

~ The Opportunity Programs at Skidmore College ~

- Skidmore's Opportunity Programs began in 1969 as a partnership between several founding colleges (including Skidmore) and the State of New York to enroll academically and economically disadvantaged students. Our partner program was added in 1999 to accommodate additional students not funded under our State grant.
- Our programs currently enroll approximately 110 students for the classes 2005-2008. We have graduated 340 students to date, and our overall graduation rate for the last ten years is approximately 86%.
- Students who receive state grant funds must be residents of New York State and meet specific economic guidelines (for example, a student from a one-parent household of three people must have a total household income of under \$26,500 for the previous year). Partner program students do not need to be New York residents (we have enrolled students from across the country) and do not need to meet the same strict financial guidelines.
- Opportunity Program students must all meet academic guidelines. To be considered for admission to our program, students must apply through the College Admissions office and then be referred to us because they are deemed inadmissible to the College. (For example, the mean SAT's of our enrolled program students in the class of 2008 was 1010. The median for all Skidmore students accepted for the Class of 2008 was 1310). Despite the fact that many of our students have not taken accelerated courses or benefited from small classes and other academic opportunities, the students we consider show promise: all are highly motivated, show great potential, and some have been class valedictorians or salutatorians.
- Opportunity Program students at Skidmore achieve at higher levels, are retained at higher rates, and therefore graduate at higher rates than students from comparison groups who do not receive Opportunity Program support. Our students may enter at risk, but our 2004 OP seniors graduated with an overall cumulative average of 3.0965. Skidmore's Opportunity Program students have earned international (e.g., Fulbright, Omicron Delta Epsilon, Phi Alpha Theta), national (e.g., National Hispanic Scholarship, National Institute of Health Scholarship, Phi Beta Kappa, Pi Mu Epsilon, Sigma Delta Pi, Psi Chi), and campus (e.g., Periclean Honors Society and other Academic and Leadership prizes) recognition for academic commitment and performance.
- Our success (as measured by graduation and retention rates and academic achievement) results from our commitment to a well-coordinated system of high-quality academic support and advising. The summer program, offered each year for the month of July, prepares students both academically and personally for the challenges of the years ahead. Students enroll in quantitative reasoning, expository writing and pre-freshman seminar classes. During the academic year, all first-year students enroll in a fall-term study skills course, taught by an Opportunity Program staff member; the students who need extra writing preparation will take a developmental writing class and receive intensive ESL intervention. Support for our students may be most visible in the first year, but attention to our students continues throughout all four years. Our students often mention that they feel "at home" with us. We offer encouragement and advice even after graduation.
- Skidmore Opportunity Programs were studied in 2002-2005 as one of 3 models for undergraduate student success. See the link on the HEOP website "Reports and Forthcoming Publications" for this research by The Consortium for High Academic Performance, of The Institute for the Study of Social Change, the University of California at Berkeley.

TABLE 1: Graduation Rates*- Entering Classes 1990 to 1999					
		N	WITHDREW	DISQUALIFIED**	GRADUATED
ALL STUDENTS ALL CLASSES		6124	17.7%	4.4%	77.9%
ALL STUDENTS ALL CLASSES	HEOP	186	5.9%	10.2%	83.9%
	Non HEOP	5938	18.0%	4.2%	77.8%
WHITE	HEOP	12	8.3%	8.3%	83.3%
	Non HEOP	4988	18.3%	3.7%	78.0%
NON-WHITE	HEOP	172	5.8%	9.9%	84.3%
	Non HEOP	492	17.1%	9.8%	73.2%
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	Non HEOP	79	27.8%	6.3%	65.8%
BLACK	HEOP	55	10.9%	9.1%	80.0%
	Non HEOP	76	17.1%	14.5%	68.4%
NAT. AMER.	HEOP	3	0.0%	0.0%	100.0%
	Non HEOP	15	20.0%	13.3%	66.7%
ASIAN	HEOP	20	5.0%	5.0%	90.0%
	Non HEOP	214	17.8%	7.5%	74.8%
LATINO	HEOP	94	3.2%	11.7%	85.1%
	Non HEOP	186	16.1%	9.7%	74.2%
WHITE	HEOP	12	8.3%	8.3%	83.3%
	Non HEOP	4988	18.3%	3.7%	78.0%
NOT REPORTED	HEOP	2	0.0%	50.0%	50.0%
	Non HEOP	380	14.2%	3.4%	82.4%

*6-year graduation rate

**Includes Administrative Dismissal

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TABLE 2: Retention- ALANA (HEOP/non-HEOP)

Retention Percentages - Returning:

Year of Entrance	Class of		Initial N	2nd year	3rd Year	4th Year
1998	2002	White - Non-HEOP	469	91.9%	88.5%	85.5%
		ALANA - Non-HEOP	38	84.2%	78.9%	76.3%
		HEOP ALANA	22	95.5%	95.5%	95.5%
		HEOP(all)*	24	95.8%	95.8%	95.8%
		Total Entering Class**	596	92.1%	88.4%	85.9%
1999***	2003	White - Non-HEOP	485	89.5%	82.5%	80.6%
		ALANA - Non-HEOP	69	85.5%	75.4%	71.1%
		HEOP ALANA	18	88.9%	83.3%	77.7%
		HEOP(all)*	19	89.5%	84.2%	78.9%
		Total Entering Class**	642	89.4%	82.6%	80.1%
2000	2004	White - Non-HEOP	429	91.8%	86.7%	83.0%
		ALANA - Non-HEOP	61	91.8%	85.2%	78.6%
		HEOP ALANA	19	100.0%	94.7%	89.4%
		HEOP(all)*	26	96.2%	92.4%	84.7%
		Total Entering Class**	600	92.0%	86.8%	76.5%
2001	2005	White - Non-HEOP	430	91.9%	86.8%	85.9%
		ALANA - Non-HEOP	59	86.4%	81.3%	76.2%
		HEOP ALANA	21	100.0%	95.2%	85.7%
		HEOP(all)*	26	100.0%	96.2%	84.7%
		Total Entering Class**	598	91.5%	86.0%	83.8%
2002	2006	White - Non-HEOP	442	90.0%	85.5%	
		ALANA - Non-HEOP	66	87.9%	83.4%	
		HEOP ALANA	21	100.0%	90.5%	
		HEOP(all)*	25	100.0%	92.0%	
		Total Entering Class**	635	90.2%	84.7%	
2003	2007	White - Non-HEOP	450	93.3%		
		ALANA - Non-HEOP	55	90.9%		
		HEOP ALANA	23	95.7%		
		HEOP(all)*	25	96.0%		
		Total Entering Class**	642	93.5%		

All percentages are calculated using the number of students remaining from the entering class cohort.

AOP students are included as HEOP.

Students not included in the above subcategories: Non-US residents; students not reporting race/ethnicity

*White, NonWhite, and Not-Reported

**All-College Entering Cohort, including all ALANA, HEOP, Non US residents, no race/ethnicity reported, etc.

*** HEOP/AOP varied admissions yield procedures; went to wait list for 70% of class.

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TABLE 3: ACHIEVEMENT DATA
(Classes entering 93, 94, 95, and 96)

Racial/Ethnic Category	Non-HEOP/AOP mean GPA	HEOP mean GPA	Non- HEOP/AOP 80th percentile mean GPA	HEOP 80th percentile mean GPA
Non Resident	3.13 (N=18)	* (N=0)	3.506	*
Black	2.869 (N=16)	2.88 (N=24)	3.27	3.27
Asian	3.042 (N=80)	3.416 (N=18)	3.425	3.734
Latino/a	2.965 (N=56)	3.016 (N=30)	3.335	3.364
White	3.235 (N=1169)	3.221 (N=8)	3.602	3.705
Not reported	3.221 (N=224)	3.223 (N=8)	3.585	3.692
Other	3.007 (N=2)	3.032 (N=1)	3.347	3.032
Native	2.82 (N=7)	3.045 (N=3)	3.46	3.667

* The classes of 2008 and 2009 bring the first non-resident students for HEOP/AOP.

Note: Analyses of cumulative GPA data reveal that, across racial/ethnic categories, HEOP/AOP students achieve at comparable or higher levels than their non-HEOP/AOP peers. This is particularly significant given the gap in entering profiles of HEOP/AOP students.

TABLE 4: 2004-2005 Term GPA Comparisons

Spring 05				
GROUP	TOTAL*	FEMALES*	MALES*	HEOP/AOP
All	3.29	3.38	3.15	3.14
1st Year	3.21	3.3	3.09	3.24
Soph	3.27	3.36	3.14	2.93
Junior	3.29	3.36	3.19	2.98
Senior	3.42	3.56	3.23	3.35
Fall 04				
GROUP	TOTAL*	FEMALES*	MALES*	HEOP/AOP
All	3.25	3.36	3.1	3.03
1st Year	3.17	3.27	3.03	3.15
Soph	3.27	3.36	3.13	3.04
Junior	3.26	3.35	3.11	3.02
Senior	3.33	3.47	3.15	2.97

*IR: by J. Stankovich

TABLE 5: COMPARISON OF HEOP/AOP MAJORS TO DISTRIBUTION OF MAJORS AT THE COLLEGE

DEPARTMENT	CLASS OF '06	CLASS OF '07	CLASS OF '08**	CLASS OF '09***	TOTAL # OF STUDENTS*	MEAN GPA for current HEOP/AOP students by major	MEAN CUM GPA BY MAJOR (Classes of 2001-2003)****	% OF MAJORS AT COLLEGE (Class of 2005)
American Studies			3		3	3.05	3.21	14(2.2%)
Anthropology	1		1	1	3	3.44	3.36	13 (2.0%)
Art History							3.3	19 (3.0%)
Art Studio		2	4	6	12	3.23	3.23	57 (8.9%)
Asian Studies	1	1			2	3.6	3.35	8(1.2%)
Biology	1	2	2	4	9	3	3.3	12 (1.9%)
Chemistry	1			2	3	3.06	3.25	13 (2.0%)
Classics							3.29	3 (0.5%)
Computer Science							3.25	9 (1.4%)
Dance & Dance Theater				1	1	***	3.45	12 (1.9%)
Economics	1	3	1	3	8	3.43	3.27	21.5 (3.4%)
Education Studies				1	1	***	3.34	14 (2.2%)
English	2				2	2.64	3.29	59.5 (9.3%)
Environmental Studies							3.29	9 (1.4%)
Exercise Science	1	2	1		4	2.88	3.29	9 (1.4%)
Foreign Language	2		7		9	3.28	3.25	40 (6.2%)
Geosciences							3.26	5 (0.8%)
Government	1		1	2	4	3.14	3.18	46.5 (7.3%)
History	1		1	2	4	2.55	3.26	13 (2.0%)
International Affairs				1	1	***	NA	6 (0.9%)
Management & Business	3	5	6	6	20	3.03	3.09	79 (12.3%)
Mathematics	1		2	5	8	3.72	3.4	16 (2.5%)
Music		1			1	3.33	3.43	16 (2.5%)
Neuroscience	1					3.859	3.36	15 (2.3%)
Philosophy			1		1	3.22	3.35	12.5 (2.0%)
Physics	1				1	3.81	3.47	4 (0.6%)
Psychology	1	4	1	2	8	2.95	3.3	48.5 (7.6%)
Religious Studies							3.38	6 (0.9%)
Social Work		3	1	1	5	2.67	3.46	14 (2.2%)
Sociology	7	3	1		11	2.9	3.26	12.5 (2.0%)
Theater	1		1	2	4	2.9	3.34	19 (3.0%)
Women's Studies			2	1	3	3.23	3.33	11 (1.7%)

* HEOP/AOP count includes double majors and interdepartmental majors.

** Data taken from <http://www.skidmore.edu/registrar/ir/factbook/factbook.htm>.

*** Anticipated majors for Classes of 2008 and 2009. ****IR.jgs8/1/03

TABLE 6: HEOP/AOP Course Enrollments (Fall 2005)

Number of Courses	Number of Faculty
255	175

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**TABLE 7: Academic Support¹ Contact Hours for
AY 2004-2005**

Class Year	Number of Students	Number of Contact Hours	Percentage per Class
2008	34	1,208 (840 in the Fall semester)	62% (1208/1951) ²
2007	26	453	23% (453/1951)
2006	25	127	7% (127/1951)
2005	21	163	8% (163/1951)
Totals	106	1,951	100%

¹ Academic support is defined as advising, course-specific support, ESL support, training in public speaking, guidance for internships, fellowships, summer opportunities and post-graduation employment, and graduate school counseling and assistance. This doesn't include what we affectionately call "time at the kitchen table."

² 62% of all academic counseling hours in 2004-2005 were spent with first-year students (nearly two-thirds of this time during their first semester).

TABLE 8: HEOP/AOP FY 05-06 Forecast Summary

Income	
NYS Grant	379,000
External Financial Aid & Grants ¹	1,351,000
Total	1,730,000
Expenses	
Program Expenses (Compensation and services and supplies)	375,000
Financial Aid	3,715,000
Total	4,090,000
Net Expense	2,360,000

¹ The Kettering Foundation has pledged \$5 million (\$1 million a year for five years) to endowment to support a Skidmore Opportunity Programs partnership with selected Ohio high schools. The College received the first installment during the summer of '05. This endowment will begin generating additional revenue for this program during FY 06-07.