

Undergraduate Program Data Analysis Report

Program Name: SEDU Science

Date: 4/9/12

Contact Person: Gwen Price

Directions:

1. Review the program assessment data located in D2L.
2. List the 6 to 8 assessments for each program in the box provided for Program Assessments. Examine the data collection for each program. Be sure to review both the fall and spring data collection. Answer the following questions for each program assessment placing the information in the appropriate column:
 - What does the data indicate for your program?
 - What areas of concern if any do you have regarding this assessment?
 - What recommendations do you have regarding any revisions for this assessment?
 - What program changes if any does this data suggest?
3. Save the template as a Word document and submit it to the NCATE Assessment Committee via a D2L dropbox provided in the Accreditation-NCATE link by April 9th.

Undergraduate Unit Data:

| Goal | SLO | Program Assessment | Data Analysis | Recommendations | Implementation Date |
|-------------------|--|----------------------------|--|--|---------------------|
| Content Knowledge | Teachers of science understand and can articulate the knowledge and practices of contemporary science. | Praxis II (2010 – 2011) | Bio & Earth students score right on State & National | Chem & Phys scores are based on such a low number of completers that more years of data should | None |

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| | They can interrelate and interpret important concepts, ideas, and applications in their fields of licensure; and can conduct scientific investigations. | | Averages. Chem & Physics are consistently below State and National Averages. | be considered before making changes. | |
| Content Knowledge | | Grades / Content Analysis | All meet C or above requirement. 3.0 GPA for certification. Meets all State and SPA standards. | None | None |
| General Skills of Teaching | Teachers of science create a community of diverse learners who construct meaning from their science experiences and possess a disposition for further exploration and learning. They use, and can justify, a variety of classroom arrangements, groupings, actions, strategies, and methodologies. | Portfolio Showcase/ Interview (Fall 2011) | Great @ planning and assessment. Lowest ratings on effective use of technology. | Should be aided by the new assessment: Techniques Unit Plan | Spring 2012 |
| General Skills of | Teachers of science create a community of | | Data demonstrate | Consistent use beginning Fall 2012. | Fall 2012 |

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| Teaching | diverse learners who construct meaning from their science experiences and possess a disposition for further exploration and learning. They use, and can justify, a variety of classroom arrangements, groupings, actions, strategies, and methodologies | Report of Supervision (Fall 2011) | s everyone at Acceptable or Target levels on all areas. Questions as to consistency of use. | Training for supervisors – use the supervisor training sessions to introduce the form and where it is available. There is now a new piece added due to Response to Conditions which specifically requires the observation of a laboratory experience. | |
| Assessment/ Impact on student learning | Teachers of science construct and use effective assessment strategies to determine the backgrounds and achievements of learners and facilitate their intellectual, social, and personal development. They assess students fairly and equitably, and require that students engage in ongoing self-assessment. | IAP (Fall 2011) | All students rate highly on all criteria. | None | None |
| Safety & Welfare | Teachers of science organize safe and effective learning environments that promote the success of students and the welfare of all living | Safety Assessment (Fall 2010 – | Average score dropped from Fall 2010 to Fall 2011. | Commit more time in Techniques (SEDU 471) to Safety. Should be aided by new assessment: | Spring 2012 |

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| | things. They require and promote knowledge and respect for safety, and oversee the welfare of all living things used in the classroom or found in the field. | Fall 2011) | | Techniques Unit Plan This assessment requires Safety to be addressed specifically in each plan. | |
| Curriculum | Teachers of science plan and implement an active, coherent, and effective curriculum that is consistent with the goals and recommendations of the National Science Education Standards. They begin with the end in mind and effectively incorporate contemporary practices and resources into their planning and teaching. | Instructional Techniques Unit Plan | New | Since it is a new assessment, look at data after this semester to determine any necessary changes for Fall 2012. | Spring 2012 |