

**General Education Assessment Committee  
Business Plan**

## BUSINESS PLAN FOR AN ASSESSMENT OF THE GENERAL EDUCATION CURRICULUM USING IDS 2110, CONNECTIONS

### PURPOSE

HCC must have assessment mechanisms that evaluate the strengths and weaknesses of its General Education program. While some tools are in place there remains a need for additional direct assessments of General Education goals. This committee will develop and pilot an assessment instrument for this purpose. Specifically we will propose a system by which writing samples, drawn from sections of IDS 2110, Connections, can be evaluated. This committee will develop the assessment instrument as well as the process through which it will be used. This will include, but not limited to, the following: development of directions for instructors of IDS 2110; responsibilities and tenure of a General Education Assessment Panel; design of several course formats; research and propose additional assessment strategies.

### BACKGROUND

The mission and goals are compacts with our stakeholders. Since the majority of HCC students pass through the general education curriculum it is incumbent on us to continually assess the strengths and weaknesses of the program. This provides an estimate of the success of general education at a particular point in time and also allows us to identify areas of weakness and track improvement. Because the course is taken only after a student has completed three-fourths of the general education requirements, IDS 2110, Connections is ideally suited as a vehicle for such an assessment. Drawing writing samples from individual students provides an insightful indicator of performance that cannot be easily inferred from standardized test scores, GPA comparisons, or other commonly used comparatives.

### THE BUSINESS CASE

#### 1. Projected Expenses

The development of a scoring rubric (or other scoring device) and all necessary procedures will be the responsibility of the Assessment Committee and will be completed during the summer, 2006 semester. This committee consists of 7 members, one each representing Clusters 1 through 6 and the Library Cluster. Each member will devote approximately 20 hours to this phase of the project, roughly equivalent to that for a one-credit overload course.

The second phase of the project will be to pilot the assessment protocol. This may begin during the summer semester and continue into the fall, 2006 semester. Each member of the assessment committee will assess approximately 50 writing samples, collaborate in writing a narrative of that assessment, evaluate the assessment process, and prepare a final and formal recommendation to the college. This phase should also require approximately 20 hours of work from each committee member.

Given the two-semester obligation each committee member will receive \$600.00 per semester (\$1,200.00 total) in the form of a supplemental contract. The total cost to the college will be \$8,400.00.

#### CONCLUSIONS AND RECOMMENDATIONS

We suggest that the college proceed with this plan immediately. All members of the committee have schedules such that they are able to commit resources necessary to the completion of this project. There will be ample sections of IDS 2110 offered during the fall, 2006 semester to enable a pilot of the project. We are of the opinion that this represents an excellent opportunity for the college to not only develop a unique and insightful assessment instrument but to demonstrate to the community and other stakeholders its eagerness to move to the forefront of higher education.

#### PROPOSED TIMELINE

TASK	SUMMER, 2006	FALL, 2006
<b>Develop directions for instructors</b>	Begin Complete*	Finalize
<b>Identify responsibilities and tenure of Assessment Panel</b>	Begin Complete*	Finalize
<b>Design several course formats</b>	Begin	Complete Finalize
<b>Research and propose additional assessment strategies</b>	Begin	Complete Finalize

\*To be pilot-tested in Fall, 2006

Committee members: Sonya Golden: Math, Plant City  
 Karen Griffin: District  
 Bobbie Harris: History, Ybor  
 Susan Hoerbelt: Sociology, Ybor  
 Elisa Molano-Cook: Spanish, Brandon  
 Judy Nolasco: English, Ybor  
 Vince Scialli: Biology, Dale Mabry  
  
 Vic Harke: Library, Dale Mabry (Anticipated)