UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report

Course: PHYS 1100

Academic Year: 2021-2022

Due to Chair/Program Director and Faculty Assessment Chair by September 1

1. Name of course: *Physical Science Lab*

2. Name of individual(s) compiling report: *Chris Weaver*

3. Date of submission: *8-30-22*

4. Academic year: *2021-2022*

Course-Level Learning Outcomes

1. What are the Course-Level Outcomes (CLOs)?

1. The student will be able to properly measure and report measurements with the proper significant figures and with the experimental error.
2. The student will be able to use the properties of chemical substances to identify them and be able to balance chemical equations involving those substances.
3. The student will analyze motion, its relationship to force, and the effects of objects in motion when they collide with each other.
4. The student will learn the different types of energy and the relationship between energy, heat, electricity, and magnetism.

2. Which CLOs were addressed for the academic year?

2 and 3

3. Which CLOs are being addressed in your assessment plan in the upcoming academic year?

2 and 3

4. How does this report connect or map to program-level or institutional-level outcomes?

CLO 2 → ILO 2, 6, 7 and PLO 2

CLO 3 → ILO 2, 6, 7 and PLO 2, 10

For each Course Level Outcome assessed this academic year, please complete the chart below, providing the assessment data for both fall and spring, and then a total for the academic year.

Assessment Methods- How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported? *Note: If more than one assessment method was used, you may insert an additional row.*	CLO 2. The student will be able to use the properties of chemical substances to identify them and be able to balance chemical equations involving those substances.. Direct Identity of a Liquid Quiz- Students are asked to complete a quiz over the procedures used in the lab. Given as a blackboard quiz with no time limit.	
Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.	***Yes***	***No***
How do you define success for an individual student on the CLO assessment assignment or measure?	*Student scores 60% or above on the quiz.*	
How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?	*70% of students in the course achieve success on the CLO assessment assignment.*	
How many students completed the assessment, and how many were successful?	***Fall*** *38 students assessed* *36 successful* *(95% success rate)*	***Spring*** *87 students assessed* *80 successful* *(92% success rate)*

Return to Top of Document

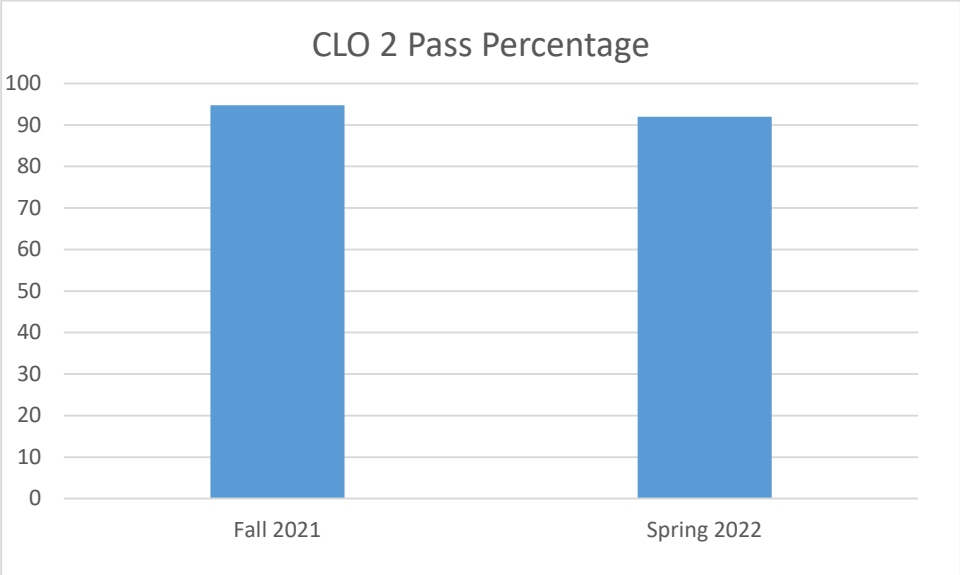
Academic Year Total (add the numbers from Fall and Spring)	*125 students assessed* *116 successful* *(93% success rate)*	
Was the benchmark/goal for this academic year met?	***Yes***	***No***
Were standardized rubrics, tests, or checklists used?	***Yes***	***No***

Assessment Methods- How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported? *Note: If more than one assessment method was used, you may insert an additional row.*	CLO 3. The student will analyze motion, its relationship to force, and the effects of objects in motion when they collide with each other. Direct Acceleration of Gravity Quiz- Students are asked to complete a quiz over the procedures used in the lab. Given as a blackboard quiz with no time limit.	
Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.	***Yes***	***No***
How do you define success for an individual student on the CLO assessment assignment or measure?	*Student scores 60% or above on the quiz.*	
How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?	*70% of students in the course achieve success on the CLO assessment assignment.*	
How many students completed the assessment, and how many were successful?	***Fall*** *53 students assessed* *47 successful* *(89% success rate)*	***Spring*** *89 students assessed* *82 successful* *(92% success rate)*

Return to Top of Document

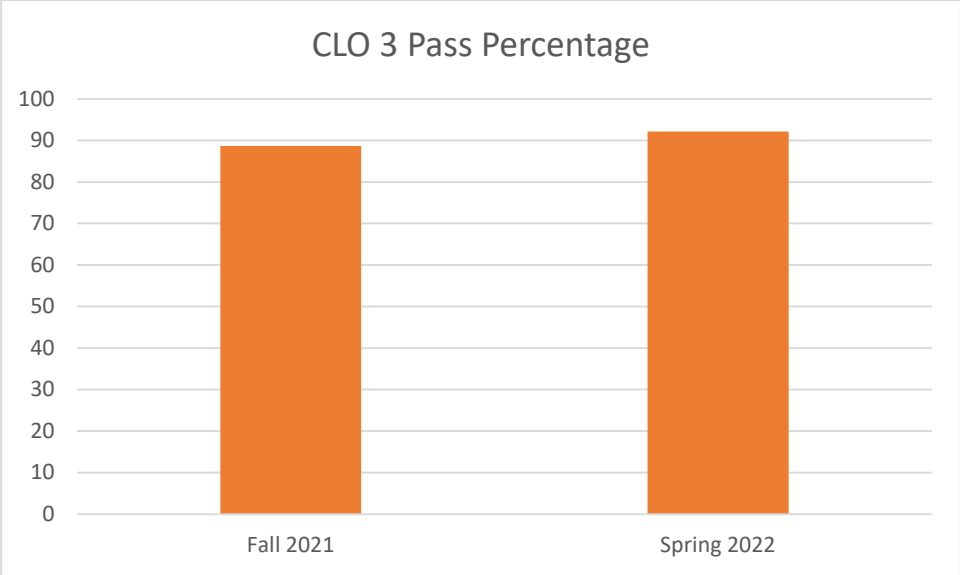
Academic Year Total (add the numbers from Fall and Spring)	*142 students assessed* *129 successful* *(91% success rate)*	
Was the benchmark/goal for this academic year met?	***Yes***	***No***
Were standardized rubrics, tests, or checklists used?	***Yes***	***No***

5. What is your analysis of the findings?



For CLO 2. Identity of a Liquid. Both semesters show a pass rate of over 70%. Our goals were met for this learning objective. The assessment is a mixture of calculations involving density and critical thinking about the lab procedure.

Return to Top of Document



For CLO 3. Acceleration of Gravity. Both semesters show a pass rate of over 70%. Our goals were met for this learning objective. The assessment is a mixture of calculations involving acceleration of gravity and critical thinking about the lab procedure.

6. What is the action plan for the upcoming academic year? Explain.

For CLO 2. Identity of a Liquid. Continue to use standard quiz for all sections of lab, test will be administered online via Blackboard for both in person and online sections.

Instructors met at the beginning of the fall semester to review results and data to determine any necessary changes for the next academic year. Instructors will meet again before next fall semester to identify trends and consider adjustments for the next academic year.

For CLO 3. Acceleration of Gravity. Continue to use standard quiz for all sections of lab, test will be administered online via Blackboard for both in person and online sections.

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Return to Top of Document