SAINT LOUIS UNIVERSITY.

Program Assessment: *Annual Report*

Program(s): MA Program (terminal) and BA-MA

Department: American Studies

College/School: College of Arts and Sciences

Date: June 2018

Primary Assessment Contact: Heidi Ardizzone

1. Which program student learning outcomes were assessed in this annual assessment cycle?

> LO 02: Apply knowledge from the field(s) of study to address problems in broader contexts.

2. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included?

> Post-graduation career information

3. How did you analyze the assessment data? What was the process? Who was involved?
    NOTE: If you used rubrics as part of your analysis, please include them in an appendix.

> As part of our self-study in preparation for our program review, we collected and analyzed information about our MA and PhD graduates. The attached table for MAs includes only students who did not continue on to a PhD in our department.

4. What did you learn from the data? <u>Summarize</u> the major findings of your analysis for each assessed outcome.
    NOTE: If necessary, include any tables, charts, or graphs in an appendix.

> Not surprisingly, our MAs have a broad set of outcomes, roughly split between "community and nonprofit", "graduate or professional school", "private industry," and "teaching/admin in primary or secondary ed."

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

We were surprised to see that none of our recent MAs are currently working in "public humanities, libraries, archives" (this number would have increased had it included 2018 graduates). We know there is a current hole in our faculty's ability to support students interested in public humanities (due to losing a key faculty whose replacement has not yet been approved). We have a short term plan to increase this coverage through hiring professionals as adjuncts and bring people in for workshops and talks as well as continuing to encourage the internship program we include for our graduate students.

6. Did you follow up ("close the loop") on past assessment work? If so, what did you learn? *(For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?)*

We have not yet reassessed a specific learning outcome; we are on a 4 year cycle.

IMPORTANT: Please submit any <u>revised/updated assessment plans</u> to the University Assessment Coordinator along with this report.

Current Careers of SLU American Studies (Standalone) MA Graduates

N.B. Covers only alumni who earned solely an MA in the department; the many MA graduates who subsequently earned a PhD in the department are included only in the PhD Graduates careers chart.

	MA grads from last 15 years (2003–17) Total = 30	MA grads from last 10 years (2008–17) Total = 19	MA grads from last 5 years (2013–17) Total = 10
Community development & outreach, nonprofit, and public service	16.7%	26.3%	30%
Current graduate- or professional-school student	13.3%	21.1%	20%
Higher-ed. faculty/instructor: full- or part-time	6.7%	0%	0%
Higher-ed. administration	10%	0%	0%
Primary/secondary ed.: admin. or instructor	20%	21.1%	20%
Public humanities & libraries/archives	6.7%	10.5%	0%
Private Industry	16.7%	15.8%	20%
Current career unknown	10%	5.3%	10%

SOURCE: Data shown are based on the student-by-student current career list for standalone MA graduates that is provided within this Appendix (see pages to follow).