I. Methodology of Assessment
   A. How will the core objectives be covered in this class?
      PHIL 2306 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 2306 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.