

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: **PHY** Course #: **1050**

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

Course Title: **Physics of How Things Work**

Section Types and number of sections offered in 2018-19. Complete all that apply.

<input checked="" type="checkbox"/> Dayton face-to-face	<input checked="" type="checkbox"/> Lake face-to-face
<input type="checkbox"/> Dayton online	<input type="checkbox"/> Lake online
<input type="checkbox"/> Dayton Honors	<input type="checkbox"/> Lake Honors

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

Dept. Core Assessment Lead: **Jason Deibel** jason.deibel@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.

- [Ajani Ross](#)
- [Eric Rowley](#)
- [Brent Foy](#)
- [Jerry Clark](#)

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 #: 2
 - a) Question: Which of the following colors is scattered the least in the atmosphere?
a. red b. green c. blue d. yellow
 - b) Question: Which of the following is NOT true about the Electromagnetic Spectrum?
a. As the frequency of an electromagnetic wave increases, the wavelength must decrease.
b. Radio waves are also a form of light.
c. Visible light is only a very small fraction of the spectrum.
d. As the frequency of an electromagnetic wave increases, the wavelength increases.
 - c) Question: A fire truck is travelling away from you at high speeds with its siren on. The frequency of the siren that you hear is _____ than the actual frequency of the siren
a. the same b. higher c. lower
 - d) Question: Two sound waves are propagating together, one at 520 Hz and the other at 525 Hz. What is the beat frequency detected by the human ear?
a. 5 Hz b. 10 Hz c. 1025 Hz d. 520 Hz
- 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)

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

Other: _____

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 <i>Selecting and using information to investigate a point of view or conclusion</i>	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	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'	Shows an emerging awareness of present assumptions (sometimes labels

	when presenting a position.		assumptions than one's own (or vice versa).	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 <u>Inquiry and Analysis</u> VALUE Rubric Items				
Topic selection	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-	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.

	explored aspects of the topic.			
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.

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

Item	Complete / NA / Revision Requested	Comments
Learning Outcomes for Element 6 Natural Science	XX	
Assignments matched to Element 6 LOs	XX	
Rubric for LOs	XX	
Rubric for IW Attribute		
Assigned Approved Reviewers	XX	

Committee Review Completed

Committee Chair Signature _____

Dr. Anne M. Bowling

Date ___ December 2018 _____

PHY 1050 Core Assessment Element 6 Report

Date Report Submitted: 01 October 2019

Element: Core Element 6 – Natural Science

Academic Year: 2018-2019

Course and Sections Assessed: PHY 1050 - 01

Assessment Plan:

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.

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

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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.

4 multiple choice questions

Assessment plan summarized above. The actual assessment differed from above in the following ways:

- 1. The multiple choice questions were different. Four questions judged to be equivalent to the ones on the approved assessment plan were chosen.*
- 2. The questions were included as part of an examination done on paper, not via Pilot.*

Assessment Data Collection:

41 students took the assessment evaluation. Assessment was scored on a 0 to 4 scale, with 1 point per question.

Assessment Results:

Score	Number of students with score
4	13
3	13
2	7
1	4
0	4

Our benchmark was to have 50% of the students answer 75% of the questions correctly. We found 63% of students answered 75% of the questions correctly, so we achieved our benchmark.

Assessment Feedback:

Results have not been shared with the instructor yet. They were shared with the department chair via this report.

We do not plan any changes to the course or the assessment plan at this time, although we plan to ask the actual evaluation questions listed on the assessment plan in the future.

These results will be shared with the undergraduate curriculum committee at a Fall 2019 undergraduate curriculum committee meeting.

Assessment Administration Feedback

No recommended changes.

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