

Summary of Assessment and Next Steps for SKC Secondary Science Education 2012

Throughout the year the BSSE employs a continuous process of program assessment and improvement to help ensure that SKC graduates the strongest secondary teacher candidates possible. Synergistically, a comprehensive program assessment is conducted annually that employs multiple modes of assessment including course grades, Praxis II scores, student teaching evaluations, anonymous student surveys, student work samples from BSSE keystone assignments, and interviews of student, faculty, and tribal community members who work with the program. The information gathered is analyzed and then used by BSSE personnel to regularly modify and optimize the program.

The 2012-2013 assessment of the BSSE provides multiple forms of evidence indicating that the program is graduating well prepared education professionals. Anonymous student surveys indicate that they perceive the BSSE program and the college overall as providing a high quality education and that SKC personnel involved with the BSSE are competent and caring professionals.

Next Steps for the BSSE

The following changes to the BSSE program will be made to enhance student learning and assist the department with the assessment and outcome process.

1. *InTASC Principles update* - The TEP Portfolio for the BSSE will be updated to address the new INTASC principles which provide the basis for the program design and assessment.
2. *Program assessment revision* - The metrics used to assess our learning outcomes will be reviewed and revised to align with the new InTASC standards. Further, we will examine them to assure that the assessments we use provide the best information for gauging the program's effectiveness in preparing high quality graduates ready to enter the teaching profession.
3. *Improving course completion rates* - Course completion analysis indicates that it is not uncommon for BSSE students to have to repeat some courses, particularly chemistry, physics, and calculus. Repeated struggles with courses can be discouraging for students and lead to students dropping out or switching their major. BSSE personnel and the faculty instructors for these challenging science and math courses will collaborate in examining the nature of students' struggles and will work on strategies to support increased student success in them. This will include a variety of strategies, for example modifications in instructional methods, increased formative assessment of students' progress in the courses, additional student support services such as study groups and tutoring, and improved communications with students regarding these services.
4. *Reviewing secondary emphasis in Education courses* - BSSE students indicate that they would like to see more emphasis on secondary issues in the courses that they share with other education majors. BSSE faculty will work more closely with other education faculty in reviewing the content of these courses and strengthening the secondary emphasis as deemed necessary. Possible strategies discussed in department meetings include BSSE faculty contributing content to these courses, for example, through team teaching.