# History [HIST]

**Cycles included in this report:**
Jun 1, 2022 to May 31, 2023

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## Program Name: History [HIST]

## Reporting Cycle: Jun 1, 2022 to May 31, 2023

### 1 Is this program offered via Distance Learning?
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
2018-2019:
Two history students presented papers in the spring at the annual meeting of the Louisiana Historical Association, based on their research from the history capstone course in the fall. After this benchmark was missed last year, moving the capstone course to the fall meant that students from that course had papers ready to present at the conference. This supports the QEP initiative's emphasis on student professional development.

2019-2020:
Two history students were scheduled to present papers at the Louisiana Historical Association meeting in the spring to further their professional development, but the conference was unfortunately cancelled due to the pandemic.

2020-2021:
The department's student organization (Phi Alpha Theta) reached a high with 9 new members inducted despite the pandemic, the centerpiece of our efforts to recruit and retain students to the department.

2021-2022:

The history department's student organization (Phi Alpha Theta) inducted 8 new members and resumed in-person activities. This remains a major focus of our efforts to build student engagement and retention.

2022-2023:
Offering a new internship program to encourage student engagement with the community and development of professional skills and work experience. 3 students completed internships in spring 2023. Dr Smith is serving as internship coordinator.

**4 Program Highlights from the Reporting Year**

2018-2019:
The online history BA also went into effect, and the History BA with concentration in Social Studies Education was thoroughly redesigned, with the new student teaching year in particular intended to better prepare graduates for the classroom.

Department faculty published 11 tier-2 publications (articles or book chapters) and presented 12 conference papers, so scholarly output was very strong.

2019-2020:
The department hired a new faculty member specializing in African American history, with the intention of adding greater diversity to our curriculum.

2020-2021:
The department's online history BA was named one of the top 25 online history programs by Learn. org. They particularly emphasized our active Phi Alpha Theta chapter and the program's focus on rigorously preparing students for graduate and professional programs.

2021-2022:
More than half of the courses offered by the McNeese history department in the 20210-22 academic year were face-to-face, as we work to help rebuild a more active and engaged campus following the disruptions caused by hurricanes and the pandemic and the resulting temporary shift to online classes.

Our general history BA program had an enrollment of 42 for the year and our online history BA program rose to an enrollment of 12. Both of those numbers are up from last year (37 and 9). The Social Studies Ed concentration of 32 was down only slightly (from 34), which was offset by the gains in the other programs, during a year in which the university's overall enrollment has declined.

2022-2023:
We have resumed a full schedule of in-person activities with our student organization, Phi Alpha Theta. This year one of our students, Kallie Johnston, presented a paper (based on her capstone research project) at the annual meeting of the Louisiana Historical Association, and won an award for best student paper.

**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**

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 assignments on civics (HIST 201 and HIST 202) or problem solving (HIST 101 and HIST 102).

Prior to 2021-2022, the benchmark was 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

**Critical Thinking [Program]**
Graduates will think critically about the people and events of the past.

**Historical Changes and Trends [Program]**
Graduates will analyze significant historical changes and trends over time to make sound judgments in academic and professional environments.

**7.1 Data**

| 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 |

2018-2019:

| Course | Face-to-Face Sections | | | Online Sections | | |
|---|---|---|---|---|---|---|
| | # of sections | % | Benchmark met? | # of sections | % | Benchmark met? |
| HIST 101 | 4/4 | 100% | Yes | 2/2 | 100% | Yes |
| HIST 102 | 5/5 | 100% | Yes | 1/1 | 100% | Yes |
| HIST 201 | 24/24 | 100% | Yes | 6/6 | 100% | Yes |
| HIST 202 | 19/20 | 95% | No | 5/5 | 100% | Yes |

2019-2020:

| Course | Students scoring 70% or higher | | | | | |
|---|---|---|---|---|---|---|
| | Face-to-Face Sections | | | Online Sections | | |
| | # of students | % of students | Benchmark met? | # of students | % of students | Benchmark met? |
| HIST 101 | 128 | 84.2% | Yes | 53 | 83.8% | Yes |
| HIST 102 | 6 | 85.6% | Yes | 14 | 83.7% | Yes |
| HIST 201 | 348 | 82.1% | Yes | 160 | 85.3% | Yes |
| HIST 202 | 551 | 78.5% | Yes | 80 | 80.5% | Yes |

2020-2021:

| Course | Students scoring 70% or higher | | | | | |
|--------|-------------------------------|---|---|---|---|---|
| | Face-to-Face Sections | | | Online Sections | | |
| | # of students | % of students | Benchmark met? | # of students | % of students | Benchmark met? |
| HIST 101 | — | — | — | 138 | 82.8% | Yes |
| HIST 102 | — | — | — | 81 | 81.1% | Yes |
| HIST 201 | — | — | — | 500 | 78.9% | Yes |
| HIST 202 | — | — | — | 488 | 82.0% | Yes |

2021-2022:

| Course | Face-to-Face Sections | | | Online Sections | | |
|--------|-----------------------|---|---|-----------------|---|---|
| | Students scoring 70% or higher | | Benchmark met? | Students scoring 70% or higher | | Benchmark met? |
| | # | % | | # | % | |
| HIST 101 | 45/48 | 93% | Yes | 26/26 | 100% | Yes |
| HIST 102 | 32/34 | 94% | Yes | 17/18 | 94% | Yes |
| HIST 201 | 89/95 | 93% | Yes | 58/59 | 98% | Yes |
| HIST 202 | 108/120 | 90% | Yes | 68/68 | 100% | Yes |

2022-2023:

| Course | Face-to-Face Sections | | | Online Sections | | |
|--------|-----------------------|---|---|-----------------|---|---|
| | Students scoring 70% or higher | | Benchmark met? | Students scoring 70% or higher | | Benchmark met? |
| | # | % | | # | % | |
| HIST 101 | 98/109 | 90% | Yes | 113/119 | 95% | Yes |
| HIST 102 | 31/34 | 91% | Yes | 55/67 | 82% | Yes |
| HIST 201 | 235/270 | 87% | Yes | 128/139 | 92% | Yes |
| HIST 202 | 281/296 | 95% | Yes | 126/135 | 93% | Yes |

## Outcome Links

**Critical Thinking [Program]**
Graduates will think critically about the people and events of the past.

**Historical Changes and Trends [Program]**
Graduates will analyze significant historical changes and trends over time to make sound judgments in academic and professional environments.

### 7.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
The data is now disaggregated by online and face-to-face sections. Online history courses performed as well or better than their in-person counterparts.

Data is not available to measure the results of this assessment by student rather than by course section. Also this is the last year history general education courses will assess critical thinking as a student learning outcome, so changing this assessment this year is not likely to lead to significant program improvement.

All sections except one in-person 202 course met the benchmark. That section scored a 68%, so missed the benchmark by 2%. That instructor will be encouraged to improve results.

2019-2020:
We are now tracking the critical thinking scores by student rather than by section. Performance generally is strong and above the benchmark despite the pandemic disruption of the spring semester.

2020-2021:
The planned general education redesign means that this is the last  year that history survey courses will assess critical thinking, though it remains a foundational skill that our program is intended to develop. The ongoing pandemic and two fall hurricanes caused all courses to shift online including many  that were intended to be face to face, making this a year whose teaching metrics are difficult to assess, though most indications including these would seem to indicate it was a successful year, which is a credit to both our faculty and students.

2021-2022:
This is our first year assessing the new Gen Ed SLOs. Data is not available for the fall as it was not reported in a way that was consistent with the new intention of tracking the specific number of students meeting the benchmark rather than the overall percentage on the assignment. Since the fall was the pilot semester for the assignment that might be for the best. Spring data shows both online and in person courses meeting the benchmark. As these are new SLOs, new assignments, and a new way of analyzing the data, the department faculty will meet and consider these results and if adjustments to the new assignments are needed.

2022-2023:
The benchmark was met. The lowest score was for online HIST 102, which had a new instructor assigned in the spring who was teaching the class and the SLO for the first time, with promising results but lower than those for the more veteran instructors. Revisions to the assignments assessing the SLOs are ongoing, based on instructor and student feedback.

Outcome Links

**Critical Thinking [Program]**
Graduates will think critically about the people and events of the past.
**Historical Changes and Trends [Program]**
Graduates will analyze significant historical changes and trends over time to make sound judgments in academic and professional environments.

**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

**Critical Thinking [Program]**
Graduates will think critically about the people and events of the past.

**Historical Changes and Trends [Program]**
Graduates will analyze significant historical changes and trends over time to make sound judgments in academic and professional environments.

**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 |
| 2018-2019 | 4.55 | Yes |
| 2019-2020 | 4.51 | Yes |
| 2020-2021 | 4.58 | Yes |
| 2021-2022 | 4.42 | No |
| 2022-2023 | 4.52 | 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

2018-2019:
The higher benchmark was again met. The department's general education courses are in the process of being redesigned, with new student learning objectives and assessments, which it is hoped will have a beneficial result on outcomes.

2019-2020:
The benchmark was again met, despite the disruption of the pandemic to our spring courses.

2020-2021:
The benchmark was again met, despite the disruption of the semester by the pandemic and hurricanes, indicating that the development of critical thinking skills remains a strength of our program.

2021-2022:
The adjusted benchmark was narrowly missed. This was a challenging academic year, with both students and faculty adjusting to the resumption of face-to-face classes, and the history department losing two faculty lines. We will continue focusing on developing critical thinking skills, still a key goal of the department, though it is no longer a SLO for general education.

2022-2023:
The adjusted benchmark was met. The critical thinking score (4.52) was slightly higher than the overall average SEI scores for the department (4.49) indicating that students see this as a particular strength of program faculty. Higher results this year also reflect a more "normal" year with campus and classes still recovering from disruptions in previous years due to hurricanes, the pandemic, and other natural disasters.

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**

| Academic Year | Students rating 3.00 or higher | | Benchmark met? |
|---|---|---|---|
| | # | % | |
| 2018-2019 | 13/13 | 100% | Yes |
| 2019-2020 | 8/8 | 100% | Yes |
| 2020-2021 | 9/9 | 100% | Yes |
| 2021-2022 | 11/11 | 100% | Yes |
| 2022-2023 | 9/9 | 100% | 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.

**9.1.1 Analysis of Data and Plan for Continuous Improvement**

2018-2019:
Benchmark met. The department this year added a new faculty member who is a specialist in Asian history and created four new upper-level courses on Asian history. It is intended that this updated curriculum will increase students' appreciation for diversity and understanding of global issues.

2019-2020:
Benchmark met. The department this year conducted a search to hire a faculty member specializing in African American history, in order to help strengthen the already strong appreciation for diversity in our program.

2020-2021:
Benchmark met. Our recent faculty hires of Asian and African American history specialists have enabled the department to continue to build on the strength of appreciation for diversity in our courses and curriculum.

2021-2022:
Benchmark met. Dr Lee has developed a new class on the Civil Rights Movement to supplement our African American history course to expand our curriculum's emphasis on diversity and its value. I also taught a class on Colonial America which emphasized the diversity of groups arriving from Europe in early America beyond just the English.

2022-2023:
Benchmark met. We hope to expand our course offerings in both women's studies and women's history, with the help of both visiting lecturers teaching those courses and hopefully a new full-time hire with this area of specialization next year.

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 |
| Fall 2018 | 8/8 | 100% | Yes |
| Spring 2019 | 13/13 | 100% | Yes |

| Semester | Face-to-Face Sections | | | Online Sections | | |
|---|---|---|---|---|---|---|
| | Pass Rate | | Benchmark met? | Pass Rate | | Benchmark met? |
| | # | % | | # | % | |
| Fall 2019 | 7/8 | 87.5% | Yes | — | — | — |
| Spring 2020 | 7/8 | 87.5% | Yes | — | — | — |
| Fall 2020 | — | — | — | 3/3 | 100% | Yes |
| Spring 2021 | — | — | — | 6/6 | 100% | Yes |
| Fall 2021 | — | — | — | 10/10 | 100% | Yes |
| Spring 2022 | 3/3 | 100% | Yes | — | — | — |
| Fall 2022 | 3/4 | 75% | Yes | — | — | — |
| Spring 2023 | — | — | — | 8/9 | 89% | 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**

2018-2019:
The benchmark was met, History majors continue to perform well on this metric, a key assessment regarding their professional development.

At the departmental faculty meeting in the fall the instructors for HIST 300 and 410 discussed how best to coordinate the departmental methods courses and how to best assess these outcomes going forward. Scheduling and faculty rotation of the methods courses were also discussed.

Though the online History BA is now in effect, none of the online majors have reached the midpoint stage in the program, so their data is not yet available for this assessment, but in the future will be disaggregated.

2019-2020:
Students performed well by this metric, an indication the research methods course as intended in benefiting their professional development.

2020-2021:
Students again performed well by this metric, suggesting their professional development is benefiting from the methods course, which for the first time this year moved online, though it was not planned to do so, due to the pandemic and hurricanes. Results were still positive, which is a testament to the hard work and dedication of  both history faculty and students.

2021-2022:
The benchmark was met. Current plans are to alternate teaching HIST 300 online and face-to-face to accommodate students in both the online and in-person History BA degrees. Data suggests students are benefiting from the professional development opportunities offered in both methods of instruction.

2022-2023:
The benchmark was met in both the face to face and online sections of HIST 300 for the research project assignment, which continues to be a crucial aspect of our program's students' professional development. Although the university Quality Enhancement Plan focusing on professional development is potentially ending, this will remain a major focus for history department programs. We are considering adding a Public History concentration option to the History degree, which would further enhance their professional development opportunities.

<span style="color:red">Outcome Links</span>

**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 |
| Fall 2018 | 7/8 | 87.5% | Yes |
| Spring 2019 | 12/13 | 92.3% | Yes |

| Semester | Face-to-Face Sections | | | Online Sections | | |
|---|---|---|---|---|---|---|
| | Pass Rate | | Benchmark met? | Pass Rate | | Benchmark met? |
| | # | % | | # | % | |
| Fall 2019 | 7/8 | 87.5 | Yes | — | — | — |
| Spring 2020 | 7/8 | 87.5 | Yes | — | — | — |
| Fall 2020 | — | — | — | 3/3 | 100% | Yes |
| Spring 2021 | — | — | — | 6/6 | 100% | Yes |
| Fall 2021 | — | — | — | 10/10 | 100% | Yes |
| Spring 2022 | 3/3 | 100% | Yes | — | — | — |
| Fall 2022 | 3/4 | 75% | Yes | — | — | — |
| Spring 2023 | — | — | — | 8/9 | 89% | 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**

2018-2019:
History majors met the benchmark for the oral presentation assessment, a key element in their professional development. In the future once students in the online BA meet the mid-point of the program and have data available for this assessment, it will be disaggregated.

2019-2020:
Results for the oral presentation remain strong and this remains a key elements of the methods course and the history curriculum.

2020-2021:
The oral presentations in the methods course again produced strong results, despite the course having to move online unexpectedly due to the pandemic and hurricanes. Students and faculty both adapted well to the technological and other challenges created by this move.

2021-2022:
The benchmark was met. Oral presentations remain a critical element of the program's professional development opportunities, and students in both the new fall online and spring face-to-face sections performed well on this assignment.

2022-2023:
The benchmark was met. Students in the spring online section did  particularly well on the oral presentation assignment, reflecting students adapting successfully to the use of new technology in a professional setting.

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: 75% of students in HIST 410, where students must write a lengthy history research paper, will earn a grade of C or better.

Benchmark 2: 75% of students in HIST 410, where students must present their findings orally, will earn a grade of C or better.

Prior to 2018-2019, the benchmarks were 70% of students.

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 |
| 2018-2019 | 13/13 | 100% | Yes |

| Semester | Face-to-Face Sections | | | Online Sections | | |
|---|---|---|---|---|---|---|
| | Pass Rate | | Benchmark met? | Pass Rate | | Benchmark met? |
| | # | % | | # | % | |
| Fall 2019 | 10/12 | 83.3% | Yes | — | — | — |
| Spring 2020 | — | — | — | — | — | — |
| Fall 2020 | — | — | — | 18/20 | 90% | Yes |
| Spring 2021 | — | — | — | 2/2 | 100% | Yes |
| Fall 2021 | 6/6 | 100% | Yes | — | — | — |
| Spring 2022 | — | — | — | — | — | — |
| Fall 2022 | 7/7 | 100% | Yes | — | — | — |
| Spring 2023 | — | — | — | 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

2018-2019:
History majors met the higher benchmark. In the future once data is available for students in the online BA for this metric, it will be disaggregated.

At the departmental faculty meeting in the fall the instructors for HIST 300 and 410 discussed how best to coordinate the departmental methods courses and how to best assess these outcomes going forward.

2019-2020:
Strong results again for the research projects in the capstone course. The disruption of the pandemic in the spring made planning based on this year's data difficult.

2020-2021:
Despite the capstone course having to unexpectedly move online due to the pandemic and hurricanes, students produced strong research in the method course, a testament to the perseverance and dedication of our students and faculty.

2021-2022:
Benchmark was met. Though our intention is to only offer the capstone course in the fall, a small spring online section was needed to accommodate three recently declared Liberal Studies majors who needed it to graduate.

2022-2023:
The higher benchmark was again met and exceeded, with history majors continuing to produce strong research projects in the capstone class. Again a smaller spring online capstone section (taught as an overload) was needed to supplement the fall section, to accommodate both students in the online History BA program and students who recently switched into the Liberal Studies degree and needed to take the capstone in order to graduate in May.

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 |
| 2018-2019 | 13/13 | 100% | Yes |

| Semester | Face-to-Face Sections | | | Online Sections | | |
|---|---|---|---|---|---|---|
| | Pass Rate | | Benchmark met? | Pass Rate | | Benchmark met? |
| | # | % | | # | % | |
| Fall 2019 | 10/12 | 83.3% | Yes | — | — | — |
| Spring 2020 | — | — | — | — | — | — |
| Fall 2020 | — | — | — | 18/20 | 90% | Yes |
| Spring 2021 | — | — | — | 2/2 | 100% | Yes |
| Fall 2021 | 6/6 | 100% | Yes | — | — | — |
| Spring 2022 | — | — | — | — | — | — |
| Fall 2022 | 7/7 | 100% | Yes | — | — | — |
| Spring 2023 | — | — | — | 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

2018-2019:
The higher benchmark was met. In the future when data is available students in the new online history BA program, none of whom have yet reached the capstone course, their data will be disaggregated.

2019-2020:
The higher benchmark was again met. The pandemic in the spring disrupted end of year assessment and planning.

2020-2021:
Despite the capstone course having to unexpectedly move online due to the pandemic and hurricanes, students produced strong presentations in the method course, a testament to the perseverance and dedication of our students and faculty. The presentations being done remotely added another important skill set for our students.

2021-2022:
The benchmark was met. The capstone course was again taught face-to-face in the fall, and a small spring online section (with all Liberal Studies majors, no History majors) was also taught, though going forward our intention is that all students should take the course in the fall and some students present their research at a conference (possibly the Louisiana Historical Association) in the spring.

2022-2023:
The benchmark was met. Building on the strong projects and presentations in the fall, and after a practice session with history faculty mentors in the early spring, one outstanding student (Kallie Johnston) was invited to present her research project at the Louisiana Historical Association annual meeting in the spring, where it won an award for outstanding student paper. Going forward we plan for more students to present their papers at the LHA each spring, with departmental support.

<span style="color:red">Outcome Links</span>

**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

Assessment: Enrollment numbers for the Social Studies Education concentration of the History BA 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 |
| 2018-2019 | 17 | 3 | 2 | 5 |
| 2019-2020 | — | 1 | 1 | 2 |
| 2020-2021 | 12 | 1 | 2 | 3 |
| 2021-2022 | — | 3 | 0 | 3 |
| 2022-2023 | | | | |

**12.1.1 Analysis of Data and Plan for Continuous Improvement**

2018-2019:
There was a 55% increase in enrollment from 2017-2018 and a 66% increase in the number of completers. Official enrollment is still 26% down from the highest enrollment (n=23) over the past five years.

Plan for Continuous Improvement:
The goal for 2019-2020 will be to again achieve a minimum of 7% increase in the number of candidates enrolled in the social studies education program.

Recommendation for Successful Implementation of Plan for Improvement:
1) Education faculty will visit at least two high schools with diverse populations to recruit candidates for the program.
2) Social Studies education faculty will attend Geaux Teach: Unlock Education event in January 2020 to provide information to potential high school candidates as part of recruiting efforts.
3) Faculty will participate in calling potential candidates who are interested in McNeese but have not yet registered to encourage them to complete the application process.
4) Advisors will encourage candidates to follow the redesigned program sequence, take Praxis exams in a timely manner, and apply for official admission into the prior to the third semester of the program.

Secondary education faculty, along with social studies education faculty, through participation in the Noel Levitz Recruiting Initiative, will contact students who have inquired or applied to McNeese to enroll in education or who are undecided about a major as an attempt to bring in more candidates.

Enrollment numbers are up from the previous year. The Social Studies Education program was redesigned this year, now with a year-long student teaching component, and a new eight-semester education course sequence, which it is hoped will result in more program candidates and completers.

2019-2020:

2020-2021:
The goal to increase enrollment in the History, Social Studies Education Grades 6-12 concentration by 7% each academic year was not met. There was a decrease in total enrollment from previous years. There were 3 completers.

During the 2020-2021 academic year, the EPP hosted the Unlock Education virtual conference for high school students (03.26.2021). Dr. Ogea also traveled to local high schools to recruit for BCOE and to promote the Ed Rising program as a partnership between local high schools and MSU. The EPP will continue to work to increase enrollment in all education programs. Schools from outside of the 5-parish region will be invited to participate in the Unlock Education/Ed Rising Conference each spring. The EPP will also implement the "Call Me Mister" program beginning in fall 2021 as an opportunity for recruitment and support for candidates.

2021-2022:
The number of completers has remained steady for the last three years. Official program enrollment numbers were not posted due to the change in EDUC 200 admission resulting in a change in the reporting process.

The Burton College of Education and particularly the Department of Education Professions has made intentional efforts to recruit candidates into teacher-education programs and has focused particular attention on those from diverse backgrounds and within high needs areas. In addition to traditional attendance at parish career fairs and expos, the following are part of the MSU Department of Education Professions (EDPR) Recruitment and Retention Plan: Unlock Education, Call Me MISTER, Educators Rising, and minors.

Although the efforts are strong and we are committed to recruiting candidates from diverse backgrounds, results of these efforts are not immediate as these students are juniors or seniors in high school and the data reported in the Performance Profile for education provider programs is on completers. We will track the data for program admission to monitor new students and make adjustments as needed to attract a diverse group of candidates interested in the field of education.

2022-2023:

**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 2018 | Spring 2019 | Fall 2019 | Spring 2020 | Fall 2020 | Spring 2021 |
|---|---|---|---|---|---|---|---|
| #5086 overall | Number | 3 | 2 | | | 1 | 2 |
| | Mean | 161 | 169.5 | | | 157 | 165.5 |
| | Range | 161-162 | 167-172 | | | 157 | 165-166 |
| | % Pass 1st attempt | 0% | 50% | | | 100% | 50% |
| #5086 breakdown: | Number | 3 | 2 | | | 1 | 2 |
| United States History | Mean | 13 | 15 | | | 13 | 12 |
| | Range | 12-14 | 15 | | | 13 | 9-15 |
| | % correct (18) | 72% | 83% | | | 72% | 67% |
| World History | Mean | 12.7 | 13 | | | 8 | 12.5 |
| | Range | 11-14 | 12-14 | | | 8 | 12-13 |
| | % correct (18) | 70% | 72% | | | 44% | 69% |
| Government/Civics | Mean | 13.3 | 13 | | | 10 | 11 |
| | Range | 12-15 | 12-14 | | | 10 | 11 |
| | % correct (18) | 74% | 72% | | | 56% | 61% |
| Economics | Mean | 8.7 | 8.5 | | | 11 | 9.5 |
| | Range | 8-10 | 7-10 | | | 11 | 8-11 |
| | % correct (13) | 67% | 65% | | | 85% | 73% |
| Geography | Mean | 9.3 | 10 | | | 8 | 9 |
| | Range | 9-10 | 10 | | | 8 | 8-10 |
| | % correct (13) | 72% | 77% | | | 62% | 69% |
| Behavioral Sciences | Mean | 4.7 | 8.5 | | | 5 | 8 |
| | Range | 2-7 | 8-9 | | | 5 | 7-9 |
| | % correct (10) | 47% | 85% | | | 50% | 80% |
| Short Content Essays | Mean | 10.7 | 11.5 | | | 10 | 12.5 |
| | Range | 9-13 | 10-13 | | | 10 | 11-14 |
| | % correct (18) | 59% | 64% | | | 56% | 69% |

| | | Fall 2021 | Spring 2022 | Fall 2022 | Spring 2023 | Fall 2023 | Spring 2024 |
|---|---|---|---|---|---|---|---|
| #5086 overall | Number | 3 | 0 | 1 | 0 | | |
| | Mean | 161 | | 155 | | | |
| | Range | 158-164 | | 155 | | | |
| | % Pass 1st attempt | 33% | | 0% | | | |
| #5086 breakdown: | Number | 3 | | 1 | | | |
| United States History | Mean | 12 | | 9 | | | |
| | Range | 11-14 | | 9 | | | |
| | % correct (18) | 67% | | 50% | | | |
| World History | Mean | 10 | | 11 | | | |
| | Range | 6-14 | | 11 | | | |
| | % correct (18) | 57% | | 61% | | | |
| Government/Civics | Mean | 12 | | 9 | | | |
| | Range | 10-14 | | 9 | | | |
| | % correct (18) | 65% | | 50% | | | |
| Economics | Mean | 8 | | 8 | | | |
| | Range | 7-9 | | 8 | | | |
| | % correct (13) | 62% | | 62% | | | |
| Geography | Mean | 9 | | 9 | | | |
| | Range | 8-10 | | 9 | | | |
| | % correct (13) | 67% | | 69% | | | |
| Behavioral Sciences | Mean | 6 | | 9 | | | |
| | Range | 6 | | 9 | | | |
| | % correct (10) | 60% | | 90% | | | |
| Short Content Essays | Mean | 13 | | 9 | | | |
| | Range | 12-14 | | 9 | | | |
| | % correct (18) | 74% | | 50% | | | |

### 13.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
The benchmark was not met. 20% of the candidates passed the Social Studies Praxis
Content & Interpretation exam on the first attempt.

Plan for Continuous Improvement:
80% of the Social Studies Education completers will achieve a passing score on the Praxis
Social Content and Interpretation Exam on the first attempt.

Recommendations for Successful Implementation of Plan for Improvement:
1) History faculty member Philippe Girard took the Praxis exam and created a Praxis
workshop to help prepare candidates for the exam. The Praxis workshop will be administered
beginning in the spring 2020 semester.
2) BESE voted to lower the acceptable passing score for the Social Studies Praxis exam in
Louisiana from 160 to 153 based on the scores required by other states for the same exam.
The new passing score can be applied retroactively to previous attempts taken since January
1, 2019. It is expected that the change in score will have a significant beneficial result for the
program's first-time pass rate.
3) The redesigned program took into account the content areas that are addressed in the
Praxis exam. History faculty will monitor test results to determine if adjustments in programs
need to be made to better meet the needs of the candidates.

2019-2020:

2020-2021:
The benchmark was not met for the 2020-2021 academic year. 67% (2/3) of completers
passed the exam on the first attempt. Sub-category percentage correct scores ranged from
44% to 85%. There were no identifiable trends in data sub-categories that could be identified
from the data.

Content faculty should continue to review the Praxis topics and not only introduce candidates
to knowledge, but also ensure that the concepts are reviewed and reinforced throughout the
program to ensure in-depth understanding that can be transferred to their own students when
serving as a teacher of record.

2021-2022:
The benchmark was not met as 1/3 (33%) of the candidates passed the Content exam on the
first attempt. In all but one sub-category on the exam, candidates scored less than 70%
correct.

The EPAC representative will ensure that curriculum is aligned to the Praxis Content exam
and should add this information to the course syllabi to ensure that new instructors
understand the importance of the material to the success of the candidates in completing the
content exam and in becoming a successful educator.

2022-2023:

## 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 2017 | | | Spring 2018 | | | Fall 2018 | | | Spring 2019 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | Mean | Range | # | Mean | Range | # | Mean | Range | # | Mean | Range |
| 5.1 | 2 | 3.88 | 3.75-4.00 | 1 | 3.71 | 3.71 | 2 | 3.94 | 3.88-4.00 | 2 | 3.82 | 3.63-4.00 |
| 5.2 | 2 | 3.69 | 3.50-3.88 | 1 | 3.38 | 3.38 | 1 | 3.75 | 3.75 | 2 | 4.00 | 4.00 |
| 5.3 | 2 | 3.82 | 3.63-4.00 | 1 | 3.00 | 3.00 | 1 | 4.00 | 4.00 | 2 | 3.88 | 3.75-4.00 |
| 5.4 | 2 | 3.69 | 3.63-3.75 | 1 | 3.50 | 3.50 | 1 | 3.58 | 3.58 | 2 | 3.92 | 3.83-4.00 |
| 5.5 | 2 | 3.63 | 3.50-3.75 | 1 | 3.88 | 3.88 | 1 | 4.00 | 4.00 | 2 | 3.71 | 3.67-3.75 |
| 5.6 | 2 | 3.82 | 3.75-3.88 | 1 | 3.88 | 3.88 | 1 | 4.00 | 4.00 | 2 | 3.92 | 3.83-4.00 |
| 5.7 | 2 | 3.79 | 3.75-3.83 | 1 | 4.00 | 4.00 | 1 | 3.88 | 3.88 | 1 | 4.00 | 4.00 |
| 5.8 | 2 | 3.88 | 3.75-4.00 | 1 | 4.00 | 4.00 | 1 | 4.00 | 4.00 | 1 | 3.88 | 3.88 |
| 5.9 | 2 | 3.67 | 3.50-3.83 | 1 | 3.33 | 3.33 | 1 | 3.63 | 3.63 | 2 | 3.66 | 3.63-3.69 |
| 5.10 | 2 | 3.88 | 3.75-4.00 | 1 | 3.88 | 3.88 | 1 | 4.00 | 4.00 | 2 | 4.00 | 4.00 |

| Component | Fall 2019 | | | Spring 2020 | | | Fall 2020 | | | Spring 2021 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | Mean | Range | # | Mean | Range | # | Mean | Range | # | Mean | Range |
| 5.1 | | | | | | | 1 | 4.00 | 4.00 | 1 | 3.63 | 3.63 |
| 5.2 | | | | | | | | | | 2 | 3.69 | 3.38-4.00 |
| 5.3 | | | | | | | 1 | 4.00 | 4.00 | | | |
| 5.4 | | | | | | | | | | | | |
| 5.5 | | | | | | | | | | 2 | 3.50 | 3.33-3.67 |
| 5.6 | | | | | | | | | | 2 | 3.50 | 3.25-3.75 |
| 5.7 | | | | | | | | | | | | |
| 5.8 | | | | | | | 1 | 4.00 | 4.00 | 1 | 3.00 | 3.00 |
| 5.9 | | | | | | | | | | 2 | 3.59 | 3.17-4.00 |
| 5.10 | | | | | | | | | | 2 | 3.54 | 3.25-3.83 |
| TECH 1 | | | | | | | | | | 2 | 3.69 | 3.50-3.88 |
| TECH 2 | | | | | | | | | | 2 | 3.63 | 3.50-3.75 |
| TECH 3 | | | | | | | | | | 2 | 3.59 | 3.50-3.67 |

2021-2022:
Data not available. New faculty supervisors performed data collection on student teachers, and the content domain was not reported.

| Component | Fall 2022 | | | | Spring 2023 | | | |
|---|---|---|---|---|---|---|---|---|
| | # | Mean | Range | % Prof. | # | Mean | Range | % Prof. |
| 5.1 | | | | | | | | |
| 5.2 | | | | | | | | |
| 5.3 | | | | | | | | |
| 5.4 | | | | | | | | |
| 5.5 | | | | | | | | |
| 5.6 | | | | | | | | |
| 5.7 | | | | | | | | |
| 5.8 | | | | | | | | |
| 5.9 | | | | | | | | |
| 5.10 | | | | | | | | |
| TECH 1 | | | | | | | | |
| TECH 2 | | | | | | | | |
| TECH 3 | | | | | | | | |

### 14.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
100% of the candidates who received scores for Domain 5 scored at the level of proficiency or above. Not all components were scored for all candidates. The lowest recorded score was 3.58, which is well above the 3.00 benchmark.

Plan for Continuous Improvement:
Mentors and University Supervisors will be encouraged to look for opportunities to score candidates on Domain 5 of the FEE rubric. In addition, secondary education faculty and Social Studies faculty should revisit and revise (if needed) the elements of Domain 5 to ensure that they are aligned to appropriate content standards.

Recommendations for Successful Implementation of Plan for Improvement:
- Secondary education faculty and Social Studies education faculty will meet to review and revise (if necessary) the elements of Domain 5 to ensure alignment to current content standards.

2019-2020:

2020-2021:
The benchmark was met for Domain 5 elements and the three additional TECH components that were added. During the summer 2021 semester, EPP faculty will meet with content faculty to update the domain 5 rubric components so that it is aligned to the correct and current standards.

2021-2022:
Data was not reported for the Social Studies Education candidates.

EPAC representatives from the Department of History will ensure that the content portion of Domain 5 aligns to the appropriate standards and will assist in the evaluation of content knowledge of candidates during the residency semester evaluations.

2022-2023:

**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 2018 | Spring 2019 | Fall 2019 | Spring 2020 |
|---|---|---|---|---|---|---|
| Essential Questions | | Number | | | | |
| | | Mean | | | | |
| | | Range | | | | |
| | | % Proficient or Higher | | | | |
| Content Standards | | Number | 1 | 2 | | |
| | | Mean | 4.00 | 4.00 | | |
| | | Range | 4.00 | 4.00 | | |
| | | % Proficient or Higher | 100% | 100% | | |
| Student Outcomes | 4n | Number | 1 | 2 | | |
| | | Mean | 3.00 | 2.50 | | |
| | | Range | 3.00 | 2.00-3.00 | | |
| | | % Proficient or Higher | 100% | 50% | | |
| Technology | 5l | Number | 1 | 2 | | |
| | | Mean | 4.00 | 4.00 | | |
| | | Range | 4.00 | 4.00 | | |
| | | % Proficient or Higher | 100% | 100% | | |
| Educational Materials | | Number | 1 | 2 | | |
| | | Mean | 4.00 | 4.00 | | |
| | | Range | 4.00 | 4.00 | | |
| | | % Proficient or Higher | 100% | 100% | | |
| Procedures | 3k | Number | 1 | 2 | | |
| | | Mean | 2.00 | 3.00 | | |
| | | Range | 2.00 | 2.00-4.00 | | |
| | | % Proficient or Higher | 0% | 50% | | |
| Lesson "Hook" | 8j | Number | 1 | 2 | | |
| | | Mean | 3.00 | 3.00 | | |
| | | Range | 3.00 | 2.00-4.00 | | |
| | | % Proficient or Higher | 100% | 50% | | |

| | | | 1 | 2 | | |
|---|---|---|---|---|---|---|
| Pre-Planned (Seed) Questions | 8i | Number | 1 | 2 | | |
| | | Mean | 3.00 | 3.00 | | |
| | | Range | 3.00 | 2.00-4.00 | | |
| | | % Proficient or Higher | 100% | 50% | | |
| Modeled, Guided, Collab, & Ind. Practice | 7k | Number | | | | |
| | | Mean | | | | |
| | | Range | | | | |
| | | % Proficient or Higher | | | | |
| Closure | | Number | 1 | 2 | | |
| | | Mean | 4.00 | 4.00 | | |
| | | Range | 4.00 | 4.00 | | |
| | | % Proficient or Higher | 100% | 100% | | |
| Formative/Summative Assessment | 6j | Number | | | | |
| | | Mean | | | | |
| | | Range | | | | |
| | | % Proficient or Higher | | | | |
| Relevance & Rationale | 2j | Number | 1 | 2 | | |
| | | Mean | 1.00 | 3.50 | | |
| | | Range | 1.00 | 3.00-4.00 | | |
| | | % Proficient or Higher | 0% | 100% | | |
| Exploration, Extension, Supplemental | 1e | Number | 1 | 2 | | |
| | | Mean | 3.00 | 3.00 | | |
| | | Range | 3.00 | 2.00-4.00 | | |
| | | % Proficient or Higher | 100% | 50% | | |
| Differentiation | 7j | Number | 1 | 1 | | |
| | | Mean | 2.00 | 2.00 | | |
| | | Range | 2.00 | 2.00 | | |
| | | % Proficient or Higher | 0% | 0% | | |
| Interdisciplinary Connections | | Number | 1 | 2 | | |
| | | Mean | 1.00 | 3.00 | | |
| | | Range | 1.00 | 2.00-4.00 | | |
| | | % Proficient or Higher | 0% | 50% | | |
| | | Number | 1 | 2 | | |
| | | Mean | 2.00 | 3.50 | | |
| | | Range | 2.00 | 3.00-4.00 | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Whole Group Methods | | % Proficient or Higher | 0% | 100% | | |
| Collaborative Practice Methods | | Number | 1 | 2 | | |
| | | Mean | 2.00 | 3.00 | | |
| | | Range | 2.00 | 2.00-4.00 | | |
| | | % Proficient or Higher | 0% | 50% | | |
| Independent Practice Methods | | Number | 1 | 2 | | |
| | | Mean | 2.00 | 3.00 | | |
| | | Range | 2.00 | 2.00-4.00 | | |
| | | % Proficient or Higher | 0% | 50% | | |
| Informal Assessment | | Number | 1 | 2 | | |
| | | Mean | 2.00 | 3.50 | | |
| | | Range | 2.00 | 3.00-4.0 | | |
| | | % Proficient or Higher | 0% | 100% | | |
| Formal Assessment | | Number | 1 | 2 | | |
| | | Mean | 4.00 | 3.50 | | |
| | | Range | 4.00 | 3.00-4.00 | | |
| | | % Proficient or Higher | 100% | 100% | | |
| Student Use of Technology | | Number | | 1 | | |
| | | Mean | | 4.00 | | |
| | | Range | | 4.00 | | |
| | | % Proficient or Higher | | 100% | | |
| Teacher Use of Technology | | Number | | 1 | | |
| | | Mean | | 4.00 | | |
| | | Range | | 4.00 | | |
| | | % Proficient or Higher | | 100% | | |
| Differentiation by Content | | Number | | 1 | | |
| | | Mean | | 4.00 | | |
| | | Range | | 4.00 | | |
| | | % Proficient or Higher | | 100% | | |
| Differentiation by Learning Environment | | Number | | 1 | | |
| | | Mean | | 4.00 | | |
| | | Range | | 4.00 | | |
| | | % Proficient or Higher | | 100% | | |
| | | Number | | 1 | | |
| | | Mean | | 4.00 | | |
| | | Range | | 4.00 | | |

| | | % Proficient or Higher | | 100% | | |
|---|---|---|---|---|---|---|

2020-2021:
Data table is attached.

2021-2022:
Data table is attached.

2022-2023:
*Files:  See list of attachments to view. (Requires Adobe Reader or compatible viewer).*

Social Studies_Lesson Plan_20-21
Social Studies_Lesson Plan_21-22

### 15.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
The data reported indicates several areas in which the benchmark was not met.  There were several elements that had candidates score below benchmark.

These categories are listed below and show the percentage of candidates that scored at benchmark and above: For F18 (n=1), Procedures (0%); Relevance and Rationale (0%); Differentiation (0%); Interdisciplinary Connections (0%); Whole Group Methods (0%); Collaborative Practice Methods (0%); Independent Practice Methods (0%); and Informal Assessment (0%). For S19 (n=2), Student Outcomes (50%); Procedures (50%); Lesson Hook (50%); Pre-Planned (Seed) Questions (50%); Exploration, Extension, Supplemental (50%); Differentiation (0%); Interdisciplinary Connections (50%); Collaborative Practice Methods (50%); and Independent Practice Methods (50%).

Looking at the two semester combined, the benchmark in was not met in the following areas, with the percentage passing indicated: Student Outcomes, Lesson Hook, Pre-Planned Questions, Relevance & Rationale, Informal Assessment, Whole Group Methods, Exploration Extension Supplemental all at 67%; Procedures, Independent Practice Methods, Collaborative Practice Methods, Interdisciplinary Connections all at 33%; and Differentiation at 0%.

Plan for Continuous Improvement:
Candidates will score at the level of proficiency (3.00) or above on all elements of the Lesson Plan Rubric.

Recommendations for Successful Implementation of the Plan for Improvement:
- Faculty and University Supervisors will participate in US Prep training related to differentiation.
- Lesson plan elements concerning differentiation will be further broken down to types
- Differentiation will be addressed throughout the program for candidates to have a clearer understanding of expectations.

2019-2020:

2020-2021:
The benchmark was not met for the 2020-2021 academic year since there were 8 out of 22 rubric elements where 67% of the candidates scored at the proficiency level or above.

Future completers will be in the redesigned program with the one year residency. Candidates in this program are required to enroll in the *EDUC 318: Planning and Instruction for Literacy in the Content Area* course early on in their program (Term 4, spring). This course is designed to teach candidates the importance of planning for instruction taking into consideration the students within the P-12 courses and the objectives and content that needs to be covered. This course will provide a foundation for understanding the components of the plan utilized in methods coursework. Additionally, future data will include a progression of lesson plan data from the initial work in EDUC 318 to the teacher residency semester.

2021-2022:
The benchmark was not met as there were several elements in which at least 80% of the candidates did not meet benchmark. This was a small sample size (3), so making general statements about this data needs to be done carefully. There were two elements which candidates did not score well in as a whole: Differentiation by Content and Differentiation by Learner.

All major assessments, including the lesson plan, are being realigned to the 2022 Danielson Framework for Teaching Model in preparation for the Fall 2024 CAEP accreditation visit therefore a new assessment will be implemented in Fall 2022.

2022-2023:

**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.

2018-2019:
Data table is attached.

2019-2020:

2020-2021:
Data table is attached.

2021-2022:
Data table is attached.

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

Social Studies Education_FEE_17-18
Social Studies Education_FEE_18-19
Social Studies Education_FEE_20-21
Social Studies Education_FEE_21-22

**16.1.1 Analysis of Data and Plan for Continuous Improvement**

2018-2019:
The benchmark was not met for all domains.

For fall 2018:
Component 2.2 was below benchmark with 78% scoring at or above benchmark. Although 2.2.1 and 2.2.3 had 100% of the candidates (n=3) at the proficiency level or above, element 2.2.2 had only 33% at proficiency level or above (=2.92).

Domain 3: Instruction fell below benchmark at 82% proficiency or above. Component 3.1 (56%) and each element within fell below benchmark: 3.1.1 (67%), 3.1.2 (67%) and 3.1.3 (33%). Component 3.3 (83%) also fell benchmark, with elements 3.3.1 (67%) and 3.3.4 (67%) below benchmark as well. All other domains, components, and elements met benchmark.

For spring 2019:
Domain 3: Instruction fell below benchmark with 82% scoring at the proficiency level or above. Component 3.1 (50%) fell below benchmark along with  elements 3.1.2 (50%) and 3.1.3 (0%). Component 3.3 also feel below benchmark (88%) with element 3.3.4 (50%). All other domains, components, and elements met benchmark.

Plan for Continuous Improvement:
Domain 3 covers instruction. Component 3.1 as a whole, as well as each individual component in the F18 semester and two of the elements in the S19 semester, did not meet benchmark. These elements focused on the quality of questions, discussion techniques, and student participation. Components 3.3.1 and 3.3.4 include assessment criteria and student self-assessment and monitoring of progress. All components indicated as areas for improvement above include a need for additional student awareness and participation on a higher cognitive level.

Recommendation for Successful Implementation for Plan for Improvement:
- Methods courses will emphasize a shift to student-led discussions
- Secondary faculty will determine appropriate strategies for assessing learning and fostering deeper discussions.

2019-2020:

2020-2021:
Candidates did not meet benchmark on each component for domains 1-4 of the FEE. It is important to consider the data may reflect the challenges of the candidates student teaching experience which was impacted by the extraordinary circumstances of COVID-19 and continued recovery from the fall 2020 hurricanes.

The FEE rubric data for 2020-2021 indicated that candidates scored a mean of 3.00 or higher for *Domain 1: Planning and Preparation* and *Domain 4: Professionalism*. The components where less than 90% of candidates scored at the proficiency level or above and the mean score fell below 3.00 in the spring 2021 semester are as follows: Domain 2 (2.99) including components 2.1.4 and 2.2.2 and Domain 3 (2.95) including components 3.1.1, 3.1.2, 3.1.3, 3.2.4, 3.3.1, and 3.3.4.

Faculty and University Supervisors have begun to conduct pre- and post-conferences (POP Cycles) with candidates to discuss expectations for the lesson being taught and to evaluate the success of the lesson afterward. In preparation for the fall 2021 semester and to work toward meeting benchmark in all components, EPP Secondary faculty will distribute and implement components of the POP Cycle in their courses. This will assist in increasing understanding, usefulness, and implementation expectations to prepare candidates to achieve higher scores on the assessment during teacher residency. The EPP will provide training and opportunities to establish inter-rater reliability and norming of the FEE rubric.

2021-2022:
In Domains 1, 2, and 3 there were components and elements in which less than 80% of candidates scored at the benchmark of 3.00. Additional for Domain 1 and Domain 3, as a whole, less than 80% of candidates met benchmark.

All major assessments, including the field experience evaluation, are being realigned to the 2022 Danielson Framework for Teaching Model in preparation for the Fall 2024 CAEP accreditation visit therefore a new assessment will be implemented in Fall 2022.

2022-2023:

## 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 2018 | Spring 2019 | Fall 2019 | Spring 2020 | Fall 2020 | Spring 2021 |
|---|---|---|---|---|---|---|---|
| Choice of Assessment | Number | 2 | 1 | | | 0 | 2 |
| | Mean | 2.00 | 3.00 | | | | 4.00 |
| | Range | 2.00 | 3.00 | | | | 4.00 |
| | % Proficient or Higher | 0% | 100% | | | | 100% |
| Pre-assessment | Number | 2 | 1 | | | | 2 |
| | Mean | 2.50 | 2.00 | | | | 4.00 |
| | Range | 2.00-3.00 | 2.00 | | | | 4.00 |
| | % Proficient or Higher | 50% | 0% | | | | 100% |
| Post-assessment | Number | 2 | 1 | | | | 2 |
| | Mean | 2.50 | 2.00 | | | | 4.00 |
| | Range | 2.00-3.00 | 2.00 | | | | 4.00 |
| | % Proficient or Higher | 50% | 0% | | | | 100% |
| Alignment of Lesson Evidence | Number | 2 | 2 | | | | 2 |
| | Mean | 3.00 | 2.00 | | | | 4.00 |
| | Range | 3.00 | 2.00 | | | | 4.00 |
| | % Proficient or Higher | 100% | 0% | | | | 100% |
| Student Level of Mastery & Evaluation of Factors | Number | 2 | 1 | | | | 2 |
| | Mean | 3.50 | 2.00 | | | | 4.00 |
| | Range | 3.00-4.00 | 2.00 | | | | 4.00 |
| | % Proficient or Higher | 100% | 0% | | | | 100% |
| Data to Determine Patterns & Gaps | Number | 2 | 1 | | | | 2 |
| | Mean | 4.00 | 2.00 | | | | 4.00 |
| | Range | 4.00 | 2.00 | | | | 4.00 |
| | % Proficient or Higher | 100% | 0% | | | | 100% |
| Response to Interventions | Number | 2 | 2 | | | | 2 |
| | Mean | 3.50 | 3.00 | | | | 4.00 |
| | Range | 3.00-4.00 | 2.00-4.00 | | | | 4.00 |
| | % Proficient or Higher | 100% | 50% | | | | 100% |
| Content Standards | Number | | 1 | | | | |
| | Mean | | 4.00 | | | | |
| | Range | | 4.00 | | | | |
| | % Proficient or Higher | | 100% | | | | |
| | Number | | 1 | | | | |
| | Mean | | 4.00 | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Strength: Data to Determine | Range | | 4.00 | | | | |
| | % Proficient or Higher | | 100% | | | | |
| Weakness: Data to Determine | Number | | 1 | | | | |
| | Mean | | 4.00 | | | | |
| | Range | | 4.00 | | | | |
| | % Proficient or Higher | | 100% | | | | |
| Analysis | Number | | 1 | | | | |
| | Mean | | 4.00 | | | | |
| | Range | | 4.00 | | | | |
| | % Proficient or Higher | | 100% | | | | |
| Application | Number | | 1 | | | | |
| | Mean | | 4.00 | | | | |
| | Range | | 4.00 | | | | |
| | % Proficient or Higher | | 100% | | | | |

2021-2022:
Data not available. The candidates were enrolled in EDUC 412 during the semesters impacted by COVID-19 and the hurricanes.

| Criteria | | Fall 2022 | Spring 2023 | Fall 2023 | Spring 2024 | Fall 2024 | Spring 2025 |
|---|---|---|---|---|---|---|---|
| Choice of Assessment | Number | | | | | | |
| | Mean | | | | | | |
| | Range | | | | | | |
| | % Proficient or Higher | | | | | | |
| Pre-assessment | Number | | | | | | |
| | Mean | | | | | | |
| | Range | | | | | | |
| | % Proficient or Higher | | | | | | |
| Post-assessment | Number | | | | | | |
| | Mean | | | | | | |
| | Range | | | | | | |
| | % Proficient or Higher | | | | | | |
| Alignment of Lesson Evidence | Number | | | | | | |
| | Mean | | | | | | |
| | Range | | | | | | |
| | % Proficient or Higher | | | | | | |
| Student Level of Mastery & Evaluation of Factors | Number | | | | | | |
| | Mean | | | | | | |
| | Range | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | % Proficient or Higher | | | | | | |
| Data to Determine Patterns & Gaps | Number | | | | | | |
| | Mean | | | | | | |
| | Range | | | | | | |
| | % Proficient or Higher | | | | | | |
| Response to Interventions | Number | | | | | | |
| | Mean | | | | | | |
| | Range | | | | | | |
| | % Proficient or Higher | | | | | | |
| Content Standards | Number | | | | | | |
| | Mean | | | | | | |
| | Range | | | | | | |
| | % Proficient or Higher | | | | | | |
| Strength: Data to Determine | Number | | | | | | |
| | Mean | | | | | | |
| | Range | | | | | | |
| | % Proficient or Higher | | | | | | |
| Weakness: Data to Determine | Number | | | | | | |
| | Mean | | | | | | |
| | Range | | | | | | |
| | % Proficient or Higher | | | | | | |
| Analysis | Number | | | | | | |
| | Mean | | | | | | |
| | Range | | | | | | |
| | % Proficient or Higher | | | | | | |
| Application | Number | | | | | | |
| | Mean | | | | | | |
| | Range | | | | | | |
| | % Proficient or Higher | | | | | | |

### 17.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
The benchmark was not met. There were a number of elements in which the % Proficient or Higher fell below 80%, including: Choice of Assessment (F18-0%); Pre-assessment (F18-50%, S19-0%); Post-assessment (F18-50%, S19-0%); Alignment of Lesson Evidence (S19-0%); Student Level of Mastery and Evaluation of Factors (S19-0%); Data to Determine Patterns and Gaps (S19-0%); and Response to Intervention (S19-50%).

Plan for Continuous Improvements:
The Teacher Candidate Work Sample is being replaced by the Teaching Cycle which provides specific expectations and increased rigor with scaffolded support to improve candidate abilities to evaluate student learning and plan for instruction.

Recommendations for Successful Implementation of Plan for Improvement:
The Teaching Cycle will be scaffolded throughout the program and the Senior Residency Portfolio will include the complete Teaching Cycle. During the Senior Residency Portfolio course, candidates will be assigned a mentor professor to assist them, answer questions, and guide them through the full process.

2019-2020:

2020-2021:
The benchmark was met for the 2020-2021 academic year. This data captures the one time collection of Teaching Cycle data in the performance portfolio at the end of the program. Moving forward, at least two points of data will be used to monitor progression in TC criteria in addition to the proficiency levels.

At the end of each academic year, EPAC faculty will review Teaching Cycle data and areas of concern and in need of improvement. Faculty will work together to address areas for improvement or concern (ex. clarifying directions and expectations, modeling, providing exemplars, etc.).

2021-2022:
Due to the semesters impacted by COVID and hurricanes, data was not collected for the teaching cycle on some candidates, therefore there was not data to report here.

All major assessments, including the teaching cycle, are being realigned to the 2022 Danielson Framework for Teaching Model in preparation for the Fall 2024 CAEP accreditation visit therefore a new assessment will be implemented in Fall 2022.

2022-2023:

## 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 2018 | Spring 2019 | Fall 2019 | Spring 2020 | Fall 2020 | Spring 2021 |
|---|---|---|---|---|---|---|---|
| #5624 overall | Number | 3 | 2 | | | 1 | 2 |
| | Mean | 165 | 181.5 | | | 174 | 180.5 |
| | Range | 157-170 | 179-184 | | | 174 | 179-182 |
| | % Pass 1st attempt | 100% | 100% | | | 100% | 100% |
| #5624 breakdown: | Number | 3 | 2 | | | 1 | 2 |
| Students as Learners | Mean | 13.3 | 17 | | | 14 | 15.50 |
| | Range | 12-15 | 17 | | | 14 | 15-16 |
| | % correct (21) | 63% | 81% | | | 70% | 78% |
| Instructional Process | Mean | 15 | 16 | | | 15 | 14.5 |
| | Range | 14-16 | 15-17 | | | 15 | 13-16 |
| | % correct (21) | 71% | 80% | | | 75% | 73% |
| Assessment | Mean | 9 | 11.5 | | | 11 | 11 |
| | Range | 8-10 | 11-12 | | | 11 | 11 |
| | % correct (14) | 64% | 82% | | | 79% | 79% |
| Professional Development Leadership and Community | Mean | 9 | 9.5 | | | 10 | 11 |
| | Range | 9 | 9-10 | | | 10 | 10-12 |
| | % correct (12) | 64% | 79% | | | 71% | 79% |
| Analysis of Instructional Scenarios | Mean | 8.7 | 13.5 | | | 11 | 12 |
| | Range | 6-11 | 13-14 | | | 11 | 11-13 |
| | % correct (16) | 54% | 84% | | | 69% | 75% |

| | | Fall 2021 | Spring 2022 | Fall 2022 | Spring 2023 | Fall 2023 | Spring 2024 |
|---|---|---|---|---|---|---|---|
| #5624 overall | Number | 3 | 0 | | | | |
| | Mean | 170 | | | | | |
| | Range | 163-176 | | | | | |
| | % Pass 1st attempt | 67% | | | | | |
| #5624 breakdown: | Number | 3 | | | | | |
| Students as Learners | Mean | 14 | | | | | |
| | Range | 13-15 | | | | | |
| | % correct (20) | 70% | | | | | |
| Instructional Process | Mean | 14 | | | | | |
| | Range | 13-16 | | | | | |
| | % correct (20) | 72% | | | | | |
| Assessment | Mean | 9 | | | | | |
| | Range | 7-10 | | | | | |
| | % correct (14) | 62% | | | | | |
| Professional Development Leadership and Community | Mean | 7 | | | | | |
| | Range | 6-9 | | | | | |
| | % correct (14) | 52% | | | | | |
| Analysis of Instructional Scenarios | Mean | 11 | | | | | |
| | Range | 9-15 | | | | | |
| | % correct (16) | 69% | | | | | |

### 18.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
100% of the candidates (n=5) from the 2018-2019 AY passed the Praxis PLT on the first attempt. The mean score of the spring 2019 candidates was 16.5 points higher than the fall 2018 candidates' mean score.

For the F18 semester, candidates averaged 71% or below correct in each of the five sub-categories. For the S19 semester, only one sub-category fell below 80%: Professional Development Leadership and Community (79%).

Plan for Continuous Improvement:
With the redesign of the new program, courses are aligned to ensure that the appropriate content is covered for candidates to perform well on the exam and continue to exceed the benchmark.

Recommendations for Successful Implementation of Plan for Improvement:
- Advisors and course faculty will encourage candidates to take the PLT exam after the appropriate coursework is successfully completed.
- Secondary education faculty will monitor pass rates of candidates in order to ensure alignment and proper sequence.

2019-2020:

2020-2021:
The benchmark was met, 100% of candidates passed the Praxis Principles of Learning and Teaching exam on the first attempt. The range of sub-category scores ranged from 69% to 79% correct.

EPP faculty will look at Praxis PLT across secondary programs to identify trends and areas for improvement. Based on findings, changes in instruction, course content, study materials, etc. will be made.

2021-2022:
67% (2/3) of the candidates passed the Praxis Principles of Learning and Teaching exam on the first attempt and therefore, the benchmark was not met. Due to the small sample size, a review of all Secondary PLT data will be done to determine program changes and preparation in coursework.

2022-2023:

End of report