

# Program Assessment Report

Program: HISTORY  
Year: 24/25  
Division: Social Sciences  
Contact: Amy French

## Delta College



### Actions Taken in Response to Last Year's Report

### Rationale for Current Assessments

#### Assessment 1 of 1

#### Goal / Project

#### Outcome(s)

#### Standard / Objective

#### Method of assessment

Current Student Survey/ Interview/ Focus Groups

#### Comment/Details about the method of assessment

Professors, by various modes, assessed whether students could distinguish between a primary and secondary historical source and those who could identify the perspective and context of the source.

#### Courses Affected

ALL HIS

#### Time Frame

Fall 2024

#### Submitted By

#### Result

#### Result

#### How many students

373

#### Average Score

0

#### Percent that met standard

93.0%

#### For GenEd Only

Level 0

Level 1:

Level 2:

Level 3:

#### Data Collection (general or specific stats regarding results)

93% (347/373) students were able to satisfactorily distinguish between a primary and secondary historical source; fewer faculty completed the second part of the assessment about (only one of the three FT profs did it), so the sample size is much fewer but 79% (195/247) of the students assessed could identify the perspective and context of a historical source

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

"•This semester's assessment is pushing me to rethink a few things, perhaps designing an exercise that helps students think about the information they are consuming. Lately, and this is more pedagogical, I've

been leading students more and more to the tertiary materials because they are demonstrating a lack of basic understanding of the historical narrative (mainly this is in American history, but there's an element of this in Michigan history, too). •Besides automatically believing the primary sources as the “truth” of the matter, students also failed to even speculate about the motives behind the sources. I’ve noticed this trend more and more in the past few semesters. When I dug more deeply, I noticed that dual enrollment students seemed to just find what they thought was the “right” answer on the internet and did not attempt to “put things into their own words” as directed. I’m going to think about how to tweak these assignments to get better learning of perspective and context. I’m thinking that in conjunction with their written analyses that I might have few objective questions for them to answer. •For the most part, students seem to have an easier time telling the difference between primary and secondary sources than they do determining the context of a document. •The weekly discussion later in the course that students had to engage with primary source documents of a variety of types (journals, photos, etc.) also required answering many different thought-provoking questions. I designed it in a way that would make using AI as a help difficult. They have to post before reading other comments. I used this discussion in my assessment. I found this helpful and will work on incorporating more tasks to help students grow in this area. "

**Use of Data to Improve Student Success**

We will continue to assess to make improvements.

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 or CC prog cont
<input type="checkbox"/> Think Critically	<input type="checkbox"/> Change materials provided	<input type="checkbox"/> Update course or CC prog outco
<input type="checkbox"/> Communicate Effectively	<input type="checkbox"/> Adjust grading rubric	<input type="checkbox"/> Change course sequence or prerequisites
<input type="checkbox"/> Act Responsibly	<input type="checkbox"/> Continue to monitor and assess next outcome	<input type="checkbox"/> Other
	<input type="checkbox"/> Review or update assessment proces	

**Comments and Action Plan**

**Discipline/Program Comments**

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. Overall, we found that students had an easier time distinguishing between primary and secondary historical sources, but struggled more with perspective and context. We will continue to individually strive for students to leave our courses having mastered all aspects of this outcome.

**Advisory Board Comments**

**Assessment Committee Comments**

**Curriculum Council Comments**

**Action Plan**

**Actions Taken in Response to Older Reports**