Course Prefix, Number and Title: Hist 208 – 3001,3002 World History I  
Division/Unit: Political Science, History, Law  
Submitted by: John Kemp  
Contributing Faculty:  
Academic Year: 2015

Complete and electronically submit your assessment report to your Department Chair/Coordinator/Director. As needed, please attach supporting documents and/or a narrative description of the assessment activities in your course.

<table>
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<tr>
<th>Course Outcomes</th>
<th>Assessment Measures</th>
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<td>In the boxes below, summarize the outcomes assessed in your course during the year.</td>
<td>In the boxes below, summarize the methods used to assess course outcomes during the last year.</td>
<td>In the boxes below, summarize the results of your assessment activities during the last year.</td>
<td>In the boxes below, summarize how you are or how you plan to use the results to improve student learning.</td>
<td>Based on the results of this assessment, will you revise your course during the year. outcomes during the last year. activities during the last year. use the results to improve student outcomes? If so, please summarize how and why in the boxes below:</td>
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Outcome #1  
Students will analyze the development of civilization in Eurasia, Asia, and Meso-America.

Students will demonstrate their understanding of these civilizations by completing essays and/or exams germane to the topic that will be scored according to predetermined rubrics distributed to students prior to the exam or essay completion date.

This outcome not assessed this cycle.

Outcome #2  
Students will describe and analyze the effects and interactions of political, social, economic, philosophical, and technological forces at work in the early civilizations (before 1600).

**Assignment:** Students will consider the role religion/philosophy played in political development and social structure in China and India during the Classical Period (500BCE-500CE).

A sampling of 5 papers chosen randomly revealed that the students were at least marginally familiar with the basic concepts. Emphasis in the papers invariably favored the secular Chinese.

It appears that students are more comfortable with the secular philosophies developed in ancient China and can wrap their brains around the political and social ethics and values that they espouse. The religion yet to be determined but it certainly has made me more aware of the need to offer specifics on complex topics to guide the students into a deeper analysis of what might be completely unfamiliar to them.
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### Course Outcomes Assessment Measures

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<td>Outcome #3</td>
<td>Students will compare, contrast, and analyze the development and basic elements of major world religions.</td>
<td>Students will demonstrate their understanding of these civilizations by completing essays and/or exams germane to the topic that will be scored according to predetermined rubrics distributed to students prior to the exam or essay completion date.</td>
<td>This outcome not assessed this cycle</td>
<td>W/I</td>
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Please enter your name and date below to confirm you have reviewed this report:

Title

Department Chair/Coordinator/Director

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Vice President of Academic Affairs