

IPPC Sub Committee- Institutional Effectiveness Minutes

September 12, 2023

Present: Joe Stankovich, Corey Freeman-Gallant, Jamin Totino, Sarah Delaney-Vero, Joshua Woodfork, Kelly Sheppard, Mike Sposilli, Amy Tweedy

1. Welcome and update on membership
 1. Admissions: Janessa Dunn will be joining the group.
 2. HR: Sarah Delaney-Vero joined as a guest today and will make an appointment
 3. Finance and Admin
 4. Communications and Marketing
 5. SGA
2. Update on progress on HHMI High Impact Experiences project
 - a. Where we are at and next steps
 1. HHMI Project 2 – How do we build a culture of being data informed as related to DEIJA through building use of disaggregated data into the culture. This is also an expectation of MSCHE accreditation.
 2. Last year we developed a list of High Impact Experiences to include which was, in part, driven by available data utilizing the AAC&U definition.
 3. In addition, identified demographic categories relying primarily on IPEDS race ethnicity, IPEDS gender, documented disability, first language, Pell eligibility, and first generation.
 4. Our goal is to identify gaps and present to campus to address them. We should be equalizing opportunities for students and providing resources where needed.
 - b. Some of the challenges we have faced along the way
 1. IR worked this summer to pull Banner data, and Kelly worked on identifying sources data not available in Banner that IR then merged to create larger dataset. Our sincere gratitude for this effort.
 2. Kelly is working on basic descriptive statistics from the developed dataset Building off Transitions and Transformation report (2014) to inform the analysis. (The T&T report will be emailed separately to the committee)
 3. Discussed new federal Supreme Court ruling and noted that demographic data is collected in Slate but Admissions is blind to it. However, it is available in Banner upon matriculation.
 4. Noted we used student employment data for co-curricular high impact experiences and realized titles are not standardized which made it difficult to compare. How do we leverage opportunities to develop best practice? For example, as student employment data is migrated to Oracle. Other examples included multiple terms for Tang Internships, CDC summer experiences data and Sponsored Research participant data.
 5. Noted many co-curricular activities such as SGA leadership are not available in our student information system.
 6. Kelly is completing a subproject for the HHMI IE3 grant analyzing DFW rates in key stem courses [CH 125(6)] that can be used to identify barriers and inform curricular and pedagogical change. Framework of analysis of disaggregated data

year by year, who is doing well and not – department by department when appropriate given sample sizes (see 7). Kelly will serve as point person and we hope it will be a model for larger courses on campus.

7. Discussed privacy concerns. In other words, how to protect student identity when dealing with small sample sizes?

3. Student Success

- a. Presentation from Academic Affairs- Corey presented analysis he has conducted this summer regarding student achievement gaps using cGPA.
 1. Reviewing patterns in pre-covid and current state.
 2. Referenced prior achievement/retention study that did not result in identifiable action steps within the community.
 3. Outcomes: Preliminary analysis demonstrates today's environment is radically different than the pre-Covid environment. We can identify achievement gaps along intersecting dimensions of race/ethnicity and first-generation status.
 4. Defined AQR-Academic Quality Rating (Admissions). Qualitative assessment of students' opportunities pre-college and in that context their preparation for the Skidmore learning environment. Opportunity and thus preparation are significantly impacted by societal and systematic factors including racism, classism, ableism, sexism, and other forms of oppression and bigotry, resulting in differentials along different intersecting dimensions of identity before students even arrive to Skidmore. They are also significant factors impacting students while they are attending Skidmore and thus their learning.
 5. AQR-based achievement gaps vs. Skidmore-based achievement gaps – seeing equity gaps in achievement along some dimensions of identity despite similar preparation. Our goal is to mitigate the prior differentials in opportunity and preparation not to make things worse. However, out of the COVID pandemic we are seeing preliminary evidence of increasing gaps on some dimensions of identity beyond those created prior to students attending Skidmore. Need to verify and then appropriately address.
 6. AQR gaps haven't been addressed at Skidmore. This work will also move in the direction of addressing these gaps to live up to our ideals.
 7. Corey presented a modeling methodology strategy to be replicated regarding measuring student achievement gaps (cGPA).
- b. This work has identified a need within the College to have a systemized process for measuring student success moving forward. The Associate Dean and SIE co-chairs believe this is an appropriate proposal for the SIE committee to create in the 2023-2024 academic year.
 1. Determine what metrics will be used?
 2. Methodology?
 3. Which demographics?
 4. Determine privacy and access?
 5. How to communicate results?
 6. Determine timeline.
 7. In the future, we can use the results to identify the predictors of probation or what are predictors of high achievement to support student success?
 8. How do average students conceive of success? How do we want to define student success?

4. Upcoming Assessments
 - a. Test Optional – assessing policy – results being reviewed by Admissions. Little difference seen in enrollments by identity, AQR etc. post-test optional
 - b. FEC reviewing faculty governance committees
 - c. NACCC Faculty Survey – Will go out this fall. That will conclude the 3-year cycle.
 1. Student results at national level will be released
 - d. HEDS Alumni Survey. Waiting for results.
 - e. Assessment of Board of Trustees using outside consultant is complete and currently being reviewed with the board.
 - f. QR of the new requirement.
 - g. Continuation of Gen Ed curriculum assessment: oral communication. First cohort through new curriculum will be graduating this academic year.
 - h. Bridge Experience projects and repository of work. Adding Faculty survey of Bridge Experience.
 - i. FYE self-study external review next year
 - j. Floating 4th credit audit by Curriculum Committee – important ahead of MSCHE reaccreditation.
 - k. Implementation of Accessible Information Management system for testing services in response to increased demand in Student Academic Services.
5. Update annual reports and overall SIE Annual Report saved to next meeting.
6. Update MSCHE
 - a. Reaccreditation process beginning
 - b. Kelly, Dorothy, and Amy participating in MSCHE sponsored self-study institute.
 - c. We are first cohort under [revised standards \(14th\)](#). Encourage the committee to review.

IPPC Sub Committee- Institutional Effectiveness Minutes

October 10, 2023

Present: Julie Delay, Janessa Dunn, Corey Freeman-Gallant, Kerry Nelson, Martha O'Leary, Jamin Totino, Kelly Sheppard, Mike Sposilli, Joe Stankovich, Amy Tweedy, Joshua Woodfork

- 1) Welcome new members
 - a) Welcoming Janessa, Julie and Martha to the committee!
- 2) High Impact Experiences: A peek at the results
 - a) Overview- This project is connected to HHMI Inclusive Excellence 3 where we are part of 15 institution learning cluster. There are 2 projects: 1: Inclusive and accessible teaching and learning environments, 2: How do we build a culture of data informed DEIJ work at Skidmore which is where our project falls.
 - b) Our research question: Are students across different dimensions of identity at Skidmore participating equally in high impact practices? If not, we need to ask the follow-up of why not.
 - c) As we have continued this analysis, we have also been interested in the impact of COVID-19.
 - d) Data includes Graduates 2020-2023 determining # of HIE students participated over the course of their career. In addition, looking at overall numbers of students who participated in each included experience between 2016-2023.
 - e) Our hope is to connect this work with previous data analysis project titled "Transitions and Transformations (T&T) from 2010-2012.
 - f) Discussed limitations in terms of data continuity (i.e. student employment), IPEDS gender and race/ethnicity
 - g) Briefly, discussed other challenges with data collection as it relates to sustaining such assessment.
 - h) We will form a working group to engage further analysis.
- 3) Student Success Project- Step 1: Defining Student Success
 - a) Research Question: As an institution, what variables and methodology will we use to measure student success.
 - b) Outcomes
 - i) Create codified system and practices college-wide.
 - ii) Build data informed decision making into our culture
 - iii) Demonstrate how we meet the revised middle states standards.
 - c) For next meeting, please review the following to inform our discussion:
 - i) Review [Student Success study](#) on share point
 - ii) Review [Goals for Student Learning and Development](#)
 - iii) Review [Defining Student Success](#) document and [journal article](#)
- 4) Review and comment on [annual report](#) draft.
- 5) Update MSCHE
 - a) Beginning process. Kelly and Dorothy are chairs. Self-Study institute has begun.