

Program-Level Assessment Plan

Program: American Studies Department: American Studies Date (Month/Year): 09/2022	Degree Level (e.g., UG or GR certificate, UG major, master’s program, doctoral program): BA College/School: College of Arts and Sciences Primary Assessment Contact: Emily Lutenski, Chair
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Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Student Learning Outcomes What do the program faculty expect all students to know or be able to do as a result of completing this program? Note: These should be measurable and manageable in number (typically 4-6 are sufficient).	Curriculum Mapping In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level at which student development is expected in each course (e.g., introduced, developed, reinforced, achieved, etc.).	Assessment Methods	
			Artifacts of Student Learning (What) 1. What artifacts of student learning will be used to determine if students have achieved this outcome? 2. In which courses will these artifacts be collected?	Evaluation Process (How) 1. What process will be used to evaluate the artifacts, and by whom? 2. What tools(s) (e.g., a rubric) will be used in the process? Note: Please include any rubrics as part of the submitted plan documents.
1	Students will explain the relevant contexts—historical, political, geographic, literary, artistic, social, or intellectual—that shape American cultural practices, expressions, or ideas.	<p>Introduced: ASTD 1000 – Introduction to American Culture: Movements, Myths, and Methods.</p> <p>Developed: ASTD courses with an “Contexts” attribute, including ASTD 2200 – American Homefronts, Global Wars; ASTD 2300 – Americans Abroad; ASTD 2600 – American Places; ASTD 3000 – American Decades; and ASTD 3100 – Making the American City.</p> <p>Achieved: ASTD 4960: Senior Workshop – Crafting the American Studies Thesis.</p>	<p>1. The direct measure artifact of student learning used to determine if students have achieved this outcome is the senior thesis. The indirect measure artifact of student learning used to determine if students have achieved this outcome is a student survey.</p> <p>2. Both of the above artifacts are collected in ASTD 4960 – Senior Workshop: Crafting the American Studies Thesis.</p>	<p>1. The ASTD 4960 instructor will evaluate the direct measure artifact at the end of the Spring semester and submit this to the department’s undergraduate coordinator. The undergraduate coordinator will report the results of this assessment and the student survey—highlighting students’ strengths and weaknesses—to the faculty during an annual department meeting dedicated to assessment in the early Fall semester. This will provide a starting point for discussions with all faculty, where faculty who have supervised seniors may also report on strengths and weaknesses they have observed in their work. Careful notes will be taken as a supplemental assessment artifact. By the end of the meeting, faculty will determine an action plan to make necessary changes to curriculum, pedagogy, or assessment plan.</p> <p>2. SLO1 will be evaluated by rating the</p>

				artifact of student learning on a rubric (attached) as a direct measure. SLO 1 (and all SLOs will also be evaluated through an indirect measure, a student survey (also attached)).
2	Students will assess how American cultural practices, expressions, or ideas are constructed by or interpreted through frameworks of nation, class, race, gender, ability, or sexuality.	<p>Introduced: ASTD 1000 – Introduction to American Culture: Movements, Myths, and Methods.</p> <p>Developed: ASTD courses with an “Identities” attribute, including ASTD 2700 – Gender, Race, and Social Justice; ASTD 2400 – Immigration in U.S. History and Culture; ASTD 3010 – U.S. Ethnic Studies; and ASTD 3800 – Women’s Lives.</p> <p>Achieved: ASTD 4960: Senior Workshop – Crafting the American Studies Thesis.</p>	<p>1. The direct measure artifact of student learning used to determine if students have achieved this outcome is the senior thesis. The indirect measure artifact of student learning used to determine if students have achieved this outcome is a student survey.</p> <p>2. Both of the above artifacts are collected in ASTD 4960 – Senior Workshop: Crafting the American Studies Thesis.</p>	<p>1. The ASTD 4960 instructor will evaluate the direct measure artifact at the end of the Spring semester. They will report the results of this assessment and the student survey—highlighting students’ strengths and weaknesses—to the faculty during an annual department meeting dedicated to assessment in the early Fall semester. This will provide a starting point for discussions with all faculty, where faculty who have supervised seniors may also report on strengths and weaknesses they have observed in their work. Careful notes will be taken as a supplemental assessment artifact. By the end of the meeting, faculty will determine an action plan to make necessary changes to curriculum, pedagogy, or assessment plan.</p> <p>2. SLO2 will be evaluated by rating the artifact of student learning on a rubric (attached) as a direct measure. SLO2 (and all SLOs) will also be evaluated through an indirect measure, a student survey (also attached).</p>
3	Students will synthesize two or more disciplinary approaches in analyses of American cultural practices, expressions, or ideas.	<p>Introduced: ASTD 1000 – Introduction to American Culture: Movements, Myths, and Methods.</p> <p>Developed: ASTD courses with an “Practices” attribute, including ASTD 2100 – Studies in American Photography; ASTD 3020 – American Mosaic: Literature and Diversity; ASTD 3030 – History and Fiction; and ASTD 3050: American Soundscapes; and ASTD 3600: American Food and Cultures.</p>	<p>1. The direct measure artifact of student learning used to determine if students have achieved this outcome is the senior thesis. The indirect measure artifact of student learning used to determine if students have achieved this outcome is a student survey.</p> <p>2. Both of the above artifacts are collected in ASTD 4960 – Senior Workshop: Crafting the American</p>	<p>1. The ASTD 4960 instructor will evaluate the direct measure artifact at the end of the Spring semester. They will report the results of this assessment and the student survey—highlighting students’ strengths and weaknesses—to the faculty during an annual department meeting dedicated to assessment in the early Fall semester. This will provide a starting point for discussions with all faculty, where faculty who have supervised seniors may also report on</p>

		Achieved: ASTD 4960: Senior Workshop – Crafting the American Studies Thesis.	Studies Thesis.	<p>strengths and weaknesses they have observed in their work. Careful notes will be taken as a supplemental assessment artifact. By the end of the meeting, faculty will determine an action plan to make necessary changes to curriculum, pedagogy, or assessment plan.</p> <p>2. SLO3 will be evaluated by scoring the artifact of student learning on a rubric (attached) as a direct measure. SLO3 (and all SLOs) will also be evaluated through an indirect measure, a student survey (also attached).</p>
4	Students will effectively articulate arguments and information about American cultural practices, expressions, and ideas.	<p>Introduced: ASTD 1000 – Introduction to American Culture: Movements, Myths, and Methods.</p> <p>Developed: ASTD 2000- and 3000-level courses.</p> <p>Achieved: ASTD 4960: Senior Workshop – Crafting the American Studies Thesis.</p>	<p>1. The direct measure artifact of student learning used to determine if students have achieved this outcome is the senior thesis. The indirect measure artifact of student learning used to determine if students have achieved this outcome is a student survey.</p> <p>2. Both of the above artifacts are collected in ASTD 4960 – Senior Workshop: Crafting the American Studies Thesis.</p>	<p>1. The ASTD 4960 instructor will evaluate the direct measure artifact at the end of the Spring semester. They will report the results of this assessment and the student survey—highlighting students’ strengths and weaknesses—to the faculty during an annual department meeting dedicated to assessment in the early Fall semester. This will provide a starting point for discussions with all faculty, where faculty who have supervised seniors may also report on strengths and weaknesses they have observed in their work. Careful notes will be taken as a supplemental assessment artifact. By the end of the meeting, faculty will determine an action plan to make necessary changes to curriculum, pedagogy, or assessment plan.</p> <p>2. SLO4 will be evaluated by rating the artifact of student learning on a rubric (attached) as a direct measure. SLO4 (and all SLOs) will also be evaluated through an indirect measure, a student survey (also attached).</p>
5	Students will demonstrate the ability bridge academic concerns	Introduced: ASTD 1000 – Introduction to American Culture: Movements, Myths, and	1. The direct measure artifact of student learning used to determine if students	1. The ASTD 4960 instructor will evaluate the direct measure artifact at the end of

<p>with American cultural practices, expressions, and ideas and the concerns of broader public life.</p>	<p>Methods.</p> <p>Developed: ASTD course with a “Community Engagement” attribute, including ASTD 3910: American Studies Internship.</p> <p>Achieved: ASTD 4960: Senior Workshop – Crafting the American Studies Thesis.</p>	<p>have achieved this outcome is the senior thesis. The indirect measure artifact of student learning used to determine if students have achieved this outcome is a student survey.</p> <p>2. Both of the above artifacts are collected in ASTD 4960 – Senior Workshop: Crafting the American Studies Thesis.</p>	<p>the Spring semester. They will report the results of this assessment and the student survey—highlighting students’ strengths and weaknesses—to the faculty during an annual department meeting dedicated to assessment in the early Fall semester. This will provide a starting point for discussions with all faculty, where faculty who have supervised seniors may also report on strengths and weaknesses they have observed in their work. Careful notes will be taken as a supplemental assessment artifact. By the end of the meeting, faculty will determine an action plan to make necessary changes to curriculum, pedagogy, or assessment plan.</p> <p>2. SLO5 will be evaluated by rating the artifact of student learning on a rubric (attached) as a direct measure. SLO5 (and all SLOs) will also be evaluated through an indirect measure, a student survey (also attached).</p>
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Use of Assessment Data

1. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?

As noted above, the instructor of ASTD 4960 will complete the assessment rubric with the senior thesis as an artifact, as well as administer a student survey near the end of the Spring semester. Early in Fall semester, the entire faculty will meet to discuss the assessment data for one outcome and develop an action plan for making any necessary changes to pedagogy, curriculum, or assessment practices based on that data. The action plan may include further steps to gather data and make decisions (student focus groups, additional meetings), but these should be carried out by the end of the Fall semester. Any changes should be implemented in the subsequent Spring semester to allow time for any curriculum changes to be finalized. These should go into place by the subsequent Fall semester. Overall, this plan proposes one calendar year from the discussion of assessment data to changes being enacted in pedagogy, curriculum, or assessment practices.

2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?

The assessment plan proposed here includes assessing one outcome per year for a five-year cycle. This means that we would evaluate the impact of assessment-informed changes for each learning outcome every five years. This seems like a long time, but it makes sense for our unit because our BA major numbers are small. To gather enough student artifacts to create meaningful assessment data, we need to accumulate senior theses and surveys for a length of time. When our major numbers increase, we may choose to modify this assessment plan to initiate a more rapid assessment cycle.

Additional Questions

1. On what schedule/cycle will program faculty assess each of the program's student learning outcomes? (Please note: It is not recommended to try to assess every outcome every year.)

The assessment plan proposed here includes assessing one outcome per year for a five-year cycle as follows:

SLO1:	2023
SLO2:	2024
SLO3:	2025
SLO4:	2026
SLO5:	2027

It is notable that the rubric included here addresses each of the above learning outcomes (SLO1-5) and the entire rubric will be completed by the ASTD 4960 instructor each Spring; this is so we have numerous faculty members involved in the assessment process over a period of years, during which we will be compiling enough student artifacts to provide meaningful data. However, the assessment plan articulated here envisions only compiling and disseminating the data for one outcome per year; this is so that our small number of faculty can do focused work to envision and enact any action plan to change pedagogy, curriculum, or the assessment plan without significant workload hardships.

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

Throughout AY21-22 the entire faculty discussed the need to streamline our assessment plan. As our assessment report feedback from AY20-21 indicated, we had areas of our plan that could be improved. We determined to rewrite our assessment plans to submit in Fall 2022. This work was completed over Summer 2022. In early Fall 2022 the entire faculty met to discuss the plans before they were submitted to the College of Arts and Sciences and the Provost's Office. What follows is a summary of the feedback we received and our efforts to offer corrective action in this plan:

The outcome we assessed last year (an earlier version of SLO2) had numerous components and was quite complex, which was characteristic of many of our SLOs (in part because we are an interdisciplinary field of study). In this plan, we revised our SLOs to make them less complex and thus more easily assessable, as well as more transparent for our students.

The assessment report feedback also stressed that we should be focused on assessing the most advanced work produced in our students' degree plan. That has also been addressed by this revision. This also solves a problem that faculty members were concerned with—how complex and time-consuming

the data collection and assessment process was. By locating this to our capstone course, we both assess students' most advanced work and streamline faculty labor. Not only that, but we have a specific artifact to assess—the senior thesis. This will enhance the effectiveness of our assessment.

Finally, this revision to our assessment plan will result in an accumulation of student artifacts over a period of years rather than only a handful of them produced during a single year, creating a larger data set that will be more meaningful and, we hope, lead to the best possible undergraduate American Studies education.

IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.

Student Name:

Rater Name:

Rating Date:

American Studies BA Assessment Rubric

Artifact Description: The American Studies thesis is the culmination of the major. Students produce an extensive, original research project (30-40 pages in length) that demonstrates familiarity with the public concerns and interdisciplinary emphasis of the field, including its methodological, interpretive, curatorial, analytical, and theoretical imperatives. The thesis makes an argument about the construction, development, or meaning of diverse American cultural practices, expressions, or ideas. The argument is convincingly supported by properly documented primary and secondary source evidence. It is clearly written in an appropriate style, tone, and genre for American Studies audiences.

Learning Outcome	Exemplary (3)	Competent (2)	Developing (1)	Insufficient (0)	Rating
SLO1: Students will explain the relevant contexts—such as historical, political, geographic, literary, artistic, social, or intellectual—that shape American cultural practices, expressions, or ideas.	The sources or ideas addressed by the student are thoroughly and appropriately contextualized and the student cogently explains why these contexts matter to the overall argument.	The sources or ideas addressed by the student are contextualized, but the student offers somewhat unconvincing explanations of why these contexts matter to the overall argument.	The student attempts to contextualize the sources or ideas addressed in the thesis, but these contexts are inadequately researched and why they matter to the overall argument remains opaque.	The student does not endeavor to contextualize the sources or ideas in the thesis.	
SLO2: Students will assess how American cultural practices, expressions, or ideas are constructed by	The student provides a thorough, appropriate assessment of how American cultural practices,	The student thoroughly assesses how American cultural practices, expressions, or ideas are constructed by or	The student mentions how American cultural practices, expressions, or ideas are constructed by or interpreted through	The student does not attend to how American cultural practices, expressions, or ideas are	

or interpreted through frameworks of nation, class, race, gender, ability, or sexuality.	expressions, or ideas are constructed by or interpreted through frameworks of nation, class, race, gender, ability, or sexuality—including nuanced attention to how two or more of these frameworks are interlocking.	interpreted through frameworks of nation, class, race, gender, ability, or sexuality, but the assessment is limited to sufficient attention to one of these frameworks.	frameworks of nation, class, race, gender, ability, or sexuality, but how this occurs is not thoroughly addressed.	constructed or interpreted through frameworks of nation, class, race, gender, ability, or sexuality.	
SLO3: Students will synthesize two or more disciplinary approaches in analyses of American cultural practices, expressions, or ideas.	The student thoroughly integrates two or more disciplinary approaches to analyze of American cultural practices, expressions, or ideas.	The student uses the approaches of two or more disciplines to analyze American cultural practices, expressions, or ideas, but these approaches are not integrated.	The student competently uses a single disciplinary approach to analyze American cultural practices, expressions, or ideas.	The student's analysis is not transparently derived from disciplinary knowledge.	
SLO4: Students will effectively articulate arguments and information about American cultural practices, expressions, and ideas.	The student has a clearly stated argument that proceeds logically with strong transitions. The argument is sufficiently supported by primary and secondary source evidence and the stakes of the argument are clear.	The student has an argument and a logical organizational structure, but there may be points where transitions could be more effective. The argument is sufficiently supported by primary and secondary source evidence, but the stakes of the	The student's argument is less clear than it could be, and the organization of the paper could be improved. There are places where the evidence that is meant to support the argument is described rather than interpreted. There are rare places where the	The student does not have an argument. The essay is disorganized. The evidence presented does not support the argument. The essay's language, style, genre, and tone is inappropriate for	

	<p>The language, style, genre, and tone are appropriate for American Studies audiences. There are no problems with spelling, punctuation, grammar, or syntax. All sources are properly documented.</p>	<p>argument might not be transparent. The language, style, genre, and tone are appropriate for academic audiences, but perhaps not for American Studies in particular. There are rare errors in spelling, punctuation, grammar, or syntax. All sources are documented, but the documentation may have subtle formatting errors.</p>	<p>language, style, genre, and tone may not be appropriate for academic audiences. There are errors in spelling, punctuation, grammar, and syntax that may occasionally impede reading. Most sources are cited but there may be some information missing in the documentation.</p>	<p>an academic audience. There are frequent errors in spelling, punctuation, grammar, and syntax that make portions of the student's work unintelligible. The sources are not cited.</p>	
<p>SLO5: Students will demonstrate the ability bridge academic concerns with American cultural practices, expressions, and ideas and the concerns of broader public life.</p>	<p>The student's work uses the academic tools of American Studies to engage convincingly with the concerns of broader public life in a manner that is detailed, specific, and comprehensive.</p>	<p>The student's work makes connections between academic concerns in American Studies and the concerns of broader public life in a manner that is more descriptive or speculative than analytical.</p>	<p>The student's work implies connections between American Studies and the concerns broader public life, but these are not transparently addressed.</p>	<p>The student's work does not appear relevant to broader public life.</p>	

Student Name:

Survey Date:

American Studies BA Exit Survey

Artifact Description: This survey is provided to graduating American Studies majors in order to gather information about the American Studies curriculum, course offerings, and pedagogy. Student feedback delivered here will help us to consistently revise our practices to deliver the best possible undergraduate education in American Studies.

1) How well did you achieve each of the following student learning outcomes?

SLO1: Students will explain the relevant contexts—such as historical, political, geographic, literary, artistic, social, or intellectual—that shape American cultural practices, expressions, or ideas.

Extremely Well (3)	Very Well (2)	Adequately (1)	Insufficiently (0)
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SLO2: Students will assess how American cultural practices, expressions, or ideas are constructed by or interpreted through frameworks of nation, class, race, gender, ability, or sexuality.

Extremely Well (3)	Very Well (2)	Adequately (1)	Insufficiently (0)
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SLO3: Students will synthesize two or more disciplinary approaches in analyses of American cultural practices, expressions, or ideas.

Extremely Well (3)	Very Well (2)	Adequately (1)	Insufficiently (0)
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SLO4: Students will effectively articulate arguments and information about American cultural practices, expressions, and ideas.

Extremely Well (3)	Very Well (2)	Adequately (1)	Insufficiently (0)
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SLO5: Students will demonstrate the ability bridge academic concerns with American cultural practices, expressions, and ideas and the concerns of broader public life.

Extremely Well (3)	Very Well (2)	Adequately (1)	Insufficiently (0)
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2) What aspects of your education in American Studies helped you with your learning, and why were they helpful?

3) What might American Studies do differently to help you learn more effectively, and why would these actions help?