# General Education Council

2016-2017 Academic Year

## Agenda, for the meeting on Tuesday, Mar. 28, 2017, in ELL205 at 3:30 P.M.

1. Call to order
2. Review and approve the minutes of the previous council meeting – **Attachment A**
3. Old Business
    a. A reminder that groups of seats on the GEC are renewed every three years (* some are renewed annually). Participating departments and programs with seats with terms expiring at the end of the 2016-2017 AY are:
        i. Communications / Journalism
        ii. English
        iii. Music & Theater Arts
        iv. Physics
        v. Political Science
        vi. Psychology
        vii. Ed Leadership & Special Education
        viii. Exercise Science
        ix. Social Work & Gerontology
        x. Department of Academic Services *
        xi. Library *
        xii. APSCUF *
        xiii. Student Senate Reps *
    *b.* Penn State Data Center brief, *2016 County Population Estimates: Decadal Growth Slowed by County Losses* - **Attachment B**
    c. Reports from our Standing Committees
        i. Assessment (Dr. Dudley Girard)
            1. Minutes from its meeting on Dec., 12, 2016 - – **Attachment C**
            2. Minutes from its meeting on Feb. 3, 2017 – **Attachment D**
            3. Minutes from its meeting on Mar. 2, 2017 – **Attachment E**
        ii. Program (Dr. Sherri Bergsten)
            1. Minutes from its meeting on Feb. 21, 2017 – **Attachment F**
            2. General Education @ SHIP: Notes taken at the open campus meeting on Feb. 23, 2017 – **Attachment G**
            3. Minutes from its meeting on Mar. 9, 2017 – **Attachment H**
        iii. Entry Year Experience (Dr. Matt Ramsey)
            1. A lecture by author Sherman Alexie – **Attachment I**
        iv. Budget (Dr. Ben Meyer)
    d. Reports from our representative to the UCC (Kirk Moll)
4. New Business
    a. The period for nominations for GEC faculty co-chair and GEC Secretary opens.
5. Announcements
6. Call to adjourn

**MINUTES**

General Education Council, 3:30 PM, February 28, 2017, ELL 205

I. The meeting was called to order by Dr. Scott Drzyzga at 3:37 pm in ELL 205. Attendance at the meeting included: J. Mike, S. Drzyzga, M. Moilanen, S. Bergsten, T. Frielle, D. Girard, D. Kalist, E. Galioto, A. Feeney, D. Birsch, M. Ramsey, J. Hamblin, R. Lesman, M. Hartman, M. Lucia, K. Shirk, M. Greenberg, C. Bertram, K. Lorenz, and A. James, B. Oberman, D. Hwang, J. Carbo, B. Meyer, J. Clements, B. Ward, K. Moll, and S. Burg,

II. Dr. Clements motioned, seconded by Dr. Hamblin, to approve the January 31, 2017 minutes. A few typos were corrected, but otherwise no amendments or corrections were noted, and the motion passed unanimously.

III. Old Business

a. Dr. Drzyzga wanted GEC to know that the students from Multicultural Student Affairs who talked last month followed up with a written proposal. Both Dr. Drzyzga and Dr. Mike had met in person with the group to continue the conversation. The group is focused on developing a required course, but conversations will continue to determine if cultural impacts might be better achieved if initiatives are made across the curriculum.
b. Dr. Drzyzga discussed what can happen (not necessarily what will happen) if the university fails to comply with the new Middle States standards for assessing student learning in all programs at the program level (not the course level).
    i. For examples, he compiled a list of twenty-two 4-year universities that were flagged by Middle States in 2016, many of which were flagged for failing to assess student learning in general education at the program level (he did not include for-profit of small religious institutions on the list, which would've made the list longer). Accreditation actions can include progress reports, monitoring reports and follow-up visits (and subsequent progress reports); and warnings (which require all of the above): each is an expensive step on the path toward risking accreditation.
    ii. Shippensburg is the only PASSHE institution that has not overhauled its general education program during the 21st century (last time, in 1985). The student body has changed, financial risks have changed, and our general education curriculum is an old program; expensive for students to complete, too.
    iii. Dr. Drzyzga reminded the council of the broad and ongoing attempt to crackdown on accreditors for "barking" but rarely "biting." He referenced a related article that published in the WSJ, the Heritage Foundation's "blueprint" for reforming what they describe as an "ossified accreditation system," and the "Accreditation Reform and Enhanced Accountability Act of 2016," which is a senate bill (SB3380) that was introduced by Sen. Elizabeth Warren. Middle States' new standards and its recent spate of accreditation actions are responses to this crackdown.

IV. New Business
a. Report from standing committees:
    i. Program
        1. Dr. Bergsten reported that the program committee's first order of business was to review a UCC proposal "Great Discoveries of Archeology" and that they

recommend the course fulfills Category E. All were in favor and the motion passed. The program committee also noted that two courses, Intro to Ethnic Studies and Intro to Latino Studies, which are both Category E, are not new courses but will be offered through Distance Education. The program committee had no concerns.

2. A motion was made by Dr. Berg, seconded by Dr. Moll, to interrupt the program committee and process a few quick proposals before continuing with feedback on the program reform. All were in favor and the motion passed.

ii. Budget

1. Dr. Meyer reported that they had two grant proposals, which they motioned for GEC to recommend that the Provost support. After the two grants $6900 remains in budget. All were in favor and the motion passed.

iii. Entry Year Experience

1. The entry year experience committee motioned to have their proposal moved to the assessment and program committees. All were in favor and the motion passed unanimously.

iv. Program

1. The program committee has conducted campus-wide forums and received feedback from a few department chairs, but wanted to go around the room and allow each department the opportunity to provide critical feedback. Some of the concerns that were raised by departments included: uncertainly of tags, who creates tags, who oversees tags, academic freedom, writing and literature not being required, the social sciences not be adequately represented, resources, class sizes, inclusion of first year experience, and the definition and concept of diversity. Additionally departments suggested that financial, mind/body, and technical competency should be considered. Several raised the issue that the change is policy driven and we need to consider labor issues. Many departments support the proposal. The library is fully on board and feels they can contribute to the program. The student representative suggested students were in favor of the proposal change. Please send any additional departmental concerns to the program committee.

v. Assessment

1. No report.

vi. Dr. Moll reported that UCC did have a strong discussion on class size and labor issues when discussing the reform.

b. Dr. Drzyzga reminded people that elections for GEC positions will be held in April. The window for nominating people will open at the March meeting. Dr. Burg, as APSCUF rep, will handle the elections.

V. Dr. Ramsey motioned, seconded by Dr. Birsch, to adjourn. The meeting concluded at 5:10 pm.

Minutes respectfully submitted by Alison E. Feeney

PennState Harrisburg | Pennsylvania State Data Center

March 2017 **RESEARCH BRIEF**

# 2016 County Population Estimates:

*Decadal Growth Slowed by County Losses*

HARRISBURG – Pennsylvania's southeast and southcentral counties continue to grow into the second half of the decade while the rest of the state experiences population losses. Despite ranking 6th in the nation for total population, percent decreases at the county level have resulted in most of Pennsylvania's counties ranking in the bottom 50% in terms of growth.

The county-level population estimates show the estimated population for all counties in the United States. The estimates are calculated using administrative records to estimate components of population change such as births, deaths, and migration. The estimates reflect changes to the 2010 Census population resulting from legal boundary updates as of January 1st of the vintage year and Count Question Resolution (CQR) actions.

***Population Growth in Pennsylvania***

Philadelphia County, the Commonwealth's most populous county, reported the largest growth numerically at 41,866 persons since 2010, although Montgomery (3,362) outpaced Philadelphia's growth (2,908) from 2015 to 2016. Montgomery (21,841), Lancaster (19,052), Chester (17,166), and Lehigh (13,521) followed the Birthplace of America as the highest grossing counties numerically since 2010.

Cumberland County remained the fastest growing county since 2010 and tied with Lebanon County for the highest percent gain from 2015 to 2016 (0.8 percent). Centre, Lebanon, Lehigh, and Lancaster rounded out the top 5 counties that experienced a percent gain since 2010 while also boasting modest increases since the previous estimates year (Figure 1).

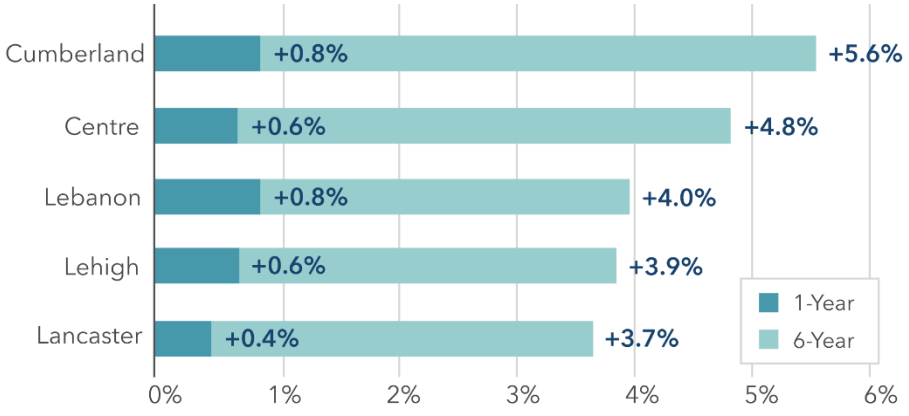



**Figure 1.** Six-year (2010-2016) and one-year (2015-2016) growth for five counties with the highest percent gains since 2010.

### *Population Decline in Pennsylvania*

Pennsylvania experienced population decreases in 44 counties since 2010, and 47 counties decreased in population between 2015 and 2016. Westmoreland (9,706), Cambria (8,942), Schuylkill (4,716), Luzerne (4,535), and Erie (4,357) had the highest decreases since 2010 while Allegheny County, the state's second-most populous county, experienced the highest numeric decrease from 2015 to 2016 at 3,933 persons.

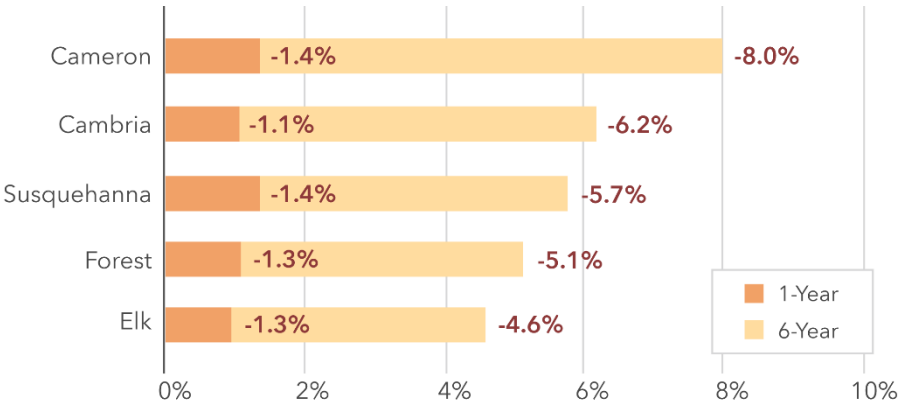



**Figure 2.** Six-year (2010-2016) and one-year (2015-2016) growth for five counties with the highest percent loss since 2010.

Cameron County retained the largest decadal losses in percent change and tied for Susquehanna County for second in the state with the largest percent lost from 2015 to 2016 at 1.4 percent (Sullivan County ranked first at 2.5 percent lost from 2015 to 2016). Cambria, Susquehanna, Forest, and Elk Counties along with Cameron constituted the five highest counties in percent loss since 2010 (Figure 2).

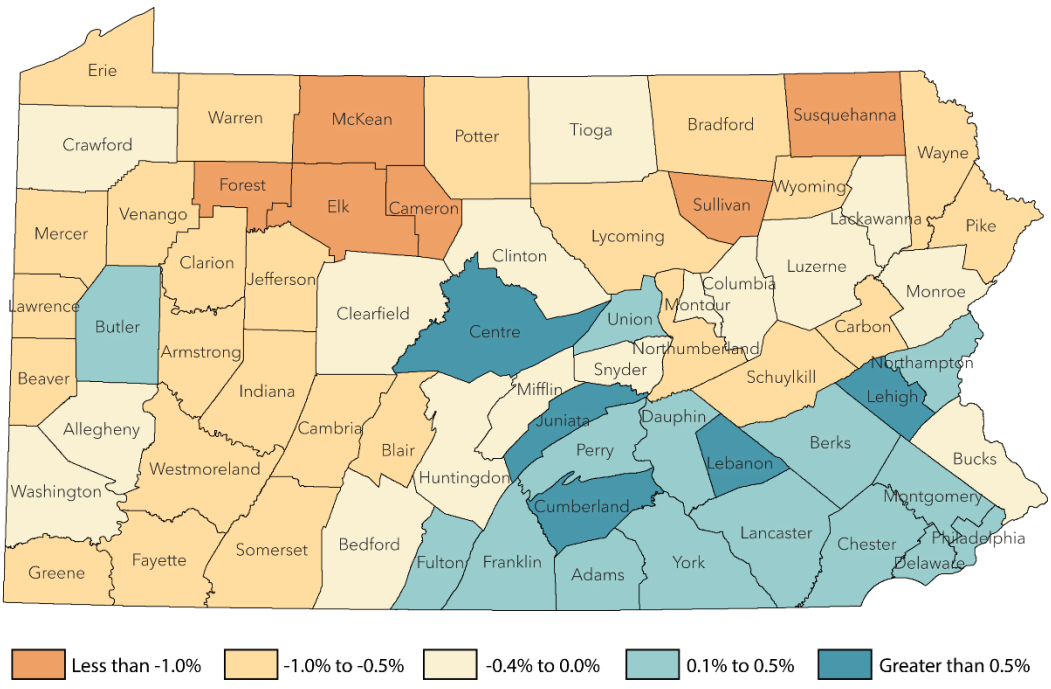



**Figure 3.** Percent population change in counties of PA, 2015-2016.

***National Context for Population Change***

For percent change from 2010 to 2016, nearly half (42) of Pennsylvania's 67 counties ranked in the bottom half of U.S. while almost a third (21) fell in the bottom quartile. Even more counties ranked in the bottom half (48) and bottom quartile (28) for percent change from 2015 to 2016. Four counties fell in the bottom 10% for percent change from 2010 to 2016 while 5 counties ranked similarly from 2015 to 2016.

***Births, Deaths, and Migration in the Commonwealth***

There were an estimated 887,430 births in Pennsylvania since 2010 with 140,897 of those occurring in 2016. A total of 804,358 deaths occurred since 2010 resulting in a natural increase of 83,072 persons. In 2016, 133,053 deaths resulted in a natural increase of 7,844 for the state. International migration continues to make up for the states outmigration of natural-born residents with a net migration of 11,424 for the six-year period despite a net loss for 2016 (10,887 persons).

From 2010 to 2016, Philadelphia (51,304), Lancaster (14,720), and Chester (10,865) had the highest natural increases in the state while Westmoreland (7,972), Luzerne (5,128), and Schuylkill (3,407) had the most natural losses. The largest net migration occurred in the Montgomery (12,054), Cumberland (10,691), and Lehigh (8,668) with largest losses in Philadelphia (6,623), Erie (6,229), and Cambria (5,721).

From 2015 to 2016, Philadelphia (6,924), Lancaster (2,150), and Chester (1,444) had the highest natural increases while Westmoreland (1,483), Luzerne (908), and Allegheny (802) experienced the most natural loss. Net migration was highest in Montgomery (2,134), Cumberland (1,634), and Lehigh (1,622) and negative net migration was seen in Philadelphia (3,933), Allegheny (2,342), and Erie (2,005).

***Population Estimates Resources***

Today's release is the seventh county-level population estimates release from the U.S. Census Bureau's Population Estimates Division this decade. Population estimates for the total population are provided for every county in the United States. Total populations for sub-county areas (municipalities) and housing unit estimates for state and counties will be released in May. County-level age, sex, race and ethnicity estimates will be available in June.

| County | April 1, 2010 Estimate | July 1, 2016 Estimate | Numeric Change | Percent Change |
|---|---|---|---|---|
| **Pennsylvania** | **12,702,857** | **12,784,227** | **81,370** | **0.6%** |
| Adams | 101,417 | 102,180 | 763 | 0.8% |
| Allegheny | 1,223,338 | 1,225,365 | 2,027 | 0.2% |
| Armstrong | 68,938 | 66,486 | -2,452 | -3.6% |
| Beaver | 170,539 | 167,429 | -3,110 | -1.8% |
| Bedford | 49,768 | 48,325 | -1,443 | -2.9% |
| Berks | 411,572 | 414,812 | 3,240 | 0.8% |
| Blair | 127,076 | 124,650 | -2,426 | -1.9% |
| Bradford | 62,622 | 60,770 | -1,852 | -3.0% |
| Bucks | 625,255 | 626,399 | 1,144 | 0.2% |
| Butler | 183,862 | 186,847 | 2,985 | 1.6% |
| Cambria | 143,674 | 134,732 | -8,942 | -6.2% |
| Cameron | 5,085 | 4,677 | -408 | -8.0% |
| Carbon | 65,250 | 63,594 | -1,656 | -2.5% |
| Centre | 154,027 | 161,464 | 7,437 | 4.8% |
| Chester | 499,146 | 516,312 | 17,166 | 3.4% |
| Clarion | 39,991 | 38,513 | -1,478 | -3.7% |
| Clearfield | 81,597 | 80,596 | -1,001 | -1.2% |
| Clinton | 39,241 | 39,233 | -8 | 0.0% |
| Columbia | 67,296 | 66,420 | -876 | -1.3% |
| Crawford | 88,761 | 86,257 | -2,504 | -2.8% |
| Cumberland | 235,408 | 248,506 | 13,098 | 5.6% |
| Dauphin | 268,100 | 273,707 | 5,607 | 2.1% |
| Delaware | 558,726 | 563,402 | 4,676 | 0.8% |
| Elk | 31,946 | 30,480 | -1,466 | -4.6% |
| Erie | 280,564 | 276,207 | -4,357 | -1.6% |
| Fayette | 136,602 | 132,733 | -3,869 | -2.8% |
| Forest | 7,716 | 7,321 | -395 | -5.1% |
| Franklin | 149,618 | 153,851 | 4,233 | 2.8% |
| Fulton | 14,844 | 14,640 | -204 | -1.4% |
| Greene | 38,686 | 37,197 | -1,489 | -3.8% |
| Huntingdon | 46,031 | 45,634 | -397 | -0.9% |
| Indiana | 88,893 | 86,364 | -2,529 | -2.8% |
| Jefferson | 45,196 | 44,073 | -1,123 | -2.5% |

| County | April 1, 2010 Estimate | July 1, 2016 Estimate | Numeric Change | Percent Change |
|---|---|---|---|---|
| Juniata | 24,636 | 24,863 | 227 | 0.9% |
| Lackawanna | 214,440 | 211,321 | -3,119 | -1.5% |
| Lancaster | 519,448 | 538,500 | 19,052 | 3.7% |
| Lawrence | 91,140 | 87,294 | -3,846 | -4.2% |
| Lebanon | 133,577 | 138,863 | 5,286 | 4.0% |
| Lehigh | 349,626 | 363,147 | 13,521 | 3.9% |
| Luzerne | 320,918 | 316,383 | -4,535 | -1.4% |
| Lycoming | 116,108 | 115,248 | -860 | -0.7% |
| McKean | 43,450 | 41,883 | -1,567 | -3.6% |
| Mercer | 116,674 | 112,913 | -3,761 | -3.2% |
| Mifflin | 46,682 | 46,342 | -340 | -0.7% |
| Monroe | 169,842 | 166,098 | -3,744 | -2.2% |
| Montgomery | 799,884 | 821,725 | 21,841 | 2.7% |
| Montour | 18,267 | 18,343 | 76 | 0.4% |
| Northampton | 297,735 | 302,294 | 4,559 | 1.5% |
| Northumberland | 94,514 | 92,541 | -1,973 | -2.1% |
| Perry | 45,965 | 45,820 | -145 | -0.3% |
| Philadelphia | 1,526,006 | 1,567,872 | 41,866 | 2.7% |
| Pike | 57,344 | 55,562 | -1,782 | -3.1% |
| Potter | 17,458 | 16,885 | -573 | -3.3% |
| Schuylkill | 148,289 | 143,573 | -4,716 | -3.2% |
| Snyder | 39,709 | 40,468 | 759 | 1.9% |
| Somerset | 77,746 | 75,061 | -2,685 | -3.5% |
| Sullivan | 6,428 | 6,137 | -291 | -4.5% |
| Susquehanna | 43,352 | 40,862 | -2,490 | -5.7% |
| Tioga | 41,983 | 41,467 | -516 | -1.2% |
| Union | 44,949 | 45,565 | 616 | 1.4% |
| Venango | 54,983 | 52,582 | -2,401 | -4.4% |
| Warren | 41,815 | 40,025 | -1,790 | -4.3% |
| Washington | 207,848 | 207,981 | 133 | 0.1% |
| Wayne | 52,825 | 50,710 | -2,115 | -4.0% |
| Westmoreland | 365,164 | 355,458 | -9,706 | -2.7% |
| Wyoming | 28,269 | 27,521 | -748 | -2.6% |
| York | 434,998 | 443,744 | 8,746 | 2.0% |

Source: U.S. Census Bureau, Population Estimates Division, 2016 County Population Estimates All comparisons made herein between 2010 and 2016 use the estimates base (April 1, 2010).

The Pennsylvania State Data Center is the commonwealth's official source for population and economic statistics. It is based at Penn State Harrisburg's Institute of State and Regional Affairs. The Pennsylvania State Data Center is part of the U.S. Census Bureau's National State Data Center Program.

Editors: For additional information, contact the Pennsylvania State Data Center at **717.948.6336** or online at **pasdc.hbg.psu.edu**.

# GEC Assessment Committee meeting minutes
# Monday, December 5th, 2016, 1:00pm, MCT 156

Present: Corrine Bertram, Scott Drzyzga, Dudley Girard, Rob Lesman, Jim Mike, Becky Ward
Secretary for the Meeting: Corrine Bertram

**Math Assessment of Category A Courses**
Rob presented the fall 2015 and spring 2016 assessment data for MAT 211, a part of our focus on Category A for the semester's assessment. Math has focused their assessment on educational outcome D ("Students will be able to apply logical reasoning to aid in problem solving."). Math has not assessed all their courses (nine to ten) in Category A. Computer Science is targeting educational outcomes B and C ("Students will be able to solve problems, including problem formulation, solution, and interpretation of the resulting answers," and, "Students will be able to apply algorithmic reasoning to aid in problem solving," respectively). Philosophy is targeting educational outcome E ("Students will be able to apply logical reasoning to aid in understanding and analyzing discourse."). Educational outcome A ("Students will be able to build, interpret, and use mathematical models.") may never be used in the assessment of Category A courses. We need to give the GEC Program Committee feedback on holes in the assessment of the current program. Rob sought feedback about his completion of the assessment report feedback. The Assessment Committee would like to see the assessment instruments or a description of the questions that were used. Dudley observed that because Math and Computer Science are assessing the same educational outcomes separately with different rubrics, if there were a problem (i.e., not meeting a benchmark for performance), the assessment committee could not track this and intervene.

**Assessment Record Keeping**
Becky initiated a discussion of the record keeping of assessments. TracDat is a PASSHE-owned software package that is used to collect portfolios for assessment. Dudley will contact Tracy Schoolcraft about this package.

**New General Education Proposal**
The committee moved to a discussion of the new general education program proposal. The Middle States seven competencies mentioned on page 3 of the proposal document (November 29, 2016) do not map onto the 13 assessment rubrics/tags proposed. For example, where does information literacy fit in the proposed structure? Scott said that Ship to Shore currently supplies literacy competency, but this needs to be made explicit. Dudley expressed some questions about the technological competency under the Natural World and Technologies theme. How stringent or technical is this tag? For example, does a Word document with tables count as technological competency? Many courses could meet this standard. Does this need to be an entire course or could many courses fulfill this requirement? Scott responded that Middle States was asked these questions. They said that campuses could define it using their missions as a guide. We don't have that as a part of our mission currently. Double tagging of courses (with technological competency and another tag, for example) presents problems for enrollment management because it makes tracking enrollment streams more difficult. Dudley said that the current program should make assessments more manageable than with the current program. Scott has sketched out what a four-year cycle of assessment would look like focusing on the labor required

and the themes. We would not be assessing every student in every course, but a sample of maybe 100 artifacts per department, per course. Dudley said that key program goals and learning outcomes should map onto each other. Scott responded that some faculty members did not understand the distinctions between program goals and learning outcomes. Becky expressed concern about achieving a balance between throwing out all general education courses to start from scratch and resistance to imagining new courses that meet these objectives.

**Assessment Committee Tasks**

The Assessment Committee was tasked with answering the following questions over the winter break: Does the learning objective match the goal attached to the tag? Are the learning objectives assessable? Is each level of proficiency for a learning objective clear and does it make sense relatives to the other levels for that objective? Dudley will assign each committee member a set of tags to examine.

Submitted by Corrine Bertram

# GEC Assessment Committee meeting minutes
# Friday, February 3rd, 2017, 11:00am, MCT 156

Present: Corrine Bertram, Scott Drzyzga, Dudley Girard, Rob Lesman, Becky Ward
Secretary: Corrine Bertram

The focus of our meeting was reporting back on our review of the tags in the General Education proposal. Each committee member was assigned five tags to focus on using the following questions:

1. Do the learning objectives match the goal attached to the tag?
2. Is the learning objective assessable?
3. Is each level of proficiency for a learning objective clear and does it make sense relative to the other levels?

There was a short discussion at the beginning of the meeting about the need for coordination between GEC and departments that require accreditation or are undergoing curriculum revision. For example, departments built rubrics for tags W (written communication) and L (foreign language).

**Discussion of N (natural world)**

- Some terms may need to be defined or expanded particularly the definitions and distinctions between "principles" and "theories" if the tag could apply to natural and social sciences. A similar issue was discussed about the phrase "experimentation and empirical observations." Is this phrase inclusive enough of empirical work in the sciences broadly defined?
- Dudley shared a concern that there was overlap between the first and third levels of competency under "Data and Problem-Solving".
- Could the three learning objectives be summarized as 1) do you know the scientific methods? 2) do you know theories? And 3) can you apply these tools?

Becky wondered why there were five competency levels versus some other number. For example, NCATE has three levels. Scott responded that there are five because this matches the value rubrics from LEAP initiatives in nineteen states. The choice of five, therefore, allows data comparison across institutions in these states.

**Discussion of G (global perspectives)**

- Becky suggested that the concept of system inequality that appears in Factors and Sources be added to the D (Diversity) tag.)
- Rob suggested that there was a large gap or leap between the proficiency and mastery levels under "Factors and Interactions". There is a lack of progression.
- Under "Perspectives", "own perspective" or what some scholars/researchers call researcher subjectivity or reflexivity disappears and reappears across level of competency. It is present in "emerging", skips "developing, and returns at "proficient.
- Various edits to streamline the language were suggested by the committee.

**Discussion of Q (quantitative reasoning)**

- We discussed further clarification of the learning objectives/desired outcomes. Analysis seems more performance-based, but some Communication is seeping in. Communication seems to be what is drawn from existing data. Analysis is calculation. Interpretation is the expression of the math forms. Scott suggested that Interpretation is what students can do with quantitative information given to them, Analysis is the ability to perform calculations, and Communication is the ability to argue with the quantitative evidence. The Learning Objectives/Desired Outcomes should be rewritten with this in mind.
- Some reference to inference should be added to the proficient level of Interpretation.
- The content of emerging and developing levels of competency for Communication should be switched.

**Meta questions that arose during discussion**

- Is it necessary for rubrics across tags to be distinct?
- The ability to use evidence might become something that cuts across themes. Does that mean a separate tag?

**Next meeting:** Wednesday, February 15th, 11am, MCT 156 (Cancelled due to attendance)

Submitted by Corrine Bertram

E

# GEC Assessment Committee meeting minutes
# Thursday, March 2nd, 2017, 3:00pm, MCT 156

Present: Corrine Bertram, Lance Bryant, Dudley Girard, Becky Ward
Secretary: Corrine Bertram

**Assessment of Category E** in the current General Education program needs to begin. Category E courses were distributed across committee members. Corrine will contact Ethnic Studies and Psychology. Lance will contact Sociology/Anthropology. Dudley will contact Geography. Becky will contact Disability Studies and Women's and Gender Studies. Dudley will send us the documents about how to contact departments and carry out the assessments including the five-column model.

Updated Ongoing Assignments:

| | |
|---|---|
| Lance Bryant | Cat A: PHL 101, 102, 103, 105<br>Cat E: SOC 101, ANT 111 |
| Corrine Bertram | PSY 101, ETH 100, 101, 102 |
| Rob Lesman | Math - Cat A |
| Becky Ward | HCS 100 - Skills, WST 100, DS 100 |
| Dudley Girard | GEO 140 |

We returned to our reviews of the tags in the General Education proposal.

**Discussion of O (oral communication)**

- Are we assessing a skill to be learned and developed here or something more innate? Comfort with public speaking may be related to disabilities rather than competency.
- Under Delivery learning objective, we need to make "uncomfortable" and "polished and confident" measurable.

**Discussion of H (historical themes)**

- Under Knowledge and Understanding learning objectives, what is the difference between "applies" and "incorporates" in the proficiency and mastery competency levels.
- Under Application of Language and Critical Thinking Skills in an Historical Context learning objective, critical thinking skills do not appear in levels of competency. In this same learning objective, technical errors and critical thinking seem to appear and reappear across the five levels.
- Under the Application of Language and Critical Thinking Skills in an Historical Context, mastery competency level, "sophisticated comparisons and connections" needs to be measurable.

**Discussion of D (diversity)**

- The first three levels of competency for the Knowledge of Human Behavior learning objective do not mention theories of human behavior. Theories of human behavior need

to be assessed not just knowledge of human behavior. Social environment is mentioned in the learning objective, but is not mentioned in the levels of competency.
- In Developing levels of competency under the Awareness of Own Attitudes, Beliefs, Behaviors Regarding Diversity learning objective, "expresses" might be changed to "admit they have preferences."

**Discussion of L (foreign language)**
- If someone were to propose American Sign Language as a potential course for this tag, would these learning objectives be appropriate for that course since it is not oral communication? The learning objectives may need to include language to capture this.,
- In Developing competency level under the first two learning objectives, "ease" should replace "easiness."

**Discussion of W (written communication)**
- The program goal includes the locating of information, but this doesn't seem to be included in the learning objectives.
- The first two mastery competency levels mention "discipline" and "disciplinary conventions." How would a cross-disciplinary group assess documents when they may be unfamiliar with the conventions in a course?

**Discussion of A (arts and literature)**
- What does "scope" mean in the program goal?
- The term "prioritize" is unclear in the Analysis and Context learning objective description.

**Discussion of C (creative)**
- Proficient and mastery competency levels under the Artistic/Creative Competencies learning objective are too vague to be measured.
- Some edits of language were considered including changing "realization" to "completion" in the program goal; replacing "cultivate" with "execute" in the Problem Solving and Process learning objective, and changing "unique" to "uncommon" or "unusual" in Creativity and Transformation learning objective.

**Discussion of E (ethical reasoning)**
- We need to consult with the philosophy department about the distinctions between theory and guidelines. Guidelines language is missing from some of the levels of competency. This should be consistent throughout the document.
- Add "within a given framework" after "correct" in Application learning objective.

**Next meeting:** TBD

Submitted by Corrine Bertram

F

**Minutes**

Program Committee of the General Education Council, 2/21/17, 3:45 pm, FSC 248

I. The meeting was then called to order by Dr. Sherri Bergsten, chair of the GEC Program Committee. The meeting was attended by committee members, Sherri Bergsten, Doug Birsch, Scott Drzyzga, Karl Lorenz, Alice James, Kathryn Shirk, Brian Wentz, Jim Delle and Sarah Stokely.

II. Drs. Shirk/Wentz motioned to approve the minutes from the 1/24/17 meeting, which were approved (4 Aye votes and 1 abstention from a committee member who was not present at the meeting). Drs. Birsch/Shirk motioned to approve the minutes from the 2/7/17 meeting, which were approved unanimously.

III. The committee discussed three UCC course proposals related to the general education program. The first two proposals, ETH 100, Introduction to Ethnic Studies and ETH 102, Introduction to Latino Studies, are already taught in the general education program, but each proposal seeks to teach the courses online in the distance education program. The committee discussed these proposals as information items, thus no vote was taken since these were not new courses. They expressed no concerns for delivery of these pre-existing general education courses in an online format. The committee then recommended approval of the new proposed course, ANT 105, Great Discoveries in Archaeology (Category E: Social and Behavioral Sciences), by a unanimous vote of a motion from Drs. Wentz/Shirk. The course has been taught twice in the last year as ANT 190, Selected Topics in the General Education program. Therefore, this new course proposal seeks to make it a permanent course listed in the course catalog as meeting the Category E general education distribution requirement. The committee wanted to note that the PASSHE Board of Governors policy on directed general education courses in major programs does not apply to minor programs, therefore this new course can also count as part of the anthropology minor.

III. The committee also discussed the concerns of the Multicultural Student Affairs organization that diversity issues be incorporated into the General Education reform proposal. The committee agreed to invite students from this organization to one of its meetings this semester to provide their input on diversity and the general education program.

IV. The committee also discussed some of the feedback it has been receiving from academic departments on the multiple different directions they offered for improving the draft proposal for General Education reform. It was agreed that after the next open faculty forum is held on February 23, the committee will make efforts to address comments and department concerns and suggestions from the faculty forums in its next meeting on March 9. Also, by February 28, each department has been asked to provide a list of their existing general education courses and which program goal tag they would assign to each course to assist the program committee. At the next GEC meeting on February 28, each department's GEC representative will present a five minute report of its department's concerns, questions, and suggestions for revising the draft proposal for General Education reform. The program committee will continue to incorporate departmental concerns and suggestions in its efforts to revise the draft reform proposal before the next GEC meeting on March 28. The committee plans to have an open discussion of the revised proposal at the GEC's March 28 meeting followed by a fully revised proposal for a full GEC vote of approval by its April 27 meeting.

V. The meeting was adjourned at 5:20 pm.

**General Education Council**
Notes from the Open Forum re: *General Education @ SHIP – a proposal for program renewal*
Feb. 23, 2017, from 11 AM to 1 PM.

Participants: Shelby Denlinger (student), Aaron Dobbs, José Ricardo, Shari Horner, Mike Bibby, Cathy Sprenger, Corinne Goyt, David Godshalk, Robert Shaffer, Mart Hartman, Kate Shirk, Karl Lorenz, Mike Greenberg, Sherri Bergsten, Scott Drzyzga, and 2 others.

The conversation opened with someone expressing the generally held concern that reforming our General Education Program could affect the number of FTEF.

XXXXX responded by expressing the needs to bring our General Education Program into the 21st century and to develop our culture of assessment as just as important. He also reported the AAC&U [Association of American Colleges and Universities] issued a new report re: General Education Program assessment and assessment of student learning outcomes.

Post forum annotation:
AAC&U report, *On Solid Ground*:
https://www.aacu.org/sites/default/files/files/FINALFORPUBLICATIONRELEASEONSOLIDGROUND.pdf

XXXXX asked, "What if a student changes major – will the number of general education courses change on his or her transcript?"

[*A free-flowing discussion ensued about PASSHE's 2012* ***directed general education*** *policy, the fact that is was implemented on August 1, 2015 and is in in effect now, and the fact that it is reflected in but not a design element of the proposed revisions to our General Education Program. The policy was read aloud*.]

Post forum annotation:

> "General education courses that are required for the major are considered "directed general education" or "prescribed general education". Therefore, directed (prescribed) general education courses are counted in the general education requirement/credits, not in the major or cognate requirements." Source:
> http://www.passhe.edu/inside/policies/Policies_Procedures_Standards/Academic%20Degrees%202012-13.pdf

The Department of English believes that the proposal - as is - will allow a student to graduate college without taking a course that requires study of literature. The Department of English advocates that the General Education Program must have a literature requirement."

XXXXX stated, "I agree that literature should be required" and "the lack of a literature requirement [in the proposal] causes [the proposal] to lose value."

XXXXX asked about the need to re-organize the categories of knowledge, which are based on content, around new goals that are based on competencies.

[*Bergsten and Drzyzga summarized the new MSCHE standards, which outline a minimum of list of competencies that must be covered by accredited institutions (starting in 2017-2018), and they reviewed the revised PASSHE policy, which effectively uninstalled the old content requirements and installed the new competency requirements.*]

XXXXX reminded participants that the new AAC&U report reflects the national shift away from content models and toward competency models. Reorganization is part of the process.

Post forum annotation:
MSCHE: https://www.msche.org/publications/RevisedStandardsFINAL.pdf
PASSHE: http://www.passhe.edu/inside/policies/BOG_Policies/Policy%201993-01-A.pdf

XXXXX stated that he "cannot see [in the proposal] the administrative structure needed to run an assessment program."

XXXXX described how program goals, student learning objectives, and assessment rubrics are useful for organizing the needed periodic assessment program and to prompt ongoing faculty discussions and corrective actions. Also, the GEC has an Assessment Committee that is preparing itself for the task.

XXXXX stated that he "cannot see how the structure of the proposed program makes things better for students." He asked, "why isn't the old program assessable?"

[*Bergsten and Drzyzga described how our current program reflects the discontinued content requirements of PASSHE's old policy and how it does not reflect the new MSCHE/PASSHE competency requirements. They also described how the current set of learning objectives were "tacked on" much later (in the early 2000s), with many written using aspirational language and compound lists that do more to protect departmental turf than to communicate effectively what faculty will do for students and what students will learn by completing each curriculum in the program. In short, the old content-based structure of our program and the ad hoc language used to build its learning objectives make the current program un-assessable in terms of the new and required competencies.*]

XXXXX described the prior General Education Program assessment campaign (2006-2009), how the structure of the assessment process mirrored the structure of the program, and how so little useful information (about the program and about student learning) was derived from what was a cumbersome and burdensome process. The failures of that campaign, which are reflected in a set of recommendations, were the earliest impetuses for revising our program.

Post forum annotation:
GECC (2010) post-assessment report:
http://www.ship.edu/uploadedFiles/Ship/GEC/NewCoreProgram/GECC_AssessmentSubcommitteeReport_2010.pdf

XXXXX asked if the GEC reviewed general education programs at our sister, peer, and aspirational peer institutions.

[*Bergsten replied, "yes" and summarized the years spent reviewing: the evolving standards and policies; the kinds of programs and proposals used elsewhere; and the apparent successes or failures of other reform efforts around PASSHE and at other institutions. Drzyzga summarized his participation at multiple MSCHE workshops and conferences, where dozens of general education programs and assessment results were discussed (pros and cons). Drzyzga also summarized his experience at the 2016 LEAP States Summit, which he attended with James Brown (Bloomsburg), Ed Bowman (Lock Haven), Dan Engstrom (CalU), Mary Eicholtz (Kutztown), and Linda Lamwers (formerly of West Chester) and where everyone discussed how to revise programs to achieve better student learning, program assessment & assessment of student learning.*]

XXXXX and YYYYY advocated for revising the proposed learning objective re: diversity. They believe the learning objective and its rubric – as written – are way too broad. XXXX stated that diversity is not just multiculturalism.

[*A free-flowing conversation ensued regarding diversity and the proposal that students in our Multicultural Student Affairs association presented to the GEC and to others on campus. Our students are arguing that there is a "disconnect" between their experience with diversity and race on campus and how contemporary issues pertaining to diversity are (not) addressed across our Diversity curriculum.*]

XXXXX asked whether or not a general education course can include more than what's covered in the rubrics.

[*Bergsten replied, "yes" and tried to correct the common misconception that courses in a competency-based program must focus solely on the competencies and be devoid of content. A competency-based general education program helps students to develop competencies needed for success in college and in life after college. A competency-based program assesses student learning of those competencies across each general education curriculum. Meanwhile, departments will continue to teach content and assess student learning of content via their departmental program-specific assessments.*]

XXXXX asked if students enrolled now would be able to finish the program they started or would be forced to change abruptly.

Bergsten answered that the common practice at other universities is to allow students to finish the program they started. The new program will apply to new students at a future date.

The conversation changed from a Q-and-A format to a free-flowing conversation as participants began to leave for lunch and the numbers shrank.

The Open Forum ended at 1 PM.
Notes taken by Kate Shirk and Scott Drzyzga. Post-forum annotations added by Scott Drzyzga.

**Minutes**

Program Committee of the General Education Council, 3/9/17, 3:45 pm, FSC 246

I. The meeting was then called to order by Dr. Sherri Bergsten, chair of the GEC Program Committee. The meeting was attended by committee members, Sherri Bergsten, Doug Birsch, Scott Drzyzga, Karl Lorenz, Alice James, Kathryn Shirk, Brian Wentz, Jennifer Clements, Mike Greenberg, Jim Delle and Sarah Stokely.

II. Drs. Wentz/Clements motioned to approve the minutes as amended from the 2/21/17 meeting, which were approved (6 Aye votes and 1 abstention from a committee member who was not present at the meeting related to these minutes).

III. The rest of the meeting was consumed by discussion and passing six motions addressing the concerns raised by faculty from the open forums and meeting with the department chairs and from those concerns in writing from other faculty and students.

IV. Motions passed:
In order to strengthen the mission of general education, the **first motion** from Drs. Birsch/Shirk was to restructure the Creativity and Expression theme to include three program goals instead of two, each corresponding to a different associated learning objective tag: Literature, Arts, Creative competency, such that three credits be required in Literature and the other three from the Arts or Creative Competency program goals; and that we drop the words "or literature" from the current A tag program goal language. The motion passed unanimously.

The **second motion** from Drs. Clements/Birsch was to move the Diversity program goal to the Interconnections theme with the required three credits. The motion passed unanimously.

The **third motion** from Drs. Clements/Birsch was to change the name of the Culture, Reflection, and Responsibility theme to Society, Citizenship, and Responsibility. The motion passed unanimously.

The **fourth motion** from Drs. Birsch/Clements was to change the wording of the R tag from "logical reasoning" to "critical analysis and reasoning" to make the language consistent with Middle States standards in support of a liberal arts education. The motion was approved (6 Aye votes and 1 abstention).

In response to the department chairs of the social and behavioral sciences and because citizenship is an important component of the university's mission statement, the **fifth motion** from Drs. Birsch/Clements was to create a citizenship learning objective tag and develop a program goal and assessment rubric at a later date to be included in the Society, Citizenship, and Responsibility theme (6 credits). The motion passed unanimously.

The **sixth motion** from Drs. Clements/Birsch was to maintain six credits for the newly named theme of Society, Citizenship, and Responsibility. The motion was approved (6 Aye votes and 1 abstention).

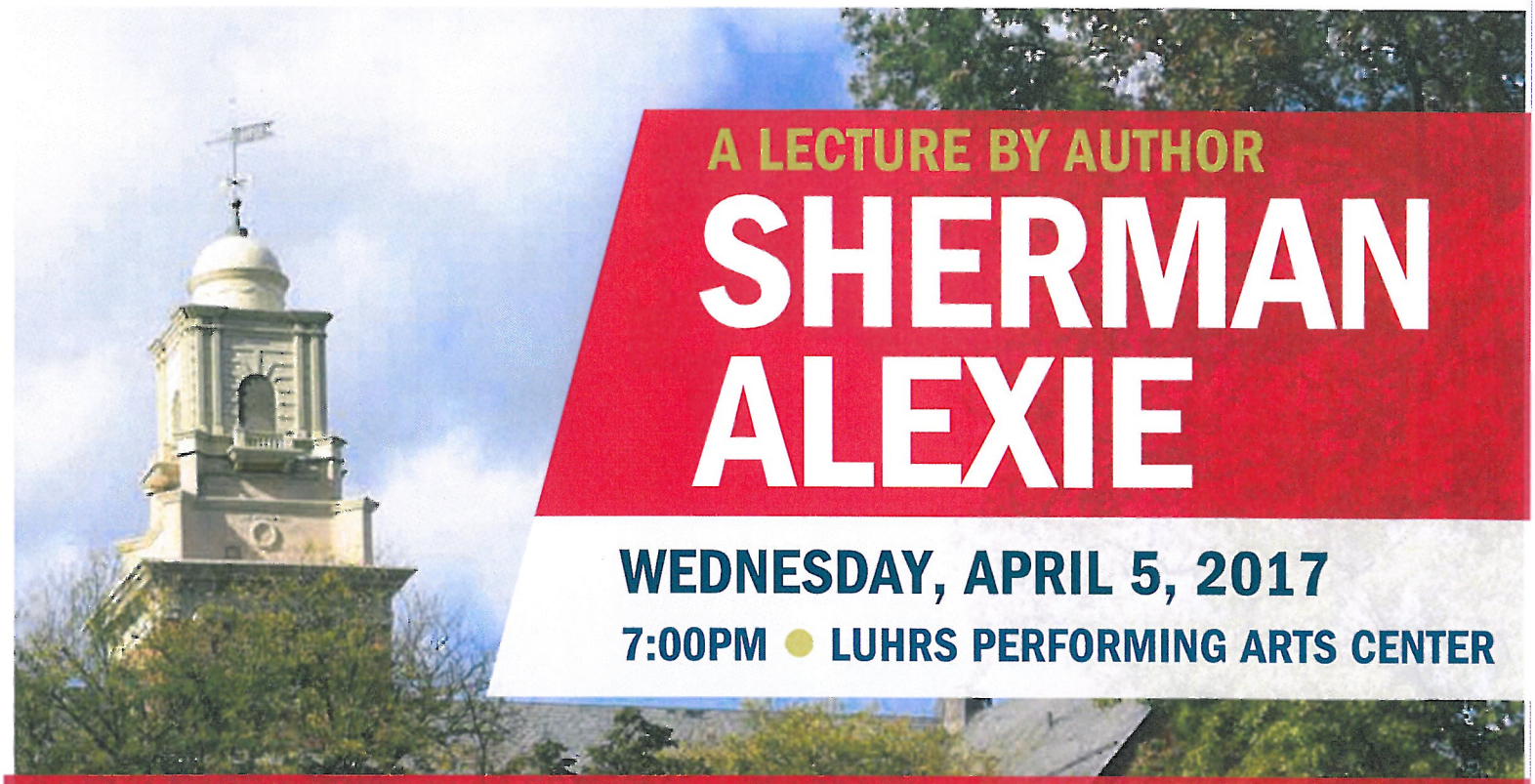
V. The committee also discussed the concerns of the Multicultural Student Affairs organization that diversity issues be incorporated into the General Education reform proposal as the committee seeks to redefine the diversity program goal. The committee will

also reach out to members from the Psychology department to discuss issues of self-identity related to the Diversity learning objective.

With regard to issues of personal responsibility (e.g., wellness and personal finance) raised by some faculty in the open forums, the committee has decided to consult with the EYE committee on its inclusion into the EYE program. The committee believes that there is intrinsic value in instilling personal responsibility in students engaged in the EYE program apart from the Middle States standards for general education, the university's mission, and its goals of general education.

VI. In its next meeting on March 21 the EYE draft proposal will be presented to the committee. Also, the committee will be meeting with members of the Multicultural Student Affairs organization to provide their input on diversity and the general education program.

VII. The meeting was adjourned at 5:40 pm.



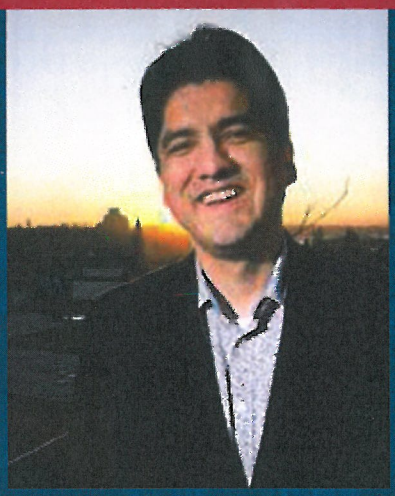
A LECTURE BY AUTHOR

# SHERMAN ALEXIE

## WEDNESDAY, APRIL 5, 2017

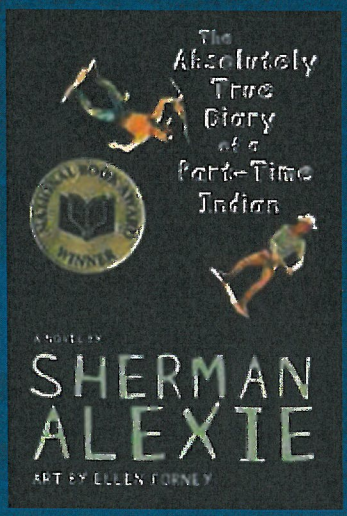
**7:00PM ● LUHRS PERFORMING ARTS CENTER**

## DAY OF HUMAN UNDERSTANDING



**The Shippensburg University Day of Human Understanding features events that reflect on diversity, inclusion, and cultural competence.**

This year's keynote speaker is author Sherman Alexie. A Spokane/Coeur d'Alene Indian, Alexie grew up in Wellpinit, Washington, on the Spokane Indian Reservation. He has published twenty-five books, including his first picture book *Thunder Boy Jr.*, the young adult novel *The Absolutely True Diary of a Part-Time Indian*, and the book of poetry *What I've Stolen, What I've Earned*. Alexie has earned the PEN/Faulkner Award for Fiction, the PEN/Malamud Award for Short Fiction, a PEN/Hemingway Citation for Best First Fiction, and the National Book Award for Young People's Literature. He also won the Audience Award and Filmmakers Trophy at the 1998 Sundance Film Festival for *Smoke Signals*. A BOOK SIGNING WILL FOLLOW IN THE LPAC LOBBY.




### Other Day of Human Understanding events include:

- **ShipTalks** | 2:00PM | Ceddia Union Building
  Explore diversity through literacy in the classroom, community, and world.
- **Dining Through the Times** | 4:00 and 7:15PM | Reisner Dining Hall
  Featuring Native American foods.
  *With use of a meal plan or $10.*

**The programs are free and open to the public.**

**For more information, contact the Office of Social Equity at (717) 477-1161, or e-mail Stephanie Erdice at smerdice@ship.edu.**

SHIPPENSBURG UNIVERSITY