LEARNING IMPROVEMENT REPORT

Purpose: Part D of the Cyclical Program Review process prompts reflection and action planning to improve student learning.
Rationale: Program level assessment in integral to the vitality of our academic programming and our institutional effectiveness.

Using this template and the guidance (overleaf), construct a succinct report for program assessment (of <u>each program</u> in your department). Submit your completed LEARNING IMPROVEMENT REPORT as part of your full program review submission by December 14, 2018 to <u>assessment@semo.edu</u>. Guidance on Cyclical Program Review is available at <u>http://www.semo.edu/provost/curriculum/program-review</u>.

Program: _____ Historic _____ Preservation _____ Program Leader/Contact: _____ Steven Hoffman_____

Program Learning Outcomes	Assessment (Direct and Indirect Evidence)	Conclusions Based on Evidence	Rating	Actions Taken or Planned
PLO 1: Demonstrate the ability to locate and gather information by developing skills in historical research, including the use of Internet resources, computer databases, secondary and primary sources, and local records.	**(Spring/Summer/Fall 2017 data)** • **7 of 7 students successfully presented portfolios demonstrating evidence of meeting this PLO. Evidence presented by students included research papers and other applied projects requiring these research skills.**	**(Spring/Summer/Fall 2017 data)** **100% of students were able to present evidence in portfolio reviews supporting the conclusion that students are able to demonstrate the skills associated with this program objective.**	**Excellent**	**Continue current practices.**
PLO 2: Demonstrate capabilities for critical thinking, reasoning and analysis by evaluating the historical features, characteristics, integrity, and significance of documents, objects, buildings, and landscapes.	• **7 of 7 students successfully presented portfolios demonstrating evidence of meeting this PLO. Evidence presented included draft National Register of Historic Places nominations, Historic Resource Surveys and other applied projects.**	**100% of students were able to present evidence in portfolio reviews supporting the conclusion that students are able to demonstrate the skills associated with this program objective.**	**Excellent**	**Continue current practices.**

PLO 3: Demonstrate effective communication skills by presenting historical information and programs to audiences inside and outside the classroom.	• 7 of 7 students successfully presented portfolios demonstrating evidence of meeting this PLO. Evidence presented included draft National Register of Historic Places nominations, Historic Resource Surveys and other applied projects, such as museum projects or historic site interpretation projects. In addition, evidence in the form of PowerPoint presentations of classroom presentations were included in portfolios.	100% of students were able to present evidence in portfolio reviews supporting the conclusion that students are able to demonstrate the skills associated with this program objective.	Excellent	Continue current practices.
PLO 4: Demonstrate an understanding of human experiences by studying historical resources and their meaning in the present.	• 7 of 7 students successfully presented portfolios demonstrating evidence of meeting this PLO. Indirect evidence included discussion of courses students took during their program and their applicability to the profession.	100% of students were able to present evidence in portfolio reviews supporting the conclusion that students are able to demonstrate the knowledge associated with this program objective.	Excellent	Program faculty are currently involved in a process of refining program learning objectives, and are considering the possibility of eliminating or refining this objective to better reflect current program needs and objectives.
PLO 5: Demonstrate an understanding of various cultures and their interrelationships by building a knowledge base in history, anthropology, and/or archaeology.	• 7 of 7 students successfully presented portfolios demonstrating evidence of meeting this PLO. Indirect evidence included discussion of courses students took during their program and their applicability to the profession.	100% of students were able to present evidence in portfolio reviews supporting the conclusion that students are able to demonstrate the knowledge associated with this program objective.	Excellent	Program faculty are currently involved in a process of refining program learning objectives, and are considering the possibility of eliminating or refining this objective to better reflect current program needs and objectives.

PLO 6: Demonstrate the ability to integrate the breadth and diversity of knowledge and experience by observing and analyzing a wide variety of resources that have survived to represent past cultures.	• **7 of 7 students successfully presented portfolios demonstrating evidence of meeting this PLO. Indirect evidence included discussion of courses students took during their program and their applicability to the profession.**	**100% of students were able to present evidence in portfolio reviews supporting the conclusion that students are able to demonstrate the knowledge associated with this program objective.**	**Excellent**	**Program faculty are currently involved in a process of refining program learning objectives, and are considering the possibility of eliminating or refining this objective to better reflect current program needs and objectives.**
PLO 7: Demonstrate the ability to make informed, intelligent value decisions by studying the ethical dimension of preservation and practicing decision-making in services projects and an internship.	• **7 of 7 students successfully presented portfolios demonstrating evidence of meeting this PLO, including evidence from applied projects and internships. Indirect evidence included discussion of courses students took during their program and their applicability to the profession.**	**100% of students were able to present evidence in portfolio reviews supporting the conclusion that students are able to demonstrate the skills and knowledge associated with this program objective.**	**Excellent**	**Program faculty are currently involved in a process of refining program learning objectives, and are considering the possibility of eliminating or refining this objective to better reflect current program needs and objectives.**
PLO 8: Demonstrate the ability to make informed, sensitive aesthetic responses by observing and reflecting on survivals of the past in art, architecture, and the landscape.	• **7 of 7 students successfully presented portfolios demonstrating evidence of meeting this PLO. Indirect evidence included discussion of courses students took during their program and their applicability to the profession, particularly their projects in HP585 and HP552.**	**100% of students were able to present evidence in portfolio reviews supporting the conclusion that students are able to demonstrate the knowledge associated with this program objective.**	**Excellent**	**Program faculty are currently involved in a process of refining program learning objectives, and are considering the possibility of eliminating or refining this objective to better reflect current program needs and objectives.**
PLO 9: Demonstrate the ability to function responsibly in one's natural,	• **3 of 7 students successfully presented portfolios demonstrating evidence of**	**100% of students were able to present evidence in portfolio reviews or internship journals**	**Excellent**	**Program faculty are currently involved in a process of refining program learning objectives, and are considering the possibility of**

social, and political environment by participating in service projects, field exercises, and an internship in historic preservation.	meeting this PLO. Evidence included discussion of internship experience. 4 of 7 students completed internship after their portfolio reviews. • **7 of 7 students successfully completed internships. Evidence included a reflective journal, completion of a special project, short paper, classroom presentation of project, and evaluations completed by interns and supervisors.**	and papers supporting the conclusion that students are able to demonstrate the knowledge associated with this program objective.		eliminating or refining this objective to better reflect current program needs and objectives.
PLO 10: Develop specific skills necessary for the identification and documentation of historic buildings and objects through hands-on experiences and field exercises.	• **7 of 7 students successfully presented portfolios demonstrating evidence of meeting this PLO. Indirect evidence included National Register of Historic Places nominations, Historic Resource Surveys and other applied projects from museums, historic sites and/or archives.** • **10 of 10 undergraduate students successfully completed draft National Register of Historic Places nominations and Historic Resource Survey in HP588.**	**100% of students were able to present evidence in portfolio reviews or internship journals and papers supporting the conclusion that students are able to demonstrate the knowledge associated with this program objective.**	**Excellent**	**Continue current practices.**
PLO 11: Develop specific competence in archives management, museum management, or historic site	• **3 of 7 students successfully presented portfolios demonstrating evidence of meeting this PLO. Evidence included discussion of**	**100% of students were able to present evidence in portfolio reviews or internship journals and papers supporting the**	**Excellent**	**Continue current practices.**

administration in hands-on courses within the context of a liberal arts program firmly grounded in the discipline of history.	internship experience. 4 of 7 students completed internship after their portfolio reviews. • 7 of 7 students successfully completed internships in archives, museums or historic sites. Evidence included a reflective journal, completion of a special project, short paper, classroom presentation of project, and evaluations completed by interns and supervisors. • 13 of 13 students completed an applied practicum course in Historic Site Administration and met the objective by preparing a Seasonal Interpretive Plan for the Glenn House historic site. 10 of 10 students completed an applied practicum course in Archives and 9 of 10 met the objective by demonstrating competence in archival processing.	conclusion that students are able to demonstrate the knowledge associated with this program objective.		

Program: _____BA in History_____ Program Leader/Contact: _____David Cameron_____

Program Learning Outcomes	Assessment (Direct and Indirect Evidence)	Conclusions Based on Evidence	Rating	Actions Taken or Planned
PLO -1: Master the methods of effective historical research and communication	• Successful completion of GH 415 (Senior Seminar) • Successful completion of GH 007 (Portfolio Review)	• GH 415 – 44% successful completion rate (7 out of 16 students) • GH 007 – 100% successful completion rate (10 out of 10 students)	GH 415 – Good GH 007 - excellent	In GH 415, students are required to write a substantial (20-25 pages) senior paper. GH 415 is only offered in the fall semester. Normally 1/4 to 1/3 of the students take an "Incomplete" and finish the paper in the following spring semester. As successful completion of GH 415 is required for the BA in History, the successful completion rate is ultimately 100%. GH 007 is an oral defense of the senior paper. GH 007 is normally done in the spring semester. The department is currently working on strategies to decrease the number of "Incompletes" given in GH 415.
PLO-2: Learn how to read, critically evaluate, interpret and discuss primary and secondary sources	• Successful completion of GH 315 (Historiography) • Successful completion of GH 415 (Senior Seminar)	• GH 315 -89% successful completion rate (37 out of 42 students) • GH 415 – 44% successful completion rate (7 out of 16 students)	GH 315 - Excellent GH 415 – Good GH 007 - excellent	See action listed above for PLO 1
PLO-3: Learn how to formulate and understand	• Successful completion of GH 315 (Historiography)	• GH 315 -89% successful completion rate (37 out of 42 students)	GH 315 – Excellent	See action listed above for PLO 1

historical arguments and interpretations	• Successful completion of GH 415 (Senior Seminar)	• GH 415 – 44% successful completion rate (7 out of 16 students)	GH 415 – Good	
PLO-4: Acquire a familiarity with the concept of historiography	• Successful completion of GH 315 (Historiography)	• GH 315 -89% successful completion rate (37 out of 42 students)	GH 315 - Excellent	See action listed above for PLO 1
PLO-5: Effectively practice the skills of an historian across a variety of cultures, regions and periods	• Successful completion of GH 315 (Historiography) • Successful completion of GH 415 (Senior Seminar)	• GH 315 -89% successful completion rate (37 out of 42 students) • GH 415 – 44% successful completion rate (7 out of 16 students)	GH 315 - Excellent GH 415 – Good	See action listed above for PLO 1
PLO-5: Effectively practice the skills of an historian across a variety of cultures, regions and periods	• Successful completion of GH 315 (Historiography) • Successful completion of GH 415 (Senior Seminar) • Successful completion of GH 007 (Portfolio Review)	• GH 315 -89% successful completion rate (37 out of 42 students) • GH 415 – 44% successful completion rate (7 out of 16 students) • GH 007 – 100% successful completion rate (10 out of 10 students)	GH 315 - Excellent GH 415 – Good GH 007 - excellent	See action listed above for PLO 1

Program: _____BA in Social Sciences_____ Program Leader/Contact: ____Christopher Schroeder_____

Program Learning Outcomes	Assessment (Direct and Indirect Evidence)	Conclusions Based on Evidence	Rating	Actions Taken or Planned
See narrative report below	(Spring/Fall 2017 data)	(Spring/Fall 2017 data)	See report below	See narrative report below

Program Assessment: BA Social Science
Narrative Report
2018 Submission
2017 Data

1. Previous actions to address weaknesses or build upon strengths
    a. What specific actions has the program taken to address weaknesses and/or build upon strengths identified in reports from earlier years?
        • Given that this is the first year the program has been formally assessed and that it is a relatively new program that has been in place for only a brief time, no earlier strengths or weaknesses have been identified.
    b. Have those changes had demonstrable effects?
        • N/A
    c. Programs are not required to address every PLO in this section. Only those PLOs upon which the program chose to take action in the previous year must be addressed.
        • N/A
    d. In the initial report, this section should simply be a short summary of 1-2 actions the program has taken in recent years in order to improve.
        • The BA in Social Science was initiated as a fully online undergraduate degree in Fall 2013 under the direction of Drs. Wayne Bowen and Dalton Curtis and began with an initial enrollment of 14 majors. The program was housed in the Department of History and until Fall 2018 lacked a full-time permanent faculty member to coordinate and oversee all

aspects of the program despite rapidly increasing enrollments in the major (65 by Fall 2015). During the 2017-18 Academic year, there were again 65 majors and 25 degree completions.

As an interdisciplinary degree, three Social Science courses were created (OS 200, OS 300, and OS 400) to anchor the students in the breadth of social science goals, methods, and research theory. Various faculty in the History Department undertook the preparation, QM approval process, and initial offering of these courses. While there were indeed initial QM approved, copyright shared course materials, who taught the course varied considerably depending upon the availability of full-time, term, or part-time faculty. Advising of majors was carried out solely by Southeast Online staff even when the student was enrolled on the main campus.

Such an approach was difficult in creating consistent approaches to courses as each faculty member arrived with varying backgrounds in the social sciences. In addition, both Drs. Bowen and Curtis left the institution. To stabilize the program, a full-time RNTT position was approved and filled during the 2017-18 academic year. This position will be the program coordinator for the degree and will work to better coordinate the content of the OS-prefix courses, provide advising to on campus majors, and work with Southeast Online to recruit and retain online students within the program. In addition, this faculty member will teach all OS prefix courses. These courses will

2. Conclusions about student learning
   a. In regard to student progress toward meeting stated program learning outcomes, what conclusions can be drawn based upon available data collected during the previous academic year?
      - The Curriculum Map created for the BA in Social Sciences provides PLO listings that are cross-referenced to the three courses required of all majors in the program. While the PLOs do not employ SLO data as many curriculum maps do, they are quite broad and do appropriately reflect the larger goals of the program. During the 2017 calendar year, multiple term and part-time faculty members taught the three required online courses (one blended section was taught at the request of Extended Learning as well).

      At the time of this report, none of those instructors were available to draft this report. In addition, the person tasked with the assessment report had to have access to the Moodle course sections of the three required courses taught during 2017, including student grades. Because of confidentiality issues related to faculty courses, the current chair of the Department of History and Anthropology examined the courses with respect to the PLOs included in the Social Sciences curriculum map. Based upon the available data, the PLO goals are broadly represented across the courses; however, in some cases do not align precisely with the courses as indicated in the curriculum map. The exploration of results for each PLO reflect the alignment currently included within the curriculum map. Given that this is the first time

assessing the program based on the map, it is not surprising and will provide a starting point from which to adjust the curriculum, curriculum map, and methods of program assessment.

b. How has the level of student achievement changed in recent years? Which outcomes are relative strengths or weaknesses?
   - As this is the first program assessment report, it is difficult to evaluate change over time; however, enrollments and completion of degrees have steadily increased since Fall 2013.
c. This is the only section in which every PLO must be addressed.
   - **PLO 1:** Demonstrate knowledge of the aims and methods of the social sciences.
     o **OS 200, Assessment 1:** Students engage in forum discussions as both leaders and participants concerning issues of interest to social scientists. Students are assessed using a scoring rubric that evaluates an understanding of social scientific aims. With respect to PLO 1 student scoring reflects an appropriate understanding of the aims of social science.
     o **OS 200, Assessment 2:** Students undertake two brief papers which ask them to identify a contemporary issue of concern to social scientists and analyze which subject areas would be involved in addressing the issue. Students are assessed using a scoring rubric that evaluates an understanding of social scientific aims and effective communication, but does not specifically evaluate knowledge of methods. Scores suggest a comprehensive understanding of the aims of social sciences. Individual papers were sampled at regular intervals from the class roster for knowledge of social science methods at the introductory level. Few student submissions made reference to any specific methods used by social science, so it was difficult to evaluate whether this was due to a misalignment between PLO and course level.
     o **OS 300, Assessment 1:** Students participate in forums related to areas across the social sciences which ask them to apply their understanding of social science to contemporary world examples. Students are assessed using a rubric that evaluates the appropriateness of their response as well as written communication skills. Student grades using this rubric indicate they are well versed in the aims of social science and can begin to consider how various theoretical approaches to social science are formulated and employed.
     o **OS 400, Assessment 2:** Students must write a social science research proposal on the topic of their choice. Student proposals are evaluated using a scoring rubric that requires students to explicitly requires that the proposal demonstrate why the project falls within the realm of social science and offer a methodological plan for implementation. A systematic sampling of student artifacts (proposals) suggested that by and students were able to identify appropriate social scientific topics of investigation, but were less adept at identifying specific methods for answering their research questions. While broad scale references to "surveys" were commonly provided, little description of how the survey data would be analyzed was included.
   - **PLO 2:** Demonstrate the ability to locate and gather information from the social scientific literature.

- o **OS 200, Assessment 2**: Students undertake two brief papers which ask them to identify a contemporary issue of concern to social scientists and analyze which subject areas would be involved in addressing the issue. Students are assessed using a scoring rubric that evaluates their use of selected popular media sources. Scores assigned suggest an appropriate use of the sources, but the assignment in and of itself doesn't specifically require students to seek our scholarly sources within the social sciences.
  - o **OS 300, Assessment 2:** Students design and write an experimental proposal that addresses a social scientific issue. Students are required to write a literature review that includes a minimum of four reliable sources. A systematic sampling of student artifacts (proposals) indicated that students have difficulty identifying reliable sources and tend to focus on popular media sources rather than scholarly research publications.
  - o **OS 400, Assessment 2:** Students must write a social science research proposal on the topic of their choice. Student proposals are evaluated using a scoring rubric that requires students to explicitly requires that the proposal demonstrate why the project falls within the realm of social science and a scholarly literature review. A systematic sampling of student artifacts (proposals) suggested that by and students were able to identify appropriate social scientific topics of investigation and the majority provided at least 3 of 5 required scholarly sources. Those that did not meet this threshold used popular media resources not subject to review for reliability.
- **PLO 3:** Demonstrate the ability to engage in critical thinking by developing a social scientific research question.
  - o **OS 400, Assessment 1:** Students participate in weekly forums related to assigned readings related to social science methods and their application, including issues of ethics. By and large, students effectively demonstrated the ability to critically evaluate methods on their own and then respond thoughtfully to the postings of other students.
  - o **OS 400, Assessment 2:** Students must write a social science research proposal on the topic of their choice. Student proposals are evaluated using a scoring rubric that requires students to explicitly requires that the proposal demonstrate why the project falls within the realm of social science; offers a methodological plan for implementation; as well as a consideration of budget, ethical concerns, and overall limitations of the study approach. While students were able to identify appropriate research topics, their methodological plans were often vague and consideration of budget, ethics, and limitations were rather restrictive in scope.
  - o **OS 300, Assessment 3:** For a midterm assessment, students identify three primary methodological concerns for social science and explain with the assistance of a real-world study or situation identified from a popular media source. Based on a systematic sampling of artifacts, the majority of students were able to correctly connect social science methods to case studies they identified independently.
- **PLO 4:** Demonstrate knowledge of the uses of quantitative and qualitative methods for answering an appropriate research question.

- o **OS 200, Assessment 2:** Students undertake two brief papers which ask them to identify a contemporary issue of concern to social scientists and analyze which subject areas would be involved in addressing the issue. Students are assessed using a scoring rubric that evaluates an understanding of social scientific aims and effective written communication, but does not specifically evaluate knowledge of methods. Individual papers were sampled at regular intervals from the class roster for knowledge of social science methods at the introductory level, few students made specific reference to social scientific methods of analysis.
  - o **OS 300, Assessment 1:** Students participate in forums related to areas across the social sciences which ask them to apply their understanding of social science to contemporary world examples. Students are assessed using a rubric that evaluates the appropriateness of their response as well as written communication skills. In general student responses indicate the ability to distinguish among qualitative and quantitative methods and evaluate various methods with respect to the particular case studies presented.
  - o **OS 300, Assessment 2:** Students design and write an experimental proposal that addresses a social scientific issue. Students are required to write a literature review that includes a minimum of four reliable sources. A systematic sampling of student artifacts (proposals) suggests that most students can identify broad classes of methods appropriate to collecting data for their proposed study and identify the limitations of their selected approach. Only a few artifacts reviewed provided specific means of analyzing the data collected.
- **PLO 5:** Demonstrate effective communication skills by developing a proposal to answer a social scientific research question.
  - o **OS 300, Assessment 2:** Students design and write an experimental proposal that addresses a social scientific issue. Students are assessed using a scoring rubric that considers quality of writing. Overall grades and a systematic sampling of student artifacts suggested that students by and large can effectively communicate the research process in their writing; however, some weaknesses included effective use of citations and a professional writing style typical of social scientific literature.
  - o **OS 400, Assessment 2:** Students must write a social science research proposal on the topic of their choice. Student proposals are evaluated using a scoring rubric that requires students to explicitly requires that the proposal demonstrate why the project falls within the realm of social science; offers a methodological plan for implementation; as well as a consideration of budget, ethical concerns, and overall limitations of the study approach. Based on a systematic sampling of student artifacts, a bimodal distribution of writing ability seemed to emerge. Half of the students wrote in a clear and effective style typical of social science professional writing while the other half wrote in a colloquial style or whose writing was in need of substantial copyediting for grammar and spelling.
3. Planned response to data-based conclusions
    a. In what ways will the program respond to these conclusions over the next year?

- The primary challenge facing the program thus far has been consistency of instruction and coordination of the three courses. As a result, the assignments initially identified in the curriculum map as addressing specific PLOs did not necessarily still exist within the data examined. In addition, OS 300 and 400 seem to have evolved to cover much of the same content.
- Despite those issues, in general, students can appropriately identify the aims and general methods of social science, but struggle a bit in employing scholarly social scientific literature and identifying specific appropriate methods of analyzing data in their own research proposals. With respect to effective communication, students were more effective in their short communication efforts such as forum postings were less formal writing is expected than in their longer assignments such as research proposals.

b. Are there curricular or pedagogical changes that would be appropriate?
- Active learning approaches should be incorporated into the classes. This would allow students to not only learn about the aims and methods of Social Science, but also use them firsthand. Social science engages with the society and the larger world and active learning would allow practical experience with social science.

c. Programs are not required to address every PLO in this section. At a minimum, two specific, evidence-based actions should be planned in response to data collected on two PLOs. Programs may choose to try to rectify weaknesses or capitalize upon strengths.
- OS 200 allows for the instructor to capitalize on the multidisciplinary nature of the course wherein weekly topics and discussion questions can be redesigned to pertain directly to the tools, methods, aims, and approaches of individual social sciences. (**PLO 1** addressed)
- OS 300 and 400 should be redesigned to differ more substantively from each other than in previous semesters. OS 300 should focus on a set of social problem as addressed by the perspectives of various social sciences. OS 400 should be redesigned to provide hands-on experience in social science methods that incorporates theory, praxis, and ethical considerations. In addition, the final research proposal should be developed as a process throughout the entire semester rather than simply a final product. (**PLO 1, PLO 2, PLO 3, PLO 4, PLO 5** addressed)

4. Potentially useful data
a. What additional data would be valuable, and how might that be collected?
- With the presence of a program coordinator who is also the primary instructor of all OS courses, data related to the expectation of each PLO at the varying course levels would be helpful to better understand the progress of students through the program.
- We need to develop a more systematic and less time intensive means of assessing PLO attainment data from within the individual courses. A primary instructor will certainly make this continuous assessment more feasible than in the past.

b. In other words, what holes exist in the data that weaken the program's ability to validate important skills, knowledge, and dispositions of its candidates?

- Given that the program is interdisciplinary, only three common courses are required of all students. This necessarily limits our ability to assess the primary and secondary content areas within the social sciences selected by each student for their degree. Because content courses are housed in department across the University but program itself in a single department, assessment of those content areas is difficult, particularly for those outside the College of Humanities and Social Sciences. For example, both psychology and economics are not within our home college.

Program: _____ BS Ed in Social Studies _____ Program Leader/Contact: _____ Courtney Kisat _____

Program Learning Outcomes	Assessment (Direct and Indirect Evidence)	Conclusions Based on Evidence	Rating	Actions Taken or Planned
See APE report immediately following. The BSED does not report program learning outcomes in this format because it conducts an annual program assessment.	(Spring/Fall 2017 data)	(Spring/Fall 2017 data)	See report below	See report below.

AY2017 College of Education Annual Program Evaluation: Secondary Social Studies[1]

A.   Previous actions to address weaknesses or build upon strengths
1.   What specific actions has the program taken to address weaknesses and/or build upon strengths identified in reports from earlier years?

Strengths of the secondary social studies education program include teacher candidates who are highly qualified content specialists, as evidenced by the sheer amount of content hours (51) students must complete with a grade of C or better. In addition, the 3.0 minimum GPA ensures that only our high achievers complete the degree. The program will continue to build on the strength of deep content knowledge by retaining the 51 content hours of required coursework.

Another strength identified in past years included Effective Communication (MTS-6), as our candidates are clearly able to model verbal, nonverbal, and media communication techniques with students, colleagues, and families.

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[1] This report was prepared by Dr. Courtney Kisat, director of the Social Studies Education Program.

Weaknesses of the program identified in 2015 and 2016 included lack of professionalism (MTS-8); struggles in maintaining a positive classroom environment (MTS-5); and lack of demonstration of critical thinking (MTS-4). In response to these weaknesses, the curriculum of both *SS200: Introduction to Teaching Social Studies* and *SE318: Advanced Social Studies Techniques* was modified to include more field reflections, more time in class to discuss classroom management problems and solutions, and assignments which provided more opportunity for critical thinking through analytic and reflective writing.

Another weakness, though not intrinsic to the program, is the difficulty of the social science content exam. To help students prepare, Dr. Kisat offered study sessions beginning in the spring of 2016 and continuing to the spring of 2017.

Changes made at the college level have helped address some concerns with professionalism and dispositions. Teacher candidates' two field experiences, SE355 and SE 380, provide them the opportunity to observe and teach in a secondary classroom for over 200 hours before their student teaching field. Students in SE380, the Advanced Field Experience are now observed six total times, by both their cooperating teachers and university instructors, and are required to design, plan, and implement a unit of instruction. This increased number of observations provides an opportunity to create and implement a plan of improvement if necessary and to build upon a teacher candidate's strengths. These observations also provide a teacher candidate with immediate feedback on Missouri Teacher Standards 1 through 7, as our revised evaluation system incorporates these seven standards. Of course, Standard 8, Professionalism, which is often difficult to gather data for, is also being evaluated with the frequency of the observations by both classroom teachers and university supervisors.[2]

2. Have those changes had demonstrable effects?

Strength: Retaining the 51 content hours ensures that student teachers are arriving in secondary social studies classrooms with deep content knowledge.

Weaknesses: Students in the fall 2017 methods course have demonstrated an understanding of basic classroom management techniques such as using the rule of proximity, the importance of clear classroom rules with consistent consequences, and noticing and reflecting upon the disciplinary strategies of their cooperating teachers. Students in SS200 have had more opportunities to exhibit critical thinking on issues such as poverty and culturally relevant teaching.

MOCA Content scored have not improved, despite the structured study sessions based on MoMetrix materials. Students have reflected that when they purchase test prep materials from Pearson, they are much better prepared for the content exam than relying on the MoMetrix materials.

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[2] This information was drawn from the APE for English Education compiled by Dr. Christine Warren.

B.   Conclusions about student learning

1. In regard to student progress toward meeting state standards, what conclusions can be drawn based upon available data collected during the previous academic year?

MOCA Content Exam

Subtest	First Score	Highest Score
Geography	2.45/4	2.45/4
Behavioral Science	2.29/4	2.39/4
Economics	2.29/4	2.35/4
Political Science	2.25/4	2.32/4
U.S. History	2.55/4	2.55/4
World History	2.29/4	2.35/4

MOCA Content scored have not improved, despite new measures such as structured study sessions based on MoMetrix materials. In fact, since the content exam is so rigorous, unfortunately not many social studies students are able to complete the program. Each fall the intro class (SS200) holds 30 students eager to be admitted to the Teacher Education Program. Eight semesters later, 6-10 remain. Some change their major to middle school to take the easier content exam and avoid some of the upper division content required by the secondary program. Some just cannot pass one or more sections of the exam, or they cannot reach the 3.0 minimum GPA, and they are counselled into changing their major, usually to history, historic preservation, or social science. In 2016, just 3 students completed the program. In 2017, 4 students completed, two in May and two in December.

It is important to have rigorous standards and high expectations, but perhaps some qualifications should be revisited. The sheer difficulty of the content exam is the main reason students do not complete the program. Ideally, DESE officials would be open to revision of the content exam. On the other hand, our (few) graduates are clearly extremely qualified, with deep content and pedagogical knowledge.

MOPTA (student teaching) scores for the year's program completers
Four teacher candidates were evaluated by the MoPTA assessment for social science in 2017. A score of 3 indicates that the candidate has provided effective evidence of meeting the standard. The highest average for the MoPTA was for Task 4 step 1, "Planning the Sequence of Lessons within the Unit," with an average score of 3.3/4. This step demonstrates a candidates' ability to plan a teaching unit, including alignment of curriculum to standards and planning student engagement strategies such as questioning techniques and activating prior content knowledge. The success of students in this area may be a result of the curricular emphasis on lesson design in both social studies methods and pedagogy classes. Students in the TEP spend a good deal of time planning lessons, which they have limited opportunities to implement in the field. It would strengthen the program to continue the emphasis on lesson design.

The lowest average score for the MoPTA was Task 3 step 2, average 2.6/4, which requires a plan for differentiated instruction. Some students have trouble grasping the necessity and practice of differentiated instruction. Another source of evidence to support the claim that students need more instruction in differentiated instruction is the SE318 teaching unit assignment. It is the culminating assignment of the course (Course Objective #1 for SE318 requires students to "Identify the components of a successful teaching unit to be used in a secondary social studies class; implement a portion of that unit's field experience; reflect upon the successes of failure of unit implementation.") Students must use the MoPTA lesson plan form to submit their teaching unit assignment in SE318. In grading these I consistently notice in Task 3.2 an underdeveloped notion of the importance of differentiated instruction.

Based on this data, our candidates will benefit from continued instruction in classroom management and the importance of differentiated instruction. To address this, curricular changes will be made which will require more time in class discussing differentiated instruction, and add activities such as assigned readings, video analysis, forum post assignments, and quiz questions about differentiated instruction.

Field Supervisor MEES for the year's program completers
Only two students were assessed with the MEES in 2017. They both received 4/4 for every Missouri Teacher Standard with the exception of standard 3.3 (differentiation) and 3.5 (assessment).

Based on this data, our candidates will benefit from continued instruction on differentiated instruction and authentic assessment.

Clinical Evaluation from Cooperating Teachers
Four students were assessed by cooperating teachers in 2017. The lowest average score was 2.0/4 for classroom management, where the highest were in areas such as 1.1 (Content Knowledge, with students averaging 2.5/4) and 1.2 (Student Engagement in Subject Matter with students also averaging 2.5/4). Unfortunately no teacher comments were available for this academic year. Often it is the comments that provide the most insight into student behavior.

Based on this data, our candidates will benefit from continued instruction in classroom management. Content knowledge is a strength of the program; in 2017, 100% of social studies teacher candidates were judged proficient in St1: Content knowledge aligned with appropriate instruction.

Key Assessments
Key assessments for the social studies education program include:
      1. The SS200 interview and initial teaching portfolio review
      2. SE318 Teaching Unit
      3. SE318 Digital Teaching Portfolio

The SS200 advising interview and portfolio review: This key assessment, first implemented in AY 2015-16, has helped identify problematic dispositions earlier, making interventions and improvement plans more effective. The SS200 advising interview and portfolio review has also been useful for documentation purposes and for self-reflection by the teacher candidate in their last advising appointment before student teaching. It has also prompted students early in the program to engage in critical thinking about their choice to become a teacher and begin to formulate an initial philosophy of teaching.

The SE318 Teaching Unit: The teaching unit is the culminating project of this class. Points are assessed according to a rubric. This assignment meets the requirements under MoSTEP Standard 1: Quality Indicator 1.2.4: *The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon students, district, and state performance standards.* The teaching unit is an excellent key assessment because it is the last time teacher candidates have an internal review of their work. It is a chance to correct any issues which might hold the student back on the MoPTA during student teaching, and/or to encourage the students about what they have done well in the unit. During the last two weeks of SE318, students in SE385 present their teaching unit to the class. This project requires peer feedback, and so teacher candidates receive feedback on their teaching unit from their cooperating teacher, field supervisor, methods instructor, and peers.

SE318 Digital Teaching Portfolio: The teaching portfolio is the culminating assignment of the program. It requires teacher candidates to create an e-portfolio with twelve components, both to showcase their work in college and to be better prepared for job interviews. This assignment meets the requirements under MoSTEP 4.4.2: A candidate's mastery of a program's stated exit criteria or outcomes is measured through the use of multiple assessments, such as a culminating experience, **portfolios** or other work samples, observed performance in schools, surveys, standardized tests, etc. The assessments include measures of:
• Content knowledge assessments required for state certification/licensure;
• At least one additional indicator of content knowledge
• The candidate's ability to plan instruction, or (for non-teaching fields) to fulfill other identified professional responsibilities;
• The candidate's performance in clinical practice (student teaching, internship, etc.);
• The candidate's impact on K-12 student learning, or (for non-teaching fields) ability to create supportive learning environments.

MTS-1: Based upon the evidence available, to what degree did completers meet Missouri Teacher Standard 1, Content knowledge aligned with appropriate instruction?

Content knowledge, especially in the fields of history, is a strength of the program; in 2017, 100% of social studies teacher candidates were judged proficient in St1: Content knowledge aligned with appropriate instruction.

Field supervisors in the MEES for the year's program completers rated teacher candidates 4/4 for content knowledge.

SE318 Digital Teaching Portfolio: this assignment requires content and pedagogy coursework samples, which showcase a candidate's content knowledge on a specific topic in social studies content and educational pedagogy. 100% of AY2017 completers showed sufficient evidence of their ability to

MTA-2: Based upon the evidence available, to what degree did completers meet Missouri Teacher Standard 2, Student Learning, Growth, and Development?

MOPTA: On average our teacher candidates scored a 2.9 on their three tasks, all of which require evidence of differentiated student instruction. These average scores indicate they could improve on this standard, as a 3 is considered effective evidence.

The key assessments SE318: Digital Teaching Portfolio and SE318: Teaching Unit both show how teacher candidates have grown from the beginning to the completion of the program. The artifact that best exhibits this growth is the philosophy of teaching essay, which in 100% of cases showed growth, learning, and development.

MTA-3: Based upon the evidence available, to what degree did completers meet Missouri Teacher Standard 3, Curriculum Implementation?

Clinical Evaluation from Cooperating Teachers indicate that teacher candidates achieved an average of 2.5/4 for implementation of Curriculum Standards. The state of Missouri is in the process of implementing new social studies standards, and once this process is complete it will be more clear when candidates are aligning instruction to standards and perhaps result in a higher rating for this standard.

The SE318: Teaching Unit shows how teacher candidates implemented curriculum in their field experience. All did this with 100% proficiency in 2017.

MTA-4: Based upon the evidence available, to what degree did completers meet Missouri Teacher Standard 4, Critical Thinking?

Field Supervisor MEES for the year's program completers awarded 4/4 under the area of "Student Engagement," a standard which requires a certain amount of critical thinking.

The SE318: Teaching Unit shows how teacher candidates engaged in critical thinking to create their unit of instruction for their field experience. All did this with 100% proficiency in 2017.

MTA-5: Based upon the evidence available, to what degree did completers meet Missouri Teacher Standard 5, Positive Classroom Environment?

Clinical Evaluation from Cooperating Teachers indicate that teacher candidates achieved an average of 2.0/4 for classroom management techniques.

MoPTA: On average, our student received 2.9/4 for MoPTA Task 2.3, which requires self-reflection.

Based upon these data sets, teacher candidates need more instruction in maintaining positive classroom environments.

MTA-6: Based upon the evidence available, to what degree did completers meet Missouri Teacher Standard 6, Effective Communication?

MoPTA: Teacher candidates clearly modeled verbal, nonverbal, and media communication techniques with students, colleagues, and families. Evidence for this can be seen in the personal introduction required by Task 1 of the MoPTA performance assessment.

SE318 Digital Teaching Portfolio: Certain components of the portfolio provide evidence of effective communication, such as an "About Me" section, in which must clearly communicate information about themselves and a philosophy of teaching essay in which they express their beliefs about teaching and education. 100% of AY2017 completers met MTA-6.

MTA-7: Based upon the evidence available, to what degree did completers meet Missouri Teacher Standard 7, Student Assessment and Data Analysis?

MoPTA: The teacher candidates averaged a score of 2.9/4, or 75%, on the three tasks. Since a 3 indicates effective evidence of meeting the standard, students could use more guidance and instruction on how to better assess students and analyze data.

MEES for the year's program completers: Students averaged 2.25/4 for "Assessment Data to Improve Student Learning" from the field supervisor for these candidates. Students could use more guidance and instruction on how to better assess students and analyze data, topics covered in their pedagogy courses.

MTA-8: Based upon the evidence available, to what degree did completers meet Missouri Teacher Standard 8, Professionalism?

SS200 Interview & Portfolio Review: Data collected during this assessment showed that some students have very underdeveloped ideas of why they wish to major in social studies education. That problem tends to be self-corrective, as students realize they are not ready to commit themselves to a teaching career or their peers and family counsel them to change their major. I would estimate that 50% of students in the SSED in 2017 displayed an appropriate level of professionalism. The problem of professionalism is, in some cases, a disposition issue. An earlier program change, the SS200 advising interview and portfolio review has helped identify problematic dispositions earlier, making interventions and improvement plans more effective. Another curricular adjustment made in 2017 which may help is repeated review of the Missouri Teacher Standards and expectations of teacher candidates.

On the other hand, in the MEES for the year's program completers, the two teacher candidates who made it this far through the program displayed appropriate "Skills, Knowledge, and Dispositions" 100% of the time. This shows that as students move through the coursework, they are challenged to consider the level of professionalism which must be on display at all times.

C.   Planned response to data-based conclusions
        1. In what ways will the program respond to these conclusions over the next year?

The program will continue to adjust curriculum to meet the deficiencies shown by our teacher candidates. If there is a way to lobby DESE for revision of the content exam, the program coordinator will certainly do that too.

        2. Are there curricular or pedagogical changes that would be appropriate?

Yes, students obviously need the increased instruction on classroom management and the dispositions of effective teachers. In addition to curricular changes, we could invite guest speakers on the topics to class. This could include a high school principal who can speak to the essential nature of these skills.

D.   Potentially useful data
        1. What additional data would be valuable, and how might that be collected? In other words, what holes exist in the data that weaken the program's ability to validate important skills, knowledge, and dispositions of its candidates?

There are two holes in the data, and one of them is due to the earlier deadline of this yearly report. This report was due in February last year and January the year before that, and I see no reason for the change in deadline other than to rush a process that is better conducted methodically and mindfully.

The other missing piece was Cooperating Teacher and Field Supervisor comments, which speak to the specific issues a teacher candidate does well or not. Data sets containing just numbers are impersonal, which is the point of the key assessments. Luckily I have field supervisor comments for Field 3 in the SE318 Teaching Portfolio project, but I can see how other programs might miss having the comments available to them.

Program: _____MA in History_____ Program Leader/Contact: _____Vicky McAlister_____

Program Learning Outcomes	Assessment (Direct and Indirect Evidence)	Conclusions Based on Evidence	Rating	Actions Taken or Planned
PLO1: Demonstrate the development of a knowledge base in history and an advanced understanding of the major fields of study in United States, European, and/or World History	• 2 out of 2 students successfully completed GH695 Master's Thesis. • 5 out of 5 students successfully completed GR698 Master's Comps Exam	(Spring/Fall 2017 data) 100% of students were able to present evidence of meeting this objective	Excellent	Continue current practices.
PLO2: Demonstrate the ability to locate and gather information by developing skills in historical research,	• 5 out of 6 students successfully completed GH610 Methods of Research in History final papers.	85% of students were able to present evidence of meeting this objective	Good	Continue current practices.

including the use of primary and secondary sources, print and non-print databases, and Internet search engines and directories	•			
PLO3: Demonstrate capabilities for critical thinking, reasoning, and analysis by evaluation of the authenticity and significance of research materials	• 5 out of 6 students successfully completed GH610 Methods of Research in History final paper bibliography •	85% of students were able to present evidence of meeting this objective	Good	Continue current practices.
PLO4: Demonstrate the ability to read, discuss, and respond critically, both orally and in writing, to current and seminal literature on selected history topics and approaches.	• Spring 2017: 11 of 11 students demonstrated this objective in their class participation and final paper • Fall 2017: 11 of 12 students demonstrated this objective in their class participation and final paper	95% of students were able to present evidence of meeting this objective	Excellent	Continue current practices.
PLO5: Demonstrate the ability to communicate the results of historical research and analysis through appropriate and substantial	• Spring 2017: 10 of 11 students demonstrated this objective in their final paper • Fall 2017: 11 of 12 students demonstrated	91% of students were able to present evidence of meeting this objective	Excellent	Continue current practices.

written and/or oral presentations	this objective in their final paper			

Program: _____MA in Public History_____ Program Leader/Contact: ____Vicky McAlister/Steven Hoffman_____

Program Learning Outcomes	Assessment (Direct and Indirect Evidence)	Conclusions Based on Evidence	Rating	Actions Taken or Planned
PLO1: Demonstrate the ability to research an historical question by locating and analyzing primary and secondary sources, including documents, objects, buildings, and landscapes	(Spring/Summer/Fall 2017 data) ● 5 out of 6 students successfully completed GH610 Methods of Research in History final paper bibliography	(Spring/Summer/Fall 2017 data) 85% of students were able to present evidence of meeting this objective.	Good	Continue current practices.
PLO2: Demonstrate the ability to assess the authenticity and significance of a variety of historical sources	● 5 out of 6 students successfully completed GH610 Methods of Research in History final paper	85% of students were able to present evidence of meeting this objective.	Good	Continue current practices.
PLO3: Demonstrate a well-developed understanding of	● 12 students participated in classroom discussions and led their own discussion sections. 12 students met the criteria.	100% of students were able to present evidence in GH600 Introduction to Public History supporting the conclusion	Excellent	Continue current practices.

the theory and methods in the field of public history		that students are able to demonstrate the knowledge associated with this program objective.		
PLO4: Demonstrate an understanding of the ways in which historians working in a public sector environment face unique issues of ethics and professionalism	• 12 students presented on various Memorial Sites. 12 students met the criteria.	100% of students were able to present evidence in GH600 Introduction to Public History supporting the conclusion that students are able to demonstrate the knowledge associated with this program objective.	Excellent	Continue current practices.
PLO5: Demonstrate the ability to communicate historical knowledge and create educational experiences to facilitate historical investigation in the school classroom or in public settings such as museums, archives, historic sites, and preservation agencies	• 5 of 5 students successfully completed internships in built environment preservation, archives, museums or historic sites. Evidence included a reflective journal, completion of a special project, short paper, classroom presentation of project, and evaluations completed by interns and supervisors. • 6 of 6 students successfully completed advanced projects in built environment preservation, archives, museums or historic sites. Evidence included completion of a special project, a short	100% of students were able to present evidence in their internships and advanced projects supporting the conclusion that students are able to demonstrate the knowledge associated with this program objective.	Excellent	HP faculty will develop a more formal evaluation for students and supervisors to use for HP645 Advanced Projects in Applied History; otherwise will continue current practices.

	process paper, and informal evaluations conducted with interns and supervisors.			