



Student Learning Outcome Assessment Plan

Department: Science Education

Degree Program: BS-General Science Teaching/Broad Area Science

Student Learning Outcome (performance, knowledge, attitudes)	Related CWU Strategic Outcome(s) http://www.cwu.edu/strategic-planning/	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 324, 325, 401 course portfolios SCED 324, 325 practicum field observation edTPA	All General Science Teaching majors, Broad Area Science minors, and Science endorsement students	End of major/minor program, prior to student teaching SCED 324, 325, 401 Student teaching	Minimum requirement is proficiency for this outcome. Teacher candidate must provide suitable evidence and reflect on performance relative to NSES, NSTA, and WA Comp standards. SCED 324, 325, 401 portfolio performance benchmark proficiency All standards met for edTPA
2. Explain and apply fundamental 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 324, 325, 401 course portfolios SCED 324, 325 practicum field observation edTPA	All General Science Teaching majors, Broad Area Science minors, and Science endorsement students	End of major/minor program, prior to student teaching SCED 324, 325, 401 Student teaching	Minimum requirement is proficiency for this outcome. Teacher candidate must provide suitable evidence and reflect on performance relative to NSES, NSTA, and WA Comp standards. SCED 324, 325, 401 portfolio performance benchmark proficiency All standards met for edTPA

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3. Demonstrate an ability to effectively facilitate learning for all students.	1.1.1 Students will achieve programmatic learning outcomes. 1.1.3 Students and faculty will be increasingly engaged in the learning process in and outside the classroom.	Science Program major/minor teaching portfolio, entry to and exit from program survey SCED 324, 325 course portfolios SCED 324, 325 practicum field observation edTPA	All General Science Teaching majors, Broad Area Science minors, and Science endorsement students	End of major/minor program, prior to student teaching SCED 324, 325 Student teaching	Minimum requirement is proficiency for this outcome. Teacher candidate must provide suitable evidence and reflect on performance relative to NSES, NSTA, and WA Comp standards. SCED 324, 325 portfolio performance benchmark proficiency All standards met for edTPA
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. 1.1.3 Students and faculty will be increasingly engaged in the learning process in and outside the classroom.	Science Program major/minor teaching portfolio, WEST-E content assessment, entry to and exit from program survey SCED 324, 325, 401 course portfolio SCED 324, 325 practicum field observation edTPA	All General Science Teaching majors, Broad Area Science minors, and Science endorsement students	End of major/minor program, prior to student teaching SCED 324, 325, 401 Student teaching	Minimum requirement is proficiency for this outcome. Teacher candidate must provide suitable evidence and reflect on performance relative to NSES, NSTA, and WA Comp standards. SCED 324, 325, 401 portfolio performance benchmark proficiency All standards met for edTPA
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, entry to and exit from program survey SCED 324, 325 course portfolio SCED 324, 325 practicum field observation edTPA	All General Science Teaching majors, Broad Area Science minors, and Science endorsement students	End of major/minor program, prior to student teaching SCED 324, 325 Student teaching	Minimum requirement is proficiency for this outcome. Teacher candidate must provide suitable evidence and reflect on performance relative to NSES, NSTA, and WA Comp standards. SCED 324, 325 portfolio performance benchmark proficiency All standards met for edTPA

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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, entry to and exit from program survey SCED 324, 325, 401 course portfolio SCED 324, 325 practicum field observation edTPA	All General Science Teaching majors, Broad Area Science minors, and endorsement students	End of major/minor program, prior to student teaching SCED 324, 325, 401 Student teaching	Minimum requirement is proficiency for this outcome. Teacher candidate must provide suitable evidence and reflect on performance relative to NSES, NSTA, and WA Comp standards. SCED 324, 325, 401 portfolio performance benchmark proficiency All standards met for edTPA
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 edTPA	All General Science Teaching majors, Broad Area Science minors, and endorsement students	End of major/minor program, prior to student teaching SCED 324, 325, 487 Student teaching	Minimum requirement is proficiency for this outcome. Teacher candidate must provide suitable evidence and reflect on performance relative to 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 324, 325, 401 course portfolio SCED 324, 325 practicum field observation	All Earth Science Teaching majors, minors, and endorsement students	End of major/minor program, prior to student teaching SCED 324, 325, 401	Minimum requirement is proficiency for this outcome. Teacher candidate must provide suitable evidence and reflect on performance relative to NSES, NSTA, and WA Comp standards. SCED 324 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)

Note: This major is being eliminated as of SY 2015-16 because the state no longer includes science as a certification area. Certified teachers will be able to add it as an endorsement. We have a new major, Middle Level Science Teaching starting SY 2015-16.

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					
2						
3						
4						
5						
6						
7						
8						
9						

Assessment Oversight

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