

## **ASSESSMENT REPORT FOR INSTRUCTIONAL PROGRAMS**

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### **Evidence to Support Achievement of Student Learning**

Our assessment culminates in a capstone project that guides candidates into recognizing and documenting their own impact on the student learner and the learning environment, and the data indicates that during student teaching the instructional practices employed by our candidates have a strong positive impact on student learning and the development of a rich, supportive and collaborative learning environment. Perhaps most interesting is that this data confirms anecdotal evidence of the skill with which our candidates teach and the strong bonds they forge with their students. However, faculty are further committed to obtain a clearer picture of the impact our student teachers have on student learning by enlisting the assistance of their Field-based supervisors in specifically assessing their inclusion of NCSS standards in their lessons. This effort will continue and will dovetail with the Campus-based supervisors assessment of how candidates link lessons taught in student teaching to relevant NCSS standards.

Taken as a whole and in part, evidence from assessments conducted for the one-year period of the trend data reflected in form 201C demonstrate achievement of student learning. The main types of data reported in form 201C include: graduation and program completion, first-year retention, performance on three (3) Illinois state licensure exams (Test of Academic Proficiency, Social Studies with History content area test, and Assessment of Professional Teaching ,Secondary 6-12), minimum GPA fulfillment on required program courses, specific performance in teaching methods course (HIST 4630 or ED 5450) and student teaching, and students' submissions of professional portfolios. Evidence from all of these data reveal high rates of student achievement and student learning across the one-year period of the trend data reported, but the total number of students completing the latter stages of the program raise some significant concerns.

### **Analysis and Program Change**

Analysis of the assessment data and program changes made because of this data will be discussed in response to several specific questions.

The data for the 2014-2015 academic year reveal that students in the History – Secondary Education Program (HSST & TCHI) continue to do well in all areas of assessment, from state licensure exams to specific coursework to professional teaching preparation via HIST 4630 or ED 5450 and HIST 4750 or ED 5470. While this program has generally been small, all of the data from 2014-2015 indicate that we could be seeing a continuing decrease in program size, as noted in last year's assessment report. This possible decrease in size is something that History faculty have started to monitor closely over the past academic year, particularly among undergraduate (HSST) students.

Students have been served well by stable and regular offerings of the 4-sequence courses in the upper level U.S. history classes on American Colonial History, American Revolution, Jacksonian America, and U.S. to 1850; a revision of the African American history offerings including the creation of HIST 4389/5389 Research and Readings in African American history course and the division of HIST 2710 Survey of African American History into two shorter survey classes HIST 2730 and HIST 2720. Offerings in modern U.S. history include a reinvigoration of pre- and post-1945 U.S. courses with focus on Race and Labor, the history of Chicago, and many areas of African American history. Courses in African history tend to be more popular and are offered regularly, and students do better on those areas of content. New courses in European History have been offered regularly, but students also need to be

encouraged to enroll in these courses in order to improve their understanding of this area of history. Several courses in Latin American History have now been offered regularly, and enrollment in 2000-level African American history courses has been strong due to the increase of online courses. No Asian history courses are offered due to the lack of an Asian history specialist.

Courses in History/Social Science teaching methods and student teaching continued to be offered on a regular basis by faculty. Students have continued to complete these courses and their subsequent portfolios at a consistent rate throughout the assessment period. However, while the program's size has remained fairly consistent over the assessed period, it remains relatively small. The biggest concern that has emerged over the 2014-2015 academic year is that many undergraduate students in the HSST program have decided to switch to their majors to the HIST major (i.e. History liberal arts program). Preliminary data on these students suggest that this is likely due to the length of time that students need to complete the numerous requirements of the HSST program, particularly the number of courses that students need to take outside of the field of History. History courses rewarding and reflects well on CSU History faculty. In addition, many of these students transferring from the HSST to the HIST major within Chicago State have indicated their interest in pursuing other avenues to obtain secondary teaching certification, such as completing a post-baccalaureate teaching certification program either at Chicago State or at another university.

The Secondary Education program in Social Studies possesses a number of strengths. Our candidates are well-prepared, perform well in the classroom as students, perform well on licensure examinations and teach well as student teachers. Although program faculty feel that we have a good program that produces quality secondary school teachers, faculty recognize that the program has weaknesses that are critical to address, particularly in a modest program with a small faculty. We believe that the major program change that will be implemented from Fall 2016 will increase the academic rigor and ensure the best History students are being trained as teachers.

### **Assessment as a Departmental Priority**

Each individual History faculty member teaches several of the required program courses for which students need to maintain a minimum GPA. 1000-level and 2000-level courses are taught on a rotation basis, with all History faculty members participating in these rotations. 4000-level course are taught based on the History faculty member's area(s) of expertise, and the History-Secondary Education program requires that students take course in multiple of these areas, allowing all History faculty members to be involved in a cumulative assessment of students' learning in these content areas, all of which are part of the Illinois licensure exam in Social Studies-History. Furthermore, at History faculty meetings assessment results from the various History programs are routinely discussed, allowing all History faculty members to reflect on the assessment results and consider possible program changes in light of these results. Changes made using this mechanism were discussed in the above section of this assessment report. Additionally, due to the existence of several History programs offered by History faculty at Chicago State University, one-half of the full-time History faculty are involved in some form of assessment as assessment coordinators. Specifically, there are four separate assessment coordinator positions held by four separate faculty members: History General Education assessment, History major (HIST) assessment, History – Secondary Education (HSST & TCHI) assessment, and History graduate program assessment. With half of the full-time History faculty participating as assessment coordinators for these different parts of the larger History program at CSU, History faculty have taken a shared ownership over the assessment process for the entirety of the History programs offered at CSU.

### **Publicizing Student Learning**

The History program(s) website was updated several times with new information about the History programs. In addition, the History faculty made plans to include assessment results more prominently on the website. During this 2015-2016 academic year, History faculty and all faculty from the GSHAA

department had several discussions about improvements to make to the History program(s) website and to the department website, and these changes were implemented in the summer and fall of 2016. The History faculty are now reviewing the changes made to the History portion of the department website and plan to improve the clarity of how the assessment information is being communicated.

### Summary of Evidence and Improvements

<b>Instruments (Specify names)</b>	<b>2012/13 Results</b>	<b>Improvements</b>	<b>2013/14 Results</b>	<b>Improvements</b>	<b>2014/15 Results</b>	<b>Improvements</b>
<b>Graduation Rates / Program Completer Rates [UG/PB/MAT]</b>	Students completing program: 4 (1 HSST, 3 TCHI)	Extensive review of students' status in program; analysis of students transferring from HSST to HIST major	Students completing program: 8 (3 HSST, 5 TCHI)	Continued analysis of HSST program; evaluation of graduation criteria	Students completing program: 1 (0 HSST, 1 TCHI)	Program revision for HSST program submitted to curriculum committee to improve program quality and increase program completion
<b>1st Year Retention Rates</b>	n/a (0 first-time freshmen in AY 2011-2012)	Ongoing review	n/a (0 first-time freshmen in AY 2012-2013)	Ongoing review of first-time freshman	n/a (0 first-time freshmen in AY 2014-2015)	Ongoing review
<b>COE/CAS Education Program Self-Survey Report</b>	No data available	None	No data available	None	No data available	None
<b>Student Self-Assessments – Professional Portfolio &amp; Dispositions</b>	5 portfolios submitted	None	No portfolio submitted	None	2 portfolios submitted	None
<b>COE 1 – Licensure Basic Skills, Content, APT [Test Takers + Completers]</b>	TAP: 2/2 Students passed (100% pass rate) • Social Science-History Content: 3/3 students passed (100% pass rate) • APT: 4/4 students passed (100% pass rate)	Ongoing review – continued assessment of coverage of areas of history assessed by state exams; Extensive review of HSST students' status in program	TAP: 1/1 students passed, using ACT score (100% pass rate) • Social Science History Exam: 0 students took exam • APT: 4/4 students passed (100% pass rate)	Ongoing review – continued assessment of coverage of areas of history assessed by state exams;	TAP: n/a students passed, • Social Science-History Content: 2/2 students passed (100% pass rate) • APT: 1/1 students passed (100% pass rate)	Ongoing review – continued assessment of coverage of areas of history assessed by state exams; Extensive review of HSST students' status in program; revision of data from previous two years based on complete data for all 3 AYs
<b>COE 2 – Content Knowledge</b>	Course work and minimum GPA fulfillment: ongoing data collection • Term papers: data pending	Ongoing review	Course work and minimum GPA fulfillment: ongoing data collection • Term papers: data pending	Ongoing review	4/4 students (100%) met with target performance in grade-point average from 3.25 to 4.00 in core courses.	Ongoing review especially on term papers.
<b>COE 3 – Planning</b>	Students completing methods course: 5 total (3 HSST,	Ongoing review of methods course and student performance;	Students completing methods course: 0	Extensive review of HSST students' status in program; revision of data	2 HSST students completing methods course and	Extensive review of HSST students' status in program

	2 TCHI) • Students completing student teaching: 6 total (1 HSST, 5 TCHI)	Extensive review of HSST students' status in program	• Students completing student teaching: 5 total (3 HSST, 2 TCHI)	from previous two years based on complete data for all 3 AYs	2 HSST Students completing student teaching 100 percent were assessed as acceptable	
<b>COE 4 – Effective Practice</b>	Students completing methods course: 5 total (3 HSST, 2 TCHI) • Students completing student teaching: 6 total (1 HSST, 5 TCHI)	Ongoing review of methods course and student performance; Extensive review of HSST students' status in program	Students completing methods course: 0 • Students completing student teaching: 5 total (3 HSST, 2 TCHI)	Extensive review of HSST students' status in program	2 HSST students completing methods course and 2 HSST Students completing student teaching 100 percent were assessed as acceptable	Extensive review of HSST students' status in program
<b>COE 5 – Impact on Student Learning/ Learning Environment</b>	Students completing methods course: 5 total (3 HSST, 2 TCHI) • Students completing student teaching: 6 total (1 HSST, 5 TCHI)	Ongoing review of methods course and student performance; Extensive review of HSST students' status in program	Students completing methods course: 0 • Students completing student teaching: 5 total (3 HSST, 2 TCHI)	Extensive review of HSST students' status in program	2 HSST students completing methods course and 2 HSST Students completing student teaching 100 percent were assessed as acceptable	Extensive review of HSST students' status in program
<b>COE 6 – Professional Portfolio &amp; Dispositions</b>	5 students submitted completed portfolios (3 HSST, 2 TCHI)	Ongoing review	0 students submitted completed portfolios	Extensive review of HSST students' status in program	2 students submitted completed portfolios	Extensive review of HSST students' status in program