

PHYSICS MULTI-YEAR ASSESSMENT PLAN (2018–2024)

Department:

Chair: Kihlstrom/Haring-Kaye

Program Learning Outcomes	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Assessment methods and tools	Benchmarks	Who is in charge?	How the loop will be closed /has been closed?
1. Knowledge/Crit. Thinking	X	X	X	X	X	X	MFT (all);	70% >50 th %ile	Chair	Dept. Discussion
2. Skills: Experimental					X		Lab abs.	90% 2 nd /60% 1 st		
3. Skills: Oral/Written			X	X	X		Science Paper(20-21); lab abs.(22-23); F/L paper	80% 2 nd /60% 1 st ; 90% 2 nd /60% 1 st	Prof of Senior Seminar	Dept. Discussion
4. Christian Orientation				X			Faith/Learning Paper	90% 2 nd /70% 1 st	Prof of Senior Seminar	Dept. Discussion
5.										
Key Questions							Means of inquiry and evaluation		Who is in charge?	Data-guided recommendations
1. Can we get an engineering program internally approved?	X						Present Proposal to Academic Senate		Chair	It gets reject: try again It gets accepted: go to KQ 2
2. Can we raise funds for Eng Prog.?		X					Capital Campaign		College Advancement	If not, keep trying, if raised go to KQ3
3. Can we hire engineering profs?			X				Run ads, interview candidates		Search Committee	If not keep trying; if so go to KQ4
4. Can we get program ABET Accredited?					X		Apply for ABET accreditation		New engineering profs	If not, keep trying, if so celebrate

GE Projects							Means of inquiry and evaluation		Who is in charge?	Data-guided recommendations
1. None										
2.										
3.										

Discussion/Comments/Reflections:

Departmental Program Review Retreats			
Date	Agenda	Decisions made	Participants
none			

Notes:

1. Adjust the Multi-Year Assessment Plan to your department six-year assessment cycle.
2. Align your program-level assessment with the institutional or General Education assessment whenever possible: e.g., if your department has outcome aligned with the Quantitative Literacy ILO it should be assessed in the 2016-2017 academic year, etc.