

**WRIGHT COLLEGE
PROGRAM/DISCIPLINE ASSESSMENT FORM**

Program/Discipline: Department of Physical Science	Instructional Manager: Marilyn Young
Semester: Fall	Year: 2007
Department Chair: Benito Kalaw, Ph.D.	

College Mission: Wright College is a learning-centered, multi-campus institution of higher education offering students of diverse backgrounds, talents, and abilities a quality education leading to baccalaureate transfer, career advancement, and/or personal development.

Program/Discipline Mission: The mission of the Dept. of Physical Sciences is to provide our students with solid foundations in Chemistry, Physics, and Physical Sciences so that articulation of classes and material content will allow for a seamless transition into their chosen fields of interest. Our charge is to encourage students to view physical phenomena critically and develop insights which will help them discover and understand the principles that govern events in nature. All are encouraged to develop their curiosity, enhance their intellectual skills, progressively mature, and recognize the growing role of science in society.

A. Departmental Concerns - Complete During Inservice Week

Evidence:	<i>Students who took the 2006 CAAP Science Exam scored lowest in the Generalization Content Area. The Bottom 25% Group Difference was -1, which indicates our students had more difficulty in this area than the normative group.</i>
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Area of Focus:	The Generalization Content items assess students' ability to extend given information to a broader or different context. Since science is so vast, memorization is not useful for long term concept retention. However, if students can relate, group and apply concepts from different sources, their generalization skills and concept retention will improve. The Physical Sciences Tutoring Center (L-351) will be designed to increase student learning in the sciences by exposing the students to problem-solving from a variety of online and faculty resources aimed to the student's enhance generalization skills.
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B. Program/Discipline Assessment Plan – Complete During Inservice Week

Course(s) of Interest	All courses taught in the Department of Physical Sciences. <ul style="list-style-type: none"> (i) Chem 121, 201, 203, 205, 207, 212. (ii) Physics 215, 221, 222, 235, 236, 237. (iii) Physical Science 101, 111, and 112. (iv) Astronomy 201
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<p>Intended Program Student Learning Outcomes List and number each Outcome to be measured</p>	<ul style="list-style-type: none"> ▪ At the end of the semester's tutoring, the student's ability to: <ol style="list-style-type: none"> 1. Reason methodically to evaluate and solve qualitative and quantitative problems using appropriate scientific models and/or mathematical manipulations will be enhanced.
<p>Departmental Assessment Coordinator(s) List the instructor(s) leading the assessment process for each outcome listed above.</p>	<p>Professor Walter Pravica</p>
<p>Assessment Process Address the following questions: What approach will be used? Why was this process selected? How will student learning be measured? When will data collection be completed? Who will analyze the results?</p>	<ul style="list-style-type: none"> • The approach <ol style="list-style-type: none"> 1. Identify students who need help after Exam1 (4 weeks into the semester). After Exam 1 instructors will ask students about their level of satisfaction with their performance. Students expressing dissatisfaction or scoring less than a "C" on Exam 1 will be referred to the Physical Science Tutoring Center. 2. Students attending the tutoring center will indicate their current course grade, their Exam 1 grade, and the date, duration, and type of tutoring received. 3. The student's course grade at Week 4 will be compared to the final grade. • This process was selected because we have a reasonable quantitative basis for identifying low performing students. • Student learning will be measured by comparing Week 4 grades to final grades. • Data collection will be completed Spring 2008. • Professors Walter Pravica and Oleh Hanowsky.
<p>Criteria for Success For the outcomes listed above, identify the criteria used to determine success.</p>	<ul style="list-style-type: none"> • 75% of the students visiting the Physical Science Tutoring Center (5 or more times) will have a higher grade at the end of the semester.

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C. Assessment Results and Action Plan – Complete in Spring 2008	
<p>Summary of Results and Analysis of Data Collected</p> <p>What were the results of the assessment process?</p> <p>What was learned from the results?</p>	
<p>Action Plan Based on Results and Analysis</p> <p>Based on what was learned, what steps will be taken to improve student learning?</p>	

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