

**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 #: **2450**

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

Course Title: **Concepts in Physics for Early Childhood Education**

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

<input checked="" type="checkbox"/> Dayton face-to-face	<input type="checkbox"/> Lake face-to-face
<input type="checkbox"/> Dayton online	<input checked="" 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](mailto: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.

- [Sarah Tebbens](#)
- [Jerry Clark](#)
- [Brent Foy](#)
- \_\_\_\_\_

**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: \_\_\_\_\_

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 75% of students to answer 60% of the question(s) correctly.

- 1. Outcome #: 2. [See pages at end of document for questions.](#)
- 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
<b>AACU <u>Critical Thinking</u> VALUE Rubric Items</b>				
<b>Explanation of issues</b>	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.
<b>Evidence</b> <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.
<b>Influence of context and assumptions</b>	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.

<b>Student's position (perspective, thesis/hypothesis)</b>	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.
<b>Conclusions and related outcomes (implications and consequences)</b>	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.
<b>Item</b>	<b>Mastery 4</b>	<b>Partial Mastery 3</b>	<b>Progressing 2</b>	<b>Emerging 1</b>
<b>AACU <u>Inquiry and Analysis</u> VALUE Rubric Items</b>				
<b>Topic selection</b>	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.
<b>Existing Knowledge, Research, and/or Views</b>	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.

<b>Design Process</b>	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.
<b>Analysis</b>	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.
<b>Conclusions</b>	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 unsupported conclusion from inquiry findings.
<b>Limitations and Implications</b>	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
<b>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</b>	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).
<b>Content Development</b>	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.
<b>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</b>	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.
<b>Sources and Evidence</b>	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.
<b>Control of Syntax and Mechanics</b>	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	<b>Complete</b>	
Assignments matched to Element 6 LOs	<b>Complete</b>	
Rubric for LOs		
Rubric for IW Attribute		
Assigned Approved Reviewers	<b>Complete</b>	

**Committee Review Completed**  **Committee review completed 4/20/2018**

Committee Chair Signature \_\_\_\_\_ Date \_\_\_\_\_

PHY 2450

Name: \_\_\_\_\_

Core Assessment

3/19/19

Clearly check or fill in the box in front of the answer(s) you are selecting. Each question will have only one correct answer.

For your coordinate system, assume <Up> and <Right> are Positive in ALL cases.

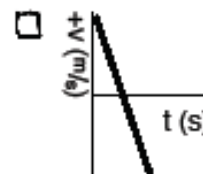
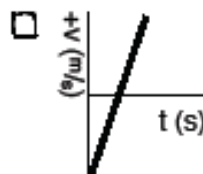
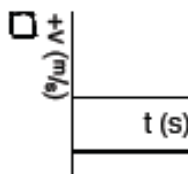
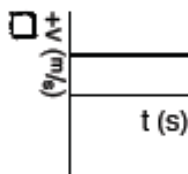
- 1) Given the following formula, what is the correct value and unit of measurement for the unknown variable?

$$-4 \text{ m} = v(14 \text{ s}) + 22 \text{ m}$$

- 1.86 m/s  
 -1.29 m/s  
 1.29 m/s  
 1.86 m/s

- 2) For the following function, what is the shape of the velocity vs. time graph?

$$v(t) = (-2.1 \frac{\text{m}}{\text{s}^2})t + 4.2 \text{ m/s}$$



- 3) A 5.0 kg object experiences two horizontal forces. One is a force of +75N the other is unknown. What is the magnitude and direction of the other force if the object moves with an acceleration of +3.0 m/s<sup>2</sup>?

- 90 N       -60 N       0 N       +30N

- 4) A block experiences just two forces in the vertical direction, What is true about this situation.

- The net force is always zero.  
 The net force is sometimes zero.  
 The net force is always not-zero.  
 More information needed.

- 5) A 60kg female soccer player is training by running 40 meter sprints. She runs this distance in about 4.4 seconds and has a constant velocity of 9.0 m/s. What is her Kinetic Energy while sprinting?

- 132 J       270 J       581 J       2,430 J



## PHY 2450 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 2450 - 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.

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;
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**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 75% of students to answer 60% of the question(s) correctly.

**5 multiple choice questions**

### Collecting and submitting the student assignment(s)

Will upload assignment(s) to Pilot

Will give access to assignment(s) on Pilot

*Assessment plan summarized above. No changes compared to approved assessment plan.*

### Assessment Data Collection:

*21 students took the assessment evaluation. Assessment was scored on a 0 to 5 scale, with 1 point per question.*

**Assessment Results:**

Score	Number of students with score
5	5
4	4
3	8
2	2
1	2
0	0

*Our benchmark was to have 75% of the students answer 60% of the questions correctly. We found 81% of students answered 60% or more of the questions correctly, so we achieved our benchmark.*

**Assessment Feedback:**

*Results were shared verbally with the instructor. 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.*

*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