

ASSESSMENT 2010

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.
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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.

P&A Dept Student Learning Outcomes

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 to we have to modify curriculum/program to do better?
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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