

**Departmental and Program Assessment
Annual Assessment Plan Basic Update**

Academic Year: _2013-2014_____

Academic Unit: _Physics_____

Chair: _Spayde_____

Student Assessment Plan (SAP) – Basic Check-list

1. Have any changes been made to your program's student assessment plan or student learning goals?
Your recent version should be on the web at
<http://www.hendrix.edu/academics/academics.aspx?id=7264>. If you have made changes, then attach a copy of the new plan or goals.

☐ yes ☒ no
2. Are student learning goals available to students on the web on the departmental/programmatic page(s)? If not, then this will be considered as an action plan for the coming year.

☒ yes ☐ no
3. Are student learning goals, appropriate for each course, included in the course syllabi in your department or program? If not, then this will be considered as an action plan for the coming year.

☒ yes ☐ no

Student Assessment Plan Development - Departments and programs who have a complete and current SAP should consider the next step in SAP development.

1. As a next step in SAP development, departments/programs are encouraged begin working on an assessment audit to determine how student learning goals fit across the courses in the major. Sometimes the term “scaffolding” is used to describe this process. This could be as complicated as a full grid of student learning goals, or a single learning goal, across the courses in the major. (This has not been required of departments, but it is a recommended next step when the SAP is up to date.) Has your program already done this?

✓ yes □ no *If yes, please provide any **new** results in either in prose or as a table. If no, then this could be the next annual action plan for your program.*

Yearly Assessment Report – each department or program is expected to have assessment discussions for at least two hours each academic year. If necessary, help is available from David Sutherland, just call.

1. What was your planned action item identified in your last report?
 - To accomplish a full department assessment review as part of the normal 7-10 year assessment cycle
2. Briefly summarize the topics discussed in your annual assessment meeting.
 - The department decided to request a two-year delay in our external review process. A variety of factors contributed to this decision: Bob Dunn’s transition to phased retirement status, the impending change to Ann Wright’s teaching load, the expected hiring of a new faculty member to replace Bob Dunn, and the impending design and deployment of a new introductory physics course. Given the amount of flux in the department it did not seem like an appropriate time to undergo a review. The CoF approved this delay.
 - The department articulated the requirements and hiring criteria for a new tenure-track faculty member after we were authorized to perform a search for Bob Dunn’s replacement.
 - The department began the process of articulating learning goals for the new introductory physics course to be offered beginning in 2015-2016.
3. What was the conclusion of your assessment discussion and how did the collected assessment data inform your conclusion? Specifically describe any curricular or programmatic changes that have been made that were based, at least in part, on the data in your SAP.
 - A curriculum proposal to create a Pre-Engineering minor was discussed. The goal of this proposal was to extend the visibility of the engineering career path to majors outside the traditional natural sciences majors. The proposal was not brought before the faculty.
4. Define one new action item for your assessment discussions next year.
 - The department will finalize the learning goals and content for the new introductory physics course in line with, and informed by, our assessment plan.
 - The department will request authorization to complete the failed tenure-track search to replace Dr. Bob Dunn. This hire will be necessary to maintain the quantity and quality of courses offered by the physics department.