

**CEPP Meeting Minutes**  
March 3, 2025 @10:10-11:10am  
Library 213

Attendees: Adrian Bautista, Amy Frappier, Heather Hurst, Lisa Jackson-Schebetta, Nick Junkerman, Natalie Koegler, Trevor Lai, Kelly Sheppard, Jamin Totino

Scribe: Lisa Jackson-Schebetta

CEPP Chair opened with an overview of committee business and potential business for rest of semester.

**Offering Online Summer Courses:** CEPP reviewed the discussion from 3/3 and possible next steps. CEPP member noted challenges, including summer courses operate outside of regular semester offerings (in terms of scheduling, workload, evals, etc), even though Skidmore faculty (and Skidmore students) are the primary participants in summer session; questions concerning faculty training and preparation for effective online teaching. Special Programs (which includes summer courses) is scheduled for self-study and external review in the coming year. CEPP member suggested that CEPP's considerations should be summarized for Special Programs in advance of that review so summer courses may have it as a resource. CEPP member noted that summer situation for summer students (housing, meals, etc) is complicated and varies student to student. (number of students on campus this summer was 264).

CEPP member notes that it rests with the department: a department can choose/opt to not to offer online summer courses in the summer. Offering summer online courses is not obligatory.

CEPP member noted the difficulty of finding online courses elsewhere that fit Skidmore requirements. For example, a potential AQR course may meet content requirements but not the learning goals of the AQR requirement at Skidmore.

CEPP will share a summary of the report and key points of consideration and initiate a public comment period for the faculty. CEPP will also specifically send a note to CPDs, inviting additional department level conversation as appropriate.

CEPP will return to considerations about how to provide information to students.

**Online Course Evals**—Institutional Research is running a survey with peer and aspirant peer institutions on their experience with online ratings. CEPP Chair will move forward with scheduling stakeholder conversations with WGIATL, ATC, and PC. CEPP plans compiling information to circulate to faculty to keep the faculty apprised of progress and considerations.

**Assessment** : CEPP discussed the scheduled "review of the general education" curriculum with the goal of ascertaining what guidance CEPP might provide on carrying the assessment forward. CEPP member notes that the last revision/review of student goals for learning and development was 2009. CEPP member recommended that a review of student goals for learning and development be placed on CEPP's agenda.

In terms of reviewing the gen ed curriculum, CEPP member suggests looking back at 2017 data for comparative analysis. CEPP member reminded the committee that we have to bear in mind the anomalies of COVID. CEPP notes that the charge is to "review" not "assess." Those are distinct projects.

CEPP is confident in continuing with the curriculum right now and notes multiple assessments and reviews are in process (Huron, annual assessments, etc). CEPP will continue its review of the curriculum as more data is available, including current review and assessment projects as well as an increase in number of alumni having gone through the curriculum.

**Upcoming agenda items (unranked):**

Next three years of academic calendars from Dave DeConno for CEPP approval

A return visit from Cori Filson to talk about OCSE

Request from Health Services to examine faculty attendance policies and their effect on the spread of highly communicable diseases (esp. pertussis) in the classroom.

AI—while CEPP is not in a position at the moment to take AI on in a substantial way, CEPP continues to remain abreast of the conversations and considerations on campus and beyond. CEPP member noted there are access considerations, in terms of “pay to play” that LEDS is looking at. CEPP notes that CLTL is doing a great job with lots of opportunities for faculty to explore and engage with current issues and practices around AI in higher education.

Proposal from SAS on accessible documents—in relation to being in compliance with Title 2 of the ADA. LEDS will participate in this conversation.

Broader issues with testing accommodations, the strain on the system to cope with steadily rising demand, space constraints, etc.

Course material affordability considerations.