Core Course Assessment Plan, 2018-19
Element 6: Natural Sciences

Please complete all sections; do not delete section information. Submit to Pilot when complete.

SECTION 1: GENERAL INFORMATION

Course Dept. Prefix: _____KNH___   Course #: ____2500_____

Semester when assessment will occur: ☐ Spring   ☐ Summer   X Fall   Year: 2018 or 2019

Course Title: Basic Anatomy and Physiology for KNH Majors

Section Types and number of sections offered in 2018-19. Complete all that apply.
   ___4__ Dayton face-to-face   _____ Lake face-to-face
   _____ Dayton online   _____ Lake online
   _____ Dayton Honors   _____ Lake Honors

Attributes: ____   Integrative Writing in Core
                  ____   Multicultural Competency in Core
                  ____   Service Learning in Core

Dept. Core Assessment Lead: _Drew Pringle   drew.pringle@wright.edu
                               Name   email

List at least two assessors; this may include course instructor only if there are multiple sections and multiple instructors of the course. Note - The instructor may not assess his/her students' papers.
   • _____Ben Mostead_____
   • _____Jennifer Reeder_____
   • _____
   • _____

SECTION 2: ASSESSMENT PLAN

It is preferable to have the assessment plan for all sections of a course. If not feasible, please complete an assessment plan for separate sections.

Course Outcomes. _____ Check here if Outcomes have been modified.

The course must address all 5 outcomes but must assess a minimum of 1 outcome. Highlight in yellow the outcome(s) you will assess. If you have modified the outcomes, please insert here in place of standard outcomes.

   1. Understand the nature of scientific inquiry;
   2. Critically apply knowledge of scientific theory and methods of inquiry to evaluate information from a variety of sources;
   3. Distinguish between science and technology and recognize their roles in society;
   4. Demonstrate an awareness of theoretical, practical, creative and cultural dimensions of scientific inquiry; and
   5. Discuss fundamental theories underlying modern science.

Assignments. Select **one** of the options below for assessment of one or more outcomes

☐ Written assignment(s) that addresses/address outcome(s). Include outcome #, title and description for each assignment.

Outcome #: _____ Title:

Description of assignment:

☐ Essay question(s). Provide the question(s) and outcome(s) below.

1. Outcome #: _____ Essay Question: _____
2. Outcome #: _____ Essay Question: _____
3. Outcome #: _____ Essay Question: _____

☐ Pilot asynchronous written discussion that addresses outcome(s). Provide the outcome # and question(s).

1. Outcome #: _____ Discussion Question: _____
2. Outcome #: _____ Discussion Question: _____
3. Outcome #: _____ Discussion Question: _____

x Multiple Choice or T/F Marker questions – 3 to 4 questions per outcome. List the outcome and question numbers. A rubric is not used for Marker questions. "All the above" should not be used as the correct answer more than once. **Courses that are IW or SRV/SRVI must use written assignments for those attributes**. Complete the benchmark: We expect ___50__% of students to answer __75__% of the question(s) correctly.

1. Outcome #: _____1_____ Please attached questions document.
    a) Question: _____1_____
    b) Question: _____4_____
    c) Question: _____5_____
    d) Question: _____7_____
2. Outcome #: _____
    a) Question: _____
    b) Question: _____
    c) Question: _____
    d) Question: _____
3. Outcome #: _____
    a) Question: _____
    b) Question: _____
    c) Question: _____
    d) Question: _____

Collecting and submitting the student assignment(s)

__X__ Will upload assignment(s) to Pilot   _____ Will give access to assignment(s) on Pilot

Other: The exam questions will be given at the end of the term during a regularly scheduled exam. Results will be compiled by section and uploaded to Pilot. The two listed assessors will not assess their own sections taught that term.

Rubric Selection (A, B). Select the items you feel best match your assignment(s) in the rubric(s) on the next pages. Please highlight in yellow. **If this course has an IW attribute, please also see section B.**

A. Element 6 Rubric. Select the item(s) you will use in your rubric by highlighting in yellow the item(s). You may select one or more of them. As there is overlap, **choose the items that best fit the assignment you select for assessment.** The items below are taken from the Association of American Colleges and Universities (AACU) Value Rubrics for Critical Thinking and Inquiry and Analysis.

IF YOU ARE USING MARKER QUESTIONS FOR THE OUTCOME, DO NOT USE THIS RUBRIC.

Item	Mastery 4	Partial Mastery 3	Progressing 2	Emerging 1
AACU Critical Thinking VALUE Rubric Items				
Explanation of issues	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
Evidence *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.

Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.
Item	**Mastery** 4	**Partial Mastery** 3	**Progressing** 2	**Emerging** 1
AACU Inquiry and Analysis VALUE Rubric Items				
Topic selection	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/ doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/ doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Existing Knowledge, Research, and/or Views	Synthesizes in-depth information from relevant sources representing various points of view/ approaches.	Presents in-depth information from relevant sources representing various points of view/ approaches.	Presents information from relevant sources representing limited points of view/ approaches.	Presents information from irrelevant sources representing limited points of view/ approaches.

Design Process	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant sub disciplines.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/ or is unrelated to focus.
Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupportable conclusion from inquiry findings.
Limitations and Implications	Insightfully discusses in detail relevant and supported limitations and implications.	Discusses relevant and supported limitations and implications.	Presents relevant and supported limitations and implications.	Presents limitations and implications, but they are possibly irrelevant and unsupported.

B. If this is an IW course, you will use the items on this page. You may select one or more of them. Please highlight in yellow.

Item	Mastery 4	Partial Mastery 3	Progressing 2	Emerging 1
Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

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SECTION 3: UCRC COMMITTEE REVIEW ONLY. DO NOT delete this section.

Item	Complete / NA / Revision Requested	Comments
Learning Outcomes for Element 6 Natural Science	**Complete**	
Assignments matched to Element 6 LOs	**Complete**	
Rubric for LOs	**Complete**	**Very Good Plan.**
Rubric for IW Attribute	**Revision Requested.**	**Need to identify the writing assignment and at least one item on the rubric.**
Assigned Approved Reviewers	**Complete**	

Committee Review Completed ☐

Committee Chair Signature _____ Date _____

Core Assessment Element 6 Report Template

This report must be uploaded to the Pilot course called Element 6 Core Course Assessment 2018-2019 (continuous year) by October 1, 2019. The Final Report Dropbox link can be accessed via Content > Dropbox (Plans, Reports) > Final Report Dropbox.

Date Report Submitted:

Element: Core Element 6 – Natural Sciences

Academic Year: 2018-2019

Course and Sections Assessed: KNH 2500 Fall and Spring Sections

Assessment Plan:

The assessment was performed as approved with no changes or alterations.

Assessment Data Collection:

Data collected were individual student responses to the four multiple-choice questions included in the regular term examination. No changes or edits were made to the questions. The questions were not identifiable to the students or the instructors.

Assessment Results:

Data were collected from 144 total students answering 4 multiple choice questions for total responses. The results indicate that 515 correct responses were given to the questions for an 89.6% positive response rate. See below:

Question	Class 1 (19)	Class 2 (29)	Class 3 (32)	Class 4 (32)	Class 5 (31)	correct	% by ques
1	19	29	31	32	31	143	0.993055556
2	17	26	30	29	27	131	0.909722222
3	18	27	30	27	27	132	0.916666667
4	16	25	24	26	24	119	0.826388889
total correct	70	107	115	114	109	515	
% by class	0.921052632	0.922413793	0.8984375	0.890625	0.8515625	0.896818285	

Assessment Feedback:

Describe how the results were shared with the instructors of the courses assessed and the department chair.

All data were compiled and analyzed by both department faculty and the department chair. Results were discussed during analysis and interpretations made.

Describe any changes taken to the course and assessment plan based on the assessment of the courses.

No changes were suggested to the course or the assessment plan at this time based on the data collected. However, the course has been selected as one of the central administration courses that will be developed as an online offering.

Describe how and when the assessment results will be shared with the department curriculum committee.

The KNH department curriculum committee will receive the results and data during the August 20, 2019 college retreat. Any feedback will be implemented into the course or assessment plan at that time.

Assessment Administration Feedback

The assessment of the courses was part of the Core assessment cycle. The assessment plan was reviewed and approved by the UCOC. The UCOC provided a presentation on tools available to assist with the assessment, including Watermark Aqua.

UCOC Report Review

Item	Complete/NA	Revision Requested	Comments
Identified Outcome Assessed	**XX**		
Identified Procedure for Assessment	**XX**		
Summary of Results	**XX**		
Results Shared with Instructor, Dept Curriculum Committee, etc.	**XX**		
Plan for Improvements	**XX**		

Committee Review Completed XXX

Committee Chair Signature ___ Dr. Anne M. Bowling _____ Date __December 2021_____