HCC Core Curriculum Assessment Plan

Required Core Objective ___ Communication for PHIL 1301, Introduction to Philosophy__________

I. Methodology of Assessment

A. How will the core objectives be covered in this class?
All PHIL 1301 courses require written work. This can take the form of written exam questions, exercises, or analytic essays. These writing assignments generally fulfill the requirements of Context: Purpose, Content Development, and Control of syntax and mechanics. Every PHIL 1301 builds oral and visual communication skills through class discussion, student presentations, and the use of content-specific online material.

B. Provide the specific assessment methodology.
In philosophy courses, all assessments are accomplished by reference to discipline-specific standard form rubrics. Initially, we will supplement existing rubrics with the new core objective rubrics for Communication, but the goal will be to revise SLO rubrics in order to better conform to the language and intention expressed in the Core Objectives rubrics. These objectives will be assessed using embedded assessments that are developed at the discretion of the instructor (please see the accompanying “Assignments” document for examples of embedded assessments). Recommended types of assessments for written communication include written exercises, public discussion topics, or written essays on quizzes and exams. Recommended types of assessment for oral/visual communication include in-class, and take-home, and online exercises, quizzes, and exams.

Selected instructors then report their assessment of students to the program coordinator at the end of the semester by returning a spreadsheet that records the number of students attaining each level of achievement for each dimension of measurement as specified on the relevant Program rubric. The assessment of core objectives will be accomplished by mapping these SLO assessments according to the table provided under the “Justification.” As the language for SLO assessment is refined to incorporate Core Objectives, this process of mapping will continue to be refined.

C. How will assessment count within the course?
Assessments are embedded in the course so as to best meet the needs of the instructor in achieving course goals and objectives consistent with Philosophy program guidelines. The assessment tool is an assignment that can either be a supplement to other graded components or can be incorporated as one (or a portion of one) of the graded components of the course syllabus. The instructor then reports the relevant assessment score from the assignment.

D. Explain how your plan includes a representative sample of HCC faculty and students.
The assessment plan in Philosophy calls for the program coordinator to randomly select at least
1/3 of the total sections of PHIL 1301 offered in a given semester with at least one sample from each of the varieties of term lengths and delivery options.

II. Rubric: How will the appropriate rubric(s) be incorporated in the course?
The individual instructor for the course will refer to the core objective rubrics for Communication in designing assessments within the course and tailoring assignment-specific rubrics for students. Philosophy faculty recognize the importance of rubrics for course design and they already incorporate standard form rubrics for SLOs assessment. Assessments for the new core objectives will be incorporated into our courses consistent with our already successful SLO/PLO assessment structure. (See I.B)

III. Results: Describe the process of evaluating the results.
The program coordinator compiles the reports of individual instructors into a single spreadsheet containing a representative distribution of students achieving a given level of achievement for each measurement dimension. Percentages are determined and tracked from year to year.

IV. Analysis:
A. How will the results be documented and archived?
The program coordinator will record the numbers from each individual report and then compile those scores in a single spreadsheet file that will be saved on the program coordinator’s personal computer. The compiled report will be archived in the Core Assessment Report on the HCC Sharepoint site for Assessments.
B. Describe how the results will be used to improve student learning.
Each year, the program coordinator will review the results of assessments and report this review back to administration as well as sharing this information with instructors. This report becomes a topic for discussion at our semi-annual Program meetings, at monthly faculty development meetings, and at an annual outcomes assessment workshop that is held during the May intersession period. These forums provide an opportunity to share best practices for assessment and review annual assessment reports.