

CEPP Meeting Notes
September 22, 2025 @10:10-11:10am Library 213

CEPP Members present: Amy Frappier (Chair), Heather Hurst (Faculty), Natalie Koegler (SGA), Ryan Overbey (Faculty), Robert ParkeHarrison (Faculty), Javier Perez-Moreno (Faculty), Kelly Sheppard (Assessment), Natalie Taylor (Interim DoF/VPAA)

Absent: Adrian Bautista (DOS/VPSA), SGA Rep (unassigned)

Attendees: Jamin Totino (SA delegate, Learning Commons)

Scribe: Ryan Overbey

1. Minutes for 15 September 2025 were approved by unanimous consent.
2. There were no new announcements.
3. Minor friendly amendments were made to the CEPP Operating Code. The revised Operating Code for 2025–2026 was approved by unanimous consent.
4. There were no updates on the Online Ratings Initiative. The Chair will be meeting shortly with representatives from IR and with ATC & PC to discuss the initiative and get input.
 - From the SGA side, Academic Council will be meeting in the next week and the online ratings initiative will be discussed
 - On the question of whether there will be an additional SGA rep to CEPP, the SGA rep noted that there were recently elections and that they were hopeful that one of the new members may be interested in participating.
5. New Business
 - a. Assessment
 - Scientific Inquiry Assessment
 - results showed our students roughly on par with experienced high school science teachers. They have some of the same issues that high school science teachers have on this test. For example, they assume hypothesis → theory → law, but it's not that hierarchical. But in K-12 education there is often this view taught, and we have to unteach it at the College level. Multiple demographics did very well, with the exception of first-gen students; they did fine but did not excel to the same level of continuing-gen students. The results have been sent to STEM faculty as well as to Corey Freeman-Gallant's shop and to those in the first gen initiative.
 - To a follow-up question on College support for first gen students, Jamin Totino outlined recent efforts to coordinate support between Academic Affairs and the Learning Commons.
 - On the question of how CEPP can be helpful in supporting first gen students, Jamin Totino noted there is a lot of intersection around Universal Design for Learning (UDL), first-gen support, AI, and Title II. Future efforts (such as UDL) to support a broad spectrum of students will likely benefit first gen students as well.
 - Writing in the Major Assessment
 - On the general mechanics of writing, the students do fine. But what we saw is a repeating pattern similar to Information Literacy: not really having depth of engaging with arguments, with sources, more sophisticated analysis that considers sources with differing views. The higher order of analysis we expect of graduating seniors from a liberal arts institution was not as present as we would like. This seems especially important in the age of AI. Kelly Shephard will be meeting with Thad Niles (Expository Writing), Caitlin Jorgensen (Writing Center), and Marta Brunner (Library) to kick off a conversation about what we've seen.
 - A member asked why, if Writing in the Major has been around for 15 years, we are getting these results? In response it was noted that assessment was infrequent, and when it did take place, too often focused on mechanics rather than deeper questions of information literacy and analytical depth. The committee then had a discussion about strategies within

departments and programs to scaffold library research into the curriculum; at the moment students might get a robust introduction in the FYE, and then it might take 1–2 years before they are expected to practice those skills in their majors.

- A member pointed out that these results might be tied to the broader problem of grade inflation at Skidmore; perhaps the rubrics used for assessment of Writing in the Major could be more consistently applied when providing feedback on student work.
- Members discussed all the places within the institution that this issue touches on: CLTL, Curriculum Committee, Assessment, departments and programs doing Self Studies and Midpoint Reports. The Chair noted that this issue is an example of individual systems improving gradually over time, but with little connection or communication between those systems.
- Quantitative Reasoning
 - QR looked at student attitudes toward QR. Unfortunately we fit with national trends, with women having less confidence than men (even when not warranted). This year QR will do an analysis on the assessment tool they used. They are thinking of new forms of assessment and trying to get faculty teaching QR to align with the QR goals (some desynchronization may have happened with COVID).
- Global Cultural Perspectives
 - To assess GCP we will use the Global Perspective Inventory, a validated national instrument. We will compare students who go abroad and students who choose not to go abroad.
- Expository Writing
 - English will assess Expository Writing, looking at EN105 and EN110 and pulling out random essays towards end of semester (Fall and Spring) using rubric piloted this past year. We will also be looking at students placed in EN103 and first gen students to see any differential outcomes.
- Technology Literacy
 - This year the review of the proficiency in major is Technology Literacy. Assessment will be meeting with CLTL, LEDS, and C/PDs to talk about this Spring assessment work.
- Senior Coda
 - Moving into the Spring, one outstanding question will be best practices for assessing Senior Coda. It has very general criteria, and each department does their own thing. There are also a mixture of goals, such as reflection on learning and also a significant senior project. This work is also not isolated to major programs only; there are significant Coda-like things happening within minor programs at Skidmore like MDOCS, Black Studies, Arts Administration, etc.
- One member brought up financial literacy as a skill much desired by Skidmore students—is this a matter for co-curricular learning, or something that can be rolled into QR as a potentially popular option for students? The SGA rep noted that a financial planning/literacy course would likely be in high demand among students. Another member noted that right now many AQR courses are gated behind prerequisites, so a course like this could be quite useful in filling student demand for AQR.

6. Wrap-up

- Agenda item for discussion of Middle States Accreditation is tabled for the next meeting. For next time, CEPP members are encouraged to review Standards III and V.

Respectfully submitted,
Ryan Overbey