

# Assessment of Student Learning Plan (ASLP): Physics Program

2017-18 Academic Year

University of Southern Maine

## A. College, Department, Date

College                   CSTH  
Department            Physics  
Date                     June 2018

## B. Contact Person for the Assessment Plan

Name and title: Paul Nakroshis/ Julie Ziffer (as of Sept 2018)

## C. Degree Program

Name of Degree Program: BA in Physics

## D. Assessment of Student Learning: Program Assessment

### Step 1: Identify the Student Learning Outcomes (SLO's)

- a. Do you have your student learning outcomes published on your department's website? Yes/**No**
  - i. If yes, please indicate the url: \_\_\_\_\_
  - ii. If no, please list 3-5 of the most important student learning outcomes for your program. **What will students know by the end of your program?**

### Students will learn:

1. **What the scientific process is, the nature of scientific truth, and how to engage in the scientific process.**
2. **To always look skeptically at any data set or hypothesis.**
3. **The major important theoretical under-pinnings of the physical universe.**
4. **How to apply theoretical ideas in experimental contexts and how to analyze data via open source computational tools.**
5. **How to work effectively on a scientific team, write in the scientific genre, and present research results orally.**

- b. Please identify **which of your student learning outcome(s) were assessed this past academic year**. (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).
- c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? Yes/**No**
- i. If yes, do you have this map published on your website? Please indicate url or attach a copy of the curriculum map.

### **Step 2: Assessment Methods Selected and Implemented**

- a. Identify which direct measures (other than course grades), that were used to determine whether students achieved the stated learning outcomes for the degree.

**Students in our program are assessed via their ability to work well in groups, to write scientific papers, and present oral research.**

- b. Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).

See: <http://people.usm.maine.edu/pauln/ilab-phy240/index.html>

**This course runs every year and is required by all majors**

### **Step 3: Using the Assessment results to Improve Student Learning**

- a. Briefly describe your unit's process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).

**No process exists**

- b. What specific changes have been or will be made to improve student learning, as a result of using the program assessment results?

c. Date of most recent program review/self-study?

**2012; In this review, the visiting committee recommended 2 more faculty and a full time laboratory technician. Since then, we lost one more faculty member that-as of now-has not been replaced.**

**E..Course Assessment Activities:** *Is your program able to report any assessment-related activities at the Course-Level... (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc)? Please briefly explain any assessment projects.*

**F. Community Engagement Activities in your departmental curriculum:**

a. Does your department have a student learning outcome that is related to any community engagement activities?

**Not currently in our understaffed state.**

b. Please indicate if any of the community engagement activities listed below are included in your program's curriculum, by noting which activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	R	<u>O</u>
Student-Faculty Community Research Project	R	<u>O</u>
Internship, or a Field Experience	R	<u>O</u>
Independent Study (community-related project)	R	<u>O</u>
Capstone Course (community-related project)	R	<u>O</u>
Service-Learning (course-based)	R	<u>O</u>
Study Abroad, or an International Program	R	<u>O</u>
Interdisciplinary Collaborative Project (community related)	R	<u>O</u>
Student Leadership Activities (related to a team project)		<b><u>Required -PHY 240 course*</u></b>
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	R	<u>O</u>
Other activities:		

c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.

**\*PHY 240 (see above)**