

Program Assessment: *Annual Report*

Program(s): MA-to-PhD and PhD

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. See attached tables.

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

Our alumni employment rates within and outside of academia are in line with national rates in our discipline and adjacent fields. Our students are increasingly going into “activism, advocacy, & public service” with slightly fewer in “public humanities, libraries, archives”. They do continue to enter full-time academic teaching (43.8% for recent graduates; 49% for last 15 years), as well as other high-education jobs (25% for last 5 years; 18.4% for last 15 years.)

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 are actually concerned that numbers may not be telling the full story. 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?)

n/a

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

Current Careers of SLU American Studies PhD Graduates

	PhD grads from last 15 years (2003–17) Total = 49	PhD grads from last 10 years (2008–17) Total = 30	PhD grads from last 5 years (2013–17) Total = 16
Higher-ed. faculty/instructor: full-time	49%	43.3%	43.8%
Higher-ed. faculty/instructor: part-time or adjunct	8.2%	13.3%	12.5%
Higher-ed. administration	10.2%	10%	12.5%
Activism, advocacy, & public service	8.2%	13.3%	25%
Public humanities & libraries/archives	10.2%	13.3%	6.3%
Secondary ed.: admin. or instructor	2%	3.3%	0%
Private Industry	2%	0%	0%
Professional writing (journalism & corporate)	2%	0%	0%
Current career unknown	8.2%	3.3%	0%

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