Part I – Program SLO Assessment Report for 2012-13

Part I – for the 2012-13 academic year: Except for the formatting, this section nearly identical to previous years’ templates for the Program SLO Assessment reports. Because we have begun asking Deans to create College-Level Summary Reports annually, the template has been slightly modified for a) clarity for Chairs and Directors, and b) a closer fit with what the Deans and Associate Deans are being asked to report.

1. Student Learning Outcome: The student performance or learning objective as published either in the catalog or elsewhere in your department literature.

Students will make and interpret laboratory measurements in physics.

2. Overall evaluation of progress on outcome: Indicate whether or not the SLO has been met, and if met, to what level.

   _____ SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;
   _____ SLO is met, but with changes forthcoming;
   X SLO met without change required

3. Strategies and methods: Description of assessment method and choices, why they were used and how they were implemented.

Assessment based on overall performance in the Advanced Physics Lab I course, offered Winter 2013.

4. Observations gathered from data: Include findings and analyses based on the strategies and methods identified in item #3.

   a. Findings:
   The one Physics BS graduate earned a grade of 1.7 in course used to assess this SLO.
   b. Analysis of findings:
This is below average performance in a lab course that physics majors would be expected to do well in. In this case, the SLO is probably only marginally met. But with only one student involved, the result is a statistically meaningless reflection on the program.

5. **What program changes will be made based on the assessment results?**

   a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising).

   No changes are planned based on this result.

   b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year.

   N/A

6. **Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.**

   One or the other advanced physics lab course would typically be taken in the last year of the major’s coursework, making it a good measure of this SLO. The SLO itself remains relevant to the degree.
NEW: PART II – CLOSING THE LOOP
FOLLOW-UP FROM THE 2011-12 PROGRAM ASSESSMENT REPORT

In response to the university’s accrediting body, the Northwest Commission on Colleges and Universities, this section has been added. This should be viewed as a follow up to the previous year’s findings. In other words, begin with findings from 2011-12, and then describe actions taken during 2012-13 to improve student learning along, provide a brief summary of findings, and describe possible next steps.

**Working definition for closing the loop:** Using assessment results to improve student learning as well as pedagogical practices. This is an essential step in the continuous cycle of assessing student learning. It is the collaborative process through which programs use evidence of student learning to gauge the efficacy of collective educational practices, and to identify and implement strategies for improving student learning.” Adapted 8.21.13 from [http://www.hamline.edu/learning-outcomes/closing-loop.html](http://www.hamline.edu/learning-outcomes/closing-loop.html).

1. **Student Learning Outcome(s) assessed for 2010-11 (assessment for 2011-12 not done due to insufficient data)**

Demonstrate knowledge of the basic concepts of physics.

2. **Strategies implemented** during 2012-13 to improve student learning, based on findings of the 2011-12 assessment activities.

   No actions were recommended as the results were quite satisfactory.

3. **Summary of results** (may include comparative data or narrative; description of changes made to curriculum, pedagogy, mode of delivery, etc.): Describe the effect of the changes towards improving student learning and/or the learning environment.

   N/A

4. What **further changes to curriculum, pedagogy, mode of delivery**, etc. are projected based on closing-the-loop data, findings and analysis?

   N/A