It is recommended program assessment results be used to celebrate achievements of student learning as well as to identify potential areas for future curriculum improvement.

Please email this completed form as an attachment to thatcherk@slu.edu

CAS PROGRAMS: Please email this completed form by July 1 to Donna LaVoie lavoiedj@slu.edu

1. Degree Program(s) included in this report: PhD, MA, MABA, BA
2. Department: American Studies
3. School/Center/College: Arts and Sciences
4. Name(s): Heidi Ardizzone
5. Email: hardizzo@slu.edu
6. Phone: 977-7212

Instructions: Please answer the following five questions to the best of your ability for each degree program offered within your department.

1. Summarize your assessment activities during the past year for each degree program and how this work relates to the established assessment plan (e.g. what program outcomes were assessed, faculty discussions, new survey design, data collection, revised assessment plans or learning outcomes, etc.). Please include how Madrid courses/program were involved.

   A. Annual Graduate Student Review (MA, BAMA, MA to Phd, PhD): Fall 2015 revised and significantly expanded the process, met with students in October to discuss. January: student self-evaluations due; February: full faculty meeting to discuss students; February-March faculty met with advisees one-on-one.
   B. Graduate Student Professionalization (MA, BAMA, MA to PhD, PhD): October 2015, Chair Heidi Ardizzone met with graduate students and emerged with a definite call for more support for research and teaching skills and opportunities.

2. Describe specific assessment findings related to the learning outcomes assessed for each degree program, including any pertinent context surrounding the findings. Please include the learning outcomes themselves. (e.g. Our goal was that 75% of students performed at the “proficient” level of competency in problem solving, using a new scoring rubric. 81% of students performed at the “proficient” level in problem solving, exceeding our expectations.) Do not include student-level data. Data included in this report should be in aggregate. Please include how Madrid courses/program were involved.
3. Describe how assessment feedback has been provided to students, faculty, and staff. *(e.g. report for faculty, executive summary for the dean, web page for students, alumni newsletter, discussion with students in class or club event, etc.)*

   A. Students have individual feedback in meeting and in writing. Faculty discussed both self-evaluations and assessment in meetings in Spring 2016. Summaries of final assessment went to Jan Barber in May.
   
   B. Workshop outcomes were reported to faculty; no data yet on whether students have increased applications for funding as a result. Research outcomes were announced in end-of-year meeting, and will be included in outreach to alumni this spring. We started a newsletter this spring but did not complete it.

4. In what ways have you used assessment findings to celebrate student achievements and/or to improve the curriculum this past year? *(e.g. prizes to students, hosting student parties, changes to curriculum, student projects, learning goals, assessment strategies, etc.)*

   A. We will be streamlining the process next fall.
   
   B. Student achievements celebrated in end-of-year party, on our facebook page (c200 followers)
5. Describe any changes to your assessment plans, or any challenges or educational experiences with the **assessment process** this past year that you would like to share.

A. The process was highly effective but very time consuming, especially for faculty who had high numbers of advisees.

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