Title: Revision of GEP  
Timeline- Planned Kickoff: Summer 2013  
AQIP Category  
Targeted Completion Date: Summer 2015

1: Describe this Action Project's goal in 100 words or fewer:

A: The General Education Program was last evaluated in 1999. HLC and other stakeholders encourage Shawnee State to demonstrate it provides a quality educational experience for every student. General education integrated into every degree program has the potential to demonstrate essential student learning outcomes that can answer this need.

- Increased purposefulness and intentionality of undergraduate education
- Evidence-based, general education reform informed by research on essential outcomes and high-impact practices with integrated assessment.
- Collaboration in adoption of Essential Learning Outcomes to guide GEP formation
- Revised GEP that better aligns with the desired, explicitly-stated ELOs
- Assessment techniques to demonstrate student learning consistent with ELOs

2: Describe briefly your institution's reasons for taking on this Action Project now -- why the project and its goals are high among your current priorities:

A: The Higher Learning Commission (North Central Association) noted in our AQIP review (March 2013) the GEP competencies are currently being revised; category competencies will be tied to the over-arching goals of the GEP. SSU believes the revision of GEP will be based around learning-outcomes through the action team with peer review and support (GEAC members), vetted by the Educational Policy and Curriculum Committee and the Faculty Senate. As the GEP is revised it is imperative to have the broad learning and skills assessed in a systemic collection about the student learning, using the time, knowledge and expertise of the university to inform decisions about how to improve learning.

Before the HLC report was returned to the university, the GEP and the Assessment Committee had sought out ways to collaborate for improvement of the GEP program and assessment. The momentum of the collaboration brought a group of cross-disciplinary instructors together to search for improvement. The group applied to and was accepted to attend the Institute on General Education and Assessment in June 2013.

Additionally, the SSU continuous improvement team (with campus input) identified the revision of GEP as the top action item for the institution.

3: List the organizational areas -- institutional departments, programs, divisions, or units -- most affected by or involved in this Action Project:

A: The action project affects all disciplines within the two- and four-year programs as students are required to complete the GEP coursework for their degree.

4: Name and describe briefly the key organizational process (es) that you expect this Action Project to change or improve:

A: The revision of the GEP programs includes:

- **Campus Community**: more communication and support of General Education across Academic Affairs (Colleges) and Student Affairs
- **Administrative Support**: for continuous improvement of all programs using learning outcomes and resource allocation
Faculty Ownership: the curriculum will reflect the learning outcomes with appropriate assessment integrated within the GEP

Student Ownership: Students will understand the importance of General Education and the connection it makes with majors/degrees/careers.

Steps to support the organization processes include:

- forming an action team to participate in a national institute on general education and assessment with national models
- campus involvement from all constituencies. Faculty (CAS, CPS, UC), SEA, administration, students and provide opportunity to engage in dialogue of the GEP revision through focus groups, GEAC meetings, professional development opportunities, etc.
- link the action project with other campus initiatives
- determine impact on existing policies and procedures (and be prepared to revise these if necessary)
- research of peer institutions GEP programming
- review course requirements for inclusion
- insure consistency among course offerings
- faculty collaboration in review and revision of General Education Program
- creating measurable outcomes and stated purpose of assessment of general education that will help:
  - test assumptions
  - initiate and guide dialogue
  - identify gaps, disconnects and possible solutions
  - develop a sense of ownership
  - develop and sustain capacity for organization learning
- creating a culture that gathers, analyzes, and uses student data (with an agreed timeline and procedure for collecting, analyzing and providing student learning data)
- data is transparent and used to make informed decisions about how to improve student learning
- establish communication plan for both the revision and implementation of general education
- develop a method of continuous improvement of the GEP program (benchmarks, targeted data collection and sharing of results)

5: Explain the rationale for the length of time planned for this Action Project (from kickoff to target completion):

A: The Action Team members will be participating in the Institute on General Education and Assessment in June 2013. This week long institute will provide the team the opportunity to view national models of GEP, interact and exchange ideas with peer institutions, and converse with Institute faculty on General Education and Assessment reform. Throughout the summer of 2013, the team will interact through discussion lists, on-line dialogue, face to face meetings, Department Chair meetings and other focus groups to design a fall presentation (August 2013) to the campus community. During the academic year, the organized GEP action team will continue the planning process. The steps of planning with all action team recommendations will be vetted by the campus community and proceed through the governance process.

It is anticipated the revision of the GEP be complete by summer 2015 with implementation fall of 2015.

Jose F. Moreno, Ed.D. CSU Long Beach AAC&U Institute for GE & Assessment, June 2, 2013
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6: Describe how you plan to monitor how successfully your efforts on this Action Project are progressing:

A: The Action Team will monitor meetings and discussions through the use of agendas, goals with timelines for the project revision, presentations on the proposed revisions, governance meetings and final approval of the Faculty Senate and University administration.

7: Describe the overall "outcome" measures or indicators that will tell you whether this Action Project has been a success or failure in achieving its goals:

A: The project will be considered a success when the GEP program (and assessment of student learning) has been vetted and adopted by the university.