Southeastern Oklahoma State University
Department of Social Sciences
Bachelor of Arts in Social Studies Education
Program Assessment Plan

I. DEPARTMENT MISSION

The mission of the Department of Social Sciences is to provide traditional, liberal arts baccalaureate degree programs of study in the social sciences, provide the academic core curriculum for baccalaureate and masters degree programs of study in secondary social studies education, and provide required and elective social studies curriculum in support of general education and other degree programs.

II. DEPARTMENT VISION

By 2005, the Department of Social Sciences will become a leader within the University and among its peers in the improvement of teaching/learning, use of appropriate technologies, and provision of services to majors.

Goal: To improve teaching and learning among students and faculty.

Strategy: Develop a comprehensive assessment program that adds classroom assessment techniques, peer review, and student and faculty focus group discussions to the existing assessment methods. Expand faculty and student research/scholarship opportunities and funding sources.

Goal: To expand the integration of appropriate technologies into the teaching/learning process.

Strategy: Place all current course syllabi on-line, update software/hardware used by faculty in instruction and research, and establish departmental discussion groups for development of on-line activities and links for class use.

Goal: To provide students the opportunities and information necessary to make timely, rational choices.

Strategy: Develop program-tracking systems, long-term course sequencing plans, recruitment activities, links to employers and graduate schools, and mandatory meetings with advisors each semester.

III. CONCEPTUAL MODEL

![Conceptual Model Diagram]

Teaching → Learning → Assessment → Improvement → Teaching
IV. PROGRAM GOAL AND OBJECTIVES

Program Goal:

The goal of the Social Studies Education program is to produce secondary social studies education teachers whose extensive knowledge and understanding of social institutions, thought, and history enable them to effectively transfer that knowledge and understanding to future generations.

Program Objectives:

Graduates of the Social Studies Education program shall:

1. exhibit knowledge of the role and importance of politics and political institutions to the development of American, European, and world societies, as well as the ability to analyze critically this knowledge and draw conclusions from it;

2. exhibit knowledge of the role and importance of micro- and macro-economics to the development of American, European, and world societies as well as the ability to analyze critically this knowledge and draw conclusions from it;

3. exhibit knowledge of the role and importance of broad social, cultural and religious movements to the development of American, European, and world societies, as well as the ability to analyze critically this knowledge and draw conclusions from it;

4. exhibit knowledge of the role and importance of international relations and diplomacy to the development of American, European, and world societies, as well as the ability to analyze critically this knowledge and draw conclusions from it;

5. exhibit knowledge of the role and importance of ethnic and gender diversity to the development of American, European, and world societies, as well as the ability to analyze critically this material and draw conclusions from it;

6. exhibit skill in the basic tools and techniques of historical research;

7. exhibit the ability to communicate well in written form in order to express one’s knowledge and conclusions;

8. evaluate the history and current status of the Social Studies Discipline;

9. Develop language skills necessary to comprehend, interpret, and present the goals of the Social Studies Education Program.

10. Show the ability to apply the program’s goals in post-undergraduate life.

V. ASSESSMENT INSTRUMENTS

A. Pretests

American History Pre-test. A 100 question pre-test in American History will be given to all students enrolled in HIST 1513 and HIST 1523. This exam is designed to measure general entrance level knowledge of students over the first 5 program objectives. A copy of this exam is provided in Appendix A. The first pre-test was administered in the fall, 2002 term.

World History Pre-test. A 100 question pre-test in European History will be given to students enrolled in the two western civilization courses, HIST 2713 and HIST
This exam is designed to measure the general entrance level knowledge of students over the first 5 program objectives. A copy of this exam is provided in Appendix B. The first pre-test was administered in the spring, 2002 term.

Standardized Exams

ACAT History Exam. The ACAT exam in History will be used to assess student achievement in the program’s knowledge based objectives (objectives 1 through 5). The results will be used to measure the performance of current program graduates relative to national norms for history majors. The instrument will provide information about the level of student achievement and provide cumulative information about historical trends on the history facet of the Social Studies Education program. According to the previous report, this exam is of little value, and the department is in the process of designing an exit exam that, in conjunction with the pre-tests, will be used to determine if graduates demonstrate growth, maturity, subject mastery, and the ability to excel in their chosen profession.

Certification Examinations for Oklahoma Educators (CEOE). Students who are certified by the state of Oklahoma to teach various facets of social studies must pass the CEOE exam in a variety of subject areas. Social studies are currently divided into two exams, #17 U.S. History/OK History/Government/Economics and #18 World History/Geography. Passing rates and performance scores of social studies education majors will be used to assess knowledge and skill levels of program graduates over the first 7 program objectives. Historical information will be used to identify trends.

Capstone Paper

Students’ capstone papers will be evaluated relative to all program objectives.

External Evaluations of Student Quality

Module III Portfolio Evaluations. Students are required to participate in the Portfolio project that originates in the Education Department. Students must include exhibits of the major subject work, which include a term paper, a book critique from either history, civics, or geography, and a lesson plan based on the criteria from the Social Studies Learned Society which meet PASS standards. Portfolio guidelines are attached in Appendix C. The Teacher Education Council evaluates these portfolios and provides oral comments to the department.

Principal Evaluations. High school principals who employ program graduates will be asked to evaluate the teaching performance of our Social Studies Education majors. A copy of the letter sent to high school principals is provided in Appendix D.

Professional Mentor Evaluations. Professional mentors (teachers) provide extensive evaluations of all aspects of the student teacher’s knowledge, skills, attitudes, and abilities. Four periodic evaluations along with a final assessment is provided for each student teacher. Copies of these evaluation instruments are provided in Appendix E.

Student Opinion Surveys

Course Evaluation Supplement. A course evaluation supplement related directly to the first 7 program objectives will be administered in all history courses. A copy of the instrument is provided in Appendix F. This information will be used to assess students’ perceptions of course contributions to program objectives and to track historical trends in these perceptions. Students’ perceptions are expected to be positive on all questions.

History 2001 Exit Survey. A student opinion survey emphasizing Historical research methods will be administered in HIST 2001, Introduction to Research. A copy of this survey instrument is provided in Appendix G. The results of this survey will be used to assess students perceptions of the course’s contribution to program objective 6 and 7. Students’ responses are expected to be positive on all questions.
Capstone Paper Exit Survey. A student opinion survey will be administered in the program capstone course, HIST 4950. A copy of this survey instrument is provided in Appendix H. The results of this survey will be used to assess students' perceptions of the contribution of the course to program objectives 6 and 7.

Program Exit Survey. An exit survey will be given to all graduates of the Social Studies Education program in the capstone course. A copy of this instrument is provided in Appendix I. Results of this survey will be used to assess graduates' perceptions of the achievement of all program objectives and to track trends in those perceptions.

SUMMA Evaluations. SUMMA student opinion surveys are administered to all social science classes at least once every five years. This information will also be used to assess students' perceptions of their educational experiences in program courses.

F. Program Curriculum-ACAT-Objective Matrix

A program objective-curriculum matrix will be reviewed annually to assess the correspondence of program requirements with program objectives. A copy of this matrix is provided in Appendix J. Results of the annual review will be used to demonstrate the degree of correspondence of course to program objectives. There should be no gaps between the program objectives and aggregate objectives contained in any possible program of study.

G. Traditional Faculty Evaluation of Student Performance (GPAs)

A rich source of information evaluating the level of student learning is available in the letter grades assigned to students in program courses. Program grade point averages should be discriminating and positively correlated to exit exam performance. Historical grade point information will also be used to filter out the effects of any trends in student quality from trends in student performance. The resulting trends, after accounting for any trends in the quality of program majors, are suggestive of non-student dependent trends in program quality.

IV. Assessment Mechanism

All department faculty will meet at least once each year to review the information collected from the assessment instruments, discuss opportunities for improving student learning among the social studies education students, and provide recommendations for improving the Teaching/Learning/Assessment processes. Continuous faculty assessment of the program will occur informally and formally as special issues arise.