<table>
<tr><td colspan="3" align="center">Degree: BA-HITC (History With Teacher Certification)
2023-2024 Assessment Plan</td></tr>
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	Student Learning Outcome #1	Students will analyze the significance of key individuals, issues, and events as they relate to larger historical narratives in Texas, U.S., and World History
PLAN	**Assessment Method(s)**	1. To find out how many students are passing the Lamar Proficiency Exam, data about history student pass rates on the Lamar Proficiency Exam will be collected from the Teacher Education Department. 2. Final exams in HIST 2301 (Texas History) will include common embedded questions that will be scored by faculty.
	Proficiency	1. Proficiency is determined by student performance on the Lamar Proficiency Exam. 2. Proficiency is determined by student performance on a set of common embedded questions.
DO	**Benchmark**	1. 50% of students taking the Lamar Proficiency Exam in History will pass on the first attempt. 2. 80% of students in HIST 2301 (Texas History) will answer each of the common embedded questions on the final exam correctly.
	Results of Assessment	1. In the 2023-2024 academic year, 2 out of 3 (67%) students taking the Lamar Proficiency Exam in History passed on the first attempt, with scores of 240 and 267. 240 is the minimum score that qualifies as passing. The third student passed with a score of 246 on a second attempt. 2. Faculty teaching Texas history asked four common embedded questions on the final exam. In the Fall 2023 semester, students answered these questions with success

		rates of 81.0%, 79.1%, 77.4%, and 78.4%. In the Spring 2024 semester, students answered the same questions with success rates of 77.7%, 79.2%, 78.1%, and 80.2%.
S T U D Y	**Analysis of Results**	In 2023-2024, history students surpassed the 50% benchmark for passing the teacher certification exam on the first attempt; however, with only three students taking it, one of whom scored the bare minimum 240 required to pass, there was no room for further error. Presumably one more missed question would have reduced the passing rate on the first attempt from 67% to 33%. In both the Fall 2023 and Spring 2024 semesters, students met or exceeded the benchmark for 1 out of the 4 questions (25%). Students performed best on Question #1 in the fall and Question #4 in the spring. When they did not achieve the 80% benchmark, they produced scores of 77.4%, 77.7%, 78.1%, 78.4%, 79.1%, and 79.2%, all of which were close. The average score on the common embedded questions in the fall was 78.98% and 78.8% in the spring, for an average of 78.89%. This level of performance is consistent with the 78% in 2017-2018 and 2020-2021 and 79% in 2021-2022 and 2022-2023. Scores spiked to 82% in 2018-2019 and 88% in 2019-2020 and have not been that high since.

ACT	Improvement Plan for 2024-2025	In 2024, history faculty began taking the Lamar Proficiency Exam to acquaint themselves with the test, its four domains (world, US, Texas, and methodology), and the types of questions asked. Not all have done so yet, but those who have have found it a worthwhile task because they have become more familiar with the competencies tested. Although the faculty do not know what questions will be asked and therefore cannot "teach to the test," a broad familiarity with the exam does help to inform faculty coverage of various topics. The department will continue to push those who have not yet taken the time to complete the exam to do so in the 2024 calendar year, with a goal of 100% compliance. Beginning in the 2024-2025 academic year, the department also plans to disaggregate the results of the teacher certification test. Looking at the overall exam score provides some useful level of information, but that one number can also disguise student weaknesses in one area by a strength in another. For example, in the Fall 2023 semester, the student who passed with the lowest score made a 42% in world history, an underwhelming performance that was obscured by an impressive score of 94% in Texas history. Therefore, in coming years, the department will examine student scores within the specific world, US, and Texas history domains in the effort to elevate student performance across the board.