

History [HIST]

Cycles included in this report:

Jun 1, 2017 to May 31, 2018

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Program Name: History [HIST]

Reporting Cycle: Jun 1, 2017 to May 31, 2018

1 Is this program offered via Distance Learning? [Approved]

100% Distance and Traditional

2 Is this program offered at an off-site location?

No

2.1 If yes to previous, provide addresses for each location where 50% or more of program credits may be earned.

3 Example of Program Improvement

2016-2017:

Nine of 11 history graduates rated the department 3.00 or higher on instructors' use of technology in the department's exit interview (spring 2017). The department has been working to ensure that all of our classrooms have usable technology resources in order to hopefully bring our scores and student satisfaction in this area up even more.

2017-2018:

Due to students struggling to meet the benchmark regarding presenting their work in a professional setting, the capstone course was schedule for fall only for the coming academic year, in order to facilitate them presenting their completed research in the spring at the annual meeting of the Louisiana Historical Association.

4 Program Highlights from the Reporting Year

2016-2017:

Department faculty members published two books and were awarded three grants/fellowships in 2016. The number of students inducted into the Phi Alpha Theta history honor society (seven) was again strong.

2017-2018:

The department succeeded in gaining state approval for a new online concentration of the General History BA program, to begin in the 2018-2019 academic year.

5 Program Mission

The purpose of the Bachelor of Arts in History is to provide our graduates with knowledge of significant past events and values, to train them in historical methodologies, to encourage critical thinking, and to give them practice in research and writing. The knowledge and skills our graduates learn will enable them to become informed, responsible citizens.

6 Institutional Mission Reference

McNeese State University is primarily a teaching institution whose mission is successful education of the undergraduate students and services to the employers and communities in its region. McNeese uses a traditional admission process based on courses completed, GPA, and standardized test scores.

The purpose of the Bachelor of Arts in History is to provide our graduates with knowledge of significant past events and values, to train them in historical methodologies, to encourage critical thinking, and to give them practice in research and writing, and to enable them to become informed and responsible citizens.

7 Assessment and Benchmark Gen Ed Critical Thinking Assignment

Assessment: Assignments administered in HIST 101, 102, 201, and 202.

Benchmark: At least 70% of students in survey courses will achieve a score of 70% or better on embedded critical thinking assignments.

Prior to 2017-2018, the benchmark was students in general education survey courses will on average score 70% or better on a critical thinking assignment in order to demonstrate proficiency in that skill.

Prior to 2015-2016, scores for pre-test and post-test were assessed, with a benchmark of 10% improvement.

Outcome Links

Historical Changes and Trends [Program]

Graduates will analyze significant historical changes and trends over time to make sound judgments in academic and professional environments.

Critical Thinking [Program]

Graduates will think critically about the people and events of the past.

7.1 Data [Not Approved]

Course	2013-2014			2014-2015		
	Pre- and post-test averages	% improvement	Benchmark met?	Pre- and post-test averages	% improvement	Benchmark met?
HIST 101	83 to 85	2%	No	83.8 to 86	2.2%	No
HIST 102	71 to 81	10%	Yes	71 to 76	5%	No
HIST 201	75 to 80	5%	No	66.7 to 71.9	5.2%	No
HIST 202	77 to 82	5%	No	73.5 to 79.7	6.2%	No

Course	2015-2016		2016-2017		2017-2018	
	# of sections	Benchmark met?	# of sections	Benchmark met?	# of sections	Benchmark met?
HIST 101	3/3	Yes	6/6	Yes	6/6	Yes
HIST 102	2/2	Yes	4/4	Yes	4/4	Yes
HIST 201	10/12	No	22/23	No	22/24	No
HIST 202	13/13	Yes	18/21	No	22/22	Yes

HIST 101:

Academic Year	Face-to-Face Sections			Online Sections		
	Students with 70% or higher		Benchmark met?	Students with 70% or higher		Benchmark met?
	#	%		#	%	
2018-2019						
2019-2020						

HIST 102:

Academic Year	Face-to-Face Sections			Online Sections		
	Students with 70% or higher		Benchmark met?	Students with 70% or higher		Benchmark met?
	#	%		#	%	
2018-2019						
2019-2020						

HIST 201:

	Face-to-Face Sections			Online Sections		
	#	%	Benchmark met?	#	%	Benchmark met?

Academic Year	Students with 70% or higher		Benchmark met?	Students with 70% or higher		Benchmark met?
	#	%		#	%	
2018-2019						
2019-2020						

HIST 202:

Academic Year	Face-to-Face Sections			Online Sections		
	Students with 70% or higher		Benchmark met?	Students with 70% or higher		Benchmark met?
	#	%		#	%	
2018-2019						
2019-2020						

Outcome Links**Historical Changes and Trends [Program]**

Graduates will analyze significant historical changes and trends over time to make sound judgments in academic and professional environments.

Critical Thinking [Program]

Graduates will think critically about the people and events of the past.

7.1.1 Analysis of Data and Plan for Continuous Improvement [Approved]

2015-2016:

The department head changed in 2015; therefore, assessment data was reported for that year, but a newly modified assessment and benchmark were created effective 2015-2016.

2016-2017:

Though not every section met the benchmark, overall the results in almost every section well exceeded the 70% threshold, and the few that missed did so by small margins.

Because this recent assessment did not provide specific-enough information about student achievement, average scores in these sections will be reported and the benchmark will be revised to state, "At least 70% of students in survey courses will achieve a score of 70% or better on embedded critical thinking assignments". Also, information was not previously disaggregated by major, but will be moving forward.

2017-2018:

Four of these sections were distance learning/CALL program courses, all of which met the benchmark.

Only two sections of HIST 201, with the same instructor, did not meet the benchmark (and only narrowly, with averages of 66 and 69 in those two sections). Will meet with that instructor to discuss strategies for improving student performances.

Outcome Links**Historical Changes and Trends [Program]**

Graduates will analyze significant historical changes and trends over time to make sound judgments in academic and professional environments.

Critical Thinking [Program]

Graduates will think critically about the people and events of the past.

8 Assessment and Benchmark Student Evaluation of Instruction (SEI)

Assessment: Student Evaluation of Instruction.

Benchmark: The mean average of students completing the Student Evaluation of Instruction (SEI) in history courses, where the scale is 1.00 to 5.00 and 5.00 is "excellent," will rate their instructor

at 4.50 or above on Item #7, which reads: "The instructor requires students to think critically about the people and events of the past."

Prior to 2016-2017, the benchmark was an average score of 4.00 or higher.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

Department of History SEI

Outcome Links

Historical Changes and Trends [Program]

Graduates will analyze significant historical changes and trends over time to make sound judgments in academic and professional environments.

Critical Thinking [Program]

Graduates will think critically about the people and events of the past.

8.1 Data

Item #7:

Academic Year	Average	Benchmark met?
2014-2015	4.57	Yes
2015-2016	4.52	Yes
2016-2017	4.57	Yes
2017-2018	4.58	Yes

Outcome Links

Critical Thinking [Program]

Graduates will think critically about the people and events of the past.

8.1.1 Analysis of Data and Plan for Continuous Improvement [Not Approved]

2015-2016:

This assessment was added in 2014-2015; however, because the benchmark of a 4.00 average has been consistently met, the department will increase the benchmark to 4.50.

2016-2017:

The new, higher benchmark was met and exceeded.

2017-2018.:

The newer benchmark was again met and exceeded, with very slightly improved results.

Outcome Links

Critical Thinking [Program]

Graduates will think critically about the people and events of the past.

9 Assessment and Benchmark History Department Exit Survey

Assessment: History Department Exit Survey.

Benchmark: 75% of history graduates on the History Department Exit Survey, where the scale is 1.00 to 4.00 and 4.00 is "Excellent," will rate the department at a 3.00 or higher on the question which asks if they gained an appreciation for elements of diversity within the world and within societies.

Outcome Links

Historical Changes and Trends [Program]

Graduates will analyze significant historical changes and trends over time to make sound judgments in academic and professional environments.

9.1 Data [Approved]

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Academic Year	Average	Benchmark met?
2014-2015	100%	Yes
2015-2016	87.5%	Yes
2016-2017	100%	Yes
2017-2018	100%	Yes

Academic Year	Students rating 3.00 or higher		Benchmark met?
	#	%	
2018-2019			
2019-2020			

Outcome Links

Historical Changes and Trends [Program]

Graduates will analyze significant historical changes and trends over time to make sound judgments in academic and professional environments.

9.1.1 Analysis of Data and Plan for Continuous Improvement [Not Approved]

2015-2016:

Maintain benchmark until summer 2017 when the department will have three continuous years of data on this new assessment and determine how to modify.

2016-2017:

The benchmark was met again, and seems appropriate to maintain. Continue to track.

2017-2018:

The benchmark was again met and program graduates express strong satisfaction with the program in this area.

Outcome Links

Historical Changes and Trends [Program]

Graduates will analyze significant historical changes and trends over time to make sound judgments in academic and professional environments.

10 Assessment and Benchmark HIST 300 Research Project/Presentation

Assessment: HIST 300 research project and presentation.

Benchmark 1: 70% of students in HIST 300 will successfully complete a research exercise in which they cite historical sources and critically analyze historical documents.

Benchmark 2: 70% of students in HIST 300 will earn a grade of C or better on an oral presentation of their research project to the class.

Outcome Links

Historical Changes and Trends [Program]

Graduates will analyze significant historical changes and trends over time to make sound judgments in academic and professional environments.

Historical Research [Program]

Graduates will conduct historical research, which includes familiarity with scholarly secondary source literature and analysis of primary sources, placing them within the larger historical and historiographic contexts.

10.1 Data

Semester	Pass Rate		Benchmark met?
	#	%	

Spring 2016	-	75%	Yes
Spring 2017	-	100%	Yes
Fall 2017	9/10	90%	Yes
Spring 2018	5/7	71%	Yes

Outcome Links

Historical Changes and Trends [Program]

Graduates will analyze significant historical changes and trends over time to make sound judgments in academic and professional environments.

10.1.1 Analysis of Data and Plan for Continuous Improvement [Not Approved]

2015-2016:

This assignment was moved to HIST 300 in 2015-2016, so the department will maintain the benchmark until three years of data have been gathered and determine how to modify the benchmark at that time.

2016-2017:

New course instructor assigned to HIST 300 for 2017-2018, and rotation of faculty teaching the course is now planned to best serve students in the major. Also, information was not previously disaggregated by major, but will be moving forward.

2017-2018:

History majors in HIST 300 met the benchmark, which it seems appropriate to maintain.

Outcome Links

Historical Changes and Trends [Program]

Graduates will analyze significant historical changes and trends over time to make sound judgments in academic and professional environments.

10.2 Data

Semester	Pass Rate		Benchmark met?
	#	%	
Spring 2016	-	100%	Yes
Spring 2017	-	100%	Yes
Fall 2017	9/10	90%	Yes
Spring 2018	6/7	86%	Yes

Outcome Links

Historical Research [Program]

Graduates will conduct historical research, which includes familiarity with scholarly secondary source literature and analysis of primary sources, placing them within the larger historical and historiographic contexts.

10.2.1 Analysis of Data and Plan for Continuous Improvement [Not Approved]

2015-2016:

Benchmark met. Success rate is high, but this is traditionally a rigorous course with comparatively high attrition, so it makes sense that the students who remain and complete the course successfully would do well on the assignment.

2016-2017:

New course instructor assigned to HIST 300 for 2017-2018, and rotation of faculty teaching the course is now planned to best serve students in the major. Also, information was not previously disaggregated by major, but will be moving forward.

2017-2018:

History majors in HIST 300 met the benchmark for the oral presentation assignment. It seems appropriate to maintain the benchmark at the current level.

Outcome Links

Historical Research [Program]

Graduates will conduct historical research, which includes familiarity with scholarly secondary source literature and analysis of primary sources, placing them within the larger historical and historiographic contexts.

11 Assessment and Benchmark HIST 410 Research Project/Presentation

Assessment: HIST 410 research project and presentation for General History Concentration students.

Benchmark 1: 70% of students in HIST 410, where students must write a lengthy history research paper, will earn a grade of C or better.

Benchmark 2: 70% of students in HIST 410, where students must present their findings orally, will earn a grade of C or better.

Outcome Links

Historical Research [Program]

Graduates will conduct historical research, which includes familiarity with scholarly secondary source literature and analysis of primary sources, placing them within the larger historical and historiographic contexts.

11.1 Data

Academic Year	Pass Rate		Benchmark met?
	#	%	
2014-2015	8/10	80%	Yes
2015-2016	3/3	100%	Yes
2016-2017	10/10	100%	Yes
2017-2018	2/2	100%	Yes

Outcome Links

Historical Research [Program]

Graduates will conduct historical research, which includes familiarity with scholarly secondary source literature and analysis of primary sources, placing them within the larger historical and historiographic contexts.

11.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Benchmark met. The department is considering starting in 2017-2018, only offering the capstone once per year to ensure a larger cohort and better scheduling efficiency. Also, information was not previously disaggregated by major, but will be moving forward.

2017-2018:

General History majors in HIST 410 met and exceeded the benchmark. Department faculty have agreed to raise the benchmark to 75% for future semesters.

Outcome Links

Historical Research [Program]

Graduates will conduct historical research, which includes familiarity with scholarly secondary source literature and analysis of primary sources, placing them within the larger historical and historiographic contexts.

11.2 Data

Academic Year	Pass Rate		Benchmark met?
	#	%	
2014-2015	7/10	70%	Yes
2015-2016	3/3	100%	Yes

2016-2017	10/10	100%	Yes
2017-2018	2/2	100%	Yes

Outcome Links

Historical Research [Program]

Graduates will conduct historical research, which includes familiarity with scholarly secondary source literature and analysis of primary sources, placing them within the larger historical and historiographic contexts.

11.2.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Benchmark met. The department is considering starting in 2017-2018 only offering the capstone once per year to ensure a larger cohort and better scheduling efficiency. Also, information was not previously disaggregated by major, but will be moving forward.

2017-2018:

General History majors in HIST 410 met and exceeded the benchmark. Department faculty agreed to raise the benchmark to 75% for future semesters.

Outcome Links

Historical Research [Program]

Graduates will conduct historical research, which includes familiarity with scholarly secondary source literature and analysis of primary sources, placing them within the larger historical and historiographic contexts.

12 Assessment and Benchmark Enrollment and Completers

Assessment: Enrollment numbers are based on candidates currently enrolled in the program who have submitted an EDUC 200 packet.

Benchmark: The EPP has set a goal to increase enrollment by 7% across programs each year from fall 2017 to fall 2021 to coincide with the MSU Strategic Plan goal concerning enrollment and recruitment.

12.1 Data

Social Studies Education - Enrollment and Completer Data:

Academic Year	# of students officially enrolled in program with an EDUC 200 packet	# of completers in fall semester	# of completers in spring semester	Total # of completers
2013-2014	20	-	-	7
2014-2015	23	-	-	6
2015-2016	17	-	-	5
2016-2017	23	-	-	2
2017-2018	11	2	1	3

12.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Enrollment dropped in 2014-2015, then exceeded the benchmark in 2015-2016. Overall program enrollment dropped slightly in 2016-2017, but number of completers continued to rise.

2017-2018:

Analysis of Data: Enrollment numbers continue to drop. The 2017-2018 numbers have decreased by 50% from the previous year.

Plan for Continuous Improvement: The Department of Education Professions has created a Recruitment Committee to assist all programs in achieving the enrollment goals set. Geaux Teach is also a recruiting effort that brings high school students onto campus and provides information about the education programs.

13 Assessment and Benchmark History Praxis

Assessment: Social Studies Praxis Content Exam.

The Social Studies Education, Grades 6-12 Praxis Content Exam is #5086. This exam must be passed prior to student teaching. The passing score required by the state for 2017-2018 is 160.

Benchmark: 80% of Social Studies Education majors will achieve a passing score on the Praxis Social Studies Education Exam (#5086) on the first attempt.

Prior to 2017-2018, the benchmark was 100% of students will pass the Social Studies content and interpretation Praxis prior to student teaching.

13.1 Data

Social Studies Education - Praxis Content #5086:

		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
#5086 overall	Number	5	1	2	2	2	1
	Mean	167	162	163	166	164.5	161
	Range	160-175	162	160-166	160-172	162-167	161
	% Pass 1st attempt	20%	100%	50%	50%	0%	0%
#5086 breakdown:	Number	4	1	2	2	2	1
United States History	Mean	13	11	11	14	12	13
	Range	8-15	11	10-11	14	12	13
	% correct (18)	72%	61%	61%	78%	67%	72%
World History	Mean	13	14	15	13	13.5	15
	Range	11-16	14	15	13	13-14	15
	% correct (18)	72%	78%	83%	72%	75%	83%
Government/Civics	Mean	13	13	12	14	12.5	14
	Range	11-14	13	10-14	11-16	12-13	14
	% correct (18)	72%	72%	67%	78%	69%	78%
Economics	Mean					10	6
	Range					9-11	6
	% correct (13)					77%	46%
Geography	Mean	9	12	8	9	10	11
	Range	8-10	12	8	7-10	10	11
	% correct (13)	69%	92%	62%	69%	77%	85%
Behavioral Sciences	Mean	6	7	7	5	7	5
	Range	5-8	7	5-9	4-6	6-8	5
	% correct (10)	60%	70%	70%	50%	70%	50%
Short Content Essays	Mean					9	8
	Range					8-10	8
	% correct (18)					50%	44%

13.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Although 100% of students passed prior to student teaching, only 50% passed on the first attempt in 2016-2017. Course content will be re-aligned to Praxis content requirements.

2017-2018:

Analysis of Data: 0% of the completers in 2017-2018 achieved a passing score on the Praxis Social Studies Content Exam. Over the past three years, 4/13 of the candidates passed the Praxis Content exam on the first attempt.

Plan for Continuous Improvement: Social Studies faculty have been invited to take the Praxis Content exam in order to better understand the topics of the exam and the type of questioning that is used on the Praxis.

14 Assessment and Benchmark FEE Content

Assessment: Field Experience Evaluation, Domain 5.

The FEE Scoring Scale is as follows: 1- Ineffective; 2- Effective: Emerging; 3- Effective: Proficient; 4- Highly Effective

Benchmark: 90% of candidates will meet or exceed the benchmark score of 3.00 or higher on each element of Domain 5 (Content Specific Components) on the Field Experience Evaluation (FEE) Rubric.

Prior to 2017-2018, the benchmark was 100% of students will meet or exceed the benchmark of 2.00, which is set by the State of Louisiana.

14.1 Data

Social Studies Education - Content specific components on FEE III:

Component	Fall 2015			Spring 2016			Fall 2016			Spring 2017		
	#	Mean	Range	#	Mean	Range	#	Mean	Range	#	Mean	Range
5.1	5	3.68	3.75-4.00	1	4.00	4.00	2	3.66	3.56-3.75	2	4.00	4.00
5.2	5	3.71	3.42-4.00	1	4.00	4.00	2	3.61	3.38-3.83	2	4.00	4.00
5.3	5	3.73	3.63-4.00	1	4.00	4.00	2	3.66	3.56-3.75	2	3.81	3.63-4.00
5.4	5	3.83	3.63-4.00	1	3.75	3.75	2	3.50	3.50	2	4.00	4.00
5.5	5	3.65	3.13-4.00	1	4.00	4.00	2	3.47	3.38-3.56	2	4.00	4.00
5.6	5	3.72	3.00-4.00	1	4.00	4.00	2	3.38	3.25-3.50	2	4.00	4.00
5.7	5	3.53	3.00-4.00	1	3.75	3.75	2	3.53	3.38-3.67	2	4.00	4.00
5.8	5	3.65	3.25-4.00	1	4.00	4.00	1	3.25	3.25	2	4.00	4.00
5.9	5	3.69	3.00-4.00	1	4.00	4.00	2	3.53	3.38-3.67	2	4.00	4.00
5.10	5	3.74	3.33-4.00	1	3.83	3.83	1	4.00	4.00	2	4.00	4.00

Component	Fall 2017			Spring 2018		
	#	Mean	Range	#	Mean	Range
5.1	2	3.88	3.75-4.00	1	3.71	3.71
5.2	2	3.69	3.50-3.88	1	3.38	3.38
5.3	2	3.82	3.63-4.00	1	3.00	3.00
5.4	2	3.69	3.63-3.75	1	3.50	3.50
5.5	2	3.63	3.50-3.75	1	3.88	3.88
5.6	2	3.82	3.75-3.88	1	3.88	3.88
5.7	2	3.79	3.75-3.83	1	4.00	4.00
5.8	2	3.88	3.75-4.00	1	4.00	4.00

5.9	2	3.67	3.50-3.83	1	3.33	3.33
5.10	2	3.88	3.75-4.00	1	3.88	3.88

14.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

100% of students exceeded the benchmark of 2.00.

2017-2018:

The benchmark was raised to 3.00 for 2017-2018.

Analysis of Data: 100% of the candidates met the benchmark of 3.00.

Plan for Continuous Improvement: The FEE content items will be analyzed to determine if additional components should be added to specifically address knowledge of the content and best practices for instruction.

15 Assessment and Benchmark inTASC Standards - Lesson Planning

Assessment: InTASC standards are aligned to the components of the lesson plan rubric.

Lesson Plan Rubric scoring scale: 1- Ineffective; 2- Effective: Emerging; 3- Effective: Proficient; 4- Highly Effective

Benchmark: 80% of the candidates will score a 3.00 or higher on each element of the Lesson Plan Rubric.

15.1 Data

Social Studies Education - Lesson Plan Data from EDUC 412:

Rubric Element	InTASC Standard		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Essential Questions		Number	5	1	2	2	2	1
		Mean	2.40	2.00	2.00	1.00		
		Range	2.00-3.00	2.00	1.00-3.00	1.00		
		% Proficient or Higher	40%	0%	50%	0%		
Content Standards		Number						
		Mean	3.00	3.00	3.00	3.50		
		Range	3.00	3.00	2.00-4.00	3.00-4.00		
		% Proficient or Higher	100%	100%	50%	100%		
Student Outcomes	4n	Number						
		Mean	3.00	3.00	2.50	3.00	4.00	4.00
		Range	3.00	3.00	2.00-3.00	2.00-4.00	4.00	4.00
		% Proficient or Higher	100%	100%	50%	50%	100%	100%
Technology	5l	Number						
		Mean	2.60	3.00	1.00	4.00	4.00	2.00
		Range	2.00-3.00	3.00	1.00	4.00	4.00	2.00
		% Proficient or Higher	60%	100%	0%	100%	100%	0%
		Number						

Educational Materials		Mean	3.00	3.00	2.00	4.00		
		Range	3.00	3.00	1.00-3.00	4.00		
		% Proficient or Higher	100%	100%	50%	100%		
Procedures	3k	Number						
		Mean	3.00	3.00	1.50	3.00	3.50	2.00
		Range	3.00	3.00	1.00-2.00	3.00	3.00-4.00	2.00
		% Proficient or Higher	100%	100%	0%	100%	100%	0%
Lesson "Hook"	8j	Number						
		Mean	2.40	3.00	1.00	3.00	4.00	1.00
		Range	2.00-3.00	3.00	1.00	2.00-4.00	4.00	1.00
		% Proficient or Higher	40%	100%	0%	50%	100%	0%
Pre-Planned (Seed) Questions	8i	Number						
		Mean	3.00	3.00	2.50	2.50	3.50	2.00
		Range	3.00	3.00	2.00-3.00	1.00-4.00	3.00-4.00	2.00
		% Proficient or Higher	100%	100%	50%	50%	100%	0%
Modeled, Guided, Collab, & Ind. Practice	7k	Number						
		Mean	2.40	2.00	1.50	3.00	3.50	2.00
		Range	2.00-3.00	2.00	1.00-2.00	3.00	3.00-4.00	2.00
		% Proficient or Higher	40%	0%	0%	100%	100%	0%
Closure		Number						
		Mean	2.20	2.00	1.00	2.50		
		Range	2.00-3.00	2.00	1.00	1.00-4.00		
		% Proficient or Higher	20%	0%	0%	50%		
Formative/Summative Assessment	6j	Number						
		Mean	3.00	3.00	2.00	3.00	4.00	3.00
		Range	3.00	3.00	2.00	2.00-4.00	4.00	3.00
		% Proficient or Higher	100%	100%	0%	50%	100%	100%
Relevance & Rationale	2j	Number						
		Mean	3.00	3.00	2.50	2.00	4.00	2.00
		Range	3.00	3.00	2.00-3.00	1.00-3.00	4.00	2.00
		% Proficient or Higher	100%	100%	50%	50%	100%	0%
		Number						

Exploration, Extension, Supplemental	1e	Mean	2.00	2.00	1.50	2.50	4.00	3.00
		Range	2.00	2.00	1.00-2.00	2.00-3.00	4.00	3.00
		% Proficient or Higher	0%	0%	0%	50%	100%	100%
Differentiation	7j	Number						
		Mean	2.00	2.00	1.00	1.50	3.50	1.00
		Range	2.00	2.00	1.00	1.00-2.00	3.00-4.00	1.00
		% Proficient or Higher	100%	0%	0%	0%	100%	0%

15.1.1 Analysis of Data and Plan for Continuous Improvement [Not Approved]

2016-2017:

Essential Questions will be removed from the lesson plan rubric because they do not align to P-12 classroom instruction of completers.

Categories below benchmark are being addressed through the revision and clarification of the lesson plan instructions.

2017-2018:

Analysis of Data: There are several areas in which the benchmark was not met: Technology- 67%; Procedures- 67%; Lesson Hook- 67%; SEED Questions- 67%; Modeled, Guided, Collaborative, and Independent Practice- 67%; Relevance and Rationale- 67%; and Differentiation- 67%.

Plan for Continuous Improvement: A revised lesson plan rubric has been piloted and will be used in 2018-2019. The revised lesson plan provides clearer instructions and line elements to assess.

16 Assessment and Benchmark FEE - Specific inTASC Standards

Assessment: The Field Experience Evaluation (FEE) measures the following elements: Domain 1: Planning and Preparation; Domain 2: Classroom Environment; Domain 3: Instruction, and Domain 4: Professionalism.

The following scoring scale is used: 1- Ineffective; 2- Effective: Emerging; 3- Effective: Proficient; 4- Highly Effective.

Benchmark: 90% of candidates will score a 3.00 or higher on each element in the Field Experience Evaluation (FEE) Rubric for Domains 1-4.

Prior to 2017-2018, the benchmark was 100% of students will meet or exceed the benchmark of 2.00, which is set by the State of Louisiana.

16.1 Data

2017-2018:

Data table is attached.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

Social Studies Education_FEE_17-18

16.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

This benchmark has been met or exceeded.

2017-2018:

Analysis of Data: Only 45% of the scores for Domain 3 met the benchmark score in spring 2018, Component 3.1 had no elements above the benchmark.

Plan for Continuous Improvement: Methods courses will be analyzed to determine areas of

improvement that would assist candidates in improving their instructional strategies in the classroom.

17 Assessment and Benchmark Outcomes - TCWS

Assessment: Teacher Candidate Work Sample.

The scoring scale for the Teacher Candidate Work Sample is: 1- Ineffective; 2- Effective: Emerging; 3- Effective: Proficient; 4- Highly Effective.

Benchmark: 80% of candidates will score a 3.00 or above on each of the elements on the Teacher Candidate Work Sample Rubric.

17.1 Data

Social Studies Education - Teacher Candidate Work Sample (data from EDUC 412):

Criteria		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Choice of Assessment	Number	5	1	2	2	2	1
	Mean	3.20	2.00	3.00	3.00	2.00	4.00
	Range	3.00-4.00	2.00	2.00-.4.00	3.00	1.00-3.00	4.00
	% Proficient or Higher	100%	0%	50%	100%	50%	100%
Pre-assessment	Number						
	Mean	2.20	2.00	3.00	3.50	2.00	3.00
	Range	2.00-3.00	2.00	2.00-4.00	3.00-4.00	1.00-3.00	3.00
	% Proficient or Higher	20%	0%	50%	100%	50%	100%
Post-assessment	Number						
	Mean	3.00	3.00	2.50	3.00	3.00	2.00
	Range	3.00	3.00	1.00-4.00	2.00-4.00	2.00-4.00	2.00
	% Proficient or Higher	100%	100%	50%	100%	0%	0%
Alignment of Lesson Evidence	Number						
	Mean	2.40	2.00	2.50	4.00	2.00	2.00
	Range	2.00-3.00	2.00	1.00-4.00	4.00	2.00	2.00
	% Proficient or Higher	40%	0%	50%	100%	0%	0%
Student Level of Mastery & Evaluation of Factors	Number						
	Mean	2.80	3.00	3.00	3.50	2.50	3.00
	Range	2.00-3.00	3.00	2.00-4.00	3.00-4.00	2.00-3.00	3.00
	% Proficient or Higher	80%	100%	50%	100%	50%	100%
Data to Determine Patterns & Gaps	Number						
	Mean	2.80	2.00	3.00	4.00	3.00	3.00
	Range	2.00-3.00	2.00	2.00-4.00	4.00	2.00-4.00	3.00
	% Proficient	80%	0%	50%	100%	50%	100%

	or Higher						
Response to Interventions	Number						
	Mean	1.60	1.00	3.00	3.50	2.50	1.00
	Range	1.00-2.00	1.00	2.00-4.00	3.00-4.00	1.00-4.00	1.00
	% Proficient or Higher	0%	0%	50%	100%	50%	0%

17.1.1 Analysis of Data and Plan for Continuous Improvement [Not Approved]

2016-2017:

Assessment is a weakness. We are revamping the lesson plan template and rubric, and we are rewriting the education assessment course.

2017-2018:

Analysis of Data: 0% of the candidates scored above the benchmark in the "Alignment of Lesson Evidence" category. This category has had 50% or below benchmark in five of the six previous semesters. The Post Assessment category had 67% scoring below benchmark.

Plan for Continuous Improvement: The assessment course has been revised to better address the candidates' use of assessments. In addition, secondary education faculty will review the scope and sequence to determine ways to better provide instruction for the "Alignment of Lesson Evidence".

18 Assessment and Benchmark History Praxis PLT

Social Studies Education candidates must pass the Praxis PLT#5624 prior to student teaching. The Louisiana qualifying score is 157.

Benchmark: 80% of candidates will pass the Principles of Learning and Teaching Praxis exam on the first attempt.

Prior to 2017-2018, the benchmark was 100% of students will pass the Praxis exam on the principles of learning and teaching (PLT) before student teaching.

18.1 Data

Social Studies Education - Praxis PLT #5624:

		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
#5624 overall	Number	5	1	2	2	2	1
	Mean	172	177	176	174	178	169
	Range	168-178	177	176	170-178	177-179	169
	% Pass 1st attempt	60%	100%	100%	50%	100%	100%
#5624 breakdown:	Number	3	1	2	2	2	1
Students as Learners	Mean	15	19	16.5	18	14	16
	Range	14-16	19	16-17	17-19	13-15	16
	% correct (21)	71%	90%	79%	86%	67%	76%
Instructional Process	Mean	15	12	15.5	14.5	16	18
	Range	13-17	12	14-17	12-17	15-17	18
	% correct (20)	75%	60%	78%	73%	80%	90%
	Mean	10	12	10.5	10	11.5	10
	Range	8-13	12	9-12	7-13	11-12	10

Assessment	% correct (14)	71%	86%	75%	71%	82%	71%
Professional Development Leadership and Community	Mean	10.5	12	11	12	10	8
	Range	10-11	12	11	12	10	8
	% correct (12)	88%	100%	92%	100%	83%	67%
Analysis of Instructional Scenarios	Mean	10	12	9.5	8.5	11.5	8
	Range	9-11	12	7-12	8-9	11-12	8
	% correct (16)	63%	75%	59%	53%	72%	50%

18.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Although 100% of students passed prior to student teaching, only 50% passed on the first attempt.

2017-2018:

Analysis of Data: 100% of candidates passed the Praxis PLT on the first attempt. 10/13 (77%) of the candidates in the past three years have passed the PLT on the first attempt.

Plan for Continuous Improvement: The "Analysis of Instructional Scenarios" category exhibits the lowest scores. Secondary Education faculty will need to review the scope and sequence to determine how to strengthen instruction in this area.

Program outcomes

Historical Changes and Trends

Graduates will analyze significant historical changes and trends over time to make sound judgments in academic and professional environments.

Critical Thinking

Graduates will think critically about the people and events of the past.

Historical Research

Graduates will conduct historical research, which includes familiarity with scholarly secondary source literature and analysis of primary sources, placing them within the larger historical and historiographic contexts.

Social Studies Education Concentration

Secondary social studies education teacher candidates will demonstrate knowledge of the content and pedagogical practices relevant to secondary education, plan effectively for instruction, and effectively administer instruction.

Curriculum Map for History [HIST]

BA History

Course (Credits)	Historical Changes and Trends	Critical Thinking	Historical Research	Social Studies Education Concentration
ECON203 (3.0)				
ECON204 (3.0)				
EDTC245 (3.0)				
EDUC200				
EDUC204 (3.0)				
EDUC205 (1.0)				
EDUC333 (3.0)				
EDUC351 (3.0)				
EDUC405 (3.0)				
EDUC412 (3.0)				
EDUC440 (3.0)				
EDUC468S (9.0)				
GEOG101 (3.0)				
GEOG102 (3.0)				
HIST101 (3.0)	Introduced	Introduced		
HIST102 (3.0)	Introduced	Introduced		
HIST121 (3.0)	Introduced	Introduced		
HIST122 (3.0)	Introduced	Introduced		
HIST300 (3.0)	Reinforced	Reinforced	Introduced	
HIST301 (3.0)	Reinforced	Reinforced		
HIST330 (3.0)	Reinforced	Reinforced		
HIST410 (3.0)	Mastered	Mastered	Mastered	
POLS301 (3.0)				
POLS320 (3.0)				
PSYC211 (3.0)				
PSYC261 (3.0)				
Summary by Key	Historical Changes and Trends	Critical Thinking	Historical Research	Social Studies Education Concentration
Introduced	4	4	1	0
Reinforced	3	3	0	0
Mastered	1	1	1	0
Credits	24.0	24.0	6.0	0.0

Keys

Introduced [I]

Introduced

Reinforced [R]

Reinforced

Mastered [M]

Mastered

Outcomes for Curriculum Map BA History

P=Program G=GenEd

Historical Changes and Trends [P]

Graduates will analyze significant historical changes and trends over time to make sound judgments in academic and professional environments.

Critical Thinking [P]

Graduates will think critically about the people and events of the past.

Historical Research [P]

Graduates will conduct historical research, which includes familiarity with scholarly secondary source literature and analysis of primary sources, placing them within the larger historical and historiographic contexts.

Social Studies Education Concentration [P]

Secondary social studies education teacher candidates will demonstrate knowledge of the content and pedagogical practices relevant to secondary education, plan effectively for instruction, and effectively administer instruction.

Courses for Curriculum Map BA History

ECON203 Microeconomics (Lec. 3, Cr. 3) (3.0)

MajorConc - R

Introduction to how individuals and firms make decisions and how they interact. Topics include the study of consumer theory, theories of price determination, production, market structure, trade, externalities, and public goods.

45.0601 Economics, General.

52.0601 Business/Managerial Economics.

ECON204 Macroeconomics (Lec. 3, Cr. 3) (3.0)

MajorConc - R

Introduction to economy-wide phenomena, including national income, inflation, unemployment, economic growth, the monetary system, fiscal policy, international trade and finance.

45.0601 Economics, General.

52.0601 Business/Managerial Economics.

EDTC245 Educational Technology Foundations (Lec. 3, Cr. 3) (3.0)

MajorConc - R

Selection, evaluation, and electronic storage; Internet resources; literature review of special needs; emerging technology applications in K-12 classroom teaching.

13.0501 Educational/Instructional Technology.

EDUC200 Entrance into Teacher Education (Cr. 0)

MajorConc - R

Students planning to be teachers must make application through the Office of Teacher Education Admissions. Upon meeting criteria for admission, students will be assigned a grade of S (satisfactory) or U (unsatisfactory).

13.9999 Education, Other.

EDUC204 Orientation to Multicultural and Special Education (Lec. 3, Cr. 3) (3.0)

MajorConc - R

An interdisciplinary approach to multicultural education, comparative education, education of diverse learners, and child abuse regulations. For students considering a career in education or special education.

13.0101 Education, General.

13.0202 Multicultural Education.

13.1301 Agricultural Teacher Education.

EDUC205 Fundamentals of Planning Instruction in Secondary Schools (Lec. 1, Cr. 1) (1.0)

MajorConc - R

Fundamental components of lesson planning for secondary schools specific to content standards within the student's area of instruction.

13.0301 Curriculum and Instruction.

13.1205 Secondary Education and Teaching.

EDUC333 Methods and Materials in Reading for Secondary Teachers (Lec. 3, Cr. 3) (3.0)

MajorConc - R

Methods, materials, and techniques that contribute to effective application of reading skills in the subject matter areas.

13.1205 Secondary Education and Teaching.

13.1315 Reading Teacher Education.

EDUC351 Educational Measurements (Lec. 3, Cr. 3) (3.0)

MajorConc - R

Principles of tests and measurements in education.

13.0101 Education, General.

13.0201 Bilingual and Multilingual Education.

13.0301 Curriculum and Instruction.

- 13.0401** Educational Leadership and Administration, General.
- 13.0604** Educational Assessment, Testing, and Measurement.
- 13.0701** International and Comparative Education.
- 13.0901** Social and Philosophical Foundations of Education.
- 13.1001** Special Education and Teaching, General.
- 13.1201** Adult and Continuing Education and Teaching.
- 13.1301** Agricultural Teacher Education.

EDUC405 Methods, Models and Strategies for Teaching Social Studies in High School (Lec. 3, Cr. 3) (3.0)

MajorConc - R

Research-based methods and models of instruction for teaching social studies: selection, development and application of cognitive models and strategies to lesson and unit design for diverse learners.

- 13.1205** Secondary Education and Teaching.
- 13.1318** Social Studies Teacher Education.

EDUC412 Secondary Classroom Management and Field Experience (Lec. 2, Lab. 2, Cr. 3) (3.0)

MajorConc - R

Managing the ecology of a typical high school classroom: teacher belief systems, student perceptions, socio-cultural and motivational issues; cognitive models for classroom management emphasized.

Prerequisite to student teaching and must be scheduled during the semester prior to student teaching.

- 13.1205** Secondary Education and Teaching.

EDUC440 Practicum in Secondary Education (Lec. 2, Lab. 2, Cr. 3) (3.0)

MajorConc - R

Field-based course with supervised participation and teaching in the primary and secondary teaching area in grades 6-12. Lesson planning, methodology, classroom management, assessment, and

school/community engagement in diverse instructional settings. Prerequisite to student teaching and must be scheduled during the semester prior to student teaching.

- 13.1205** Secondary Education and Teaching.

EDUC468S Student Teaching (Cr. 9 or 12) (9.0)

MajorConc - R

Full day experience in a school setting in grades 7-12. Classroom teaching, oral communication, and related activities in an all-day assignment. Minimum of 200 actual teaching hours required. Mandatory attendance at seminars.

- 13.0301** Curriculum and Instruction.
- 13.0401** Educational Leadership and Administration, General.
- 13.0404** Educational, Instructional, and Curriculum Supervision.
- 13.1205** Secondary Education and Teaching.

GEOG101 World Regional Geography I (Lec. 3, Cr. 3) (3.0)

MajorConc - R

Regional/topical approach to selected areas of the Western world, including that part of the world that has been most greatly influenced by European thought, economic systems, and culture. World regions covered may include Europe, Russia, the Americas, and Australia/New Zealand.

- 45.0701** Geography.

GEOG102 World Regional Geography II (Lec. 3, Cr. 3) (3.0)

MajorConc - R

Regional/topical approach to selected areas of the non-Western world, including that part of the world that has been less heavily influenced by European thought, economic systems, and culture. World regions covered may include Sub-Saharan Africa, North Africa/Southwest Asia, South Asia, East Asia, Southeast Asia, and the Pacific Rim.

- 45.0701** Geography.

HIST101 European History to 1648 (Lec. 3, Cr. 3) (3.0)

Major - RO

Survey of ancient, medieval, and early modern history.

54.0101 History, General.

54.0103 European History.

HIST102 European History since 1648 (Lec. 3, Cr. 3) (3.0)

Major - RO

Survey of European history from 1648 to the present.

54.0102 American History (United States).

HIST121 World Civilization to 1500 (Lec. 3, Cr. 3) (3.0)

Major - RO

Origins and historical development of major civilizations to 1500.

54.0101 History, General.

HIST122 World Civilization since 1500 (Lec. 3, Cr. 3) (3.0)

Major - RO

History of major civilizations from 1500 to the present.

54.0101 History, General.

HIST300 Introduction to Research and Writing (Lec. 3, Cr. 3) (3.0)

MajorConc - R

Historical research methods focusing on problems, tools, and proposals.

54.0101 History, General.

HIST301 History of Louisiana (Lec. 3, Cr. 3) (3.0)

MajorConc - R

General survey of Louisiana history from the period of Spanish exploration.

54.0102 American History (United States).

HIST330 African-American History (Lec. 3, Cr. 3) (3.0)

MajorConc - R

Survey of the African-American experience in America from the Colonial Period to the present.

05.0201 African-American/Black Studies.

54.0102 American History (United States).

HIST410 Research Seminar in History (Lec. 3, Cr. 3) (3.0)

MajorConc - R

Advanced historical research methods, bibliography, historiography, and criticism of data that culminate in preparing, presenting, and defending a senior thesis.

54.0101 History, General.

POLS301 State and Local Government (Lec. 3, Cr. 3) (3.0)

Major - RO

General study of state and local government in the United States with particular attention given to Louisiana state and local government.

45.1001 Political Science and Government, General.

45.1002 American Government and Politics (United States).

POLS320 International Relations and Politics (Lec. 3, Cr. 3) (3.0)

Major - RO

Key issues and concepts involving relations among nations. Topics include the evolution and nature of the nation-state, theories of international relations, balance of power, sovereignty, imperialism, nationalism, diplomacy, problems of peace, arms control and international organization, and contemporary trouble spots in international relations.

30.2001 International/Global Studies.

45.0901 International Relations and Affairs.

45.1001 Political Science and Government, General.

45.1004 Political Economy.

PSYC211 Educational Psychology (Lec. 3, Cr. 3) (3.0)

MajorConc - R

Scientific methods and psychological principles and their application to learning, the development of personality, sources of motivation, mental hygiene, and the utilization of human talents.

42.2806 Educational Psychology.

PSYC261 Adolescent Psychology (Lec. 3, Cr. 3) (3.0)

MajorConc - R

Development of the human being throughout the adolescence is considered with respect to physical, mental, emotional, and social growth.

42.2703 Developmental and Child Psychology.

End of report