HCC Core Curriculum
Assessment Plan

Required Core Objective  Social Responsibility for PHIL 1301, Introduction to Philosophy

I. Methodology of Assessment
A. How will the core objectives be covered in this class?
   PHIL 1301 develops intercultural competency by enabling a diverse student population to work together to examine questions basic to human experience. It develops knowledge of civic responsibility and the ability to engage effectively in regional, national, and global communities by presenting problems and experiences to students from a variety of historical, cultural, and personal perspectives. Students might participate in a service learning activity, visit culturally diverse sites within the city of Houston, or develop written case-studies based on a relevant current event.

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 our rubrics with the new core objective rubric for Social Responsibility. Embedded assessments will be used and will be modified to reflect changes in the Social Responsibility rubric as they become available. Please see the accompanying “Assignments” document for examples of embedded assessments.

   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 achieving each level of achievement for each dimension of measurement. The assessment of core objectives will initially occur alongside SLO assessment, but eventually it will be integrated into the SLO assessment plan.

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 rubric for Social Responsibility in designing assessments within the course and tailoring assignment-specific rubrics for students. Philosophy program faculty recognize the importance of rubrics for course design and 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 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 instructors. This report becomes a topic for discussion at our semi-annual Program meetings, at faculty development meetings, and at a regular workshop that is held during the May intersession period.