Effective assessment is best understood as a strategy for understanding, confirming, and improving student learning.
A simple feedback loop:

(a) commitment to improving student learning and educational quality;
(b) **sustained effort to collect, analyze, and use data and information on student learning**;
(c) **evidence that students have achieved the learning intended, and respond accordingly**;
(d) shared responsibility for student learning and assessment of student learning; and
(e) successes and challenges in improving student learning and educational quality through assessment.
The process & schedule

Report was due last week (12/16/09)
Davor “took one for the team” to get an extension.

SOME KEY ELEMENTS:

- Statement of program student learning outcomes
- Description of measures used to assess student learning outcome
- Criteria used to evaluate measures of student learning
- Summary of findings for each student learning outcome

Starting point: last year's incomplete report.
From Jan.2009 Assessment Report:

[1] that our students will demonstrate proficiency with physics problems;
[2] that our students will demonstrate associated skills in mathematical, laboratory and computational techniques, plus verbal/written expression;
[3] that our students will demonstrate independent and team research skills;
[4] that our students will demonstrate awareness of the larger context of work and society for which these skills can be beneficially applied.

• Do we still endorse these particular outcomes?
• How do we measure success/failure of achieving these outcomes?
• What response do we have to modify curriculum/program to do better?
Next steps:

Template mandated, with flexibility
NCA Accreditation Year emphasis
Graduate committee to deliberate & report
Undergraduate committee to deliberate and report
U Phys steering committee input
NATS/GPhys steering committee input
Need collective response before Feb.'10