

College of Arts and Sciences
 Department of History | History Program
 Table 3: Student Learning Outcomes

Doctor of History

Outcome Type	Outcome	Assessment & Evaluation Process
Student Learning	Upon completion of the course of instruction, the student will be able to effective teaching methods.	This will result in 70% or more of the teaching assistants being ranked in one of the top two categories in the "overall" section of the departmental form for observation of their teaching. In addition, on the following two criteria, 70% or more of the teaching assistants will score: 90% or better on the collection of assignments and presentations required in the Teaching College History course; and 70% of their students will have ranked them in the top two categories on question C-5 on their SPOT forms.
Student Learning	Upon completion of the course of instruction, the student will be able to the historiography of his or her major and minor fields of study.	This will result in 85% of the students scoring 80% or better as determined by passing their comprehensive exams.
Program Outcome	By the end of the year, the program will the number of hours of graduate seminars that doctoral students take in their programs (as compared to lecture courses), in order to deepen and enrich the quality of their graduate education.	This will result in doctoral students taking 10% more course hours in 6000-level graduate seminars, as evidenced by a departmental review.

Source: FSU Institutional Effectiveness Portal, 2017-18.

Masters in History

Outcome Type	Outcome	Assessment & Evaluation Process
Student Learning	Upon completion of the course of instruction the student will be able to a book review at the level required by journals in the discipline.	This will result in 60% of the students scoring 95% or better as determined by a homework assignment of writing a book review adhering to the standards and conventions of the field.
Student Learning	Upon completion of the course of instruction (in Historical Methods, HIS-6059), the student will be able to a research paper that is professional enough that it could be given at a conference in the field.	This will be determined by 60% of the students performing at 95% or better on their Historical Methods research paper, as determined by a course project. Although the course project is a research paper, a conference paper shares several features with a research paper, and might be considered a subset of a research paper. In our evaluations we will focus on those elements of the research paper that are shared with a conference paper. First, a conference paper needs to have enough historiography in it to demonstrate that the author knows the interpretive work of other historians on that particular subject. Second, a conference paper needs to have a clear interpretive argument about the subject. Third, a conference paper needs sufficient research to support the argument.
Program Outcome	By the end of the year, the program will the average GRE score of applicants to the masters program compared to the applicants of the previous year.	This will result in a 5% increase in the GRE scores as compared to the previous year.

Source: FSU Institutional Effectiveness Portal, 2017-18.

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 Table 3: Student Learning Outcomes

Bachelors in History

Outcome Type	Outcome	Assessment & Evaluation Process
Student Learning	Upon completion of the course of instruction, the student will be able to analyze works of history and be able to articulate the historiographical frameworks they contain. This will be done in the Senior Seminar, HIS-4935, a required capstone course for history majors.	This will be judged by whether 80% of the students achieve a score of 75% or better. Method(s): Written Report or Essay, Capstone Course Evaluation, and Course Embedded Assignment (Often in tandem with exam question bank).
Student Learning	Upon completion of the course of instruction, the student will be able to explain orally his or her own research ideas in a convincing and coherent manner to other students and the professor.	This will be judged by whether 80% of the students achieve a 70% or higher score on this assignment. Method(s): Course Embedded Assignment (Often in tandem with exam question bank) and Class Performance or Presentation.
Student Learning	Upon completion of the course of instruction, the student will be able to apply relevant areas of scholarship to produce an original project. This will be done in the Senior Seminar, HIS4935, a required capstone course for history majors.	This will be judged by whether 80% of the students achieve a 70% or higher score on this assignment. Method(s): Written Report or Essay and Course Embedded Assignment (Often in tandem with exam question bank).
Student Learning	Upon completion of the course of instruction, the student will be able to explain ideas clearly, coherently, and effectively for a particular purpose, occasion, or audience as appropriate for the field. This will be done in the Senior Seminar, HIS-4935, a required capstone course for history majors.	This will be judged by whether 80% of the students achieve a 70% or higher score on this assignment. Method(s): Written Report or Essay, Course Embedded Assignment (Often in tandem with exam question bank), and Class Performance or Presentation.
Student Learning	Upon completion of the course of instruction, the student will be able to compose as a process, including drafts, revision, and editing. This will be done in the Senior Seminar, HIS-4935, a required capstone course for history majors.	This will be judged by whether 80% of the students achieve a 70% or higher score on this assignment. Method(s): Written Report or Essay and Course Embedded Assignment (Often in tandem with exam question bank).
Student Learning	Upon completion of the course of instruction, the student will be able to employ different resources such as words, graphs, charts, and images to compose in the field. This will be done in the Senior Seminar, HIS-4935, a required capstone course for history majors.	This will be judged by whether 80% of the students achieve a 70% or higher score on this assignment. Method(s): Written Report or Essay and Course Embedded Assignment (Often in tandem with exam question bank).
Student Learning	Upon completion of the course of instruction, the student will be able to use appropriate evidence from multiple sources to illustrate how a chosen topic is relevant to a particular field. This will be done in the Senior Seminar, HIS-4935, a required capstone course for history majors.	This will be judged by whether 80% of the students achieve a 70% or higher score on this assignment. Method(s): Written Report or Essay and Course Embedded Assignment (Often in tandem with exam question bank).
Program Outcome	By the end of the year, the program will increase the number of upper-division (3000 & 4000 level) courses that are based on thematic investigations instead of purely chronological events, and are thus considered more sophisticated. The department hopes to reach a point where the percentage of "new" 3000 & 4000 level courses being taught in any one semester is 40%.	The department's Associate Chair for Undergraduate Studies will review the undergraduate courses and separate them into two lists, thematic and chronological. The list will be verified by department members. Method(s): department assessment.

Source: FSU Institutional Effectiveness Portal, 2017-18.