



History [HIST]

Cycles included in this report:

Jun 1, 2023 to May 31, 2024

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Program Name: History [HIST]**Reporting Cycle: Jun 1, 2023 to May 31, 2024****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**

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.

2023-2024:

Created a new student organization, the History Club, designed to be more inclusive and engaging than our old student organization Phi Alpha Theta, which is an academic honor society with rigorous membership requirements. 19 students joined the History Club and we had our first events to support it. Dr Smith is serving as History Club advisor.

4 Program Highlights from the Reporting Year

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 2021-22 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.

2023-2024:

We created a new Public History concentration of the History BA which is now in the McNeese catalog for the upcoming academic year. This offers students a new professional degree option (other than Social Studies Education) within the History program.

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

2023-2024:

Course	Face-to-Face Sections			Online Sections		
	Students scoring 70% or higher		Benchmark met?	Students scoring 70% or higher		Benchmark met?
	#	%		#	%	
HIST 101	68/75	90%	Yes	109/122	89%	Yes
HIST 102	53/56	94%	Yes	71/84	84%	Yes
HIST 201	209/300	70%	Yes	115/115	100%	Yes
HIST 202	351/398	88%	Yes	102/102	100%	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

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.

2023-2024:

The benchmark was met. Scores were lower in face to face sections, which might correlate with poor attendance in some of those classes, especially by freshman in the surveys admitted with poor study skills. Improving performance for those students is an issue of ongoing concern for the department and university.

Faculty who teach online classes now are required to receive pedagogy training every year.

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
2023-2024	4.44	No

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

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.

2023-2024:

The benchmark was narrowly missed. In general this was a challenging year with many students struggling especially in survey classes as many are academically underprepared and with weak study skills. The department is having ongoing discussions about how to best meet these students where they are and help them succeed. Some faculty are banning electronic devices in classes as a way of improving student focus.

[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	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	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
2023-2024	7/8	87.5%	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

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.

2023-2024:

Benchmark met. Consider raising benchmark. We hired a tenure track assistant professor to teach women's history for the coming academic year, which should significantly improved the department's ability to cover issues of diversity in our curriculum.

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	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
Fall 2023	1/1	100%	Yes	—	—	—
Spring 2024	—	—	—	13/14	92%	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

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.

2023-2024:

Students met the benchmark for the research project assignment. The one student who did not use AI in their paper. Discouraging the improper use of AI is a new focus and challenge for the department.

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	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
Fall 2023	1/1	100%	Yes	—	—	—
Spring 2024	—	—	—	13/14	92%	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

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.

2023-2024:

The benchmark was met. The imbalance in enrollment between the low numbers in the fall face to face section and high numbers in the spring online section are not ideal and discussions are ongoing as to how best to schedule the methods class and if it should be offered online for non-online majors or not.

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

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
Fall 2023	7/8	87.5%	Yes	—	—	—
Spring 2024	—	—	—	—	—	—

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

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.

2023-2024:

Benchmark met. Students continue to produce strong capstone research projects. Though none this year presented their papers at the Louisiana Historical Association meeting, which was in New Orleans and so a little more difficult to get to, in the future we would like to encourage and support them in doing so.

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

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
Fall 2023	8/8	100%	Yes	—	—	—
Spring 2024	—	—	—	—	—	—

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

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.

2023-2024:

The benchmark was met. Students continue to display good professional development with the quality of their presentations. In the future we would like to encourage students to present their work both at Louisiana Historical Association annual meetings and at undergraduate research symposiums in the UL system, with department and college support.

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, Completion, Retention, and Recruitment

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 McNeese Strategic Plan goal concerning enrollment and recruitment.

12.1 Data Enrollment and Completers

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	5	1	0	1
2023-2024	5	0	1	1

12.1.1 Analysis of Data and Plan for Continuous Improvement

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 McNeese 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:

Current official enrollment in Social Studies Education for the 2022-2023 academic year is five candidates.

The EPP has updated the BCOE 5-Year Strategic Plan for sustainable recruitment and retention of student beyond our region who are best fit for our offerings and culture. This includes ensuring that we are recruiting at Preview Days and Career Days in the five-parish area, expanding the Pre-Educator Pathways to include more high schools, and expanding our invitations for the Explore Tour and Unlock Education to high schools outside our five-parish region.

In an effort to retain candidates, we will continue with at-risk student concern meetings at three points during the semester to offer support and resources to candidates.

2023-2024:

There are five candidates officially enrolled in the Social Studies Education program, which is consistent with the enrollment numbers from the previous year.

Data will be tracked by EDPR to determine the progression of candidates from EDUC 110 to EDUC 200 to assist in improving retention rates and better understanding the reasons candidates are exiting the program, college and/or university before officially being admitted into the education program.

12.2 Data Completion Matriculation Rates

Completer Matriculation Rates:

Cohort Academic Year	Accepted into program	1-2 Years to Grad	3 Years to Grad	4 Years to Grad	5 Years to Grad	Dropped from University	State Completer	Earned Different Degree	Still Enrolled
2023-2024	5								5

12.2.1 Analysis of Data and Plan for Continuous Improvement

2023-2024: The EPP will track the matriculation of candidates from official admission into the program (EDUC 200 packet) through graduation. This will provide insight to the obstacles or influences within the program that may lead candidates to resign from the program, college, and/or university.

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: A minimum of 80% of completer cohorts will have passed the Praxis Content Exam on the first attempt.

Prior to 2023-2024, the benchmark was 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

Term	Test #	Passing Score Required	n	EPP Range of Passing Scores Only	EPP Cycle Mean	2022-2023 National Median	EPP Mean National Median	EPP Pass First Attempt	
								#	%
Spring 2023			0						

2023-2024:

Term	Test #	Passing Score Required	n	EPP Range of Passing Scores Only	EPP Cycle Mean	2022-2023 National Median	EPP Mean National Median	EPP Pass First Attempt	
								#	%
Fall			0						
Spring	5086	153	1	153	153	160	No	1	100%

13.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024: In the 2023-2024 academic year, the one candidate who completed the Social Studies Education concentration passed the Praxis content exam on the first attempt. The composite score was below the National Mean.

Faculty in the History Department have and are continuing to review course content to ensure topics on the Social Studies Praxis exam are covered in order to better prepare candidates for the exam. Also, 240 Tutoring credits are offered to candidates to assist in preparing for the exams beginning in EDUC 200.

14 Assessment and Benchmark Praxis Principles of Learning and Teaching Exam

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

14.1 Data

	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026	Fall 2026	Spring 2027
% pass 1st attempt	100% 1/1	—	—	100% 1/1						

#5624		Fall 2022	Spring 2023	Fall 2023	Spring 2024
Overall Score Information	Number	1	0	0	1
	Mean	1			1
	Range	173			171
	% Pass 1st attempt	100%			100%
	% Pass prior to ST/Intern	100%			100%
Subcomponent	Number	1			1
Students as Learners (21)	Mean	15			14
	Range	15			14
	% Correct	71%			70%
Instructional Process (20)	Mean	13			15
	Range	13			15
	% Correct	62%			71.42%
Assessment (14)	Mean	11			11
	Range	11			11
	% Correct	79%			78.57%
Professional Development Leadership and Community (13)	Mean	9			11
	Range	9			11
	% Correct	69%			78.57%
Analysis of Instructional Scenarios (16)	Mean	12			8
	Range	12			8
	% Correct	75%			50%

14.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

The completers within the last two academic years passed the PLT exam on the first attempt; however, fell short of meeting the National Median score of 176. Education Professions faculty reviewed and revised coursework to ensure coverage of the PLT topics to better prepare candidates for the exam. Candidates are also provided free access to 240 tutoring beginning in EDUC 200.

15 Assessment and Benchmark The Learner and Learning

Benchmark: Candidates will meet benchmark (3.00) a minimum of 80% of the time when applying critical concepts and principles of learner development (InTASC 1), learning differences (InTASC 2), and creating safe and supportive learning environments (InTASC 3) in order to work effectively with diverse P-12 students and their families.

15.1 Data

2023-2024:

	Semester	n	Met
InTASC Standard 1	Fall	—	—
	Spring	1	100%
InTASC Standard 2	Fall	—	—
	Spring	1	100%
InTASC Standard 3	Fall	—	—
	Spring	1	92.59%
The Learner and Learning	Fall	—	—
	Spring	1	93.75%

15.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

For the Learner and Learning, 100% (Spring 2024) of candidates met benchmark on assessment items relevant to InTASC Standards 1, 2, and 3. The candidate (n=1) met benchmark 100% of the time for items related to InTASC Standards 1 and 2. InTASC Standard 3 item scores met benchmark on 92.59% of items, although lower than the items for InTASC 1 and 2.

Opportunities to address creating safe and supportive learning environments are spread throughout the program assessments including lesson planning, the Teaching Cycle, and observations. Faculty will provide quality academic feedback on candidate refinement areas to strengthen their performance. Additionally, candidates are participating in 240 Tutoring work for the PLT in the Curriculum and Planning courses as a mid-term grade beginning in Fall 2024.

16 Assessment and Benchmark Content

Assessment: Content

Benchmark: Candidates will meet benchmark (3.00) a minimum of 80% of the time when assessed on central concepts of their content area (InTASC 4) and apply the content in developing equitable and inclusive learning experiences (InTASC 5) for diverse P-12 students.

16.1 Data

2023-2024:

	Semester	n	Met
InTASC Standard 4	Fall	—	—
	Spring	1	66.67%
InTASC Standard 5	Fall	—	—
	Spring	1	75%
Content	Fall	—	—
	Spring	1	71.42

16.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

Completer did not meet benchmark in the Spring 2024 semester on the rubric elements aligned to Content assessed in Residency I and Residency II semesters (71%). EDPR faculty have met with Social Studies education faculty to discuss course progression and align Praxis content topics to coursework. Additionally, candidates will be assessed with the Domain 5 content specific rubric for all observations within the program. This will allow for the candidate to be provided specific feedback on the knowledge and application of content within the classroom lessons.

17 Assessment and Benchmark Instructional Practice

Benchmark: Candidates will meet or exceed benchmark on a minimum of 80% of the items measuring assessment (InTASC 6), planning for instruction (InTASC 7), and utilizing a variety of instructions strategies (InTASC 8) to provide equitable and inclusive learning experiences for diverse P-12 students.

17.1 Data

2023-2024:

	Semester	n	Met
InTASC Standard 6	Fall	—	—
	Spring	1	71.43%
InTASC Standard 7	Fall	—	—
	Spring	1	100%
InTASC Standard 8	Fall	—	—
	Spring	1	53.85%
Instructional Practice	Fall	—	—
	Spring	1	63.63%

17.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

Data from the 2023-2024 academic year indicates that candidate(s) (n=1) did not meet the 80% benchmark for the overall category of Instructional Practice (64%). The area for refinement indicated in the data includes elements aligned to InTASC 8, with benchmark being met 54% of the time. Feedback from candidates indicated they were experiencing difficulties in completing full multiple teaching cycles within the program. In Summer 2023, the faculty met and determined the breakout of the Teaching Cycle among coursework to better prepare candidates to complete these tasks. By sectioning out the cycle first, candidates will be able to grasp concepts as parts to build into the whole. The sections of the Teaching Cycle have been portioned into methods courses for preparation of the Residency I Performance Portfolio.

18 Assessment and Benchmark Professional Responsibility

Benchmark: Candidates will meet or exceed benchmark on a minimum of 80% of the items measuring professional learning including to act ethically (InTASC 9), taking responsibility for student learning, and collaborating with others (InTASC 10) to work effectively with diverse P-12 students and their families.

18.1 Data

2023-2024:

	Semester	n	Met
InTASC Standard 9	Fall	—	—
	Spring	1	100%
InTASC Standard 10	Fall	—	—
	Spring	1	25%
Professional Responsibility	Fall	—	—
	Spring	1	75%

18.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

Data from the 2023-2024 academic year indicates that completers (n=1) met benchmark on 75% of the elements aligned to Professional Responsibility on the assessments within Residency I and Residency II. The observation assessment used for evaluations will be changing from the Danielson Framework for Teaching to the Louisiana Aspiring Educators Rubric (LAER) beginning in Fall 2025. Therefore, as this new assessment is implemented, a backward design approach will be used to specifically address InTASC Standards 9 and 10 within more program coursework as practice to proficiency when in Residency.

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		
HIST201 (3.0)	Introduced	Introduced		
HIST202 (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	6	6	1	0
Reinforced	3	3	0	0
Mastered	1	1	1	0
Credits	30.0	30.0	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.

13.1202 Elementary Education and Teaching.

13.1399 Teacher Education and Professional Development, Specific Subject Areas, Other.

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).

13.0101 Education, General.

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.

13.1205 Secondary Education and Teaching.

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.**HIST201** American History to 1877 (Lec. 3, Cr. 3) (3.0)

Gen Ed - R

Survey of American history to 1877.

54.0101 History, General.**54.0102** American History (United States).**HIST202** American History since 1877 (Lec. 3, Cr. 3) (3.0)

Gen Ed - R

Survey of American history from 1877 to the present.

54.0101 History, General.**54.0102** American History (United States).**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/Globalization 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.