**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Programs 2017**

Department: Physics

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 2, B.S. Physics, all options | The following undergraduate learning goals have been adopted by this program: critical thinking, speaking, responsible citizenship, and writing. Given your discipline, I am assuming that quantitative reasoning is part of objective one. Objective 4 is rather broad and uses terminology that is no longer part of the citizenship goal as it was revised in 2014, so you may want to revise. What do you mean by “consider?” How do you measure that? This objective is rather broad, so you may want to consider refining it with sub-objectives. |
| **How, Where, and When Assessed** | Level 2-3, B.S. Physics, all options | You have an assessment site at the 2000 level and at the 4000 level for all your concentrations, so that will give you some formative as well as summative assessment for objective one. AY17 was the last year for which Watson-Glaser data will be available, so you will need to consider a new measure for critical thinking this coming year. Do you have any indirect measures planned for objective one? An exit survey or interview might provide additional information about student learning in your program. You mention an alumni survey in Part Three, and that would be a good idea for a future addition. |
| **Expectations** | Level 2-3, B.S. Physics, all options | You are using a course grade for PHY 2400. Does the grade only cover physics content or does it cover other skills as well? Do you have a certain level or score that you want your students to reach for your speaking rubric in PHY 4000/4010? |
| **Results** | Level 3, B.S. Physics, all options | Results are presented for each objective. What do your results tell you about student attainment of your learning objectives? The changes to the curricular offerings required by staff reductions makes sense and is a step that many departments are reporting the last couple of years. You are using assessment data to focus on the main mission of your program and to determine what courses to cut back on, so I’m glad the data is useful. |
| **How Results Will be Used** | Level 2, B.S. Physics, all options | The feedback loop appears to be rather informal. Does the department ever discuss assessment results and changes to the curriculum in a meeting or retreat setting? |

1. \* Levels should not be interpreted as grades or scores; they are stages of implementation based on patterns of characteristics described by North Central Association/Higher Learning Commission. These levels are approximations based on the information provided in the summaries. Please refer to the checklist on the assessment web site ([www.eiu.edu/~assess](http://www.eiu.edu/~assess)) for the Primary Traits listed for each level. [↑](#footnote-ref-1)