Action Activity Report
The University of Montana
Professional Education Unit
Secondary Education Licensure Programs
REVIEWED BY EXECUTIVE COMMITTEE

Program Name: Physics

Individual(s) Completing Report: David Macaluso

Date Submitted: 04/10/2013

Instructions: Use the Educator Preparation System (Click to access E-PAS) to locate Key Assessments for your program. Complete the questions below with the key assessment data. The intent of continuous improvement is to look critically at your key assessment data and be mindful of that data while planning future activities. If you have questions, please contact Trent Atkins (243-4978).

1. Impressions Regarding Assessment Data
   - Are your admissions data as you would expect? If no, please explain.
     I am new to the University so I have no preconceived expectations regarding admissions data and do not know whether the data match historical trends. However, it is objectively clear that the data indicate the program is in need of more candidates.

   - What strengths and/or weaknesses do you see related to candidates in your program based on an analysis of the Key Assessment data for:
     - Content Knowledge data (Key Assessments 1 and 2):
       Key Assessment 1
       From the E-PAS database: "There have not been many recent completers in Physics. Consequently, there are not key assessment data for this content area."

       Key Assessment 2
       From the E-PAS database: "There have not been many recent completers in Physics. Consequently, there are not key assessment data for this content area."

     - Clinical Practice Data (Key Assessment 4, Performance Outcomes 1 & 2):
       Key Assessment 4: Performance Outcome 1
       From the E-PAS database: "There have not been many recent completers in Physics. Consequently, there are not key assessment data for this content area."

       Key Assessment 4: Performance Outcome 2
       From the E-PAS database: "There have not been many recent completers in Physics. Consequently, there are not key assessment data for this content area."
2. Describe at least one action activity where you will address the quality, accuracy, or meaningfulness of the results. You may use either Option A (Proposed Actions for Continuous Improvement) or Option B (Continuous Improvement Narrative).

**Option A: Proposed Actions for Continuous Improvement**

Based on your analyses from above, describe one to three actions your program will engage in to assist the PEU in continuous improvement efforts:

<table>
<thead>
<tr>
<th>Action Activity</th>
<th>Rational Based on Key Assessment Data</th>
<th>When Activity will be Completed</th>
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<tr>
<td>We intend to actively recruit more candidates into the physics teacher preparation program.</td>
<td>The Key Assessment data support only one conclusion: we need more candidates. These Action Activities are entirely targeted at this need.</td>
<td>This is an ongoing activity and will continue unabated as long as there is a teacher education program at the University.</td>
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Physics also currently has a proposal pending to create Broadfield science endorsement based in Physics.
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Option B: Continuous Improvement Narrative

Detail your program plan for one to three improvements based on the analysis of your data. Need more room? Attach any additional information.

The Department of Physics and Astronomy is actively pursuing improved methods for new student recruitment. We intend to incorporate into these efforts an increased emphasis on recruiting Physics Teaching Candidates. Some of the actions being pursued include the following: a ground-up revision of our pamphlet that is regularly distributed to high school guidance counselors, and an effort to emphasize the new and dynamic research opportunities available for undergraduate physics students (including Dr. McCrady's exoplanet program and MINERVA telescope program, Dr.s Jansen and Reisenfeld's ISS-based solar observation program, and Dr. Macaluso's atomic and molecular physics program at Lawrence Berkeley National Laboratory). We are also targeting non-traditional geographic regions, i.e. outside of Montana and its immediate neighboring states (such as California and the eastern seaboard).

3. Program Highlights

Based on Key Assessment data and other evidence (press releases, program documents, newspaper articles) please share one to five highlights about your program. Please provide links for external sources where possible:

Questions? Contact Trent Atkins (243-4978, trent.atkins@umontana.edu)
or Bill McCaw (243-5395, bill.mccaw@umontana.edu).