

Major Assessment Findings and Curricular Improvements
Department of Anthropology
Master's Program in Anthropology
Doctoral Program in Anthropology
AY2008-09 through AY2012-13

Assessment Measures

The Department of Anthropology uses the following measures to assess student learning outcomes:

- Grades, periodic course evaluation reviews, projects, papers and when applicable theses
- Pass rates on comprehensive examinations
- Completion of Language Requirement, Progression and overall performance through the program with April Graduate Audit
- Other

Assessment Findings

Historical Analysis and Methodology Discussion (Attachments 1-2)

During the five year assessment period under review AY 2008-09 through AY 2012-13, the final eight doctoral students progressed through our program successfully passing their Phd. comprehensive exams, thesis topic approval process, field research, and subsequent dissertation completion and oral defense. Our Phd program was suspended just prior to the current five year assessment period and no new Phd applicants were admitted. Focus on our MA graduate program ensued geared specifically to professional improvement and as an academic curriculum.

Six Master's level students were admitted over this same time period. The numbers are insufficient to be statistically significant or provide patterning but major trends can be reviewed in Attachment 1 that underscore the important role that Catholic University's Anthropology Department serves within the Mid-Atlantic and Northeast regions. The Master's program in Anthropology draws largely from a similar geographic region but is populated by residents within the greater Washington DC area as well as a smaller number from the North East corridor. This program is designed to attract students that desire an MA to complement and enrich their professional goals and, for those interested, an MA that prepares students for advanced graduate work towards their doctorates elsewhere. The majority of our MA graduates are now gainfully employed using skills acquired in our program, a smaller number have proceeded to graduate studies in Anthropology. e.g., spring 2013 Emily Andrews received full scholarship to attend the University of California, Irvine; in 2014 Lauren Marr received full fellowship support at Washington University with moving expenses and no teaching obligations). Our graduates qualify for employment because of their anthropological training in such fields as Museum administration and exhibits; media relations; internships in migration studies; development programs and the Foreign Service to mention a few. We plan to add this information to our routine program assessment and this information is posted on our web site.

The graduate program relies on two core courses, one in theory (Anthro 600), the other in methodology (Anthro 601), a language requirement, and course selection as well as tutorials planned in coordination with graduate advisor to fit individual student goals. We encourage internships as needed and engagement with graduate students at sister institutions. We have April graduate audits to ensure students are progressing at a proper pace and performance level. During their second year, students prepare for comprehensive exams in the spring while engaged in writing an MA thesis or a two paper Non-thesis option.

Annual requests for replacement positions are submitted for the full time faculty members that have retired. We have received encouragement each year that we will be able to hire the following year only to be met by disappointment. Three full time faculty members remain to sustain daily operations and teaching responsibilities of both the Master's and Phd. programs. What had formerly been a department of seven full time faculty members plus a cadre of adjuncts is now reduced to two full time professors following the retirement of one of our distinguished colleagues Dr. Lucy Cohen (who continues to teach *Anthro 541: Health, Culture and Society* for the School of Nursing), and a few adjuncts that teach graduate seminars in areas of their specialization. The graduate program is supported by dedicated adjuncts some of whom have worked with us since the early 1980's.

Curricular Improvements

Our graduate program involves close coordination and collaboration with Master's level students. We develop a four semester course plan that defines a goal and specific objectives as well as field work and specialized course instruction. New graduate assessment rubrics are in place. Students are closely monitored even over the summer months to ensure they are moving forward and preparing for each stage of their Master's education. In the past three years each MA cohort has included one or two students that have proceeded to doctoral work elsewhere, while others have found gainful employment in the museum world, in government and non-government agencies, and in journalistic ventures and the media. The major change has been from a doctoral to a master's program and the transition has been successful as we adapt to new university and student needs.

Attachment 1 Milestone Data

GRADUATE COMPREHENSIVE EXAMINATION RESULTS

SCHOOL OF ARTS AND SCIENCES

DEPARTMENT OF ANTHROPOLOGY

AY2008-2009 to AY2012-2013

Master's Comprehensive Exam

	Fail		Pass		High Pass		Pass w/Honors		TOTAL
	#	%	#	%	#	%	#	%	
AY2008-2009		0.00%		0.00%		0.00%		0.00%	0
AY2009-2010		0.00%	1	100.00%		0.00%		0.00%	1
AY2010-2011		0.00%	2	100.00%		0.00%		0.00%	2
AY2011-2012		0.00%	2	100.00%		0.00%		0.00%	2
AY2012-2013		0.00%	1	100.00%		0.00%		0.00%	1
TOTAL	0	0.00%	6	100.00%	0	0.00%	0	0.00%	6

Doctoral Comprehensive Exam

	Fail		Pass		High Pass		Pass w/Honors		TOTAL
	#	%	#	%	#	%	#	%	
AY2008-2009		0.00%	2	100.00%		0.00%		0.00%	2
AY2009-2010		0.00%	1	50.00%	1	50.00%		0.00%	2
AY2010-2011		0.00%	3	100.00%		0.00%		0.00%	3
AY2011-2012		0.00%	1	100.00%		0.00%		0.00%	1
AY2012-2013		0.00%		0.00%		0.00%		0.00%	0
TOTAL	0	0.00%	7	87.50%	1	12.50%	0	0.00%	8

1) Milestone outcomes were included in the categories High Pass and Pass with Honors if these designations were explicitly indicated in the students' milestone record.

2) Category "High Pass" includes both "High Pass" and "Pass with distinction".

3) The count in this table is based on the exam outcomes of all attempts in an academic year.

4) Level of the comps, i.e. Master's and doctoral, is based on the milestone activities; if there is no specification of the level in the record, students' degree level is used to determine the level.

**Attachment 2:
Progression Data**

**GRADUATE PROGRESSION AND GRADUATION
SCHOOL OF ARTS AND SCIENCES
DEPARTMENT OF ANTHROPOLOGY
Graduate Cohort Fall 2008 through 2012
Master's Program**

	Graduate Cohort Size	Returned To CUA in Fall 2009		Returned To CUA in Fall 2010		Returned To CUA in Fall 2011		Returned To CUA in Fall 2012		Returned To CUA in Fall 2013		Graduated in One Year		Graduated in Two Years*		Graduated in Three Years*		Graduated in Four Years*		Graduated in Five Years*	
		No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Fall 2008	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2009	1			1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%	1	100.0%		
Fall 2010	2					2	100.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2	100.0%				
Fall 2011	2							1	50.0%	0	0.0%	0	0.0%	1	50.0%						
Fall 2012	3									3	100.0%	0	0.0%								

*Two to five years of graduation rates are cumulative.

Note: A particular cohort is defined as the combination of the students first enrolled in consecutive sessions of one year: the summer session or the fall semester. For example, cohort 2008 consists of students first enrolled in summer 2008 or fall 2008.