## UCM General Education Program (GEP) Review Process

<table>
<thead>
<tr>
<th>Process</th>
<th>Expected Outcome</th>
<th>Composition of Committee</th>
<th>Timeline for Completion</th>
</tr>
</thead>
</table>
| Phase I: Mission, Philosophy, Expected Outcomes for GEP | 1. Identify the mission and philosophy of GEP  
2. Specify outcomes to be demonstrated by students who complete GEP. (The outcome specification will include a description of the expected levels of student performances associated with each outcome.) | • 11 faculty members (two faculty per college plus one from LIB/AE)  
• 2 faculty senators (selected by the Faculty Senate Executive Committee)  
• 2 members selected by the Provost  
• 2 members from the Student Government Association  
• 1 member from Student Affairs with experience and/or knowledge in student advising  
• 1 member from The Department of Higher Education (non-voting) | Months 1 and 2 |
| Phase II: Determination of GEP Content | 1. Determine GEP content, including GEP content areas/divisions and courses eligible to satisfy GEP requirements in each content area/division.  
2. Identify how expected outcomes and assessment of those outcomes are imbedded in each GEP course. | • 11 faculty members (two faculty per college plus one from LIB/AE)  
• 2 faculty senators (selected by the Faculty Senate Executive Committee)  
• 2 members selected by the Provost  
• 2 members from the Student Government Association  
• 1 member from The Department of Higher Education (non-voting) | Months 3 thru 8 |
| Phase III: Development and Implementation of GEP Assessment System | 1. Determine systems and processes for recording and tracking individual student performances on GEP outcomes and providing performance feedback to individual students.  
2. Determine systems and processes to record and aggregate individual student performance for course and GEP feedback and improvement. | • Director of Assessment  
• Chief Information Officer or designee  
• 6 faculty members (one per college plus one from LIB/AE) who thrive on and who possess experience in assessment and accountability  
• One member from Admissions/Enrollment Management  
• Two members selected by the Provost | Months 9 thru 12 |
| Phase IV: Development of Systems and Processes for GEP Oversight | 1. Articulate systems and processes for ongoing, continuous oversight of GEP.  
2. Identify instruments and processes for assessing student performance on general education outcomes outside general education courses. | • 11 faculty members (two faculty per college plus one from LIB/AE)  
• 2 faculty senators (selected by the Faculty Senate Executive Committee)  
• 2 members selected by the Provost  
(about one-half of the committee to be comprised of members having served on the Phase II committee) | Months 9 thru 12? |
General Education Program Guidelines

1. The General Education program provides students with a common body of knowledge and skills appropriate for all baccalaureate-level students, but it does NOT include every course that would generally be beneficial to all students.

2. The General Education program is more than merely a collection of courses; it is an integrated program that allows for a variety of organizational approaches, such as interdisciplinary, thematic, etc.

3. The General Education program provides students with foundational knowledge and skills, primarily in liberal arts and sciences, to undergird all baccalaureate programs.

4. Student learning outcomes serve as the organizing principles of the General Education program.

5. The General Education program offers flexibility by providing a variety of course options to meet the program’s learning outcomes.

6. The General Education program provides flexibility by establishing minimum hour requirements within each Division/Area.

7. The General Education program provides for equitable treatment of native, transfer, and international students.

8. The General Education program is designed so as to require minimal exceptions.

9. The General Education program is sufficiently simple so as to be understood by students, parents, faculty members, and academic advisors.

10. Assessment of the General Education program reflects measurement of individual student learning and development and provides information to be used for improvement of the overall General Education program.

11. The General Education program occupies 42 credit hours of the baccalaureate education.

12. The General Education program must be in consonance with state requirements for general education.

13. The content, structure, criteria, and principles of the General Education program are the responsibility of the faculty.

14. The Faculty Senate General Education Committee is primarily responsible for oversight of the extant General Education program.

BAW 11/20/07