

**Assessment of Program Student Learning Objectives (SLOs)**  
**SLO Survey of Degree Applicants**  
**Physics AS Degree, Summer 2012 – Spring 2013**



	<b># of Respondents</b>	<b>Agree Strongly</b>	<b>Agree</b>	<b>Disagree</b>	<b>Disagree Strongly</b>	<b>Mean Score</b>
Apply the Laws of Physics to real-world problems	3	100.0%	0.0%	0.0%	0.0%	4.00
Collect and analyze data to verify physical principles	3	66.7%	33.3%	0.0%	0.0%	3.67
Undertake upper division Physics coursework at a 4-year college	3	66.7%	33.3%	0.0%	0.0%	3.67

Note: "Mean Score" is derived by assigning numeric values to each response (where 1="Disagree Strongly", 2="Disagree", 3="Agree", and 4="Agree Strongly") and calculating the mean of all responses for a given question item.

## Narrative Comments

### What particular elements of CSM's Physics Program helped you the most?

- Mechanics helped me in my statics and dynamics engineering courses. Electromagnetism helped me with my engineering circuits class. And thermodynamics, optics and modern physics helped me in my materials science class. I will be using more mechanics because I'm civil engineering and I have to know mechanics well, so this program really helped me to understand mechanics.
- xxxx is the best physics professor on campus. xxxx is a very hard professor but I learned so much from xxxx. The problem solving techniques and analysis I gained from xxxx not only helped me in other Physics courses but also in all engineering and math courses.

### What particular element of CSM's Physics could be changed or added to help you?

- So far nothing. Physics 250, 260, 270 is a hard set of classes in the first place, sometimes it's hard to understand the topics but if you're willing to work hard, you can understand the concepts. So, I wouldn't change much, just let students know what they're getting into. The prerequisite checking is probably a good idea.