

PSLO4

Demonstrate mastery of the discipline's scholarship by: putting specific research focus in the context of larger historical patterns; identifying an appropriate research project, and with it both the primary and secondary sources needed to carry it through; reading and assessing both of these kinds of sources in terms of the focused research project; and, conceptualizing, organizing, and writing a scholarly paper presenting the result of this scholarship.

The exclusive direct measure of success for this PSLO is mastery in HI399, the department's capstone course. Students write a research paper of at least twenty-five pages on a topic of their choice. The paper must include a clearly stated thesis, a historiography of sources pertinent to the topic, and original research, primary source driven, to support the student's original thesis. The paper must adhere to appropriate writing conventions and use correctly Turabian (CMS) citation style. Students have to pass the course with a C or better in order for the course to count for major credit. Students also prepare and present an oral presentation based on their work at the culmination of the semester.

HI399 is offered in the fall and spring semesters. Dr. Prasch is the instructor of record and manages weekly course activity. Each student also works with the faculty member whose area of expertise most closely matches students' interests. Both Dr. Prasch and the additional faculty member read and comment on all drafts of the project. Together they decide the final grade.

Students cannot enroll in HI399 until they have completed HI395 History Forum, a course dedicated to historiography. In that course, students learn how analyze arguments necessary to produce a historiography of any given topic. Students are strongly advised to work with the same topic for HI395 and HI399. Faculty who teach HI395 have worked in recent years to improve the structure and results of the course to produce better historiographies in HI395 and to better prepare students for HI399. The course grades below suggest that those efforts may be yielding fruit.

HI399	A	B	C	D	F	W
Fall 2015	8	1	1	0	1	0
Spring 2016	6	10	1	0	0	0
TOTAL	14	16	2	0	1	0

In the fall semester, 8 students, or 73% of the total, passed the course with an A, denoting advanced mastery of the material as indicated by the SLO. An additional student earned a B, or target mastery, and only one student earned a C, basic mastery. One additional student failed the course. In the spring semester 94 percent of students earned a B or better, target or advanced mastery. These grades indicate mastery not only of the PSLO for this course, but as HI399 represents the culmination of the two semester HI395/399 process and a student's progress as a

history major, the grades represent mastery over the course of students' careers as history majors. Total, 91 percent of students enrolled in HI399 in 2015-2016 achieved target mastery or better in HI399, a most respectable number.

Indirect Assessment

The Department has created a survey to assess students' perceptions of their success in the course and as history majors, their mastery of history skills. Dr. Prasch has yet to administer the survey in HI399.

Portfolios

The incomplete nature of portfolios does not allow any assessment of them for PSL04 at this time.

Results Sharing

The results of this report and associated data will be posted on the History Department website making them available students and community stakeholders, including alumni and auditors. Alumni and interested community members who receive the department newsletter will be informed through the newsletter that the report is available through the Department website. The results and all evidence will be reported directly to the University Assessment Committee. The report and associated data will also be emailed directly to faculty members for their review, as well as Tara Porter in Education. The results will also be discussed at the first department faculty meeting in fall 2016.