

Degree Program Name:  Social Studies Education  Contact Name(s) and Email(s)  Daniel A. Clark, dclark14@indstate.edu

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary. Templates are available on the [assessment website](#).

**Part One: Summary of Assessment Activities**

<p><b>a. What learning outcomes did you assess this year?</b></p> <p>If this is a graduate program, identify the <a href="#">Graduate Student Learning Outcome*</a> each outcome aligns with.</p>	<p><b>b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</b></p>	<p><b>c. What were your expectations for student performance?</b></p>	<p><b>d. What were the actual results?</b></p>	<p><b>e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program’s faculty?</b></p>
<p>1. History candidates who are to be licensed to teach history at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of History.</p>	<p>Assessment #3 (See attachment #1, Section A for a description of the Assessment); SS 306, FA 2017</p> <p>Assessment #6 (See Attachment #2, Section A for a description of the Assessment); SS 306, FA 2017</p>	<p>Assessment #3 (See attachment #1, section B for the rubric)</p> <p>Assessment #6 (See attachment #2, section B for evaluation criteria)</p>	<p>Assessment #3 (See attachment #1, section C— Results, for the tables)</p> <p>Assessment #6 (See attachment #2, section C— Results, for the tables)</p>	<p>1. Daniel A. Clark, Program Coordinator</p> <p>2. Through a meeting of the Advising Council</p>
<p>2. Civics and Government candidates who are to be licensed to teach history at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Government.</p>	<p>Assessment #3 (See attachment #1, Section A for a description of the Assessment); SS 306, FA 2017</p> <p>Assessment #6 (See Attachment #2, Section A for a description of the Assessment); SS 306, FA 2017</p>	<p>Assessment #3 (See attachment #1, section B for the rubric)</p> <p>Assessment #6 (See attachment #2, section B for evaluation criteria)</p>	<p>Assessment #3 (See attachment #1, section C— Results, for the tables)</p> <p>Assessment #6 (See attachment #2, section C— Results, for the tables)</p>	<p>1. Daniel A. Clark, Program Coordinator</p> <p>2. Through a meeting of the Advising Council</p>

3. Economics candidates who are to be licensed to teach history at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the	Assessment #3 (See attachment #1, Section A for a description of the Assessment); SS 306, FA 2017  Assessment #6 (See Attachment #2, Section A for	Assessment #3 (See attachment #1, section B for the rubric)  Assessment #6 (See attachment #2, section B for evaluation criteria)	Assessment #3 (See attachment #1, section C—Results, for the tables)  Assessment #6 (See attachment #2, section C—Results, for the tables)	1. Daniel A. Clark, Program Coordinator 2. Through a meeting of the Advising Council
appropriate school level for the study of Economics.	a description of the Assessment); SS 306, FA 2017			

\* See <https://www2.indstate.edu/graduate/forms/review.pdf>.

*If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit “tab” to add a new row.*

#### Notes

- a. Use your outcomes library as a reference.
- b. Each outcome must be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam must be included as one of the measures. At least one of the program’s outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses.
- c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of “3” to be deemed proficient; at least 80% of students in the program will attain this benchmark.”
- d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., “85% of the 25 students whose portfolios were reviewed met the established benchmark”).
- e. This may be a specific individual, a position (e.g., assessment coordinator), or a group such as the department assessment committee. Minutes should reflect that results are shared with members of the department at least annually.

## Part Two: Engagement and Improvement

**In no more than one page, summarize 1) the discoveries assessment has enabled you to make about student learning (a. What specifically do students know and do well—and less well? b. What evidence can you provide that learning is improving?) 2) the changes you have made or will make in response to these discoveries and/or the coordinator’s feedback; and 3) what your assessment plan will focus on in the coming year.**

#### Summary

Assessment #3—When compared with the 3-year aggregate data in each category assessed, the # of “Exceeds” was mainly on par with past cohort performances. There was one noticeably lower percentage of “Exceeds” in the Collaborative interaction and inquiry category, but from my interaction with students during their clinical teaching experience last fall, this may be due to number of host- teachers who directly advised against any group work in their classrooms, due to disciplinary reasons. There were also higher “Exceeds” scores in this cohort compared to the 3-year aggregate in two areas—Critical Thinking and Adjusting for Diverse Learners. The first is an area that the instructors stress, so perhaps that emphasis is paying dividends. The second is stressed more in the methods classes of the BCOE, although students are expected to offer a diverse array of activities. Students in this cohort simply seemed to have paid more attention to this need than stated in the past. The data does not indicate any areas of concern beyond maintaining the programs same high expectations for performance on this assessment.

Assessment #6—When compared with the 3-year aggregate, this cohort significantly underperformed. In only one area (History) was the 3-year aggregate of “Exceeds” exceeded. The number of “Exceeds” in Government for this cohort (50%) could not keep pace with past performances (3-year aggregate of 73%). And the percentage of “Does Not Meet” (really, “needs attention”) was significantly higher in Economics and Government. This was a weak cohort when cumulative grade point averages are examined, compared to past cohorts. It will be interesting to monitor these average performances and compare them to passage of the state licensing exam.

*Please provide this report to your dean as a Word document. Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific--assessment results; rubrics; minutes; etc.), or upload them to the college’s assessment site in Blackboard.*

Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University

Degree Program: Social Studies Education      Date: 01.21.18

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
<p><b>1. Student Learning Outcomes</b></p>	<p><input type="checkbox"/> No outcomes were identified.</p> <p><input checked="" type="checkbox"/> No Curriculum Map was provided.</p>	<p><input checked="" type="checkbox"/> Outcomes were identified.</p> <p><input type="checkbox"/> Some of the outcomes are specific, measurable, student-centered, program-level outcomes.</p> <p><input type="checkbox"/> A Curriculum Map was provided.</p>	<p><input type="checkbox"/> Outcomes are specific, measurable, student-centered, program-level outcomes.</p> <p><input type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals.</p> <p><input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed.</p> <p><input type="checkbox"/> At least one outcome was assessed in this cycle.</p>	<p><input type="checkbox"/> Outcomes are important, specific, measurable, student-centered program-level outcomes that span multiple learning domains.</p> <p><input type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. <b>In the library, but not in this report</b></p> <p><input checked="" type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization).</p> <p><input type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.)</p> <p><input type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders.</p> <p><input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed and</p>

				<p>offers evidence that students have sufficient opportunity to master the associated learning outcomes.</p> <p><input checked="" type="checkbox"/> Two or more outcomes were assessed in this cycle.</p>
<p><b>2. Measures &amp; Performance Goals</b></p>	<p><input type="checkbox"/> No measures are provided.</p> <p><input checked="" type="checkbox"/> No goals for student performance are identified.</p>	<p><input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes.</p> <p><input type="checkbox"/> Measures are primarily indirect.</p> <p><input type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate.</p> <p><input type="checkbox"/> Some performance goals are based on course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.</p>	<p><input type="checkbox"/> At least one direct measure was provided for each outcome.</p> <p><input type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed.</p> <p><input type="checkbox"/> Clear and appropriate standards for performance are identified.</p> <p><input type="checkbox"/> Some performance goals are based on course and/or assignment grades, and general information is provided to demonstrate that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were provided.</p>	<p><input checked="" type="checkbox"/> Multiple measures were employed, and most are direct.</p> <p><input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed. <b>In the attachment</b></p> <p><input checked="" type="checkbox"/> Measures assess some <a href="#">high impact practices</a> (internships, capstone course projects, undergraduate research, etc.)</p> <p><input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure.</p> <p><input checked="" type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course.</p> <p><input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate that this is appropriate.</p> <p><input type="checkbox"/> Clear and appropriate</p>

				<p>standards for performance are identified and justified.</p> <p><input checked="" type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were summarized as well as provided to demonstrate that the measure provides specific evidence of what students know/can do.</p> <p><input type="checkbox"/> If performance goals are based on course and/or assignment grades, specific evidence is provided to demonstrate that grades are calibrated to the outcomes.</p>
<p><b>3. Results</b></p>	<p><input type="checkbox"/> No data are being collected.</p> <p><input type="checkbox"/> No information is provided about the data collection process.</p> <p><input type="checkbox"/> No results are provided.</p> <p><input type="checkbox"/> Students are meeting few of the performance standards set for them.</p>	<p><input type="checkbox"/> Some data are being collected and analyzed.</p> <p><input type="checkbox"/> Some results are provided.</p> <p><input type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.</p> <p><input type="checkbox"/> Students are achieving some of the performance standards expected of them.</p>	<p><input type="checkbox"/> Data are being collected and analyzed.</p> <p><input type="checkbox"/> Results are provided.</p> <p><input type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful.</p> <p><input checked="" type="checkbox"/> Students generally are achieving the performance standards expected of them.</p>	<p><input type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity and usefulness of the assessment process. <b>In the attachment</b></p> <p><input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve/achieve less well.</p> <p><input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established</p>

<p><b>4. Engagement &amp; Improvement</b></p>	<p><input type="checkbox"/> No one is assigned responsibility for assessing individual measures.</p> <p><input type="checkbox"/> Assessment primarily is the responsibility of the program chair.</p> <p><input type="checkbox"/> No improvements (planned or actual) are identified.</p> <p><input type="checkbox"/> No reflection is offered about previous results or plans.</p>	<p><input type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results.</p> <p><input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis.</p> <p><input type="checkbox"/> Plans for improvement are provided, but they are not specific and/or do not clearly connect to the results.</p> <p><input type="checkbox"/> Little reflection is offered about previous results or plans.</p>	<p><input type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results.</p> <p><input type="checkbox"/> Results regularly are shared with the faculty.</p> <p><input type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment.</p> <p><input type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement.</p> <p><input type="checkbox"/> Improvements in student learning have occurred as the result of assessment.</p>	<p>benchmark.</p> <p><input checked="" type="checkbox"/> All program faculty members are engaged in collecting and analyzing results.</p> <p><input checked="" type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance goals and implement plans to adjust activities, expectations, outcomes, etc. according to established timelines.</p> <p><input type="checkbox"/> Faculty and other important stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement.</p> <p><input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment.</p> <p><input type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website.</p> <p><input checked="" type="checkbox"/> Assessment is integrated with teaching and learning.</p>
<p><b>Overall Rating</b></p>	<p><input type="checkbox"/> <b>Level 0 – Undeveloped</b></p>	<p><input type="checkbox"/> <b>Level 1 - Developing</b></p>	<p><input checked="" type="checkbox"/> <b>Level 2 – Mature</b></p>	<p><input type="checkbox"/> <b>Level 3 – Exemplary</b></p>

This year's report includes three very broad outcomes. I recognize that they were developed by the NCSS, but for students' sake, they would be improved if they identified how students were expected to demonstrate that they possess all of these skills (e.g., Students will deliver focused, well organized instruction appropriate to the high school history curriculum). Also, while the new outcomes library was uploaded to the college's Blackboard site, the curriculum map was not.

Multiple assessment measures are listed, and thorough detail is provided about them in attachments. Please at least summarize them in the SLSR itself, in addition to identifying performance standards and actual results. Part Two in conjunction with the attachments provides truly detailed analysis and reflection on student learning. Thank you!