



Shawnee State University University-Wide Assessment Plan



Contents

Introduction and Background.....	3
Guiding Principles	4
Overall plan for assessment at SSU.....	4
Assessment Procedure Implementation.....	5
Academic Program Assessment.....	5
General Education Program Assessment.....	6
Co-Curricular Assessment.....	8
Director’s Annual Assessment Report.....	9
Assessment Policy, Procedure, and Plan Review.....	10
Timeline For SSU Assessment Activities	11
Appendix A: 2018 Comprehensive Evaluation Final Report on Accreditation Core Component 4B.....	13
Appendix B: Current GEP Assessment Plan.....	14

Introduction and Background

Shawnee State University (SSU) currently has decentralized assessment processes for its academic programs, co-curricular programs, and its General Education Program (GEP). Academic and co-curricular programs create assessment plans and keep them on file with the Office of Assessment and Accreditation (OAA), and these programs submit annual assessment reports to OAA. The GEP—which also serves as the university’s common learning outcomes—has its own assessment plan which entails tracking 100 randomly selected students through the GEP program, collecting learning artifacts from these students, and asking faculty to score the work on a rubric also designed by faculty.

Many of these assessment efforts have come about as a result of the feedback provided by HLC peer reviewers on SSU’s 2018 AQIP Systems Portfolio (see Appendix A). Additionally, SSU’s current participation in HLC’s Assessment Academy has influenced the institution’s assessment efforts as well, particularly with regard to the general education assessment. This plan describes the university-wide practices for assessment of student learning at Shawnee State University. It seeks to address the concerns noted by the HLC peer reviewers, but more importantly, it clarifies the assessment processes at the institution and the purpose of student learning assessment at Shawnee State University: assess student learning to improve student outcomes.

Guiding Principles

Shawnee State University adheres to good practices of learning assessment in its academic and co-curricular programs. The assessment practices implemented by the institution provide faculty and co-curricular leadership with meaningful data that drive decision making, improve student learning, and the university's processes.

Shawnee State's Assessment practices adhere to the following values:

- **Meaningful.** The data provided by SSU's assessment practices provide faculty and staff with data they find valuable and that they can use to make decisions.
- **Sustainable.** SSU's faculty and co-curricular professionals design assessment plans that they can reasonably operationalize.
- **Transparent.** SSU's assessment processes and progress are communicated regularly with the campus community and relevant stakeholders.
- **Mission-Driven.** Assessment at SSU supports the university's mission and its strategic plan.

Overall plan for assessment at SSU

Shawnee State University's assessment practices are divided into three areas:

1. Academic Programs. SSU conducts learning outcomes assessment in its academic programs.
2. General Education Program (GEP). The institution assesses its institutional learning outcomes by assessing its GEP.
3. Co-Curricular Programs. SSU assesses student learning in co-curricular programs that support the university's GEP.

The Director of Assessment and Accreditation is responsible for supporting assessment of student learning in all three areas, maintaining documentation and evidence of SSU's assessment activities, and sharing information about SSU's assessment activities with internal and external stakeholders. The Director communicates with appropriate stakeholders to carry out the university's assessment plan and regularly communicates with the following bodies: Faculty Assessment and Accreditation Committee (for academic program assessment), the General Education Advisory Council (for GEP Assessment), and the Student Affairs Committee (for co-curricular assessment).

This comprehensive, university-wide assessment plan outlines the university's assessment practices and procedures, and it describes the review process for revisiting and revising this plan and the university's assessment policy and procedure. This plan will be periodically updated by the Director of Assessment and Accreditation to reflect current practices at the institution and will undergo careful reviews on a routine basis (see "Assessment Policy, Procedure, and Plan Review" on page 9). The Director maintains this plan and makes it available to the campus community.

Assessment Procedure Implementation

Shawnee State University separates its assessment of student learning into three areas: academic program assessment, GEP assessment, and co-curricular assessment. The following sections operationalize the procedures for each assessment area and review of the institution's assessment plan, policy, and procedure.

Academic Program Assessment

This plan requires that all academic programs conduct assessment at the program level on a five-year cycle and keep their current assessment plan on file with the Office of Assessment and Accreditation. Each academic program develops an assessment plan that includes the following:

- Program learning outcomes (PLOs),
- A description of the courses and assignments in the program in which those outcomes are assessed,
- The direct (and any indirect) measures used to assess those outcomes,
- A timeline for collecting and analyzing results,
- A description of when the program faculty discusses the results and document their use of the assessment data,
- A discussion of who compiles the program's annual assessment report,
- A process for revising the plan and submitting revisions to the Office of Assessment and Accreditation.

Faculty are encouraged to align their assessment cycle with their program review cycle and revisit their assessment plan either in the year of or the year after their program review. The Faculty Assessment and Accreditation Committee and the Assessment Fellows provide feedback on the program's assessment plan in the academic year before the program undergoes program review. During the program review year, the Director of Assessment and Accreditation invites academic program faculty to revisit and revise their assessment plan in light of the feedback they received.

Annual assessment reports are due at the end of the Summer, and a current version of the assessment report template can be found on the Assessment Resources SharePoint site. Accredited programs can submit the annual report to their accreditor in lieu of an annual assessment report. Programs undergoing program review need not submit an assessment report in the program review year, but they do report any changes to their assessment plan to the Office of Assessment and Accreditation. The Assessment Fellows and the Director of Assessment and Accreditation provide feedback on the annual assessment reports by the end of the Fall term. The Director reviews trends in the feedback to identify professional development opportunities, design programming to support faculty assessment efforts, and prepare the Director's annual report, which is due by the end of each Fall term (see "Director's Annual Assessment Report" below).

General Education Program Assessment

Shawnee State University's institutional learning outcomes reside in its General Education Program (GEP), and the General Education Advisory Council (GEAC) is charged with overseeing the implementation of the assessment plan and the use of data generated from it (the current assessment plan is attached as Appendix B).

The current GEP Assessment Plan focuses assessment efforts in the five GEP Clusters with a GEP cluster undergoing an "Assessment Review" in each of the next five academic years (see below):

Academic Year	GEP Cluster
2021-22	Natural World Inquiry (Cluster 3)
2022-23	Literary, Visual, and Performing Arts (Cluster 2)
2023-24	Critical Thinking and Communication (Cluster 1)
2024-25	Historical and Cultural Inquiry (Cluster 4)
2025-26	Human Nature and Flourishing (Cluster 5)

Table 1: Assessment Review schedule for the five GEP Learning Clusters.

A faculty member who regularly teaches General Education courses in the GEP cluster serves as a GEP Assessment Fellow for the cluster during the Assessment Review. During the Assessment Review, the GEP Assessment Fellow coordinates assessment efforts in that cluster and the cluster categories in accordance with the overarching GEP Assessment Plan, which includes the following provisions:

1. **Review of Learning Outcomes.** Faculty in each GEP category in the GEP cluster review and make any revisions to the learning outcomes. GEP categories with representation from multiple departments make sure to include and communicate other faculty members as described in the GEP Assessment Plan.
2. **Design/Revise Category Assessment Plans.** In the initial Assessment Review, faculty develop a plan for assessing learning outcomes in the GEP category in accordance with the guidelines described in the GEP Assessment Plan. In subsequent Assessment Reviews, faculty revisit the plan and make any necessary revisions. The initial plan and revisions are submitted to GEAC for review and undergo the rest of the governance process.
3. **Post-Review Data Collection.** The category plans should describe the assessment activities that take place in the years after the Assessment Review.
4. **Reporting.** Reports on assessment activities and the use of assessment data need to be submitted to GEAC and presented at the September GEAC meeting.
5. **Plan review.** The category assessment plans describe the process of reviewing and revising the plan, including plans for communicating with faculty from other departments who teach in the category.

The reports submitted to GEAC, any available underlying data, and the minutes from the September GEAC meeting are shared with the Office of Assessment and Accreditation for archival and accreditation evidence purposes.

Until GEP clusters undergo their initial Assessment Review in accordance with the current GEP Assessment Plan, clusters not currently operating with an assessment plan for their categories will operate under the 2018 GEP Assessment Plan¹.

¹The 2018 GEP Assessment Plan involves the following:

1. Faculty who regularly teach in the GEP category create a scoring rubric for assessing the category's learning outcomes. The Director of Assessment and Accreditation keeps the rubric on file.
2. The Director of Assessment and Accreditation randomly selects 100 first-year students and identifies the GEP classes those students are taking. The director emails department chairs with schedules of the GEP classes and requests that faculty upload examples of student learning artifacts that satisfy the category learning outcomes.
3. Faculty upload student work that meets the category learning outcomes.
4. The Director of Assessment and Accreditation downloads the submitted work, removes any identifying information, and makes the student work available for faculty scoring using the rubric created by full-service faculty who teach in the GEP category.
5. The Director of Assessment and Accreditation presents the results of the assessment to the faculty and GEAC. The faculty analyze and discuss the data and report any uses of the assessment data to GEAC and the Director of Assessment and Accreditation. The Director keeps these reports on file for accreditation evidence purposes.

Co-Curricular Assessment

Shawnee State University assesses student learning in its co-curricular programming as described below and uses the data from such assessment to improve student learning and program effectiveness. The institution’s co-curricular assessment plan aligns co-curricular programs with the university’s institutional learning outcomes and the learning clusters of the General Education Program (see below). The Student Affairs Committee is charged with providing oversight of the co-curricular assessment plan, and the Director of Assessment and Accreditation works with co-curricular programs in the implementation, reporting, and use of assessment data.

GEP Cluster	Co-Curricular Programs
Cluster 1: Critical Thinking and Communication	Writing Center; Celebration of Scholarship*; Clark Memorial Library*; Honors Program; Career Services
Cluster 2: Literary, Visual, and Performing Arts	Shawnee Game Conference; Celebration of Scholarship*
Cluster 3: Natural World Inquiry	Math Lab; Upward Bound Math Science*
Cluster 4: Historical and Cultural Inquiry	Diversity & Inclusion, Women’s and Gender Equity Center, CIPA, Military and Veteran’s Services, SGA
Cluster 5: Human Nature and Flourishing	Counseling and Health Services, Resident Life, Student Life*, Conduct System*

Table 2: Co-curricular program alignment with the five GEP Learning Clusters. *programs with assessment plans on file with the Office of Assessment and Accreditation as of AY 2021-22.

As described above in “General Education Program,” Shawnee State University revised its GEP Assessment Plan and beginning in AY 2021-22 will focus its efforts on one of the five GEP clusters over the next five academic years. When a cluster undergoes its Assessment Review, the co-curricular programs aligned with that cluster will design and implement their assessment plan and then continue operating under that plan until the next Assessment Review for that cluster. A template assessment plan can be found on the Assessment Resources SharePoint site. Some programs already had active assessment plans prior to the GEP Assessment Plan revision, and those programs are noted with an asterisk in the Table 2. Those programs with current assessment plans will continue implementing those plans and reporting those results regardless of the placement of the GEP cluster in the Assessment Review cycle.

Co-curricular programs report their assessment activities on an annual basis using the Annual Co-Curricular Assessment Report template which will be kept on the Assessment Resources SharePoint site. The Director of Assessment and Accreditation distributes the template to co-curricular program leaders at the beginning of the Spring term and the reports are due by the end of the summer. The Director of Assessment and Accreditation works with the Co-Curricular Assessment Fellow to provide feedback on the reports and analyze trends in the feedback to identify professional development needs.

Director's Annual Assessment Report

The Director of Assessment and Accreditation prepares an annual report by the end of each Fall term and make the report available to the Provost, the Academic Deans, and the committees aligned with the three areas of assessment:

- Faculty Assessment and Accreditation Committee (for Academic Program Assessment).
- General Education Advisory Council (for General Education Assessment)
- Student Affairs Committee (for Co-curricular Assessment)

The report summarizes progress made in implementing the assessment plan in each area and how assessment data has been used to improve student learning and student success at the institution.

Assessment Policy, Procedure, and Plan Review

Following SSU BOT policy, the university’s assessment policy and procedure and the University-Wide Assessment Plan undergo review every three years. In the year preceding the review, the Director of Assessment and Accreditation solicits feedback from key stakeholders (including the committees indicated in Table 3) about the current assessment policy and procedure and incorporate that feedback in updating the university’s assessment policy and procedure. The revisions undergo the governance process in the Fall term when the policy and procedure reviews are due.

Each area of assessment undergoes a review of its assessment procedures using the following timeline:

Assessment Area	Assessment Review Timeline
University-Wide Assessment	Next review: June 2025. The University-Wide Assessment Plan documents SSU’s current assessment practices, and the Director of Assessment and Accreditation is responsible for keeping the document updated and available to relevant stakeholders. The document undergoes review and revision at the same time as the university’ assessment policy and procedure (3.21REV) and begins the process the academic year preceding the review.
Academic Program Assessment	Next review: AY 2025-26. Reviewed by: Faculty Assessment and Accreditation Committee, EPCC, and UFS. The Director of Assessment and Accreditation coordinates the review with the Faculty Assessment and Accreditation Committee and relevant stakeholders.
General Education Program Assessment	Next review: AY 2026-27. Reviewed by: GEAC, EPCC, and UFS. The review process for the General Education Program is detailed in the GEP Assessment Plan.
Co-Curricular Program Assessment	Next review: AY 2027-28. Reviewed by: Student Affairs Committee. The assessment processes and procedures for SSU’s co-curricular programs undergoes review the year after the General Education Program’s assessment plan is renewed.

Table 3: Timeline of assessment review processes.

Timeline For SSU Assessment Activities

Activity		Jan	Feb	March	Apr/ May	Summer	Aug/ Sep	Oct	Nov/ Dec
Academic Programs	Director of Assessment and Accreditation emails Department Chairs the most recent version of the annual assessment report.								
	Faculty complete annual assessment report and submit completed reports to the Office of Assessment and Accreditation.								
	Assessment Fellows and Director of Assessment and Accreditation provide feedback on submitted assessment reports.								
	Director of Assessment and Accreditation analyzes completed assessment reports and prepares report for college deans and Provost.								
	Faculty Assessment and Accreditation Committee provides feedback on assessment plans for academic programs undergoing program review in following academic year.								
General Education	GEP Assessment Fellow works with Director of Assessment and Accreditation and GEP category faculty to revisit GEP learning outcomes for the GEP cluster undergoing its Assessment Review.								
	GEP Assessment Fellow works with category faculty to develop/revise assessment plan for category learning outcomes.								
	Faculty implement assessment plan for cluster undergoing Assessment Review. Clusters not undergoing Assessment Review collect data as described in the category assessment plans.								

	Assessment reports filed with the GEP Director and the Office of Assessment and Accreditation.								
	Presentation of findings for cluster undergoing Assessment Review.								
Co-Curricular Programs	Co-curricular programs aligned with a GEP cluster undergoing Assessment Review develop an assessment plan for assessing learning outcomes if they do not currently have a plan on file with the Office of Assessment and Accreditation. The Director of Assessment and Accreditation and the Assessment Fellow for Co-Curricular Programs supports staff during this process.								
	Co-curricular programs implement their assessment plans and collect data and document how they use their assessment data.								
	Co-curricular programs complete their annual assessment reports and submit them to the Office of Assessment and Accreditation.								
	The Director of Assessment and Accreditation and the Assessment Fellow for Co-Curricular Programs provide feedback on the completed assessment reports.								

Appendix A: 2018 Comprehensive Evaluation Final Report on Accreditation Core Component 4B

The Comprehensive Evaluation Report approved by the HLC Institutional Actions Council rated SSU's performance on Accreditation Core Component 4B as "Met With Concerns" and noted the following areas of improvement:

- Common Learning Outcomes Assessment. The report noted a number of GEP assessment plans that have been started but not followed. The report noted that faculty have questioned the value of previous assessment plans, which has resulted in two attempts to launch an assessment plan.
- Academic Program Assessment. HLC Peer Reviewers noted in their report that all academic programs have learning outcomes, but few have mapped their outcomes onto their curricula. Aside from professional programs and programs with external accreditors, few academic programs have assessed their outcomes.
- Co-curricular Assessment. The report noted that assessment had only been conducted for one co-curricular program (the Honor's Program).

In summarizing SSU's assessment processes, the Peer Reviewers wrote:

Where the assessment data is available, such as those programs with programmatic accreditation, improvements are made in student learning. Yet, a significant number of programs have not even mapped the program outcomes to the curriculum. Co-curricular assessment has only been conducted for one program. General Education Assessment is facing challenges with faculty acceptance. Assessment is an area for improvement at Shawnee State University. (35)

The lack of progress with respect to assessment necessitated interim monitoring, with reports due at the year four comprehensive evaluation in the Spring of 2023. The reports need to address the progress made in the three areas of assessment noted above.

Appendix B: Current GEP Assessment Plan

The below plan is currently in the governance process and any changes made will be updated here.

Shawnee State University General Education Program Assessment Plan

Through participation in the HLC Assessment Academy, Shawnee State University's HLC Assessment Academy Team submits the following assessment plan for SSU's General Education Program (GEP) for approval to the General Education Advisory Council (GEAC). This plan will satisfy Higher Learning Commission requirements for assessing SSU's common learning outcomes. Most importantly, it will provide GEAC and faculty teaching in the GEP with a sustainable approach to collecting, sharing, and using data about student learning.

The plan begins a cycle of reviewing and revising assessment processes in the GEP clusters and focuses assessment efforts on one GEP cluster in each of the next five academic years (2021-2025). Efforts will be spearheaded by the GEP Assessment Fellow, a faculty member who regularly teaches in the cluster, who will coordinate assessment efforts and work with faculty to facilitate a revision of the learning outcomes and to develop a plan for assessment activities in the cluster. Once cluster plans are approved through the governance process, the Director of Assessment and Accreditation will add that language to this overall assessment plan and ensure those changes are communicated to the Provost, the Dean of Arts and Sciences, the GEP Director, GEAC, and add the revised document to the SSU website.

Beginning in AY 2021-22, the Natural World Inquiry GEP cluster will undergo the initial Assessment Review cycle in which it revisits its learning outcomes, develops an assessment plan to assess those outcomes, and implements its plan in the Spring of 2022. In subsequent years, one additional GEP cluster will undergo its review cycle each year until all five GEP clusters have developed and implemented their assessment plans (see below). After a cluster has undergone its Assessment Review, the point person for that cluster works with faculty in the cluster categories to collect data to monitor student learning in the cluster.

Academic Year	GEP Cluster
2021-22	Natural World Inquiry (Cluster 3)
2022-23	Critical Thinking and Communication (Cluster 1)
2023-24	Literary, Visual, and Performing Arts (Cluster 2)
2024-25	Historical and Cultural Inquiry (Cluster 4)
2025-26	Human Nature and Flourishing (Cluster 5)

The following describes consistencies between the assessment plans developed in the five GEP clusters.

- **GEP Assessment Fellow.** Every cluster will have a person tasked with overseeing assessment efforts in that cluster. This person will serve as the GEP Assessment Fellow for the cluster and will receive a course release when their cluster undergoes its Assessment

Review. The GEP Assessment Fellow must be a full-time, tenured/tenure-track faculty member who regularly teaches classes in the cluster.

- During the initial Assessment Review, the GEP Director issues a call among eligible faculty members. The Assessment Fellow for a cluster will be chosen by the Dean of the College of Arts and Sciences, Director of the General Education Program, the Director of Assessment and Accreditation, and two GEAC members, one from CAS and another from CPS.
 - The GEP Assessment Fellow is selected by the middle of the Spring semester preceding the start of their Cluster's review.
 - The GEP Assessment Fellow continues to serve as a point person for assessment efforts in the cluster after the cluster undergoes its initial review. If the GEP Assessment Fellow resigns, the GEP Director begins the process anew by issuing a call among eligible faculty members.
- **Learning Outcome Review.** When a cluster enters its Assessment Review, the Assessment Fellow for that cluster convenes faculty in the categories to review their learning outcomes. If a category has a significant percentage of courses from multiple departments (approximately 25%), the Assessment Fellow for that cluster convenes a small committee of faculty representing courses in that cluster. If a category has a smaller percentage of courses from multiple departments (less than 25%), the department informs faculty members of potential changes to the learning outcomes, seeks input from those faculty members, considers their feedback, and communicates proposed changes to them. The learning outcomes should reflect what students should know or do by the time they complete that category of the General Education Program. Learning outcomes should not be comprehensive of *all* learning in the category, but should reflect what the faculty see as essential learning outcomes for students completing that category. Any revisions to the learning outcomes must be approved through the shared governance process.
 - **Cluster Student Success Data.** The Office of Assessment and Accreditation will coordinate with Institutional Research and Data Analytics to furnish the Assessment Fellow, the GEP Director, and the Dean of the College of Arts and Sciences with data for categories in the cluster by the beginning of the academic year. The Director of Assessment and Accreditation along with the Assessment Fellows share this data with GEAC at its September meeting. The Assessment Fellow presents this data to faculty in the cluster, and the faculty decide how they might use the data. The data should include the following:
 - Grade distribution by course (not by section or individual faculty),
 - Data on GEP courses requiring repeated attempts,
 - Data about when in their degree students take GEP courses,
 - Grade data for students taking courses in different delivery modes.
 - **Budget.** Available funds for faculty scoring of student artifacts will be managed by the Dean of the College of Arts and Sciences.

- **Plan.** The Assessment Fellow for the GEP cluster is tasked with working with faculty in the cluster GEP categories to produce a plan for assessing the revised outcomes in that cluster. During the first iteration of this plan, the Assessment Fellow plans in the Autumn semester of the academic year and implements the plan in the Spring semester. This initial plan and subsequent revisions are approved through the shared governance process and are kept on file with the Office of Assessment and Accreditation.
 - *Sampling Threshold.* When each cluster undergoes its review, the assessment project should make all reasonable efforts to collect and assess student learning artifacts from at least 25% of students in each of the cluster’s categories. The 25% selected should come from all students taking GEP courses in each category. If there are courses in a category that are not offered during the review year, the cluster assessment plan describes a process for assessing student learning in those courses.
 - *Random Sampling.* Regardless of how students are chosen to participate in the assessment plan, their selection should not be more or less likely if they are in a particular program or from a particular background. The selection schema should include students from *all* backgrounds, including CCP students.
 - *Quality Criteria.* To ensure consistency between clusters and categories, all rubrics or other assessment tools should include the following quality criteria.
 - Exceeds expectations for the learning outcome,
 - Meets expectations for the learning outcome,
 - Nearly meets expectations for the learning outcome,
 - Fails to meet the learning outcome,
 - No Response.
 - *Learning Outcome Performance.* The assessment plan should indicate acceptable student learning performance for courses to remain in a GEP category. At a minimum, the assessment plan should stipulate that 60% of students should “meet” or “exceed” learning outcomes for over 50% of the outcomes in the category.
 - *Collection and Analysis.* The assessment plan will indicate how student work will be collected and analyzed during its Assessment Review. Faculty collect student work throughout the Autumn and score that work during the Spring or Summer or embed rubrics within Blackboard shells and collect data from faculty when they grade student work meeting the category’s learning outcomes.
 - *Timeline.* The plan should include a timeline of when assessment activities in the cluster will take place. The plan should include information about when outcomes will be reviewed and revised; when instruments will be developed, tested, and used; when data collection will take place; when and how faculty will score student work; when data will be shared with faculty; when faculty will make decisions about how they will use the data.

- *Post-Review Data Collection.* The plan will also include a discussion about the kinds of data that will be collected and used after the Assessment Review. Some kind of “maintenance” data will need to be collected and can include a smaller sampling of student learning artifacts and/or indirect forms of assessment, such as surveys of faculty and/or students, data mentioned above in “Cluster Student Success Data,” or other forms of data. The plan should indicate what kind of data will be collected and how it will be shared and used. The analysis and use of post-review data will need to be reported annually to GEAC (see “Report” section below).
- **Report.** At the end of the summer after the GEP cluster implements its revised learning outcomes and assessment plan, the Assessment Fellow produces a report of assessment activities for the past academic year, including information about how assessment data were used. The Office of Assessment and Accreditation will develop an assessment report template of this report for approval by GEAC. The completed report is delivered to GEAC and the Office of Assessment and Accreditation along with any raw data. This data is presented to GEAC at its September meeting.
 - Data for post-review assessment activities in other GEP clusters are submitted by the end of the Autumn semester for the preceding academic year and are presented to GEAC. These assessment activities should be presented to faculty teaching in those categories and the report should include any underlying data and a discussion about how the data were used.
- **Initial GEP Course Alignment.** After the first Assessment Review, faculty will reaffirm that their course(s) meet the revised GEP learning outcomes.
 - The decision to keep a course in the GEP Category for this initial recertification will be based solely on the assertion of faculty members that teach the course that it meets the revised learning outcomes.
 - No courses will be removed in the first year based on any past performance of students meeting the Learning Outcomes under the prior Assessment Plan.
 - GEAC will assume all courses within the GEP Category wish to remain in their GEP Category.
 - If faculty wish to remove their courses from the GEP Category they should initiate Shared Governance paperwork to have the course removed before the start of the subsequent academic year.
- **Outcome Alignment.** If the learning outcome data indicate that students in GEP courses fail to meet the category’s learning outcomes and the department wishes to keep the course in the GEP Category, an improvement plan will need to be developed by the department housing the course and shared with GEAC and the Department Chair. The plan will describe the conversations and actions the department will take to improve student learning in the course. If a course is taught by multiple instructors, the plan should address the professional development and resources needed to improve instruction in the course. The plan will describe what assessment processes that will take place between review cycles. By

the next review cycle, the departments provide evidence of student learning improvement to the GEP Director.

If there is no improvement of student learning after a second review cycle and/or no reasonable explanation for the course's performance is provided to GEAC by a Department Chair or departmental representative, GEAC will take a vote to remove the course from the category and the GEP Director initiates a shared governance proposal to remove the course from the GEP category. If a department fails to produce an improvement plan or does not engage in the assessment process, the GEP Director initiates a shared governance proposal to remove the course from the GEP category.

- Courses to be removed from their GEP Category under the GEP Cluster Review cycle should ensure that the course completes its journey through Shared Governance before the start of the subsequent academic year.
- After a course has been removed from the category, a department can resubmit a course to GEAC for readmission into the GEP category after addressing issues identified in the data.

Assessment Plan Review

Shawnee State University's GEP Assessment Plan will undergo review every five years, and its next review will begin in AY 2025-26. In AY 2025-26, GEAC provides feedback about the assessment plan to the GEP Director. The Director then convenes a meeting of all GEP Assessment Fellows, the CAS Dean, and the Director of Assessment and Accreditation to review GEAC's feedback. Proposed changes are submitted to GEAC for approval by the end of the Autumn of 2026 in time for the review cycle to repeat.