

Major Assessment Findings and Curricular Improvements

School/Department Name

Master's Program in ___History_____

Doctoral Program in _____History_____

Certificate Program in _____

AY2008-09 through AY2012-13

Assessment Measures

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

Please list measures used by your faculty to review student learning in your program(s). The table below is for your consideration of possible measures that you may use in this review process. Please delete the table itself. Your list suffices.

Pass rate on comprehensive exams; ratings of teaching assistants; completion of course work and of degree; awarding of external fellowships.

Assessment Findings

describing enrollment, student performance, course evaluations.

The pass rate for master's comprehensives was high, but not universal, indicating that these exams are challenging, but that student performance has been good.

All students who proceeded to take the doctoral exams passed them.

Milestone Data (Attachment X)

Comment on Passage of Comprehensive Exams

GRADUATE COMPREHENSIVE EXAMINATION RESULTS
SCHOOL OF ARTS AND SCIENCES
DEPARTMENT OF HISTORY
AY2008-2009 to AY2012-2013

Master's Comprehensive Exam

	Fail		Pass		High Pass		Pass w/Honors		TOTAL
	#	%	#	%	#	%	#	%	
AY2008-2009		0.00%	8	100.00%		0.00%		0.00%	8
AY2009-2010		0.00%	4	100.00%		0.00%		0.00%	4
AY2010-2011		0.00%	4	100.00%		0.00%		0.00%	4
AY2011-2012	2	22.22%	7	77.78%		0.00%		0.00%	9
AY2012-2013		0.00%	4	100.00%		0.00%		0.00%	4
TOTAL	2	6.90%	27	93.10%	0	0.00%	0	0.00%	29

Doctoral Comprehensive Exam

	Fail		Pass		High Pass		Pass w/Honors		TOTAL
	#	%	#	%	#	%	#	%	
AY2008-2009		0.00%	5	100.00%		0.00%		0.00%	5
AY2009-2010		0.00%	10	83.33%	2	16.67%		0.00%	12
AY2010-2011		0.00%	5	100.00%		0.00%		0.00%	5
AY2011-2012		0.00%	8	88.89%	1	11.11%		0.00%	9
AY2012-2013		0.00%	4	100.00%		0.00%		0.00%	4
TOTAL	0	0.00%	32	91.43%	3	8.57%	0	0.00%	35

Note:

- 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.

Progression Data (Attachment X)

Comment on Enrollment and Completion Rates

Enrollment has fallen off since 2010, slightly but perceptibly, to a degree that leaves our graduate program on the edge of viability. Lower enrollment is due above all to our inability to offer a sufficient number of scholarships at levels that are competitive with other graduate programs.

The inadequate level of graduate scholarship funding is also reflected in our problematic time to graduate rates. Inadequately funded students must supplement their income with external work, which slows time to completion.

**GRADUATE PROGRESSION AND GRADUATION
SCHOOL OF ARTS AND SCIENCES
DEPARTMENT OF HISTORY
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	5	3	60.0%	1	20.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	40.0%	3	60.0%	3	60.0%	3	60.0%
Fall 2009	2			2	100.0%	1	50.0%	1	50.0%	1	50.0%	0	0.0%	1	50.0%	2	100.0%	2	100.0%		
Fall 2010	5					4	80.0%	0	0.0%	0	0.0%	0	0.0%	2	40.0%	2	40.0%				
Fall 2011	5							3	60.0%	1	20.0%	1	20.0%	3	60.0%						
Fall 2012	3									2	66.7%	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.

**GRADUATE PROGRESSION AND GRADUATION
SCHOOL OF ARTS AND SCIENCES
DEPARTMENT OF HISTORY
Graduate Cohort Fall 2008 through 2012
Doctoral 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	7	5	71.4%	3	42.9%	2	28.6%	1	14.3%	2	28.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2009	5			4	80.0%	4	80.0%	4	80.0%	3	60.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Fall 2010	6					6	100.0%	4	66.7%	3	50.0%	0	0.0%	1	16.7%	1	16.7%				
Fall 2011	4							3	75.0%	3	75.0%	0	0.0%	0	0.0%						
Fall 2012	4									3	75.0%	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.

Curricular Improvements

In this section, provide narrative describing the curricular improvements introduced, and if possible provide comments on the effects of these improvements if known. For example, the improvements may include changing the structure of particular courses, requiring prerequisite courses or skills, providing special advisement, introducing earlier experiences with parts of what become key projects or papers. In some instances, there will be extensive changes of requirements or course offerings). A brief overview of these changes should be noted here.

We revised our system of doctoral comprehensive exams to facilitate their more rapid completion.

Our introductory course for all graduate students, HIST 601, "Historical Analysis" has been revised to offer more guidance about the nature of the historical discipline, as well as the varieties of modern historiography.

A new graduate course on teaching, now offered every other year, has proved very successful, and improved the quality of graduate teaching.

A new graduate colloquium meets several times each semester, at which graduate students present research in progress.

A new forum was introduced for the presentation of dissertation proposals to faculty and grad students.