Colonnade General Education Curriculum Committee (CGEC) Agenda for September 30, 2025, at 3:45pm – Zoom

Zoom Link: https://wku.zoom.us/j/94004097833

Meeting ID: 940 0409 7833

- **Approval of Minutes from September 2, 2025 (See Below)**

- **Action Items:**
  - Approval of New Courses:

Colonnade Committee (2)				
Code	**Title**	**Status**	**Initiator**	**Received**
CHIN 370	CHIN 370: Introduction to Modern Chinese Literature and Film	Edited	kpn73047	9/4/2025
CHIN 333	CHIN 333: Chinese Culture and Civilization	Edited	kpn73047	9/4/2025

- **Information Items:**

  - The Kentucky Graduate Profile & Colonnade WKU Career Climbers Pilot Project - Dr. Rheanna Plemons, Assistant Provost for Accreditation and Assessment

  - Colonnade Workgroup Update – Dr. Stacey Forsythe, Colonnade Program Director and Colonnade Workgroup Chair

Voting Members Present: Andy Mienaltowski, Kandy Smith, Missy Travelsted, Phillip Gunter, Yuyun Lei, Caden Lucas, Robin Ayers, and Angie Jerome.

Guests: Seb Leguizamon

Ex-Officio: Danita Kelley, Jennifer Klemm, Alex Lebedinsky, Jennifer Hammonds, Rheanna Plemons, and Stacey Forsythe

Meeting called to order at 3:45pm

Approval of Minutes from May 6, 2025: 1st/2nd: Jerome/Ayers – **Vote:** Approved (8 yes)

Action Items:
- No course proposals or revisions came in over the summer
- Election of new Colonnade Committee officers (Vice Chair)
  - Mienaltowski explained that he doesn't plan on missing any meetings and the vice-chair would not have a lot of work.
  - Forsythe explained that the vice chair doesn't mean you have to be chair next year.
  - Mienaltowski said if you want to chair next year it's a great way to see whether that is something you will want to do.
  - Kandy Smith volunteered to be vice-chair.
  - Mienaltowski accepted the nomination and approve by acclamation. Vote Approved (8 – yes).

Informational Updates:
- **Colonnade Workgroup Update – Dr. Stacey Forsythe, Colonnade Workgroup Chair**
  - Forsythe gave a brief update about the workgroup. Still working on data points and some ideas for a revised colonnade program. Hoping the colonnade committee can be involved with updating application forms or some informational things that may need to go up on the website. She'll have more updates at the next meeting.
- **Colonnade Assessment and QEP Brief – Dr. Rheanna Plemons, Assistant Provost for Accreditation and Assessment** (Presentation presented has been added as an Appendix to these minutes.)
  - Plemons asked how many people are familiar with the KY Graduate Profile (KGP)? Many were familiar. How many of you are ready to implement that into your academic majors? Few were ready. The Kentucky Graduate Profile is, also known as the 10 Essential Skills. She wanted to inform everyone about the KGP and what it means for the Colonnade Program. CPE wants us to have an implementation plan ready asap. This is a CPE initiative. It is becoming the state's post-secondary learning framework, meaning that all universities are going to be responsible for embedding the Kentucky Graduate Profile into the culture of the university. The 10 essential skills were identified by a work group and CPE as employable skills or workplace competencies that every student should have before leaving college. And four-year institutions are asked to build upon those so that students reach a mastery level at the end of four years in those

competencies.

To implement the Kentucky Graduate Profile across campus, we've identified three phases that we will have to go through, and the first is the Colonnade program. Our goal is to make this as easy as possible. We've been talking a lot about assessment, and how we could easily assess these competencies, because this is a new way of thinking for us. We're used to student learning outcomes. We're used to program learning outcomes. Competencies are just a little bit of an abstract way of thinking. And having to figure out how to assess those adds another layer on the Colonnade implementation. So, we would like to propose that we map competencies to categorical learning outcomes. We would also like to integrate competency into the existing assessments. We would like to pilot artifact collection and develop training on how to write competency statements and how to assess competencies within the program. Year two, we want to start curriculum mapping for core courses and academic programs. And integrate competency reflections into culminating assessments. And then finally, campus-wide implementation. CPE has mandated that this must be in place by spring of 2028. So, at that point, they're seeing a campus-wide implementation where even our extracurricular activities will somehow identify competencies, and if you're going to these extracurricular events. Then you will be able to use the suitable app to mark those and also see at what level those events would be. But that's the phases that we've been able to identify that we will need to go through to get this completed. The QEP is required by SACSCOC.

Information sessions to come in the near future. Presentation included in the appendix of these minutes.

Questions
o Jerome asked about the survey that was sent. She explained, I didn't know that each person that taught the class was supposed to do it, so what I did was I had my program coordinators for each of my programs say which one, and then I reported them all. I have one person for film, fill out their competencies, so you shouldn't have any duplicates from us. Plemons said she didn't do anything wrong.
o Ayers did the same thing as Jerome. She only did it for colonnade courses not the entire list of courses. Plemons, said that's fine.
o Forsythe statement moving forward we'll have to do it. Then explained the process of colonnade and when the KGP competencies were added.
o Plemons wants to tighten up the categories so assessment can be done.
o Plemons stated that CPE requires a general education assessment this year, which she'll need to summarize the last three years. She plans to meet with the ASL team to learn. Wondering if we could pilot the KGP this year. Wants to use the existing artifacts to help the department see the competencies.
o Jerome asked, I have a question about now. So, I'm struggling with this, and the art department has reached out to me about this. We have two classes that are in Colonnade, one's in social and behavioral, one's in something else. I don't know. We're combining them into one class, and they want to… but they want to be in Colonnade next year. Do I assume that we're still just using the current colonnade? Yes. Okay, because they don't want to not have a class in Colonnade, and the class that… the both classes that are currently in Colonnade

will die in May and be reinvented as another class, and they're happy to do the paperwork, but I just told them to wait, and then, Art has a class, too, that they want to put in, and they were like, should I put it in now, or should I wait? I said, you should probably put it in now. You will have to make some changes to it later, but to make sure you have something in there for next year, you should go ahead and do this now.

- o Forsythe explained a little further.
- o Mienaltowski expressed concern about changing the assessment of the existing curriculum. He believes any changes should go through the official Senate process, as modifying the curriculum to include new competencies, like those for the QEP and KGPs, could alter how courses are structured and how they are assessed.

  He pointed out that faculty designed their current courses based on the existing Colonnade structure and its established learning outcomes. Directly introducing new assessment criteria for KGPs without a formal, Provost-led proposal could disrupt this.

  Mienaltowski suggested a more cautious approach: connect the new KGPs to the existing Colonnade categories for now. A more comprehensive update, including new categories or credit structures, could be addressed in a future curriculum revision. This would prevent abandoning the current, familiar assessment system that faculty are already using to design and teach their courses."
- o Plemons agreed. We need to propose some mapping options.

Adjourn – 4:55 pm – **1st/2nd:** Jerome/Ayers

Respectfully Submitted,
Jessica Steenbergen
Colonnade Recorder

Appendix:

The Kentucky Graduate Profile

Embedding skills. Elevating opportunities.
Helping our Toppers RISE.

WKU

What is the Kentucky Graduate Profile?

⚙ CPE initiative and state's postsecondary learning framework *(work began in 2021)*

⚙ *10 Essential Skills* - Workplace competencies

⚙ Shared language for all Kentucky post-secondary institutions

⚙ Helps students see how general education connects to majors and how majors connect to life after college.

Goal: **Ensure all graduates have multiple, intentional opportunities to develop essential skills through curriculum and co-curricular experiences**

10 Essential Skills

	Communicate effectively.		Perform professionally.
	Think critically to solve problems and create new ideas and solutions.		Engage in civic life to improve society.
	Apply quantitative reasoning skills to analyze and solve numerical problems.		Collaborate and work in teams.
	Interact effectively with others.		Apply academic knowledge, skills and abilities.
	Adapt to changing circumstances while leading and supporting others.		Use information for decision making.

Alignment with KDE's Portrait of a Leader & American Association of Colleges and Universities' Essential Learning Outcomes, the Quality Assurance Commons' eight Essential Employability Qualities, and the national Association of Colleges and Employers' Competencies for a Career-Ready Workforce

Levels of Student Achievement (CPE)

→ **Benchmark**
High school completion. Beginning to acquire the knowledge or skill but may need guidance or support.

→ **Milestone**
Associate's level or halfway through a bachelor's degree program. Demonstrates competence independently.

→ **Mastery**
Bachelor's Degree completion. Applies the competency with the expertise and precision.

WKU
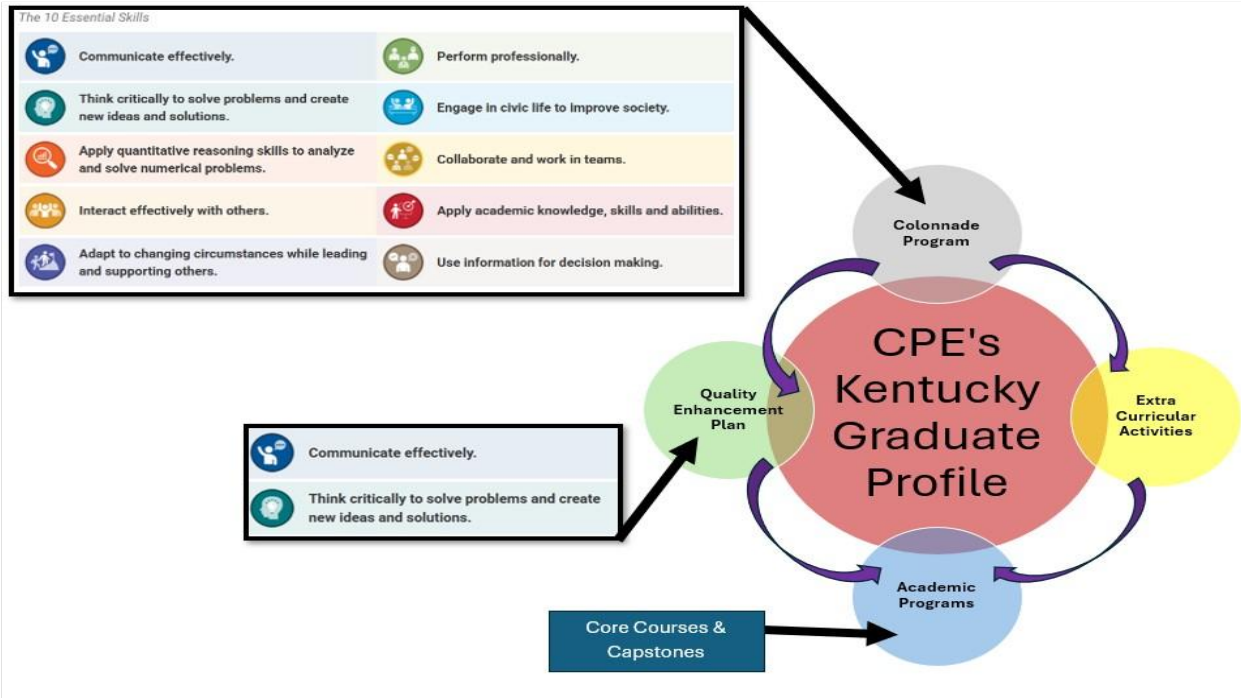
Implementation Phases

Colonnade (1)

Map competencies to categorical learning outcomes

Integrate competency into existing assessment

Pilot artifact collection

Develop trainings **2025**

Majors (2)

Curriculum mapping for programs (core courses)

Integrate competency reflections into culminating assessments

2025-26

Campus-Wide (3)
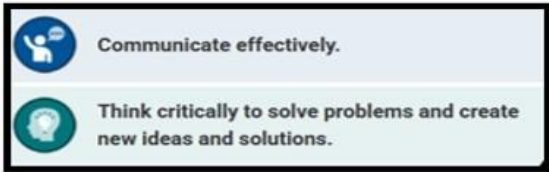
Extra-Curricular Activities

Evidence of campus-wide marketing & integration

Documented changes based on integration & findings

Spring 2028

KGP's Connection to the QEP

The 10 Essential Skills were originally part of the QEP submitted to SACSCOC. However, SACSCOC felt the assessment plan was too broad, and the assessment focus was narrowed to two essential skills.

Communicate effectively.

Think critically to solve problems and create new ideas and solutions.

Toppers R·I·S·E

Levels of Student Achievement (CPE)

→ **Benchmark**
High school completion. Beginning to acquire the knowledge or skill but may need guidance or support.

→ **Milestone**
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Bachelor's Degree completion. Applies the competency with the expertise and precision.

Levels of Student Achievement (WKU)

1. Introductory (100- and 200-level)
2. Development (200- and 300- level)
3. Reinforcement (300- and 400- level)
4. Mastery (culminating assessment courses/activities)

Built-In Scaffolding

WKU

Colonnade Integration

Survey Results will help map competency to the category and statewide general education code.*(Fall 2025)*

Primary competency is assessed.*(Fall 2025)*

Consistent syllabus statement for each category/competency.*(Fall 2025 for Spring 2026)*

Align competency with CURRENT artifact used for assessment.*(Pilot Fall 2025/Spring 2026)*

Modify categorical rubric to include competency assessment.*(Colonnade Assessment Team/ASL)*

Training on writing competency statements (CITL).

Look for the gray areas! Be creative.