

MA students averaged scores of approximately 2.9 out of 4 in most categories of assessment. Factual knowledge demonstrated in the thesis and the oral defense was scored at 3.01 and 3.13. Historiographic skills in the written thesis and oral defense were scored at an average of 2.98 and 2.91, respectively. Communication skills in the written thesis and oral defense were scored at an average of 2.97 and 2.99. Research methodology in the written thesis and oral defense were scored at an average 2.97 and 2.88, respectively. These scores suggest that our program might consider if there are ways to strengthen MA students' core skills in historiography and methodology.

Indirect measures of assessment, as determined by the exit survey, indicate the MA program is largely on solid footing, though with certain areas worthy of attention. An overwhelming majority of students responding to the exit survey answered affirmatively (selecting either "strongly agree" or "agree") that they received good advisement, were intellectually challenged, and obtained a good overall education. Particularly notable is that 93% believed they had been challenged intellectually and had received a good education, with only 7% disagreeing. That said, 28% of our MA alums either disagreed or strongly disagreed with the statement asking if they received good advising. That number correlates to the 28% of students who did not answer affirmatively to the question as to whether they'd recommend our department to others. That 28% of students are in some way dissatisfied with their advising and would not recommend this program does cause some concern. The exit survey also indicated that only 14% of our MA alums went on to a position in academia or government. The remaining 86% identified "other" as their profession. Not a single MA alum identified their education as "closely related" or "related" to their job. 79% chose "Neutral" as the answer to that question, while the remaining 21% indicated their job was "minimally related" or "not related at all" to their job. Both figures suggest the Department could be more proactive in collecting and analyzing information about our students' post-MA careers, which in turn could also lead to programmatic adjustments that help address the aforementioned concerns a significant percentage of students expressed about advising. The 4.3-year average time to degree might seem a little long for a 30-credit program, but many of our students complete their degrees while working other jobs. Programmatic adjustments in advising may also help decrease the average time to degree.