History and Political Science Department
History General Education Assessment Data
2017-2018

Learning Outcome:

2c. Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts

Outcome Measure:

Assessment prompt given to students in HIS 110 World Civilizations I and HIS 111 World Civilizations II

Criteria for Success:

Minimum average of 2.75 (out of 4) for each criteria on the analytic rubric

Longitudinal Data:

In Fall 2014, the General Education Learning Outcomes were revised. Beginning in Spring 2015, data was gathered by taking a random sampling of students from all sections of each course. The scores below reflect averages of data collected.

History General Education (2.C) Learning Outcome Assessment Rubric – Average Student Scores

Course	Semester	N	Complexity	Well-Communicated	Evidence	Total
HIS 110	Fall 2014	22	3.41	3.00	2.77	3.06
HIS 110	Spring 2015	32	3.53	3.50	3.44	3.49
HIS 110	Fall 2015	73	2.92	2.88	2.84	2.88
HIS 110	Spring 2016	62	3.24	3.16	3.02	3.14
HIS 110	Fall 2016	37	3.49	3.24	3.19	3.31
HIS 110	Spring 2017	38	3.24	3.29	3.16	3.23
HIS 110	Fall 2017	58	3.49	3.30	3.37	3.39
HIS 111	Spring 2015	28	3.21	3.00	2.86	3.02
HIS 111	Fall 2015	35	3.14	3.20	2.91	3.09
HIS 111	Spring 2016	41	3.17	3.44	2.90	3.17
HIS 111	Fall 2016	69	3.51	3.51	3.19	3.00
HIS 111	Spring 2017	20	3.40	3.55	3.45	3.47
HIS 111	Fall 2017	53	3.42	3.28	3.21	3.30

Conclusions Drawn from Data:

We are pleased that the students in our World Civilizations courses are exceeding the minimum average in all categories. However, the "evidence" category remains the lowest scoring category, so we will continue to work on that aspect, and will reinforce the need for specific details and evidence in our

instructions. Additionally, we are pleased to see that, despite some between-semester shifts, there is a great deal of overall consistency within all three categories.

Changes to be Made Based on Data:

None at this time. Continue to collect data.

Rubrics Used   **History General Education (2.C) Learning Outcome Assessment Rubric**

History assessment prompt: *When you look back over this entire course, which 3 historical events (or ideas/ themes) do you think are the most important to not forget? Given what you learned from the readings and lectures, describe and analyze each of them and explain their global significance. Make your case for why these should always be taught in world history courses.*

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone (4 pts)	Milestone (3 pts)	Milestone (2 pts)	Benchmark (1 pt)
Complexity (1.000, 33%)	Demonstrates a thorough understanding of the complexity of each of the issues.	Demonstrates an adequate understanding of the complexity of the issues.	Demonstrates an awareness of the complexity of the issues.	Demonstrates minimal awareness of the complexity of the issues.
Well-Communicated (1.000, 33%)	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency.	Uses straightforward language that generally conveys meaning to readers.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.
Evidence (1.000, 33%)	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. Includes detailed evidence from a variety of class materials (reading assignments, lectures, films, etc.)	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. Includes some evidence.	Demonstrates at attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.