

**Unit Assessment Report - Four Column

Ferris State University Program - History (B.A.)

Mission Statement: The program supplies curricula to students that make them more aware of the world at local, national, and international levels, a knowledge base that helps them contextualize the contemporary situations in which they find themselves. In this sense, the program serves all majors at the University by helping to enrich our students' understanding of the historical frameworks in which all careers operate. In addition the program develops powerful critical thinking and evaluate skills that help students effectively deal with the constellation of choices and changes that are implicit in contemporary American society and culture.

Advisory Board/Committee Meetings: Once every two years
Next FSU Academic Program Review: 2011-2012
College: CAS

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Program - History (B.A.) - Chronological Flow - Students should be able to order a series of significant events in history.</p> <p>Outcome Types: Learning</p> <p>Start Date: 12/08/2008</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Pretests and posttests will be administered in the survey class HIST 121.</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Related Documents: History 121 Test History 121 Answer Key</p>	<p>07/05/2009 - The 170 SP 09 HIST 121 students who completed the posttest averaged a 66.5% on the overall posttest, an increase from the 49.8% average on the pretest. On average, these students answered 72.1% of the questions related to chronological flow correctly.</p> <p>Classification: Inconclusive</p> <p>Action: 1 - No Action Required</p> <p>Change Assessment Strategy: Yes</p> <p>Related Documents: HIST 121</p>	
		<p>07/02/2009 - The 55 FA 08 HIST 121 students who completed the posttest averaged a 66.5% on the overall posttest, an increase from the 52.5% average on the pretest. On average, these students answered 70.4% of the questions related to chronological flow correctly.</p> <p>Classification: Inconclusive</p> <p>Action: 1 - No Action Required</p> <p>Change Assessment Strategy:</p>	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Yes Related Documents: History 121	
	<p>Assessment Method: Pretests and posttests will be administered in the survey class HIST 122.</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Related Documents: History 122 Test History 122 Answer Key</p>	<p>07/02/2009 - The 164 FA 08 HIST 122 students who completed the posttest averaged a 65.5% on the overall posttest, an increase from the 58.0% average on the pretest. On average, these students answered 71.4% of the questions related to chronological flow correctly.</p> <p>Classification: Inconclusive</p> <p>Action: 1 - No Action Required</p> <p>Change Assessment Strategy: Yes</p> <p>Related Documents: History 122</p>	
	<p>Assessment Method: Pretests and posttests will be administered in the survey class HIST 211.</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Related Documents: History 211 Test History 211 Answer Key</p>	<p>07/02/2009 - The 14 FA 08 HIST 211 students who completed the posttest averaged a 59.5% on the overall posttest, an increase from the 51.05% average on the pretest. On average, these students answered 41.7% of the questions related to chronological flow correctly.</p> <p>Classification: Inconclusive</p> <p>Action: 1 - No Action Required</p> <p>Change Assessment Strategy: Yes</p> <p>Related Documents: History 211</p>	
	<p>Assessment Method: Pretests and posttests will be administered in the survey class HIST 212.</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Related Documents:</p>	<p>07/05/2009 - The 13 FA 08 HIST 212 students who completed the posttest averaged a 51% on the overall posttest, an increase from the 38% average on the pretest. On average, these students answered 44.3% of the questions related to chronological flow correctly.</p> <p>Classification:</p>	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	History 212 Test History 212 Answer Key	Inconclusive Action: 1 - No Action Required Change Assessment Strategy: Yes Related Documents: History 212	
	Assessment Method: Portfolios collected in the capstone course (Hist 400) will be evaluated. Assessment Method Category: Portfolio/E-Portfolio		
	Assessment Method: Writing assignments from HIST 400 and HIST 250 will be examined. Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)	12/18/2009 - As a result of reading essays from HIST 250 and HIST 400, the History faculty worked with the instructors of HIST 250 to improve student preparation for HIST 400. Specifically, the HIST 250 faculty will have students conduct more historiographical work that entails more intense study of historical scholarship: annotated bibliographies, greater emphasis on wider historical contexts, and more instruction on adding personal commentary to explain quotations and other historical evidence. Classification: Inconclusive Action: 1 - No Action Required	
		06/30/2009 - Overall, students in History 400 Sp 09 did well in regards to the chronological flow of the events they discussed within their papers. However, several students did not conduct a sufficient amount of context reading and failed to fully situate their arguments within the time frame they were working in. Those students missed the larger ideas and failed to paint a larger picture of the time. One student originally had addressed the larger context in her first draft; however, this portion of the paper was removed to make the paper more suitable for the expectations of the graduate schools she was	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Assessment Method: Focus groups of graduating seniors will be conducted and the results will be discussed by the faculty.</p> <p>Assessment Method Category: Focus group</p> <hr/> <p>Assessment Method: Faculty members will meet to discuss their perceptions of individual major's progress through the program.</p> <p>Assessment Method Category: Z - Other - specify</p>	<p>applying to.</p> <p>Classification: Inconclusive</p> <p>Action: 1 - No Action Required</p> <p>Change Assessment Strategy: Yes</p> <p>Related Documents: SP 09 Hist 400 assessment</p>	
<p>Program - History (B.A.) - Event Causes - Students should be able to discuss causes of historical events.</p> <p>Outcome Types: Learning</p> <p>Start Date: 04/23/2009</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Pretests and posttests will be administered in the survey class HIST 121.</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Related Documents: History 121 Test History 121 Answer Key</p>	<p>07/05/2009 - The 170 SP 09 HIST 121 students who completed the posttest averaged a 66.5% on the overall posttest, an increase from the 49.8% average on the pretest. On average, these students answered 61.9% of the questions related to the causes of historical events correctly.</p> <p>Classification: Inconclusive</p> <p>Action: 1 - No Action Required</p> <p>Change Assessment Strategy: Yes</p> <p>Related Documents: HIST 121</p> <p>07/05/2009 - The 55 FA 08 HIST 121 students who completed the posttest averaged a 66.5% on</p>	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>overall posttest, an increase from the 52.5% average on the pretest. On average, these students answered 61.8% of the questions related to the causes of historical events correctly.</p> <p>Classification: Inconclusive</p> <p>Action: 1 - No Action Required</p> <p>Change Assessment Strategy: Yes</p> <p>Related Documents: History 121</p>	
	<p>Assessment Method: Pretests and posttests will be administered in the survey class HIST 122.</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Related Documents: History 122 Test History 122 Answer Key</p>	<p>07/02/2009 - The 164 FA 08 HIST 122 students who completed the posttest averaged a 65.5% on the overall posttest, an increase from the 58.0% average on the pretest. On average, these students answered 61.8% of the questions related to the causes of historical events correctly.</p> <p>Classification: Inconclusive</p> <p>Action: 1 - No Action Required</p> <p>Change Assessment Strategy: Yes</p> <p>Related Documents: History 122</p>	
	<p>Assessment Method: Pretests and posttests will be administered in the survey class HIST 211.</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Related Documents: History 211 Test History 211 Answer Key</p>	<p>07/02/2009 - The 14 FA 08 FA 08 HIST 211 students who completed the posttest averaged a 59.5%, an increase from the 51.05% average on the pretest. On average, these students answered 67.1% of the questions about the causes of events correctly.</p> <p>Classification: Inconclusive</p> <p>Action: 1 - No Action Required</p> <p>Change Assessment Strategy: Yes</p> <p>Related Documents:</p>	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Assessment Method: Pretests and posttests will be administered in the survey class HIST 212.</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Related Documents: History 212 Test History 212 Answer Key</p>	<p>History 211</p> <p>07/05/2009 - The 13 FA 08 HIST 212 students who completed the posttest averaged a 51.0% on the overall posttest, an increase from the 38.0% average on the pretest. On average, these students answered 48.5% of the questions related to the causes of historical events correctly.</p> <p>Classification: Inconclusive</p> <p>Action: 1 - No Action Required</p> <p>Change Assessment Strategy: Yes</p> <p>Related Documents: History 212</p>	
	<p>Assessment Method: Portfolios collected in the capstone course (Hist 400) will be evaluated.</p> <p>Assessment Method Category: Portfolio/E-Portfolio</p>		
	<p>Assessment Method: Writing assignments from HIST 400 and HIST 250 will be examined.</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p>	<p>12/18/2009 - Based upon a review of student essays, the History faculty decided that a self-critique assignment would be added to HIST 400. This assignment will help collect perceptions of students regarding their ability to explain events. Also, research papers will be assigned earlier in the semester to allow students more time to reflect on the nuance of historical causes (as suggested by feedback in focus group).</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
	<p>Assessment Method: Focus groups of graduating seniors will be conducted and the results will be discussed by the faculty.</p> <p>Assessment Method Category: Focus group</p>		

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Assessment Method: Faculty members will meet to discuss their perceptions of individual major's progress through the program.</p> <p>Assessment Method Category: Z - Other - specify</p>		
<p>Program - History (B.A.) - Historical Interpretation - Students should be able to develop and articulate their own individual interpretations of history by employing historical thinking and inquiry based on primary and secondary sources.</p> <p>Outcome Types: Learning</p> <p>Start Date: 12/08/2008</p>	<p>Assessment Method: Pretests and posttests will be administered in the survey class HIST 121.</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Related Documents: History 121 Test History 121 Answer Key</p>		
<p>Outcome Status: Active</p>	<p>Assessment Method: Pretests and posttests will be administered in the survey class HIST 122.</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Related Documents: History 122 Test History 122 Answer Key</p>		
	<p>Assessment Method: Pretests and posttests will be administered in the survey class HIST 211.</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Related Documents: History 211 Test History 211 Answer Key</p>		
	<p>Assessment Method: Pretests and posttests will be administered in the survey class HIST 212.</p> <p>Assessment Method Category:</p>		

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Test - Internally Developed - Pre/Post or Post</p> <p>Related Documents: History 212 Test History 212 Answer Key</p>		
	<p>Assessment Method: Portfolios collected in the capstone course (Hist 400) will be evaluated.</p> <p>Assessment Method Category: Portfolio/E-Portfolio</p>		
	<p>Assessment Method: Writing assignments from HIST 400 and HIST 250 will be examined.</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p>	<p>12/18/2009 - A review of essays from HIST 250 and HIST 400 suggested that research essays should be assigned earlier in the semester to allow students more time to develop and articulate their own interpretations based upon research. These changes are being implemented in Spring 2010.</p>	
		<p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
		<p>06/30/2009 - Overall, students' papers written in History 400 during Sp 09 provided mixed results on outcome three, historical interpretation. Some students were fairly successful in using primary as well as secondary sources. However, some students relied almost completely on secondary sources. In one paper, no citations were given at all in certain sections of the paper.</p> <p>Classification: Inconclusive</p> <p>Action: 1 - No Action Required</p> <p>Change Assessment Strategy: Yes</p>	
	<p>Assessment Method: Focus groups of graduating seniors will be</p>	<p>Related Documents: SP 09 Hist 400 assessment</p>	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>conducted and the results will be discussed by the faculty. Assessment Method Category: Focus group</p> <hr/> <p>Assessment Method: Faculty members will meet to discuss their perceptions of individual major's progress through the program. Assessment Method Category: Z - Other - specify</p>		
<p>Program - History (B.A.) - Critique of Historical Interpretations - Students should be able to articulate the strengths and weaknesses of the various schools of historical interpretation, compare them with their own, choose and support their decision, and explain why interpretations may differ through the use of primary and secondary sources.</p> <p>Outcome Types: Learning</p>	<p>Assessment Method: Portfolios collected in the capstone course (Hist 400) will be evaluated. Assessment Method Category: Portfolio/E-Portfolio</p> <hr/> <p>Assessment Method: Writing assignments from HIST 400 and HIST 250 will be examined Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p>		
<p>Start Date: 12/08/2008</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Focus groups of graduating seniors will be conducted and the results will be discussed by the faculty. Assessment Method Category: Focus group</p>	<p>12/18/2009 - As a result of the feedback received through the focus group, the History Program invited the Director of the History Graduate Program at Central Michigan University to meet with the students and faculty here at Ferris. They discussed expectations of success for graduate school, the best way to prepare for graduate study, and effective applications. The faculty who attended this event found it to be helpful to their future efforts of advising students.</p> <p>Additionally, a history alumnus visited with the group to discuss his experiences in graduate school. His comments suggested that the hard work required in HIST 400 gave him an advantage over students from other schools.</p> <p>Classification:</p>	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Criterion Met Action: 1 - No Action Required</p> <hr/> <p>07/02/2009 - Rather than focusing on the students perceived ability to meet the department outcomes, the faculty focused on the two major concerns raised by the students in the focus group: (1) how to apply to graduate school and (2) the need for practical experience. The faculty then identified numerous steps that they would like to take to address these concerns. Classification: Criterion Met Action: 2 - Pending Action Related Documents: Evaluation Transcript Questions</p>	<p>07/02/2009 - Involve students with the Idlewild oral histories project.</p> <hr/> <p>07/02/2009 - Conduct a forum for history majors, history education majors and history minors with either Club History and/or Phi Alpha Theta about how to apply to graduate school.</p> <hr/>
	<p>Assessment Method: Faculty members will meet to discuss their perceptions of individual major's progress through the program. Assessment Method Category: Z - Other - specify</p>		
<p>Program - History (B.A.) - Theme Identification - Students should be able to identify major themes of historical change. Outcome Types: Learning Start Date: 12/08/2008 End Date: 04/23/2009 Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: Pretests and posttests will be administered in the survey class HIST 121. Assessment Method Category: Test - Internally Developed - Pre/Post or Post Related Documents: History 121 Test History 121 Answer Key</p>		
	<p>Assessment Method: Pretests and posttests will be administered in the survey class HIST 122. Assessment Method Category:</p>		

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	Test - Internally Developed - Pre/Post or Post Related Documents: History 122 Test History 122 Answer Key		
	Assessment Method: Pretests and posttests will be administered in the survey class HIST 211. Assessment Method Category: Test - Internally Developed - Pre/Post or Post Related Documents: History 211 Test History 211 Answer Key		
	Assessment Method: Portfolios collected in the capstone course (Hist 400) will be evaluated. Assessment Method Category: Portfolio/E-Portfolio		
	Assessment Method: Pretests and posttests will be administered in the survey class HIST 212. Assessment Method Category: Test - Internally Developed - Pre/Post or Post Related Documents: History 212 Test History 212 Answer Key		
Program - History (B.A.) - Diverse Perspectives - Students should be able to articulate how diverse perspectives shape history and its analysis. Outcome Types: Learning	Assessment Method: Portfolios collected in the capstone course (Hist 400) will be evaluated. Assessment Method Category: Portfolio/E-Portfolio		
Start Date: 12/08/2008 Outcome Status:	Assessment Method: Writing assignments from HIST 400 and HIST 250 will be examined. Assessment Method Category:	06/30/2009 - Concern was raised based on the lack of diversity in the historians referenced in what was deemed the top paper (outcome five, diversity of perspectives) written for History 400	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Active	Written Product (essay, research paper, journal, newsletter, etc.)	<p>Sp 09 . This was surprising given what the faculty know this student is capable of accomplishing. However, the paper was written for an audience of art historians for entrance to graduate school so this would shape the number of and types of historians referenced in the paper. In contrast, one student did do very well on this outcome.</p> <p>Classification: Inconclusive</p> <p>Action: 1 - No Action Required</p> <p>Change Assessment Strategy: Yes</p> <p>Related Documents: SP 09 Hist 400 assessment</p>	
	<p>Assessment Method: Focus groups of graduating seniors will be conducted and the results will be discussed by the faculty.</p> <p>Assessment Method Category: Focus group</p>		
	<p>Assessment Method: Faculty members will meet to discuss their perceptions of individual major's progress through the program.</p> <p>Assessment Method Category: Z - Other - specify</p>		
	<p>Assessment Method: The History Program would like to create community service projects from an oral history point of view. The first project took place in the summer of 2009, and more such projects will be researched in the future.</p> <p>Faculty will discuss the projects with students upon their completion. In the future, a survey might be created.</p> <p>Assessment Method Category: Service Project/Service Learning</p> <p>Criterion for Success:</p>	<p>12/18/2009 - Graduating seniors in HIST worked during the summer on the Camp Idlewild Oral History Project. Before conducting the interviews, the students were required to read and to discuss Black Eden, a book about the area. After conducting several interviews with local residents of Idlewild, Michigan, these students put together a DVD of the interviews. Following completion of the project, History faculty spoken informally with students about their experiences. The faculty believed that this experience had a strong impact on the students' ability to see history from a diverse perspective.</p>	

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	<p>Students would be able to articulate how these projects have increased their knowledge of diversity in history.</p>	<p>The project was considered very successful, and student were working with faculty to make a presentation at a History professional conference.</p> <p>The History faculty want to find similar future projects to help students experience history from diverse perspectives. Some sort of survey might be created for students who work on these projects. It is believed that these experiences help students begin to think like historians.</p> <p>Classification: Criterion Met Action: 1 - No Action Required</p>	
<p>Program - History (B.A.) - Knowledge of Chronological Flow - Exhibit knowledge of the chronological flow of human history by ordering a series of significant events in human history.</p> <p>Outcome Types: Learning</p> <p>Start Date: 12/01/2006</p> <p>End Date: 12/08/2008</p> <p>Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: The assessment of the above outcomes is conducted in and through the capstone History course. Individual course outcomes continue to meet programmatic goals in that the individual History courses are linked to the programmatic outcomes.</p>		
<p>Program - History (B.A.) - Major Theme Identification - Identify major themes of historical change in pre-literate through contemporary periods such as changes in forms from agrarian to industrial economies, or changes in forms of migration [immigration/emigration], or changes in forms of political ideologies [monarchy, democracy, communism].</p>	<p>Assessment Method: The assessment of the above outcomes is conducted in and through the capstone History course. Individual course outcomes continue to meet programmatic goals in that the individual History courses are linked to the programmatic outcomes.</p>		

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<p>Outcome Types: Learning</p> <p>Start Date: 12/01/2006</p> <p>End Date: 12/08/2008</p> <p>Outcome Status: No Longer an Outcome</p>			
<p>Program - History (B.A.) - Historical Thinking and Inquiry - Employ historical thinking and inquiry to understand and to interpret events, issues, developments, relationships and perspectives of history as well as current trends/issues.</p> <p>Outcome Types: Learning</p> <p>Start Date: 12/01/2006</p> <p>End Date: 12/08/2008</p> <p>Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: The assessment of the above outcomes is conducted in and through the capstone History course. Individual course outcomes continue to meet programmatic goals in that the individual History courses are linked to the programmatic outcomes.</p>		
<p>Program - History (B.A.) - Thematic Interpretations - Identify, analyze, develop and defend particular thematic interpretations of historical change. Explain how and why historical interpretations differ and how they are affected by time [i.e., historical context].</p> <p>Outcome Types: Learning</p> <p>Start Date: 12/01/2006</p> <p>End Date: 12/08/2008</p> <p>Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: The assessment of the above outcomes is conducted in and through the capstone History course. Individual course outcomes continue to meet programmatic goals in that the individual History courses are linked to the programmatic outcomes.</p>		
<p>Program - History (B.A.) - Causal Relationships - Analyze causal relationships in history and apply more than one</p> <p>Outcome Types: Learning</p> <p>Start Date: 12/01/2006</p> <p>End Date: 12/08/2008</p> <p>Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: The assessment of the above outcomes is</p>		

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>perspective to show how these causal relationships might have different interpretations.</p> <p>Outcome Types: Learning</p> <p>Start Date: 12/01/2006</p> <p>End Date: 12/08/2008</p> <p>Outcome Status: No Longer an Outcome</p>	<p>conducted in and through the capstone History course. Individual course outcomes continue to meet programmatic goals in that the individual History courses are linked to the programmatic outcomes.</p>		
<p>Program - History (B.A.) - Sources - Utilize evidence from primary and secondary sources to understand and describe events, issues, developments, relationships, and perspectives in world, national, and cultural histories.</p> <p>Outcome Types: Learning</p> <p>Start Date: 12/01/2006</p> <p>End Date: 12/08/2008</p> <p>Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: The assessment of the above outcomes is conducted in and through the capstone History course. Individual course outcomes continue to meet programmatic goals in that the individual History courses are linked to the programmatic outcomes.</p>		
<p>Program - History (B.A.) - Relationships Between Spheres of Activity - Understand relationships among events, issues and developments in different spheres of human activity [i.e., economic, social, political, cultural].</p> <p>Outcome Types: Learning</p> <p>Start Date: 12/01/2006</p> <p>End Date: 12/08/2008</p> <p>Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: The assessment of the above outcomes is conducted in and through the capstone History course. Individual course outcomes continue to meet programmatic goals in that the individual History courses are linked to the programmatic outcomes.</p>		

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<p>Program - History (B.A.) - Societal Impact - Recognize change and continuity within broad concept themes such as the interaction of peoples, cultures and ideas or economic and technological developments and their impact on society.</p> <p>Outcome Types: Learning</p> <p>Start Date: 12/01/2006</p> <p>End Date: 12/08/2008</p> <p>Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: The assessment of the above outcomes is conducted in and through the capstone History course. Individual course outcomes continue to meet programmatic goals in that the individual History courses are linked to the programmatic outcomes.</p>		
<p>Program - History (B.A.) - Writing - Use formal and informal writing to develop and to express interpretations and analysis.</p> <p>Outcome Types: Learning</p> <p>Start Date: 12/01/2006</p> <p>End Date: 12/08/2008</p> <p>Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: The assessment of the above outcomes is conducted in and through the capstone History course. Individual course outcomes continue to meet programmatic goals in that the individual History courses are linked to the programmatic outcomes.</p>		
<p>Program - History (B.A.) - Multicultural and International Perspectives - Demonstrate an understanding of multicultural and international components in course content.</p> <p>Outcome Types: Learning</p> <p>Start Date: 12/01/2006</p> <p>End Date: 12/08/2008</p> <p>Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: The assessment of the above outcomes is conducted in and through the capstone History course. Individual course outcomes continue to meet programmatic goals in that the individual History courses are linked to the programmatic outcomes.</p>		