Program (Major, Minor, Core): PhD/MA to PhD  
Department: American Studies  
College/School: College of Arts and Sciences  
Person(s) Responsible for Implementing the Plan: Heidi Ardizzone (Chair) and Emily Lutenski (UGD)  
Date Submitted: January 2015

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<tr>
<th>Program Learning Outcomes</th>
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<th>Assessment Methods</th>
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| *What do you expect all students who complete the program to know, or be able to do?* | *Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?* | *How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.* | *How does the program use assessment results to recognize success and “close the loop” to inform additional program improvement? How/when is this data shared, and with whom?*

**KNOWLEDGE:**
- Historical development of American cultures and ideas
- Diversity of American cultures and experiences
- Relationship to global cultures

| Coursework | First-Year Exam | ASTD 5000 Perspectives in American Studies (required) is designed to emphasize these topics; other coursework will also do so  
Two-hour exam based ASTD 5000 and one spring topics course. Faculty provide questions and grade pass/fail. | Faculty discuss pedagogical issues based on first-year exam results  
Exam results are shared with individual students and all faculty; continuation in the program depends on passing both essays |

| Coursework | Literature Review  
Oral Exams  
Dissertations | ASTD 5000 and other coursework  
Annual Reviews/Self-Evaluations  
Thesis students work over their second year with a committee of faculty to develop a research topic, methodology, and analytic | Faculty dedicate one meeting (early February) to discuss student self-evaluations. Advisors then meet one-on-one with students.  
When needed students are given a warning with a clear list of what needs to be done before re-evaluation in May.  
Summaries of evaluations are submitted to the College in May, and then go to Grad Ed. |
1. It is **not recommended** to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.

2015: Revise and implement annual graduate student reviews

2016: Heidi Ardizzone (Chair) met with graduate students as described for the first time in October 2015 and will develop workshops to meet stated needs

Plan to consider if the first-year exam results require any changes in curriculum or other areas

2. Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?

We have no connection to Madrid courses or programs

3. The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:

   a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)

   b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.
c. What external sources were consulted in the development of this assessment plan?

d. Assessment of the manageability of the plan in relation to departmental resources and personnel

Faculty met to discuss the call for updated assessments; Matt Mancini (former chair) and Emily Lutenski (UGD) formed a subcommittee to review the department’s history of assessment (documents from 2003 and 2007 consulted) and create a proposal for 2015. Dr. Mancini had participated in American Studies Association’s Committee of Department and Program Chairs’ recent development of national guidelines and drew on those as well. Heidi Ardizzone met with graduate students in October 2015 and discussed assessment issues, especially the revised annual review process. Student feedback emphasized greatest need for professionalization issues.

We expect to re-address these plans based on feedback from the college in 2016-2017, as well as our ongoing discussions of our curriculum and program assessment effectiveness.

We propose to review and revise this plan every 5-6 years, unless problems arise sooner.
Program (Major, Minor, Core): MA/BAMA  
Department: American Studies  
College/School: College of Arts and Sciences  
Person(s) Responsible for Implementing the Plan: Heidi Ardizzone (Chair) and Emily Lutenski (UGD)  
Date Submitted: January 2015

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**KNOWLEDGE:**  
- Historical development of American cultures and ideas  
- Diversity of American cultures and experiences  
- Relationship to global cultures

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<td>Coursework</td>
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<td>Faculty discuss pedagogical issues based on first-year exam results</td>
<td>Exam results are shared with individual students and all faculty; continuation in the program depends on passing both essays</td>
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METHODS:
• Use interdisciplinary research methods
• Interpret a wide variety of American cultural texts: e.g. material, visual, literary

Coursework
Portfolio Paper or Thesis

ASTD 5000 and other coursework
Annual Reviews/Self-Evaluations
Thesis students work over their second year with a committee of faculty to develop a research topic, methodology, and analytic

Faculty dedicate one meeting (early February) to discuss student self-evaluations. Advisors then meet one-on-one with students. When needed students are given a warning with a clear list of what

APPLICATION
• Employ knowledge in public life and broader contexts
• Apply knowledge and methods to questions of social justice and solidarity

Coursework
Internship (optional)
Portfolio Paper or Thesis
Professionalization programs

Detailed assessment form for each internship reviewed by internship co-ordinator
Chair/GDS creates programming at least once per term
Some courses incorporate community-based learning or are framed around social justice issues

Chair/GDS meets once a year with students to discuss program issues, their questions or concerns.

4. It is not recommended to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.

2015: Revise and implement annual graduate student reviews

2016: Heidi Ardizzone (Chair) met with graduate students as described for the first time in October 2015 and will develop workshops to meet stated needs

Plan to consider if the first-year exam results require any changes in curriculum or other areas

5. Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?

We have no connection to Madrid courses or programs

6. The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards,
employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:

e. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)

f. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.

g. What external sources were consulted in the development of this assessment plan?

h. Assessment of the manageability of the plan in relation to departmental resources and personnel

Faculty met to discuss the call for updated assessments; Matt Mancini (former chair) and Emily Lutenski (UGD) formed a subcommittee to review the department’s history of assessment (documents from 2003 and 2007 consulted) and create a proposal for 2015. Dr. Mancini had participated in American Studies Association’s Committee of Department and Program Chairs’ recent development of national guidelines and drew on those as well. Heidi Ardizzone met with graduate students in October 2015 and discussed assessment issues, especially the revised annual review process. Student feedback emphasized greatest need for professionalization issues.

We expect to re-address these plans based on feedback from the college in 2016-2017, as well as our ongoing discussions of our curriculum and program assessment effectiveness.

We propose to review and revise this plan every 5-6 years, unless problems arise sooner.
Program (Major, Minor, Core): BA (major and minor)  
Department: American Studies  
College/School: College of Arts and Sciences  
Person(s) Responsible for Implementing the Plan: Heidi Ardizzone (Chair) and Emily Lutenski (UGD)  
Date Submitted: January 2015

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**KNOWLEDGE:**
- Historical development of American cultures and ideas
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- Relationship to global cultures

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<td><strong>Coursework</strong></td>
<td><strong>ASTD 1000 Investigating America (required) is designed to emphasize these topics</strong></td>
<td><strong>ASTD 1000 recently revised; learning outcomes set to ensure consistency across instructors</strong></td>
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Curriculum is balanced to ensure these issues are covered—Faculty discuss this every time we set up course schedules.
**METHODS:**

- Use interdisciplinary research methods
- Interpret a wide variety of American cultural texts: e.g. material, visual, literature

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<th>Coursework</th>
<th>Senior Capstone Project (Majors)</th>
<th>Senior Capstone Research Project (includes oral presentation and 30+ page paper)</th>
<th>Assignments in courses provide shorter focused practice in ASTD methods</th>
<th>Annual discussion of majors at least once annually: assessment of their progress, strengths and weaknesses</th>
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**APPLICATION**

- Employ knowledge in public life and broader contexts
- Apply knowledge and methods to questions of social justice and solidarity

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<th>Required internship or service learning, ASTD Club Coursework</th>
<th>Detailed assessment form for each internship reviewed by internship co-ordinator, UGD programs for ASTD Club Some courses incorporate community-based learning or are framed around social justice issues</th>
<th>Interviews conducted with some graduate seniors by two faculty members</th>
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7. It is **not recommended** to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.

2016: Address the parameters of the Senior Capstone Project

2017: Internship program

8. Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?

We have no connection to Madrid courses or programs

9. The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:

   i. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)
Faculty met to discuss the call for updated assessments; Matt Mancini (former chair) and Emily Lutenski (UGD) formed a subcommittee to review the department’s history of assessment (documents from 2003 and 2007 consulted) and create a proposal for 2015. Dr. Lutenski also talked to seniors about their experiences. She had also participated in the exit interviews for graduating seniors for the last few years. Dr. Mancini had participated in American Studies Association’s Committee of Department and Program Chairs’ recent development of national guidelines and drew on those as well.

We expect to re-address these plans based on feedback from the college in 2016-2017, as well as our ongoing discussions of our curriculum and program assessment effectiveness.

We propose to review and revise this plan every 5-6 years, unless problems arise sooner.