

General Education Council

2018-2019 Academic Year

Agenda, for the meeting on Tuesday, February 26, 2019, in ELL205 at 3:30 P.M.

1. Call to order
2. Review and approve the minutes of the previous council meeting – **See Attachment A**
3. Remarks by Co-Chairs – Interim Dean Sherri Bergsten, Dr. Kirk Moll
4. Old Business/New Business
 - a. Reports from our Standing Committees
 - i. Program Committee (Dr. Kate Shirk) – **See Attachment – B, C, Supplement 1**
 1. Program Revision Proposals – **See Attachments – D, E**
 1. **UCC18-1 – Geography GIS (Directed Gen Ed Compliance)**
 2. **UCC18-2 – Geography Land Use (Directed Gen Ed Compliance)**
 2. General Education Program Revisions – **See Attachment F**
 3. GEC Course Evaluation Checklist – **See Supplement 2**
 - ii. Budget (Dr. Sam Forlenza) – **See Supplement 3**
 1. Grant Proposal (Crochunis) – **See Supplement 4**
 2. Grant Proposal (Stambaugh) – **See Supplement 5**
 - iii. Entry Year Experience (Dr. Steve Burg & Dr. Laurie Cella) – **See Attachment G**
 - iv. Assessment (Dr. Dudley Girard) – **See Supplement 6**
5. Announcements
6. Call to Adjournment

General Education Program Committee

Date: January 22, 2019

Attendees: Sherri Bergsten, Kirk Moll, Michael Greenberg, Kate Shirk (chair), Jen Clements, Brian Ulrich, Brian Wentz, Margaret Lucia & Karl Lorenz

1. On a Ulrich/Lucia motion, all voted to approve except on abstain on minutes from 12/4.
2. UCC Program Proposals—GEC compliance for 2018 program
 - a. UCC 18-1 GIS: Ulrich/Lucia motion. All approved.
 - b. UCC 18-2 Land Use: Greenberg/Clements motion. All approved.
3. GEC Program Update: Draft Program update, revision policy and updated course list will be circulated at GEC
4. UCC—GEC Course Policy updates
5. New Business: Reviewed a draft of a submission checklist. Another draft will be discussed at the next meeting.

Next GEC-PC is 2/5 and next GEC meeting is 1/29 in LL205

General Education New Course Discussion Guide

UCC Control #:	
Course Number:	
Course Name:	
Proposed Program Goal:	
Proposed Program Theme:	

- Course will be discussed on _____, and program sponsor has been invited to the program committee meeting discussion by program committee chairperson.**

Program Theme and Goal:

- This program goal is the best fit for this course.
If not, recommended program goal: _____

Notes/Concerns to be addressed in program committee meeting:

Assessment Plan:

- The course sponsoring department or program will participate in General Education Program assessment as outlined in the General Education Handbook.
- The course sponsor has a clear plan for multiple ways in which students may meet the General Education Program Goal learning objectives.
- The course sponsor gives examples of learning outcomes (e.g. essays, test questions, projects, portfolios, etc.) that may be retained for GEC assessment.

Notes/Concerns to be addressed in program committee meeting:

Course Syllabus:

- The course sponsor has provided a syllabus with learning objectives (their own and General Education Program Goals), a tentative schedule of class topics and student assignments, and a list of potential readings. This syllabus is not binding, but should show that the sponsor has thought about how their course may achieve the learning outcomes associated with the proposed General Education Program Goal.
- The General Education Program Goal learning objectives as stated in the assessment rubric are included in the syllabus.
- General Education Program Goals (which “prompt and guide” student learning) are demonstrated through such things as:
 - Readings supporting the program goals

- Class topics supporting program goals
 - Class activities supporting program goals
 - Students are given multiple opportunities to demonstrate learning outcomes related to the General Education Program Goal learning objectives through such things as:
 - Homework questions
 - Quiz questions
 - Exam questions
 - Essays
 - Oral Presentations
 - Projects
 - Portfolios
- (The student learning outcomes will need to be assessed based on the five-column rubric General Education Program Goal. This data will need to be shared annually with GEC.)

Notes/Concerns to be addressed in program committee meeting:

Concerns/Policies to be discussed at UCC:

- The course sponsoring department or program has contacted existing programs with courses in this General Education Program Goal.
- The course does not duplicate existing courses in the General Education Program.
- The course sponsoring department or program has addressed possible impacts on existing courses in the General Education Program Goal and Theme.
- Resource discussion pertaining to other (existing) course offerings within the General Education Program Goal and Theme. *{This is also something that is handled at Dean/Provost level}*

MINUTES

GEC Budget Subcommittee Meeting
February 18, 2019 at Henderson Gym 101A
Start time - 2:00pm
Ending Time – 2:26 pm
Location: Henderson Gym 101A

1. Forlenza called to Order at 2:00 p.m.
 - a. Present: J. Carbo; S. Forlenza; C. Rojas
 - b. Absent: B. Culbertson, A. Vassallo
2. Minutes approved
3. Forlenza gave an update about available funds. Most funds allocated
4. Grant Applications
 - a. Crochunis (Depts. History/Philosophy and English) for visit to National Mall - **Application was discussed and approved 3-0**
 - b. Stambaugh (Dept. Academic Engagement, and Exploratory Studies and Psychology) for Bowling activity - **Application was discussed and approved 3-0**
 - c. All applications so far have been approved with the exception of one that was sent back for revision and applicant did not follow up.
 - d. Forlenza suggested looking at best policies and practices regarding retroactive funding for proposals in the future.
5. New Budget Proposal
 - a. New budget proposal for 2019-2020 was discussed, including a discussion about whether grants for UNIV 101 and other GE courses should be managed separately or not. Carbo proposed keeping them together. Forlenza and Rojas agreed. Subject to further discussions with administration.
 - b. Other potential categories to include as part of the grant money might be professional development and supplies
 - c. Carbo noted the low budget given the student body and cost per student
6. Meeting adjourned at 2:26 p.m.

Minutes submitted by Carlos Rojas-Gaona

PROPOSAL SUMMARY:

On April 14, 2018, students enrolled in our Honors World History I: Historical Foundations of Global Cultures and Honors Intro to Literature classes will travel to the National Mall in Washington, D.C. via Wolf's Bus Lines. Students will be chaperoned by Professors Christine Senecal and Tom Crochunis. The bus will leave campus for Washington, D.C. at 8:00 A.M. and return at approximately 8:00 P.M.

During the field trip, students will visit the Freer-Sackler Museums of Asian and African Art, the United States Holocaust Memorial Museum and other museums and monuments on the National Mall. The Holocaust Museum's permanent collection contains approximately one thousand historic relics and videos relating to the Holocaust. These artifacts trace the Nazis' rise to power, their attempts to exterminate European Jews and other minorities, and the efforts of Europeans to resist the Nazi's atrocious acts. Students will also have the opportunity to examine and analyze the National World War II Memorial, the Lincoln Memorial, the Korean War Veterans Memorial, the Vietnam Veterans Memorial, and the Martin Luther King, Jr. Memorial. During their field experience on the Mall, students will gain an awareness of the central role of genocide in recent world history, and they will gain an enhanced knowledge of major global events, leaders, and cultures that have shaped our past and continue to influence our future. Drawing upon course readings and class discussions, students will also analyze the role that biographies, novels, museums, and memorials play in shaping public memories of the past.

This field-based experience will engage students in *comprehension, analysis, and interpretation of the significance* of memorials and museum exhibits, all the areas focused on in the learning objectives for Honors Introduction to Literature and other Literature courses in the general education curriculum. This experience will similarly advance student work toward the learning objectives of Honors Historical Foundations of Global History, "to understand major historical themes, applying critical analysis to generate arguments based on appropriate evidence." Students in this honors section conduct an extensive research paper, and many of them will be writing on topics related to specific objects at the Freer-Sackler Museums. These objects are of critical importance to understanding cultures outside of the students' own immediate experience. They include stelae with Buddhist inscriptions used by leaders in Ancient China, masks of power and beauty developed by African kings and warriors, and images of female goddesses crafted in the Gupta Empire of Ancient India. Note: Though the Holocaust Museum charges a nominal \$1 service charge for timed tickets and 45 tickets have been reserved for our group and are included in the budget, admission to the other museums and monuments on the National Mall is complimentary.

The field trip will address major themes specific to Honors 249: the uses of memory in literature, the role of memory in helping to mold individual and collective identities, and the ways in which the act of remembering has been represented in narratives and other cultural products. Students in this class will compare the representations of the Holocaust in Art Spiegelman's *Maus* to the representations of the Holocaust in the museum. This field experience will also enhance students' understandings of key themes that will be developed in Honors 122: the development of political power structures, the ways ancient civilizations viewed the divine, and the expectations about life held by non-powerful people, particularly women.

To assess the success of the field experience in promoting these learning objectives and outcomes for our final report, students will be required to write about how the field experiences affected their understandings of the material covered in our classes. In Honors 249, students will incorporate information and analyses gleaned from the field trip into several writing assignments, and some may choose to focus their final projects and

Minds@Work presentations on material encountered on the trip. In Honors 122, students will incorporate the information they find from various specific objects into their extensive research papers. The writing of participants on the field trip will be compared to other writing students produced previous to the field trip and also compared to writing of those students who do not participate in the field trip. Anonymous excerpts from and summaries of the students' essays will be included in our final report.

To ensure that all available seats on the bus are occupied, the professors will compile a waiting list of students enrolled in General Education classes to fill any seats not used by students enrolled in our Honors courses.

GENERAL EDUCATION PROJECT GRANT BUDGET SHEET

(WRITTEN ESTIMATES FROM VENDORS MUST BE ATTACHED TO HARD COPY)

NAME: THOMAS CROCHUNIS

DEPARTMENT: ENGLISH

EMAIL: TCCROC@SHIP.EDU

PHONE: (717) 530-5279

MONTH AND YEAR OF PROPOSED EVENT: APRIL 14, 2019

ITEMIZED BUDGET (PROPOSED)

ITEM	ITEM AMOUNT (WRITTEN ESTIMATE ATTACHED)
1. Wolf's Bus Transportation for 52 students and 2 faculty members	\$1625.00
2. 45 Tickets for U.S. Holocaust Museum (service charge)	\$45.00

TOTAL REQUESTED: \$1670.00

FACULTY MEMBERS:

THOMAS CROCHUNIS

JANUARY 28, 2019

CHRISTINE SENEAL

JANUARY 28, 2019

Wolf's Bus Lines, Inc
200 Old US Rt. 15
York Springs, PA 17372
Tel: 717-528-4125
Fax: 717-528-4127

Charter Quotation

1/22/2019

Shippensburg University
Tom Crochunis
, PA
Dear Tom

Thank you for requesting a quote from Wolf's Bus Lines for your Sunday, April 14, 2019 trip. The price would be \$1,625.00.

If you would like to book, we would require a \$150.00 deposit and signed contract within twenty-one (21) days of booking the charter and then the balance would be due thirty (30) days prior to the date of departure Sunday, April 14, 2019. (If the final balance due date is before the deposit due date then only the final balance due date will apply.)

Our cancellation policy is thirty (30) days prior to the departure date is a full refund. Thirty (30) days to seven (7) days prior to the trips departure date a 50% of the contracted amount cancellation fee will be charged, less then seven (7) days prior to the departure date a 75% of the contracted amount cancellation fee will be charged. If the cancellation occurs after the motorcoach departs from the terminal a 100% of the contracted amount cancellation fee will be charged.

When you charter any of our deluxe Wolf's motorcoaches, you are backed by 70 years of service and over 30 professionally trained drivers all striving to make your travel safe, comfortable and reliable. You are paying for the best, and you deserve the finest – that's why you should call the "Friendly Wolfs."

Please let me know if you would like to book this.
Thank you and I look forward to working with you.

Yours in Travel,

Jolene Wolf
Charter Rep
www.wolfsbus.com
info@wolfsbus.com

Quotation Details

Wolf's Bus Lines, Inc

Client ID	Tom Crochunis Shippensburg University	Quotation ID	4096
Client		Movement ID	5565
Company		Passengers	
Client Ref 1		Distance	283.2
Client Ref 2			

First Pick-up	Main Campus - (Shippensburg Univ.)	Destination	Washington, DC
Pick-up Date	Sun 4/14/2019 Time 08:00	Arrival Date	Sun 4/14/2019 Time
Single Journey	No	Leave Date	Sun 4/14/2019 Time
Vehicle To Stay	Yes	Back Date	Sun 4/14/2019 Time 20:00

First Pick-up Instructions	Destination Instructions
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1871 Old Main Drive
Shippensburg, PA 17257

Quantity	Seats	Vehicle Description	Unit Price	Price	Tax %	Tax	Total
1	54	Deluxe Motorcoach	\$1,625.00	\$1,625.00	0	\$0.00	\$1,625.00
Movement Totals				\$1,625.00		\$0.00	\$1,625.00

Route	Further Requirements
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Price does not include driver gratuity, which is at your discretion.

This is a quote only. If you wish to book, please contact us.

Included Items	Included	Included Items	Included
Driver Gratuity	No		

GENERAL EDUCATION PROJECT GRANT

2018-19 ACADEMIC YEAR

PURPOSE:

This grant funds **projects** and **events** that advance the objectives of the General Education program. Two types of projects are funded by this grant program. The first supports projects and excursions directly related to a faculty member's general education sections (i.e., trips to Washington, D.C., etc.). The second are those projects, programs, and/or events which benefit the general education program or students within a discipline and/or the community at large (i.e., performances that General Education students in a Department are required to attend, events where the work of General Education students are featured, and so forth.) **This grant can now support projects that have been funded previously.** The deadline is a rolling date until funds are exhausted.

GRANT APPLICATION

PROPOSALS MUST CONTAIN THE FOLLOWING:

- Title Page
- Summary: The Summary must provide a clear description of the project. It must then explain how the project advances the learning objectives of the appropriate General Education Category (Attached). For projects/programs/excursions specific to a faculty member's General Education Sections, it is suggested that an 'assignment' of some type be required (i.e., reaction paper, exam question, etc.)
- Budget Page: The Budget Page must be completed. In addition, for each budget item you **MUST** include a written estimate produced by the vendor. The grant will **NOT** be evaluated without written estimates attached.
- Written Estimates or Receipts (The grant **WILL NOT** be evaluated by the Committee without these.)

AWARD CRITERIA

- Summary statement that clearly and concisely explains how the project will meet established objectives of **BOTH** the General Education program and appropriate Category Objectives.
- Budget feasibility and reasonableness.
- Quality of overall proposal (well organized and presented, proofread, etc.)

GRANT POLICIES

Receipts must be retained and submitted for reimbursement.

General Education Project Grants can be submitted once a semester and for General Education course sections taught by a faculty member.

Grant Awards are limited to:

- \$1,500 per General Education class section (For example, 2 sections of a Gen Ed class going to Washington D.C. is limited to a \$3,000 grant.)
- \$2,000 per 'Project' that falls outside the direct purview of a faculty member's course sections.

If your project is funded, you must complete a final report at the end of the semester assessing your program/project. Guidelines for this will be given out with award letters.

QUESTIONS AND SUBMISSION INSTRUCTIONS

Questions can be directed to **James Hamblin** at JEHamb@ship.edu. Please submit the grant application as an attachment to me. The electronic submission does not need signatures or vendor estimates. However, you must send a single hard copy of the entire proposal that includes original signatures and vendor estimates to **Henderson Gym 107D**.

GENERAL EDUCATION PROJECT GRANT

TITLE PAGE

Please note: The summary narrative with a clear description of the project, including how the learning objectives of the appropriate General Education category are met, should be attached to this form.

Name:

Kelly L. Stambaugh

Department:

Academic Engagement & Exploratory Studies & Psychology

Email:

klstambaugh@ship.edu

Phone:

717-477-1395

Date of Proposed Project/Event/Excursion: **March 30, 2019**

If project/event is specific to your general education course sections, please provide Course # and Section number(s): **UNIV101, section 06**

General Education Category: (Skills and competencies, A-E, Diversity requirement)

Univ 101 is one of the "Foundations" courses within the new General Education curriculum. The course is meant to: "Guide and prompt students to develop skills in support of scholarly and academic success, engage with the university community, foster personal development and wellness, and promote understanding of diversity and social responsibility through a first year seminar."

Brief Description of General Education Project (50 words maximum):

Class field trip for duckpin bowling. The main intent for this trip is to establish a bond and sense of community amongst the students. However, there is an opportunity for learning and wellness in this event as well.

Total Amount Requested: \$302.96

Faculty Member: Kelly L. Stambaugh

Date: 2/12/2019

GENERAL EDUCATION PROJECT GRANT

BUDGET SHEET

(WRITTEN ESTIMATES FROM VENDORS MUST BE ATTACHED TO HARD COPY)

Name:

Kelly L. Stambaugh

Email:

klstambaugh@ship.edu

Department:

Academic Engagement & Exploratory Studies &
Psychology

Phone:

717-477-1395

MONTH AND YEAR OF PROPOSED EVENT: **MARCH 30, 2019**

ITEMIZED BUDGET (PROPOSED)

ITEM	ITEM AMOUNT (WRITTEN ESTIMATE ATTACHED)
1. Rockwell Lanes	\$255.00
College Pizza Bowl Special @ \$15.00 per person 17 people	
2 games of bowling 2 slices of pizza Medium drink	
2. Transportation	\$47.96
2 University mini vans 22 miles one way (44 miles round trip) @ \$0.545 per mile	
TOTAL REQUESTED: \$	\$302.96

Faculty Member: Kelly L. Stambaugh

Date: 2/12/2019

GENERAL EDUCATION PROJECT SUMMARY

Students (and Peer Anchor) from my section of UNIV101 wish to travel to Rockwell Lanes in Gettysburg, PA. As part of this excursion, students will be participating in the game of duckpin bowling. The main intent for this trip is to establish a bond and sense of community amongst the students. However, there is an opportunity for learning and wellness in this event as well.

Did you know that there is only one public place for duckpin bowling in Pennsylvania? Fortunately, it is close enough for us to take advantage! Duckpin bowling uses smaller, softball-sized balls than traditional ten-pin bowling and allows for more inclusion. Duckpin bowling also levels the playing field, so to speak, as the person's strength does not factor in nearly as much as accuracy and precision. As one source concludes, we will all be "equally lousy" at the sport. Many people have achieved the glory of a perfect score of 300 in ten-pin bowling; no one has ever done so in duckpin. The highest recorded score in duckpin is 279. Duckpin bowling has been called a "lost art" and is significantly decreasing in popularity and availability. I would like to provide the students with a chance to experience this sport. (Barry, 2016; "National Duckpin Bowling", n.d.)

The theme in my UNIV sections is balance. My hope is that this trip will highlight the importance of balance in their lives. I am trying to encourage and model a balance between their campus life/experience with experiences and opportunity off campus. As UNIV 101 instructors, we have been tasked to establish and emphasize a sense of community within our classes. I believe that this trip was another means to accomplish that goal.

Social activity is known to be correlated with longevity and happiness. Physical activity and wellness also contribute. My assumption is that this relationship would be reflected in retention as well. Students are required to write a reflection on this event and connect it to the content topic of wellness (*Chapter 13 of the required textbook).

*Gardner, J. N., & Barefoot, B. O. (2016). *Your College Experience: Strategies for Success*. (12th ed.). Boston, MA: Bedford/St. Martin's.

It is my belief that this event will foster UNIV's learning objectives.

1.) Engagement with the University Community

The student engages in opportunities for learning beyond the classroom.

This game will be new and interesting to all. It also involves learning the rules of play so that proper scoring can be calculated. To complete the required assignment, the students will be prompted to further investigate the history of the sport.

2.) Foster Personal Development and Wellness

The student develops strategies and goals to support their personal wellness and academic and professional success.

The students will be encouraged to activate their time management skills in order to be able to participate in this rewarding experience. This social and physical activity will allow for them to reduce their stress and improve their overall wellness.

3.) Promote Understanding of Diversity and Social Responsibility

The student engages with core concepts of diversity and universality, and demonstrate principles of responsible citizenship within and beyond the campus community.

The students will have a chance to demonstrate sporting ethics in a new arena.

<http://www.ndbc.org/index.html>

<https://www.nytimes.com/2016/05/29/sports/duckpin-bowling.html>

<https://www.rockwelllanes.com/>



Shared Assignment: Campus Event Reflection

→ WRITING PROMPT:

Within one week of attending the approved campus event, you should complete this reflection assignment. Aim to write 350-500 words and a three paragraph essay. This assignment will ask you to respond to three questions:

Paragraph 1: What? Focus on:

- What happened at the event? What was the topic or purpose?
- What did you notice about the event or activity? Did anything surprise you? If so, what?

Paragraph 2: So What? Focus on:

- What did you learn from this event or program?
- Why was this event or activity important?
- How did the event or service project connect to topics or themes covered in class?
- How did you benefit from attending this event? How did participating or attending connected to your personal and/or professional goals?

Paragraph 3: Now What? Focus on:

- How will attending this event cause you to think or act differently in the future?
- After attending this event, what would you like to learn more about related to this topic?

Please type, double-space, 12 font, and use 1” margins. Place your assignment in the dropbox AND bring a hard copy to class. Print and attach the appropriate rubric. Grade yourself!



Campus Event Rubric

<i>Learning objectives</i>	Levels of Competency				
	Unsatisfactory 2	Emerging 4	Developing 6	Proficient 8	Mastery 10
Meets Assignment Guidelines <i>The student follows all of the assignment guidelines, including a heading, a title, appropriate length, and three paragraph structure</i>	Fails to understand and apply the assignment guidelines.	Begins to apply the assignment guidelines.	Follows some of the assignment guidelines.	Follows most of the assignment guidelines.	Follows all the assignment guidelines completely and accurately.
Reflection and Comprehension <i>The student includes clear, vivid examples from the experience that demonstrate understanding of the material.</i>	Fails to include any examples or illustrations to demonstrate comprehension.	Includes at least one example. Comprehension is not clear	Includes some examples from the experience. Comprehension is somewhat clear.	Includes many examples from the experience that demonstrate comprehension	Includes plentiful examples and illustrations from the experience that demonstrate comprehension
Connection to the Course Material <i>The student connects the experience with material and/or terminology from the course.</i>	Fails to connect to the course in any way	Only briefly connects to the course. Little to no course terminology used.	Briefly connects to the course. Mentions several course terms, but does not provide a clear application or explanation of the terminology.	Several accurate applications of course terminology. All terms from the same chapter.	Several accurate applications of course terminology. Terms used from 2 or more chapters.
Logic and Order <i>The student produces clearly worded and organized text that conveys the logic used to make a clear reflection and conclusion.</i>	Fails to demonstrate awareness of the correct form or structure.	Begins to develop a sense of order to convey an idea, and basic organizational structure is apparent.	Shows awareness of the correct form or structure, and logic is employed to make a reflection and conclusion.	Presents a clear organizational pattern for the reader, with consistent and effective use of logic and structure to make a reflection and conclusion.	Superior development of organizational patterns, and excellent use of logic throughout the writing assignment to make a reflection and conclusion.
Control of Language and Syntax <i>The student uses language that is controlled, readable, clear and proofread.</i>	Fails to convey meaning due to lack of control.	Attempts to control language but meaning impeded because of weak syntax and consistent errors in usage.	Controls language to convey meaning clearly, but syntax and grammar are still a distraction.	Controls language such that it is readable with few exceptions, but contains some errors in usage and grammar.	Thoughtfully controls language that is correct, edited, proofread, and contains very few errors.

Re: New message via your website, from klstambaugh@ship.edu

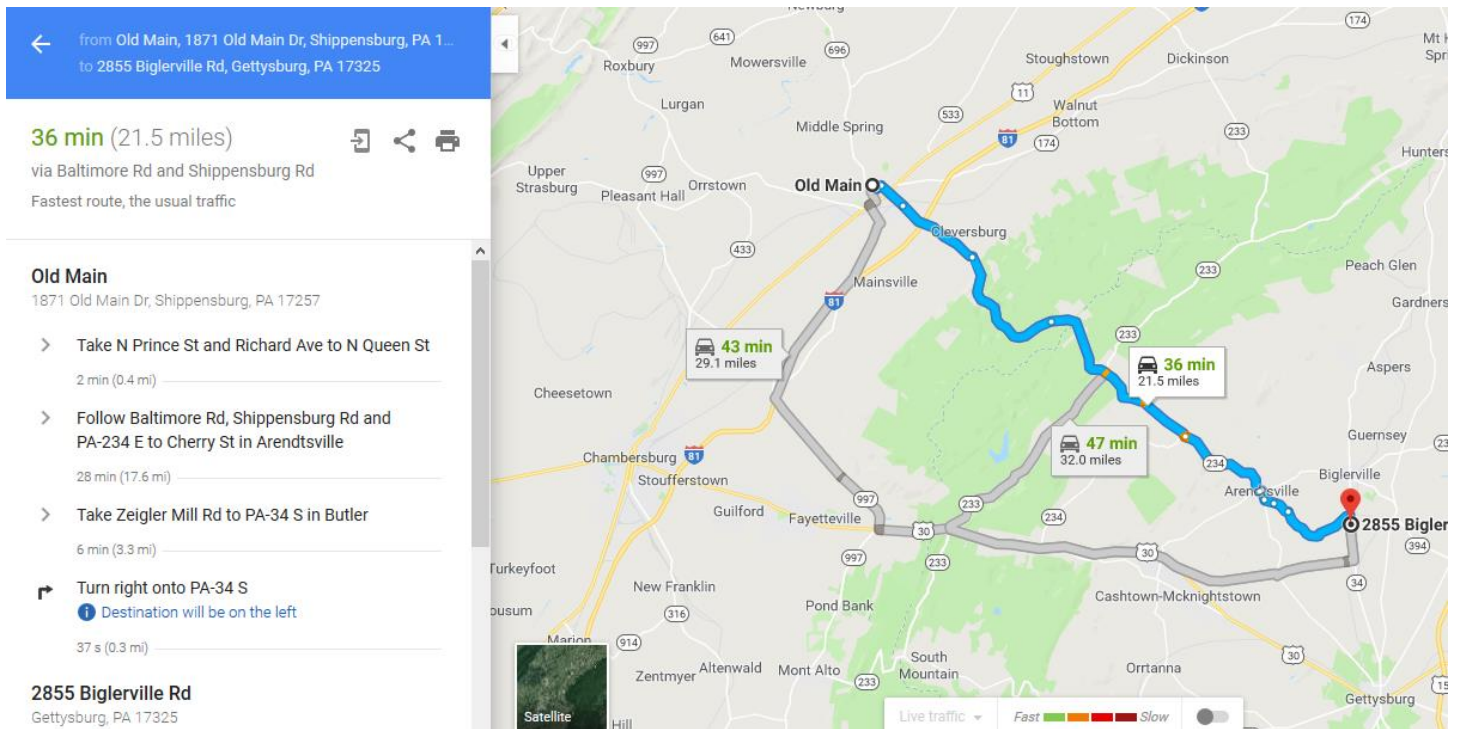
Rockwell Lanes <rockwelllanes@gmail.com>

Tue 2/12/2019 8:35 PM

To:Stambaugh, Kelly <KLStambaugh@ship.edu>;

Okay sounds great and help is my middle name. Lol. Okay, so to get right to it lets call it our College Pizza Bowl Special which include 2 games of Bowling, Shoe Rental, 2 slices of cheese pizza and a medium soft drink (we also have iced tea & lemonade) all for only \$15 per person. Hope this helps and let me know if you can pin down a date.

Thanks,
Jason
Owner
Rockwell Lanes



Hello Kelly:

It was nice talking with you earlier!

I just spoke with Mike Craig at vehicle dispatch and he said the formula of the cost of the trip would be Miles of the trip multiplied by 0.545

I am not sure the mileage of the route you are taking, but that is the formula after you use are you have determined the number of miles for the round trip.

If you need me to schedule that van through vehicle dispatch, please let me know and I will get that scheduled for you.

Please let me know if there is any other additional information needed.

Thank you and have a wonderful day and weekend!

Katherine Kosinuk

Shippensburg University of PA
Office of First Year Experience and
Community Engagement

Office: CUB 221

Phone: 717-477-1710

Hours: Monday- Friday, 8 a.m.- 4:30 p.m.

The following vehicle request has been submitted for review:

Request No.: 13508
Driver Name: Kosinuk, Katherine
Cost Center: 6511701070 First Year Experience
Vehicle Type: Minivan
Begin Date/Time: 3/30/2019 1:00:00 PM
End Date/Time: 3/30/2019 6:00:00 PM
Occupant Count: 7
Passenger Names: Professor and 6 students
Destination: 2855 Biglerville Road Gettysburg, PA
Purpose of Trip: Trip for UNIV-101 class

All requests must be approved by Vehicle Dispatch prior to the date the vehicle is needed. If you have any questions please contact Vehicle Dispatch at x1567.

The following vehicle request has been submitted for review:

Request No.: 13509
Driver Name: Kosinuk, Katherine
Cost Center: 6511701070 First Year Experience
Vehicle Type: Minivan
Begin Date/Time: 3/30/2019 1:00:00 PM
End Date/Time: 3/30/2019 6:00:00 PM
Occupant Count: 7
Passenger Names: Professor and 6 students
Destination: [2855 Biglerville Road Gettysburg PA](#)
Purpose of Trip: Class trip for UNIV 101 students

All requests must be approved by Vehicle Dispatch prior to the date the vehicle is needed. If you have any questions please contact Vehicle Dispatch at x1567.

GEC Assessment Committee Meeting Minutes
Monday, December 5th, 2018, 11:05am, MCT 156

Members present: Steven Haas, Lance Bryant, Dudley Girard, Robert Lesman, Deborah Gochenaur, Kirk Moll

Minutes taken by Robert Lesman.

1. Data collection discussed. Debbie Gochenaur suggested making dates for turning in data hard and fast. Lance Bryant suggested clarifying that “committee” means the GEC Assessment Committee. Lance Bryant asked if calibration meetings will deal with current data or future assessments. Dudley Girard clarified that the meeting will be for the future. Kirk Moll suggested a meeting with departments before they are in their assessment year. Steve Haas suggested that the first collection of data in some cases might be messy, but the processes can improve over time. Lance Bryant raised the concern that some departments might drift in the period between reporting years. Dudley Girard expressed it will be a challenge to ensure the gathering of data across all Gen Ed sections. Kirk Moll assured that he will be working to get support to make sure data gathering works well. Final version of the forms to be completed over winter break.

2. GEC Assessment document was reconciled with dates and other information in the GEC Program description. Kirk Moll clarified what the procedure will be, in terms of links and data entry, for departments to enter data. There was discussion of the issue of getting a clear indication of what courses a department might not be offering in a given semester, or might be deferring assessment of for the following semester. It was agreed that it would be good to have this information indicated on the reporting form(s). Lance Bryant suggested that it would be good to have funding for a more specialized survey software to offer more functionality. Dudley Girard went over which programs have not indicated who their data reporting contact will be. Kirk Moll indicated he will send a reminder to increase compliance in this area. Dudley Girard indicated that the form for reporting data will be sent in January, assuming the contact list is ready. The form would not be sent out until some instructions have been put together to help make the process smoother.

Meeting adjourned at 11:50 a.m.

Respectfully submitted,

Robert Lesman