

# Skidmore College Institutional Effectiveness Plan

Developed by  
IPPC Subcommittee on Institutional Effectiveness



REVISED 2025

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## 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 is a revision of the 2020 version.

Assessment provides evidence of the knowledge, skills, and values that our students have achieved, and of the transformation that their Skidmore education and experiences bring 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 (Appendix A) 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, Strategic Planning & Institutional Diversity, Finance & Administration, Human Resources, Office of Communications & Marketing, and Student Affairs) are responsible for ensuring that assessments are conducted in their areas, reporting the results of their units' assessments to the President, and providing appropriate resources for their execution and effective application 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 from assessments to inform decision making. 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.<sup>1</sup>*

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)
- Representative of Strategic Planning & Institutional Diversity in a leadership position (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 & Administration in a leadership position (Finance & Administration)
- Representative of Communications & Marketing in a leadership position (Communications & Marketing)
- Representative of General Counsel & Human Resources in a leadership position (Human Resources)
- One student, appointed for a one-year term through an SGA willingness-to-serve process (Students)

Assessment/IE Positions and Responsibilities

Assessment at Skidmore College is a fundamental expectation across all institutional areas, ensuring continuous improvement and alignment with the College's mission and strategic goals. In some cases, assessment responsibilities are explicitly embedded within position descriptions, such as those of academic chairs and program directors (as outlined in the [Chair/Program Director Handbook](#)), associate deans, and other leadership roles. These individuals play a direct role in overseeing assessment efforts within their respective areas, facilitating data-informed decision-making, and fostering a culture of accountability. This structure reflects Skidmore's commitment to institutional effectiveness, reinforcing the integration of assessment into

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<sup>1</sup> Taken from the Institutional Policy and Planning Committee Operating Code

governance, planning, and resource allocation processes to enhance student learning and institutional outcomes.

#### *Faculty Director of Assessment*

The FDA coordinates academic assessment activities across the College and serves as an *ex-officio* representative on the Committee on Education Policies & Planning (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 Liaison 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.

## Mission Driven Assessment

### Goals for Student Learning and Development (GSLD)

The CEPP-developed and faculty approved [Goals for Student Learning and Development](#) (GSLD) describes the list of characteristics that we hope all of our students will achieve by the time they graduate. The goals 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 and thought leaders. 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, employing and owning Creative Thought Matters.

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	<ul style="list-style-type: none"> <li>• Acquire knowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social sciences</li> <li>• Understand social and cultural diversity in national and global contexts</li> <li>• Demonstrate advanced learning and synthesis in both general and specialized studies</li> </ul>
Intellectual Skills and Practice	<ul style="list-style-type: none"> <li>• Think critically, creatively, and independently</li> <li>• Gather, analyze, integrate, and apply varied forms of information; understand and use evidence</li> <li>• Communicate effectively</li> <li>• Interact effectively and collaboratively with individuals and across social identities</li> <li>• Engage in and take responsibility for learning; strive for excellence</li> </ul>
Personal and Social Values	<ul style="list-style-type: none"> <li>• Examine one's own values and their use as ethical criteria in thought and action</li> <li>• Interrogate one's own values in relation to those of others, across social and cultural differences</li> <li>• Develop practical competencies for managing a personal, professional, and community life</li> <li>• Apply learning to find solutions for social, civic, and scientific problems</li> </ul>
Transformation	<ul style="list-style-type: none"> <li>• Integrate and apply knowledge and creative thought from multiple disciplines in new contexts</li> <li>• Embrace intellectual integrity, humility, and courage</li> <li>• Foster habits of mind and body that enable a person to live deliberately and well</li> <li>• Develop an enduring passion for learning</li> </ul>

Assessments focused on student learning are aligned with the GSLD. The [Committee on Educational Policies & Planning](#) (CEPP) is charged with overseeing and selecting the annual College-wide assessment of the GSLD to be coordinated by the FDA ([CEPP Operating Code](#)). CEPP in that capacity oversees assessment of the general education curriculum (see below for further details). The [general education curriculum and co-curricular activities are mapped to the GSLD](#) to facilitate assessment (Appendix B). Individual departments and programs are expected to develop student learning goals ([Chair/Program Director Handbook](#)). The learning goals of individual academic departments and programs are also mapped to the GSLD (Appendix C). In addition, the Division of Student Affairs centralizes the GSLD in their assessments.

Skidmore College systematically aligns its GSLD with the HEDS Alumni Survey, administered on a five-year cycle to alumni one, five-, and ten-years post-graduation. This longitudinal approach enables the institution to assess the long-term impact of its academic and co-curricular

programs on students' intellectual growth, career preparation, and civic engagement. For example, one of Skidmore's core learning goals is to cultivate critical and creative thinking. The HEDS Alumni Survey measures this by asking respondents to evaluate how well their undergraduate experience prepared them for problem-solving and analytical reasoning in their careers and graduate studies. Another key institutional goal focuses on fostering intercultural knowledge and competence, which is assessed through survey items that examine alumni experiences with diversity and their ability to engage with individuals from different backgrounds. These insights help Skidmore refine its curriculum and institutional practices to enhance student learning and development outcomes.

## Strategic Plan

Skidmore College's strategic planning and budgeting processes are deeply integrated with assessment activities to ensure continuous improvement, institutional effectiveness, and alignment with our mission. These processes provide a structured framework to evaluate and enhance student learning, institutional priorities, and operational effectiveness. Budgeting and resource allocation are informed by evidence-based decision-making, ensuring that assessment efforts receive the necessary support to drive meaningful change.

The *Creative Futures: The Skidmore College Strategic Plan 2025-2030* establishes six foundations that guide the institution's priorities and strategic direction. Assessment and institutional effectiveness efforts will be aligned with these six foundations:

### *1. Creativity and Academic Excellence: The Skidmore Difference*

- Ensure that assessment efforts reinforce Skidmore's commitment to student learning, an integrative curriculum, faculty development, and innovative teaching pedagogies.
- Use assessment findings to refine experiential learning opportunities and curricular innovation.
- Evaluate the effectiveness of learning spaces and academic resources to support faculty and student teaching, learning, scholarship, and creative endeavors.

### *2. Creative Thought in Action: The Skidmore Student Experience*

- Assess student engagement in high-impact learning experiences, including internships, collaborative research, civic engagement, and career development.
- Use assessment data to enhance student wellness, inclusive campus engagement, and holistic learning experiences.
- Evaluate residence hall renovations and student support services to align with evolving student needs and to incorporate the student voice.

### *3. Supporting the Opportunities of a Skidmore Education*

- Ensure assessment informs financial aid strategies and access initiatives to maintain a diverse and talented student body.

- Measure the impact of Skidmore’s educational offerings on long-term student success, career readiness, and post-graduation outcomes.
- Use data to shape fundraising priorities and strengthen alumni engagement efforts.

#### 4. *Building the Inclusive Community*

- Assess institutional climate and faculty/staff retention to enhance workplace satisfaction and community belonging.
- Use assessment data to refine diversity, equity, inclusion, and accessibility initiatives to better the campus for all members of our community.
- Monitor student, faculty, and staff engagement in programs that foster cultural competency and community-building.

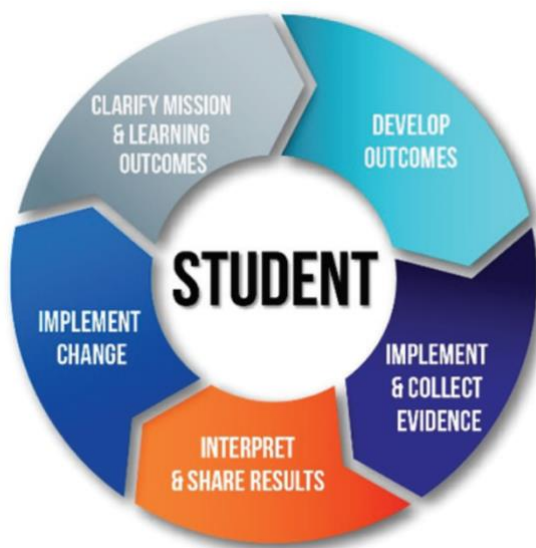
#### 5. *A Sustainable Environmental Future*

- Integrate sustainability-related learning outcomes into assessment efforts.
- Measure the impact of campus sustainability initiatives, including energy conservation, waste reduction, and environmentally responsible building practices.
- Use assessment to guide decision-making in climate action planning and long-term sustainability commitments.

#### 6. *Our Sustainable Long-Term Financial Future*

- Ensure assessment and institutional effectiveness practices and results contribute to responsible financial planning and resource allocation.
- Use financial and operational metrics to guide long-term budgetary decision-making.
- Evaluate the effectiveness of enrollment and retention strategies in achieving financial equilibrium to sustain our institutional mission, foundations, and priorities.

### Assessment Process



The College follows a continuous improvement cycle of assessment that places the student at its center. Skidmore’s core belief that *Creative Thought Matters* is celebrated within our assessment models, ensuring that evaluation and reflection drive meaningful enhancements across academic and co-curricular programs. Assessment at Skidmore is not confined to a single academic year; rather, many assessments operate on multi-year timelines, allowing for the collection of longitudinal data, deeper analysis, and iterative improvements. Assessments often build on each other, with findings from one cycle



informing the next, fostering a dynamic cumulative understanding of institutional strengths and areas for growth.

## Assessment across the College

### College-wide Assessment

College-wide assessment at Skidmore occurs in multiple ways, reflecting a comprehensive and adaptable approach to institutional effectiveness. Institutional assessment may be initiated through the President's Cabinet engaging external consultants to provide specialized expertise, through campus-wide surveys that capture broad institutional insights, CEPP to broadly assess the GSLD, or at the direct charge of the President to address strategic priorities. The FDA and the Institutional Effectiveness Specialist work collaboratively with various institutional groups, including the (SIE), the President's Cabinet, CEPP, and IPPC, to plan, conduct, monitor, and document pan-institutional assessment projects. This collaborative approach ensures that assessment efforts are well-integrated across academic and administrative areas, leveraging both internal and external resources to inform decision-making and support continuous improvement.

### Administrative Offices

Administrative offices at Skidmore College are expected to engage in ongoing assessment to enhance operational efficiency, improve services, and support student learning, all while fostering a culture of continuous improvement and institutional effectiveness. Recognizing that divisional priorities vary, assessment processes are designed to be flexible, allowing each office to identify and implement projects that align with its specific operational goals while contributing to the College's broader mission. These assessments help administrative units refine services, enhance efficiency, and support student success in meaningful ways.

Administrative offices are expected to document progress on an annual basis, ensuring that assessment efforts lead to actionable insights and improvements.

### *Annual Assessment Reporting Process:*

- *July 1:* Offices submit a summary of assessment projects conducted in the previous academic year, upcoming plans, and how assessment results have been used in the department/program. Reports are submitted through theSpring using a suggested template (Appendix D).
- *August – September:* The Institutional Effectiveness Specialist (IES) reviews reports and prepares written responses, as needed, providing feedback and recommendations to support ongoing improvement efforts.

This structured yet adaptable approach ensures that assessment remains an integral part of administrative operations, fostering a culture of continuous learning and institutional effectiveness across all areas of the College.

## Assessment of Student Learning

### *General Education*

Skidmore's General Education curriculum was approved by the faculty in [Spring 2017](#). It took effect with the Fall 2020 entering class. [As articulated in the motion](#), CEPP reviews the General Education curriculum every five years. There are four dimensions to the [General Education curriculum](#): (1) Integrations, (2) Foundations, (3) Areas of Inquiry, and (4) In-the-Major requirements. With the last dimension, the curriculum intentionally flows into the individual academic majors to enable authentic student development of key literacies and skills in context.

CEPP oversees assessment of the General Education curriculum coordinated by the FDA ([CEPP Operating Code](#)). Given both the integrative and specialized components of the General Education curriculum, the FDA works with relevant program directors and department chairs to accomplish this. To help with planning, CEPP with the FDA develops a [multi-year assessment plan](#) to ensure all facets of the General Education curriculum (key components of the GSLED) are assessed in a timely manner. The plan is reviewed each academic year and revised as needed. The FDA reports the results of the assessments to CEPP to inform their work including their periodic review of the General Education curriculum. The assessments are also made available to the community through the [Institutional Effectiveness and Assessment website](#) and summarized in the [Institutional Effectiveness Annual Reports](#). The results are also shared with the [Center for Leadership, Teaching, and Learning](#) and other offices on campus as warranted to inform their work.

### *Integrative programs: First-Year Experience/Bridge Experience/Senior Coda*

The [First-Year Experience](#) (FYE) is a stand-alone program. As a result, the assessments of student outcomes are undertaken by the FYE Director in consultation with the FDA and in accordance with the [multi-year assessment plan](#) developed by CEPP. The [Bridge Experience](#) courses are offered by a wide-range of departments and programs. Given that, CEPP convenes as needed and interdisciplinary subcommittee to conduct periodic assessment, coordinated by the FDA, of this requirement in accordance with to the CEPP Operating Code, Faculty Handbook, and the multi-year General Education assessment plan. The [Senior Coda](#) is offered by departments and programs across the College. Although Senior Codas are designed by individual academic departments and programs, they are integrative by nature. As such, while any given department/program may assess how a Senior Coda aligns with their curriculum expectations at any time, the overall learning goals of the Senior Coda requirement as part of the general education curriculum undergo a periodic assessment (see the [multi-year General Education assessment plan](#)), similar to the areas of inquiry described below.

*Foundations: Quantitative Reasoning/Writing/Language/Global Cultural Perspectives*

Assessment of the [quantitative reasoning program](#) (the Applied Quantitative Reasoning requirement, the quantitative reasoning placement, and the developmental quantitative reasoning curriculum) is the responsibility of the QR Director and the QR Review Team with assistance by the FDA. The Director of Expository Writing, with assistance from the FDA, oversees assessment of the Writing requirement and placement. The Director of Expository Writing is typically also assisted in the assessment of the Writing requirement by faculty members of the English Department and as needed other faculty teaching writing-intensive courses that fulfill the requirement. As the World Languages & Literatures Department primarily houses the Language requirement, they are responsible for assessing the requirement in coordination with the FDA, though they may, in consultation with CEPP, assemble a multi-disciplinary subcommittee to interrogate broader issues related to the requirement. Given that courses fulfilling the Global Cultural Perspectives requirement span multiple departments and programs, CEPP convenes as needed an interdisciplinary subcommittee to conduct periodic assessment, coordinated by the FDA, of this requirement in accordance to the CEPP Operating Code, Faculty Handbook, and the [multi-year General Education assessment plan](#).

*Areas of Inquiry: Artistic, Humanistic, and Scientific*

Similar to the Global Cultural Perspectives requirement, the courses that fulfill the Areas of Inquiry requirements span multiple departments and programs. To assess each Area of Inquiry, CEPP will occasionally convene as needed an interdisciplinary subcommittee of relevant faculty to conduct periodic assessment of each requirement in accordance with the multi-year assessment plan.

*In-the-Major: Information Literacy/Oral Communication/Technology Literacy/Visual Literacy/Writing*

Each academic department/program is responsible for integrating the assessment of In-the-Major requirements into their broader department/program assessment plan (see below). In line with the CEPP developed [multi-year General Education assessment plan](#), on an annual basis the FDA will review the individual department/program assessments of one of the In-the-Major requirements on rotating basis and summarize the results to CEPP. The FDA announces each year to the academic department chairs and program directors which of the In-the-Major requirements will be reviewed at the end of the academic year.

*Academic Departments and Programs Assessment Review Cycle*

As articulated in the [Chair/Program Director Handbook](#), all academic departments and interdisciplinary programs leading to a degree assess student learning within their programs regularly and systematically. Most departments and programs are on ten-year assessment review cycles that tie into their midpoint reviews (fifth year after the last self-study, elaborated on below) and their self-studies/external reviews (every ten years, elaborated on below). Education Studies, Social Work, Chemistry, and Art are individually accredited by professional national bodies (Association for Advancing Quality in Educator Preparation, Council on Social

Work Education, American Chemical Society, and National Association of Schools of Art and Design, respectively). The assessment review cycles for those four departments are based on their accreditation cycles (see the [Chair/Program Director Handbook](#)). Each year between a mid-point report and a self-study, departments and programs submit an Assessment Report (Appendix E) to the FDA through theSpring detailing their assessment work over the year including direct and indirect assessment of student learning, planned assessment work for the upcoming year, how previous and current assessment results are informing decision making in the department/program to improve student learning, and any changes based on assessment results. Accordingly, over the ten years of the typical assessment review cycle, departments and programs submit four consecutive years of annual Assessment Reports, a mid-point report, four additional consecutive years of annual Assessment Reports, and then a self-study with an external review.

More broadly, each academic department/program leading to a degree has an assessment plan that:

- Specifies the learning goals/outcomes that all students within the program are to achieve, including for the In-the-Major requirements of the General Education curriculum,
- Maps the department/program learning goals to the College's GSLD (see above and Appendix C),
- Specifies the methods that faculty will use, including direct assessments of student work,
- Articulates a systematic approach to assessment,
- Explains how and when the assessment results will be reviewed and by whom, and
- Follows up on previous assessments and any changes made, to ensure that results are put to practical use.

In the mid-point reports and the self-studies, departments and programs review and reflect on their assessment work since the last mid-point report or self-study (typically the previous four years) and articulate their planned assessments over the next few years until the next midpoint review or self-study (typically the subsequent four years). Each academic department or interdisciplinary program's assessment plan may be modified based on assessment results, department/program needs, and institutional priorities. The revisions should be articulated in the annual Assessment Report.

- *June 1:* Academic Department/Program Assessment Reports due to the FDA through theSpring. Reports include proposed assessment activities for the upcoming academic year.
- *June-August:* The FDA reviews the Assessment Reports and prepares a written response.

Faculty members 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.

The faculty is responsible for developing assessment plans within their department/program and for participating in and following up on academic assessments. Department chairs and program directors (or their designees) have responsibility for guiding their departments'/programs' assessment planning, guiding the implementation of assessment activities, and, in their annual assessment reports, reporting both assessment results and how those results are being or will be used, as well as any follow-up on the effectiveness of changes made.

Each department and program ensure that all courses offered by the department/program have learning goals/outcomes developed by the faculty that are clearly related to the overall student learning goals of that department/program. Department/program student learning goals should, in turn, relate to the College-wide GSLD (see above). Thus, the course student learning goals/outcomes coordinate with department/program goals and the College-wide GSLD. Departments and programs are expected to participate periodically in College-wide general education assessments as well as assessment within the department/program. To facilitate assessment and student learning, the course student learning goals/outcomes are stated on course syllabi (see Part Two, Article III [Academic Policies], Section A of the [Faculty Handbook](#)). Chairs and program directors ensure the syllabi include course student learning goals/outcomes ([Chair/Program Director Handbook](#)) and maintain a copy of all department/program syllabi for the last six years ([Chair/Program Director Handbook](#)).

### Documenting Student Success Metrics

Skidmore College is committed to systematically measuring student success through a comprehensive framework that aligns with institutional priorities and national conversations on higher education outcomes. This framework is designed to assess students' academic achievements, engagement in high-impact experiences, post-graduate outcomes, and personal development. By incorporating a combination of readily available academic data and expanding efforts to capture broader aspects of student success, Skidmore aims to foster a culture of continuous improvement and proactive support for students throughout their academic journey and beyond.

The College will track student success through key markers across four primary domains:

1. **Academic Success** – Metrics include cumulative GPA trends (overall and first-year), retention and graduation rates (4-year and 6-year), course success rates in gateway courses (D/F/W rates and thrive (A/B) rates), probation and waivers, and all-College and department/program honors.
2. **High-Impact Experiences** – The high-impact experiences are those beyond the ones required of all students as part of the General Education curriculum (e.g., the First-Year Experience, the Bridge Experience, and the Writing requirement). The high-impact experiences include research-for-credit, internships-for-credit, civic engagement, study

away, leadership in academic support roles (e.g., Writing Center tutors, Peer Academic Coaches), and participation in structured experiential learning opportunities such as SEE-Beyond and funded summer experiences.

<b>High-Impact Experiences</b>			
<b>Academic Experiences, Routinely Included</b>	<b>Summer Experiences, Periodically Included</b>	<b>Academic Support Leadership Positions, Periodically Included</b>	<b>Additional Experiences, Aspirational to Include</b>
Internship-for-Credit	Faculty-Student Summer Research (internally and externally funded)	FYE Peer Mentors	Student Government
Civic Engagement Courses	Summer Funded Experiences (SEE-Beyond and Summer Experience Fund)	Peer Academic Coaches	Club Leadership
Study-Away		Peer Health Educators	Resident Assistants
Research-for-Credit		Sustainability Interns	Freirich Entrepreneurship Competition
Practica/Field Experiences		Tang Interns	Additional Identified Student-Work Opportunities
Senior Experiences		Writing Center Tutors	

3. **Professional and Graduation Outcomes** – Post-graduate success will be tracked through first-destination employment and graduate/professional school admission rates, including specific data on where graduates enroll and how Skidmore students perform in highly competitive admissions processes (e.g., HPAC Medical/Vet/Dental school data).

This student success framework will integrate disaggregated data to examine trends across different demographic groups, ensuring a focus on access, equity, and achievement. The assessment process will also consider how data is collected, shared, and used to inform institutional decision-making, with a commitment to transparency and continuous improvement.

Demographics		
Social Dimensions of Identity	Skidmore – Academics	Skidmore - Community
Gender	Class Year	Opportunity Program
Race/Ethnicity (IPEDS)	Admissions- Academic Quality Rating (AQR)	QuestBridge
Citizenship	Major(s)	UWC-Davis Scholar
First-Generation	Quantitative Reasoning Placement	S <sup>3</sup> M
Pell-Eligibility	Writing Placement	Athlete
Institutional Need-Based Aid		
Documented Disability		
First Language		

### 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, and HEDS Diversity and Equity Campus Climate, among others.

## Documenting and Communicating Assessment Results

### Department Assessments

Effective communication of assessment results is essential for fostering transparency, informed decision-making, and continuous improvement at Skidmore College. To ensure assessment findings are effectively documented, shared, and acted upon, the following steps should be followed:

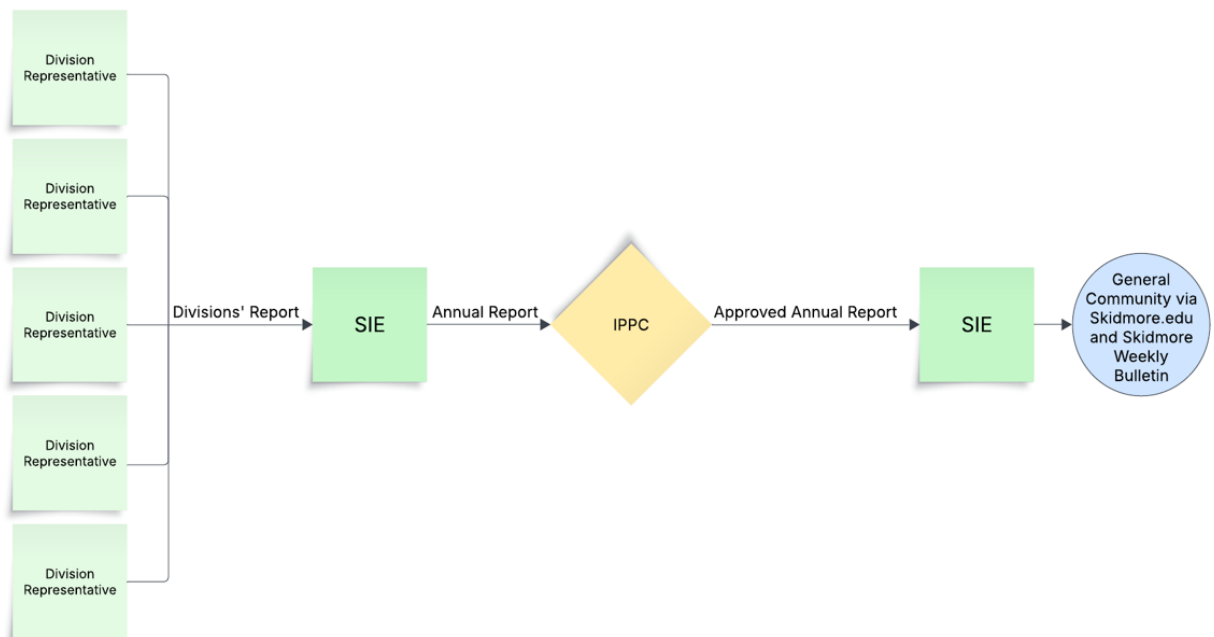
1. *Document Assessment Results and Develop an Action Plan* – Clearly summarize findings in an appropriate format, such as a report, presentation, or executive summary. Identify key takeaways and actionable next steps to improve programs, services, or student learning outcomes.
2. *Share Results with Key Stakeholders* – Ensure that assessment findings are shared with the primary audience involved in the assessment. For example, if students participated in the assessment, communicate relevant findings back to them. Similarly, if faculty, staff, or specific departments were central to the assessment, they should be informed of the results and potential implications.

3. *Determine Additional Audiences* – Identify others who should be informed, including division leadership, supervisors, direct reports, the broader College community, or external collaborators. Sharing results widely promotes institutional learning and collaboration.
4. *Consider Governance Review* – Determine whether the assessment results should be shared with relevant governance groups, such as the Institutional Policy and Planning Committee (IPPC), the Committee on Educational Policies and Planning (CEPP), the Student Government Association (SGA), or other faculty and administrative committees. Governance review may be necessary for institutional policy discussions or strategic planning initiatives.
5. *Include in the Annual Assessment Report* – Ensure assessment findings are documented as part of the College’s ongoing assessment cycle. Incorporate results, action steps, and follow-up plans into the annual assessment report to track progress over time and support institutional effectiveness efforts.

By following these steps, Skidmore College ensures that assessment results are not only documented but also actively used to inform decision-making, enhance student experiences, and strengthen institutional effectiveness.

## 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](#) that includes the [GSLD](#) and the [College's accreditation through Middle States](#). In password protected sections, academic department/program [annual reports](#) are posted along with [assessments of the general education curriculum](#). In addition, the [SIE Membership](#) and [key documents](#) by academic year (IE Annual Reports, SIE Agendas and Minutes, and Key Institutional Assessments) are maintained on the website with [assessment resources](#).

## *Program Reviews*

### Administrative Departments

In addition to assessment of student learning and/or institutional effectiveness, administrative departments conduct program reviews, as needed. This process of reflection includes a review of staffing, constituencies, business processes, budgeting, and services provided, anticipated and requested. In addition to this internal process, departments should include an external component such as reviewing professional organization expectations and conducting benchmarking activities.

### Academic Departments and Programs

Each academic department/program routinely assesses itself and curriculum. As articulated and detailed in the [Chair/Program Director Handbook](#) (and noted above), academic departments and programs are expected to engage in a self-study with an external review every ten years, unless accredited by a national professional body. For those four departments, the review cycles are adjusted to match their accreditation cycles (see above and the [Chair/Program Director Handbook](#)). Regardless, the self-study process includes self-reflection, review of student data, benchmarking best practices within the field, consideration of resource constraints, curricular review, personnel changes and needs, significant accomplishments, review of facilities, efforts to support the strategic plan, and an external review. In addition, as part of the self-study, departments/programs review and reflect on their assessment work since their last mid-point report, review their student learning goals/outcomes, including their curricular maps for the In-the-Major requirements, and develop a four-year plan to assess their student learning goals/outcomes until the following mid-point report. The mid-point reports are conducted in the fifth year between self-studies. As part of the mid-point reports, departments and programs self-reflect, review student data, consider resource constraints, and review and reflect on their assessment work since their last self-study, including the department/program student learning goals/outcomes. In the mid-point report, departments/programs also articulate their four-year plans to assess student learning goals/outcomes until their next self-study. The self-studies and mid-point reports are submitted to the Dean of Faculty/Vice-President for Academic Affairs and the FDA.

## Assessing Assessment

Every Middle States 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
- Institutional Research
- Library
- Off-campus Study & Exchanges
- Opportunity Program
- Registrar
- Sponsored Research
- Sustainability
- Tang
- Special Programs, as needed
- Idea Lab
- The Office of Environmental Health and Safety for Academic Affairs

### **Enrollment**

- Office of Admissions
- Financial Aid Office

### **Advancement**

- Alumni Engagement
- The Office of Advancement

### **Communications and Marketing**

### **Finance and Administration**

- Campus Safety
- Dining Services
- Financial Services
- Information Technology

### **Human Resources**

### **Student Affairs**

- Athletics

Career Development Center

Health and Wellness

Health Promotions

Health Services

Counseling

Residential Experience

Campus Life & Engagement

Office of Religious Life

Student Success

Student Conduct

Student Academic Services

Accessibility Services

International Student and Scholar Services

Peer Tutoring Programs

## Appendix B

### Mapping Goals for Student Learning and Development to Curricular and Co-Curricular Activities with Assessments

GOALS	CURRICULUM	CO-CURRICULAR ACTIVITIES	ASSESSMENTS
<b>I. Knowledge</b>			
a. Acquire knowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social sciences	Throughout the curriculum, but especially in: <ul style="list-style-type: none"> <li>• Major</li> <li>• General Education <ul style="list-style-type: none"> <li>○ AQR</li> <li>○ Bridge Experience</li> <li>○ Global Cultural Perspectives</li> <li>○ Language Study</li> <li>○ Artistic Inquiry</li> <li>○ Humanistic Inquiry</li> <li>○ Scientific Inquiry</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• FYE peer mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Department and Program reports</li> <li>• AQR Assessment</li> <li>• Planned General Education Assessments (Inquiries, Bridge Experience, Language, and Global Cultural Perspectives)</li> </ul>
b. Understand social and cultural diversity in national and global contexts	<ul style="list-style-type: none"> <li>• Inter Group Relations (IGR)</li> <li>• Civic engagement</li> <li>• Some majors &amp; minors</li> <li>• General Education <ul style="list-style-type: none"> <li>○ Bridge Experience</li> <li>○ Global Cultural Perspectives</li> <li>○ Language Study</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Study abroad</li> <li>• Student Diversity Programs</li> <li>• Community service</li> <li>• Religious and Spiritual Life</li> <li>• Career Development Center</li> <li>• Residential Life</li> </ul>	<ul style="list-style-type: none"> <li>• Bridge Experience</li> <li>• Global Cultural Perspectives</li> <li>• NSSE</li> <li>• NACCC</li> <li>• HEDS Campus Climate</li> <li>• Racial Justice Teaching Challenge Assessments</li> <li>• HHMI/High Impact Experiences Usage assessment 2022-23</li> <li>• Civic Engagement</li> <li>• OCSE</li> <li>• Some departmental and program assessments (e.g., BST)</li> <li>• IGR Assessment</li> </ul>
c. Demonstrate advanced learning and synthesis in both general and specialized studies	<ul style="list-style-type: none"> <li>• Major</li> <li>• Collaborative research</li> <li>• Independent study</li> <li>• Internship for credit</li> <li>• General Education <ul style="list-style-type: none"> <li>○ Senior Coda</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Future Senior Coda assessment</li> <li>• Department and program assessments</li> <li>• HHMI HIE assessment</li> </ul>
<b>II. Intellectual Skills and Practice</b>			
a. Think critically, creatively, and independently	Throughout the curriculum, but especially in: <ul style="list-style-type: none"> <li>• Collaborative research</li> </ul>	<ul style="list-style-type: none"> <li>• Student Leadership Activities</li> <li>• Student Academic Services</li> <li>• Health Promotions</li> </ul>	<ul style="list-style-type: none"> <li>• AQR</li> <li>• Dept and Program</li> <li>• Senior Coda</li> </ul>

## Appendix B

GOALS	CURRICULUM	CO-CURRICULAR ACTIVITIES	ASSESSMENTS
	<ul style="list-style-type: none"> <li>• Independent study</li> <li>• Internships for credit</li> <li>• General Education               <ul style="list-style-type: none"> <li>○ First-Year Experience</li> <li>○ Bridge Experience</li> <li>○ AQR</li> <li>○ Writing</li> <li>○ Senior Coda</li> <li>○ Artistic, Humanistic and Scientific Inquiry</li> <li>○ Information, oral communication, technology, visual, writing in the major literacies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Residential Life</li> <li>• SEE-Beyond</li> <li>• FYE peer mentors</li> <li>• Internships</li> </ul>	<ul style="list-style-type: none"> <li>• Bridge Experience</li> <li>• Writing</li> <li>• Inquiries</li> <li>• HHMI/HIE</li> </ul>
b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	Throughout the curriculum, but especially in: <ul style="list-style-type: none"> <li>• Major</li> <li>• Collaborative research</li> <li>• Internships for credit</li> <li>• General Education               <ul style="list-style-type: none"> <li>○ First-Year Experience</li> <li>○ Bridge Experience</li> <li>○ Senior Coda</li> <li>○ AQR</li> <li>○ Writing</li> <li>○ Humanistic and Scientific Inquiry</li> <li>○ Information, oral communication, technology, visual, writing in the major literacies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Peer Health Educators</li> <li>• Student Academic Services</li> <li>• FYE peer mentors</li> </ul>	<ul style="list-style-type: none"> <li>• AQR</li> <li>• Dept and Program</li> <li>• Senior Coda</li> <li>• Bridge Experience</li> <li>• Writing</li> <li>• Inquiries</li> <li>• HHMI/HIE</li> </ul>
c. Communicate effectively	<ul style="list-style-type: none"> <li>• Major and Minor</li> <li>• IGR</li> <li>• Collaborative research</li> <li>• Documentary Studies</li> <li>• Media and Film Studies</li> <li>• Tang Teaching Museum</li> <li>• General Education</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• Club and Leadership Activities</li> <li>• FYE peer mentors</li> <li>• Career Development Center</li> <li>• Student Academic Services</li> <li>• Residential Life</li> <li>• Counseling Center</li> </ul>	<ul style="list-style-type: none"> <li>• In the Major Literacies</li> <li>• Bridge Experience</li> <li>• Senior Coda</li> <li>• Language</li> <li>• Writing</li> </ul>

## Appendix B

GOALS	CURRICULUM	CO-CURRICULAR ACTIVITIES	ASSESSMENTS
	<ul style="list-style-type: none"> <li>○ First-Year Experience</li> <li>○ Bridge Experience</li> <li>○ Senior coda</li> <li>○ AQR</li> <li>○ Global Cultural Perspectives</li> <li>○ Language study</li> <li>○ Writing</li> <li>○ Information, oral communication, technology, visual, writing in the major literacies</li> </ul>	<ul style="list-style-type: none"> <li>● Writing Center</li> </ul>	
d. Interact effectively and collaboratively with individuals and across social identities	<ul style="list-style-type: none"> <li>● Some majors and minors</li> <li>● IGR</li> <li>● Civic engagement</li> <li>● Documentary studies</li> <li>● Writing Center</li> <li>● General Education               <ul style="list-style-type: none"> <li>○ First-Year Experience</li> <li>○ Bridge Experience</li> <li>○ Global Cultural Perspectives</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● FYE peer mentors</li> <li>● Peer health educators</li> <li>● Peer tutors and mentors</li> <li>● Athletics</li> <li>● Leadership Activities</li> <li>● Residential Life</li> <li>● Community service</li> <li>● Student Diversity Programs</li> <li>● Religious and Spiritual Life</li> <li>● Counseling Center</li> <li>● Career Development Center</li> <li>● Student Academic Services</li> </ul>	<ul style="list-style-type: none"> <li>● Some Department and Program assessments</li> <li>● NACCC Campus Climate Survey</li> <li>● NSSE</li> <li>● Racial Justice Initiative</li> <li>● NCAA Athletic Training</li> <li>● In It</li> </ul>
e. Engage in and take responsibility for learning; strive for excellence	Throughout curriculum but especially <ul style="list-style-type: none"> <li>● Periclean Honors Forum</li> <li>● Collaborative Research</li> <li>● Internships for Credit</li> <li>● General Education               <ul style="list-style-type: none"> <li>○ Senior Coda</li> <li>○ Information, oral communication, technology, visual, writing in the major literacies</li> </ul> </li> </ul>	Throughout co-curriculum but especially <ul style="list-style-type: none"> <li>● Student Access Services</li> <li>● Summer Experience Fund</li> <li>● HPAC</li> </ul>	<ul style="list-style-type: none"> <li>● Future Senior Coda Assessment</li> <li>● In the Major Literacies</li> <li>● HHMI/HIE</li> <li>● NSSE</li> <li>● HEDS Alumni</li> </ul>
<b>III. Personal and Social Values</b>			
a. Examine one's own values and their use as ethical criteria in thought and action	<ul style="list-style-type: none"> <li>● Some majors &amp; minors</li> <li>● IGR</li> <li>● Civic engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Peer Health Educators</li> <li>● Athletics</li> <li>● Religious and Spiritual Life</li> </ul>	Sustainability Plan (2020 & annual reports) Assessment of Bridge Experience

## Appendix B

GOALS	CURRICULUM	CO-CURRICULAR ACTIVITIES	ASSESSMENTS
	<ul style="list-style-type: none"> <li>• Honor code</li> <li>• Sustainability</li> <li>• General Education               <ul style="list-style-type: none"> <li>○ Bridge Experience</li> <li>○ Global Cultural Perspectives</li> <li>○ Information Literacy</li> <li>○ Visual Literacy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Community service</li> <li>• Career Development Center</li> <li>• Counseling Center</li> <li>• Sustainability</li> </ul>	
b. Interrogate one's own values in relation to those of others, across social and cultural differences	<ul style="list-style-type: none"> <li>• Some majors &amp; minors</li> <li>• IGR</li> <li>• Civic engagement</li> <li>• General Education               <ul style="list-style-type: none"> <li>○ Bridge Experience</li> <li>○ Global Cultural Perspectives</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Religious and Spiritual Life</li> <li>• Community service</li> <li>• Residential Life</li> <li>• Student Diversity Programs</li> <li>• Study abroad</li> </ul>	<ul style="list-style-type: none"> <li>• Bridge Experience</li> <li>• Some Departments and Programs (IGR,BST)</li> <li>• Off Campus Study</li> <li>• IGR Self-Study and annual assessments</li> </ul>
c. Develop practical competencies for managing a personal, professional, and community life	<ul style="list-style-type: none"> <li>• IGR</li> <li>• Pre-professional programs</li> <li>• Civic Engagement</li> <li>• Advising</li> <li>• General Education               <ul style="list-style-type: none"> <li>○ First-Year Experience</li> <li>○ Senior Coda</li> <li>○ AQR</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Career Development Center</li> <li>• Residential Life</li> <li>• Community service</li> <li>• Student Academic Services</li> <li>• Opportunity Program</li> <li>• Counseling Center</li> <li>• Health Services</li> <li>• Leadership Activities</li> <li>• Athletics</li> <li>• Peer Health Educators</li> </ul>	<ul style="list-style-type: none"> <li>• FYE Survey</li> <li>• FYE external review?</li> <li>• Advising?</li> <li>• Student Access Services?</li> <li>• Academic Probation and Waiver and 4-Year Graduation Assessment</li> <li>• First Destinations &amp; other career development</li> <li>• <u>IR Occasional Papers</u> on post-Skidmore Degrees and W Grades Taken etc.</li> </ul>
d. Apply learning to find solutions for social, civic, and scientific problems	<ul style="list-style-type: none"> <li>• Some majors &amp; minors</li> <li>• Civic engagement</li> <li>• Collaborative research</li> <li>• Office of Sustainability</li> <li>• Internships for credit</li> <li>• General Education               <ul style="list-style-type: none"> <li>○ Bridge Experience</li> <li>○ Senior Coda</li> <li>○ AQR</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Community service</li> <li>• SEE Beyond</li> <li>• Summer Experience Fund</li> <li>• Startup Skidmore</li> </ul>	<ul style="list-style-type: none"> <li>• Bridge Experience Projects</li> <li>• Senior Codas</li> <li>• HHMI/HIE Usage</li> <li>• Sustainability</li> <li>• Civic Engagement</li> </ul>
IV. Transformation			



## Appendix B

GOALS	CURRICULUM	CO-CURRICULAR ACTIVITIES	ASSESSMENTS
a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	<ul style="list-style-type: none"> <li>Some majors &amp; minors</li> <li>Civic engagement</li> <li>Internship</li> <li>Collaborative research</li> <li>General Education               <ul style="list-style-type: none"> <li>Senior Coda</li> <li>AQR</li> <li>Artistic, Humanistic &amp; Scientific Inquiries</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Community service</li> <li>Athletics</li> <li>FYE peer mentors</li> <li>Leadership Activities</li> <li>SEE Beyond</li> <li>Summer Experience Fund</li> <li>Career Development Center</li> </ul>	<ul style="list-style-type: none"> <li>Future Senior Coda</li> <li>HHMI/HIE Usage</li> </ul>
b. Embrace intellectual integrity, humility, and courage	<ul style="list-style-type: none"> <li>Honor Code</li> <li>General Education               <ul style="list-style-type: none"> <li>First-Year Experience</li> <li>Bridge Experience</li> <li>Senior Coda</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>FYE peer mentors</li> </ul>	<ul style="list-style-type: none"> <li>Future Senior Coda</li> </ul>
c. Foster habits of mind and body that enable a person to live deliberately and well	<ul style="list-style-type: none"> <li>Liberal Arts Education</li> <li>Physical Activity courses</li> <li>Peer Health educators</li> <li>Peer mentors</li> <li>Advising</li> <li>General Education               <ul style="list-style-type: none"> <li>First-Year Experience</li> <li>Senior Coda</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Athletics</li> <li>Counseling Center</li> <li>Religious and Spiritual Life</li> <li>Health Services</li> <li>Residential Life</li> <li>Career Development Center</li> <li>FYE peer mentors</li> <li>Physical Activities</li> <li>Leadership Activities</li> <li>Health Promotions</li> <li>Community service</li> <li>Club sports</li> </ul>	<ul style="list-style-type: none"> <li>Health and Wellness Satisfaction Survey</li> <li>HEDS Alumni</li> <li>Campus master planning</li> <li>Residential Life</li> <li>Student Affairs Assessment</li> </ul>
d. Develop an enduring passion for learning	Throughout curriculum but especially <ul style="list-style-type: none"> <li>General Education               <ul style="list-style-type: none"> <li>First-Year Experience</li> <li>Bridge Experience</li> <li>Senior Coda</li> <li>Artistic, Humanistic &amp; Scientific Inquiries</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>First Destinations</li> <li>Post-Skidmore Degrees</li> <li>HEDS Alumni</li> <li>Senior Coda</li> </ul>

## Appendix C:

Matrices Mapping Department/Program  
Student Learning Goals to the College  
Goals for Student Learning & Development

# American Studies

[illegible]

# Anthropology

[illegible]

## Art

[illegible]

## Art History

[illegible]

# Asian Studies

[illegible]

# Biology

	I. Knowledge			II. Intellectual Skills and Practice					III. Personal & Social Values				IV. Transformation			
	a. Require knowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social sciences.	b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	a. Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
<b>Content of modern biology:</b>																
Describe the central tenets of, and factual support for, Cell Theory, the Central Dogma of Molecular Biology, and the Theory of Evolution.	X		X		X			X			X	X	X			X
Recognize similarities and differences among major taxonomic groups and their biological significance.	X		X					X			X	X	X			X
<b>Process of biological inquiry:</b>																
Pose research questions and develop testable hypotheses.	X		X	X				X			X	X	X			X
Evaluate hypotheses using observational and experimental paradigms.	X		X	X	X			X					X			X
Use quantitative reasoning to analyze research findings.			X	X	X			X					X			X
Understand the larger scientific context.	X			X	X			X			X	X	X			X
<b>Information Literacy:</b>																
Define the scope of their research questions/issues and determine the relevance of acquired information.	X		X		X			X			X	X		X		X
Access relevant published scientific literature and databases.			X		X						X	X		X		X
Assess the degree to which information has been critically reviewed prior to its dissemination.	X		X	X	X			X			X	X	X	X		X
Access, use, and cite information in ethical and appropriate fashions.					X	X		X	X		X	X	X	X		X
<b>Written Communication:</b>																
Write about scientific observations and conclusions in the style and format of an experienced biologist.	X		X	X		X		X	X		X		X	X		
Maintain properly written laboratory and/or field notebooks.						X							X	X		
Write formal laboratory reports in the format and style of a paper in a scholarly biology journal.			X	X		X		X			X		X	X		X
<b>Oral Communication:</b>																
Organize material logically and provide effective transitions.						X		X			X		X	X		
Use precise language that effectively supports the presentation and is appropriate to the audience.	X		X			X		X			X			X		
Use delivery techniques (posture, gesture, eye contact, and vocal expressiveness) that are appropriate to the audience and make the presentation engaging.						X		X			X			X		
Present a central message that is concise and convincing (precisely stated, appropriately emphasized, and evidence-based); Relevance of the central message is clearly stated.	X		X		X	X		X			X		X	X		X
Draw on knowledge to confidently field questions from the audience.	X		X	X	X	X		X			X		X	X		X
<b>Technology Literacy:</b>																
Identify and use appropriate technology for inquiry at molecular, cellular, organismal and population levels.	X		X	X				X			X	X	X	X		
Identify appropriate strategies to organize, store, and retrieve samples, data, or observations.				X	X								X	X		
Select appropriate software to summarize and/or draw inferences from data or observations.				X	X								X	X		
<b>Visual Literacy:</b>																
Create, describe, and interpret figures and/or tables suitable for evaluating combinations of continuous and/or categorical phenomena.				X	X	X							X	X		
Use visuals in order to identify patterns, either for the visual articulation of hypothesis or to measure congruence between observed and predicted values.				X	X	X							X	X		
Use visuals for the purpose of communicating methodologies.				X	X	X								X		
Create visuals suitable for particular contexts, for example visuals appropriate for being accompanied by text, those accompanying an oral presentation, or those acting as an independent visual.				X	X	X		X					X	X		X



# Chemistry

[illegible]

## Classics

[illegible]

# Computer Science

[illegible]

# Dance

[illegible]

# Economics

[illegible]



# English

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## Env. Studies & Sciences

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# Gender Studies

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# Geosciences

	I. Knowledge			II. Intellectual Skills and Practice					III. Personal & Social Values				IV. Transformation			
Geosciences at Skidmore College seeks to engage students in a meaningful scientific exploration of our planet. (a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z) The geosciences major allows students, in consultation with Students will acquire sound skills in	a. Acquire knowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social sciences.	b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	a. Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
Problem-solving				x	x			x								
Scientific research				x	x			x			x	x	x	x	x	x
Communication			x			x	x				x					
Acquire a broad understanding of the geosciences in general	x	x	x		x			x				x				
Develop specific knowledge of one area of geosciences in greater depth	x	x	x		x			x				x				
Apply their understanding of Earth processes in a liberal arts context to contemporary issues affecting humans									x	x	x	x	x		x	x
Develop a strong foundation for professional careers in geosciences and other related fields requiring or benefiting from a geosciences background		x		x		x	x				x	x	x			
Develop a strong foundation for lifelong learning													x	x	x	x
Information Literacy																
Understand how science is critiqued and revised over time by many practitioners		x		x						x				x		
Function as an informed consumer of science media	x	x	x	x	x			x		x					x	
Access and manipulate public geoscientific data sources				x	x											
Understand and clearly communicate the uncertainties and limitations of different types of observations			x	x	x	x						x	x		x	
Correctly attribute sources of data, scientific literature, and ideas			x		x	x	x							x		
Efficiently search for and access the primary scientific literature			x	x	x			x								
Visual Literacy																
Understand different ways of visualizing geoscientific data	x			x	x						x					
Be able to interpret and explain information from graphical sources, including multi-dimensional, spatial, and temporal data	x		x	x	x	x					x		x			
Create graphical representations of data that clearly communicate scientific results			x		x	x					x					
Correctly attribute sources of graphical data and imagery			x			x		x								
Technology Literacy																
Create digital representations of information in ways that clearly communicate results					x	x		x			x	x				
Access and manipulate digitally archived public geoscientific data sources	x	x	x	x	x		x	x								
Understand principles and major applications of technology used in geoscientific studies	x		x	x	x			x			x					
Effective Oral Communication																
Be able to effectively communicate about geoscience to general audiences			x		x	x	x			x	x			x		
Develop effective oral communication skills to deliver scientific information to an audience of peers			x		x	x	x			x	x			x		
Be able to formally communicate scientific research results			x		x	x	x			x	x			x		
Effective Written Communication																
Synthesize and cite information from a variety of sources	x		x			x										
Articulate clearly hypotheses and methods for scientific research			x			x					x					
Develop proficiency in expressing results, including addressing uncertainty in the findings			x		x	x										
Convey the implications of findings for the geosciences community and/or the public		x	x			x	x				x	x	x			
Write effective independent and collaborative pieces			x			x	x				x					

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	a. Acquire knowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social sciences.	b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	a. Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
<b>Knowledge</b>																
Acquire knowledge of the human body's systems, the interdependence of these systems, and how these systems respond to exercise, diet, physical inactivity, disease, and aging.	X		X		X			X					X			
Understand the principles of nutrition and its impact on health and disease.	X		X		X							X	X	X		
Demonstrate scientific literacy orally, visually, and in writing.	x			x	x	X		X			X					
Understand the basic principles of epidemiology	X	X	X		X				X	X		X	X	X	X	
Identify the major U.S. and global public health problems		X	X	X	X			X		X		X	X	X		
<b>Skills &amp; Practices</b>																
Perform laboratory skills to study human health and physiological function	X				X			X			X		X	X		X
Develop the ability to prescribe exercise programs to a variety of populations by performing, analyzing, and interpreting health/fitness tests	X		X	X	X			X		X	X	X	X	X	X	X
Collect, analyze, and interpret scientific data	X		X	X	X			X				X	X	X		X
Effectively communicate scientific data orally, visually, and in written form to both scientific and lay audiences						X					X					
Develop skills through research and internships for managing the health challenges in diverse populations		X	X	X	X		X	X	X	X	X	X	X	X	X	X
Assess, explain, and prioritize public health problems and identify selected approaches to address these problems		X	X	X	X		X	X	X	X	X	X	X	X	X	X
<b>Personal &amp; Social Values</b>																
Understand the multiple determinants of and challenge assumptions about individual and community health			X													
Develop creative and evidence-based strategies to improve individual or community health			X	X	X		X			X		X				
Foster values and ethics appropriate in professional settings									X	X	X	X				
Appreciate and recognize the value of a collaborative and inclusive environment							X			X						
<b>Transformation</b>																
Integrate and apply knowledge across diverse disciplines to address human health problems			X		X							X	X			
Apply the skills and knowledge acquired in the study of health and exercise sciences to improve the quality of life in individuals and community			X							X		X				
Foster habits of a healthy lifestyle in self and others.									X	X	X	X	X			
Exhibit professional integrity.									X					X		
Develop a passion for lifelong learning and a desire to share new knowledge.																X
Develop educated citizens prepared to thoughtfully engage with matters of public health policy.			X							X	X		X	X		

	I. Knowledge			II. Intellectual Skills and Practice					III. Personal & Social Values				IV. Transformation			
	a. Acquire knowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social sciences	b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	a. Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
Identify historical problem	X	X	X	X			X					X			X	
Be able to craft/develop an argument	X	X	X	X				X	X		X	X	X	X	X	
Exhibit knowledge of topic area in papers	X				X				X		X		X	X		
Knowledge and use of historiography in papers	X	X			X		X		X	X			X		X	
Exhibit complexity in papers	X				X		X	X							X	X
Be able to use primary sources to make conclusions or arguments	X				X						X					
Proper use of citations					X									X	X	
Clear, cogent, elegant writing style			X	X		X		X			X			X		X

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Develop a polycentric worldview through achievement of intermediate competence in a second language	X	X					X		X	X			X			
Engage an array of international issues, opportunities, and challenges within interdisciplinary and multidisciplinary contexts	X	X	X				X						X	X		X
Understand basic knowledge requirements and theoretical approaches for addressing international issues, opportunities, and challenges in the political, economic, cultural, and physical environments.	X	X	X		X											
Demonstrate basic analytical and problem-solving skills related to international issues that utilize interdisciplinary and multidisciplinary approaches			X	X												
Communicate effectively, both orally and in writing, in addressing complex and interconnected international issues and problems						X					X					
Demonstrate the ability to work independently on a major project that deals with an international issue, opportunity, or challenge			X	X	X			X			X	X		X		X
Demonstrate a broad view of the world that is sensitive to cultural differences and recognizes the value of diversity	X	X					X		X	X			X	X		

	I. Knowledge			II. Intellectual Skills and Practice					III. Personal & Social Values				IV. Transformation			
	a. Acquire knowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social sciences.	b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	a. Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
<p>Students will develop a fundamental conceptual knowledge of continuous and discrete Mathematics.</p> <p>Students will apply a variety of techniques to solve applied or computational problems.</p> <p>Students will have a facility in mathematical reasoning, an understanding of definitions, axioms, and theorems, and an ability to use them appropriately in formulating proofs.</p> <p>Students will communicate mathematics effectively in both written and oral form.</p> <p>Students will appreciate the cultural and aesthetic aspects of mathematics.</p>	X		X	X	X	X							X			
			X	X	X							X	X			
				X	X	X										
						X										
								X					X			X

	I. Knowledge			II. Intellectual Skills and Proficiency								III. Personal & Social Values				IV. Transversal Skills			
	Engineering knowledge of mechanical and electrical systems and the physical world through the use of the scientific method, mathematics, computer-aided design, and simulation tools, and social, environmental, and safety aspects.	Understand natural and social sciences in context and global issues.	c. Demonstrate advanced knowledge and skills in both general and specialized studies.	a. Think critically, creatively, and independently.	b. Gather, select, and use information, and communicate effectively.	c. Communicate effectively.	d. Interact effectively and collaboratively with individuals and teams across social boundaries.	e. Engage in and take responsibility for learning, innovation, and growth, and action.	f. Exercise own values and their own ethical choices in thought and action.	g. Recognize and respond to the needs of others, and to the needs of the community.	h. Apply learning to find solutions to social, cultural, and scientific problems.	i. Integrate and create knowledge from multiple disciplines in new contexts.	j. Integrate and create knowledge from multiple disciplines in new contexts.	k. Develop intellectual, ethical, and social skills.	l. Develop a sense of social and body that enables a person to live a life of well-being.	m. Develop an understanding of the world and its challenges.	n. Develop an understanding of the world and its challenges.	o. Develop an understanding of the world and its challenges.	p. Develop an understanding of the world and its challenges.
<b>Seven Dimensions for Studying MBM in Context</b>																			
History, philosophy, and ethics of management and business courses that fulfill this dimension provide an opportunity for students to gain an understanding of the field and/or become familiar with the philosophical and ethical underpinnings of business and management as they relate to organizational decision-making.	x			x	x	x	x					x	x	x					
Media, technology, and innovation courses that fulfill this dimension provide an opportunity for students to engage with and use technology or to explore the role played by media, technology, and innovation in shaping organizations, the business world, products, services, and communities. A customer/employee communication, supply chain, relations at work, etc.				x	x						x								
Culture and global awareness courses that fulfill this dimension provide an opportunity for students to understand both the cultural dimensions of persons and organizations as well as the global cultural context of business.	x	x				x	x			x						x			
Creativity and the arts courses that fulfill this dimension provide an opportunity for students to gain an appreciation for the creative/innovative aspects of business, organizations, and entrepreneurship while simultaneously building students' grasp of the commercial dimension of artistic production and dissemination.	x			x	x							x							
Natural environment and sustainability courses that fulfill this dimension provide an opportunity for students to learn about the relationship between business organizations and the natural environment, while highlighting issues of sustainability.	x			x	x						x	x				x			
Government and public policy courses that fulfill this dimension provide an opportunity for students to gain an in-depth understanding of the complex relationship between business, organizations, national governments, and global institutions (e.g., the impact of regulatory frameworks and public policy).	x	x			x	x			x	x		x	x						
Courses that fulfill this dimension prepare students to value and manage diversity in organizations by building an awareness of past and current issues related to diversity (gender, race, ethnicity, age, etc.) and developing skills and attitudes in addressing inclusive workplaces.							x		x	x		x							
Students will be able to integrate their academic and experiential learning drawn from the management and the business world, as well as study abroad, community service, and internships, to understand the role of business enterprises in society and managers' relationship to their communities.	x		x	x	x				x	x			x	x					
Students will have learned to discuss ethical issues related to management disciplines and business contexts. Students will understand the significance of accounting responsibility for their actions as managers and the ethical and relevant ethical, legal, and regulatory contexts.									x	x	x	x			x	x			
Students will have developed global and multicultural perspectives on business that involve a sensitivity and an appreciation of their different economic, political and cultural contexts, and how they impact business practices and policies.	x	x	x	x	x	x	x		x	x									
Students will have developed competence in written and oral communication that will enable them to become effective in their managerial work and in formal business.				x	x	x		x			x			x	x				
Students will have sufficient analytical and synthesis skills to be able to identify the appropriate quantitative and qualitative analyses required to implement a business strategy, taking into account the internal and external environment.			x	x	x	x		x			x	x	x	x	x	x	x		
Students will be able to integrate and apply knowledge and skills required to be effective as members of groups at different organizational levels of business and non-profit enterprises.			x	x	x	x	x	x			x	x	x	x	x	x	x		
To prepare students, committed to the process of lifelong learning and capable of pursuing careers in management in professions, and in community leadership.			x	x				x	x		x				x	x			

	I. Knowledge			II. Intellectual Skills and Practice					III. Personal & Social Values				IV. Transformation			
	a. Acquire knowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social sciences	b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	a. Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
Be able to define the scope of their research questions/theses and determine the relevance of acquired information.	X		X			X	X	X		X				X	X	X
Be able to access relevant published	X		X			X	X	X		X				X	X	
Be able to assess the degree to which	X		X			X	X							X	X	X
Be able to access, use, and cite	X		X			X	X	X		X					X	X
Be able to create, describe, and interpret	X		X			X	X	X		X					X	
Be able to use visuals in order to	X		X			X	X	X		X					X	
Be able to use visuals for the purpose	X		X			X	X	X		X					X	
Be able to create visuals suitable for	X		X			X	X	X		X					X	
Be able to identify and use appropriate	X		X			X	X			X				X	X	X
Be able to identify appropriate	X		X			X	X			X				X	X	X
Be able to select appropriate software	X		X			X	X			X				X	X	X
Be able to organize material logically	X		X			X	X	X		X			X	X	X	X
Be able to use precise language that	X		X			X	X	X		X			X	X	X	X
Be able to present a central message	X		X			X	X	X		X			X	X	X	X
Demonstrate a breadth of knowledge in	X		X									X	X	X		
Apply scientific methods to neuroscience	X		X	X	X			X				X	X	X		





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Understand and apply physical models to solve problems	X				X			X				X	X			X
Identify the conditions in which particular physical models are applicable				X	X								X			
Find, create, interpret, and analyze abstract representations of the physical world				X	X	X										
Troubleshoot a circuit, experimental setup, or computer program				X							X					
Identify information needed to answer a scientific question				X							X					
Develop an experimental procedure that is capable of answering a particular scientific question			X	X	X											
Recognize legitimate sources of scientific information				X	X											
Access and properly cite sources				X	X											
Gather, analyze, and make appropriate claims based on data					X											
Effectively communicate scientific information in oral and written form to a variety of audiences						X	X									
Use appropriate form for scientific papers, presentations, and posters						X										
Use software necessary for success in science	X					X										
Demonstrate proficiency in scientific programming	X		X								X					
Work in groups in a productive and collaborative manner							X	X		X	X			X		
Communicate a nuanced understanding of the relationship between society and the discipline of physics		X							X	X	X		X	X	X	X

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<p>Think analytically and critically about political issues</p> <p>Develop competence in the four subfields of political science</p> <p>Read sophisticated texts carefully and understand them deeply</p> <p>Assess political situations and problems clearly and correctly from both empirical and normative perspectives</p> <p>Develop sufficient familiarity with the theories, concepts, and methodologies of political science to be able to read and understand mainstream scholarship in the field</p> <p>Craft cogent, persuasive arguments in local, grammatical prose as per the Writing Requirements in the Department of Political Science</p> <p><b>Information Literacy</b></p> <p>Students will learn to identify the extent and type of information appropriate for a specific assignment or task</p> <p>They will be able to distinguish various types of sources, including primary and secondary sources, historical and contemporary sources, and journalistic and opinion pieces</p> <p>They will appreciate the importance and relevance of information gathered from qualitative and quantitative methods employed by social scientists</p> <p>Students will be able to judge the veracity and the reliability of various forms of information</p> <p><b>Oral Communication</b></p> <p>Students will gain the ability to respectfully participate in political conversations and to engage difference of opinion in a civil manner.</p> <p>Students will learn to pose interesting, relevant, and probing questions that results in productive classroom discussions</p> <p>Students will learn to present their arguments or research in a clear and coherent manner that will foster greater understanding of the course material. They will learn to engage questions or comments in a confident, articulate manner</p> <p><b>Technology Literacy</b></p> <p>Students will be able to locate and to access information through electronic sources</p> <p>Students will learn to use software that best conveys their research. For example, students may find it necessary to generate tables and graphs to support their research. Or, they may find that desktop publishing programs will be an effective means of presenting their work</p> <p>In addition, students will learn how technology may support oral communication and will learn to present information using programs, such as PowerPoint</p> <p><b>Visual Literacy</b></p> <p>Students will learn about the range of visual materials relevant to the study of politics. Such material includes, but are not limited to, maps, graphs, table, media images, and art</p> <p>Students will be able to determine the veracity and reliability of visual material</p> <p>Students will learn to interpret the meaning of these images and their effectiveness in reflecting political phenomena</p>	X			X	X											
	X	X			X											
	X	X							X		X			X		X
			X	X							X					X
					X						X		X			X
					X	X									X	
	X	X	X													
			X													
			X													
								X								
						X	X							X		
								X								
	X		X										X			
					X											
						X										
							X									
													X			

	I. Knowledge			II. Intellectual Skills and Practice					III. Personal & Social Values				IV. Transformation			
	a. Acquire knowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social sciences	b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	a. Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
<b>Knowledge Base</b>																
Describe key concepts, principles, and overarching themes in psychology	X	X														
Develop a working knowledge of psychology's content domains	X	X														
Describe applications of psychology			X									X	X		X	
Scientific Inquiry & Critical Thinking																
Use scientific reasoning to interpret psychological phenomena				X	X											
Demonstrate psychology information literacy					X											
Engage in innovative and integrative thinking and problem solving				X	X								X	X	X	X
Interpret, design, and conduct basic psychological research				X	X	X	X	X								
Incorporate sociocultural factors in scientific inquiry		X							X	X						
<b>Ethical and Social Responsibility in a Diverse World</b>																
Apply ethical standards to evaluate psychological science and practice	X		X													
Build and enhance interpersonal relationships									X	X	X	X				
Adopt values that build community at local, national, and global levels		X					X			X	X	X				
<b>Communication</b>																
Demonstrate effective writing for different purposes			X			X		X								
Exhibit effective presentation skills for different purposes						X										
Interact effectively with others							X			X	X	X				
<b>Professional Development</b>																
Apply psychological content and skills to career goals											X	X	X			
Exhibit self-efficacy and self-regulation				X				X	X		X			X	X	
Refine project-management skills						X	X			X	X					
Enhance teamwork capacity						X	X			X						
Develop meaningful professional direction for life after graduation											X	X	X			X

	I. Knowledge			II. Intellectual Skills and Practice					III. Personal & Social Values				IV. Transformation			
	a. Recognize connections to human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social	b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	a. Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
Develop the global religious literacy necessary to describe religious traditions accurately (i.e. without the distortion that comes from romanticization or vilification)	X	X								X						
Be able to use theories and methods in the study of religion in a sophisticated way, so that they can employ an appropriate theory or thinker's work to advance an argument or illuminate data (i.e. where sophistication is reflected in the ability to select the right tool for the task)			X	X												
Attain familiarity with theoretical concepts in the study of religion sufficient to recognize the limits and strengths of particular theorists or theoretical lenses			X		X											
INFORMATION LITERACY																
Be able to find relevant and reliable sources of information, assess their value/accuracy/relevance, and effectively use that information					X						X					
Responsibly cite sources in written and oral communication						X								X		
Understand that research is inquiry & evolves by drafting a realistic research plan and timeline, developing questions, testing theses, and revising as needed				X	X											
VISUAL LITERACY																
Look in a sustained way so as to carefully describe a religious image/object, noting formal qualities distinct from content	X	X														
Situate a religious image/object in its historical context, distinguishing between sacred presence and religious representation	X	X														
Drawing on the preceding skills, interpret or analyze the reception and/or circulation of religious images/objects, attending to how meanings change across contexts		X		X												
TECHNOLOGY LITERACY																
Effectively select and use tools necessary to manage and produce research in religious studies (project management, file management, data collection and analysis)											X					
produce complex, professional documents that communicate results of that research and analysis (word processors, citation software)											X					
engage in public communication to disseminate the results of research and analysis (presentation software, blogging, microblogging/social media)											X	X				
EFFECTIVE COMMUNICATION																
Participate in and lead discussion, cogently expressing one's ideas, responding to others respectfully and effectively, and posing generative questions that guide discussion as it unfolds						X	X							X		
Prepare and deliver organized and compelling oral presentations using effective delivery techniques						X					X					
EFFECTIVE WRITTEN COMMUNICATION																
Be able to sustain a complex, nuanced argument in a long-form written format				X	X	X										
Contribute to knowledge creation by gathering evidence from primary and secondary sources to construct arguments and test hypotheses, synthesizing new and prior information into a written essay				X	X			X								

[illegible]

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Engage in evidence-based entry-level social work practice with individuals, families groups, communities and organizations within a multicultural society	X	X	X		X	X	X				X	X	X	X		
Practice according to the principles, values, and ethics that guide the social work profession			X	X	X	X	X	X	X	X	X	X		X	X	X
Influence social policies with the goal of alleviating poverty, oppression, and social injustice as well as advocating for human rights	X	X	X	X		X	X				X	X	X	X		
Identify and affect the bio-psycho-social, spiritual, and cultural functioning of people	X	X		X	X	X	X			X		X	X			
Engage in practice from a culturally-sensitive perspective which recognizes and appreciates the intersectionality of diverse human identities	X	X	X				X	X		X	X	X	X	X	X	X
Provide leadership in practice settings appropriate to one's practice role, skill set, and educational level			X	X		X	X	X			X	X		X		X

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<b>Knowledge</b>																
Acquire knowledge about human society through the study of sociology and related disciplines	X	X	X													
Understand core sociological concepts such as social structure, social inequality, socialization, social norms, social roles, social identities, social institutions, social theory, social research		X							X							
Recognize variation in human behavior and social systems over time and place	X	X								X						
<b>Intellectual Skills &amp; Practices</b>																
Use sociological imagination; understand the intersection of biography and history	X	X	X	X					X							
Gather, analyze, integrate, and apply varied forms of social scientific evidence		X	X	X	X	X							X			
Engage diversity to practice sociology, collaboratively and across social identities					X	X	X			X	X					
<b>Values &amp; Transformation</b>																
Interrogate one's own values in relation to sociological learning				X				X	X	X						
Apply sociological knowledge and learning to matters of personal and social concern	X					X	X	X		X	X	X	X		X	
Carry sociology into life at and beyond college								X			X	X			X	



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X			X		X					X	X				
Communicate effectively, in multiple media	X				X	X			X	X					
Interact with cultural competence and understanding		X													
Connect with other disciplines and acquire information and perspectives in order to		X					X				X	X			X
Develop insight into the nature of language and culture in order to act with cultural d		X						X			X	X		X	
Communicate and interact with cultural competence in order to participate in multilingual communities at home and ab			X			X			X		X				
<b>INFORMATION LITERACY</b>															
Understand, describe, and app	X			X						X					
Evaluate information and its sources critically for value, relevance, and accuracy			X				X					X			
<b>VISUAL LITERACY</b>															
Critically analyze visual representations, identify inter-textual references and interp		X	X												
Articulate and rationalize decisions made about image selection, manipulation and c		X		X								X	X		
<b>TECHNOLOGY LITERACY</b>															
Work across digital environments to present information effectively to a given audience					X							X		X	
Use on-line dictionaries and tr	X				X		X	X							
Critically analyze how technology, culture, environment i	X					X			X						
<b>EFFECTIVE ORAL COMMUNICATION</b>															
Present information, concepts and ideas to inform, explain, persuade and narrate on a variety of topics			X		X					X		X			
Articulate informed opinions accurately and professionally	X		X		X			X							
Recognize cultural difference t	X							X	X						
<b>EFFECTIVE WRITTEN COMMUNICATION</b>															
Develop the ability to write in the target language in a range of genres including writ		X										X			
Develop a thesis, provide textual evidence, present logical arguments, and employ appropriate theoretical lenses							X				X				X

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Develop a mature understanding of the foundations of the field Arts Administration (aka Arts Management).	X										X	X	X			
Develop a mature understanding of the philanthropic nature of arts organizations in the United States and the corresponding balance of contributed and earned revenue to the mission of the organization.		X			X		X				X	X				
Develop a basic understanding of marketing and accounting practices relative to arts organizations	X			X	X						X	X				
Develop an understanding of the cultural context and tools to meaningfully work toward a more equitable arts and culture field		X				X	X		X	X		X		X	X	
If not inherent through a complementary major/minor in the visual or performing arts, develop an explicit and supplemental knowledge of the artistic process			X	X	X	X										X
Obtain practical experience in the field that enhances classroom learning through experiential learning opportunities including a structured field experience, internship or independent study				X	X	X		X			X	X	X	X	X	X

	Program description Newer cultures create physical world through study in theory, humanities, languages, mathematics, natural science, and social	I. Research		II. Research Tools and Process						III. Research Social Values				IV. Representation		
		a. Understand social and cultural diversity in national and global context	a. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	a. Gather, analyze, integrate, and apply varied forms of information; synthesize and use evidence	a. Construct effectively	a. Assess effectively and ethically with individuals and across social and cultural identities	a. Engage in and take responsibility for learning, error and ethical criteria for excellence	a. Exercise one's own values and their role as an ethical criteria in thought and action	a. Recognize and a new value is related to black of ethics, social and cultural differences	a. Develop practical competencies for managing a personal, professional, and community life	a. Apply learning to real situations for social, civic, and scientific problems	a. Integrate and synthesize knowledge and create through from multiple disciplines in new contexts	b. Embrace intellectual diversity, creativity, and change	c. Foster habits of mind and black that enable a person to have deliberation and will	d. Develop an emerging passion for learning
Understand Black studies comprehensively as a multidisciplinary and interdisciplinary field for studying agency and anti-determination in global African communities																
Study community building, cultural production, resistance to oppression, and both collective and individual achievement throughout the global African world	X	X	X	X	X	X										
Appreciate the importance of studying Africa as an intensely diverse and culturally diverse continent and African societies as dynamic, fluid, multidimensional, and sophisticated	X	X	X	X	X	X										
Appreciate the importance of studying Black experiences in the United States (including the demand for Black studies within challenging African American disciplines)	X	X	X	X	X	X										
Learn how teaching scholarship expands the field of Black studies in the arts, humanities, physical sciences and social sciences	X	X	X	X	X	X										
Begin to develop approaches to Black studies that emphasize ways of knowing that transcend traditional disciplinary and disciplinary boundaries	X		X	X	X			X								
Cultivate the development of critical thinking and problem-solving skills, as well as an understanding of multiple theoretical approaches and perspectives																
Appreciate different but not always mutually exclusive approaches to Black studies, including Afrocentric, Afrocentric, Afrofuturist, Black Pantherism, Black humanism, Black queer studies, Kwanzaa theory, Marxism, and womenism			X	X	X	X		X								
Appreciate roles of Sankofa, which stresses the dynamic interplay between historical and contemporary forces				X									X		X	
Interrogate and explain historical and contemporary manifestations of structural violence against Black communities and individuals in continental Africa, the Americas, and Europe, including slavery, colonialism, colonialism, neoliberal racism, and mass incarceration			X		X											
Analyze historical variables such as incarceration, class, gender, ethnicity, religion, sexuality, and also color in Black communities		X	X	X	X	X						X				
Understand the multidimensional nature and various meanings of the transnational within the context of Black studies																
Study migration and the experiences of immigrants in various contexts, including race to urban, neighborhood, region to region, and nation to nation	X				X											
Study boundary-crossing as a geopolitical imperative for accessing violence and exercising informal political power	X	X	X	X	X	X										
Study boundary-crossing as an intellectual imperative for engaging in cross-disciplinary research and teaching			X	X	X	X										
Experience high-impact learning in off-campus environments																
Engage in mutually redemptive service-learning work such as internships with community partners in the service of social justice							X	X		X		X				
Participate in off-campus opportunities such as study abroad, study at historically Black colleges and universities, and faculty-led travel seminars (domestic and abroad)							X	X		X	X	X				
Demonstrate effective oral and written communication in the Black studies minor																
Foreground primary source-driven research that centers a range of Black perspectives in discussions, class presentations, and written work	X	X	X	X	X	X		X					X			
Effectively synthesize scholarship in Black studies, as well as analyze differences in theoretical approaches, in both oral and written work			X	X												
Beginning with SST 101, produce research essays that embrace a Sankofa analytical approach to particular problems; this approach embraces the corrective Black intellectual history between contemporary and historical events or issues				X		X		X								
Assess when to which students also connect their lived experience (irrespective of their social or ethnic background) to other analyses in blogs, response papers, essays and Power and Justice public presentations							X		X	X						

	Program Learning Objectives	Knowledge				Critical Thinking and Practice				Intrapersonal Social Values				Interpersonal			
		a. Understand social and cultural diversity in national and global contexts	b. Demonstrate advanced learning and growth in both general and specialized studies	c. Think critically, creatively, and independently	d. Gather, analyze, integrate, and apply varied forms of information, substantiated and new evidence	e. Construct effectively	f. Interact effectively and collaboratively with individuals and across social and cultural identities	g. Engage in and take responsibility for learning, error, ethical criteria for excellence	h. Exercise one's own values and their roles in social or ethical, across social and cultural differences	i. Develop one's own values	j. Engage in and take responsibility for learning, error, ethical criteria for excellence	k. Apply learning to real situations	l. Apply learning to real situations	m. Integrate and create through from multiple disciplines in new contexts	n. Embrace intellectual diversity, humility, and courage	o. Foster habits of mind and skills that enable a person to live deliberately and well	p. Develop an ongoing capacity for learning
<b>KNOWLEDGE</b>	Learn how culture, socialization, and social group memberships influence social identity development, with a particular emphasis on social identity development and its intersections with other aspects that comprise social personality.	X	X	X	X	X											
	Learn how social power and identity construct personal and group experience (including thinking and emotion), intra- and inter-group dynamics and conflict, and broader public discourses.	X	X		X					X	X					X	
	Understand how race and power often socialize in the U.S.—whether and through social institutions, ideologies, and everyday practices, including over the course of history. Recognize how the system of racial power intersects with other systems of power, domination, and oppression, and how it is situated in a broader global field.	X	X	X	X	X						X				X	
	Understand "dialogue" as used in the context of intercultural dialogue (ICD), transnational dialogue and ICD from other forms of communication, specifically, discussion and debate, learn the diagnostic and analytic goals of each with of communication, learn how the collective system and practice of ICD nature and support dialogic communication.	X			X	X				X	X					X	
	Differentiate social justice education and ICD pedagogy from other formal educational models and pedagogies, including individual "therapy" approaches. Assess for values ways that power shapes teaching/learning content and approaches.	X		X	X	X		X									
	Examine strategies for potentially challenging racism and other systemic forms of oppression, discrimination, and bias—critically, inequity, in groups and organizations, and in society more broadly.	X		X	X	X			X		X	X	X			X	
	<b>INTELECTUAL SKILLS AND PRACTICE</b>																
	Learn, apply, and refine the core skills of dialogue: preparedness, listening (including self-reflection and personal experience to an audience), active listening (being and receiving a message with understanding), and feedback (responding to others as a way that helps them to understand the impact of their (or her) and/or).						X	X	X						X		
	Integrate theory, empirical research, personal reflection and experience, and dialogue principles to generate written and oral analysis. Work with peers and other dialogue practitioners (e.g., faculty and staff) across social identities to practice dialogue, critical accountability, and strategic collaboration.		X	X	X					X		X	X			X	
	Utilize current knowledge and dialogue facilitative skills to plan and execute dialogue group performance of one, social identity, and other social justice-related issues.				X		X	X				X	X		X		X
<b>PERSONAL AND SOCIAL VALUES</b>																	
	Examine and assess one's own values and practices in relation to other individuals' and diverse, public conceptions of social justice.			X	X				X	X					X	X	
	Integrate the roles of "teacher" and "learner" in formal educational settings and beyond. Examine one's potential to be both, and some of accountability to co-learning communities, practice applying one's evolving understandings about teaching/learning.			X				X		X	X			X	X	X	X
	Assess one's practices, resources, skills, and knowledge, or they pertain to the work of transgroup dialogue facilitation.			X				X		X				X		X	X
	Examine and progressively apply foundational roles of dialogue here and elsewhere, the humility and grace that new know self, awareness and negotiating about humanity, critical thinking and imagination, hope and resilience in the midst of challenge.							X	X		X			X		X	
	<b>TRANSFORMATION</b>																
	Integrate and apply emerging dialogue skills in new contexts, outside the classroom.						X	X	X			X	X	X			
	Apply dialogue and social justice knowledge—independently and in collaboration with others—to address racism of personal and social concern.	X		X	X					X	X	X					X

	I. Acquire knowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social sciences	I. Knowledge		II. Intellectual Skills and Practice						III. Personal & Social Values			IV. Transformation				
		a. Understand social and cultural diversity in national and global contexts	b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	f. Examine one's own values and their use as ethical criteria in thought and action	g. Interrogate one's own values in relation to those of others, across social and cultural differences	h. Develop practical competencies for managing a personal, professional, and community life	i. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
Knowledge																	
Gain an understanding of the many kinds of diversity of the Americas (North, South, Central, Caribbean) from the ancient to the modern.	X	X															
Learn about Latin American, Caribbean, and Latin American contributions to the arts, humanities, sciences, and social sciences	X	X												X			
Understand the role of settler colonization, European and non-European peoples, values, and forces in shaping contemporary Latin American/Latin American societies as well as U.S. perceptions of the Caribbean and Latin and Latin America.			X						X	X							
Refine existing understanding and/or create new knowledge by identifying and formulating a question or series of questions about Latin and Latin America that will facilitate its investigation.			X	X								X					
Intellectual Skills and Practice																	
Be able to evaluate current issues and contexts from interdisciplinary perspectives (e.g., historical, political, economic, cultural, linguistic, and artistic)			X	X	X							X					
Make connections between and appreciate how different social science and humanities disciplines and methodologies shape understanding of the Caribbean and Latin and Latin America.			X										X				
Develop knowledge and skills to be able to identify and challenge preconceptions as well as to think critically about a complex, dynamic region, whether as a whole and by studying and/or comparing its constituent communities.									X	X			X				
Develop critical thinking and problem-solving skills, including choosing appropriate qualitative and/or quantitative research methods and being able to identify their limitations.				X							X						X
Analyze Caribbean and Latin and Latin American societies in local, regional, global, anti-racist, and/or social justice contexts.		X	X				X										
Integrate and apply understanding of the Caribbean and Latin and Latin America through internship, study abroad, and/or research projects.											X		X				
Understand how Caribbean and Latin American governments and societies see the United States and their own regional, hemispheric, and global connections.	X	X	X						X	X							
Demonstrate effective oral and written descriptive and persuasive communication.			X			X	X	X									
Work collaboratively across disciplinary and other differences							X							X	X		
Information Literacy																	
Use appropriate research methods to find academic and popular literature; find and access current and historical resources	X				X						X						
Visual Literacy																	
Use a variety of visual modes to analyze, display, and communicate information about the Caribbean and Latin and Latin America, including audio and visual still and time-based media, and data visualization such as charts and graphs. Create clear, appealing presentations that effectively summarize research.					X						X						

[illegible]

	I. Knowledge			II. Intellectual Skills and Practice					III. Personal & Social Values				IV. Transformation			
	a. Acquire knowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social sciences	b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	a. Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
<b>Familiarize students with the disciplinary concerns, topical parameters, and methodological approaches of media and film studies</b>																
The historical and sociocultural implications of modern mass media, digital technologies, and distributed network forms, including viewpoints from different cultures and multiple historical periods	X	X	X		X					X						X
The intersections of media studies with other academic disciplines and approaches, including sociology, history, anthropology/ ethnography, discourse analysis, and critical theory	X				X											X
The formal characteristics of major modern media			X	X	X											
A special focus on the historical development, social and cultural dimensions, representational capabilities, formal characteristics, and narrative structure of film	X	X	X	X	X											X
<b>Develop critical literacy in forms of media and communication by providing a foundation in the central concepts (theoretical, practical, socio-political, and aesthetic) and contexts of mediated communication</b>	X	X		X					X	X						
Encourage ethical thinking about the relationship of modern media to power and social structures, including self-reflexivity on the ways that social position affects access to and use of media technologies	X	X		X				X				X		X	X	
Explore the application of current and developing forms of media and communication			X									X	X			
Foster facility and expertise in the use of technology related to current and emerging media				X		X	X									
Through the program's capstone project, the Structured Field Experience (SFE), develop skills in self-directed research, creative media making, and/or professional domains involving media				X		X	X	X			X		X		X	



	I. Knowledge			II. Intellectual Skills and Practice					III. Personal & Social Values				IV. Transformation			
	a. Acquire knowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social sciences	b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	a. Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
<p>Students will be able to understand, describe, and apply the scholarly communication process</p> <p>Students will be able to create information and situate it in the information landscape</p> <p>Students will be able to acknowledge sources and use information with integrity</p> <p>Students will be able to evaluate information and its sources critically for its value, relevance, and accuracy</p> <p>Students will be able to develop and execute a manageable research project.</p>						X					X					
			X								X					
									X	X				X		
				X	X			X	X							X
			X	X	X	X	X	X				X				

<b>Appendix D: Goals for Student Learning and Development</b> Mapped to HEDS Alumni Survey		
		<b>Q8</b>
<b>I. KNOWLEDGE</b>		
Acquire knowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social sciences	Q7, Q5	Intercultural Knowledge
Understand social and cultural diversity in national and global contexts	Q7	Intercultural Knowledge
Demonstrate advanced learning and synthesis in both general and specialized studies	Q6	Critical Thinking
<b>II. INTELLECTUAL SKILLS AND PRACTICE</b>		
Think critically, creatively, and independently	Q5	Critical Thinking, Creative Thinking
Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	Q5	Information Literacy, Quantitative literacy
Communicate effectively	Q5, Q7	Effective Writing, Effective Speaking
Interact effectively and collaboratively with individuals and across social identities	Q5	Teamwork
Engage in and take responsibility for learning; strive for excellence	Q5	Careful Reading
<b>III. PERSONAL AND SOCIAL VALUES</b>		
Examine one's own values and their use as ethical criteria in thought and action	Q12, Q4	Ethical Reasoning
Interrogate one's own values in relation to those of others, across social and cultural differences	Q12	Intercultural Knowledge
Develop practical competencies for managing a personal, professional, and community life	Q12	Teamwork, Civic Engagement
Apply learning to find solutions for social, civic, and scientific problems	Q12	Problem Solving
<b>IV. TRANSFORMATION</b>		
Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	Q6	Integrative thinking
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		

## Appendix E

### Suggested Template for Division/Department Annual Assessment Report

Please submit to [TheSpring Institutional Effectiveness Page](#) by July 1.

This template is designed to document current assessment activities and help guide planning for the upcoming year per the [Skidmore Institutional Effectiveness 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.

Division:

Department:

Primary Report Author:

- I. Provide a description of assessment related activities your area has engaged in over the past academic year? (Include description of intended outcomes, methods engaged, how results were documented and shared, action steps identified).
- II. Did you implement any change as a result of what you learned or clarify your mission and/or outcomes going forward? Do you have a plan or identified indicators to gauge whether these changes make a difference?
- III. Looking ahead: What assessment work do you anticipate doing next year, including the relevant department/division/college goal with which the project aligns.
- IV. What would be useful to assist your area in doing meaningful assessment and planning (e.g., workshops, paying for department or program retreats, discussions with other departments/programs, and resources on how to do)?

## Appendix F

### Suggested Template for Department/Program Report on Assessment of Student Learning AY

Please submit to [TheSpring Academic Affairs Assessment Page](#) by June 1st.

Department or Program:

Chair or Director (or designee):

- I. Direct assessment of student learning. Identify the relevant department/program or college goal(s) for student learning that was assessed. Please describe your project, outcomes, and potential changes to your program as a result of this work.
- II. Indirect assessment and other assessment activities.
- III. Changes made to academic program based on previous assessment.
- IV. Looking ahead: What assessment work do you anticipate doing next year? Please describe your intended direct assessment project for AY, including the relevant department/program or college goal(s) for student learning. If you are doing a self-study or mid-point report, you can note that.
- V. Potential additional question: Question determined by FDA in consultation with relevant other offices and committees, as warranted.