

IPPC Sub Committee- Institutional Effectiveness Minutes

September 12, 2023

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

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

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

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

3. Student Success

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

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

IPPC Sub Committee- Institutional Effectiveness Minutes

October 10, 2023

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

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

IPPC Sub Committee- Institutional Effectiveness Minutes

November 14, 2023

Location: CIS321

Present: Corey Freeman-Gallant, Martha O’Leary, Kelly Sheppard, Mike Sposili, Joe Stankovich, Amy Tweedy, Dwane Sterling, Kam Haq (student rep)

Absent: Janessa Dunn, Jamin Totino, and Joshua Woodfork

- 1) Welcome new members
 - a) New members are Dwane Sterling (representing Finance & Administration) and Kam Haq (representing students)
- 2) Introduced HHMI Guiding Principles for Inclusive and Accessible Teaching and Learning
 - a) The HHMI grant is focused on trying to improve the climate for students related to learning and inclusiveness/accessibility. Two projects – data-informed culture and evaluation of teaching that includes inclusiveness and accessibility. That group has been doing surveys, focus groups, and governance committee meetings with students, faculty, and staff to come to a common understanding of what a good teaching/learning environment is for us. That group has a draft of the guiding principles document now (Kelly distributed). The principles don’t only pertain to the classroom. Will inform assessment activities/IE.
 - b) The focus of the developed guidelines is about learning.
 - c) Once adopted by faculty, the guidelines will be used to audit of systems, practices, and policies. Where we are meeting something and where we are not? Then, what changes do we need to make?
- 3) Student Success- Step 1: Defining Student Success ([See Sharepoint for resources](#))
 - a) How do we measure student success? What are best practices? How can it be systematic/repeatable?
 - b) The group spent time brainstorming areas/activities/programs that they felt signaled student success. A draft of those loose groupings is attached.
 - c) As we got farther into the discussion, the group recognized there are already expectations for student success by the college. As a next step, the group will match this list to the general education curriculum and the Goals for Student Learning and Development.
 - d) How do we define student success?
 - i) Academic (which ones of these are mandated by external reporting?)
 - (1) GPA (overall cumulative, end of the first year, term)
 - (2) Major GPA
 - (3) Retention (1st to 2nd fall)
 - (4) Graduation Rates (4- and 6-year)
 - (5) Post grad outcomes- First Destination
 - ii) Could look at:
 - (1) Learning and development
 - (2) GPA growth. How does it change based on student identities?

- (3) Gateway course completions
- (4) D/F/W rates
- (5) B or higher grades (thrive rates)
- (6) Within division
- (7) Toxic course combinations
- (8) Student selection course/major
- (9) Honors awards/achievements
- (10) Publication
- (11) Absenteeism
- (12) Collaborative Research
- (13) Credit-bearing Internships
- (14) Utilization of faculty office hours
- (15) Cohorts within majors/department

iii) Personal Development (belonging)

- (1) Access and utilization of services (library, health, counseling, etc.)
- (2) Athletics
- (3) Club Sports
- (4) Leadership (SGA)
- (5) Clubs
- (6) Event attendance
- (7) Student employment
- (8) RAs
- (9) Peer mentors, Peer health educators, etc.
- (10) Residential experience- roommate conflicts, room changes
- (11) Violations
- (12) Resilience
- (13) Adaptability
- (14) LinkedIn Learning
- (15) Creativity
- (16) Civic engagement
- (17) How do we balance if too many HIPs? Some do many but not well perhaps.
- (18) Belonging/Community/Shared experiences
- (19) Adaptability
- (20) Credentials (e.g., double major and two minors, social work, education)

- 4) High Impact Experiences- Thank you to those who volunteered to serve on the Data Analysis Working Group. An invitation will be out shortly.

IPPC Sub Committee- Institutional Effectiveness Minutes

December 5, 2023

Present: Kelly Sheppard, Joe Stankovich, Corey Freeman-Gallant, Joshua Woodfork, Dwane Sterling, Janessa Dunn, Jamin Totino, Martha O'Leary, Julie Delay

Absent: Amy Tweedy, Mike Sposilli, Kam Haq

- 1- What is mapping as an assessment activity? Why do we do it?
 - a. Overview of Gen Ed curriculum and GSLD.
- 2- Review general education curriculum and goals for student learning and development.
- 3- Map our original ideas.
 - a. Dividing into groups and assigning Markers and Measures of Student Success to the blank curriculum document.
- 4- Update- joint meeting with Enrollment Mgt. Group in January to share our process thus far regarding student success and overall aims of the project. January 29
- 5- High Impact Experiences- Data Analysis Working Group: Next Steps-next meeting this Friday at

SIE- Student Success Project

Mid-point Progress

To serve as minutes 1-23-2024 Meeting

1. Overview:

Principles

National Conversation-
Regional Realities (Demographic Cliff, enrollment/admissions)
Value Proposition
Covid as a disruptor
Disaggregated data- DEI, Access, Achievement
Post Grad Outcomes

Goal: To create a systematic College-wide expectations to measure student success. Outcomes include:

- a. Define student success
- b. Promote consistency across departments and across time so everyone is utilizing the same information
- c. Determine which metrics of student success will be included
- d. Develop methodology of what is collected, how it is collected, and by whom
- e. Set timeline expectations of when data is reviewed (i.e. by semester, annually, review trends)
- f. Develop system that allows data to be transparent, easy to understand to promote use
- g. Utilize disaggregated data by selecting targeted demographics
- h. Determine how results are communicated to the College community
- i. Discuss privacy and access concerns
- j. Develop recommendation of next steps including adding systems to include additional metrics of student success and how to use the results to identify predictors of success or those who need further assistance in the future to allow for proactive action.
- k. Document by including it as part of the Institutional Assessment Plan
- l. Celebrate Successes, identify gaps (shades of excellence)

2. Process thus far:

- a. Presentation of cGPA from Academic Affairs highlighting pre-covid and current state.
- b. Defining student success. Engaged in a brainstorm session to list moments in the student life cycle that could potentially be moments of demonstrating student success. Loosely, they fall in the following areas.
 - i. Academic (note differences between achievement and learning)
 - ii. High Impact Experiences
 - iii. Professional/Graduation Outcomes

- iv. Personal Development & Skills
- c. Mapped the brainstormed list with College documents that outline expectations of students
 - i. General Education Curriculum
 - ii. Goals for Student Learning and Development
- 3. Tensions
 - a. What we can do starting out with more readily available data with the understanding that the data is more on academic success and less on learning/development (which are always harder to measure).
 - i. GPA
 - ii. Probation/Withdrawal/Waiver (small n)
 - iii. Leaves
 - iv. High Impact Experiences (academic experiences that are currently recorded in Banner)
 - v. Graduation Rates
 - vi. Retention Rates
 - b. Increased national focus on post graduate outcomes
 - i. Job placement
 - ii. Salary
 - iii. Doesn't account for those who go into service

What to present to Enrollment Management group regarding to Student Success

- Commitment that are following through on our education
- Forecasting
- Covid experience
- Present summary and ask for feedback, what to include that we should include?

Markers and Measures of Student Success

Personal Development & Skills

- Resilience/Adaptability
- Belonging
- Community/Friend Support
- Student employment
- Attendance at events
- Athletics
- Leadership positions
- Club involvement
- Advising
- LinkedIn Learning
- Residential Experience
 - Judicial Violations (Noise, Safety, Drug/Alcohol Use, Harassment, etc)
 - Roommate Conflicts
 - Room Changes
- RAs
- Honor Code
 - Violations
- Access and use of services
 - Library
 - Health Services
 - Counseling
 - OAA
 - SAS
 - Use of Faculty & Staff Office/Student Hours

Professional/Graduation Outcomes

- First Destination
 - Employment
 - Graduate/Professional Programs
 -
- Overall Professional Graduate Programs
 - Where?
 - Admission rates
 - HPAC Medical/Vet/Dental School Data
- Employment
 - Beyond First

Add Volunteer, public service, military

High Impact Experiences (how to measure beyond participation?)

- Collaborative Research
- Publications
- Presentations
- SEE-Beyond
- Summer Funded Experiences
- Internships for Credit
- Honors Forum
- Opportunity Program
- Civic Engagement
- Student Academic Leadership
 - FYE Peer Mentors
 - Peer Academic Coaches
 - Writing Center Tutors
 - Sustainability Interns
 - Tang Interns
 - Peer Health Educators
- Study Away

Add Student Employment if we created process to treat it as high impact experience

Academic

- Academic Assessment Learning & Development
 - Learning Goals General Education Requirements
 - Learning Goals Majors & Minors
 - Over time
- GPA
 - Overall Graduation
 - cGPA 1st Year
 - Term GPA
 - Major GPA
 - GPA Growth
- Gateway Course Completion & Success
 - D/F/W Rates
 - Thrive Rates (B or higher)
 - GPA (w/ and w/out D/F included)
 - Challenging Combinations
- Probation/Waiver
- Absenteeism
- Credentialism
 - Double major and or minors
 - ACS Certified
 - Professional (Social Work & Education Studies)
- Retention
 - 1st Fall to 2nd Fall
 - Attrition (negative view)
- Honors & Awards

- Departmental/Program Honors
 - Latin Honors
 - Phi Beta Kappa
 - Department/Program Awards
 - Academic Prizes/Awards
- Graduation Rate
 - 4-Year
 - 6-Year
 - Term GPA
 - Major GPA
 - GPA Growth
- Student Selection Courses/Major

IPPC Sub Committee- Institutional Effectiveness Minutes

February 14, 2024

Present: Kelly Sheppard, Joe Stankovich, Corey Freeman-Gallant, Martha O'Leary, Kam Haq, Amy Tweedy, Janessa Dunn, Dwayne Sterling, Jamin Totino

1. Update on MSCHE Re-accreditation – beginning process of planning Self-Study, writing self-study design, forming working groups
 - a. Structure: Steering committee and 4 working groups with 2 assigned standards each
 - b. MSCHE VP Liaison is visiting campus 4/30- mark your calendars to attend the open session
 - c. Next steps: Amy and Kelly are populating the self-study design and working groups are being formed
2. Student Success Project- next steps
 - a. Currently IR collects and publishes, demographic data by class year, race/ethnicity, disability, citizenship, Pell, First Generation
 - b. We have begun collecting AQR but it won't be published.
 - c. Finalize areas to include in our initial proposal
 - i. 4 and 6-year Graduation Rates and time to graduation
 - ii. Developmental and basic skills placements (QR, FQR, writing) retention and placement of those students
 - iii. Retention Rates
 - iv. Cumulative GPA-Corey is looking annually at end of fall semester cum GPA outcomes vs. AQR. Looking towards longitudinal study every 5 years.
 - v. HIE- At this time we will set limits to include only what is already available in Banner.
 1. Internship for credit
 2. Practica/Field Experiences
 3. Civic Engagement Courses
 4. Study Away
 5. Exploratory Research for Credit Natural Sciences (100/200 level)
 6. 300-level Research for Credit Natural Sciences
 7. 300-level Research for Credit Outside the Natural Sciences
 8. Senior Experiences (Not Research/Practica/Field Experience)
 9. Athletics
 10. Honors Forum
 11. London FYE
 12. Opportunity Program-demographic
 13. FYE Peer Mentor
 14. Peer Academic Coaches
 15. Pre-Orientation
 16. Peer Health Educators
 17. Q- Do we want to include Questbridge?-demographic
 18. S3M? -can be identified by advisor (small cohort) cross referenced with Pell eligible, OP
 19. UWC-Davis Scholars (30-40)

20. Not ready to include student employment as experiences vary and it is not tracked in a systematic way.
 - a. WC online system used in SAS and Writing Center may be a useful tool
 - d. Identify demographic categories we will use and define. Some examples:
 - i. Class year (first, second, third, or fourth year)
 - ii. Gender-self-reported in admissions applications, extent to which it is rolled over to Banner, preferred name vs. legal name
 1. From systems perspective, it is in process, working on structure in Banner
 - iii. Race (IPEDS)
 - iv. Disability
 - v. Citizenship
 - vi. Pell
 - vii. Skidmore Need Grant Aid
 - viii. First Gen (Upon Entry)
 - ix. Majors – 1 and 2
 - x. AQR (Upon Entry)
 - xi. ~~Language spoken at home~~ 15% is populated, certain students may not self-report in application because of fear of stigma
 - xii. First Language
 - e. Discuss what software to explore using to display results
 - f. Discuss who will have access
3. Next month we will do a roundtable check in where each area will report on assessment activity in their areas.

IPPC Sub Committee- Institutional Effectiveness Minutes

March 20, 2024

1. Welcome new member! Katy Rusate, Advancement
2. Reviewed Non-returning student survey results
 - a. 24% response rate
 - b. Main reasons for leaving social life, not fitting in, cliques, school spirit, size and location, wanted larger school or city, student body too small.
 - c. Students with higher AQR scores were more academically motivated.
 - d. Students receiving aid more frequently had financial reasons to leave.
 - e. Socioeconomic status, race ethnicity cited as reason to leave.
 - f. Comparison of Skidmore to transfer institution – better, same or worse than transfer institution. Student-faculty interaction at Skidmore better than transfer institution. Geographic location of transfer institution better. On campus living environment.
 - g. Preference of transfer institution proximity to home more common post-covid.
 - h. Students transferred to more SUNY schools, community colleges and public 4-year institutions than in prior years.
 - i. Some went to schools that offered majors not offered by Skidmore.
 - j. Whether Skidmore was accurately represented-experience of inclusivity/diversity not accurately represented. Social aspects and living situation not as represented.
 - k. Things students liked most about Skidmore: friends, instructors, classes, Saratoga, academic experience, athletics, food
 - l. Challenges around social life, Covid, living conditions.
3. Divisional assessment activity updates
 - a. Advancement – Conversion to new software to improve reporting, McCaffery-Wagman campaign, Skidmore Fund
 - b. Communications – Revamped social media policy and guidelines, web ticket request system, preferred names rollout is in progress, textbook affordability, updating brand guidelines and inclusive language, external relations and media policy, policy and governance for Skidmore.edu, Visions and Values
 - c. Academic Affairs – gen ed curriculum QR review, Applied QR, quantitative skills outside the natural sciences, examining recent oral communication assessments for common themes. Bridge experience developing faculty survey, compiling projects, assessing student work, expository writing assessment next year. First year under new 10-year department/program assessment cycle. FYE gearing up for self-study external review focusing on learning opportunities in Scribner Seminars. Registrar add drop utilization, management of enrollments and wait lists, OP examining student outcomes in their programs, OCSE assessment related to balancing across fall and spring. Academic Advising assessment of summer advising process, mandatory leave
 - d. Admissions – alignment with communications, search, post-SCOTUS decision admissions, optimizing communication for first-year experience, navigating curve balls.
 - e. Human Resources – Change in student employment to provide access to paid sick leave collaboration between fin aid, payroll, IT, HR to create website for available student jobs, application process, submitting time and sick leave. Transitioning retirement service provider to TIAA, revising HR policies to stay in compliance, Employee wellness survey results have provided some ideas for wellness outreach, NTT faculty union negotiations

- f. Student affairs – accessible info management system implemented, WC online calendaring tool for tutoring, updated probation process to make more student focused, leadership training in athletics, health and wellness working on outreach so students are aware of options and services available. Res Life focus groups on Fgen students and OP students.
 - g. SGA – new director of student ..., new VP, senate seats are being filled. Consultant review of SGA to address student concerns.
 - h. Finance and Administration - strategic planning for IT, campus Safety
- 4. We need your help- securing Organizational Charts- MSCHE Evidence Inventory
 - a. Julie Delay can provide organizational charts
- 5. Discussion of how to document process that leads to policies and procedures updates.
- 6. Next month:
 - a. Student Success Project- next steps
 - i. Identify demographic categories we will use and define. Some examples:
 1. Class year (first, second, third, or fourth year)
 2. Gender
 3. Race (IPEDS)
 4. Disability
 5. Citizenship
 6. Pell
 7. Skidmore Need Grant Aid
 8. First Gen (Upon Entry)
 9. Majors – 1 and 2
 10. AQR (Upon Entry)
 11. First Language
 - b. Discuss what software to explore using to display results
 - c. Discuss who will have access

IPPC Sub Committee- Institutional Effectiveness Minutes

April 10, 2024

1. Discussed Assessment reports due at the end of the academic year.
 - a. Encouraged members to communicate with VPs re assessment plan expectations and reports are to be submitted via theSpring.
 - b. Discussed possibility of moving Administrative Reports to the LMS LearnMore Skidmore in future years
2. HHMI HIE presentation will be ready for presentation at next meeting. Other projects to report include FGen and GPA analysis
3. Student employment via Oracle will mean going forward student employment information/data will be available going forward and we will be able to track as high impact experiences because experiences will be more structured and comparable. Paid summer research experiences will also be tracked through Oracle whereas it was previously siloed.
4. Discussed Zen project – Summer focused experiential learning network combining SEF, See Beyond, Collaborative Research in single web gateway where students can find opportunities.
5. Student Success Project- How to use data in a productive way? How to manage data going forward and be able to review annually. Overall goal of the project is to use disaggregated data to track student success.
 - a. Where are we seeing gaps across the student experience? How can we address the gaps?
 - b. What is actionable? Where is accountability? Ensuring student success after they arrive here.
 - c. What is expectation of data? Driving decisions, Who is responsible for creating priorities and moving forward with data-driven policy? Action can be taken at high level and via small changes in individual offices that need to be tracked through assessment.
 - d. Can we create a proposal from the results of analysis rather than simply presenting the results.
 - e. Need to be mindful of how presenting data about certain demographics could impact those individuals.
 - f. MSCHE expectation that disaggregated data informs decision making
 - g. What are the barriers?
 - h. Discussed possibility of using spotlight report visualizing satisfactory, needs improvement and unsatisfactory.
 - i. What do we want students to achieve, how do we help students achieve that?
 - j. Do we want to set targets as an institution?
 - k. Discussed the Maturity model implemented in Communications and Marketing as a useful framework. Matrix to identify where we are, where we need to go.
 - l. How does data trickle down to direct service providers like PAC? Reminder to be student-centered.
 - m. How do we “Socialize the metrics”
 - n. Should the first audience should be Enrollment Management Group, then broader accessibility?
 - o. Dwane offered to help us identify 3-4 models to review at our next meeting.
6. Next meeting:

- a. HHMI HIE analysis presentation and first generation focus group results
 - b. Dwane will provide ideas to package student success data
- 7. You're invited! April 30 1:00pm in Murray-Aikins: MSCHE VP Liaison community forum

IPPC Sub Committee- Institutional Effectiveness Minutes

May 8, 2024

- 1) Report- Conversation with Senate Student Success (Kam & Amy)
 - a) Amy and Kam talked with SGA Academic affairs committee re their student experience on campus and what student success looks like to students. Ideas about how school spirit can contribute to student success and that events should be communicated. Student newsletter doesn't highlight success in a readable manner. Improvements can be made. Future discussions next hear with other groups will continue.
- 2) HHMI HIE Project Presentation & Discussion of next steps (Amy & Kelly & Martha)
 - a) HIEs help boost student success, sense of belonging
 - b) Are students across different dimensions participating equally?
 - c) How are HIEs tracked in our current data structures?
 - d) Overview of what demographics and experiences are included
 - i) Experiences categorized by Communities, Engaged Liberal Learning Practices, Academic Leadership Experiences
 - e) HIEs examined were those beyond those required in gen ed curriculum and excluded communities such as athletes. Most students had 1-3.
 - f) Positive findings: Increased participation in select HIEs
 - i) Greater outreach to students, creation/expansion of see beyond, increased funding for SEF has improved participation in summer research and summer funded experiences
 - ii) Senior level research for credit in domestic students of color and white students
 - g) Pell Eligible doing SFEs and Summer Research but fewer internships for credit. FGen slightly less participation in summer research. Overlap in Pell Eligible and FGen needs to be accounted for.
 - h) Students of color are under participation in internship for credit. International students are participating highly in internship for credit.
 - i) Domestic students of color are under participating in pre-orientation. International students are participating highly.
 - j) Students who don't participate in HIEs tend to be male. Male identifying students primarily participate in internships for credit and athletics 67%
 - k) Effects of Covid are not universally experienced.
 - i) Study abroad has rebounded post-Covid, many other experiences have not.
 - ii) Hispanic/Latinx participation is increasing. Black/African American is decreasing
 - iii) FGen has rebounded.
 - iv) Interventions
 - (1) Expanding to first and second year (traditionally done in junior/senior years)
 - (2) How do we increase Fgen participation in summer experiences and rfc?
 - l) How do we make these analyses routine to track participation?
 - i) How do we routinize tracking?
 - ii) Development of shared data practices
 - m) Discussion: Technology to reinforce process and prevent duplication of efforts.
 - i) Internships for credit, students with campus jobs may participate less in internships for credit
 - ii) Capturing broad spectrum of need, including Skidmore Grants, Federal vs. non-federal work study, and not just Pell/Not Pell.

- 3) Presentation of sample student success visualizations. Noted the importance of deciding on visualizations in relation to this project. Amy and Kelly will reach out to work a working group over the summer to further this work.
- 4) Reminders- Annual Report Due July 1