

**General Education Committee  
April 9, 2015 Minutes**

**Began 12:30 p.m.**

**Adjourned 1:05 p.m.**

Present: Dr. Courtney Vahlberg, Mary Turner, Anita Williams, Dr. Janet Perry, Dr. Max Simmons, Dr. Kathy Wheat, Julie Rice-Rollins, Ernest Gobert, Brent Noel, Catherine Kinyon, Haifeng Ji, Darby Johnsen, Pamela Stout

Absent: Dr. Glenne' Whisenhunt, Jay Ramanjulu, Greg Gardner

The committee reviewed the minutes from the March meeting. Max made a motion to accept the minutes as written. Ernest seconded the motion. The motion passed unanimously.

Next, there was a discussion of the rubrics. Darby reported that since the rubric OCCC is using for the Critical Thinking Outcome is copyrighted, its contents may not be changed. While the four levels it has may not be reduced to three (two levels of competence and one of no competence), it should not be a problem for critical thinking assessment teams to continue using it as is.

The assessment teams for the Writing Outcome were using a rubric that contained five levels of measurement with very detailed explanations of each level. The proposed rubric (see attached "OCCC Outcomes Assessment Rubric for Writing") has three levels and falls more in line with the competent/not competent assessment that the committee members have agreed is more appropriate for the task. Catherine asked if anyone had attended an HLC presentation made by Linda Suskie. Her presentation addressed rubric development, and she has an article published on the topic. Anita asked if the items on the rubrics are fairly evenly weighted, and they are (see attached "OCCC Rubric for Written Communication Competency – Tally Sheet"). Darby then asked if the committee will continue to ask for assignments to accompany the artifacts. Courtney indicated that she would, and several members of the committee commented that it was very helpful to know what the original assignment was even though the assessment teams are not grading the assignments in the way the professor would.

Max then made a motion that the committee accept the proposed writing rubric as it is written. Darby seconded the motion, and it passed unanimously.

Next, Janet reminded the committee that it is time for OCCC to submit the HLC assurance argument. She encouraged the committee members to go to the website and review the General Education section.

Lastly, there was a brief discussion of the new online edition of the college catalog. Max mentioned some of the challenges that the new online format will present and encouraged people from each academic area to check their information for accuracy. Information listed in one part of the catalog will not automatically list the same way in another part of the catalog. Catherine told the committee that she can go online and make changes as needed.

Courtney ended the meeting by reminding people that she still needs more artifacts and will take them from the fall semester.

## OCCC Outcomes Assessment Rubric for Writing

A score of 1 or better on a given line denotes competence in that area.

All lines should be considered (see tally sheet).

CATEGORY	2	1	0
Thesis or dominant idea	The thesis is arguable, clearly stated, and may offer some original and thoughtful insight about the work under discussion.	The thesis is arguable and clearly stated.	The thesis is either weakly written or not expressed at all.
Evidence/examples	Well-reasoned arguments are supported by specific, concrete, and appropriate details.	Some details exist to support the thesis, but they may not always be relevant. Arguments are logical.	<b>At best</b> , evidence sometimes supports the thesis, but the supporting detail is weak or not relevant.
Paragraph development	Paragraphs are organized in a pattern appropriate to the thesis. The organization must, in all cases, be clear, logical, and apparent to the reader.	Paragraphs are organized in a pattern that is, for the most part, clear to the reader and appropriate to the thesis.	<b>At best</b> , paragraphs show an attempt at organization, and they are sometimes appropriate to the thesis.
Spelling, grammar, and word choice	The assignment is written completely in standard English. It contains no significant errors in spelling, punctuation, grammar, or usage that obscure the writer's meaning or distract the reader.	The assignment is written primarily in standard English. It may contain some errors in spelling, punctuation, grammar, or usage, but these errors do not significantly obscure the writer's meaning or dominate the reader's perception of the assignment.	The English used and/or errors in spelling, punctuation, grammar, or usage, serve to make it very difficult to discern the writer's meaning.

### OCCC Rubric for Written Communication Competency – Tally Sheet

Writing Outcome: The student will demonstrate effective writing skills.

Please rate each category with a score of 0-2. While scoring the artifact, please identify significant errors in the comments sections.

Objective	2	1	0
Generate a clear, specific, and arguable thesis or dominant idea.  Comments:			
Formulate evidence and examples to support the topic idea.  Comments:			
Construct a logical pattern of paragraph development.  Comments:			
Demonstrate consistent use of correct and appropriate spelling, grammar, and word choice.  Comments:			

Total points \_\_\_\_\_ (8 pts max)  
 Total points divided by 4 \_\_\_\_\_ (2 pts max)