

Degree/Certificate:

Major/Option: BAE Social Studies

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Part I – Program SLO Assessment Report for 2012-13

Part I – for the 2012-13 academic years: Except for the formatting, this section **nearly identical** to previous years' templates for the Program SLO Assessment reports. Because we have begun asking Deans to create College-Level Summary Reports annually, the template has been slightly modified for a) clarity for Chairs and Directors, and b) a closer fit with what the Deans and Associate Deans are being asked to report.

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.

(1) Understands chronology and cause and effect relationships in U.S World and Washington State History

(2) The candidate enables student to develop and apply essential social studies concepts and skills

2. **Overall evaluation of progress on outcome:** Indicate whether or not the SLO has been met, and if met, to what level.

 x SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;

 x SLO is met, but with changes forthcoming;

 SLO met without change required

3. **Strategies and methods:** Description of assessment method and choices, why they were used and how they were implemented. (1) 45 Credits of History embedded assessment of testing, research, written project, portfolios, in class activities. Grade point average, per – class is 2.5

(2) Students must have a minimum grade of 3.0 for social Studies 390 methods, and 490 Capstone. Both courses have portfolios

4. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #3.

a. (1) Findings: Required minimum of 2.5 grade per class was met by 89%

(2) Social studies 490 Capstone end of program Portfolio. Student's average grade was 3.6

(3) Lesson plans are now gather from student in Ed. 413 and Ed 341

Analysis of findings: The drop in average grades was due to the new practice of using the Teacher Performance Assessment, Lesson Plan Work Frame. Students are still having difficulty with assessment of student learning. Also with assessment of their teaching skills. 390 instructor is now working directly with the planned lesson plans for the classroom hours in Ed. 413 and Ed 341. This should improve planning for content and pedagogies Skills. By 2014 -2015 we should be seeing improvement.

5. **What program changes will be made based on the assessment results?**

a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, and curriculum revision, learning environment or student advising).

(1) Social Studies faculty will be given a copy of Professional Educator Standard for Social studies Candidates. Faculty will be ask to review these standards to ensure that candidates are receiving and have a thorough knowledge of content materials related to Social Studies state standards

(2) Student Study groups with coordinated planned activities between Social Studies Methods 390 and Senior Capstone 490. Two new texts have been added to the Senior Capstone; “*Social studies Strategies for Active Learning*” and “*National Curriculum standards for Social Studies: A framework for Teaching, Learning and Assessment*” After using these texts students seem to have a much better understands of standards, this finding is based on higher scores in the Social Studies skill section in the West E test

(3) Hired new 390 method teacher to work with direct classroom content.

(4) After two quarters of working with Ed. 413 and Ed 341 Students, we should be seeing improvement. These lesson plans are tied directly to the TPA standards and Task 1.

b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year. Fall 2013, winter 2014 and spring 2015, TPA skills will be continued in Social Studies 390 and Social Study Senior Capstone. 490

6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.

(1) Social studies students are strong in their core content in History. Faculty review of new state standards for Social Studies Candidates should assist with candidates being properly prepared for the West E exit exam.

(2) Studies Groups didn't work out due to student placement in schools. Assigned exercise outside of the class and then shared with instructor and fellow classmates was more beneficial.

(3) The instructors for 390 and 490 will continue to make changes and integrate as materials as needed to meet state standards.

NEW: PART II – CLOSING THE LOOP

FOLLOW-UP FROM THE 2012-13 PROGRAM ASSESSMENT REPORT

In response to the university's accrediting body, the [Northwest Commission on Colleges and Universities](#), this section has been added. This should be viewed as a follow up to the previous year's findings. In other words, begin with findings from 2011-12, and then describe actions taken during 2012-13 to improve student learning along, provide a brief summary of findings, and describe possible next steps.

Working definition for closing the loop: *Using assessment results to improve student learning as well as pedagogical practices. This is an essential step in the continuous cycle of assessing student learning. It is the collaborative process through which programs use evidence of student learning to gauge the efficacy of collective educational practices, and to identify and implement strategies for improving student learning.* Adapted 8.21.13 from <http://www.hamline.edu/learning-outcomes/closing-loop.html>.

1. **Student Learning Outcome(s)** assessed for 2011-12 (1) **Understand chronology and cause and effect relationships in U.S. world and Washington State History** (2) **The candidate enables students to develop and apply essential Social studies concepts and skills.**
2. **Strategies implemented** during 2012-13 to improve student learning, based on findings of the 2011-12 assessment activities. New texts: *Social Studies Strategies for Active Learning and National Curriculum Standards for Social Studies: a Framework for Teaching, Learning and Assessment*. Assigned classroom exercises related to state standards, but emphasis on assessment of student work and teacher pedagogy skills and the assessment thereof.
3. **Summary of results** (may include comparative data or narrative; description of changes made to curriculum, pedagogy, mode of delivery, etc.): Describe the effect of the changes towards improving student learning and/or the learning environment. (1) Students continue to do well in their core content areas of History, with above average passing scores on the West E Exit Exam, 2013 History, and 100% passing. Social Studies 2013 75% passing, Winter Quarter 2013- 84 % passing (2) Student are passing the West E, but their pedagogy skills are below average for passing this portion of the test. No data yet for TPA Testing.
4. What **further changes to curriculum, pedagogy, mode of delivery**, etc. are projected based on closing-the-loop data, findings and analysis? (1) No changes for core content areas, except as stated above. (2) Students continue to have problems with over-all assessment to assist with this skill; more attention will be given to the TPA outcomes both in Social Studies 390 and Social Studies 490. Continue cooperation between instructors to address this problem. **Hired new Social Studies 390 teacher, working with TPA task 1 assessment is based on classroom lesson plans.**

This skill will take time and development of a successful TPA assessment will come as the teacher candidate spends more and more time in the classroom. No farther changes, continuing working on these skills