



**Student Learning Outcomes (SLOs) Report for Non-Accredited Programs**  
**(updated 9/19/23)**

**Program Type: Non-Accredited Program**

**Program Name: History with Teacher Licensure in Social Science**

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**Review Cycle:**

- Even Year
- Odd Year

**Review Round:**

- Round A** (Associate Dean review)
- Round B** (Associate Dean + VPAA review)

All SLO reports are archived here: <https://www.eiu.edu/assess/majorassessment.php>

**DUE: October 15<sup>th</sup> to your Associate Dean or designee**

Each academic program is expected to prepare a Summary of the Assessment Data by Student Learning Outcome. This summary may take the form of a chart or other means of presentation that describes the annual data collected, when it is collected, in which course(s), through which assignment or activity, and by whom. This summary should clearly indicate what the program seeks to discover in its students' learning. The summary should correspond to the record-keeping documents maintained by the academic program.

Program Name:

## PART 1. OVERVIEW OF STUDENT LEARNING OUTCOMES AND MEASURES

Student Learning Outcome (SLO)	What measures and instruments are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework.	How are you using this info to improve student learning? What are you hoping to learn from your data? Include <b>target score(s) and results</b> , and specify whether these were met, not met, or partially met for each instrument.	Does your SLO correspond to an <b>undergraduate learning goal (ULG)</b> ?
1. History with Teacher Licensure majors will demonstrate sufficient mastery of U.S. and world history as well as standard knowledge of economics, geography, political science, psychology, and sociology-anthropology as described in the <a href="#">Illinois Learning Standards</a> and in the <a href="#">ILTS 315 Framework</a> .	<p>Measure 1: Performance on the <a href="#">ILTS Social Science: History Content Test</a> is one measure used to assess content knowledge. The Content Test has four sub-scores that allow measurement of U.S. history, world history, social science foundations, and social science knowledge. For this report, we have data from ILTS Social Science: History Content Test 246 as well as an updated test released in April, ILTS Social Science: History Content Test 315. (New in 2025-2026, a practice test will allow us to further disaggregate data to various chronological eras as well as among the various social science disciplines.)</p>	<p>The aim is for all students to pass (scoring 240 out of 300) and to pass all individual sections, with at least 80% of students passing on the first attempt. Test score results are monitored by the History with Teacher Licensure Coordinator (with a running spreadsheet shared with the undergraduate advisor) and the Associate Dean of COE.</p> <p>ILTS 246: In 2023-2024, 13 students out of 18 takers passed, with 9 passing on the first attempt. (50% first attempt pass rate). In 2024-2025, after we embedded a few further supports into our curricular work, 14 out of 17 passed, with 11 passing on the first attempt (65% first attempt pass rate).</p> <p>ILTS 315: Beginning in April, HIS-TL majors could opt for the new version of the content test, ILTS 315. Of the 6 who have now taken it, all passed on the first attempt (100% pass rate). The average score on this test was 269.3, with a range of scores from 246-280 (all but one student at 263 or higher). In contrast, the average passing score on ILTS 246 was 259, with this sometimes</p>	<p>Our curriculum writ large includes coverage of all five UG learning goals, though it is hard in this broad of an assessment to indicate how each does which one. In particular, our curriculum through its breadth of content, its focus on analysis of primary docs and immersion of students in</p>

	<p><b>Measure 2:</b> Cooperating teachers complete a performance assessment that uses a five-point rubric that in part measures students' content knowledge and ability to teach social studies content.</p>	<p>coming after multiple attempts. Scores ranged from 189 to 288.</p> <p>Based on this data, I continue efforts to work with students to prepare, offering sessions each semester about the test, and this year I am now able to gather new practice test data that should also help us identify places to strengthen our program. We eliminated an economics requirement and added a history course based on general test performance. This said, it is with no small satisfaction that I report that our data improved dramatically when the state released ILTS 315, confirming my belief expressed in the previous assessment report (2023) that our data resulted from an ineffective and inequitable test, not from our curriculum and preparation.</p> <p><b>Measure 2:</b> The goal is that all students meet expectations for content knowledge.</p> <p>In data from student teachers in 2023-2024 and 2024-2025, all students were judged to meet expectations for content knowledge, though in written comments expanding on rankings, a few cooperating teachers pointed to areas of weakness for some students even as they deemed them to meet expectations. (Given that social studies licensure covers seven subjects and that some student teachers have upwards of five different teaching preps, this is not surprising.) That 11 of 27 were deemed to exceed expectations for content knowledge is excellent.</p>	<p>other disciplinary modes of thinking, and of engaging students in inclusive historical study is especially deep in critical thinking (CT 1-4, 6), writing and reading (WCR 1-7), and responsible citizenship (RC 2).</p>
<p>2. History with Teacher Licensure majors will be able to analyze a source document using the historical method AND demonstrate the ability to design instruction to teach historical thinking in the</p>	<p>Teacher licensure majors show their understanding of document sourcing and analysis by creating a historical thinking lesson plan that is assessed in SOS 3400 using a five-point rubric created by the Teacher Education Committee.</p>	<p>The working goal is that (taken holistically) all majors meet expectations, with at least 35% judged as often exceeding or exceeding in each category. All majors did meet or exceed expectations for sourcing and close reading, indicating the work that all of our courses do to engage students in primary document analysis. Reaching the peak of Bloom's taxonomy by applying those to lesson planning is where we did not quite</p>	<p>CT 1-4, 6 WCR 1-7</p>

<p>secondary classroom. This includes close reading, sourcing (asking questions about author credentials/motivation and audience and evaluating claims and detecting limitations), corroborating, and contextualizing in order to analyze what the document tells us about the past.</p>	<p>The rubric assessed competencies on a five-point scale for close reading; sourcing; contextualizing and historical knowledge; use of appropriate instructional strategies and resources to support historical analysis; and demonstration of historical thinking in the lesson design.</p>	<p>reach our goal of all meeting expectations, with less than 10% (N=35) below expectations for demonstration of understanding in lesson design and a higher 20% deemed not meeting expectations for use of appropriate strategies and scaffolding. This matches anecdotal impressions of student work in methods, and in summer 2025 the HIS-TL coordinator redid the literacy and historical thinking portions of both SOS 3400 and HIS 4925 (offered in the MAT) to remediate some of these concerns. A video specifically about how to scaffold and support document reading was created to share with students who need further remediation as well.</p>	
<p>3. History majors will be able to demonstrate knowledge of inclusive history in alignment with Illinois State Mandates for Social Science. They will demonstrate the ability to critique historical narratives and interpretations, including how they have the potential to exclude the experiences of peoples due to their race, gender, class, sexual orientation, age, religion, and/or health conditions or impairments.</p>	<p>Each year, professors who teach courses that hold the Inclusive History designation will gather a milestone assignment such as a reflection piece, book review, PowerPoint presentation, any form of document analysis, or an oral presentation for assessment on Historical Narratives and Diversity. The assignments are scored using a four-point Goal 1 rubric that assesses.</p>	<p>As this was new to the broader History-BA assessment, there is only data from 2024-2025 from HIS 3930, an inclusive history course. With such limited data (N=12) it is hard to make suggestions of expectations, but rather, we used this iteration to pilot the rubric and get a sense of where students are starting.</p> <p>11/12 students were deemed highly competent or competent in knowledge of diversity, comparison, and interrelatedness, while all students were deemed competent or highly competent in awareness of effects of history in society.</p> <p>Beginning in 2025-2026, the rubric will be revised to better incorporate language from the Illinois State Social Science Standards around dominant narratives and counter-narratives, and that should refine our assessment practice.</p>	<p>CT 1-4, 6 WCR 1-7 RC-2</p>
<p>4. History with Teacher Licensure majors will effectively plan for instruction, developing objectives that are tied to appropriate learning goals and standards; designing appropriate and culturally</p>	<p>We measure this at two points in our program, first in the introductory HIS 1101 course where all students design a lesson plan. Later, students take SOS 3400 and create an inquiry-based unit plan.</p> <p>Measure 1:</p>	<p>We are interested in student performance on both, but particularly on student performance on the later Unit Plan AND seeing growth between the lesson plan and the Unit Plan.</p> <p>On Measure 1, the Lesson Plan, as they are at the beginning of learning how to teach, our goal is that at least 50% of students meet standards in their ability to</p>	<p>CT 1-4, 6 WCR 1-7</p>

<p>responsive instructional strategies and lessons to build content knowledge and support learning needs of students; integrating support of literacy into instruction; and planning how to assess student learning.</p>	<p>The Lesson Plan (HIS 1101) is assessed using a rubric designed by the TL Coordinator and used by all faculty teaching the class.</p> <p><b>Measure 2:</b> The Unit Plan (SOS 3400) is assessed using a lengthier rubric. The assignment allows students to design a unit in any social studies discipline provided that they incorporate inquiry, literacy, active learning, and higher order thinking.</p>	<p>demonstrate content knowledge in teaching; align a lesson to standards; make use of appropriate instructional strategies and resources; create an assessment; and support critical thinking and literacy. We met each of these targets with 77%; 70%; 62%; 65%, respectively. (N=84)</p> <p>On Measure 2, the Unit Plan, we expect 90% of students to meet the same standards as above, with at least 30% occasionally exceeding. We also met both of these targets in all four categories, with assessment getting the fewest number of students marked occasionally exceeding.</p> <p>Particular growth was shown in student use of instructional strategies and support of literacy between measures 1 and 2. As these areas have been places we have reinforced in our curriculum, the upward trend in student performance affirmed that our curricular changes are succeeding.</p>	
<p>5. History with Teacher Licensure majors will demonstrate professional teaching competency and an ability to positively impact student learning by planning, organizing, effectively presenting, and reflecting upon social studies lessons that are designed to reach a diverse group of learners.</p>	<p>We measure this at two points in our program, as students advance from SOS 3400 into SED 3330/4330 (where they complete a 75-hour clinical experience) AND during their final semester of student teaching.</p> <p><b>Measure 1. Practicum Semester</b> In 2024-2025 we piloted collecting our own materials from students in practicum to assess on our own.</p>	<p>In Spring 2025 we piloted an assessment of materials submitted by students while in practicum that we assessed using a five-point rubric. It measures eight capacities:</p> <ol style="list-style-type: none"> <li>1. Content Knowledge</li> <li>2. Creation of a Positive Learning Environment</li> <li>3. Use of appropriate and varied instructional strategies</li> <li>4. Creation of learning experiences that make subject matter meaningful</li> <li>5. Designing authentic assessments</li> <li>6. Ability to explain choices in lesson design</li> <li>7. Use of strategies to promote literacy</li> <li>8. Adapting instruction to match learner needs</li> </ol> <p>Students submitted a lesson taught in practicum and a reflective piece about it that was then assessed by the HIS-TL Coordinator. Our pilot was small (N=4) so the data reveals little, but we are using this measure again</p>	

	<p><b>Measure 2. Student Teaching</b>        We no longer have access to edTPA data (this was a state-mandated portfolio-based assessment completed during student teaching), as this assessment is not currently required by the state, and so we rely on assessments submitted by cooperating teachers during student teaching. A new state-wide measure is in the works, and we look forward to adding that data as well.</p>	<p>in 2025-2026 (N=27) so we expect to gather useful data for moving forward.</p> <p><b>Measure 2. Student Teaching</b>        We ask Cooperating Teachers to use the same five-point rubric as used in measure 1 to evaluate teaching effectiveness during the Student Teaching semester. Our expectation is that all student teachers meet the standard for all eight, and we'd hope that 30% would exceed in all categories. In 2023-2024, our student teachers (N=10) met the standard in across the board except in Content Knowledge (90% met or exceeded) and Creation of Learning Experiences that Made Subject Matter Meaningful (90% met or exceeded). In 2024-2025, our student teachers (N=18) met or exceeded the standard in all categories except Varied Instructional Strategies (88%), Creation of Learning Experiences that Made Subject Matter Meaningful (83%), Ability to explain choices (88%), Use of reading Strategies (88%), and (94%). In both data sets, significantly more than 30% of students were deemed to exceed or occasionally exceed standards. That performance (as well as the difficulty of teaching upwards of 3-5 different subjects for the first time!) allays some concerns about the lower end of the data, especially as in every category but one, more than 50% exceeded or occasionally exceeded. The exception was use of varied instructional strategies, and we continue to stress to students the importance of active learning in our methods courses.</p>	
<p><b>6. History with Teacher Licensure</b>        majors will demonstrate professional dispositions and capacities: effective communication (spoken &amp; written); professional interactions; problem-solving/initiative; leadership; professional</p>	<p>Students applying for student teaching solicit faculty references where they are assessed on professional dispositions. They are also assessed by their cooperating teachers.</p> <p>For this report, we are using only that data, but we are piloting new points of data collection in 2025-</p>	<p>We would hope that all student teachers meet or exceed all expectations for these dispositions. With one exception, all students in 2023-2025 (N=21) were recommended for student teaching without reservation and were assessed as meeting criteria for effective communication, ability to work with others, professionalism, and maturity.</p> <p>Evaluations by their Cooperating Teachers during student teaching reflect a similar pattern. From 2023-</p>	<p>RC-2</p>

ethics; and time management.	2026 that we are excited about, as we will gather assessment data from students in our introductory class (HIS 1101) as well as in methods (SOS 3400) and continue to gather the later stage data. We will use a new rubric currently in development by our Teacher Education Committee.	2025 (N=28), student teachers were judged to meet, occasionally exceed, or exceed expectations for communication and working with others. All but one met, occasionally exceeded, or exceeded in the category of professionalism.  We expect that our new rubric, used in multiple points of the program, will yield more informational data – and will also allow us opportunities for remediation with students in need of dispositional remediation along the way, and we look forward to reporting that data in the next report.	
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## PART 2. IMPROVEMENTS AND CHANGES BASED ON ASSESSMENT

A. Provide a short summary (1-2 paragraphs) or bulleted list of any **curricular actions** (revisions or additions) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

Because the College of Education departed from our accrediting body of CAEP, we no longer can seek recognition from the National Council for the Social Studies (NCSS). Though we are recognized by NCSS through 2030, we have made some adjustments to our curriculum during this two-year cycle as well as thoroughly revised our learning goals and assessment measures. We significantly revised the History with Teacher Licensure in Social Science major in 2023—moving all students into our introductory HIS 1101 course; adding a requirement for an upper-level inclusive history option; and requiring students to take an inclusive American history survey course in alignment with the Illinois Learning Standards for Social Science and State Mandates. We both broadened the ways in which we measure content knowledge and added multiple data points in addition to the content test. We continue to assess student ability to design, implement, and assess inquiry-based instruction in social science, and have both revised our assessment practice to include a lesson plan early in the program and better assessment of our candidates in student teaching. We piloted new assessment measures in 2023-2024 and so generally have two years of data from our new assessment practices. Through the data in this cycle, we are able to reflect upon those curricular changes and their impact on student learning, and we will continue to do so over the next two years. Since our larger revision, we made one additional change—to drop one of the economics class requirements and add a history course—in order to better prepare students for the content test.

At present we are undertaking a few further changes. Over the last few years, we have aligned our program with the Culturally Responsive Teaching and Leading Standards and will be submitting course revisions for HIS 1101, SOS 3400, and HIS 4925 that reflect these changes this fall. Additionally, we have worked with COE committees on establishing that our learning goals, curriculum, and assessments match the updated Illinois Professional Educator Standards (IPES). We are reworking a multi-point assessment of HIS-TL majors' dispositions and aptitudes as well, as indicated in learning goal six on the chart above. We continue to monitor how all the revisions to our curriculum over the past years are

impacting our candidate preparation for student teaching and to work to create authentic assessments to show student understanding of inclusive history.

B. Provide a brief description or bulleted list of **any improvements (or declines)** observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

One excellent piece of news for our program is the revision to the required Content Test. We expect to continue to gather data moving forward where more than 80% of our students will pass the Social Science: History Content Test (ILTS 315) on their first attempt. We also are pleased with performance on rubrics piloted and data gathered in the above report, and look forward to having full iterations of data in 2027.

We continue, too, to think about the content knowledge, skills, and dispositions required for our students to be successful in their first year of teaching – and to build the habits, aptitudes, and dispositions that will allow them to remain in the field for years to come. Building out a revised rubric and implementation of it for Learning Goal 6, and creating a department dispositional referral system, will help improve how we support our students not just in development content and pedagogical knowledge but in the dispositions necessary for success as teachers.

### C. HISTORY OF DATA REVIEW OVER THE PAST TWO YEARS

Please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

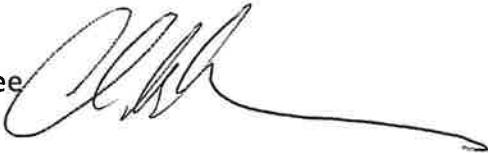
Date of annual (or periodic) review	Individuals or groups who reviewed the assessment plan	Results of the review (i.e., reference proposed changes from any revised SLOs or from point 2.A. curricular actions)
January 2024	Curriculum Committee & Department Chair & Assessment Chair	Shared revised SLOs and Assessment Plans – per as discussed in 2A, change to accreditation. Feedback/Revisions.
September 2024	Curriculum Committee & Department Chair & Assessment Chair & Undergraduate Advisor	Shared year one of data collected using new system. Decided to try one more year to get a good sense of if these measures are suitable.
December 2024	COE Stephen Lucas and Committee on Culturally Responsive Teaching Standards	This focused primarily on SOS 3400 and data from it to bring it into alignment with CRTL standards. Matrix submitted, and data here reflects changed curriculum.
August 2025	Met with History Teacher Education Sub-Committee to create new STG Approval form and dispositional rubrics, based on a rubric piloted in Spring 2025 SOS 3400.	Will pilot use of approval form and three rubrics in HIS 1101, SOS 3400, and STG 4001 in Fall 2025.
Monthly Review of Content Test Data	Teacher Licensure Coordinator, Undergraduate Advisor, with Updates to	ILTS approved and released a new Content Test during this time, and comparative

	Department Periodically. TL Coordinator receives content test data every two weeks and compiles it into a spreadsheet shared with Undergraduate Advisor so we can look for new patterns or things that we might support in coursework.	review of the data has confirmed that our work to support student preparation but only to partly modify curriculum was a good plan. We are using this year to gather significant data on the new test, and will assess what this means for us moving forward.
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### Dean Review and Feedback

This report chronicles significant changes to the assessment program for the HIS-TL major, reflecting factors like the decoupling process from CAEP/NCSS and the alignment with the State of Illinois-adopted Culturally Responsive Teaching and Leading (CRTL) Standards. Also new this time is the debut of a newly revised content test which, even with a limited data set, is producing impressive results among our HIS-TL majors. SLO revisions (particularly #3, #4, and #5) seem sound and in harmony with the CRTL standards. Curricular updates are in progress to support the SLOs. Measures for the most part across the board are yielding results of benchmarks being met or exceeded, including a continued near-perfect record of students being recommended for student teaching without reservation. Overall, the transitions seem to be executing smoothly and represent a good evolution of the program. We look forward to seeing how the changes bear out in the years to come.

Dean or designee



Date

1/15/20

**VPAA Office Review and Feedback (for "Round B" SLO report only)**

VPAA or designee

Date