CEPP Meeting
November 11, 2024 @10:10-11:10am
Library 128A

<u>CEPP Members</u>: Anna Barnes, Adrian Bautista, Marta Brunner, Amy Frappier, Corey Freeman-Gallant, Heather Hurst, Nick Junkerman, Natalie Koegler, Kelly Sheppard, Bob Turner, Jamin Totino

Absent: Dorothy Mosby, Robert ParkeHarrison

Scribe: Amy Frappier

<u>Agenda items:</u>

1. CEPP Chair welcomed guests
2. Minutes for 11/04 will be reviewed prior to the next meeting
3. Announcements
   a. update on upcoming Faculty-only meeting for Friday 11/15
   b. CEPP agenda outlook – Overfull agenda; today's priorities are to hear and discuss two important guest presentations. Looking ahead: implementation of approved recording policy, further discussions of accessibility and technology

New Business
4. Assessment report: HHMI-sponsored initiative on student High Impact Experiences (HIE)
   a. Kelly Sheppard presented a detailed progress report on project history, methods and data limitations, and shared the current findings. HIEs include a wide range of meaningful student activities, mainly beyond the classroom, that are correlated with student success in the academic literature. HIEs may be paid or unpaid, credit-bearing or extra-curricular.
   b. This project aims to improve inclusive access and excellence in student outcomes, supporting teaching and learning as well as the ongoing Reaccreditation. Current project phase assesses Skidmore's data-collection procedures for HIEs and evaluates results for AY 2016-2023: overall and stratified by DEI group categories.
   c. Data shows most students engage in 3-4 HIEs, with measurable differences over time, between categories of HIEs, and between DEI groups. In some areas, we exceed national trends, yet some students seem to lack HIEs. Differences were sometimes clarified by stratifying by other group memberships. Differences were highlighted for student groups including: males, Pell-eligible, first-generation, domestic students of color. Useful indicators and trends are weighed against substantial data limitations that highlight gaps and inconsistencies in data collection procedures across the College.
   d. CEPP welcomed the report with a robust discussion:
   • What makes an experience "high impact" or "transformative" for students, and are all the data categories represented in the report appropriate? CEPP discussed changing career trajectory and resume-building, self-discovery/exploration vs mastery, belonging-ness and building relationships, self-advocacy and leadership, among others. An experience may be trivial for some students, but high-impact

for others – ex: pre-orientation. We recognize the value of failure – AF brought up experiences that may not be considered 'successful' can nevertheless be highly impactful.

- BT asked if it is right to ignore "regular" coursework? "How can we say that reading *(insert favorite author's name here)* is not transformative?" We discussed the perennial problem of allocating significant faculty time to guide students in HIE in the context of compensation/reward structure and resource limitation, including HELIOS. KS and BT highlighted examples of excellent HIEs embedded in the curricula of certain majors, such as ESS Capstone and Chemistry research program.
- Relationships are key. HH asked about the DEI identities of the HIE supervisors, such as faculty, bosses, etc. Who is doing this work? Advancing equity of opportunity and access includes quality advising, holding events to inform about opportunities and invite participation. What connections are not being made? AF mentioned access problems due to staffing limitations, such as GIS courses where demand far outstrips supply such that students are gaining these transformative skills only as seniors, rather than in sophomore year. Visiting faculty homes has been considered 'transformative', yet unequally available for faculty to provide.
- Data collection can be improved for potentially-HIE activities, by tracking student IDs across the College. Consistent data coding and naming practices could be improved, as well as creating a tool to connect routine reports to Banner data. CEPP will continue to discuss and engage with this issue.

5. Visit from Marta Brunner (Library) with Anna Barnes (SGA) on Affordable Course Material initiative

1. CEPP Chair welcomed guests. Minutes for 11/04 will be reviewed prior to the next meeting.

   a. Students continue to be very concerned with the cost of textbooks and other course materials, and the Library and SGA continue to work on the problem. MB and AB presented a white paper draft, towards a Faculty resolution stating that we value reining in the cost of textbooks and other course materials. They also shared example language used at other institutions.

   b. The proposed resolution would not be binding; nevertheless, an official expression from the College Faculty on this matter would result in some tangible financial benefits for students and the College. For example, the Library and Bookstore would be more empowered in price negotiations with vendors and publishers. MB stated that the Library would likely be able to further reduce costs.

   c. It is recognized that the cost of books and other materials varies by subject, and that some course materials are inherently costly and cannot be reasonably substituted. In other cases, lower-cost resouces that are available are not being used. Although new, open-source materials are coming online frequently and low-cost collections can be compiled, faculty may need support to transition from traditional sources like textbooks. Library staff are available to help individual

faculty to find lower-cost instructional materials. Examples included: BT's course reader collection, supplementing older classic textbooks with new research articles. A resolution would encourage additional Library outreach.

d. Departments can support affordability by hosting a book exchange shelf.
e. CEPP enthusiastically supports this initiative. CEPP will continue to work with AB and MB to prepare the resolution for a presentation at a faculty meeting this AY.