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### College of Letters and Science Annual Survey and Report of Departmental Assessment Practices

Please return to: Associate Dean Herbert Wang by May 25, 2001  
c/o Associate Academic Planner Elaine Klein  
307 E. South Hall, 1055 Bascom Mall, Madison WI 53706

Department Name: Physics

#### I. Assessment Plan

- Q1. The department has an assessment plan for the undergraduate program. informal  N
- Q2. The department has an assessment plan for the graduate program. - more formal  N
- Q3. The assessment plan/s is/are linked to the departmental mission. always  N

Please identify the types of tools in the assessment plan(s); if possible, indicate the academic years in which they have been or are intended to be employed:

Tools used to directly assess student learning:	Undergraduate Program	Graduate Program
National Exams	SAT, ACT	GRE on entrance
Local Exams	course exams	qualifiers ea sem
Capstone Courses	no	no
Embedded Testing	no	no
Student Portfolios	no	no
Theses, Dissertations	no	final year
Performance Evaluations	no	ea sem. for TA's &
Pre & Post Testing	no	no
Tools used to indirectly assess student learning:	Undergraduate Program	Graduate Program
Student Surveys	climate 2001*	climate 2001*
Exit Interviews	yes 1997	
Alumni Surveys	yes 1997-5 yr out	yes 1997-5 yr out
Employer Surveys	no	no
External Reviews	yes 2001	yes 2001

1st/2nd yr.

annually for grad. research stud.

\* & course evals

Q5. Of the tools used to directly assess student learning, which provide the most useful information?

Local exams, theses dissertations, perf evals

Q6. Of the tools used to directly assess student learning, which provide the least useful information?

All work well

Q7. Of the tools used to indirectly assess student learning, which provide the most useful information?

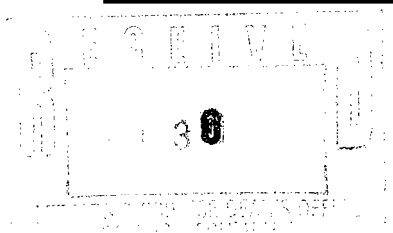
alumni surveys, course evals

Q8. Of the tools used to indirectly assess student learning, which provide the least useful information?

exit interviews

Q9. Please elaborate on any of the responses given above (please attach additional pages as needed).

We also have assessment tools in our Peer Mentor Tutor Program.



**II. Assessment Processes**

Q10. Responsibility for assessment has been assumed by      an individual  
  x   a committee

*If responsibility is delegated to an individual, this person is:*

the chair / tenured faculty / untenured faculty / academic staff / short term staff / other: \_\_\_\_\_

*If responsibility is delegated to a committee, this group is:*

Specially constituted to address assessment of student learning	<input checked="" type="radio"/> Y	<input type="radio"/> N
Part of the Curriculum Committee	<input type="radio"/> Y	<input type="radio"/> N
Part of the Executive Committee	<input checked="" type="radio"/> Y	<input type="radio"/> N
Part of the Undergraduate/Graduate Education Committee	<input type="radio"/> Y	<input type="radio"/> N
Other: _____		

Q11. The department has requested funds from the University Assessment Council (UAC) to help the department assess student learning. Y  N

*If "yes", did the UAC award the department funds?* Y N

*Were those funds useful?* Y N

Q12. The department has sought professional assistance to conduct assessment. Y  N

*If "yes", from whom has the department has sought professional assistance? (For example, the LEAD Center, the Office of Quality Improvement, the UW Survey Center, etc.)*

We are working with DOiT (WebCT) to get surveys and assessment info from enrolled students.

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**III. Additional Information**

Please attach any assessment reports you may have submitted to the University Assessment Council in compliance with the UAC's funding support requests.

In the interest of streamlining our requests for assessment information, please identify an assessment contact person: Jean Buehlman, Don Reeder

Do you have any suggestions for workshops or learning opportunities in the area of student outcomes assessment?

yes, effective survey building

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Thank you for taking time to complete this report.

***Please return this form to the Associate Dean's Office by May 25, 2001.***