

**General Education Committee  
March 12, 2015, Minutes**

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

**Adjourned 1:10 p.m.**

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

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

The first item of business was to review the February 12 meeting minutes. Pamela made a motion to accept the minutes as they were written. Anita seconded the motion. The minutes were accepted by unanimous vote.

Courtney mentioned that the FY14 recommendation that the committee voted on in the February meeting had been submitted to Dr. Aquino. He approved the recommendation and forwarded it to the academic deans. Max indicated that the deans had not discussed the recommendation at their last meeting, but he would make sure that it was discussed soon.

There was a brief discussion of the rubrics and the simplification process, the idea being to streamline the rubrics to make them easier to implement. The committee first looked a proposed math rubric that reduced the number of assessment levels to just two - competent or not competent - in each of three categories of math skills. Appropriate math artifacts must include all three categories: mathematical properties, application of properties/calculations, and conclusions/evaluation. The annotation "where applicable" was removed from the conclusions/evaluation component. Students who show competence in this area should be able to make conclusions and evaluations. Haifeng made a motion to accept the new Mathematical Methods rubric with the deletion of "where applicable" (see Attachment A). Darby seconded the motion, and it passed unanimously.

Next, the committee addressed the proposed rubric for the new HHCI outcome. As with the math rubric, the idea was to streamline the rubric to make it easier to implement. The HHCI rubric came from the rubrics for the two separate outcomes of Social Institutions and Human Heritage, Culture, Values, and Beliefs that the HHCI outcome replaced. The rubrics were combined, consolidated, ordered by categories, and reviewed by the HHCI evaluators previous to the meeting (see Attachment B). Appropriate artifacts for this outcome only have to fit one line because the HHCI outcome covers such a variety of areas. Darby made a motion to accept proposed HHCI rubric, and Pamela seconded the motion. The committee passed the motion unanimously.

Darby then proposed simplifying the rubric for the critical thinking outcome. This, however, would require the permission of the authors of that rubric since we had adopted one that was already established. Darby said that she would make that request.

Mary suggested that Courtney might also look at streamlining the rubric for writing.

Pamela pointed out that the new rubric for HHCI does not match the sub-components of the HHCI outcome. In the coming year, the General Education Committee might need to change these sub-components.

Courtney announced that there would be a room change for the April meeting. Instead of convening in Room 407A of the library, the meeting would be held in Room 402 of the library. The meeting then adjourned.

Attachment A

**OCCC Outcomes Assessment Rubric for Mathematical Methods**

<b>CATEGORY</b>	Competent	Not competent
Mathematical Properties	Shows <b>adequate to complete</b> understanding of the mathematical properties that apply to the problem.	Shows <b>limited to no</b> understanding of the mathematical properties that apply to the problem.
Application of Properties/Calculations	Steps or calculations show only minor errors and/or omissions.	Steps or calculations contain major errors and/or omissions.
Conclusion/Evaluation	Conclusion and/or evaluation is clear.	Conclusion and/or evaluation is either difficult to understand or missing altogether.

## Attachment B

### OCCC Outcomes Assessment Rubric for Human Heritage, Culture, and Institutions

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

Only the line or lines appropriate to the particular artifact should be considered.

CATEGORY	2	1	0
Historical Events and Figures	Analyzes how historical events and figures affect selected global communities	Explains significant historical events and figures of selected global communities	Identifies but does not explain an historical event and/or a figure of a selected global community
Culture - General	Analyzes causes and/or effects of major cultural issues in selected global communities	Explains cultural issues in selected global communities	Identifies but does not explain cultural issues within one (or more) culture(s)
Culture - Geography	Analyzes relationships between geography and culture, and/or compares and contrasts geographies and their effects on global communities	Explains relationship between geography and culture (effects of physical environment on the way of life and/or economy of an area)	Identifies but does not explain major characteristics of geography (borders, structures, climate, etc.) in cultures other than one's own
Culture - Ethical Concerns	Analyzes the effects of a major ethical concern on the lives of a selected global community, and/or compares and contrasts the approaches of two global communities to a shared ethical concern	Explains major ethical concerns	Identifies but does not explain ethical concerns of a global community OR a single ethical concern shared by at least two global communities
Institutions - Role and Function	Analyzes the role and function of social institutions	Explains the role and function of social institutions	Identifies but does not explain roles and functions of social institutions
Institutions - Relationships	Analyzes the relationship and/or interplay between social institutions	Explains the relationship between social institutions	Identifies but does not explain relationships between social institutions