



Student Learning Outcome Assessment Plan

Department: Biological Sciences/Science Education

Degree Program: BS-Biology Teaching

Revised Fall 2015

Student Learning Outcome (performance, knowledge, attitudes)	Related CWU Strategic Outcome(s) <a href="http://www.cwu.edu/strategic-planning/">http://www.cwu.edu/strategic-planning/</a>	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses - population)**	When Assessed (term, dates)***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
1. Demonstrate an ability to individually and collaboratively engage in inquiry and integrate the nature of science.	1.1.1 Students will achieve programmatic learning outcomes.	Science Program major/minor teaching portfolio, WEST-E content assessment, entry to and exit from program survey  SCED 301, 324, 325 course portfolios  SCED 324, 325 practicum field observation  WA Teacher Performance Assessment	All Biology Teaching major, minor, endorsement students	End of major/minor program, prior to student teaching  SCED 301, 324, 325  Student teaching	Minimum requirement is proficiency for this outcome. Student must provide suitable evidence and reflect on performance relative to associated NSES, NSTA, and WA Comp standards  SCED 301, 324, 325 portfolio performance benchmark proficiency  All standards met for WA Teacher Performance Assessment
2. Explain and apply fundamental life science content concepts, principles, and methods.	1.1.1 Students will achieve programmatic learning outcomes.	Science Program major/minor teaching portfolio, WEST-E content assessment, entry to and exit from program survey  SCED 301, 324, 325 course portfolios  SCED 324, 325 practicum field observation  WA Teacher Performance Assessment	All Biology Teaching major, minor, endorsement students	End of major/minor program, prior to student teaching  SCED 301, 324, 325  Student teaching	Minimum requirement is proficiency for this outcome. Student must provide suitable evidence and reflect on performance relative to associated NSES, NSTA, and WA Comp standards  SCED 301, 324, 325 portfolio performance benchmark proficiency  All standards met for WA Teacher Performance Assessment

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3. Demonstrate an ability to effectively facilitate learning for all students.	1.1.1 Students will achieve programmatic learning outcomes.	Science Program major/minor teaching portfolio, WEST-E content assessment, entry to and exit from program survey  SCED 324, 325 course portfolios  SCED 324, 325 practicum field observation  WA Teacher Performance Assessment	All Biology Teaching major, minor, endorsement students	End of major/minor program, prior to student teaching  SCED 324, 325  Student teaching	Minimum requirement is proficiency for this outcome. Student must provide suitable evidence and reflect on performance relative to associated NSES, NSTA, and WA Comp standards  SCED 324, 325 portfolio performance benchmark proficiency  All standards met for WA Teacher Performance Assessment
4. Create safe, effective learning environments that support inquiry, collaboration, intellectual risk-taking, ethical decision-making, and student construction of knowledge.	1.1.1 Students will achieve programmatic learning outcomes.	Science Program major/minor teaching portfolio, WEST-E content assessment, entry to and exit from program survey  SCED 301, 324, 325 course portfolios  SCED 324, 325 practicum field observation  WA Teacher Performance Assessment	All Biology Teaching major, minor, endorsement students	End of major/minor program, prior to student teaching  SCED 301, 324, 325  Student teaching	Minimum requirement is proficiency for this outcome. Student must provide suitable evidence and reflect on performance relative to associated NSES, NSTA, and WA Comp standards  SCED 301, 324, 325 portfolio performance benchmark proficiency  All standards met for WA Teacher Performance Assessment
5. Demonstrate an ability to assess teaching and learning outcomes using multiple methods, effectively evaluate teaching and learning effectiveness, and improve practice based on reflection and data.	1.1.1 Students will achieve programmatic learning outcomes.	Science Program major/minor teaching portfolio, WEST-E content assessment, entry to and exit from program survey  SCED 324, 325 course portfolios  SCED 324, 325 practicum field observation  WA Teacher Performance Assessment	All Biology Teaching major, minor, endorsement students	End of major/minor program, prior to student teaching  SCED 324, 325  Student teaching	Minimum requirement is proficiency for this outcome. Student must provide suitable evidence and reflect on performance relative to associated NSES, NSTA, and WA Comp standards  SCED 324, 325 portfolio performance benchmark proficiency  All standards met for WA Teacher Performance Assessment

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6. Demonstrate an ability to make science personally and socially relevant to individual and community by incorporating current events within collaborative and social networks.	1.1.1 Students will achieve programmatic learning outcomes.	Science Program major/minor teaching portfolio, WEST-E content assessment, entry to and exit from program survey  SCED 301, 324, 325 course portfolios  SCED 324, 325 practicum field observation  WA Teacher Performance Assessment	All Biology Teaching major, minor, endorsement students	End of major/minor program, prior to student teaching  SCED 301, 324, 325  Student teaching	Minimum requirement is proficiency for this outcome. Student must provide suitable evidence and reflect on performance relative to associated NSES, NSTA, and WA Comp standards  SCED 301, 324, 325 portfolio performance benchmark proficiency  All standards met for WA Teacher Performance Assessment
7. Participate in a variety of activities that enhance professional development and improve teaching effectiveness.	1.1.1 Students will achieve programmatic learning outcomes.	Science Program major/minor teaching portfolio, entry to and exit from program survey  SCED 324, 325, 487 course portfolio  SCED 324, 325 practicum field observation	All Biology Teaching major, minor, endorsement students	End of major/minor program, prior to student teaching  SCED 324, 325, 487	Minimum requirement is proficiency for this outcome. Student must provide suitable evidence and reflect on performance relative to associated NSES, NSTA, and WA Comp standards  SCED 324, 325, 487 portfolio performance benchmark proficiency
8. Demonstrate open-mindedness and curiosity that leads to continuous improvement as a scientist and a teacher.	1.1.1 Students will achieve programmatic learning outcomes.	Science Program major/minor teaching portfolio, entry to and exit from program survey  SCED 301, 324, 325 course portfolios  SCED 324, 325 practicum field observation	All Biology Teaching major, minor, endorsement students	End of major/minor program, prior to student teaching  SCED 301, 324, 325	Minimum requirement is proficiency for this outcome. Student must provide suitable evidence and reflect on performance relative to associated NSES, NSTA, and WA Comp standards  SCED 301, 324, 325 portfolio performance benchmark proficiency

\*Method(s) of assessment should include those that are both direct (tests, essays, presentations, projects) and indirect (surveys, interviews) in nature

\*\*Data needs to be collected and differentiated by location (Ellensburg campus vs University Centers) and modality (face-to-face, online)

\*\*\*Timing of assessment should ideally be at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)

### Assessment Cycle

Analysis and Interpretation: December  
Improvement Actions: Completed by June  
Dissemination: Completed by June

Year SLOs	15-16	16-17	17-18	18-19	19-20	20-21
1	x	x	x	x	x	x
2	x	x	x	x	x	x
3	x	x	x	x	x	x
4	x	x	x	x	x	x
5	x	x	x	x	x	x
6	x	x	x	x	x	x
7	x	x	x	x	x	x
8	x	x	x	x	x	x

### Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Ian Quitadamo	Biology/Science Education	<a href="mailto:iq@cwu.edu">iq@cwu.edu</a>	2745