session was held on Zoom. Both revealed that students were feeling disconnected, in large part by the distance among us all that COVID created. In response, three student support events were held, communication and collaboration between SAS and CS were increased and SAS increased the use of social media to connect with students.
- The **Friendship Family Program** is meant to connect new international students with local and Skidmore community individuals and families as a way of building community connections. The program is voluntary and we typically connect most of our first-year students with host individuals and families. Following a survey of our participants that took place prior to the pandemic we were able to refocus our energies in 2021-22 to streamline the program. Our findings were that while students were connecting with families outside of the Skidmore community it was inconsistent and concerns about liability arose. As all Skidmore employees must undergo a background check, it became clear that we should focus on connecting students only with Skidmore faculty and staff. These changes were implemented in fall 2021 and have proven easier to manage.

Serving Students with Disabilities

Student Academic Services (SAS) conducted a usage assessment and documented a steady and consistent increase in the number of students with disabilities which results in a need for increased services.

of Students with Reported Disabilty

Year	# of Students
2015-2016	334
2016-2017	362
2017-2018	375
2018-2019	397
2019-2020	424
2020-2021	460
2021-2022	541

As the demand on Student Access Services has continued to grow, our staffing remained at one fulltime Coordinator of Student Access Services and one split position as our Administrative Assistant and Testing Services Coordinator. It has become clear our staffing model is inadequate to meet the demands of students and faculty. One outcome of this assessment is to revise the position description of our Learning Specialist to help manage accessibility services, particularly in relation to assistive technology. The revised position will formalize responsibility for acquiring alternative textbook material, supporting student use of live captioning and learning programs such as Glean and Read and Write, and implementing instructional video resources through LinkedIn Learning. The position will also assist with the review of applications and documentation for academic accommodations, working with prospective and accepted students and their parents, and managing academic alerts for students with disabilities.