Required Core Objective – Critical Thinking for GEOG 1301: Physical Geography

I. Methodology of Assessment:
A. How will the core objective be covered for this course?
Example: All faculty teaching GEOG 1301 will share the HCC Core rubrics for critical thinking with their students. Students will receive instruction in how to access the HCC Library Guides to critical thinking. Students will also receive instruction on how to access and use Ask Online for free tutorial assistance on written assignments and receive information on local campus or college specific face to face tutoring in critical thinking.

B. Provide the specific assessment methodology.
One example: For critical thinking, all students taking GEOG 1301 will be required to write a research paper. A random sample of research papers will be chosen from students taking GEOG 1301 each long semester and assessed by a committee of HCC faculty using the Core rubric for critical thinking, measuring competency in creative and/or innovative thinking, inquiring analysis, evaluation, synthesis of information, organizing concepts, and constructing solutions.

C. How will the assessment count within the course?
Example: The research paper will count for at least 20 percent of the final course grade.

D. Explain how your plan includes a representative sample of HCC faculty and students.
Example: The artifacts (research papers) chosen each semester will reflect the Physical Geography courses offered system-wide in any given long semester. This will include a representative sample of all GEOG 1301 offerings at HCC (from full-time and adjunct instructors, and from day, evening/weekend, and distance/hybrid courses, and any other off campus offerings such as dual credit, international, etc.).

E. Other sample assessment tools for measuring critical thinking skills.
Examples:
- Exploring and describing spatial patterns within map/atlas exercises
- Quiz or test-embedded essay questions
- Debate/point of view exercises
- Evaluation reports based on data analysis

II. Rubric: How will the appropriate rubric(s) be incorporated in the course?
Example: This was addressed in I.A. above.

III. Results: Describe the process of evaluating results.
Example: This was addressed in I.B. above.

IV. Analysis
A. How will the results be documented and archived?
Example: A summary of the results with one example of each “grade” of the rubric 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.
Example: The results of critical thinking skills’ assessments will be used to create additional web resources for location in the HCC Library to help instruct students on effective critical thinking on geographic topics.