**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Programs 2018**

Department: Physics

|  |  |  |
| --- | --- | --- |
| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, B.S. Physics, all options | Objectives are programmatic and relate to the discipline. All five undergraduate learning goals have been adopted. |
| **How, Where, and When Assessed** | Level 2-3, B.S. Physics, all options | You have various courses listed for assessment across the curriculum, which should provide formative as well as summative data on student learning in your major. Since it is difficult to get data on success rate of pre-engineering students once they leave us, you may want to just track their matriculation to a program and what they show here in your coursework. Do you have any indirect measures planned? An alumni survey might give you additional information—especially if you included pre-engineering students. Since you are having students present their research to the whole department, you have a site where you might assess speaking in the field, which would supplement the University data on speaking and listening, which comes from general education courses. |
| **Expectations** | Level 2-3, B.S. Physics, all options | Expectations are given for most measures. If students do not meet your minimum expectations, what do you do to help them improve their learning? |
| **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 indicates results are shared at faculty meetings. Does the department then also discuss what the results mean and how to use them? |

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)