

**IDS 2110 Connections Instructions -
June 2006**

IDS 2110, Connections
Instructions for the Development and Assessment of Connections
June 2006

Overview

IDS 2110, Connections, is an interdisciplinary course that allows students to synthesize key components of their general education experience. Based on the selected topics approach, the course builds upon the general education intended outcomes and the cluster intended outcomes to summarize major points in the body of knowledge that were acquired while students participated in the general education curriculum.

Sections in the course are designed by the instructors, and they may involve research, the application of theoretical models, and/or the use of learned skills. The prerequisite for students is that they must have completed at least 45 credit hours in the AA program, including at least 25 hours of general education coursework with a minimum grade of "C."

Students receive a "satisfactory/unsatisfactory" in the Connections course, with the passing grade being based upon participation and completion of the assignments. The "satisfactory/unsatisfactory" is the only assessment at the individual student level because the primary intent of the course is not to assess the individual student, although students are expected to exit the course with advanced understanding of and appreciation for their general education curriculum.

With regard to assessment, the primary intent of the Connections course is to be a measure of the effectiveness of HCC's general education program. Faculty who teach Connections sections must address their overall student performance in the sections, as described below.

General Instructions

1. Develop a concept and notify your dean that you wish to offer a section.
2. From the list of general education outcome statements and cluster outcome statements (attached), identify a minimum of three general education outcomes and the applicable cluster outcomes that will provide the framework for your section.
3. Include the general education and cluster outcome statements on the course syllabus.
4. Submit copies of the course syllabus to your campus academic dean and the General Education Assessment Committee (via the Director of Associate in Arts)

5. Develop an assessment plan that will indicate how you will assess the overall performance of students and indicate that they are meeting each of the intended outcomes of the course.
6. The instructor will submit a completed course proposal form (containing the information detailed in items #1 – 5) to the General Education Assessment Committee via their academic dean for course approval.
7. The instructor will assign and collect an essay (attached) that will be submitted to the General Education Assessment Committee (via the Director of Associate in Arts). The instructor is not required to grade this essay or to include it in their assessment plan. The instructor has the option of incorporating this assignment into their assessment plan.
8. The instructor should use the results of the assessment plan to complete the rubric (attached). Submit the completed rubrics to the General Education Assessment Committee (via the Director of Associate in Arts).
9. The instructor will complete a questionnaire relating to overall student performance, including the number of students who failed to complete the term with possible explanations for the lack of completion, the level of student engagement and the general quality of their work.
10. Faculty members teaching the Connections sections are encouraged to provide a summary narrative of their experience including any additional comments or information considered to be useful. These narratives will provide valuable qualitative information to the General Education Assessment Committee and will help to provide a comprehensive report on the effectiveness of Hillsborough Community College's general education program.

Appendix 1
General Education Outcome Statements
and Cluster Outcome Statements
August 2005

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
- 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 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.f. discuss some of the future challenges faced by societies and individuals as we enter the 21st century

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

Appendix 2 General Education Scoring Rubric for IDS 2110 Connections

	1	2	3	4	5
Instructor Name: _____					
Section and Title: _____					
Term: _____					
Performance Indicators	1	2	3	4	5
	Inadequate: fails to identify any relevant aspects, concepts, or factors or their impact relative to the Outcome/outcome	Minimal: superficial commentary not reflecting any understanding of the Outcome/outcome	Average: identifies influential aspects, concepts, or factors but does not make interconnections	Above Average: adequately identifies influential aspects, concepts, or factors, their interrelatedness and consequences	Excellent: exhibits a broad understanding of aspects, concepts, or factors, their interrelatedness and consequences
General Education Outcomes and Cluster Learning Outcomes	1	2	3	4	5
General Education Outcomes: 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: Students will demonstrate the ability to					
1.a. communicate in standard American English, both in speech and in writing					

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.

Appendix 3

Essay Instructions and Topics

June 2006

Every instructor of an IDS section must assign and collect an essay per the following guidelines. These essays must be submitted to the General Education Assessment Committee (via the Director of Associate in Arts). Student names and section information should be removed from the essays before submitting to the committee. Instructors are not required to grade or include the essays in their own course assessment or content unless they wish to do so.

Essay instructions

Word processed
2 pages/500 word minimum
Choose one of the topics listed below

Topics

Explore one idea that you were exposed to in one of your general education courses and explain what it was and if it had any impact on your life or the choices you may have made or will make in the future.

Develop an essay in which you discuss something that you “found out” about yourself or others during your college experience. Some questions you might consider as you compose are: How did your discovery come about? Why was it significant? How has that discovery changed or enriched your life?

Consider two or three of the general education classes you completed at HCC and explain how they helped prepare you for the next step (another degree or career path).

Find a recent journal article, either in paper format or online, which discusses a controversial issue. Write a brief summary of the article, cite the article in either MLA or APA format, and then discuss your opinions on the issue.