

OPERATIONS MANUAL

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	Effective Date: 8/24/05
	HCC Rule: 6HX-10-4.08
	HCC Procedure: N/A

PURPOSE

Hillsborough Community College identifies college-level competencies within the general education core. The purpose of this operations manual is to document the college-level competencies (learning outcomes) and to indicate how evidence is provided that graduates have attained those competencies (how the general education program is assessed).

GENERAL EDUCATION OUTCOMES AND CLUSTER OUTCOMES (COLLEGE-LEVEL COMPETENCIES)

General education outcomes are identified below. In association with these outcomes statements, curriculum clusters 1 through 6 have identified related college-level competencies, or cluster outcome statements.

General Education Outcome: Students who complete the HCC general education core curriculum should be able to demonstrate

- 1: their ability to think critically
- 2: their ability to express themselves clearly in written and oral communication
- 3: their ability to express themselves effectively in quantitative terms.
- 4: their understanding of and appreciation for the value and significance of culture
- 5: the scientific method of inquiry and the historical and contemporary impact of science on daily life
- 6: their understanding of global, political, social, economic, and historical perspectives
- 7: their ability to use technology to access, retrieve, process, and communicate information

Cluster 1 (English/Communications): Students will demonstrate the ability to

- 1.a. communicate in standard American English, both in speech and in writing
- 1.b. think critically, showing original thought
- 1.c. synthesize and integrate information
- 1.d. read critically
- 1.e. organize a task and follow through to completion
- 1.f. research
- 1.g. apply the precepts of logic
- 1.h. attend, participate in, and contribute to group sessions

Cluster 2 (Humanities/Fine Arts): Students will demonstrate the ability to

- 2.a. evaluate the various humanities and show their inter-relationships
- 2.b. relate the contributions of the various humanities' diverse populations to societal institutions

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- 2.c. research an area of humanities and gather information that helps evaluate a question and explanation about that particular area or period
- 2.d. communicate an understanding of the terminology, concepts and key personalities in the various humanities
- 2.e. discuss some of the key factors affecting relationships among cultures and evaluate their relative efficacy

Cluster 3 (Math): Students will demonstrate the ability to

- 3.a. utilize mathematical techniques and procedures in problem-solving activities.
- 3.b. recognize and use the words and symbols of mathematics
- 3.c. utilize logical reasoning and critical thinking skills in analyzing mathematical problems and models.
- 3.d. comprehend and draw appropriate inferences from numeric data in various forms

Cluster 4 (Natural Sciences): Students will demonstrate the ability to

- 4.a. utilize logical reasoning and critical thinking skills in analyzing scientific problems and models
- 4.b. use and understand the scientific method of inquiry
- 4.c. provide examples of how scientific knowledge affects and changes our lives.
- 4.d. distinguish between ideas constructed using scientific methodology and ideas with a pseudo-science basis

Cluster 5 (Behavioral Sciences): Students will demonstrate the ability to

- 5.a. communicate an understanding of the vocabulary, concepts, key personalities, and contributions of various approaches to the study of human behavior in the behavioral sciences.
- 5.b. communicate an understanding of the relative contributions of biological and environmental factors affecting human behavior.
- 5.c. discuss some of the key factors affecting relationships among cultures and between generations and evaluate their relative efficacy
- 5.d. describe the impact of technology on individuals, groups, and cultures
- 5.e. discuss some of the future challenges faced by societies and individuals as we enter the new millennium

Cluster 6 (History/Social Sciences): Students will demonstrate the ability to

- 6.a. evaluate the causes of past events and relate them to problems and issues of today.
- 6.b. relate the contributions of the United States' diverse populations to changing our political, economic, and social institutions
- 6.c. relate their constitutional rights to real issues and events in American history
- 6.d. research an historical event and gather information that helps evaluate a question and explanation about that event

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PROCESS

The general education program is evaluated through multiple methods including but not limited to the following:

- Student performance in IDS 2110 *Connections*
- Student performance on Cluster Outcome Assessments
- Student transfer performance
 - Statewide as identified by state accountability measures
 - University of South Florida (USF) data as identified by USF research department
- Student performance on the CLAST
- Associate in Arts student success
- National tests of general education
- Student satisfaction surveys
 - Connections Satisfaction Survey
 - Community College Survey of Student Engagement (CCSSE)
- Student services feedback surveys

A. Student Performance in IDS 2110 *Connections*

(1) Identification of General Education and Cluster Outcomes Linked to IDS 2110 Section

When a section of IDS 2110 *Connections* is proposed, the faculty member must identify the general education and cluster outcomes that are linked to the section in the syllabus of the section.

(2) Assessment of IDS 2110 *Connections*

a. Rubric

For each section of IDS 2110 *Connections*, the instructor completes the rubric indicating student performance (Attachment A). The rubric data are not reported as student grades; instead, these data are used in reporting student learning outcomes with regard to the general education curriculum.

Completed rubrics are sent to the Office of Associate in Arts Programs and the General Education Assessment Committee so that the data may be analyzed for action as follows:

- i. The General Education Assessment Committee distributes the results to the appropriate clusters for analysis.
- ii. The clusters report the analysis results into the minutes of the cluster meeting. This assessment includes the following:
 - a. Nature and scope of strengths and weaknesses;
 - b. Proposed remedies; and

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- c. Method(s) for assessing improvement.
- iii. Cluster minutes are provided to the General Education Assessment Committee and to the Office of Associate in Arts Programs for inclusion in the annual assessment report of general education.

b. Additional assessments

The instructor is encouraged to include additional assessment measures such as portfolios, narrative reports that share information, anecdotes, insights or suggestions with the General Education Committee and/or the Clusters regarding his/her experience with his/her section of the Connections course, or other assessment measures.

B. Student Performance on Cluster Outcome Assessments

(2) Cluster Development of Outcome Assessments

Clusters 1 through 6 provide three or more assessments (essay questions, multiple choice questions, etc.) constructed to reveal student competence on one or more cluster outcomes. Each assessment should take no longer than 30 minutes to complete.

(3) Administration of Questions

- a. The General Education Assessment Committee assigns the assessment instruments to each section of IDS 2110 *Connections* being taught that term. The Committee ensures that the general education outcome statements are represented in the assessment instruments that are assigned to the *Connections* sections.
- b. The *Connections* section instructor administers the assessment instruments in class and returns the results to the General Education Assessment Committee via the Director of Associate in Arts.
- c. The General Education Assessment Committee distributes the results to the appropriate clusters for analysis.
- d. The clusters report the analysis results into the minutes of the cluster meeting. This assessment includes the following:
 - i. Nature and scope of strengths and weaknesses;
 - ii. Proposed remedies; and
 - iii. Method(s) for assessing improvement.
- e. Cluster minutes are provided to the General Education Assessment Committee and to the Office of Associate in Arts Programs for inclusion in the annual assessment report of general education.

C. Student Transfer Performance

(1) Statewide Accountability Outcome Measure on Transfer Performance

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Statewide Accountability Outcome Measure 2 addresses student transfer performance. HCC performance is reviewed. If possible, these data are aggregated by campus and by advanced/professional categories. Performance objectives are set. Findings are incorporated into the annual report assessing the General Education Program that is compiled and prepared by the Office of Associate in Arts.

(2) University of South Florida (USF) Data

USF data are reviewed for transfer performance of HCC students. Performance objectives are set. Findings are incorporated into the annual report assessing the General Education Program.

D. Student Performance on the CLAST Statewide Accountability Outcome Measure

Statewide Accountability Outcome Measure 5 addresses student performance on English, writing, and computational competencies through the CLAST test. HCC performance is reviewed. Performance objectives are set. Findings are incorporated into the annual report assessing the General Education Program.

Students are able to waive the CLAST requirement if they achieve a 2.5 GPA in their English and mathematics general education requirements. Based on the implication that these students have attained adequate learning outcomes in these areas in order to waive a state requirement, student performance in English and mathematics general education coursework is used to help determine student learning outcomes in these areas. Performance objectives are set. Findings are incorporated into the annual report assessing the General Education Program.

E. Associate in Arts Student Success

State Accountability Outcome Measure 1 addresses student success in the Associate in Arts Program. HCC performance is reviewed, and performance objectives are set. Findings are incorporated into the annual report assessing the General Education Program.

F. National Tests of General Education: ETS Test of General Education*

The ETS Test of General Education is a pilot test of general education. It assists HCC as one of the measures in evaluating student learning outcomes of the general education curriculum.

G. Student Satisfaction Surveys

(1) Connections Satisfaction Survey

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Students in the Connections classes are asked to complete brief satisfaction surveys (Attachment B). These surveys focus on aspects of student services including, but not limited to counseling and advising, financial aid, tutorial facilities, student activities, and learning resources. This instrument is revised to shift focus as needs indicate. Completed surveys are shared with student services personnel, and summary information is included into the annual report assessing the General Education Program.

(2) Community College Survey of Student Engagement (CCSSE)

On a periodic basis, HCC participates in CCSSE (or other student satisfaction surveys). Results are included into the annual report assessing the General Education Program.

H. Student Services Feedback Surveys

On an annual basis, the Director of Student Services assists in administering a survey to student services personnel for the purposes of obtaining feedback on the General Education Program. A sample of the survey is provided as Attachment C. Results are included into the annual report assessing the General Education Program.

The General Education Assessment Committee assists in identifying other data elements that may be used to assess HCC's General Education Program. Findings are incorporated into the annual report assessing the General Education Program.

Attachment A: IDS CONNECTIONS Rubric

General Education Scoring Rubric for IDS 2110 Connections

<p>Instructor Name: _____</p> <p>Section and Title: _____</p> <p>Term: _____</p>	<p>Directions: For each section of IDS 2110 Connections that you have taught, please indicate which general education outcomes and cluster learning outcomes you used. In the appropriate performance indicator box associated with the general education outcome or cluster learning outcome, please place the number of students who would have achieved a score of 1, 2, 3, 4, or 5. For example, if you used General Education Outcome 1, please indicate how many students would be scored a 1, etc., in the appropriate box in the corresponding row.</p>				
<p>Performance Indicators</p>	<p>Inadequate: fails to identify any relevant aspects, concepts, or factors or their impact relative to the Outcome/outcome</p>	<p>Minimal: superficial commentary not reflecting any understanding of the Outcome/outcome</p>	<p>Average: identifies influential aspects, concepts, or factors but does not make interconnections</p>	<p>Above Average: adequately identifies influential aspects, concepts, or factors, their interrelatedness and consequences</p>	<p>Excellent: exhibits a broad understanding of aspects, concepts, or factors, their interrelatedness and consequences</p>
<p align="center">Score</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>
<p>General Education Outcomes and Cluster Learning Outcomes</p>					
<p>General Education Outcomes: Students who complete the HCC general education core curriculum should be able to demonstrate</p> <p>1: their ability to think critically</p>					
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<p>3: their ability to express themselves effectively in quantitative terms.</p>					
<p>4: their understanding of and appreciation for the value and significance of culture</p>					
<p>5: the scientific method of inquiry and the historical and contemporary impact of science on daily life</p>					
<p>6: their understanding of global, political, social, economic, and historical perspectives</p>					
<p>7: their ability to use technology to access, retrieve, process, and communicate information</p>					

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Cluster 2: Students will demonstrate the ability to					
2.a. evaluate the various humanities and show their inter-relationships					
2.b. relate the contributions of the various humanities' diverse populations to societal institutions					
2.c. research an area of humanities and gather information that helps evaluate a question and explanation about that particular area or period					
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Attachment B: SATISFACTION QUESTIONNAIRE

IDS 2110 Connections Student Satisfaction Questionnaire

Please answer the following questions as they relate to your experiences at HCC.

How many credit hours do you have now? Not including this semester _____

How many hours are you taking this semester? _____

Which course or courses have you found most interesting/helpful and why?

Regarding student services please rank from 1 (not helpful) to 5 (very helpful) the following:

Not Helpful -----Helpful-----Very Helpful

	1	2	3	4	5
Advising and Counseling					
Bookstore					
Financial Aid					
Library Facilities					
Library Services					
Registration, in person					
Registration, telephone					
Registration, Web					
Student Government Organizations					

If you had positive and helpful experiences with any of the above areas please explain in as much detail as possible.

If you have encountered particular problems in any of the above areas, please explain in as much detail possible.

As a course, what do you think IDS 2110 Connections did for you?

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Attachment C: GENERAL EDUCATION SURVEY FOR STUDENT SERVICES STAFF

Student Services Feedback Survey

1. Have you encountered any transfer problems related to our current general education program (this would include both transfers into our institution and transfers of our students to other institutions)?
2. Are there any specific difficulties related to explaining our current general education program to students?
3. Have you encountered problems related to scheduling students into classes that are part of our current general education curriculum?
4. Have you encountered problems related to graduating students under the current general education curriculum?