

## SECTION IV – EVIDENCE FOR MEETING STANDARDS

### ASSESSMENT 1

#### Praxis II Content Social Studies Exam

Note: Data for two cohorts is included: Those graduating 2009/2010 (Cohort II), and those graduating 2008/2009 (Cohort I). However, because there are only 6 students total (2 = Social Science in 2009/10; and 2 = Political Science + 2 = Anthropology in 2008/2009) they are combined into one group for purposes of analysis in cases where the data is gathered from the same assessments in order to make the data analysis more meaningful.

All programs leading to Social Studies licensure at Rhode Island College require the Praxis II Content Social Studies Exam. Candidates are required to pass the exam with a minimum score of 157 in order to enter Practicum; therefore 100% of our graduates meet this standard. While a score of 162 is considered ideal (the requirement in our neighboring state of Connecticut and the highest required across the country), we realize that students take it prior to the last two semesters of their coursework. (Anecdotally, when teacher candidates retake the exam after student teaching, they score impressively higher still.) The exam aligns directly with NCSS Themes/Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.10, and 2.1.

We did not separate out Social Sciences majors in past reviews, so it is impossible to compare results to past accreditation results. An examination of our candidates indicates that with the exception of Candidate #1, who entered the program in 2005 and had a Plan of Study designed on a weaker set of requirements, all candidates scored significantly above the highest minimum required for any state (162) on the Social Studies Content Exam 0081. As Connecticut, our neighboring state, requires a score of 162, we are preparing our candidates well for licensure in that state. (Rhode Island does not have a content exam requirement.) If we remove Candidate #1 – who is an argument for the stronger content requirements put in place after 2005 – all candidates also met or exceeded the lower range of any sub-scores. Given that they take this exam prior to the Practicum semester, they are missing one semester of coursework, which makes their scores all the more impressive. Their World History scores are noteworthy and likely reflecting in part the advising that encourages candidates to take HIST 266: *Global History after 1500* for their Core 4 General Education requirement. Candidates overall also do very well in US History and Geography. They score in the lower end of the average range in the Behavioral Sciences, and Civics/Government is more mixed than we would want to see. The more standardized coursework in the new Social Studies/Secondary Education major that replaces these five majors as of August 2010 has an additional Political Science course that all students are required to take (Civil Liberties), and we will be following outcomes in this area. The scores in the Behavioral Sciences likely reflect the lack of a Psychology course in the program; we have examined possibilities for including this as a requirement, but our majors currently exceed college graduation requirements. A new General Education program is in the works for 2012, which may provide opportunities for including more of the behavioral sciences. In addition we will begin a series of conversations with professors teaching CEP 315 “Educational Psychology” to ensure that the coursework more closely meets the needs of our candidates. Mandatory close advising has certainly had a salutary effect in providing opportunities for more guidance when selecting classes and in ensuring that candidates are well aware of the exams and our expectations; and there is certainly a correlation between the coherence of our curriculum, our required minimum GPA requirements for both our history and social science courses, and the overall high exam results.

## ASSESSMENT #I DATA

### COHORTS I, II

#### Suggested Licensure Sub-Test Assessment Matrix

(Applicable to Section IV, #1)

**Instructions:** Provide at least one cohort of licensure test sub-score assessments appropriate to Standards 1.1-1.10 and Standards 2.1-2.5, if applicable

STANDARD													
	1.1	1.2		1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10	2.1	
CANDIDATES <small>(OVERALL SCORE IN PARENTHESES)</small>	Behavioral Sciences <small>(min. in parens)</small>	U.S. History <small>(min. in parens)</small>	World History <small>(min. in parens)</small>	Geography <small>(min. in parens)</small>	Behavioral Sciences <small>(min. in parens)</small>	Behavioral Sciences <small>(min. in parens)</small>	Civics/ Government <small>(min. in parens)</small>	Economics <small>(min. in parens)</small>			Civics/ Government <small>(min. in parens)</small>	U.S. History <small>(min. in parens)</small>	World History <small>(min. in parens)</small>
	<b>1 (161)</b>	6 (5)	16 (15)	15 (18)	15 (18)	6 (5)	6 (5)	11 (11)	13 (8)			11 (11)	16 (15)
<b>2 (173)</b>	9 (7)	19 (14)	26 (16)	26 (16)	9 (7)	9 (7)	17 (11)	14 (10)			17 (11)	19 (14)	26 (16)
<b>3 (166)</b>	7 (6)	21 (14)	22 (14)	22 (14)	7 (6)	7 (6)	11 (11)	10 (9)			11 (11)	21 (14)	22 (14)
<b>4 (181)*</b>	*	*	*	*	*	*	*	*			*	*	*
<b>5 (175)</b>	7 (5)	20 (15)	21(14)	21(14)	7 (5)	7 (5)	16 (11)	13 (8)			16 (11)	20 (15)	21(14)
<b>6 (183)</b>	8 (5)	26 (15)	19 (14)	13 (9)	8 (5)	8 (5)	15 (11)	15 (8)			15 (11)	26 (15)	19 (14)
Candidate Performance													
<b>Minimum Score = 157</b>	Varies <small>(in parens above)</small>	Varies <small>(in parens above)</small>	Varies <small>(in parens above)</small>	Varies <small>(in parens above)</small>	Varies <small>(in parens above)</small>	Varies <small>(in parens above)</small>	Varies <small>(in parens above)</small>	Varies <small>(in parens above)</small>			Varies <small>(in parens above)</small>	Varies <small>(in parens above)</small>	Varies <small>(in parens above)</small>
<b>Below Minimum Score = 0</b>	0	0	1	1	0	0	0	0			0	0	1
<b>% Passing = 100%</b>	100%	100	80	80	100	100	100	100			100	100	80

\*Candidate's sub-scores were lost in the 2008-2009 displacement from our building due to construction of STEM rooms. The high score (181) suggests that s/he did well across the board.