Program Outcomes Assessment

BA/BS in Physics

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General Information (Program Outcomes Assessment)
Standing Requirements

Mission Statement

The Department of Chemistry and Physics provides comprehensive, student-centered education leading to Bachelors degrees in chemistry and physics. Students gain knowledge and problem-solving skills through rigorous lecture and laboratory course work as well as through challenging independent research experiences. We are committed to preparing students to pursue careers as scientists, engineers, teachers, and health professionals. We contribute to the scientific literacy of students in other disciplines through our general education courses. Faculty advance knowledge through their own research and provide service to the University and scientific communities, as well as to the public.

Outcomes Library

<table>
<thead>
<tr>
<th>BA/BS in Physics Outcome Set</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome #1 Fundamental Concepts</strong></td>
</tr>
<tr>
<td>Students pursuing a baccalaureate degree in physics will exhibit a sound grasp of fundamental concepts in the discipline.</td>
</tr>
<tr>
<td><strong>Outcome</strong></td>
</tr>
<tr>
<td>Outcome #1</td>
</tr>
</tbody>
</table>

| **Outcome #2 Problem Solving** |
| Students pursuing a baccalaureate degree in physics will be able to employ problem solving skills together with scientific models and mathematical techniques to explain and predict behavior of physical systems. |
| **Outcome** | **Mapping** |
| Outcome #2 | Foundational Studies: 2. Critically evaluate the ideas of others. |

| **Outcome #3 Laboratory Procedures** |
| Students pursuing a baccalaureate degree in physics will be able to carry out basic laboratory procedures demonstrating appropriate use of instrumentation, quantitative measurement, and data analysis. |
| **Outcome** | **Mapping** |
| Outcome #3 | Foundational Studies: IIIa. Quantitative Literacy |

| **Outcome #4 Communication** |
| Students pursuing a baccalaureate degree in physics will be able to demonstrate professional communication skills. |
| **Outcome** | **Mapping** |
| Outcome #4 | Foundational Studies: 10. Express themselves effectively, professionally, and persuasively both orally and in writing. |
Curriculum Map

Active Curriculum Maps

Physics Curriculum Map (See appendix)
Alignment Set: BA/BS in Physics Outcome Set
Created: 01/10/2012 7:28:44 am CST
Last Modified: 01/10/2012 8:02:04 am CST

Communication of Outcomes

The Chair of the Department will summarize or ask the program review committee to summarize the program review findings at a Departmental Meeting near the end of the Spring Semester.
Archive (This area is to be used for archiving pre-TaskStream assessment data and for current documents.)

File Attachments:

1. Physics (See appendix)
   Assessment Summary

..............................................................
## 2011-2012 Assessment Cycle

### Assessment Plan

#### Outcomes and Measures

**BA/BS in Physics Outcome Set**

**Outcome #3 Laboratory Procedures**

Students pursuing a baccalaureate degree in physics will be able to carry out basic laboratory procedures demonstrating appropriate use of instrumentation, quantitative measurement, and data analysis.

<table>
<thead>
<tr>
<th>Outcome #3</th>
<th>Measure: Laboratory Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Direct - Other</td>
</tr>
</tbody>
</table>

**Details/Description:** The physics faculty will meet to complete the “Laboratory Procedures Rubric” (see Supporting Attachments” below) with the aid of graded laboratory reports from PHYS 215L, 216L, 315 and 316 and notes/observations made by faculty members concerning the students’ laboratory work in these courses.

**Target:** 100% of the categories in the rubric will be rated at least satisfactory. A satisfactory rating in a category means that at least 80% of the students are rated satisfactory or better in that category.

**Implementation Plan (timeline):** By March 1 (even-numbered years): faculty members are given a copy of the rubric.

By April 15: the meeting is held and the results are transmitted to TaskStream.

**Responsible Individual(s):** Valentina French

**Supporting Attachments:**

- Laboratory Skills Rubric.docx (Word Document (Open XML)) (See appendix)

---

**Outcome #4 Communication**

Students pursuing a baccalaureate degree in physics will be able to demonstrate professional communication skills.

<table>
<thead>
<tr>
<th>Outcome #4</th>
<th>Measure: Oral Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Direct - Other</td>
</tr>
</tbody>
</table>

**Details/Description:** Faculty members will make direct observations of student presentations in PHYS 315, 316, 405, and 499 and at professional meetings. These observations will be followed by a roundtable discussion by those making the observations.

**Target:** Observers will agree that at least 80% of the graduating physics majors have oral communication skills that are at least satisfactory.

**Implementation Plan (timeline):** By March 1 (even-numbered years): physics faculty are reminded to prepare to evaluate students’ oral presentation skills.

By April 15: the meeting is held and the results are transmitted to TaskStream.

**Responsible Individual(s):** Valentina French

**Supporting Attachments:**

- Oral communication rubric.xlsx (Excel Workbook (Open XML)) (See appendix)

---

**Measure: Written Communication**

Direct - Other
Details/Description: Faculty will be asked to submit representative samples of student writing from lab reports, exams, or other assignments from upper level courses. This will be followed by a roundtable discussion of the faculty.

Target: At least 80% of the physics majors in these courses will exhibit written communication skills appropriate for that level.

Implementation Plan (timeline): By March 1 (even-numbered years): faculty members are reminded of the need to submit samples of student writing.
By April 1: copies of samples are submitted to the committee and the meeting is scheduled.
By April 15: the meeting is held and the results are transmitted to TaskStream.

Responsible Individual(s): Valentina French

Supporting Attachments:

- Written Communication Skills Rubric.docx (Word Document (Open XML)) (See appendix)

Assessment Findings

Finding per Measure

BA/BS in Physics Outcome Set

Outcome #3 Laboratory Procedures

Students pursuing a baccalaureate degree in physics will be able to carry out basic laboratory procedures demonstrating appropriate use of instrumentation, quantitative measurement, and data analysis.

Outcome #3

Measure: Laboratory Procedures

- Direct - Other

Details/Description: The physics faculty will meet to complete the “Laboratory Procedures Rubric” (see Supporting Attachments below) with the aid of graded laboratory reports from PHYS 215L, 216L, 315 and 316 and notes/observations made by faculty members concerning the students’ laboratory work in these courses.

Target: 100% of the categories in the rubric will be rated at least satisfactory. A satisfactory rating in a category means that at least 80% of the students are rated satisfactory or better in that category.

Implementation Plan (timeline): By March 1 (even-numbered years): faculty members are given a copy of the rubric.
By April 15: the meeting is held and the results are transmitted to TaskStream.

Responsible Individual(s): Valentina French

Supporting Attachments:

- Laboratory Skills Rubric.docx (Word Document (Open XML)) (See appendix)

Findings for Laboratory Procedures

Summary of Findings: Physics faculty were each given a copy of the Laboratory Skills Rubric and were asked to complete the rubric for each physics major that took physics laboratory courses in the academic years 2010-2011 and 2011-2012.

Faculty met on April 6, 2012 to discuss the results. Using all scores, averages were calculated for each student in each category of the rubric. The results show that at least 80% of the students are rated as satisfactory or better in each category. A copy of the results is shown in the attachment below.

Results: Target Achievement: Met

Recommendations:

Reflections/Notes:

Substantiating Evidence:

- Lab skills results 4-9-2012.docx (Word Document (Open XML)) (See appendix)
**Outcome #4 Communication**

Students pursuing a baccalaureate degree in physics will be able to demonstrate professional communication skills.

### Outcome #4

<table>
<thead>
<tr>
<th>Measure: Oral Communication</th>
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<tbody>
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<td>Direct - Other</td>
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**Details/Description:** Faculty members will make direct observations of student presentations in PHYS 315, 316, 405, and 499 and at professional meetings. These observations will be followed by a roundtable discussion by those making the observations.

**Target:** Observers will agree that at least 80% of the graduating physics majors have oral communication skills that are at least satisfactory.

**Implementation Plan (timeline):** By March 1 (even-numbered years): physics faculty are reminded to be prepared to evaluate students’ oral presentation skills. By April 15: the meeting is held and the results are transmitted to TaskStream.

**Responsible Individual(s):** Valentina French

**Supporting Attachments:**

- Oral communication rubric.xlsx (Excel Workbook (Open XML)) (See appendix)

---

**Findings for Oral Communication**

**Summary of Findings:** Physics faculty were each given a copy of the Oral Communication Skills Rubric and were asked to complete the rubric for each physics major who made oral presentations as part of the requirements for physics courses and laboratories or at physics professional meetings during academic years 2010-2011 and 2011-2012. Faculty met on April 6, 2012 to discuss the results. Using all scores, averages were calculated for each student in each category of the rubric. The results show that at least 80% of the students are rated as satisfactory or better in each category. A copy of the results is shown in the attachment below.

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

**Substantiating Evidence:**

- Oral Communication results 4-9-2012.docx (Word Document (Open XML)) (See appendix)

---

<table>
<thead>
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**Details/Description:** Faculty will be asked to submit representative samples of student writing from lab reports, exams, or other assignments from upper level courses. This will be followed by a roundtable discussion of the faculty.

**Target:** At least 80% of the physics majors in these courses will exhibit written communication skills appropriate for that level.

**Implementation Plan (timeline):** By March 1 (even-numbered years): faculty members are reminded of the need to submit samples of student writing. By April 1: copies of samples are submitted to the committee and the meeting is scheduled. By April 15: the meeting is held and the results are transmitted to TaskStream.

**Responsible Individual(s):** Valentina French

**Supporting Attachments:**

- Written Communication Skills Rubric.docx (Word Document (Open XML)) (See appendix)
**Findings for Written Communication**

**Summary of Findings:** Physics faculty were each given a copy of the Written Communication Skills Rubric and were asked to complete the rubric for each physics major using exams, reports and assignments that were written as part of the requirements for physics courses and laboratories during academic years 2010-2011 and 2011-2012. Faculty met on April 6, 2012 to discuss the results. Using all scores, averages were calculated for each student in each category of the rubric. The results show that at least 80% of the students are rated as satisfactory or better in each category. A copy of the results is shown in the attachment below.

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

**Substantiating Evidence:**

[Written Communication results 4-9-2012.docx (Word Document (Open XML))](#) (See appendix)

### Overall Recommendations

No text specified

### Overall Reflection

No text specified

### Action Plan

#### Actions

### BA/BS in Physics Outcome Set

**Outcome #3 Laboratory Procedures**

Students pursuing a baccalaureate degree in physics will be able to carry out basic laboratory procedures demonstrating appropriate use of instrumentation, quantitative measurement, and data analysis.

**Outcome #3**

**Action:** continue to monitor

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action Details:** Target achievement met. Continue to monitor and reassess in two years.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

### Outcome #4 Communication
Students pursuing a baccalaureate degree in physics will be able to demonstrate professional communication skills.

<table>
<thead>
<tr>
<th>Outcome #4</th>
<th>Action: Continue to monitor</th>
</tr>
</thead>
<tbody>
<tr>
<td>This Action is associated with the following Findings</td>
<td></td>
</tr>
<tr>
<td>No supporting Findings have been linked to this Action.</td>
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<td>Action Details: Target achievement met. Continue to monitor and reassess in two years.</td>
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<tr>
<td>Implementation Plan (timeline):</td>
<td></td>
</tr>
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<td>Key/Responsible Personnel:</td>
<td></td>
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<tr>
<td>Measures:</td>
<td></td>
</tr>
<tr>
<td>Resource Allocations:</td>
<td></td>
</tr>
<tr>
<td>Priority:</td>
<td></td>
</tr>
</tbody>
</table>

## Status Report

### Action Statuses

### BA/BS in Physics Outcome Set

#### Outcome #3 Laboratory Procedures
Students pursuing a baccalaureate degree in physics will be able to carry out basic laboratory procedures demonstrating appropriate use of instrumentation, quantitative measurement, and data analysis.

<table>
<thead>
<tr>
<th>Outcome #3</th>
<th>Action: continue to monitor</th>
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<tbody>
<tr>
<td>Action Details: Target achievement met. Continue to monitor and reassess in two years.</td>
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<td></td>
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<tr>
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<td>Measures:</td>
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<tr>
<td>Resource Allocations:</td>
<td></td>
</tr>
<tr>
<td>Priority:</td>
<td></td>
</tr>
</tbody>
</table>

**Status** for continue to monitor

*No Status Added*

#### Outcome #4 Communication
Students pursuing a baccalaureate degree in physics will be able to demonstrate professional communication skills.

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<th>Outcome #4</th>
<th>Action: Continue to monitor</th>
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</thead>
<tbody>
<tr>
<td>Action Details: Target achievement met. Continue to monitor and reassess in two years.</td>
<td></td>
</tr>
<tr>
<td>Status Summary</td>
<td></td>
</tr>
<tr>
<td>No text specified</td>
<td></td>
</tr>
</tbody>
</table>

| Summary of Next Steps |
| No text specified |
2012-2013 Assessment Cycle

Assessment Plan

Outcomes and Measures

BA/BS in Physics Outcome Set

Outcome #1 Fundamental Concepts
Students pursuing a baccalaureate degree in physics will exhibit a sound grasp of fundamental concepts in the discipline.

<table>
<thead>
<tr>
<th>Outcome #1</th>
<th>Measure: Fundamental Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Direct - Exam</td>
</tr>
</tbody>
</table>

Details/Description: All physics majors will take the Major Field Test in Physics near the end of their senior year and the Assessment Committee will discuss the results.  
Target: Our students will score at the "Fair" level or better.  
Implementation Plan (timeline): By April 1 (each year): one physics faculty member will administer the exam to all senior physics majors.  
During odd-numbered years: within one week of receiving the results from ETS, the Department Chairperson will transmit the results along with the results from the previous year (an even-numbered year) to the committee who will meet within a week to discuss the results of those years.  
Responsible Individual(s): Valentina French

Outcome #2 Problem Solving
Students pursuing a baccalaureate degree in physics will be able to employ problem solving skills together with scientific models and mathematical techniques to explain and predict behavior of physical systems.

<table>
<thead>
<tr>
<th>Outcome #2</th>
<th>Measure: Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Direct - Other</td>
</tr>
</tbody>
</table>

Details/Description: The physics faculty will meet and complete the "Problem Solving Skills Rubric" (see "Supporting Attachments") with the aid of graded exams and projects from the following courses: PHYS 215, 216, 310, 311, 341, 342, 420, and 497.  
Target: Essentially all of the categories in the rubric will be rated at least "Fair" with most of them rated "Good" or better.  
Implementation Plan (timeline): By March 1 (odd-numbered years): the three faculty members are each given a copy of the rubric and are reminded to assemble a collection of copies of graded exams and projects from the previous year (an even-numbered year) and the current year.  
By April 15: the meeting is held and the results are transmitted to TaskStream.  
Responsible Individual(s): Valentina French  
Supporting Attachments:  
Problem Solving Rubric-Assessment.docx (Word Document (Open XML)) (See appendix)

Assessment Findings

Finding per Measure

BA/BS in Physics Outcome Set
Outcome #1 Fundamental Concepts
Students pursuing a baccalaureate degree in physics will exhibit a sound grasp of fundamental concepts in the discipline.

Measure: Fundamental Concepts
Direct - Exam

Details/Description: All physics majors will take the Major Field Test in Physics near the end of their senior year and the Assessment Committee will discuss the results.

Target: Our students will score at the "Fair" level or better.

Implementation Plan (timeline): By April 1 (each year): one physics faculty member will administer the exam to all senior physics majors. During odd-numbered years: within one week of receiving the results from ETS, the Department Chairperson will transmit the results along with the results from the previous year (an even-numbered year) to the committee who will meet within a week to discuss the results of those years.

Responsible Individual(s): Valentina French

Findings for Fundamental Concepts

Summary of Findings: Results of the Major Field Test show that 60% of the students scored at the "Fair" level or better. This satisfies the expected target that most of our students score at the "Fair" level or better. We have recently made some changes to the program and it will take the next couple of years to see the results of these changes in terms of student performance. We expect even a greater percentage of students to score at the "Fair" level or better.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

Substantiating Evidence:

Field Test Results spring 2013.docx (Word Document (Open XML)) (See appendix)

Outcome #2 Problem Solving
Students pursuing a baccalaureate degree in physics will be able to employ problem solving skills together with scientific models and mathematical techniques to explain and predict behavior of physical systems.

Measure: Problem Solving
Direct - Other

Details/Description: The physics faculty will meet and complete the "Problem Solving Skills Rubric" (see "Supporting Attachments") with the aid of graded exams and projects from the following courses: PHYS 215, 216, 310, 311, 341, 342, 420, and 497.

Target: Essentially all of the categories in the rubric will be rated at least "Fair" with most of them rated "Good" or better.

Implementation Plan (timeline): By March 1 (odd-numbered years): the three faculty members are each given a copy of the rubric and are reminded to assemble a collection of copies of graded exams and projects from the previous year (an even-numbered year) and the current year. By April 15: the meeting is held and the results are transmitted to TaskStream.

Responsible Individual(s): Valentina French

Supporting Attachments:

Problem Solving Rubric-Assessment.docx (Word Document (Open XML)) (See appendix)

Findings for Problem Solving
**Summary of Findings:** Physics faculty were each given a copy of the Problem Solving Skills Rubric (see Supporting Attachments) and were asked to complete the rubric for each physics major who took the physics courses listed in the description of outcome #2 in the academic years 2011-2012 and 2012-2013.

Faculty met on April 15, 2013 to discuss the results. Using all scores, averages were calculated for each student in each category of the rubric. The results show that at least 70% of the students are rated as satisfactory or better in each category. A copy of the results is shown in the attachment below.

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

**Substantiating Evidence:**

[Assessment -spring 2013.docx (Word Document (Open XML))] (See appendix)

---

## Overall Recommendations

*No text specified*

## Overall Reflection

*No text specified*

## Action Plan

**Actions**

### BA/BS in Physics Outcome Set

**Outcome #3 Laboratory Procedures**

Students pursuing a baccalaureate degree in physics will be able to carry out basic laboratory procedures demonstrating appropriate use of instrumentation, quantitative measurement, and data analysis.

**Outcome #3**

- **Action:** continue to monitor

  **This Action is associated with the following Findings**
  No supporting Findings have been linked to this Action.

  **Action Details:** Target achievement met. Continue to monitor and reassess in two years.

  **Implementation Plan (timeline):**
  **Key/Responsible Personnel:**
  **Measures:**
  **Resource Allocations:**
  **Priority:**

**Outcome #4 Communication**

Students pursuing a baccalaureate degree in physics will be able to demonstrate professional communication skills.
### Outcome #4

**Action:** Continue to monitor

**This Action is associated with the following Findings**
No supporting Findings have been linked to this Action.

**Action Details:** Target achievement met. Continue to monitor and reassess in two years.

**Implementation Plan (timeline):**
- Key/Responsible Personnel:
- Measures:
- Resource Allocations:
- Priority:

### Status Report

**BA/BS in Physics Outcome Set**

**Outcome #3 Laboratory Procedures**
Students pursuing a baccalaureate degree in physics will be able to carry out basic laboratory procedures demonstrating appropriate use of instrumentation, quantitative measurement, and data analysis.

**Action:** continue to monitor

**Action Details:** Target achievement met. Continue to monitor and reassess in two years.

**Implementation Plan (timeline):**
- **Key/Responsible Personnel:**
- **Measures:**
- **Resource Allocations:**
- **Priority:**

**Status** for continue to monitor

**Current Status:** Completed

**Resource Allocation(s) Status:** Outcome # 3 is assessed in 2013-214 assessment cycle. In 2012-2013 we monitor and collect evidence for assessment in the next assessment cycle.

**Next Steps/Additional Information:** No action needed. Target objective met during previous assessment cycle.
<table>
<thead>
<tr>
<th>Outcome #4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action:</strong> Continue to monitor</td>
</tr>
<tr>
<td><strong>Action Details:</strong> Target achievement met. Continue to monitor and reassess in two years.</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong></td>
</tr>
<tr>
<td><strong>Key/Responsible Personnel:</strong></td>
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<td><strong>Measures:</strong></td>
</tr>
<tr>
<td><strong>Resource Allocations:</strong></td>
</tr>
<tr>
<td><strong>Priority:</strong></td>
</tr>
</tbody>
</table>

**Status for Continue to monitor**

**Current Status:** Completed

**Resource Allocation(s) Status:** Outcome # 4 is assessed in 2013-214 assessment cycle. In 2012-2013 we monitor and collect evidence for assessment in the next assessment cycle.

**Next Steps/Additional Information:** No action needed. Objective target was met during the previous assessment cycle.

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**Status Summary**

*No text specified*

**Summary of Next Steps**

*No text specified*
# Assessment Plan

## Outcomes and Measures

### BA/BS in Physics Outcome Set

#### Outcome #3 Laboratory Procedures

**Students pursuing a baccalaureate degree in physics will be able to carry out basic laboratory procedures demonstrating appropriate use of instrumentation, quantitative measurement, and data analysis.**

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<th>Outcome #3</th>
<th>Measure: Laboratory Procedures</th>
<th>Direct - Other</th>
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<tbody>
<tr>
<td><strong>Details/Description:</strong> The physics faculty will meet to complete the &quot;Laboratory Procedures Rubric&quot; (see &quot;Supporting Attachments&quot; below) with the aid of graded laboratory reports from PHYS 215L, 216L, 315 and 316 and notes/observations made by faculty members concerning the students’ laboratory work in these courses.</td>
<td></td>
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<tr>
<td><strong>Target:</strong> Essentially all of the categories in the rubric will be rated at least &quot;Fair&quot; with most of them rated &quot;Good&quot; or better.</td>
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<tr>
<td><strong>Implementation Plan (timeline):</strong> By March 1 (even-numbered years): faculty members are each given a copy of the rubric and are reminded to assemble a collection of copies of graded laboratory reports from the previous year (an odd-numbered year) and the current year. By April 15: the meeting is held and the results are transmitted to TaskStream.</td>
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<td></td>
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<tr>
<td><strong>Responsible Individual(s):</strong> Valentina French</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Supporting Attachments:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Laboratory Skills Rubric.docx (Word Document (Open XML))] (See appendix)</td>
<td></td>
<td></td>
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</tbody>
</table>

#### Outcome #4 Communication

**Students pursuing a baccalaureate degree in physics will be able to demonstrate professional communication skills.**

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<tr>
<td><strong>Details/Description:</strong> Physics faculty members will make direct observations of student presentations in PHYS 215L, 216L, 315, 316, 405, and at professional meetings. Faculty members will meet and complete the &quot;oral Communication Skills Rubric&quot; (see &quot;Supporting Attachments&quot;) based on these direct observations.</td>
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<tr>
<td><strong>Supporting Attachments:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Oral communication rubric.xlsx (Excel Workbook (Open XML))] (See appendix)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Measure: Written Communication

Details/Description: The physics faculty will meet and complete the "Written Communication Skills Rubric" (see "Supporting Attachments") with the aid of written laboratory reports from PHYS 215L, 216L, 315, 316.

Target: Essentially all of the categories in the rubric will be rated at least "Fair" with most of them rated "Good" or better.

Implementation Plan (timeline): By March 1 (even-numbered years): physics faculty members are each given a copy of the rubric and are reminded to assemble a collection of copies of graded laboratory reports from the previous year (an odd-numbered year) and the current year. By April 15: the meeting is held and the results are transmitted to TaskStream.

Responsible Individual(s): Valentina French

Supporting Attachments:

☑ Written Communication Skills Rubric.docx (Word Document (Open XML)) (See appendix)

Assessment Findings

Finding per Measure

BA/BS in Physics Outcome Set

Outcome #3 Laboratory Procedures

Students pursuing a baccalaureate degree in physics will be able to carry out basic laboratory procedures demonstrating appropriate use of instrumentation, quantitative measurement, and data analysis.

Outcome #3

Measure: Laboratory Procedures

Details/Description: The physics faculty will meet to complete the "Laboratory Procedures Rubric" (see "Supporting Attachments" below) with the aid of graded laboratory reports from PHYS 215L, 216L, 315 and 316 and notes/observations made by faculty members concerning the students’ laboratory work in these courses.

Target: Essentially all of the categories in the rubric will be rated at least "Fair" with most of them rated "Good" or better.

Implementation Plan (timeline): By March 1 (even-numbered years): faculty members are each given a copy of the rubric and are reminded to assemble a collection of copies of graded laboratory reports from the previous year (an odd-numbered year) and the current year. By April 15: the meeting is held and the results are transmitted to TaskStream.

Responsible Individual(s): Valentina French

Supporting Attachments:

☑ Laboratory Skills Rubric.docx (Word Document (Open XML)) (See appendix)

Findings for Laboratory Procedures

Summary of Findings: Physics faculty were each given a copy of the "Laboratory Skills Rubric" (see "Supporting Attachments") and were asked to complete the rubric for each physics major who took the physics laboratory courses listed in the description of outcome #3 in the academic years 2012-2013 and 2013-2014.

Faculty met on March 24th, 2014 to discuss the results. Using all scores, averages were calculated for each student in each category of the rubric. The results show that all categories in the rubric were rated better than "Fair". A copy of the results is shown in the attachment below.

Results: Target Achievement: Met
**Recommendations:**

**Reflections/Notes:**

**Substantiating Evidence:**
- Laboratory Skills Results spring 2014.docx (Word Document (Open XML)) (See appendix)

### Outcome #4 Communication

**Students pursuing a baccalaureate degree in physics will be able to demonstrate professional communication skills.**

<table>
<thead>
<tr>
<th><strong>Outcome #4</strong></th>
<th><strong>Measure:</strong> Oral Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct - Other</td>
<td></td>
</tr>
</tbody>
</table>

**Details/Description:** Physics faculty members will make direct observations of student presentations in PHYS 215L, 216L, 315, 316, 405, and at professional meetings. Faculty members will meet and complete the "oral Communication Skills Rubric" (see "Supporting Attachments") based on these direct observations.

**Target:** Essentially all of the categories in the rubric will be rated at least "Fair" with most of them rated "Good" or better.

**Implementation Plan (timeline):** By March 1 (even-numbered years): physics faculty are each given a copy of the rubric and are reminded to be prepared to evaluate students’ oral presentation skills based on student presentations from the previous year (an odd-numbered year) and the current year. By April 15: the meeting is held and the results are transmitted to TaskStream.

**Responsible Individual(s):** Valentina French

**Supporting Attachments:**
- Oral communication rubric.xlsx (Excel Workbook (Open XML)) (See appendix)

**Findings for Oral Communication**

**Summary of Findings:** Physics faculty were each given a copy of the "Oral Communication Skills Rubric" (see "Supporting Attachments") and were asked to complete the rubric for each physics major who took the physics courses listed in the description of outcome #4 or made conference presentations in the academic years 2012-2013 and 2013-2014.

Faculty met on March 24th, 2014 to discuss the results. Using all scores, averages were calculated for each student in each category of the rubric. The results show that all categories in the rubric were rated "Good" or better. A copy of the results is shown in the attachment below.

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

**Substantiating Evidence:**
- Oral Communication Skills Results spring 2014.docx (Word Document (Open XML)) (See appendix)

<table>
<thead>
<tr>
<th><strong>Measure:</strong> Written Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct - Other</td>
</tr>
</tbody>
</table>

**Details/Description:** The physics faculty will meet and complete the "Written Communication Skills Rubric" (see "Supporting Attachments") with the aid of written laboratory reports from PHYS 215L, 216L, 315, 316.

**Target:** Essentially all of the categories in the rubric will be rated at least "Fair" with most of them rated "Good" or better.
Implementation Plan (timeline): By March 1 (even-numbered years): physics faculty members are each given a copy of the rubric and are reminded to assemble a collection of copies of graded laboratory reports from the previous year (an odd-numbered year) and the current year. By April 15: the meeting is held and the results are transmitted to TaskStream.

Responsible Individual(s): Valentina French

Supporting Attachments:

- Written Communication Skills Rubric.docx (Word Document (Open XML)) (See appendix)

Findings for Written Communication

Summary of Findings: Physics faculty were each given a copy of the "Written Communication Skills Rubric" (see "Supporting Attachments") and were asked to complete the rubric for each physics major who took the physics courses listed in the description of outcome #4 in the academic years 2012-2013 and 2013-2014.

Faculty met on March 24th, 2014 to discuss the results. Using all scores, averages were calculated for each student in each category of the rubric. The results show that all categories in the rubric were rated "Good" or better. A copy of the results is shown in the attachment below.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

Substantiating Evidence:

- Written Communication Results spring 2014.docx (Word Document (Open XML)) (See appendix)

Overall Recommendations

No text specified

Overall Reflection

No text specified

Action Plan

Actions

BA/BS in Physics Outcome Set

Outcome #3 Laboratory Procedures

Students pursuing a baccalaureate degree in physics will be able to carry out basic laboratory procedures demonstrating appropriate use of instrumentation, quantitative measurement, and data analysis.

Outcome #3

- Action: continue to monitor

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action Details: Target achievement met. Continue to monitor and reassess in two years.

Implementation Plan (timeline):
Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

Outcome #4 Communication
Students pursuing a baccalaureate degree in physics will be able to demonstrate professional communication skills.

Outcome #4

Action: Continue to monitor

This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

Action Details: Target achievement met. Continue to monitor and reassess in two years.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

Status Report

Action Statuses

BA/BS in Physics Outcome Set

Outcome #3 Laboratory Procedures
Students pursuing a baccalaureate degree in physics will be able to carry out basic laboratory procedures demonstrating appropriate use of instrumentation, quantitative measurement, and data analysis.

Outcome #3

Action: continue to monitor

Action Details: Target achievement met. Continue to monitor and reassess in two years.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

Status for continue to monitor
Outcome #4 Communication
Students pursuing a baccalaureate degree in physics will be able to demonstrate professional communication skills.

Outcome #4

Action: Continue to monitor

Action Details: Target achievement met. Continue to monitor and reassess in two years.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

Status for Continue to monitor

No Status Added

Status Summary

No text specified

Summary of Next Steps

No text specified
## 2014-2015 Assessment Cycle

### Assessment Plan

#### Outcomes and Measures

#### BA/BS in Physics Outcome Set

**Outcome #1 Fundamental Concepts**

Students pursuing a baccalaureate degree in physics will exhibit a sound grasp of fundamental concepts in the discipline.

<table>
<thead>
<tr>
<th>Outcome #1</th>
<th>Measure: Fundamental Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Direct - Exam</td>
</tr>
</tbody>
</table>

**Details/Description:** All physics majors will take the Major Field Test in Physics near the end of their senior year and the Assessment Committee will discuss the results.

**Target:** Our students will score at the "Fair" level or better.

**Implementation Plan (timeline):** By April 1 (each year): one physics faculty member will administer the exam to all senior physics majors. During odd-numbered years: within one week of receiving the results from ETS, the Department Chairperson will transmit the results along with the results from the previous year (an even-numbered year) to the committee who will meet within a week to discuss the results of those years.

**Responsible Individual(s):** Valentina French

#### Outcome #2 Problem Solving

Students pursuing a baccalaureate degree in physics will be able to employ problem solving skills together with scientific models and mathematical techniques to explain and predict behavior of physical systems.

<table>
<thead>
<tr>
<th>Outcome #2</th>
<th>Measure: Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Direct - Other</td>
</tr>
</tbody>
</table>

**Details/Description:** The physics faculty will meet and complete the "Problem Solving Skills Rubric" (see "Supporting Attachments") with the aid of graded exams and projects from the following courses: PHYS 215, 216, 310, 311, 341, 342, 420, and 497.

**Target:** Essentially all of the categories in the rubric will be rated at least "Fair" with most of them rated "Good" or better.

**Implementation Plan (timeline):** By March 1 (odd-numbered years): the three faculty members are each given a copy of the rubric and are reminded to assemble a collection of copies of graded exams and projects from the previous year (an even-numbered year) and the current year. By April 15: the meeting is held and the results are transmitted to TaskStream.

**Responsible Individual(s):** Valentina French

**Supporting Attachments:**

- Problem Solving Rubric-Assessment.docx (Word Document (Open XML)) (See appendix)

### Assessment Findings

#### Finding per Measure

#### BA/BS in Physics Outcome Set
**Outcome #1 Fundamental Concepts**

Students pursuing a baccalaureate degree in physics will exhibit a sound grasp of fundamental concepts in the discipline.

**Measure:** Fundamental Concepts  
Direct - Exam

**Details/Description:** All physics majors will take the Major Field Test in Physics near the end of their senior year and the Assessment Committee will discuss the results.

**Target:** Our students will score at the "Fair" level or better.

**Implementation Plan (timeline):** By April 1 (each year): one physics faculty member will administer the exam to all senior physics majors. During odd-numbered years: within one week of receiving the results from ETS, the Department Chairperson will transmit the results along with the results from the previous year (an even-numbered year) to the committee who will meet within a week to discuss the results of those years.

**Responsible Individual(s):** Valentina French

**Findings for Fundamental Concepts**

**Summary of Findings:** Summary of Findings: Results of the Major Field Test show that 60% of the students scored at the "Fair' level or better. This satisfies the expected target that most of our students score at the "Fair" level or better.

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

**Substantiating Evidence:**

Field Test Results Spring 2014-15.docx (Word Document (Open XML)) (See appendix)

**Outcome #2 Problem Solving**

Students pursuing a baccalaureate degree in physics will be able to employ problem solving skills together with scientific models and mathematical techniques to explain and predict behavior of physical systems.

**Measure:** Problem Solving  
Direct - Other

**Details/Description:** The physics faculty will meet and complete the “Problem Solving Skills Rubric” (see "Supporting Attachments") with the aid of graded exams and projects from the following courses: PHYS 215, 216, 310, 311, 341, 342, 420, and 497.

**Target:** Essentially all of the categories in the rubric will be rated at least "Fair" with most of them rated “Good” or better.

**Implementation Plan (timeline):** By March 1 (odd-numbered years): the three faculty members are each given a copy of the rubric and are reminded to assemble a collection of copies of graded exams and projects from the previous year (an even-numbered year) and the current year. By April 15: the meeting is held and the results are transmitted to TaskStream.

**Responsible Individual(s):** Valentina French

**Supporting Attachments:**

Problem Solving Rubric-Assessment.docx (Word Document (Open XML)) (See appendix)

**Findings for Problem Solving**

**Summary of Findings:** Physics faculty were each given a copy of the Problem Solving Skills Rubric (see Supporting Attachments) and were asked to complete the rubric for each physics major who took the physics courses listed in the description of outcome #2 in the academic years.
Faculty met on April 24, 2015 to discuss the results. Using all scores, averages were calculated for each student in each category of the rubric. The results show that at least 70% of the students are rated as satisfactory or better in each category. A copy of the results is shown in the attachment below.

**Results:** Target Achievement: Met
**Recommendations:**
**Reflections/Notes:**
**Substantiating Evidence:**
[Assessment Spring 2015.docx (Word Document (Open XML))] (See appendix)

<table>
<thead>
<tr>
<th>Overall Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>No text specified</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>No text specified</td>
</tr>
</tbody>
</table>

- **Action Plan**

- **Actions**

## BA/BS in Physics Outcome Set

#### Outcome #1 Fundamental Concepts

**Students pursuing a baccalaureate degree in physics will exhibit a sound grasp of fundamental concepts in the discipline.**

<table>
<thead>
<tr>
<th>Outcome #1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action:</strong> Continue to monitor</td>
</tr>
</tbody>
</table>

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action Details:** Target achievement met. Continue to monitor and reassess in two years.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

---

#### Outcome #2 Problem Solving

**Students pursuing a baccalaureate degree in physics will be able to employ problem solving skills together with scientific models and mathematical techniques to explain and predict behavior of physical systems.**

<table>
<thead>
<tr>
<th>Outcome #2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action:</strong> Continue to monitor</td>
</tr>
</tbody>
</table>
This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

**Action Details:** Target achievement met. Continue to monitor and reassess in two years.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

---

## Status Report

### Action Statuses

### BA/BS in Physics Outcome Set

#### Outcome #1 Fundamental Concepts

Students pursuing a baccalaureate degree in physics will exhibit a sound grasp of fundamental concepts in the discipline.

<table>
<thead>
<tr>
<th>Outcome #1</th>
<th><strong>Action:</strong> Continue to monitor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Details:</strong> Target achievement met. Continue to monitor and reassess in two years.</td>
<td></td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Key/Responsible Personnel:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Measures:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Resource Allocations:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Priority:</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Status** for Continue to monitor

No Status Added

#### Outcome #2 Problem Solving

Students pursuing a baccalaureate degree in physics will be able to employ problem solving skills together with scientific models and mathematical techniques to explain and predict behavior of physical systems.

<table>
<thead>
<tr>
<th>Outcome #2</th>
<th><strong>Action:</strong> Continue to monitor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Details:</strong> Target achievement met. Continue to monitor and reassess in two years.</td>
<td></td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Key/Responsible Personnel:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Measures:</strong></td>
<td></td>
</tr>
</tbody>
</table>
Resource Allocations:

Priority:

---

**Status** for Continue to monitor

No Status Added

Status Summary

No text specified

Summary of Next Steps

No text specified
2015-2016 Assessment Cycle

Assessment Plan

Outcomes and Measures

BA/BS in Physics Outcome Set

Outcome #3 Laboratory Procedures
Students pursuing a baccalaureate degree in physics will be able to carry out basic laboratory procedures demonstrating appropriate use of instrumentation, quantitative measurement, and data analysis.

<table>
<thead>
<tr>
<th>Outcome #3</th>
<th>Measure: Laboratory Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Direct - Other</td>
</tr>
</tbody>
</table>

**Details/Description:** The physics faculty will meet to complete the "Laboratory Procedures Rubric" (see "Supporting Attachments" below) with the aid of graded laboratory reports from PHYS 215L, 216L, 315 and 316 and notes/observations made by faculty members concerning the students' laboratory work in these courses.

**Target:** Essentially all of the categories in the rubric will be rated at least "Fair" with most of them rated "Good" or better.

**Implementation Plan (timeline):** By March 1 (even-numbered years): faculty members are each given a copy of the rubric and are reminded to assemble a collection of copies of graded laboratory reports from the previous year (an odd-numbered year) and the current year. By April 15: the meeting is held and the results are transmitted to TaskStream.

**Responsible Individual(s):** Valentina French

**Supporting Attachments:**
- Laboratory Skills Rubric.docx (Word Document (Open XML)) (See appendix)

Outcome #4 Communication
Students pursuing a baccalaureate degree in physics will be able to demonstrate professional communication skills.

<table>
<thead>
<tr>
<th>Outcome #4</th>
<th>Measure: Oral Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Direct - Other</td>
</tr>
</tbody>
</table>

**Details/Description:** Physics faculty members will make direct observations of student presentations in PHYS 215L, 216L, 315, 316, 405, and at professional meetings. Faculty members will meet and complete the "oral Communication Skills Rubric" (see "Supporting Attachments") based on these direct observations.

**Target:** Essentially all of the categories in the rubric will be rated at least "Fair" with most of them rated "Good" or better.

**Implementation Plan (timeline):** By March 1 (even-numbered years): physics faculty are each given a copy of the rubric and are reminded to be prepared to evaluate students' oral presentation skills based on student presentations from the previous year (an odd-numbered year) and the current year. By April 15: the meeting is held and the results are transmitted to TaskStream.

**Responsible Individual(s):** Valentina French

**Supporting Attachments:**
- Oral communication rubric.xlsx (Excel Workbook (Open XML)) (See appendix)
Program Outcomes Assessment
BA/BS in Physics

Measure: Written Communication
Direct - Other

Details/Description: The physics faculty will meet and complete the "Written Communication Skills Rubric" (see "Supporting Attachments") with the aid of written laboratory reports from PHYS 215L, 216L, 315, 316.

Target: Essentially all of the categories in the rubric will be rated at least "Fair" with most of them rated "Good" or better.

Implementation Plan (timeline): By March 1 (even-numbered years): physics faculty members are each given a copy of the rubric and are reminded to assemble a collection of copies of graded laboratory reports from the previous year (an odd-numbered year) and the current year. By April 15: the meeting is held and the results are transmitted to TaskStream.

Responsible Individual(s): Valentina French

Supporting Attachments:
- Written Communication Skills Rubric.docx (Word Document (Open XML)) (See appendix)

Assessment Findings
Finding per Measure

BA/BS in Physics Outcome Set

Outcome #3 Laboratory Procedures
Students pursuing a baccalaureate degree in physics will be able to carry out basic laboratory procedures demonstrating appropriate use of instrumentation, quantitative measurement, and data analysis.

Outcome #3
Measure: Laboratory Procedures
Direct - Other

Details/Description: The physics faculty will meet to complete the "Laboratory Procedures Rubric" (see "Supporting Attachments" below) with the aid of graded laboratory reports from PHYS 215L, 216L, 315 and 316 and notes/observations made by faculty members concerning the students' laboratory work in these courses.

Target: Essentially all of the categories in the rubric will be rated at least "Fair" with most of them rated "Good" or better.

Implementation Plan (timeline): By March 1 (even-numbered years): faculty members are each given a copy of the rubric and are reminded to assemble a collection of copies of graded laboratory reports from the previous year (an odd-numbered year) and the current year. By April 15: the meeting is held and the results are transmitted to TaskStream.

Responsible Individual(s): Valentina French

Supporting Attachments:
- Laboratory Skills Rubric.docx (Word Document (Open XML)) (See appendix)

Findings for Laboratory Procedures
No Findings Added

Outcome #4 Communication
Students pursuing a baccalaureate degree in physics will be able to demonstrate professional communication skills.

Outcome #4
Measure: Oral Communication
Direct - Other
**Details/Description:** Physics faculty members will make direct observations of student presentations in PHYS 215L, 216L, 315, 316, 405, and at professional meetings. Faculty members will meet and complete the "oral Communication Skills Rubric" (see "Supporting Attachments") based on these direct observations.

**Target:** Essentially all of the categories in the rubric will be rated at least "Fair" with most of them rated "Good" or better.

**Implementation Plan (timeline):** By March 1 (even-numbered years): physics faculty are each given a copy of the rubric and are reminded to be prepared to evaluate students' oral presentation skills based on student presentations from the previous year (an odd-numbered year) and the current year.

By April 15: the meeting is held and the results are transmitted to TaskStream.

**Responsible Individual(s):** Valentina French

**Supporting Attachments:**
- Oral communication rubric.xlsx (Excel Workbook (Open XML)) (See appendix)

---

**Findings for Oral Communication**

*No Findings Added*

---

**Measure:** Written Communication

**Details/Description:** The physics faculty will meet and complete the "Written Communication Skills Rubric" (see "Supporting Attachments") with the aid of written laboratory reports from PHYS 215L, 216L, 315, 316.

**Target:** Essentially all of the categories in the rubric will be rated at least "Fair" with most of them rated "Good" or better.

**Implementation Plan (timeline):** By March 1 (even-numbered years): physics faculty members are each given a copy of the rubric and are reminded to assemble a collection of copies of graded laboratory reports from the previous year (an odd-numbered year) and the current year.

By April 15: the meeting is held and the results are transmitted to TaskStream.

**Responsible Individual(s):** Valentina French

**Supporting Attachments:**
- Written Communication Skills Rubric.docx (Word Document (Open XML)) (See appendix)

---

**Findings for Written Communication**

*No Findings Added*

---

**Overall Recommendations**

*No text specified*

**Overall Reflection**

*No text specified*

---

**Action Plan**
Status Report
2016-2017 Assessment Cycle

- Assessment Plan
- Assessment Findings
- Action Plan
- Status Report
2017-2018 Assessment Cycle

Assessment Plan

Assessment Findings

Action Plan

Status Report
2018-2019 Assessment Cycle

- Assessment Plan
- Assessment Findings
- Action Plan
- Status Report
2019-2020 Assessment Cycle

Assessment Plan

Assessment Findings

Action Plan

Status Report
Appendix
W. Written Communication Skills Rubric.docx  (Word Document (Open XML))
If **Program Elimination** is pending you need not complete the form.)

<table>
<thead>
<tr>
<th>Question</th>
<th>Type of Answer</th>
<th>From Available Info</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationally Accredited Organization</td>
<td>Y/N</td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Student Learning Outcomes Clearly Articulated</td>
<td>Y/N</td>
<td>E. Robbins Fall 07 Survey</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2004 CoAS Report</td>
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<tr>
<td>Students Know their Learning Outcomes</td>
<td>Y/N</td>
<td></td>
<td>N</td>
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<td>Program Actively Using Student Learning Outcomes</td>
<td>Y/N</td>
<td></td>
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<tr>
<td>Does Assessment Plan Exist?</td>
<td>Y/N</td>
<td>E. Robbins Fall 07 Survey</td>
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<tr>
<td>When Was It Adopted?</td>
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<td></td>
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<tr>
<td>Data Actively Collected &amp; CBE</td>
<td>Data Ever Collected?</td>
<td>E. Robbins Fall 07 Survey</td>
<td>N</td>
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<tr>
<td></td>
<td>Data Recently/ Actively Collected?</td>
<td>E. Robbins Fall 07 Survey</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>Evidence</td>
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<tr>
<td>Data Systematically Analyzed &amp; CBE</td>
<td>Data Analyzed?</td>
<td>E. Robbins Fall 07 Survey</td>
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<td></td>
<td>Evidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis Discussed in Depts &amp; CBE</td>
<td>Analysis Discussed?</td>
<td>E. Robbins Fall 07 Survey</td>
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<tr>
<td></td>
<td>Evidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis Impacts Curriculum for Pgm &amp; CBE</td>
<td>Any Changes to Pgm Curriculum Since 2000</td>
<td>E. Robbins Fall 07 Survey</td>
<td>Y</td>
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<tr>
<td></td>
<td>Were changes as a result of SLO, Data, Analysis?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Plan Adjustments Discussed &amp;CBE</td>
<td>Has the Assessment Plan been modified since 2001</td>
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<td>Were changes as a result of SLO, Data, Analysis?</td>
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<tr>
<td></td>
<td>Evidence</td>
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<tr>
<td>Adjustments Implemented &amp; CBE</td>
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<td>Evidence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Completed by: Eric Glendening