

## Program Assessment Plan

**Program:** American Studies

**Department:**

**College/School:**

**Date:**

**Primary Assessment Contact:**

*Note: Each cell in the table below will expand as needed to accommodate your responses.*

#	Program Learning Outcomes	Assessment Mapping	Assessment Methods	Use of Assessment Data
	<p>What do the program faculty expect all students to know, or be able to do, as a result of completing this program?</p> <ul style="list-style-type: none"> <li><i>Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).</i></li> </ul>	<p>From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable.</p>	<p>What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed?</p> <ul style="list-style-type: none"> <li><i>Note: the majority should provide direct, rather than indirect, evidence of achievement.</i></li> </ul> <p>Please note if a rubric is used and, if so, include it as an appendix to this plan.</p>	<p>How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work?</p> <p>How and when will the program evaluate the impact of assessment-informed changes <i>made in previous years</i>?</p>
1	<p><b>Explain</b> the development and contexts of American cultures and ideas over time.</p>	<p>ASTD 1000 (required intro)</p> <p>Electives fulfilling the “American Contexts” category (List attached)</p> <p>ASTD 4960 (Senior Capstone)</p>	<p>Papers collected from students analyzed by faculty</p> <p>Papers collected from students analyzed by faculty</p> <p>Student reflection and analysis responding to LO-based questions</p>	<p>Due to be analyzed in 2020</p>
2	<p><b>Comprehend</b> the diversity of American cultures and experiences both within the nation-state and abroad.</p>	<p>Electives fulfilling the “American Identities” category (List attached)</p> <p>ASTD 4960 (Senior Capstone)</p>	<p>Papers collected from students analyzed by faculty</p> <p>Student reflection and analysis responding to LO-based questions</p>	

3	<b>Practice</b> interdisciplinary research methods in the study of American cultures through critical interpretation of a wide variety of American cultural artifacts, such as material, visual, literary, and popular.	Electives fulfilling the “Mediums and Methods” category (List attached)  ASTD 4960 (Senior Capstone)	Papers collected from students analyzed by faculty  Student reflection and analysis responding to LO-based questions	
4	<b>Articulate</b> arguments and information effectively in writing and presentations.	ASTD 4960 (Senior Capstone)	Capstone Paper, analyzed every 3-4 years by faculty. Rubric attached.	Analyzed Spring 2017; discussion already begun for address slight adjustments to capstone assignment materials to make the LO clear.
5	<b>Synthesize</b> American Studies knowledge with surrounding communities and public life, particularly in service of questions of social justice and solidarity.	ASTD 4910 (Internship)	Final Paper for Internship analyzed by faculty. Rubric Attached.	Analyzed Spring 2018; Will be evaluated Fall 2018

### Additional Questions

1. On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? (*It is not recommended to try to assess every outcome every year.*)

AY 2017: LO 4; Senior Capstones

AY 2018: LO 5: Internships

AY 2019: LO 2 and 3: Plan is to collect information from selected elective courses and run our first student reflections from the 3-4 capstone students scheduled.

AY 2020: LO 1: same as 2 and 3, although we may make changes based on how AY 2019 goes.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

Every step has been discussed and approved in a full faculty meeting. Emily Lutenski has contributed the most in proposing language for the outcomes and rubrics to use

for assessment.

3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

We are still reviewing our plan for collecting and analyzing assessment materials as we roll out specific assessments.

***IMPORTANT: Please remember to submit any assessment rubrics (as noted above) along with this report.***

## American Studies Learning Outcomes (undergraduate)

Upon completion of a B.A. degree in American Studies, students will demonstrate the following **proficiently**:

1. **Explain** the development and contexts of American cultures and ideas over time.
2. **Comprehend** the diversity of American cultures and experiences both within the nation-state and abroad, particularly in terms of race, gender, sexuality, and class.
3. **Practice** interdisciplinary research methods in the study of American cultures through critical interpretation of a wide variety of American cultural artifacts, such as material, visual, literary, and popular culture sources.
4. **Articulate** arguments and information effectively in writing and presentations.
5. **Synthesize** American Studies knowledge with surrounding communities and public life, particularly in service of questions of social justice and solidarity.

### **Learning Outcomes with bullet points**

Upon completion of a B.A. degree in American Studies, students will demonstrate the following **proficiently**:

1. **Explain** the development and contexts of American cultures and ideas over time.
  - Students will recognize important periods, events, and problems that shape diverse American cultures and ideas.
  - Students will analyze how particular contexts (e.g., historical, political, geographic, literary, artistic, and intellectual) influence American cultural practices and expressions.
  
2. **Comprehend** the diversity of American cultures and experiences both within the nation-state and abroad, particularly in terms of race, gender, sexuality, and class.
  - Students will examine the construction of race, gender, sexuality, and class in the United States, and how these have shaped American identities and experiences in terms of disadvantage, privilege, oppression, and resistance.
  - Students will identify how factors such as immigration, migration, imperialism, and globalization have impacted Americans and their interlocutors both in the United States and elsewhere.
  
3. **Practice** interdisciplinary research methods in the study of American cultures through critical interpretation of a wide variety of American cultural artifacts, such as material, visual, literary, and popular culture sources.
  - Students will differentiate disciplinary approaches and apply two or more of them in the study of American culture.
  - Students will find and evaluate evidence from myriad primary source types, locate and appraise secondary sources, and creatively interpret sources.
  
4. **Articulate** arguments and information effectively in writing and presentations.
  - Students will demonstrate appropriate tone, style, and genre for American Studies audiences in clear and correct writing and presentations.
  - Students will argue concisely and accurately in writing and presentations, and prepare sufficient evidence and reasoning to support claims, including proper documentation of sources.
  
5. **Synthesize** American Studies knowledge with surrounding communities and public life, particularly in service of questions of social justice and solidarity.
  - Students will combine their classroom knowledge with internships, service learning, or community-based research projects.
  - Students will integrate academic with practical and vernacular knowledge and apply their skills in the service of others.

## **PROPOSED CHANGE:**

### **Categories for Major Elective Courses, with Learning Objective Mapping**

Students would be required to take at least one course from each of the following three categories, to ensure breadth of major, and coverage of all learning objectives. The courses below are in our curriculum (i.e. permanent courses) and are intended as examples of courses that fit each category. The practice would be to also categorize temporary special topics courses (2930, 3930, and 4930) as they are offered.

#### American Contexts, Time and Place [SLO 1]

ASTD 2600: American Places  
ASTD 3000: American Decades  
ASTD 3100: Making the American City  
ASTD 3200: The Urban Crisis  
ASTD 3300: Workshop in the City  
ASTD 3700: America in the Global Age  
ASTD 3400: Prisons in American Culture

#### American Identities [SLO 2]

ASTD 2200: American Homefronts, Global Wars  
ASTD 2300: Americans Abroad  
ASTD 2700: Gender, Race, Social Justice  
ASTD 3010: Comparative Ethnic Studies  
ASTD 3020: American Mosaic – Literature and Diversity  
ASTD 3040: Religion and U.S. Global Activism  
ASTD 3500: Religion and American Culture  
ASTD 3800: Women’s Lives  
ASTD 3900: Mixed-Race America

#### Mediums and Methods [SLO 3]

ASTD 2000: Memoir and Life-Writing in American Culture  
ASTD 2100: Studies in American Photography  
ASTD 2800: Sports in American Culture  
ASTD 2900: American Visual Culture  
ASTD 3020: American Mosaic – Literature and Diversity  
ASTD 3030: History and Fiction  
ASTD 3050: American Soundscapes  
ASTD 3600: American Food and Cultures  
ASTD 4000: Introduction to Museum Studies

## **Proposed Adjusted Major Requirements**

1. ASTD 1000: Investigating America – An Introduction to American Studies [3 credits] **No Change**

2. ASTD 4960: Senior Capstone SLO 4 [3 credits] **No Change**

3. **CHANGE:** At least one course from each of the following categories: American Contexts [3 credits], American Identities [3 credits], Mediums and Methods [3 credits],

4. **Community Engagement:** All majors will take either an ASTD Internship course [3 credits] or one of their core or elective American Studies courses should be a service learning class.

**Small change: This allows the service learning class to overlap with the new categories.**

**SLO 5**

5. 12-15 elective credits of American Studies coursework, 9 of which can be outside of the department with advisor's permission. **Adjusted the number of elective credits taking into account the new category requirement and the possible internship credits.**

6. Total of 30 credit hours for the major. **No Change**

**ASTD 4960: Senior Capstone Assessment Rubric****Student Name:** \_\_\_\_\_**Evaluator Name:** \_\_\_\_\_**Date:** \_\_\_\_\_**American Studies Student Learning Outcome 3**

**Practice** interdisciplinary research methods in the study of American cultures through critical interpretation of a wide variety of American cultural texts, such as material, visual, literary, and popular.

- Students will differentiate disciplinary approaches and apply two or more of them in the study of American culture.
- Students will find and evaluate evidence from myriad primary source types, locate and appraise secondary sources, and creatively interpret sources with an awareness of other perspectives.

	<b>5: Excellent Mastery</b>	<b>4: Good Mastery</b>	<b>3: Some Mastery</b>	<b>2: Minimal Mastery</b>	<b>1: No Mastery</b>	<b>Score:</b>
<b>Student differentiates disciplinary approaches in the study of American culture.</b>	Student can describe with nuance and precision how a source does its work in disciplinary or interdisciplinary ways, including the kinds of questions asked, analysis used, and source material that constitutes evidence. Furthermore, student understands why this matters for her or his own work.	Student can sufficiently describe how a source does its work in disciplinary or interdisciplinary ways, including the kinds of questions asked, analysis used, and source material that constitutes evidence, but does not understand why this matters for her or his own work.	Student can draw conclusions about what kind of disciplinary or interdisciplinary work a scholar participates in based on the types of primary sources a scholar uses, but does not understand how disciplinary or interdisciplinary approaches shape questions or analysis.	Student can recognize and label the disciplinary or interdisciplinary conversation that work participates in based on the institutional location of a scholar, but does not attend much to primary source material, questions, or analysis.	Student does not address disciplinary or interdisciplinarity in the study of American cultures.	
<b>Student applies interdisciplinary approaches in the study of American culture.</b>	Student successfully applies two or more disciplinary approaches to the study of American culture and clearly articulates why these tools are the appropriate ones to answer the student's research question.	Student successfully applies two or more disciplinary approaches to the study of American culture but does not clearly articulate why these tools are the appropriate ones to answer the student's research question.	Student uses the source material of two or more disciplines, but then uses the analytical tools of only one discipline to interpret it.	Student only uses one disciplinary perspective in her or his work in both source materials and analysis, but does so successfully.	Student does not successfully use any interdisciplinary or disciplinary approaches in the study of American culture.	
<b>Student competently researches, identifies, and includes primary source materials.</b>	Student has made thorough use of relevant online and print databases to identify primary source material; all available primary sources have been identified.	Student has made good use of relevant online and print databases, but there may be minor gaps in primary source base.	Student has made use of some relevant online or print databases, but there are significant gaps in the source base.	Student has not used relevant online or print databases and the source base is insufficient.	Student has not used online or print databases to find sources and sources are irrelevant to research question	
<b>Student has addressed relevant yet varied primary source types and has sufficiently analyzed them.</b>	Student has used a wide range of relevant primary source types and all sources and interpretations support the central claim. These are fresh, surprising, and interesting.	Student has some variety in primary source types and they are all relevant to the central claim. These are sufficient, but may not be especially creative.	Student has some variety in primary source types, but not all sources are relevant to the central claim. These may occasionally be descriptive instead of analytical.	Student does not have sufficient variety in primary source types to support a central claim. There is summary or description instead of interpretation.	Student does not have variety in primary source types, and the primary sources used are not relevant to the research question. There is little attempt at analysis.	
<b>Student has thoroughly used research databases and resources to identify and appraise secondary source materials.</b>	Student has identified all major secondary sources with which her or his project converses, understands the debates of this conversation, and articulates how her or his work contributes to it.	Student has identified most major secondary sources with which her or his project converses and understands the debates of the conversation, but does not articulate how her or his work contributes to it.	Student has identified some secondary sources with which her or his project converses, but they may not be focused on the major debates salient for the project.	Student has identified secondary sources, but uses them purely for information or to lend support for analysis, rather than as interlocutors.	Student has not sufficiently identified secondary sources relevant to the research question.	



### American Studies Student Learning Outcome 4

**Articulate** arguments and information effectively in writing and presentations.

- Students will demonstrate appropriate tone, style, and genre for American Studies audiences in clear and correct writing and presentations.
- Students will argue concisely and accurately in writing and presentations, and prepare sufficient evidence and reasoning to support claims, including proper documentation of sources.

	<b>5: Excellent Mastery</b>	<b>4: Good Mastery</b>	<b>3: Some Mastery</b>	<b>2: Minimal Mastery</b>	<b>1: No Mastery</b>	<b>Score:</b>
<b>Student clearly states a research question or problem.</b>	Student's question is answerable, complex, interesting, and clearly conversant with American Studies problems.	Student's question is answerable and sufficiently complex. It is somewhat interesting, but not clearly conversant with field-level problems.	Student's question is answerable, but may be relatively simple. While sufficient to make an argument, its relationship to the field is unarticulated.	Student's question is simple, and leads to a paper that is more descriptive to argumentative.	Student's question is articulated, but is unanswerable.	
<b>Student has an effective argument.</b>	Student's argument is clearly stated and proceeds logically with strong transitions. The argument is supported sufficiently by evidence and the stakes of the argument are clear.	Student's argument is clearly stated and proceeds logically, although some transitions could be stronger. The argument is supported sufficiently by evidence, but the student may not clearly articulate what the stakes of the argument are.	Student's argument is less clearly stated and the logic and organization could be improved. There may be places where evidence is described rather than interpreted.	Student's argument is unclear. There are some problems with organization and logic and the evidence provided cannot sufficiently support a claim.	Student does not have an argument. The work is disorganized and illogical. The evidence provided to support the argument is irrelevant.	
<b>Student work is appropriate for disciplinary audience.</b>	Student has clearly geared her or his work to an American Studies audience; the purpose of the work is clear and the language, style, genre, and tone is carefully crafted to speak to an American Studies audience.	Student's work is appropriate for an academic audience in language, style, genre, and tone, but perhaps not for American Studies in particular.	Student does not entirely understand the conventions of academic language, style, genre, and tone; there are a few places it may be inappropriate.	Student's paper is largely inappropriate for an academic audience in language, style, genre, and tone.	Student work is wholly inappropriate for an academic audience in language, style, genre, and tone.	
<b>Student work is grammatically and mechanically correct.</b>	There are no problems with spelling, punctuation, grammar, sentence, or paragraph construction.	There are rare errors in spelling, punctuation, grammar, sentence, or paragraph construction, but never severe enough to impede reading or listening.	There are errors in spelling, punctuation, grammar, sentence, or paragraph construction that are severe enough to hinder understanding of the student's points.	There are routine errors in spelling, punctuation, grammar, sentence, or paragraph construction that make portions of the student's work unintelligible.	There are consistent errors in spelling, punctuation, grammar, sentence, or paragraph construction that make the majority of the student's work unintelligible.	
<b>Student work is properly documented.</b>	Student properly cites all sources using Chicago or MLA style; the student includes a bibliography listing all sources consulted for the paper.	Student cites all sources using Chicago or MLA style and includes a bibliography, but there may be some errors in formatting.	Student cites most sources using Chicago or MLA style and includes a bibliography, but there are errors in formatting and some information may be missing.	Student does not sufficiently cite sources using Chicago or MLA style, and citations that are provided are formatted incorrectly.	Student routinely does not cite sources using Chicago or MLA style and has consistent problems providing proper information for citations.	

## American Studies Undergraduate SLO 5 Assessment Rubric

Student Name: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Date: \_\_\_\_\_

### American Studies Student Learning Outcome 5

**Synthesize** American Studies knowledge with surrounding communities and public life, particularly in service of questions of social justice and solidarity.

- Students will combine their classroom knowledge with internships, service learning, or community-based research projects.
- Students will integrate academic with practical and vernacular knowledge and apply their skills in the service of others.

	<b>5: Excellent Mastery</b>	<b>4: Good Mastery</b>	<b>3: Some Mastery</b>	<b>2: Minimal Mastery</b>	<b>1: No Mastery</b>	<b>Score:</b>
<b>Student connects knowledge and skills from American Studies with experience in internships, service-learning, or community-based research projects.</b>	Student's connections between American Studies and community engagement are detailed specifically, comprehensively, and meaningfully.	Student's connections between American Studies and community engagement are clearly stated; there are not serious omissions or inaccuracies, but the student's work may be more descriptive than analytical.	Student's connections between American Studies and community engagement are stated, but there may be omissions or inaccuracies in the student's articulation of these connections.	Student's connections between American Studies and community engagement are alluded to rather than clearly stated; there are serious omissions or inaccuracies in the student's articulation of these connections.	Student does not make connections between American Studies and community engagement.	
<b>Student analyzes how the connections between American Studies and experience in internships, service-learning, or community-based research projects illuminate questions of power, justice, and solidarity.</b>	Student's synthesis of American Studies and community engagement leads to a comprehensive interpretation of questions of power, justice, and/or solidarity.	Student's synthesis of American Studies and community engagement leads to some evaluation of questions of power, justice, and/or solidarity; there are not serious omissions or inaccuracies, but the student's work may at times be more descriptive than analytical.	Student's synthesis of American Studies and community engagement is connected to questions of power, justice, and/or solidarity, but there may be omissions or inaccuracies in the student's analysis.	Student's synthesis of American Studies and community engagement alludes to questions of power, justice, and/or solidarity, but there are serious omissions or inaccuracies in the student's analysis.	Student's synthesis of American studies and community engagement does not reflect upon questions of power, justice, and/or solidarity.	
<b>Student's integration of American Studies and experience in internships, service-learning, or community-based research projects is applied in the service of others.</b>	Student's integration of American Studies and community engagement is directed toward a clearly identified community need, and student demonstrates the ability and commitment to working collaboratively <i>across</i> and <i>within</i> communities in order to achieve this common goal.	Student's integration of American Studies and community engagement directly addresses a community need, and student demonstrates the ability and commitment to work actively <i>within</i> a community in order to achieve this common goal.	Student's integration of American Studies and community engagement obliquely addresses a community need, and student intentionally identifies ways in which to participate in achieving this common goal.	Student's integration of American Studies and community engagement obliquely addresses a community need, and student tries to participate in achieving this common goal, although these efforts may not be self-directed.	Student's integration of American Studies and community engagement does not address a community need, and the student does not reflect upon the student's relationship to the community.	