

Form 201B for COE/CAS Education Programs

ASSESSMENT PLAN

PROGRAM: HISTORY (Secondary Education)

Department Mission

The mission of the Department of History, Philosophy, and Political Science is fourfold:

1. To provide a quality education for students in the department's major and minor degree programs.
2. To ensure that students' educational experiences prepare them for a variety of career possibilities in education, government, and other professions.
3. To encourage the development of students' leadership and service potential through sponsorship of extracurricular organizations.
4. To promote Chicago State University as a place to obtain a quality higher education experience.

Program Objectives

1. To provide students with a quality education in the field of History and its major subfields, including U.S. History, Ancient and Medieval History, and Modern History.
2. To ensure that students are well-prepared for a career in secondary education, particularly in the teaching of Social Studies with a focus on History, as well as for employment in other fields and for graduate study in History and related fields of inquiry.
3. To extend opportunities for the development of leadership and service abilities through programs and extracurricular activities sponsored by the HPPS department.

Student Outcomes

- a. Students will demonstrate a high level of knowledge and skills in the Basic Skills subjects as specified by the College of Arts & Sciences General Education curriculum and the History – Secondary Education major requirements.
- b. Students will acquire knowledge and skills necessary to understand the areas of U.S. History, Ancient and Medieval History, and Modern History.
- c. Students will develop pedagogical knowledge and expertise to enable them to teach in the areas of Social Studies and History by understanding and using a variety of instructional techniques to encourage the learning of History and the development of skills in writing, speaking, critical thinking and problem solving, and by receiving training in diversity, classroom management and characteristics of urban schools.
- d. Students will meet content standards within the department, and the Illinois Professional Teaching Standards of the Illinois State Board of Education (ISBE), the National Council of Social Studies (NCSS), and the National Council for Accreditation of Teacher Education (NCATE).

Assessment Instruments**	Program Objectives*	Student Outcomes	Program Effectiveness Criteria	Student Performance Criteria***	FACTS
COE 1: Licensure	1, 2	a, b, d	70% of students meet criteria first time. 90% of students meet criteria after retesting.	Candidates must meet the minimum scores to pass the state exams in Basic Skills, Content (Social Studies – History, and the APT.	C
COE 2: Content Knowledge	1, 2	b, d	70% of students enrolled in program meet all criteria.	Candidates must submit a revised research/term paper that has received a “B” or better. Candidates must complete the department assessment exam. Candidates must maintain a GPA of at least 2.0 in all major courses. Candidates must fulfill specific distribution requirements in major subfields of history and in the social sciences as specified in the HSST major.	
COE 3: Planning	2	c	70% of students enrolled in program meet criteria.	Candidates must complete HIST 4630 and HIST 4750 (previously HIST 363 and HIST 475) with a grade of at least a “C.”	
COE 4: Implementation	2	c	70% of students enrolled in program meet criteria.	Candidates must complete HIST 4630 and HIST 4750 (previously HIST 363 and HIST 475) with a grade of at least a “C.”	
COE 5: Impact on Student Learning / Environment	2	c	70% of students enrolled in program meet criteria.	Candidates must complete HIST 4630 and HIST 4750 (previously HIST 363 and HIST 475) with a grade of at least a “C.”	
COE 6: Professional Portfolio & Dispositions	2	c	70% of students enrolled in program meet criteria.	Candidates must submit a portfolio at the completion of the program. The portfolio must contain an application letter, a resume, a sample lesson plan, a writing sample, a statement of teaching philosophy, and a journal of classroom observations.	
First-Year Retention Rates (Indirect)	3	a			
Graduation Rates (Indirect)	3	a, b, c, d			
Exit Interview/Survey (Indirect)	1, 2, 3	a, b, c, d		After completing program, students must complete an alumni and employer survey.	

* Program objectives related to learning must be assessed. Link program objectives to appropriate outcomes and assessments.

** Beginning Spring 2009, all undergraduate programs must include graduation and first-year retention rates on trend data form (201C) as indirect assessment indicators.

*** Attach definitions of specific criteria for satisfactory performance. Assessments also must be reported on Form 201C.