

Program-Level Assessment: Annual Report

Program Name (no acronyms): American Studies

Department: American Studies

Degree or Certificate Level: B.A.

College/School: College of Arts and Sciences

All courses offered during the Fall 2019-Spring 2020 academic year were offered in-person until the pandemic necessitated the switch to online learning in Spring 2020. All of the courses offered in the Fall 2020-Spring 2021 academic year were offered in a "hyflex" format due to SLU's COVID-19 protocols. The Summer 2021 course was offered in a synchronous online format due to COVID-19 protocols. None of the courses were offered at the ----

Our sense, then, was that it may sometimes be too much for a single course to look at both aspects of this outcome at the same time, and that perhaps this single outcome may make more better sense as two different outcomes assessed through two different rubrics, as we discuss in our section below on “Closing the Loop.”

In general, while average ratings between 3-4 on all points is not terribly disappointing, we would rather see students rate between 4-5 on all points. One plausible interpretation of this data, however, is that student artifacts were collected too early in their time to degree, when they were still developing the skills necessary to rate more highly.

In addition, we will develop

we have a clearly developed rubric for assessing writing (see Appendix B) but had not developed attendant points on student presentations. Bringing together these two rubrics will be part of our revision to our assessment plan during the Fall 2021-Spring 2022 academic year.

B. How has this change/have these changes been assessed?

While the changes to our assessment protocols are not assessed in the same manner as student work, we received for the feedback on our assessment report from the committee devoted to undergraduate assessment for the first time in early Summer 2021. In crucial manners, this feedback functions like assessment for our assessment plan.

C. What were the findings of the assessment?

Upon reviewing our 2020 assessment report, the committee offered some valuable suggestions to revise the proposed rubric for capstone presentations. In particular, the committee suggested that the rubric needed to more clearly define the ratings offered, much in the way our rubric for student written work does.

D. How do you plan to (continue to) use this information moving forward?

Adding the emphasis on presentations to the current rubric for SLO4 and with the same level of that detail will address the committee's excellent comments and allow for more robust assessment of student capstone work. This will be completed this academic year, along with a broader overhaul of our assessment plan that allows us to focus on student work produced at the end of the major curriculum rather than when achievement of outcomes is still being developed.

IMPORTANT: Please use the following information:

Appendix A: American Studies B.A. SLO 2 Rubric

American Studies Undergraduate SLO 2 Assessment Rubric

Objective 2

sexuality, and class.

- **Students will recognize the construction of race, gender, sexuality, and class in the United States, and how these have shaped American identities and experiences in terms of disadvantage, privilege, oppression, and resistance.**

3: Some Mastery	2: Minimal Mastery	1: No Mastery	Score:		5: Excellent Mastery	4: Good Mastery
Student addresses race, gender, sexuality, and/or class and indicates that they are not fixed or essential but does not engage how such factors are produced	Student addresses race, gender, sexuality, and/or class but does not indicate the ways in which such factors are produced culturally, historically, socially or	Student does not address race, gender, sexuality, and/or class meaningfully in her work.			Student recognizes the construction of race, gender, sexuality, and class in the United States.	Student comprehensively demonstrates how race, gender, sexuality and/or class are produced culturally, historically, socially, or ideologically. In addition to demonstrating how race, gender, sexuality and/or class are produced culturally, historically, socially, or ideologically, student illustrates how they infect each other rather than existing in isolation.

Appendix B: American Studies B.A. SLO 4 Rubric

American Studies Undergraduate SLO 4 Assessment Rubric

American Studies Student Learning Outcome 4

Articulate arguments and information effectively in writing and presentation