

Physics and Engineering
Program Learning Outcome Assessment
2022-23

Program Learning Outcomes

Graduates from the Physics B.S. and B.A. programs will demonstrate the following learning outcomes:

1. an ability to identify, formulate, and solve complex problems by applying principles of science and mathematics.
2. an ability to apply physical principles, mathematical reasoning, and computational techniques to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. an ability to communicate effectively with a range of audiences.
 - Students will effectively communicate complicated technical information in writing.
 - Students will effectively communicate complicated technical information orally.
 - Students will be able to identify, locate, evaluate, and effectively and responsibly use and cite information for the task at hand.
4. an ability to recognize ethical and professional responsibilities and make informed judgments, which must consider the impact of scientific solutions in global, economic, environmental, and societal contexts.
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use scientific judgment to draw conclusions.
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Graduates from the Engineering program will demonstrate the following learning outcomes:

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. an ability to communicate effectively with a range of audiences.
 - Students will effectively communicate complicated technical information in writing.
 - Students will effectively communicate complicated technical information orally.
 - Students will be able to identify, locate, evaluate, and effectively and responsibly use and cite information for the task at hand.
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Note: Because these program learning outcomes are very similar and the assessment points for them are the same, assessment data for physics majors and engineering majors have been combined into a single report.

Physics and Engineering

Learning Outcome: ABET #1: Students will demonstrate an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics. (CC: CT)

Outcome Measures and Criteria for Success:

Course	Outcome Assessed	Assessment Method	Threshold	Frequency
EGR2014 EGR2014L	Students will be able to set up a problem with the appropriate variables and solve the problem. (ME and EE)	Exam Question	At least 80% of the students will score 2.5 or higher on the associated rubric	Annually
EGR2024 EGR2024L	Students will be able to set up a problem with the appropriate variables and solve the problem. (all)	Exam Question	At least 80% of the students will score 2.5 or higher on the associated rubric	Annually
EGR3034 EGR3034L	Students will be able to apply a theoretical model to calculate a solution to a problem using appropriate computational techniques/software. (ME)	Exam Question	At least 80% of the students will score 2.5 or higher on the associated rubric	Alternating Year
EGR4103 (replaced EGR4013)	Students will be able to apply a theoretical model to calculate a solution to a problem using appropriate computational techniques/software. (EE and CSE)	Exam Question	At least 80% of the students will score 2.5 or higher on the associated rubric	Alternating Year
EGR4082	Students will demonstrate an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics. (all)	Faculty/Review Team Assessment of Final Project	At least 80% of the teams will score 2.5 or higher on the associated rubric	Annually
EGR4082	Student reflection on preparation to solve problems using engineering, science and mathematics. (all)	Senior Survey (Indirect Method)	80% of the respondents will say that they are satisfied or higher	Annually

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. **Broad Integrative Knowledge**
3. Intellectual Skills/Core Competencies
4. **Applied and Collaborative Learning**, and
5. Civic and Global Learning

Longitudinal Data:

Note that the PHE department changed assessment processes to align with ABET expectations for engineering curriculum. The data shown is all that we are expected to collect for ABET, both formative and summative data. The italicized data is from our previous assessment system.

EGR2014 (Formative)	Percent of Students Above 2.5			
	2019-20	2020-21	2021-22	2022-23
Identify necessary information given in the problem to arrive at a solution.	100%	67%	77%	67%
Formulate appropriate equations with corresponding variables.	100%	67%	100%	67%
Solve the problem by applying the principles identified.	100%	67%	100%	67%

EGR2024 (Formative)	Percent of Students Above 2.5			
	2019-20	2020-21	2021-22	2022-23
Identify necessary information given in the problem to arrive at a solution.	100%	82%	90%	100%
Formulate appropriate equations with corresponding variables.	100%	73%	90%	100%
Solve the problem by applying the principles identified.	100%	73%	90%	88%

EGR3034 (Summative)	Percent of Students Above 2.5			
	2019-20	2020-21	2021-22	2022-23
Identify necessary information given in the problem to arrive at a solution.		81%		100%
Formulate appropriate equations with corresponding variables.		81%		100%
Solve the problem by applying the principles identified.		94%		100%

EGR4013 - Old System (Summative)	Percent of Students Above 2.5			
	2019-20	2020-21	2021-22	2022-23
Identify necessary information given in the problem to arrive at a solution.	63%		87%	
Formulate appropriate equations with corresponding variables.	56%		87%	
Solve the problem by applying the principles identified.	63%		73%	

EGR4103 - New System (Summative)	Percent of Students Above 2.5			
	2019-20	2020-21	2021-22	2022-23
Can identify a theoretical model to calculate a solution to a problem. (EE and CSE)				100%
Can apply appropriate computational techniques/software. (EE and CSE)				100%

EGR4082 (Summative)	Percent of Students Above 2.5			
	2019-20	2020-21	2021-22	2022-23
Students will demonstrate an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics. (all)	64%	40%	67%	100%

EGR4082 (Student Survey)	Percentage of Students Indicating Satisfied or Higher
	2022-23
How well do you feel that you have been prepared to: [Apply the principles of knowledge of engineering, science, and mathematics to solve problems?]	100%

Previous Learning Outcome: Students will apply physical principles, mathematical reasoning, and computational techniques to solve real-world problems.

Previous Outcome Measure: Embedded final exam questions given in upper division mastery class on a rotating basis (EGR/PHY3063, EGR/PHY3043 and PHY4053).

Previous Criteria for Success (how do you judge if the students have met your standards): At least 75% of students will achieve an average score of 2.5 or higher on criteria described in application rubric.

Previous Data:

	Percentage Over 2.5									
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	PHY431	PHY361	PHY431	PHY361	PHY431	PHY361	PHY431	PHY3063	PHY/EGR3043	PHY/EGR3063
Application Rubric	84%	88%	82%	80%	71%	96%	81%	92%	100%	53%

** Note the courses were renumbered in the 2019-20 academic year. PHY361 became PHY3063. PHY431 became PHY4053. At that time some courses were cross listed as both engineering and physics.*

Conclusions Drawn from Data:

The students are in general meeting our benchmarks. Some of this improvement has come from the department being clearer about the expectations and also refining the tools used to assess the outcomes. As with many areas, we had some challenges during the pandemic because the senior project classes were disrupted but the outcomes seem to be returning to normal.

Changes to be Made Based on Data:

Continue to monitor data.

Rubric:

EGR2014 – Attached

EGR2024 – Attached

EGR3034 – Attached

EGR4013 – Attached

EGR4103 – Attached

EGR4082 – There is no rubric since it comes from the review sheet of the faculty and external professional review committee.

Senior Survey – No rubric for this since they are survey results.

Engineering and Physics Rubric

PLO1: Student will demonstrate an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics. (CC: CT)

Courses evaluated: EGR 2014/2014L, EGR 2024/2024L, EGR 3034/3034L, EGR 4013

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Poor
Identify necessary information given in the problem to arrive at a solution	No mistakes	Few mistakes, mostly correct	Some mistakes, some understanding	Many mistakes, not interpreting information
Formulate appropriate equations with corresponding variables	No mistakes	Few mistakes, mostly correct	Some mistakes, some understanding	Many mistakes, not interpreting information
Solve the problem by applying the principles identified	No mistakes	Few mistakes, mostly correct	Some mistakes, some understanding	Many mistakes, not interpreting information

EGR4103 Rubric

PLO1: Students will demonstrate an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics. (CC: CT)

Outcome Assessed	Excellent (4)	Good (3)	Satisfactory (2)	Unsatisfactory (1)	Excellent (4)
Can identify a theoretical model to calculate a solution to a problem. (EE and CSE)	No mistakes	Few mistakes, mostly correct	Some mistakes, some understanding	Many mistakes, not interpreting information	No mistakes
Can apply appropriate computational techniques/software. (EE and CSE)	No mistakes	Few mistakes, mostly correct	Some mistakes, some understanding	Many mistakes, not interpreting information	No mistakes

Physics and Engineering

Learning Outcome: ABET #2: Students will demonstrate an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

Outcome Measures and Criteria for Success:

Course	Outcome Assessed	Assessment Method	Threshold	Frequency
EGR4072	Student design teams will be able to successfully implement an engineering design process to identify a feasible solution to a problem.	Faculty/Review Team Assessment of Project Proposal	At least 80% of the teams will score 2.5 or higher on the associated rubric	Annually
EGR4072	Student design teams will be able to describe the constraints that impact the engineering solution to a problem. Constraints should include the technical as well as considering public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.	Faculty/Review Team Assessment of Project Proposal	At least 80% of the teams will score 2.5 or higher on the associated rubric	Annually
EGR4072	Student design teams will be able to build a budget for the project and discuss financial limitations.	Faculty/Review Team Assessment of Project Proposal	At least 80% of the teams will score 2.5 or higher on the associated rubric	Annually
EGR4082	Student design teams will be able to construct a prototype of their solution and evaluate its effectiveness.	Faculty/Review Team Assessment of Final Project	At least 80% of the teams will score 2.5 or higher on the associated rubric	Annually
EGR4082	Student reflection on preparation to design engineering solutions. (all)	Senior Survey (Indirect Method)	80% of the respondents will say that they are satisfied or higher	Annually

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Note that the PHE department changed assessment processes to align with ABET expectations for engineering curriculum. The data shown is all that we are expected to collect for ABET, both formative and summative data. The italicized data is from our previous assessment system.

EGR4072 (Summative)	Percent of Students Above 2.5			
	2019-20	2020-21	2021-22	2022-23
Student design teams will be able to successfully implement an engineering design process to identify a feasible solution to a problem.	33%	30%	70%	100%
Student design teams will be able to describe the constraints that impact the engineering solution to a problem. Constraints should include the technical as well as considering public health, safety and welfare, as well as global, cultural, social, environmental and economic factors.	33%	50%	70%	100%
Student design teams will be able to build a budget for the project and discuss financial limitations.	78%	30%	80%	100%

EGR4082 (Summative)	Percent of Students Above 2.5			
	2019-20*	2020-21*	2021-22	2022-23
Student design teams will be able to construct a prototype of their solution and evaluate its effectiveness.	67%	40%	67%	83%

Note that these assessments are based on senior design projects and the 2019-20 and 2020-21 academic years had some challenges with students accessing labs and workspaces to complete their projects.

EGR4082 (Student Survey)	Percentage of Students Indicating Satisfied or Higher
	2022-23
How well do you feel that you have been prepared to: [Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors?]	67%

Previous Learning Outcome: Students will design and conduct experiments or complete engineering design projects as well as analyze and interpret data.

Previous Outcome Measure: Assessment of design as part of EGR/PHY4082 Senior Project.

Previous Criteria for Success: At least 75% of students will achieve an average score of 2.5 or higher on criteria described in experimental rubric.

Previous Data:

	Percentage of Students scoring 2.5 or higher									
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Design Rubric	75%	N/A	88%	93%	89%	86%	100%	69%	80%	78%

**Note that 2019-20 and 2020-21 were COVID years.*

Conclusions Drawn from Data:

As we have made our expectations clearer, particularly as it applies to documenting design thinking in their senior projects, the students' scores have attained our benchmark. We also saw some challenges in design work and carrying out designs during the pandemic due to students not having access to our labs or equipment. The student survey indicates that some students would like to be better prepared in design thinking (though this was a relatively small sample so a single student changing their answer would have had this result above the threshold).

Changes to be Made Based on Data:

The department is considering ways to add more design thinking into coursework and this may ultimately involve some curriculum change (e.g. rearranging the curriculum to add a class in design for mechanical engineers), but we are still doing research into how other institutions have addressed this issue.

Rubric:

EGR4072 and EGR4082 – There is no rubric since it comes from the review sheet of the faculty and external professional review committee.

Senior Survey – No rubric for this since they are survey results.

Physics and Engineering

Learning Outcome: ABET #3: Students will demonstrate an ability to communicate effectively with a range of audiences.

- Students will be able to speak about their work with precision, clarity and organization. (CC: OC)
- Students will be able to write about their work with precision, clarity and organization. (CC: WC)
- Students will be able to identify, locate, evaluate, and effectively and responsibly use and cite information for the task at hand. (CC: IL)

Outcome Measures and Criteria for Success:

Course	Outcome Assessed	Assessment Method	Threshold	Frequency
EGR2024L	Students will be able to write a lab report that accurately summarizes the experiment and the results.	Lab Report	At least 80% of the students will score 2.5 or higher on the associated rubric	Annually
PHY3004L	Students will be able to write a lab report that accurately summarizes the experiment and the results.	Lab Report	At least 80% of the students will score 2.5 or higher on the associated rubric	Alternating Year
EGR3093L	Students will be able to write a lab report that accurately summarizes the experiment and the results.	Lab Report	At least 80% of the students will score 2.5 or higher on the associated rubric	Alternating Year
EGR4082	Students will be able to speak about their work with precision, clarity and organization.	Faculty Team Assessment of Final Project Presentation	At least 80% of the teams will score 2.5 or higher on the associated rubric	Annually
EGR4082	Students will be able to write about their work with precision, clarity and organization.	Faculty Team Assessment of Final Project Report	At least 80% of the teams will score 2.5 or higher on the associated rubric	Annually
EGR4082	Students will be able to identify, locate, evaluate, and effectively and responsibly use and cite information for the task at hand.	Faculty Team Assessment of Final Project Report	At least 80% of the teams will score 2.5 or higher on the associated rubric	Annually
EGR4082	Student reflection on preparation to communicate effectively	Senior Survey (Indirect Method)	80% of the respondents will say that they are satisfied or higher	Annually

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Note that the PHE department changed assessment processes to align with ABET expectations for engineering curriculum. The data shown is all that we are expected to collect for ABET, both formative and summative data, so some formative data has been added as well as some additional data gathered from laboratory reports.

EGR2024 (Formative)	Percent of Students Above 2.5			
	2019-20	2020-21	2021-22	2022-23
Students will be able to write a lab report that accurately summarizes the experiment and the results	0%	33%	56%	
Writing is precise, clear, and organized				100%
Writing accurately summarizes the experiment				100%
Writing accurately summarizes the main results of the experiment				100%

PHY3004 (Summative)	Percent of Students Above 2.5			
	2019-20	2020-21	2021-22	2022-23
Students will be able to write a lab report that accurately summarizes the experiment and the results	60%	100%	63%	100%

EGR3093 (Summative)	Percent of Students Above 2.5			
	2019-20	2020-21	2021-22	2022-23
Students will be able to write a lab report that accurately summarizes the experiment and the results	100%		100%	

EGR4082 - Speaking (Summative)	Percentage of Students at 2.5 or higher								
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20*	2020-21*	2021-22	2022-23
Oral Presentation Rubric Scores	100%	100%	100%	93%	75%	100%	88%	100%	100%

EGR4082 - Writing (Summative)	Percentage of Students at 2.5 or higher								
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20*	2020-21*	2021-22**	2022-23
Written Report Rubric	100%	100%	84%	64%	100%	No Data	80%	67%	100%

EGR4082 - Information Literacy (Summative)	Percentage of Students at 2.5 or higher								
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20*	2020-21*	2021-22	2022-23
Written Report Rubric IL	63%	86%	53%	43%	44%	No Data	80%	100%	83%

* Indicates a COVID year

** The students who missed the benchmark scored a 2.46 so this was withing .04 of having 100% of the students meet the benchmark.

EGR4082 (Student Survey)	Percentage of Students Indicating Satisfied or Higher
	2022-23
How well do you feel that you have been prepared to: [Communicate truthfully and effectively?]	100%
How well do you feel that you have been prepared to: [Communicate orally?]	83%
How well do you feel that you have been prepared to: [Communicate in writing?]	100%

Conclusions Drawn from Data:

The students are generally meeting our benchmarks. We have seen improvement in the results with the lab reports as we have made our expectations clearer.

Changes to be Made Based on Data:

Continue to monitor progress and emphasize the components of a thorough lab report.

Rubrics:

EGR2024 - attached

PHY3004 - attached

EGR3093 - attached

Oral Presentation - attached

Writing - attached

Information Literacy – This is a subset of the writing rubric.

The senior data comes from a survey and thus has no rubric.

EGR 2024 Assessment Method: Lab Report (Current)

PLO3: Students will demonstrate an ability to communicate effectively with a range of audiences.

- Students will be able to speak about their work with precision, clarity, and organization. (CC: OC)
- Students will be able to write about their work with precision, clarity and organization. (CC: WC)
- Students will be able to identify, locate, evaluate, and effectively and responsibly use and cite information for the task at hand. (CC: IL)

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Poor
Writing is precise, clear, and organized	No mistakes	Few mistakes, mostly clear and organized	Some mistakes, some ambiguity	Many mistakes, writing is ambiguous and not organized
Writing accurately summarizes the experiment	No mistakes	Few mistakes, mostly clear and organized	Some mistakes, some ambiguity	Many mistakes, writing is ambiguous and not organized
Writing accurately summarizes the main results of the experiment	No mistakes	Few mistakes, mostly clear and organized	Some mistakes, some ambiguity	Many mistakes, writing is ambiguous and not organized

EGR 2024L Assessment Method: Lab Report (Past)

PLO3: Students will demonstrate an ability to communicate effectively with a range of audiences.

- Students will be able to speak about their work with precision, clarity, and organization. (CC: OC)
- Students will be able to write about their work with precision, clarity and organization. (CC: WC)
- Students will be able to identify, locate, evaluate, and effectively and responsibly use and cite information for the task at hand. (CC: IL)

PLO6: Students will demonstrate an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions. (CC: QR)

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Poor
3. Students will be able to write a lab report that accurately summarizes the experiment and the results.	No mistakes	Few mistakes, mostly clear and organized	Some mistakes, some ambiguity	Many mistakes, writing is ambiguous and not organized
6. Students will be able to carry out an experiment based on instructions and accurately record data.	No mistakes	Few mistakes, mostly clear and organized	Some mistakes, some ambiguity	Many mistakes, writing is ambiguous and not organized
6. Students will be able to analyze experimental data and draw conclusions.	No mistakes	Few mistakes, mostly clear and organized	Some mistakes, some ambiguity	Many mistakes, writing is ambiguous and not organized

PHY 3004L Assessment Method: Lab Report

PLO3: Students will demonstrate an ability to communicate effectively with a range of audiences.

- Students will be able to speak about their work with precision, clarity, and organization. (CC: OC)
- Students will be able to write about their work with precision, clarity and organization. (CC: WC)
- Students will be able to identify, locate, evaluate, and effectively and responsibly use and cite information for the task at hand. (CC: IL)

PLO6: Students will demonstrate an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions. (CC: QR)

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Poor
3. Students will be able to write a lab report that accurately summarizes the experiment and the results.	No mistakes	Few mistakes, mostly clear and organized	Some mistakes, some ambiguity	Many mistakes, writing is ambiguous and not organized
6. Students will be able to compare experimental results to appropriate theoretical models and explain differences, including quantifying sources of error.	No mistakes	Few mistakes, mostly clear and organized	Some mistakes, some ambiguity	Many mistakes, writing is ambiguous and not organized

EGR 3093L Assessment Method: Lab Report

PLO3: Students will demonstrate an ability to communicate effectively with a range of audiences.

- Students will be able to speak about their work with precision, clarity, and organization. (CC: OC)
- Students will be able to write about their work with precision, clarity and organization. (CC: WC)
- Students will be able to identify, locate, evaluate, and effectively and responsibly use and cite information for the task at hand. (CC: IL)

PLO6: Students will demonstrate an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions. (CC: QR)

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Poor
3. Students will be able to write a lab report that accurately summarizes the experiment and the results.	No mistakes	Few mistakes, mostly clear and organized	Some mistakes, some ambiguity	Many mistakes, writing is ambiguous and not organized
6. Students will be able to compare experimental results to appropriate theoretical models and explain differences, including quantifying sources of error.	No mistakes	Few mistakes, mostly clear and organized	Some mistakes, some ambiguity	Many mistakes, writing is ambiguous and not organized

PHY-ENG Oral Presentation Rubric Update

Criteria	Outstanding	High Satisfactory	Low Satisfactory	Unsatisfactory
Command of material	<input type="checkbox"/> Clearly knows material	<input type="checkbox"/> Knows most key facts	<input type="checkbox"/> Reads some, knows some	<input type="checkbox"/> Reads many sentences from slides
	<input type="checkbox"/> Expands on PowerPoint slides	<input type="checkbox"/> Some expansion on slides	<input type="checkbox"/> No expansion on slides	<input type="checkbox"/> Dependent on notes
	<input type="checkbox"/> Content appropriate for audience	<input type="checkbox"/> Partial adaptation for audience	<input type="checkbox"/> Little adaptation of content for audience	<input type="checkbox"/> Lacks adaptation of content to audience
Organization	<input type="checkbox"/> Clear and concise outline	<input type="checkbox"/> Clear outline	<input type="checkbox"/> Some sense of outline	<input type="checkbox"/> No clear sense of outline
	<input type="checkbox"/> Relevant graphics and key text items on slides	<input type="checkbox"/> Too much information on slides (not concise)	<input type="checkbox"/> Too much information and detail	<input type="checkbox"/> Slides are in paragraphs; too much detailed information on one slide
	<input type="checkbox"/> Plus/minus 30 seconds of time limit	<input type="checkbox"/> Plus/minus 60 seconds of time limit	<input type="checkbox"/> Plus/minus 1.5 minutes of time limit	<input type="checkbox"/> Plus/minus 2 minutes of time limit
Presentation skills	<input type="checkbox"/> Clearly has practiced several times; smooth transitions	<input type="checkbox"/> Practiced, but transitions are not smooth	<input type="checkbox"/> Practiced, but no transitions between slides	<input type="checkbox"/> Not practiced, doesn't anticipate content of next slide
	<input type="checkbox"/> Free of uhms and the like	<input type="checkbox"/> Few uhms and the like	<input type="checkbox"/> Many uhms and the like	<input type="checkbox"/> Uhms and the like detract from the presentation
	<input type="checkbox"/> Clearly heard and used inflection for emphasis	<input type="checkbox"/> Understood much of the time and some inflection	<input type="checkbox"/> Some difficulty hearing and little inflection	<input type="checkbox"/> Cannot be heard and/or speaks in a monotone
	<input type="checkbox"/> Engages audience with eye contact	<input type="checkbox"/> Some engagement with eye contact	<input type="checkbox"/> Infrequent eye contact	<input type="checkbox"/> No eye contact
	<input type="checkbox"/> Engages audience with gestures	<input type="checkbox"/> Some engagement with gestures	<input type="checkbox"/> Some distracting gestures	<input type="checkbox"/> Frequent distracting gestures
Presentation tools	<input type="checkbox"/> PPT background is matched to content, legible font, graphics, seamless transitions	<input type="checkbox"/> Appropriate background, font, transitions	<input type="checkbox"/> Distracting backgrounds, transitions, fonts hard to read	<input type="checkbox"/> No attention to backgrounds, transitions, fonts very hard to read
	<input type="checkbox"/> Appropriate graphics used	<input type="checkbox"/> Some graphics used to enhance presentation	<input type="checkbox"/> Graphics do not enhance presentation	<input type="checkbox"/> Distracting use of graphics

PHY-ENG Written Presentation Rubric

Criteria	Outstanding	High Satisfactory	Low Satisfactory	Unsatisfactory
Structural pieces	<input type="checkbox"/> Abstract is a clear and concise summary of all relevant results and descriptions in the order emphasized in the paper	<input type="checkbox"/> Abstract could be made clear and/or concise with minor changes	<input type="checkbox"/> Abstract is missing some information and/or contains unnecessary information	<input type="checkbox"/> Abstract does not contain necessary information
	<input type="checkbox"/> Introduction indicates precise subject, scope, and purpose	<input type="checkbox"/> Introduction is missing one of the following: precise subject, scope or purpose	<input type="checkbox"/> Introduction is missing two of the following: precise subject, scope or purpose	<input type="checkbox"/> Introduction does not give precise subject, scope and purpose
	<input type="checkbox"/> Main body is well organized, logical and contains all necessary information without extra information	<input type="checkbox"/> Main body lacks some organization	<input type="checkbox"/> Main body is missing some important pieces and/or is not well organized	<input type="checkbox"/> Main body is not well organized, lacks logical arguments and relevant data
	<input type="checkbox"/> Conclusion appropriately sums up, gives conclusions, and recommendations	<input type="checkbox"/> Conclusion does two of the following: sums up, gives conclusions, and recommendations	<input type="checkbox"/> Conclusion does one of the following: sums up, gives conclusions, and recommendations	<input type="checkbox"/> Conclusion does not provide any summation, conclusions, or recommendations
	<input type="checkbox"/> Multiple references from reputable sources	<input type="checkbox"/> Most references from distinct reputable sources	<input type="checkbox"/> Some references from reputable sources	<input type="checkbox"/> No bibliography or all references from untrusted sources
	<input type="checkbox"/> References cited in the body of the document	<input type="checkbox"/> Some citations of reference in the body	<input type="checkbox"/> Limited citation references	<input type="checkbox"/> No citation of references
Data	<input type="checkbox"/> Data is clearly presented in properly formatted tables, figures and graphs where appropriate	<input type="checkbox"/> Some data could be presented more clearly	<input type="checkbox"/> Data is poorly presented and some key data is missing	<input type="checkbox"/> Several pieces of key data are missing
	<input type="checkbox"/> All uncertainties are shown and error propagation is carried out where appropriate	<input type="checkbox"/> Most uncertainties are shown and propagation of error carried out	<input type="checkbox"/> Many uncertainties are missing and/or propagation or error not carried out correctly	<input type="checkbox"/> No uncertainties of measurements are shown
Grammar, spelling and style	<input type="checkbox"/> No grammatical or spelling errors	<input type="checkbox"/> Few grammatical and spelling errors	<input type="checkbox"/> Some grammatical and spelling errors	<input type="checkbox"/> Many grammatical and spelling errors
	<input type="checkbox"/> Equations well formatted and variables introduced as needed	<input type="checkbox"/> A few errors in formatting equations	<input type="checkbox"/> Poorly formatted equations	<input type="checkbox"/> Incorrect equations
	<input type="checkbox"/> Appropriate style (no first-person, past tense when reporting was done)	<input type="checkbox"/> A few informal statements and/or tense	<input type="checkbox"/> Several areas which are too informal and tense errors	<input type="checkbox"/> Very informal and/or use of future tense where not appropriate
	<input type="checkbox"/> Clear sentences and ideas are presented in a way that won't be misunderstood	<input type="checkbox"/> A few unclear sentences	<input type="checkbox"/> Many complex and unclear sentences	<input type="checkbox"/> Many sentences are unclear and have overly complex construction
	<input type="checkbox"/> Concise and quantitative as subject matter permits	<input type="checkbox"/> A few unnecessary words and ideas	<input type="checkbox"/> Frequent extra and inexact words	<input type="checkbox"/> Many vague, inexact, and/or idle words
	<input type="checkbox"/> Arguments are complete and logical	<input type="checkbox"/> Most arguments are complete	<input type="checkbox"/> Several arguments are difficult to follow	<input type="checkbox"/> Arguments are incomplete, illogical, and may contain unnecessary information and specialized jargon

Physics and Engineering

Learning Outcome: ABET #4: Students will demonstrate an ability to recognize ethical and professional responsibilities and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

Outcome Measures and Criteria for Success:

Course	Outcome Assessed	Assessment Method	Threshold	Frequency
EGR1023 EGR1023L	Students will be able to determine an ethical response to a hypothetical engineering problem, acknowledging the impact of their solutions in the context of the problem (global, economic, environmental, societal),	Homework Assignment or Exam Question	At least 80% of the students will score 2.5 or higher on the associated rubric	Annually
EGR2014 EGR2014L	Students will be able to determine an ethical response to a hypothetical engineering problem, acknowledging the impact of their solutions in the context of the problem (global, economic, environmental, societal).	Homework Assignment or Exam Question	At least 80% of the students will score 2.5 or higher on the associated rubric	Annually
EGR3023	Students will be able to determine an ethical response to a hypothetical engineering problem, acknowledging the impact of their solutions in the context of the problem (global, economic, environmental, societal).	Homework Assignment or Exam Question	At least 80% of the students will score 2.5 or higher on the associated rubric	Alternating Year
EGR4072	Students will be able to describe the role of codes of ethics in engineering work and identify sections of a code that impact a particular case study.	Homework Assignment	At least 80% of the students will score 2.5 or higher on the associated rubric	Annually
EGR4082	Students will be able to describe the role of engineering ethics, professional responsibility and the impact of contexts in their project.	Faculty/Review Team Assessment of Final Project	At least 80% of the teams will score 2.5 or higher on the associated rubric	Annually
EGR4082	Student reflection on preparation to recognize ethical and professional responsibilities and make informed judgements.	Senior Survey (Indirect Method)	80% of the respondents will say that they are satisfied or higher	Annually

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Note that the PHE department changed assessment processes to align with ABET expectations for engineering curriculum. The data shown is all that we are expected to collect for ABET, both formative and summative data. Specifically assessing ethical considerations is new for the department and we have been building a set of modules on ethics to be placed throughout the curriculum. 2022-23 was the first year of using these modules.

EGR1023 (Formative)	Percentage of Students with Average 2.5 or Above
	2022-23
Can identify an ethical issue in a problem or scenario.	71%
Can apply an ethical framework to ethical issue (virtue, utilitarianism, deontology, analogies) to scenario.	64%
Can make and support plausible ethical decision(s).	71%

EGR2014 (Formative)	Percentage of Students with Average 2.5 or Above
	2022-23
Can identify an ethical issue in a problem or scenario.	83%
Can apply an ethical framework to ethical issue (virtue, utilitarianism, deontology, analogies) to scenario.	83%
Can make and support plausible ethical decision(s).	83%

EGR3023 (Summative for CE Students)	Percentage of Students With Average 2.5 or Above
	2022-23
Can identify an ethical issue in a problem or scenario.	N/A
Can apply an ethical framework to ethical issue (virtue, utilitarianism, deontology, analogies) to scenario.	N/A
Can make and support plausible ethical decision(s).	N/A

Note that there were no Computer Engineering students in the class in 2022-23

EGR4072 (Summative)	Percentage of Students with Average 2.5 or Above
	2022-23
Can identify an ethical issue in a problem or scenario.	100%
Can apply an ethical framework to ethical issue (virtue, utilitarianism, deontology, analogies) to scenario.	50%
Can make and support plausible ethical decision(s).	100%

EGR4082 (Summative)	Percentage of Students with Average 2.5 or Above
	2022-23
Students will be able to describe the role of engineering ethics, professional responsibility, and their impact of contexts in their project.	83%

EGR4082 (Student Survey)	Percentage of Students Indicating Satisfied or Higher
	2022-23
How well do you feel that you have been prepared to: [Recognize ethical and professional responsibilities in engineering?]	100%
How well do you feel that you have been prepared to: [Make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts?]	83%

Conclusions Drawn from Data:

The students are partially meeting our benchmarks. We have just introduced these assessments this year and introduced ethics modules in classes in the last year and a half. Our expectation is that more practice will produce stronger outcomes.

Changes to be Made Based on Data:

Continue to introduce modules and monitor progress.

Rubric:

EGR1023/EGR2014/EGR3023/EGR4072 - See the next page for the rubric used in all classes.

EGR4082 – There is no rubric since it comes from the review sheet of the faculty and external professional review committee.

Senior Survey – No rubric for this since they are survey results.

Ethics Rubric

	Unsatisfactory (1)	Satisfactory (2)	Good (3)	Excellent (4)
<p>Can identify an ethical issue in a problem or scenario.</p> <p>(Ethical Issue Recognition)</p>	Student is unable to identify the core ethical issue of the scenario.	Student identifies a concern of the scenario, but not a core ethical issue.	Student identifies a core ethical issue, but not a secondary concern.	Student identifies a core ethical issue along with secondary concerns.
<p>Can apply an ethical framework to an ethical issue (virtue, utilitarianism, deontology, analogies) to scenario.</p> <p>(Application of Ethical Perspectives/Concepts)</p>	Student is unable to state an ethical framework.	Student states an ethical framework and makes an attempt to apply it to the scenario.	Student states an ethical framework and is mostly correct in applying it to the scenario.	Student states an ethical framework and can correctly apply it to the scenario.
<p>Can make and support plausible ethical decision(s).</p> <p>(Informed Judgement)</p>	Student is unable to form and support a plausible ethical decision.	Student forms a plausible ethical decision, however no support is given.	Student forms a plausible ethical decision and provides minimum support.	Student forms a plausible ethical decision and provides strong support.

Physics and Engineering

Learning Outcome: ABET #5: Students will demonstrate an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

Outcome Measures and Criteria for Success:

Course	Outcome Assessed	Assessment Method	Threshold	Frequency
EGR1023 EGR1023L	Students will demonstrate an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.	Homework Assignment to Complete Evaluation of Each Team Member	At least 80% of the students will score 2.5 or higher on the associated rubric	Annually
PHY3004 PHY3004L	Students will demonstrate an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.	Homework Assignment to Complete Evaluation of Each Team Member	At least 80% of the students will score 2.5 or higher on the associated rubric	Annually
EGR4042 EGR4042L	Students will demonstrate an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.	Homework Assignment to Complete Evaluation of Each Team Member	At least 80% of the students will score 2.5 or higher on the associated rubric	Alternating Year
EGR4072	Students will demonstrate an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.	Homework Assignment to Complete Evaluation of Each Team Member	At least 80% of the students will score 2.5 or higher on the associated rubric	Annually
EGR4082	Students will demonstrate an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.	Homework Assignment to Complete Evaluation of Each Team Member	At least 80% of the students will score 2.5 or higher on the associated rubric	Annually
EGR4082	Student reflection on preparation to be part of a team.	Senior Survey (Indirect Method)	80% of the respondents will say that they are satisfied or higher	Annually

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Note that the PHE department changed assessment processes to align with ABET expectations for engineering curriculum. The data shown is all that we are expected to collect for ABET, both formative and summative data. This is an expansion of the data that we collected previously.

EGR1023 (Formative)	Percent of Students at 2.5 or Higher
	2022-23
Focus on Task	100%
Extent to which works together	100%
Meeting habits	100%
Attitude while listening and discussing	100%
Problem solving	100%
Goal completion	100%

PHY3004 (Summative)	Percent of Students at 2.5 or Higher							
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Teamwork Rubric	94%	94%	91%	86%				
Focus on Task					100%	100%	100%	100%
Extent to which works together					100%	100%	100%	100%
Meeting habits					100%	100%	100%	100%
Attitude while listening and discussing					100%	100%	100%	100%
Problem solving					100%	100%	100%	100%
Goal completion					100%	100%	100%	100%

EGR4042 (Summative)	Percent of Students at 2.5 or Higher
	2022-23
Focus on Task	100%
Extent to which works together	100%
Meeting habits	100%
Attitude while listening and discussing	100%
Problem solving	100%
Goal completion	100%

EGR4072 (Summative)	Percent of Students at 2.5 or Higher
	2022-23
Focus on Task	100%
Extent to which works together	100%
Meeting habits	100%
Attitude while listening and discussing	100%
Problem solving	100%
Goal completion	100%

EGR4082 (Summative)	Percent of Students at 2.5 or Higher
	2022-23
Focus on Task	100%
Extent to which works together	83%
Meeting habits	83%
Attitude while listening and discussing	100%
Problem solving	100%
Goal completion	100%

EGR4082 (Student Survey)	Percentage of Students Indicating Satisfied or Higher
	2022-23
How well do you feel that you have been prepared to: [Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives?]	83%

Conclusions Drawn from Data:

Students are meeting the benchmark in this area.

Changes to be Made Based on Data:

None at this time.

Rubric:

See the next page for the rubric used in all classes.

The senior survey data comes from a survey given to seniors in their final project class.

Physics and Engineering Teamwork Rubric

Criteria	Outstanding	High Satisfactory	Low Satisfactory	Unsatisfactory
Focus on Task	<input type="checkbox"/> Stays on task all of the time	<input type="checkbox"/> Stays on task most of the time	<input type="checkbox"/> Stays on task some of the time with some reminders from group	<input type="checkbox"/> Hardly ever on task, lets others do task
Extent to which works together	<input type="checkbox"/> A very strong group member who works hard and helps others in the group	<input type="checkbox"/> A strong group member who works hard	<input type="checkbox"/> Sometimes active group member but needs to try harder	<input type="checkbox"/> Frequently choosing not to help out
Meeting habits	<input type="checkbox"/> On time to meetings or any assigned tasks	<input type="checkbox"/> Usually on time and completes any assigned task	<input type="checkbox"/> Sometimes late for meeting or not completing tasks	<input type="checkbox"/> Late or absent for many or all meetings
Attitude while listening and discussing	<input type="checkbox"/> Respectful listener, discusses, and helps direct the group in solving problems	<input type="checkbox"/> Respectful, listens and asks questions	<input type="checkbox"/> Has trouble listening with respect and takes over discussions without letting others have a turn	<input type="checkbox"/> Does not listen or consider other's ideas, blocks group from reaching agreement
Problem solving	<input type="checkbox"/> Actively seeks and suggests solutions to problems	<input type="checkbox"/> Improves on solutions and suggestions given by others	<input type="checkbox"/> Does not offer solutions but is willing to try solutions offered by others	<input type="checkbox"/> Does not try to solve problems or help others solve problems
Goal completion	<input type="checkbox"/> Works to complete group goals	<input type="checkbox"/> Usually helps to complete group goals	<input type="checkbox"/> Occasionally helps to complete group goals	<input type="checkbox"/> Does not help to complete group goals

Physics and Engineering

Learning Outcome: ABET #6: Students will demonstrate an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions. (CC: QR)

Outcome Measures and Criteria for Success:

Course	Outcome Assessed	Assessment Method	Threshold	Frequency
EGR2024 EGR2024L	Students will be able to carry out an experiment based on instructions and accurately record data.	Lab Report	At least 80% of the students will score 2.5 or higher on the associated rubric	Annually
EGR2024 EGR2024L	Students will be able to analyze experimental data and draw conclusions.	Lab Report	At least 80% of the students will score 2.5 or higher on the associated rubric	Annually
PHY3004 PHY3004L	Students will be able to compare experimental results to appropriate theoretical models and explain differences, including quantifying sources or error.	Lab Report	At least 80% of the students will score 2.5 or higher on the associated rubric	Annually
EGR3093 EGR3093L	Students will be able to compare experimental results to appropriate theoretical models and explain differences, including quantifying sources or error.	Lab Report	At least 80% of the students will score 2.5 or higher on the associated rubric	Alternating Year
EGR4082	Student reflection on preparation to conduct experiments and interpret data.	Senior Survey (Indirect Method)	80% of the respondents will say that they are satisfied or higher	Annually

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Note that the PHE department changed assessment processes to align with ABET expectations for engineering curriculum. This includes both formative and summative data. As can be seen in the data, the measurement/rubric has changed over time.

EGR2024 (Formative)	Percent of Students at 2.5 or Higher			
	2019-20	2020-21	2021-22	2022-23
Students will be able to carry out an experiment based on instructions and accurately record data	0%	27%	100%	
Students are able to follow instructions				100%
Students are able to carry out the experiment from instructions				100%
Data is accurately recorded				100%
Students will be able to analyze experimental data and draw conclusions	0%	45%	60%	
Analyze experimental data				100%
Draw conclusions from data				100%

PHY3004 (Summative)	Percent of Students at 2.5 or Higher			
	2019-20	2020-21	2021-22	2022-23
Students will be able to compare experimental results to appropriate theoretical models and explain differences, including quantifying sources of error	40%	100%	63%	100%

EGR3093 (Summative)	Percent of Students at 2.5 or Higher			
	2019-20	2020-21	2021-22	2022-23
Students will be able to compare experimental results to appropriate theoretical models and explain differences, including quantifying sources of error	100%		100%	

EGR4082 (Student Survey)	Percentage of Students Indicating Satisfied or Higher
	2022-23
How well do you feel that you have been prepared to: [Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions?]	83%

Conclusions Drawn from Data:

The students are meeting our benchmarks at the summative level. Some of the inconsistency in the data is the result of a lack of clarity in expectations for the assignments.

Changes to be Made Based on Data:

Continue to monitor student progress and clarify assignment expectations.

Rubrics:

EGR2024: The rubrics for both assessments are attached (the two current rubrics as well as the historical one are included).

PHY3004: Rubric is attached.

EGR3093: Rubric is attached.

EGR4082: This is data from a survey given to seniors.

EGR 2024 and 2024L Assessment Method: Lab Report (Current)

PLO6: Students will demonstrate an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions. (CC: QR)

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Poor
Students are able to follow instructions	No mistakes	Few mistakes, mostly follows instructions	Some mistakes, some confusion following instructions	Many mistakes, clearly does not follow instructions
Students are able to carry out the experiment from instructions	No mistakes	Few mistakes, mostly correct experimental setup	Some mistakes, some confusion with experimental setup	Many mistakes, wrong experimental setup
Data is accurately recorded	No mistakes	Few mistakes, mostly clear and organized	Some mistakes, some confusion with data	Many mistakes, data is not organized or labeled properly

EGR 2024 and 2024L Assessment Method: Lab Report (Current)

PLO6: Students will demonstrate an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions. (CC: QR)

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Poor
Analyze experimental data	Arrives at significant results of the experiment from data and identifies key features in data	Arrives at significant results of the experiment from data	Arrives at some of the significant results of the experiment from data	Does not analyze data or incorrectly analyzes data
Draw conclusions from data	Significant conclusions of the experiment are stated and further inferences are made from data	Significant conclusions of the experiment are stated	Some Significant conclusions of the experiment are stated	No conclusions stated or inaccurate conclusions from data

EGR 2024L Assessment Method: Lab Report (Past)

PLO3: Students will demonstrate an ability to communicate effectively with a range of audiences.

- Students will be able to speak about their work with precision, clarity, and organization. (CC: OC)
- Students will be able to write about their work with precision, clarity and organization. (CC: WC)
- Students will be able to identify, locate, evaluate, and effectively and responsibly use and cite information for the task at hand. (CC: IL)

PLO6: Students will demonstrate an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions. (CC: QR)

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Poor
3. Students will be able to write a lab report that accurately summarizes the experiment and the results.	No mistakes	Few mistakes, mostly clear and organized	Some mistakes, some ambiguity	Many mistakes, writing is ambiguous and not organized
6. Students will be able to carry out an experiment based on instructions and accurately record data.	No mistakes	Few mistakes, mostly clear and organized	Some mistakes, some ambiguity	Many mistakes, writing is ambiguous and not organized
6. Students will be able to analyze experimental data and draw conclusions.	No mistakes	Few mistakes, mostly clear and organized	Some mistakes, some ambiguity	Many mistakes, writing is ambiguous and not organized

PHY 3004L Assessment Method: Lab Report

PLO3: Students will demonstrate an ability to communicate effectively with a range of audiences.

- Students will be able to speak about their work with precision, clarity, and organization. (CC: OC)
- Students will be able to write about their work with precision, clarity and organization. (CC: WC)
- Students will be able to identify, locate, evaluate, and effectively and responsibly use and cite information for the task at hand. (CC: IL)

PLO6: Students will demonstrate an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions. (CC: QR)

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Poor
3. Students will be able to write a lab report that accurately summarizes the experiment and the results.	No mistakes	Few mistakes, mostly clear and organized	Some mistakes, some ambiguity	Many mistakes, writing is ambiguous and not organized
6. Students will be able to compare experimental results to appropriate theoretical models and explain differences, including quantifying sources of error.	No mistakes	Few mistakes, mostly clear and organized	Some mistakes, some ambiguity	Many mistakes, writing is ambiguous and not organized

EGR 3093L Assessment Method: Lab Report

PLO3: Students will demonstrate an ability to communicate effectively with a range of audiences

- Students will be able to speak about their work with precision, clarity, and organization. (CC: OC)
- Students will be able to write about their work with precision, clarity and organization. (CC: WC)
- Students will be able to identify, locate, evaluate, and effectively and responsibly use and cite information for the task at hand. (CC: IL)

PLO6: Students will demonstrate an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions. (CC: QR)

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Poor
3. Students will be able to write a lab report that accurately summarizes the experiment and the results.	No mistakes	Few mistakes, mostly clear and organized	Some mistakes, some ambiguity	Many mistakes, writing is ambiguous and not organized
6. Students will be able to compare experimental results to appropriate theoretical models and explain differences, including quantifying sources of error.	No mistakes	Few mistakes, mostly clear and organized	Some mistakes, some ambiguity	Many mistakes, writing is ambiguous and not organized

Physics and Engineering

Learning Outcome: ABET #7: Students will demonstrate an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Outcome Measures and Criteria for Success:

Course	Outcome Assessed	Assessment Method	Threshold	Frequency
EGR1023 EGR1023L	Students will be able to analyze the quality of information found using an online search.	Homework Assignment	At least 80% of the students will score 2.5 or higher on the associated rubric	Annually
EGR4072	Students will be able to acquire and use knowledge not in a textbook for the development of their project.	Faculty/Review Team Assessment of Project Proposal	At least 80% of the teams will score 2.5 or higher on the associated rubric	Annually
EGR4082	Student reflection on preparation to acquire and apply new knowledge.	Senior Survey (Indirect Method)	80% of the respondents will say that they are satisfied or higher	Annually

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Note that the PHE department changed assessment processes to align with ABET expectations for engineering curriculum. This includes the collection of both formative and summative data which is included here.

EGR1023 (Formative)	Percent of Students at 2.5 or Higher
	2022-23
Students will be able to analyze the quality of information found using an online search.	79%

EGR4072 (Summative)	Percent of Students at 2.5 or Higher			
	2019-20	2020-21	2021-22	2022-23
Students will be able to acquire and use knowledge not in a textbook for the development of their project.	54%	40%	91%	100%

Conclusions Drawn from Data:

Our students are meeting our benchmark at the summative level. The improvement in scores in EGR4072 Senior Project I can be attributed to our shift to making it clearer how students will demonstrate this competency.

Changes to be Made Based on Data:

None. Continue to monitor progress.

Rubrics:

EGR1023 (see attached)

EGR4072 – This is one component of the survey used by the group of faculty and working professionals who review students' projects.

EGR4082 – This data will come from an exit survey given to seniors. This question was not asked in the 2022-23 survey but has been added for the 2023-24 survey.

EGR 1023 Assessment Method: Homework Assignment

PLO7: Students will demonstrate an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Outcome Assessed	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Students will be able to analyze the quality of information found using an online search.	The student clearly and accurately differentiated between high-quality and low-quality information.	The student made one small error in discerning the quality of the information.	The student struggled with discerning the quality of the information.	The student is unable to differentiate between high-quality and low-quality information.

**Physics and Engineering Teamwork Rubric
(PHY3004L)**

Criteria	Outstanding	High Satisfactory	Low Satisfactory	Unsatisfactory
Focus on Task	<input type="checkbox"/> Stays on task all of the time	<input type="checkbox"/> Stays on task most of the time	<input type="checkbox"/> Stays on task some of the time with some reminders from group	<input type="checkbox"/> Hardly ever on task, lets others do task
Extent to which works together	<input type="checkbox"/> A very strong group member who works hard and helps others in the group	<input type="checkbox"/> A strong group member who works hard	<input type="checkbox"/> Sometimes active group member but needs to try harder	<input type="checkbox"/> Frequently choosing not to help out
Meeting habits	<input type="checkbox"/> On time to meetings or any assigned tasks	<input type="checkbox"/> Usually on time and completes any assigned task	<input type="checkbox"/> Sometimes late for meeting or not completing tasks	<input type="checkbox"/> Late or absent for many or all meetings
Attitude while listening and discussing	<input type="checkbox"/> Respectful listener, discusses, and helps direct the group in solving problems	<input type="checkbox"/> Respectful, listens and asks questions	<input type="checkbox"/> Has trouble listening with respect and takes over discussions without letting others have a turn	<input type="checkbox"/> Does not listen or consider other's ideas, blocks group from reaching agreement
Problem solving	<input type="checkbox"/> Actively seeks and suggests solutions to problems	<input type="checkbox"/> Improves on solutions and suggestions given by others	<input type="checkbox"/> Does not offer solutions but is willing to try solutions offered by others	<input type="checkbox"/> Does not try to solve problems or help others solve problems
Goal completion	<input type="checkbox"/> Works to complete group goals	<input type="checkbox"/> Usually helps to complete group goals	<input type="checkbox"/> Occasionally helps to complete group goals	<input type="checkbox"/> Does not help to complete group goals