

IPPC Sub Committee- Institutional Effectiveness

Minutes

December 11, 2018

Attendees: Cathy DeLorenzo, Riley Filister, Chris Kaczmarek, Luke Meyers, Crystal Moore, Kerry Nelson, Mike Sposili, Joe Stankovich, Amy Tweedy, Joshua Woodfork

References and Handouts:

[HEDS Diversity and Equity Campus Climate Survey](#)

[RIT Institutional Effectiveness Continuous Improvement Rubric](#)

[RIT Administrative Unit - Institutional Effectiveness Map](#)

[SUNY Institutional Effectiveness Rubric](#)

[Seymour Article \(Available through Skidmore Library\)](#)

[Institutional Assessment Plan 2014-2019](#)

1. Welcome and introductions
2. Brief history of the subcommittee
3. Overview of the function of the subcommittee
 - a. The subcommittee will work at a broad level on projects that cut across divisions (such as the HEDS Diversity and Equity Campus Climate Survey).
 - b. Each division will also be responsible for developing a divisional assessment plan that includes outcomes, how each outcome will be measured and documented.
 - c. Began a preliminary discussion of what does it mean to measure effectiveness in different offices?
4. Overview of Institutional Effectiveness
 - a. As a starting point, it is helpful to assess what we are currently engaging in across the college. Developing a rubric will help define our expectations and share common understandings. The [SUNY](#) and [RIT](#) rubrics provided are good examples of how other institutions are measuring effectiveness. The SUNY rubric goes from simple to complex. Additionally RIT has a great IE [website](#).
 - b. Upon assessing where we are currently, the next question will be where we want to go. Revising the Institutional Assessment Plan will be part of that exercise.
5. Potential Projects for the subcommittee
 - a. The HEDS Diversity and Equity Campus Climate Survey will involve the entire college constituency. We hope to compare the results with other NY 6 schools. It is important to have qualitative and quantitative data on campus climate which can be used to inform strategic planning around diversity and equity. In collaboration with CIGU, the following questions were posed:
 - i. Are we acting on the results of surveys effectively?
 - ii. How do we tie all the various surveys together, identify overall trends, take the different pieces and learn from them?
 - iii. How do we improve our services, determine our focus and priorities; what are we doing this in service of?
 - iv. Posting results on the website is not enough. We need to share results more broadly, report back to constituencies with a summary and be

explicit about how changes to policy are informed by the results of surveys.

- b. What information do we already have concerning campus climate and how does this information intersect with the survey results? Lead the review of the Goals for Student Learning and Development. The goals are coming up on a ten year mark since implementation. Further, they were developed with in academic affairs, but are utilized in assessment more frequently in student affairs.
6. Current assessment activities
 - a. Student Affairs is creating a cycle of assessment and will begin a study of retention as a result of the retention study. Student Affairs has developed a template for assessment plans and is looking across divisions of Student Affairs (ex. International students) and how offices (ex. OSDP, Residential Life etc.) can collaborate to support student populations.
 - b. Writing services that are located in multiple departments are being evaluated across the college to determine best practices. Advancement has developed a metrics dashboard to track yearly and longer term goals.
 - b. Admissions is tracking inquiries, visitors and application numbers. Admissions has access to demographic and other data through the Common App and is in the process of implementing Slate which will provide additional data.
 - i. Question: How do we know if students who have an interview or discovery tour have higher yields?
 - ii. Question: How are we tracking trends?
 - c. Finance is a division of different departments but regularly uses metrics to inform decision making.
 7. Meeting Schedule
 - a. Meetings will be monthly going forward, ending in June and resuming in September. We will work to establish a set meeting schedule.
 8. Action Items for next meeting
 - a. Read intro article-Seymour, D. (2016). Demonstrating Responsibility: How Colleges Can Regain Control of Their Own Futures. *About Campus*, 21(5), 11-22.
 - b. Review rubrics
 - c. Find example of good institutional effectiveness at the college
 - d. Meet with your cabinet member and begin to document what is happening in your division

IPPC Sub Committee- Institutional Effectiveness

Minutes

January 23, 2019

Attendees: Cathy DeLorenzo, Riley Filister, Chris Kaczmarek, Luke Meyers, Crystal Moore (phone), Kerry Nelson, Mike Sposili, Joe Stankovich, Jamin Totino, Amy Tweedy, Peter von Allmen

References and Handouts:

[HEDS Diversity and Equity Campus Climate Survey](#)

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[Seymour Article \(Available through Skidmore Library\)](#)

[Institutional Assessment Plan 2014-2019](#)

1. Welcome to Peter Von Allmen, Co-Chair of IE committee and Faculty Director of Assessment
2. Discussion of main points of Seymour article and examples of good IE at the college.
 - a. Accountability vs. Responsibility
 - i. By demonstrating responsibility we leverage what we learn through assessment to be effective in the delivery of education.
 - b. How can we step out of our areas to move the whole college forward?
3. Discussion of Next Steps
 - a. Establish mission of the committee
 - i. One charge of the committee is to create an assessment plan for the college.
 1. Academic areas – goals for student learning
 2. Non-academic areas – are divisional goals articulated? Creating annual assessment plans.
 3. How are departments, areas, and divisions documenting goals? Should they be stored centrally?
 - a. Several areas have goals on their websites.
 - b. Several areas track metrics to inform decision making.
 - c. Sharing metrics more broadly between departments and silos could improve effectiveness by preventing departments from doing work that has already been done elsewhere.
 4. Areas are encountering and responding to problems that might be encountered elsewhere. When technology ages out, how will replacement decisions affect other groups?
 - ii. As a college-wide project, the committee discussed reviewing the dashboard that is prepared quarterly for the board ensuring it is relevant to the Strategic Plan as operationalized by the Strategic Action Agenda.

1. Work at the division level could produce metrics that inform how we are meeting Strategic Action Agenda goals.
2. Are there things we aren't measuring that we should be that would help us meet strategic goals?
3. A revised dashboard could inform decision making, help monitor progress toward goals, and assess how we are doing relative to our peers.
4. Ultimately we are looking for a more unified approach to Institutional Effectiveness across constituencies and divisions. This requires education of the board and cabinet. We need to look at what we have, educate constituencies and come back with a plan.

IPPC Sub Committee- Institutional Effectiveness

Minutes

February 13, 2019

Attendees: Riley Filister, Luke Meyers, Kerry Nelson, Mike Sposili, Joe Stankovich, Jamin Totino, Amy Tweedy, Peter von Allmen

References and Handouts:

[Strategic Action Agenda 2018-20](#)

1. Discussion determining the outcomes of the college-wide dashboard project to operationalize the Strategic Action Agenda:
 - a. To coordinate across divisions to create awareness (active) rather than just transparency (passive) of how divisional/departmental work aligns with the strategic mission of the college.
 - b. To increase communication by making more visible institutional activities across divisions within the college community.
 - c. To provide a formal and visual representation of college goals in relation to the strategic plan.
 - d. To select clear measures to highlight the progress of the institution meetings its goals.
 - e. To celebrate successes when the college has met its goals.
 - f. To illuminate where resources are needed.
 - g. To model best practices for the college by writing clear outcomes that are aligned with the strategic plan and associated metrics.
2. To map the Dashboard to the SAA, we identified which division is responsible for each bullet.
 - a. Ideally, the SAA priorities should be reflected in divisional goals.
 - b. We briefly discussed key metrics and decided that representatives of each division should go through and identify metrics for their own pieces.
 - c. The current Board of Trustees (BOT) dashboard metrics will be reviewed to determine:
 - i. If the metric supports an SAA item or
 - ii. If the metric should be retained in order to support transparency.
3. Things to keep in mind/questions to ask ourselves as we proceed:
 - a. What does success look like for each SAA item?
 - b. Who is accountable for each point of the SAA?
 - c. Are resources devoted to each SAA goal?
 - d. Identify a clear path for where to share the information. Who needs it? How do we get it to them?
 - e. How frequently do VP's update progress on current SAA priorities?
 - f. What technology to use?

Action Items:

- Amy will write draft outcomes of the dashboard project goal to distribute at next meeting
- Kerry will create an SAA map showing divisional responsibility

Next Steps:

- Identify key metrics for each part of SAA
- Determine if select key SAA metrics should be on the Dashboard

IPPC Sub Committee- Institutional Effectiveness

Minutes

March 20, 2019

Attendees: Riley Filister, Crystal Moore, Kerry Nelson, Mike Sposili, Joe Stankovich, Jamin Totino, Amy Tweedy, Peter von Allmen, Joshua Woodfork

References and Handouts:

- Subcommittee website (agendas, minutes, history):
https://www.skidmore.edu/assessment/steering_committee/index.php
 - Inst-effectiveness-list SharePoint site (current project documents, agendas and minutes): <https://liveskidmore.sharepoint.com/sites/inst-effectiveness-list>
 - Strategic Action Agenda Map: <https://liveskidmore.sharepoint.com/:x/s/inst-effectiveness-list/EbZGzcAaJQ1HskL7zYafnosBtOPAnNwPVKq6Q6ZLNfdU0g?e=C9gr9q>
1. Presented overview of how to access committee materials (links above).
 2. Discussed the need for a password protected folder on the website to securely house confidential committee materials such as agendas, minutes and annual reports.
 3. Reviewed schedule for the remainder of the year:
 - a. April: Review examples of dashboards
 - b. May: Develop key performance indicators
 - c. June: A longer meeting or retreat to be held in the yellow room of Communications and Marketing
 4. Reviewed draft outcomes for dashboard project
 - a. To coordinate across divisions to create awareness (active) rather than just transparency (passive) of how divisional/departmental work aligns with the strategic mission of the college.
 - i. Because IE is new to the college, could we provide consultation or outreach to the college community?
 - ii. The shared common language around goals is different in different offices and divisions. We must pay attention to the perspectives of our audience. We hope to reach a broad audience and tie our work to how to best serve students and address the concerns of the average employee.
 - iii. As we evaluate the existing dashboard, are we evaluating what matters to us?
 - b. To increase communication by making institutional activities more visible across divisions within the college community.

- i. The President's updates after the May board meeting are an opportunity to share progress toward Strategic Action Agenda goals more intentionally.
 - ii. During times of transition, we need to be reminded of our values and what we stand for. This project will remind the community where we are going as an institution and what we are working for.
- c. To ~~provide~~ *create* a formal and visual representation of college goals in relation to the strategic plan.
- d. Added outcome: "The Strategic Action Agenda map will serve as documentation of our progress toward institutional goals."
- 5. Discussed purpose of an institutional dashboard.
 - a. Who is the audience?
 - b. How to use as a living document that is presented not only to the BOT, but in faculty and community meetings.
 - c. Use to communicate and serve as a touchstone of values, mission and goals.
 - d. Ensure we use inclusive language.
 - e. Ensure we vet with multiple administrative leaders both content and associated metrics.
 - f. How could we use the dashboard to create shared common language across the college
- 6. Overview of the Strategic Action Agenda map
 - a. The document has to be updated regularly, often aligned with BOT meetings.
 - b. The 5-year update of the Strategic Plan is in 2020.
 - c. We should celebrate successes in diversity, sustainability, etc.

Action Items:

1. Move minutes, agendas and annual reports currently housed on Assessment website to a secure folder.
2. Develop process for gathering feedback at all levels of the college.
3. Develop communication plan.

Next Steps:

Review examples of dashboards

IPPC Sub Committee- Institutional Effectiveness

Minutes

April 17, 2019

Attendees: Jennifer Allen, Cathy DeLorenzo, Riley Filister, Crystal Moore, Kerry Nelson, Joe Stankovich, Amy Tweedy, Peter von Allmen

References and Handouts:

- <https://provost.tufts.edu/institutionalresearch/files/InstitutionalDashboardsSeptember2005.pdf>

Dashboards reviewed

- <https://www.bates.edu/research/dashboards/>
- <https://www.rit.edu/fa/irps/dashboard>
- https://www.hamilton.edu/college/institutional_research/Dashboard%20June%202009.pdf (plus further ones on sustainability)

1. Welcome to Jennifer Allen, our newest member, from Finance and Administration.
2. Discussed what an institutional dashboard could be at Skidmore. In other words, how we could utilize the culture and resources such as expertise on storytelling as an academic exercise to inform our work. The committee is encouraged to think creatively about how we measure our success.
3. Reviewed the Tufts project that highlighted having a visual component and summarized a review of 66 institutional dashboards including common metrics included.
4. Reviewed the institutional dashboards at Bates, RIT and Hamilton.
 - a. Bates: Included separate dashboards on Admissions, Diversity, Enrollment, Faculty, Financial Aid and Graduation & Retention.
 - b. Hamilton: Includes list of numbers similar to Bates- not as visually engaging.
 - c. RIT: Most evolved and divided into following areas: enrollment; persistence and graduation; degrees awarded; faculty; instructional activity; academic quality; academic program review; courses, classes and grades; student satisfaction and engagement. Had three levels of access- very little available publicly.
5. Discussed the following points upon our review.
 - a. Discussed access and agreed we'd like to work towards publicly available information.
 - b. Noted that we currently have all of the information we viewed on various dashboards, though it is not all in the same place.
 - c. Reviewed the IR [factbook](#) that is updated annually and publicly available.
 - d. Reviewed collection of [college rankings](#) on communication and marketing page.

- e. Noted there is no comparative data between schools, only within. Comparative data helps provide context.
 - f. Discussed that the information included in the dashboards we reviewed did align with our strategic plan and we will want to move beyond these commonly used metrics in our dashboard- which will require creativity. In other words, how to balance showing general information and what sets us apart.
 - g. Discussed potential of being able to print key summary information in one or two pages.
 - h. Discussed having capability to drill down into more detail.
 - i. Noted our four main areas will clearly begin with well-being, sustainability, integrated learning and access.
6. Discussed timeframe.
- a. Overview of use of metrics in May.
 - b. Extended meeting in June to begin to select items and associated metrics to include in dashboard.
 - c. Develop timeline in September to ensure appropriate constituents are consulted in the appropriate order.
 - d. Fall 2019- Develop model to begin to present in early 2020.
 - e. Keep discussing how to make dashboard useful.

IPPC Subcommittee on Institutional Effectiveness

Minutes
6/12/2019

Attendees: Jennifer Allen, Janet Casey, Cathy DeLorenzo, Riley Filister, Luke Meyers, Kerry Nelson, Joe Stankovich, Jamin Totino, Amy Tweedy, Peter von Allmen

1. Update on Institutional Dashboard Project
 - a. Due to presidential search, tabling dashboard project. Cabinet is enthusiastic about project but wants to give new president a chance to ensure aligns with her aims.
2. Annual Report- Reviewed table of contents for IE/Assessment Annual Report for the 2018-19 academic year. From accreditation and capturing story standpoint, we want to document what committee is doing as well as what Amy and Peter are doing in their roles. Each member of the committee discussed current institutional effectiveness plans to be added to the report. Selected July 3 as deadline for submission. The report will be finalized in the early fall.
 - a. Overview of changes to assessment/IE at Skidmore.
 - i. The CEPP operating code was revised to add the Faculty Director of Assessment as an ex officio member of CEPP. This creates an important connection between CEPP and Assessment.
 - ii. Revision of the Assessment Committee to the IE Committee and change of membership.
 - iii. Addition of the IE Specialist.
 - b. In the Major Literacies: Document the Academic Affairs assessment project for the 2018-2019 academic year that focused on the “in the major literacies” of the new general education requirements. Next year’s focus will be in Information Literacy.
 - c. Summary of academic department assessments
 - d. Hobart and William Smith visited to learn about our assessment practices.
 - e. Assessment Network of New York (ANNY) conference was held in Saratoga Springs this winter. Amy, Peter, and student affairs assistant directors attended.
 - f. Updating assessment website
 - g. Campus Climate Survey
 - i. We have documented the administration of that survey
 - ii. There may be an opportunity for collaboration with this committee and CIGU on the results of the survey in the upcoming year
 - h. qSET student evaluation of teaching study
 - i. Results have been presented to faculty
 - ii. Further discussion will happen in the next academic year
 - i. SGA: Accessible Course Materials Survey - survey of students regarding the cost of textbooks and course materials
 - i. According to [the survey](#), students feel they are paying too much for text books.

- ii. [The Student Book Exchange Library](#), which was developed as a result of the survey, makes used textbooks available to students free of charge.
 - iii. Recommendation: Educate the faculty on the expense of textbooks and the impact to students.
 - iv. Any responses re departments where supplies (art) are the barrier rather than books? Potential for future expansion.
- j. Student Affairs
 - i. Student Affairs will discuss new assessment focus at upcoming retreat.
 - ii. An external review of the Writing Center and SAS as related to writing support has been conducted. SAS is reviewing the report and will determine how to move forward.
 - iii. Counseling Center is changing their intake process as a result of an assessment.
 - iv. Waiting for follow up retention report
 - v. Mariel Martin conducted an archival project on social justice space with analysis of next iteration of social justice space- staffing, naming, goals, student engagement
- k. Communications and Marketing
 - i. Digital display of live web analytics with focus towards news and story content.
 - ii. Compare past years efforts and audience reach
 - iii. Report to board with performance of college website, UX and design year over year, planning content strategy around peaks. Summary of what C&M is learning from analytics.
 - iv. Access to web analytics for department leadership
 - v. Branding consistency report that Luke shared at IPPC
- l. Finance and Administration
 - i. CIS and Swing Space (Annex)
 - ii. Health care subcommittee benchmarking
- m. Admissions-Slate CRM implementation
 1. Allows integration with C&M but does not integrate with other campus systems. Problem from advising perspective
 2. Database and communication platform with analytics
 3. Admissions will function within Slate rather than Banner
 4. Siloing of data across college is an issue. Areas where bridges have been made and where they haven't need to be identified.
 5. Admissions essay is no longer in portal for summer advising
 6. IT/CTO needs complete picture of access and data needs across divisions as they make decisions about software
 7. Accessibility for students
 8. Aaron Kendall will assist faculty with accessibility
 9. Data governance
- n. Discussed how the Academic Affairs triennial and decennial reports are assessment moments so we are utilizing resources we already have in place for

assessment. Janet will provide list of departments who participated in decennial reports.

- o. Discussed how large institutional grants are awarded based on an identified need and have annual reports
 1. Mellon Grant
 - a. Pedagogy among faculty, preparing for new curriculum
 2. Arthur Vining Davis Grant
 - a. Maker space
 - b. Bring concepts from maker space out into other disciplines.
 3. Tang/library collaborative grant
 4. Teagle
3. In the 2019-2020 academic year, the SIE will Update Assessment Plan. As we create an assessment plan, discuss the role of the committee.
 - a. Review current plan over the summer
 - b. Rich assessment life at Skidmore and this committee could serve to find connections
 - c. One model practiced at other institutions is to have the SIE committee review annual assessment reports from across the college. Discussed if we would make a recommendation of an assessment project by department or division. Noted that the standard should be achievable. Discussed possibility of proposing themes.
 - d. This group could function to facilitate communication on a standard assessment project across departments and divisions.
 - e. Committee will start making decisions in September and take the next year to put a program together with a goal to finalize assessment plan in fall 2020
 - f. The SUNY IE rubric and RIT rubric could serve as basis of assessing ourselves.
4. High Impact Practices: Amy and Peter will collaborate on a college-wide project.
 - a. How do different departments who work with high impact practices work in relation to each other. For example, the number of students who go abroad is dropping slightly. How does this compare to a broader composite of student experiences?
 - b. Looking at internships, service learning, study abroad, FYE, learning communities (High Impact Educational Practices)
 - c. How do these experiences impact students? Are students who go abroad also participating in other HIEPs?
 - d. Intentionally assess HIEPs as a group to assess their impact and intersection between them