

Program Assessment Report

Program: HISTORY

Year: 20/21

Division: Social Sciences

Contact: Amy French

Delta College



Actions Taken in Response to Last Year's Report

Rationale for Current Assessments

Assessment 1 of 2

Goal / Project

Outcome(s)

Describe and analyze historical sources. (16/17)

Standard / Objective

Outcome: Analyze various types of historical sources appropriate to the study of course area of history.

Method of assessment

Capstone Demonstrations(s)

Comment/Details about the method of assessment

Professors used individual assignments to assess how our students are evaluation conflicting historical interpretations. As this is a general history outcome, we assessed it across the board in all of our classes from as many professors as would participate. Professors used a range of formal and informal assessments to gauge how effectively our students are meeting the outcomes for our courses.

Courses Affected

HIS 111, 112, 221, 222, 237

Time Frame

Fall/Winter Semester 2020/2021

Submitted By

Amy French

Result

Result

(0) Results far below expectation/standard

Data Collection (general or specific stats regarding results)

85% of 155 students studied met expectations (75% or higher on assessment); 77% of students mastered the outcome (84% or higher); 15% of students didn't meet expectations (74% or lower)

What We Learned (areas for improvements, strengths, etc.)

"• Students are not aware that various types of historical sources even exist. They need a primer of what historical sources are, how one analyzes them, what they are useful for, etc. Students also need to know how

to evaluate sources and conduct effective research. They need to understand the value of real research. That research isn't just looking something up, but evaluating it (author, publication date, reason, audience, argument, evidence, etc.). They need to understand how scholars use historical sources to understand the past and the strict code of conduct that we hold ourselves to. If students were to understand what scholars do early in the semester it would help achieving this outcome. It may also mean breaking down the difference between scholarly writing, newspaper writing, and non-journalist/non-scholar writing. "This was a thoughtful group of students, shown by the unusually high rate of mastery, but that high number could also be related to the fact that some questions asked for an opinion (though one backed with facts) as opposed to an answer that had a definite right or wrong answer. Also, this class was composed of dual-enrolled high school students, who tend to be more attentive about making sure they get all of the assignments submitted, which skews the grades higher than traditional classes. 29% correctly defined primary and secondary, but struggled with how to place this source (I chose a difficult example on purpose). I will include more difficult examples earlier in the semester for them to practice with next semester. Tracking more closely how students engaged this exam led me to realize that students who rely on face-to-face interaction might be reading far less than those who are more open to online instruction. The students who took the exam did very well overall, but there was a large group who appeared from time to time to our class meetings but then submit no work - even after being reminded of it in class. Despite having two books (one a tertiary source, the other a collection of primary documents), students tend to rely on one book or the other when formulating their answers. I try to remind them to use all our materials - if there are two books, use two books - but this doesn't sink in for most of them. While nearly all the students in this group did exceptionally well, the points that were reduced stemmed from using one source when at least two were required. I'll need to revise my directions again to clarify them."

Use of Data to Improve Student Success

We will continue to make the introductory portion of our courses strong and instill the basic fundamentals of historical research and methodology.

Institutional Student Learning Outcome	Action plan items of what is planned based on the data and results
<input type="checkbox"/> Apply Knowledge and Skills	<input type="checkbox"/> Change assignments/activities <input type="checkbox"/> Update course content
<input type="checkbox"/> Think Critically	<input type="checkbox"/> Change materials provided <input type="checkbox"/> Update course outcomes
<input type="checkbox"/> Communicate Effectively	<input type="checkbox"/> Adjust grading rubric <input type="checkbox"/> Update prior courses
<input type="checkbox"/> Act Responsibly	<input type="checkbox"/> Continue to Monitor <input type="checkbox"/> Other

Assessment 2 of 2

Goal / Project

Outcome(s)

Analyze conflicting historical interpretations. (16/17)

Standard / Objective

Outcome: evaluate conflicting historical interpretations. Objective: 75% of students proficient.

Method of assessment

Capstone Demonstrations(s)

Comment/Details about the method of assessment

Professors used individual assignments to assess how our students are evaluation conflicting historical interpretations. As this is a general history outcome, we assessed it across the board in all of our classes from as many professors as would participate.

Courses Affected

Time Frame

Winter Semester 2020

Submitted By

Amy French

Result

Result

(0) Results far below expectation/standard

Data Collection (general or specific stats regarding results)

89% of 225 students studied met expectations (75% or higher on assessment); 67% of students mastered the outcome (84% or higher); 11% of students didn't meet expectations (74% or lower)

What We Learned (areas for improvements, strengths, etc.)

"• One professor thought it might be helpful to have a general discussion about primary versus secondary sources in history at the beginning of class and the fact that—just as in the present—not all sources are to be trusted. This discussion could also include a talk about what to look for in sources that might indicate they are more truthful. Also, need to discuss what historians do—we do not just present facts, but actually write the past and create history. To do so we must construct a developed argument based on a good deal of historical evidence. ☐One professor wondered if perhaps the results would have been lower if they had used an obscure historiography example. For example, if I had done a lecture about the debate over whether the U.S. should have bombed Auschwitz, the complexity of the material may have obscured the lesson about conflicting viewpoints. . . ☐One professor questioned where they graded too easily. ☐One professor found that in-class scores were better on average than online classes.☐A professor noticed that students found it easier when they gave them a specific question requiring critical analysis than a more general one. ☐This assessment took place in the first week that classes went online and the state was closing down businesses and K12 students were working from home. I believe this impacted the two students who failed the assessment as the reason they failed was they did not complete the entire assignment. They summarized, but did not analyze. My hypothesis is they did the easiest portion and turned in what they had by the due date. The high-level analysis may have been more of a cognitive load than the stressful week allowed. I'd like a * put on the results to reflect this—not because the results are poor, but because it's important to accurately reflect the historical context of the resultsJ I was impressed that my students were able to read higher-level historical writing than textbook writing and to summarize and analyze so sensitively. Some of their prose sounded like that of first-year grad students."

Use of Data to Improve Student Success

We have started working on introductory materials for our courses that explain the various sources historians use and introduce our students to the craft and successful completion of the outcome.

Institutional Student Learning Outcome	Action plan items of what is planned based on the data and results
<input type="checkbox"/> Apply Knowledge and Skills	<input type="checkbox"/> Change assignments/activities <input type="checkbox"/> Update course content
<input type="checkbox"/> Think Critically	<input type="checkbox"/> Change materials provided <input type="checkbox"/> Update course outcomes
<input type="checkbox"/> Communicate Effectively	<input type="checkbox"/> Adjust grading rubric <input type="checkbox"/> Update prior courses
<input type="checkbox"/> Act Responsibly	<input type="checkbox"/> Continue to Monitor <input type="checkbox"/> Other

Comments and Action Plan

Discipline/Program Comments

Assessment continued conversation between all faculty members about what skills we want history students to master in order to be ready to transfer at the junior level to a history baccalaureate program.

Assessment continues conversation between all faculty members about how to make our classes the best they can be so students successfully master all of our outcomes.

Advisory Board Comments

Assessment Committee Comments

Curriculum Council Comments

Action Plan

Actions Taken in Response to Older Reports