

**IPPC Subcommittee on Institutional Effectiveness**  
**Minutes**  
**9/14/2020**

**Present:** Jennifer Allen, Michael Arnush, Cathy DeLorenzo, Luke Meyers, Kerry Nelson, Mike Sposilli, Joe Stankovich, Jamin Totino, Amy Tweedy, Peter von Allmen, Joshua Woodfork

1. Active Committee Projects
  - a. Finalizing IE/Assessment Annual Report – To be published October 1.
  - b. Submitting revised Assessment Plan to cabinet for approval this year
2. Future Committee Projects
  - a. Professional Development: In the spirit of the Racial Justice Initiative, we will discuss a shared reading focusing on equity in assessment for the October meeting.
  - b. Discussed promoting a staff survey from an IE perspective.
    - i. Who would instigate a survey of staff?
    - ii. Noted HR would need to be consulted at some point.
    - iii. Potential questions: How has your work and life changed? What do you think about the direction we are going in? What should we have done differently? What positive changes has this crisis caused? What efficiencies have we discovered?
    - iv. Jamin and Luke volunteer to discuss further with Amy.
3. Planning
  - a. We may need to shift the meeting time to accommodate student members.
4. Action Items
  - a. Read Equity in Assessment: Montenegro, E., & Jankowski, N. A. (2020). A New Decade for Assessment: Embedding Equity into Assessment Praxis.(attached)
  - b. Review CIRP Freshman Survey results and infographic (attached)
5. Next meeting
  - a. Discuss DEI in Assessment
  - b. Move Assessment Plan forward
  - c. Discuss CIRP and HEDS survey results in the context of how we can identify other surveys or data we already have that can be useful for decision making.

## IPPC Sub Committee- Institutional Effectiveness Agenda

October 12, 2020

Present: Cathy DeLorenzo, Kerry Nelson, Amy Tweedy, Peter von Allmen, Michael Arnush, Joe Stankovich, Jamin Totino, Mike Sposilli, Luke Meyers, Emily Kane, Joshua Woodfork

Absent: Jennifer Allen

Welcome to Emily Kane and brief introductions

1. 2019-2020 Annual Report is finished!, final edits are underway
2. Update on Fall 2020 Employee Survey.
  - a. Drafted and submitted to cabinet. Cabinet thanks SIE for their work. Will use November staff meeting to take some of the questions to discuss in breakout rooms. Cabinet will think about the survey after that meeting. Who will it come from-SIE or Cabinet or HR?
    - i. Focus on what have we learned, what can be helpful for Spring?
    - ii. Staff oriented-may not cover concerns of faculty? Meant to be employee focused rather than faculty academic experience.
  - b. Student survey will raise some of the same concerns
    - i. Looking for data we can immediately act on and make decisions for Spring
    - ii. Student survey being developed. Intent is to gather experience of students so far. Going out next Monday or earlier.
    - iii. International remote learner students surveyed separately. 34% response rate so far.
    - iv. Res life, who is returning, who is staying over break
    - v. Need to make sure students know that evaluations are still happening, this feedback is not a replacement for evaluations. Best to not send at same time as evaluations.
    - vi. qSETS and long forms will go out on 11/9 and students will have the opportunity to complete evaluations then.
3. HEDS survey results are being shared with community
  - a. Additional session for people who haven't been able to attend
  - b. Results will be posted on Skidmore website-multiple links from cigu, diversity, racial justice. Password protected?
  - c. IR could host, will there be a standalone HEDS page as well?
4. Racial justice
  - a. In It 5
  - b. Department assessment tasks- finish mapping, finish direct assessments started last year, look at how assessment might work with racial justice initiative in departments and programs to record where we are. Inventory of where departments and programs are in courses, hiring and retention re E&I.

- c. Departments should assess what they would like to do, what resources are needed. How will these be shared and used.
  - d. Reviewed Equity in Assessment: Montenegro, E., & Jankowski, N. A. (2020). A New Decade for Assessment: Embedding Equity into Assessment Praxis.
    - i. Overview-2 forms of assessment: culturally responsive and socially just
    - ii. Socially just is more methodological. Power, oppression and bias. Tools, sources of evidence, resources, timelines, procedures and how data analyzed.
    - iii. Student involvement. Often student becomes object rather than participant. Engaging students' voices in assessment process such as providing feedback regarding learning goals, ensuring information is clear and understandable, culturally responsive, challenge our assumptions.
    - iv. Transparency
      - 1. Dept goals more visible on website
      - 2. Be upfront on what is being assessed, share rubrics-social capital vs. skills
    - v. Data
      - 1. Disaggregate to identify gaps
      - 2. Note what data is measuring- social capital or learning? (i.e. grades)
      - 3. Be mindful of ways in which data analyzed, the small "n" (some populations removed and therefore silenced).
      - 4. Use data you already have- make connections
      - 5. Comparing students of color to white students- sets the white student experience as the norm
      - 6. Vary the types of evidence used, as well as the method
      - 7. Sometimes can unintentionally norm white students if comparing. How to make assessment process equitable.
  - e. Discussed Equity in Assessment
    - i. Marginalized people often mistrustful of ...
    - ii. Test optional was a step towards equitable ...
    - iii. Additive model
    - iv. When do we think about bringing certain groups in
    - v. Involving students in department goals
    - vi. Training faculty about equity is essential, CLTL should be involved
    - vii. Encourage departments that are good at assessment to take the lead, and then share
    - viii. Discussed assessing new general education curriculum- specifically Scribner seminar, bridge experience (dovetail with power and justice), and Senior coda. Capture something from current senior experience and then follow cohort of new curriculum through senior year
    - ix. This year's gen education assessment project will assess QR and FYE, next year, same, after that bridge, then Coda in 2024-25. Will contribute to Middle States.
5. Reviewed CIRP survey results-infographic

New Series: *Getting to Know You*- review of data that we currently have. This month-  
Higher Education Research Institute (HERI) CIRP Freshman Survey.

For over 50 years, the CIRP Freshmen Survey (TFS) has provided data on incoming college students' background characteristics, high school experiences, attitudes, behaviors, and expectations for college. The survey, created by Dr. Alexander "Sandy" Astin in 1966, has resided at the Higher Education Research Institute at UCLA since 1973. To date, over 15 million students at over 1,900 institutions have participated in the survey.

Our mission as a research institute remains to "inform educational policy and promote institutional improvement through an increased understanding of higher education and its impact on college students."<sup>1</sup>

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<sup>1</sup> <https://heri.ucla.edu/cirp-freshman-survey/>

## IPPC Sub Committee- Institutional Effectiveness Minutes

November 9, 2020

Present: Amy Tweedy, Kerry Nelson, Peter von Allmen, Jennifer Allen, Cathy DeLorenzo, Joe Stankovich, Jamin Totino, Michael Arnush, Joshua Woodfork, Mike Sposilli

1. 2019-2020 Annual Report is finished!
  - a. Sent to IPPC and Cabinet
  - b. Posted to SIE webpage  
[https://www.skidmore.edu/assessment/steering\\_committee/documents/IEandAssessmentAnnualReport2019-20.pdf](https://www.skidmore.edu/assessment/steering_committee/documents/IEandAssessmentAnnualReport2019-20.pdf)
  - c.
2. Update on Fall 2020 Staff Survey- Review recently released HEDS Fall 2020 COVID Staff Survey.
  - a. Instead of a staff survey, Sarah Vero is working on professional development with supervisors, will add the questions to ongoing conversations.
3. Next readings- which one first?
  - a. Hong, R. C., & Moloney, K. (2020, October). There is no return to normal: Harnessing chaos to create our new assessment future. (Occasional Paper No. 49). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment
  - b. Dorimé-Williams, M. (2018). Developing socially just practices and policies in assessment. *New Directions for Institutional Research*, 2018(177), 41-56.
  - c. Group is interested in starting with Hong and Moloney. Amy will present and overview of the article at our next meeting.
4. Beyond the Survey: Assessment methodologies
  - a. Amy presented IE methodologies beyond surveys
    - i. Usage Numbers
    - ii. Student Needs
    - iii. Program Effectiveness
    - iv. Cost Effectiveness
    - v. Campus Climate or Environment
    - vi. Comparative (Benchmarking)
  - b. Surveys
  - c. Observations
    - i. Focus Groups-Alumni Affairs is doing focus groups with alumni of color
    - ii. Case studies-SAS could do case studies on accommodating students with disabilities
    - iii. Case studies in academic advising
    - iv. Document analysis
  - d. Benchmarking
    - i. National Standards
    - ii. Peers
    - iii. IPEDS

- iv. NSSE
- v. HEDS
- vi. External reviews/self-studies
- vii. Consultancies
- e. Need for routine self-studies
  - i. Who is getting regular feedback?
  - ii. Individual staff, supervisor, department, division, institution
  - iii. Cost-effectiveness of external review-virtual will reduce costs and make more reviews possible
- 5. New Series: *Getting to Know You*: Reviewing data that we currently have. This month-  
Withdrawn Student Survey. <https://www.skidmore.edu/ir/secure/withdrawn/index.php>
  - a. How do we use this data to inform programs?
  - b. What do we need to think about-review instrument?
    - i. Would committee collaborate on a revision of the instrument? EMG and IR don't have the bandwidth.
    - ii. Would be worthwhile to collaborate with FYE. Amon is working with the students most likely to leave after freshman year.
  - c. Enrollment Management group reviews results each time.
  - d. Have we ever done a survey for faculty who leave? Exiting faculty go to different offices: HR, DOF, President's office, so commonalities might not be captured.
- 6. New Business and Announcements
  - a. We will look at NSSE survey next time.
  - b. Rubric around IE. Meeting people where they are.
  - c. Peter will present what he is asking faculty to do.

## IPPC Sub Committee- Institutional Effectiveness Minutes

December 14, 2020

Present: Cathy DeLorenzo, Kerry Nelson, Mike Sposili, Amy Tweedy, Michael Arnush, Jamin Totino, Joe Stankovich, Luke Meyers, Joshua Woodfork

How we organize the work we do in context of student life cycle.

1. *Getting to Know You: Assessing the Student Life Cycle-*
  - a. Alumni Relations and College Events! Mike Sposili, Assistant VP for Alumni Relations and College Events, presented ways in which the office is continually assessing Alumni Engagement as defined by attendance at events, volunteering and giving. Alumni engagement is critical to the success of the college. Alumni relations has a staff position dedicated to data management on a broad range of metrics that is uploaded to a dashboard. Mr. Sposili outlined the ways in which this information is used to inform departmental resources. He also updated the committee on the pivot to virtual events during the pandemic and the successes they were seeing with alumni participation. Finally, Mr. Sposili reported on the results of an alumni survey concerning the impact of Covid 19 and preferences for online communications. For example, 78% reported satisfaction with the frequency of email. Overall, almost 1,800 alumni responded. It was noted that collaboration with offices across office were essential to the success of the shift to the pandemic, specifically Marketing and Communications.
  - b. Next *Getting to Know You* - Cathy DeLorenzo will present Admissions activities
2. Expanding Academic Affairs Racial Justice Inventory to divisions/departments across the college.
  - a. Questions posed to academic departments:
    - i. How do your department or program's goals map to the college goals in support of racial justice and DEI? Do you have a specific goal or goals that address these issues? If not, how might you structure a new goal to do so?
    - ii. What specific courses and programming advance these goals?
    - iii. Does your disciplinary organization (national association) have programming or resources that you might leverage to forward racial justice at Skidmore?
    - iv. Do you need additional resources to accomplish your goals in this area? If so, what would be most helpful?
  - b. Discussion
    - i. What counts as diversity? SAS and Acad Affs already doing DEI. What about Finance and Administration or Marketing and Communications, Facilities, Dining Services for example? Who is the arbiter of what counts and what doesn't?

- ii. Note to include administrative units within academic affairs such as Library, OAS, IR.
  - iii. Discussed if DEI is included in divisional/departments' mission and goals?
  - iv. Amy, Jen and Cathy will work on restructuring language.
- 3. New Business and Announcements



## IPPC Sub Committee- Institutional Effectiveness Agenda

February 9, 2021

Attendees: Jennifer Allen, Kerry Nelson, Amy Tweedy, Peter von Allmen, Mike Sposilli, Joshua Woodfork, Joe Stankovich, Michael Arnush, Luke Meyers, Jamin Totino

Check-in

1. Racial Justice Inventory
  - a. Discussion of designating SIE members as facilitators with divisions to serve as resource and collect office submissions.
  - b. Discussion of introductory letter.
    - i. Noted this type of exercise is often part of an Institutional Diversity Audit process. Brown and University of Michigan are exemplars in these processes.
    - ii. Request for cabinet support.
    - iii. Discussed defining our outcomes.
      1. Taking stock of where we are at
      2. Sharing best practices
      3. Note collaborations
      4. Identify gaps
      5. Identify next steps
    - iv. Discussion of how to ensure this is framed so it is not interpreted as punitive.
    - v. Discussion of extending deadline to June 15 to ensure administrative offices have time once the term is over.
    - vi. There has been positive feedback from several academic departments about how valuable and meaningful the exercise was for them.
    - vii. Discussed reality of limited financial resources which puts a focus on creative use of available resources.
2. Encouraged committee members to review MSCHE Survey results- COVID-19 Institutional Response Summer/Fall 2020  
<https://www.msche.org/2020/12/02/msche-covid-19-institutional-response-survey-summer-fall-2020/>
3. We will start pulling together draft outline of assessment projects for the 2021-2022 Annual Report
4. Update on revised Assessment Plan- moving forward

## IPPC Sub Committee- Institutional Effectiveness Minutes

March 9, 2021

Present: Amy Tweedy, Kerry Nelson, Peter von Allmen, Mike Sposilli, Joe Stankovich, Michael Arnush, Cathy DeLorenzo, Jamin Totino, Joshua Woodfork

1. Racial Justice Inventory
  - a. Cabinet has given their support
  - b. Decided to expand the focus of the project to include DEI to align with the Academic Affairs project, recognizing that all Racial Justice is DEI but not all DEI is Racial Justice.
  - c. Collaborating with Inclusion Liaisons within each Division. Liaisons joined the meeting to be briefed on the project and goals.
    1. Goal is to have a sense of what people are doing across campus.
    2. Discussed examples such as the conversation within the Finance and Administration leadership team.
    3. June 15 deadline to allow time to complete after semester has ended.
    4. A template will be developed to allow each area to upload their own submission. The SIE and Inclusion Liaison members will have access to this centralized document storage.
    5. Inventory should be a list but can include additional documents if they would be useful to share.
    6. Discussed how this project is an opportunity to collaborate across the institution.
2. Assessment plan - Administrative offices across the college will be expected to engage in assessment in the next academic year, including designated administrative offices in academic affairs (see appendix of the assessment plan for a detailed list).
  - a. These offices will begin doing annual reports.
  - b. Discussed performance reviews as an element of assessment.
  - c. Important to document achievements of individual offices, partly for accreditation and partly for demonstrating our values.
  - d. Amy and Peter can assist.
3. Updates on current assessment projects.
  - a. FYE Assessment
    - i. Survey about the FYE experience of every student on campus.
    - ii. Questions about Scribner Seminar, Advising, Peer Mentors, Summer Reading, transitions to college
    - iii. Surveying faculty who are teaching in FYE is planned for the future
  - b. QR Assessment (general education assessment)
    - i. Assessment of the test-were students placed into the right course?
    - ii. Analysis of the questions

- c. NACCC Racial Climate Survey (USC Race and Equity Center Partnership)
  - i. Liberal Arts Colleges Racial Equity Leadership Alliance (LACRELA) consortium has partnered with USC
  - ii. All NY 6 schools have joined the alliance.
  - iii. Year 1: Students, Year 2: Staff, Year 3: Faculty
  - iv. HEDS was DEI, while NACCC is focused on Racial Campus Climate
  - v. Will be administered to students in March/April.
  - vi. Discussed possible intersection with Racial Justice Inventory and NACCC?
  - vii. By participating, we are contributing to a larger project on Racial Climate in Higher Ed.
- d. Other assessment projects on campus:
  - i. Advancement is assessing lessons learned from the recent Campaign
- 4. Current contents of 2021-22 Annual Report:
  - a. Campus-wide
  - b. HEDS Campus Climate
  - c. NACCC Survey
  - d. Racial Justice Inventory
  
  - e. Student Affairs
  - f. Remote Learning Survey
  - g. Student Satisfaction Survey
  
  - h. Academic Affairs
  - i. Student Evaluations
  - j. QSR Assessment
  - k. FYE Assessment
  - l. Racial Justice Teaching Inventory
  - m. New Student Orientation- Academic Affairs
  
  - n. Finance and Admin
  - o. Campus Safety External Review
  - p. NY Higher Ed Large Scale Renewable Energy- Sustainability
  - q. Master Campus Planning
  
  - r. Advancement
  - s. Alumni Survey
  - t. Advancement- Lessons learned
  
  - u. Marketing & Communications
  
  - v. Admissions/Financial Aid
- 5. Action Items
  - a. Email Annual Report contributions to Amy
  - b. Take a look at First Destinations Report- <https://www.skidmore.edu/career/outcomes/2020Snapshot.pdf>

**IPPC Sub Committee- Institutional Effectiveness**  
**Meeting Minutes**  
March 13, 2021

Present: Amy Tweedy, Kerry Nelson, Peter von Allmen, Jennifer Allen, Cathy DeLorenzo, Michael Arnush, Mike Sposilli, Luke Meyers, Joshua Woodfork, Joe Stankovich

Absent: Jamin Totino, Emily Kane

1. Updates
  - a. Racial Justice/DEI Inventory: In progress
  - b. NACCC Racial Climate Survey
    - i. Week 3 of NACCC survey, currently 36% response rate, next reminder going out 4/14. Considering adding an additional reminder.
  - c. Campus Master Planning
    - i. Focus groups are happening late April-early May. Confluence of campus priorities, space is an opportunity for a large assessment project.
    - ii. Messaging around college cut backs of staff and benefits while investing in infrastructure needs to be addressed.
  - d. HEDS website almost complete
    - i. Hoping to publish by May.
2. Withdrawn Student Survey- scheduled fall 2021
  - a. Small group from across campus are reviewing instrument.
  - b. How can we best use the information generated?
3. Entering our 4<sup>th</sup> year as a group. What role do we want to play going forward? Think of projects for next academic year.
4. Admissions is administering Admitted Student Questionnaire (ASQ) this summer. Last time was 2017. Marketing and Communications uses ASQ heavily for competitive analysis. Joe, Cathy and Luke will discuss best approach moving forward.
5. *Getting to Know You: Assessing the Student Life Cycle- First Destinations Report-* <https://www.skidmore.edu/career/outcomes/2020Snapshot.pdf>
6. New Business and Announcements
7. Outline assessment/IE projects and 2021-2022 Annual Report
  - a. Campus-wide
    - HEDS Campus Climate
    - NACCC Survey
    - Racial Justice Inventory
    - Sustainable Construction and Renovation Policy
  - b. Student Affairs
    - Remote Learning Survey
    - Student Satisfaction Survey

- c. Academic Affairs
  - Student Evaluations
  - QR Assessment
  - FYE Assessment
  - Racial Justice Teaching Inventory
  - New Student Orientation- Academic Affairs
  
- d. Finance and Admin
  - Campus Safety External Review
  - NY Higher Ed Large Scale Renewable Energy- Sustainability
  - Master Campus Planning
  - Healthcare Working Group
  
- e. Advancement
  - Alumni Survey
  - Advancement- Lessons learned
  
- f. Marketing & Communications
  
- g. Admissions/Financial Aid

## IPPC Sub Committee- Institutional Effectiveness Agenda

May 11, 2021

Members present: Amy Tweedy, Cathy Delorenzo, Joe Stankovich, Peter von Allmen, Mike Sposilli, Luke Meyers, Michael Arnush, Joshua Woodfork, Jamin Totino

Guests present (Inclusion Liaisons): Michelle Paquette-Deuel, Janet Casey

1. Racial Justice/DEI Inventory- Check in with Inclusion Liaisons
  - a. Leaders report progress in their areas on compiling submissions for the Racial Justice/DEI Inventory
2. Updates
  - a. Institutional Assessment/IE Plan has been approved by Cabinet. It will be implemented in the fall. We will post on the IE/Assessment website over the summer.
  - b. NACCC Racial Climate Survey has been completed for students. Response rate was 53.1%. Surveys will continue for 3 years and include staff and faculty. Will inform DEI inventory. Will be helpful for this group to partner with CIGU to consider what we learn from staff survey and prepare for faculty survey.
  - c. COACHE survey upcoming for Faculty, possibly spring 2022, how will it overlap with NACCC?
  - d. Campus Master Planning focus groups are ongoing and members are encouraged to attend.
  - e. Withdrawn Student Survey- scheduled fall 2021 – meeting with group of staff who work directly with students to identify what information would be useful to learn about withdrawn students to ensure we are using the information effectively.
  - f. ASQ - group from M&C, IR and Admissions discussed to evaluate value of ASQ. Mary Lou Bates Identified another instrument from Human Capital Research Corporation that may be more effective. Anticipate completing survey in June and may not be able to change to a new instrument in that timeline.
3. Annual Assessment/IE Report- Submissions due July 1 to Peter and Amy
  - a. All members are asked to submit something on behalf of their area as part of or in addition to the items below. We'd like submissions before July 1 so the report doesn't languish through the summer.
  - b. Campus-wide
    - i. HEDS Campus Climate
    - ii. NACCC Survey
    - iii. Racial Justice Inventory
    - iv. Sustainable Construction and Renovation Policy
  - c. Student Affairs
    - i. Remote Learning Survey
    - ii. Student Satisfaction Survey

- d. Academic Affairs
  - i. Student Evaluations
  - ii. QSR Assessment
  - iii. FYE Assessment
  - iv. Racial Justice Teaching Inventory
  - v. New Student Orientation- Academic Affairs
  
- e. Finance and Admin
  - i. Campus Safety External Review
  - ii. NY Higher Ed Large Scale Renewable Energy- Sustainability
  - iii. Master Campus Planning
  - iv. Healthcare Working Group
  
- f. Advancement
  - i. Alumni Survey
  - ii. Advancement- Lessons learned
  
- g. Marketing & Communications
  
- h. Admissions/Financial Aid