

**History and Political Science  
History General Education (GELO) Assessment  
2025-2026**

**GE 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 1010 World Civilizations I and HIS 1011 World Civilizations II (formerly numbered HIS110 and HIS111).

**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	Average
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 110	Spring 2018	55	3.58	3.45	3.40	3.48
HIS 110	Fall 2018	60	3.36	3.28	3.38	3.34
HIS 110	Spring 2019	45	3.50	3.50	3.45	3.48
HIS1010	Fall 2019	54	3.50	3.48	3.54	3.51
HIS1010	Spring 2020	50	3.72	3.74	3.72	3.73
HIS1010	Fall 2020	37	3.57	3.38	3.57	3.50
HIS1010	Spring 2021	30	3.47	3.27	3.53	3.42
HIS1010	Fall 2021	48	3.46	3.48	3.27	3.40
HIS1010	Spring 2022	49	3.51	3.35	3.51	3.46
HIS1010	Spring 2023*	45	3.31	3.40	3.49	3.40
HIS1010	Fall 2023	43	3.49	3.65	3.47	3.54

HPS: GELO Data, History 2025-2026

Course	Semester	N	Complexity	Well-Communicated	Evidence	Average
HIS1010	Spring 2024	32	3.34	3.22	3.41	3.32
HIS1010	Fall 2024	38	3.55	3.61	3.71	3.62
HIS1010	Spring 2025	53	3.32	3.40	3.51	3.41
HIS1010	Fall 2025	105	3.41	3.61	3.65	3.56
HIS1010	Spring 2026	41	3.44	3.44	3.78	3.55
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
HIS 111	Spring 2018	27	3.44	3.70	3.33	3.49
HIS 111	Fall 2018	32	3.09	3.22	3.06	3.13
HIS 111	Spring 2019	37	3.14	3.03	2.84	3.00
HIS1011	Fall 2019	28	3.50	3.18	3.50	3.39
HIS1011	Spring 2020	27	3.44	3.41	3.33	3.40
HIS1011	Fall 2020	16	3.50	3.44	3.38	3.44
HIS1011	Spring 2021	30	3.20	3.40	3.00	3.20
HIS1011	Fall 2021	40	3.28	3.50	3.00	3.26
HIS1011	Spring 2022	27	3.26	3.30	3.04	3.20
HIS1011	Spring 2023*	25	3.04	3.20	3.04	3.09
HIS1011	Fall 2023	50	3.36	3.42	3.32	3.37
HIS1011	Spring 2024	19	3.37	3.47	3.37	3.31
HIS1011	Fall 2024	38	3.50	3.11	3.45	3.35
HIS1011	Spring 2025	37	3.32	3.43	3.27	3.34
HIS1011	Fall 2025	30	3.53	3.47	3.53	3.51
HIS1011	Spring 2026	30	3.47	3.70	3.70	3.62

**Conclusions Drawn from Data:**

We are pleased that the students in our World Civilizations courses are far exceeding the minimum average in all categories. Our students are consistently achieving the goals set by this learning outcome.

Across the board, student averages continue to be very consistent with prior semesters. We are pleased that there was a slight increase in Spring 2026 over the prior semester.

**Changes to be Made Based on Data:**

We do not see any changes to make at this time, but will continue to focus on the types of learning that make these results so strong. In Fall 2019, we slightly changed the assessment prompt to better align with the learning outcome (particularly the inclusion of the words "*by diverse groups in global and/or cross-cultural contexts*"). This change gave more clarity to the assessment prompt.

**Rubrics Used**

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

History assessment prompt beginning Fall 2019:

*When you look back over this entire course, which 3 historical events (or ideas/themes) faced by diverse groups in global and/or cross-cultural contexts 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.*

Assessment prompt before Fall 2019:

*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 an 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.