American Studies Program Review
Saint Norbert College
October 2010
Submitted to the CEPC by the American Studies Committee

Executive Summary

Saint Norbert College’s minor program in American Studies includes a unique combination of courses in the humanities and social sciences. In this way, it embodies the liberal arts tradition of connection and discussion across disciplines. It emphasizes the acceptance of various perspectives and opinions, modeling the Catholic intellectual tradition of debate and intellectual inquiry. And it challenges students to analyze America as a community, integrating the lessons of Norbertine hospitality and grounding in the local area. Perhaps most importantly, the American Studies minor prioritizes critical thinking skills in all of its coursework, helping prepare students for the larger community beyond Saint Norbert College.

The American Studies minor began in 1995, and experienced a transition period in academic years 2004-2005 and 2005-2006, when along with a change in leadership, the American Studies committee took the opportunity to clarify program goals and curriculum, updating its requirements in the process. Since that time, the program has been assessing its efforts at improvement and looks to the future with optimism and pragmatism. In that light, while the work of the last number of years has been solid and important, there are nonetheless ways in which the minor can strive to achieve a greater level—that of excellence, as the College has asked of each of our programs.

The American Studies committee is proud of the fact that the minor has achieved increased stability in the last number of years, through consistency of faculty involved in the program and in consistent requirements. We have broadened our offerings to keep us in line with the best practices in the field, and with Saint Norbert College’s commitment to diversity and a liberal arts exchange of ideas. We have systematized the tracking of the capstone project, have clarified its requirements, and have continued in its assessment. We are pleased with the high ability level of the students who have been attracted to the minor in recent years, and hope to continue this trend. We are also pleased with the level of American Studies faculty engagement in the local community. On the other hand, we have many considerations for the future to address. We would like to investigate the possibility of a rotation of directorship, as the current director has been in the position for five years. We hope to find ways to incorporate more accurate data into our continuing assessment efforts. We want to examine the significance of having all of our courses cross-listed, with a large contribution to the General Education program in the introductory courses.
I. Program Vision Statement and its relation to SNC's Mission and Core Values

    The American Studies minor is an interdisciplinary program whose central mission is the study of the multifaceted character of the U.S. from a variety of intellectual perspectives: cultural, political, religious, philosophical, sociological, literary and historical. Students examine key aspects of American experience — including the arts, work, leisure, family, gender, race and ethnicity. Drawing on various disciplines, students will come to understand and integrate the methodologies and questions of the field.

    This program is congruent with Saint Norbert College’s mission as a Catholic liberal arts college embracing the Norbertine tradition of community that is committed to providing an educational environment that is intellectually, spiritually and personally challenging. The courses in the minor encourage students to question and understand what community means in the American context—how such community is fostered and discouraged through issues of philosophical and religious difference and agreement, governmental action, issues of race, ethnicity, sexuality, and gender. All of these questions challenge students intellectually, spiritually and personally to use their critical thinking skills in the context of an interdisciplinary program at the college.

II. Program Description

    The American Studies program began in 1995, under the direction of an English professor at the college. When this professor left the college, the American Studies committee recommended that the director be replaced with a new hire in English. This was done in 2005, after Dr. Larry McAndrews served as the Interim Director in 2004-2005. As part of this process, the committee crafted their learning outcomes, vision statement, and updated the minor requirements.

    Intended learning outcomes:
    1.) Understand and articulate the multifaceted character of the United States (being “American”), including its cultural, political, religious, philosophical, sociological, literary, and historical foundations and manifestations.

    2.) Understand and integrate disciplines, methodologies, and questions of American Studies, especially being able to address the interdisciplinary nature of the field.

    The minor consists of six courses (two required and four electives) In the student’s final elective course s/he must do an American Studies capstone research project as revised and evaluated by the professor of the course.

American Studies Minor (6 courses):

*Required Courses:*
- AMER / HUMA 261 Introduction to American Studies
- AMER / HIST 116 History of the United States
- American Studies Interdisciplinary Research Project taken concurrently as part of the final American Studies 300-level or above elective course outside of student’s major (AMER 499, 0 credit).
Electives Courses: (Choose four of the following, at least one course must be at 300 level or higher)
AMER / POLI 130 United States Politics and Government
AMER / RELS 221 Religion in America
AMER / ENGL 235 Survey of United States Literature (Beginning to 1865)
AMER / ENGL 236 Survey of United States Literature (1865 to present)
AMER / PHIL 305 American Philosophy *
AMER / ENGL 311 Women in Literature *
AMER / POLI 317 American Political Thought *
AMER / HIST 319 Catholic Contribution to the United States *
AMER / ENGL 323 Harlem Renaissance *
AMER / ENGL 329 Literature of Service *
AMER / POLI 335 Legislative Politics *
AMER / SOCI 364 Sociology of the City *
Special Topics Courses (AMER 289, 389, 489) may be taken as electives in the minor
Independent Study courses (AMER 490) may be arranged with permission

* American Studies Interdisciplinary Research Project must be taken concurrently as part of the final American Studies 300-level or above elective course outside of student’s major (AMER 499, 0 credit).

This array of courses, and their interdisciplinarity, reflects best practices as described by the American Studies Association, which is the national organization of the field. The director has attended the directors’ meeting at the American Studies Association’s annual conference in order to determine if our program is in line with the best practices of other programs across the nation. In particular, the minor at Saint Norbert College is touted for its use of service-learning as part of it curriculum. Its emphasis on diversity not only complies with best practices in the broader field of American Studies, but also with Saint Norbert College’s commitment to diversity in its own curriculum.

The minor program is administered by the director of the program, Dr. Deirdre Egan, in consultation with the American Studies committee, whose current members are Drs. Holder, Jacobs, Koenig, and McAndrews. The committee meets on an as-needed basis, on average a few times a semester, and it often communicates over email to settle matters of course offerings and minor requirements. Decisions are made by consensus of these committee members. The faculty who teach in the minor vary from semester to semester, but typically the faculty who rotate into teaching for the minor include the following:

Karlyn Crowley, Assistant Professor of English and Director of Women and Gender Studies
Deirdre Egan, Assistant Professor of English and Director of American Studies Program
John Holder, Associate Professor of Philosophy
Charles Jacobs, Assistant Professor of Political Science
Karen Koenig, Assistant Professor of Religious Studies
Cheryl Kalny, Adjunct Assistant Professor of History
Lawrence McAndrews, Professor of History
Wendy Scattergood, Assistant Professor of Political Science
David Wegge, Professor of Political Science

III. Assessment of Student Learning Outcomes

The American Studies committee has crafted an assessment plan composed of the following aspects: an introductory course assignment and capstone research project will demonstrate American Studies minors’ ability to address the central program questions. A copy of the completed projects for all minors will be kept in a program portfolio. Initially, the projects will be reviewed independently by members of the American Studies Advisory committee and discussed at an Advisory committee Meeting. Qualitative analysis of the first capstone projects will provide early indicators of program strengths and areas for improvement. Once a sufficient number of capstone research projects have been accumulated, a panel of external readers will assess them using a rubric based on the intended learning outcomes.

These completed capstones have been kept in a program portfolio over the last five years. In 2005, Dr. Karlyn Crowley, then a member of the American Studies committee, conducted a qualitative assessment of the capstone projects until that moment, concluding that the projects’ level of ability was in line with those expressed by the American Studies Association, and that the student learning outcomes had been satisfactorily met. Now, five years later, a sufficient number of capstone projects have been collected, so that the American Studies committee plans to craft an updated rubric that will allow it to conduct another qualitative assessment of the projects in the file this spring. Then the committee will seek an outside panel of evaluators for those same projects.

In response to an advisory report filed by the American Studies committee in May of 2004, the members of the CEPC recommended that the American Studies committee consider 1.) instituting a tracking device to assure that the senior project be accomplished within an existing course and is officially recorded; 2.) that the project should be tied to an upper-division course; and 3.) that it be interdisciplinary in nature.

The American Studies committee has taken these recommendations seriously, and has assured that all of these requests be addressed. In response to these requests, students in the AMER minor now register with the director of the program for a 499, 0 credit course to complete the minor. In this way, the project is tracked and officially recorded. The 499 is taken in conjunction with the final upper level course in the minor, and this course is outside the student’s major to assure interdisciplinarity. The projects themselves are likewise interdisciplinary in nature. The director of the minor officially reports a grade of satisfactory or unsatisfactory for the 499 capstone project based upon the recommendation of the professor with whom the student is doing the project. Incidentally, in order to make room for this capstone project in the minor, the American Studies committee also requested that the Associate Deans approve a reduction of the minor from a total of 7 courses to the more customary 6 courses, with the addition of the 0-credit 499 capstone project.

Beyond what was recommended by the CEPC, in order to fully clarify the capstone project for both faculty and students involved in the minor, the American Studies committee crafted a set of guidelines for these projects, which will be posted on the American Studies website, and might be included in the next revision of the College Catalog, should it be deemed appropriate for the catalog by the Associate Dean. The guidelines follow:

Guidelines for the AMER 499 Capstone Project for the Minor in American Studies
The capstone project:

- forms part of the final 300-level AMER course, and is a graded portion of that course equaling at least 10% of the final grade of the course.

- grows out of that specific course in its ideas and concepts, but also serves to reflect the broader experience of taking courses in the minor, and is therefore interdisciplinary in scope. Ideally, the capstone project is completed in a course that is outside the student’s declared major. This may be accomplished in a variety of ways: the project could either be one already assigned within the course or it might be an additional project for the course. Sample titles of past capstone projects include: “The Effect of Empowerment and Liberation in the 1960s” “The Strengths of Diversity Comes from Literacy;” “Who’s to Blame for Crime?: Crime as an Interdisciplinary Concept;” “Nature’s Wrath and the Myth of the American Dream in Rolvaag’s Giants in the Earth; “A Nativist Comparison: Burning of the Ursuline Convent and Proposition 187;” “Effects of Film on American Political Thought;” “Rugged Individualism and the Great American Democracy: Can They Co-Exist?”

- should be arranged with the instructor of the course so that both student and professor agree upon the nature of the project and its weight with regard to the course’s grading, including regular progress checks throughout the semester. Both students and faculty should be prepared to attend a lunch meeting at the end of the semester in which students present their capstone work to the American Studies faculty and students.

- satisfies the requirement of the minor by receiving a grade of C or above.

Direct assessment evidence from the data collected by the Office for Institutional Effectiveness is unfortunately inconclusive for the minor in American Studies. As can be seen by the course listing above, every course in the minor is cross-listed between AMER and another field. And the data collected for the minor refers only to those students who register under the AMER designation. The professors who teach these cross-listed courses estimate that 10-15% of students register under the AMER designation. So the data collected does not reflect any sustained attention to the minor and its assessment. A change beginning in 2005, the cross-listing has certainly been helpful for the visibility of the program; students and advisors can find the program’s courses listed together in the timetable. This has likely increased enrollment in the courses. On the other hand, however, there is no consistency to students’ reasoning for registering under the AMER designation or the other field’s designation. In an informal survey of AMER cross-listed classes, the instructors found that whether students registered for the AMER designation of a course or the other field’s designation (POLI, HIST, ENGL, etc) was completely arbitrary. Moreover, anecdotal evidence collected from the American Studies minors suggests that even when such students are a declared minor in American Studies, they might enroll in a course under the designation that applies to their majors. So, the data truly does not reflect the opinions of the individual minors, who might not even enroll in a course under AMER. The American Studies committee is in discussion about whether such cross-listing should be maintained in future. The process of performing the current program review has also inspired the American Studies committee to consider how more accurate data might be collected for the minor so that effective assessment might continue in future. That said, most broadly, the
data does however suggest that the courses within the minor are well enrolled. According to the data thus far collected, American Studies courses, including only the smaller number of students registered under the AMER designation, account for 763 of total enrollments since 2005-06. This minor therefore takes on a large share of the total teaching of the college, and a large percentage of the General Education enrollments as well. It is clear that these courses, most of which at the introductory level serve the General Education program, help meet the needs of the College. On the other hand, it likewise becomes clear that few of the courses are stand-alone for the minor. This might be an issue to address for the future of the program. While the General Education orientation of many of the courses certainly draws students to the minor, it is not clear how this will shift with the institution of the College’s reform of the General Education Program. This is another issue that the American Studies committee is currently discussing.

Indirect evidence of student learning indicates that this program is thriving and stimulating to the students who enroll in its courses. It tends to attract successful and ambitious students who appreciate the rigor and broad reach of the coursework in the minor. Since 2005, the quality of students in the program has been excellent, with many students being a part of the honors program and engaged in study abroad. Enrollment of international students and student returning from study abroad in the Introduction to American Studies course has brought excellent comparative insight to the program in American Studies. While it is not possible to do presently, the committee has discussed the possibility of one day requiring students to study abroad as a part of the minor in American Studies, given the richness of insight provided on America from such study. This is of course not possible for the program as it currently stands, but would be an interesting possibility some day. Students who complete the minor have successful careers afterwards in a variety of fields. They range in their current career choices, including the following: doing volunteer work as part of the AmeriCorps VISTA program, law school, English graduate school in American literary and cultural studies, work as a trainer and orientation leader in Washington D.C. for students about to complete a long term cultural exchange, advocacy and community organizing for non-profit agencies, and graduate school in public policy, to give a few examples. A selection of student testimonials suggests that the minor in American Studies has offered much to the college’s commitment to rigorous critical thinking and interdisciplinary thought.

“Taking classes in the American Studies minor has been a great supplement to my Sociology major. I have truly benefited from the interdisciplinary approach that American Studies offers, embracing so many academic perspectives that helped me to understand how American culture permeates my everyday life.”—Beau Becker, ’07

“I am an American Studies student because it allows me to examine and learn about our complex culture from a variety of angles and disciplines. American Studies draws attention to historical and modern day issues and helps me think critically about how the issues apply to life, society, and my work as an English major.”—Meghan Engsberg, ‘09

“I’m French, and having had the opportunity to study America through different Americans’ points of views was really interesting. I was surprised by the style of teaching as well as by the opinions American students have of their people and symbols. To any international students, this is a program that helps open one’s mind to the culture in America, with the help of which your ideas and opinion of America and its history will certainly change. for the best.”—Flora
Lienard, International Student ‘07

“I think the American Studies program is great because it is an inter-disciplinary minor and therefore the courses enhance so many other academic fields of interest. I love the minor because I have found that the vast array of topics covered in my American Studies courses have granted me a greater understanding and appreciation of my English major.”—Olivia Traczyk, ‘08

“After my study abroad experience in Europe, I returned home with a newfound appreciation of the world on an international level. The American Studies program has allowed me to further recognize how we as Americans fit into this international community, because without understanding ourselves, we cannot begin to fully understand the world of which we are a part.”—Zachary Willis, ‘07

Based upon some of these assessments, the American Studies committee has made several efforts at improvement. We have broadened our offerings based upon the 2004 report to the CEPC, adding several classes that in particular address the college’s commitment to the local community and to diversity. The Harlem Renaissance and The Literature Service are both examples of these additions. Dr. Egan also revamped the Introduction to American Studies course to update its content to intellectual trends in the field. Also, the committee has systematically recorded, clarified and particularized the capstone, and has continued expanding its assessment of those projects. We hope to collect an external review committee to move that assessment to its next level. The director has attended regularly a regional working group of American Studies faculty—comprised of faculty from Lawrence University, UW: Green Bay, UW: Osh Kosh, Saint Norbert College, and Rippon. Saint Norbert hosted the group for discussion of the Sacco and Venzetti case in April of 2007. Also, the director of the program has attended the national conference of the field, the American Studies Association conference, to connect with other programs nationally. Such connections both nationally and locally have allowed the program to remain in line with best practices in the field. These efforts have increased awareness of the program at Saint Norbert College and have attracted additional students to the minor.

IV Program Demographics and Comparisons

Given the nature of this minor program, in which all of the faculty members are designated to other fields, and all courses are cross-listed, as stated above, much of the data is inconclusive. The fact of doing this program review has nonetheless allowed us to examine our practices and look for new directions in which to improve. American Studies is a minor that, after a period of transition, is relatively small and growing.

The minor has continually attracted new students since fall of 2005. The number of declared minors has increased over the last number of years, though the program still remains small in number. We are pleased with the fact that increasing numbers of students are attracted to the minor. And while the program experienced some transition in its leadership and its requirements and direction in 2005, the increasing numbers indicate that this transition has settled into a regular pace and has enabled some stability for the minor. The table below indicates the numbers of declared minors since 1997.
Table 1: Declared minors in American Studies

<table>
<thead>
<tr>
<th>Year</th>
<th>Declared AMER minors</th>
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<tbody>
<tr>
<td>1997-98</td>
<td>4</td>
</tr>
<tr>
<td>1998-99</td>
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<td>4</td>
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<tr>
<td>2000-01</td>
<td>3</td>
</tr>
<tr>
<td>2001-02</td>
<td>2</td>
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<tr>
<td>2002-03</td>
<td>3</td>
</tr>
<tr>
<td>2003-04</td>
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<td>5</td>
</tr>
<tr>
<td>2007-08</td>
<td>3</td>
</tr>
<tr>
<td>2008-09</td>
<td>6</td>
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<tr>
<td>2009-10</td>
<td>6</td>
</tr>
</tbody>
</table>

The numbers graduating minors has likewise increased since 1997, though the numbers still remain modest. Before 2005, the minor had typically graduated either 0 or 1 minor each year.

Table 2: Graduating Minors in American Studies

<table>
<thead>
<tr>
<th>Year</th>
<th>AMER Program Graduates</th>
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<td>3</td>
</tr>
<tr>
<td>1998-99</td>
<td>0</td>
</tr>
<tr>
<td>1999-2000</td>
<td>1</td>
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<tr>
<td>2000-01</td>
<td>1</td>
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<tr>
<td>2001-02</td>
<td>0</td>
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<td>2007-08</td>
<td>2</td>
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<tr>
<td>2008-09</td>
<td>2</td>
</tr>
</tbody>
</table>

In 2006 at the end of the year of the minor’s transition in new leadership and requirements, two minors graduated, and then each year following the program has graduated 2 minors. Although graduating two students a year from this minor is certainly a small number, the fact that we have maintained at least 4-6 students in the minor each year since 2005 represents the largest number

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1 These numbers were provided by the Office of Institutional Effectiveness.
since the beginning of keeping track of this enrollment. To give some context for these numbers, records from the Office of Institutional Effectiveness indicate that the largest number of minors graduated in 1998 with 3 minors. Otherwise, there have only ever been 0 or 1 graduate each year. Therefore, we are pleased with the steadiness of the number of graduating minors in the last number of years, despite the small number.

An anecdotal indicator of the growing interest in American Studies is the increase in the enrollment for the fall introductory course, AMER/HUMA 261: Introduction to American Studies:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>2005</td>
<td>7</td>
</tr>
<tr>
<td>2006</td>
<td>24</td>
</tr>
<tr>
<td>2007</td>
<td>29</td>
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<tr>
<td>2008</td>
<td>24</td>
</tr>
<tr>
<td>2009</td>
<td>25</td>
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</tbody>
</table>

In fall of 2005, when the instructor was newly hired and unknown at the time of registration, 7 students, none of whom understood the course as part of the American Studies minor, enrolled in the course because it fulfilled their GS6 requirement. For next fall, 24 students enrolled in the class, 4 of whom were then minoring in American Studies. The following year, 29 students enrolled in the class, then 24 and 25. The trend in enrollment is generally positive and coincides with a consistent number of minors graduating each year.

V. Teaching and Learning and
VI. Other Indicators of Program Achievement and Contribution

The quality of teaching and learning in the American Studies minor consistently has been exemplary in the last five years. The minor’s advisory committee has experienced a change in the faculty over the last five years—with new directorship in 2005, a transition in the religious studies faculty, an addition to the political science faculty, and currently an open spot for a sociology faculty member. The faculty representing history and philosophy on the committee have remained constant. Since 2005, three of the six committee members have remained constant, while all other faculty teaching in the program have remained throughout that time. Three of the current five committee members have received Norbertine Leadership and Service (Nubbie) Educator of the Year Awards, two of the five have received the Leonard Ledvina Teaching Award, and one has received the Founder’s Day Award. The program in American Studies serves especially the goals of General Education at the College. Most of the minor’s introductory courses fulfill Area 6 of General Education. Some of the cross-listed courses also fulfill Area 10. All of the faculty are presenting within their fields of specialty at conferences—all topics relevant to American Studies and the courses they teach. Many of the professors teaching in the minor are engaged in the local community through political commentary on the local affiliates of National Public Radio and on local television news, as well as through doing community service with their classes via service-learning. The instructors in American Studies have likewise given local public lectures on topics of special interest to a general audience interested in issues of American Studies. A review of local and regional American Studies
programs reveals that we are one of the few American Studies programs in the state of Wisconsin. Many of our aspirant institutions have American Studies Programs. And the distinctiveness of the program, as it is grounded in the tradition of the liberal arts, as well as the Norbertine and Catholic tradition of community, allows our program to offer the examination of issues of poverty, justice, diversity, community, and hospitality in ways that other institutions simply cannot do. In this way, we are well-positioned to do this work.

Challenges Negotiated and Future Goals of American Studies at Saint Norbert College:

There are several challenges the American Studies committee has met and continues to face in administering this program. The double-edged sword, in a sense, of organizing this program is its interdisciplinarity. While the individual professors and the field as a whole are committed to interdisciplinary scholarship and teaching, such a commitment poses logistical issues in the administering of a program. One of the most prominent issues to address, based in this program review, is the cross-listing of courses. While perhaps positive for our enrollments, such listing disallows accurate data collection under the system as it is presently constructed. Additionally, part of the director’s responsibility includes acting as a coordinator, even attending regular meetings of the Humanities Discipline Coordinators as well as the Interdisciplinary Program Council each semester. It is the director’s responsibility to submit to the registrar’s office the American Studies course offerings for a given semester. However, the director must rely on the members of the American Studies committee or discipline coordinators to simply report which American Studies courses their home discipline will teach that semester. And American Studies has no way of lobbying for more advantageous time offerings, or course rotations, since rightly the home disciplines determine these rotations and times. With only approximately 6 minors enrolled at various stages of the minor each semester, this does not currently present much of a problem, yet it leaves the program with little autonomy. And with increasing enrollment, this could mean that two upper level courses needed by minors might be offered at the same time, for example, or might not be offered in a given semester. The composition of the American Studies committee, and other minor advisory committees for that matter, has also been an issue to address. Before 2005, the committee met quite infrequently, but the current director is committed to seeking their advice on the direction of the minor. At the same time, however, the faculty on this committee serve in an appointed capacity essentially in their free time, and we do not want to overburden them with meetings. The role and function of this group is something we continue to evaluate.

Some future goals include more programming and events that would draw additional minors, such as speakers and film discussions. We hope to increase the scope of courses offered by the minor, expanding into art and music, for example, if any faculty members from those disciplines are interested. We have been offering courses that represent the diversity of American Studies, especially with regard to race and ethnicity. Additionally, we would like our offerings to represent some of the most current research in American Studies, which emphasizes that the United States exists as part of a global community. The Harlem Renaissance course ends with an expansion to the global context for the movement, in order to attend to this new direction in the field. But in future, we would like to see minors incorporate some knowledge of the global community as part of their coursework in American Studies. This requirement might amount to one course, or perhaps work done during study abroad. Such a perspective would certainly place our program more on a pace with the most current work in the field. The challenge is the administrative work that follows on the heels of such changes, making sure that students’ courses...
get recognized properly by the registrar as they complete the minor. And the committee would have to be in agreement that this merits enough emphasis to include in revised minor requirements. At this stage, we do not agree that this is a priority. Additionally, for the health and sustainability of the program, it would be wise to rotate the directorship. After the transition years of 2004-2005 and 2005-2006, the current director has been facilitating the minor program. Her contract stipulated that her direction of the minor could be up for review after three years. Having reached a point of stability in the last five years, the minor would benefit perhaps from new leadership. The American Studies committee is currently discussing who might best serve in this capacity next.
OIE Review of Discipline Efforts to Assess Student Learning for CEPC
Program Review

AMERICAN STUDIES

Overview

- Does the discipline/program have a viable assessment plan?
  Yes.
- Does the plan include intended student learning outcomes?
  Yes.
- Does the plan include direct as well as indirect measures of
  student learning?
  The actual assessment plan speaks only to direct evidence. Analysis of
  indirect evidence was, however, included in the program review
  narrative.
- Are the sources of evidence for student learning appropriate?
  Yes. American Studies has graduated a relatively small number of
  minors since its inception. It was appropriate to wait to analyze
  capstone projects until a sufficient number of projects could be
  rigorously evaluated.
- Is data collection and analysis ongoing?
  Collection of capstone projects continues. It is time to take the next
  step by having external reviewers read and review the projects based
  on an appropriate rubric. This key source of direct evidence can then
  be analyzed by the American Studies Advisory Committee.
- Are all program faculty/staff appropriately engaged in assessment?
  Faculty facilitate completion of the capstone project, but analysis of
  direct evidence of student learning is not yet systematic or regular.
- Has the program made or proposed changes/improvements (intended
  to enhance student learning) based on learning outcomes data?
  Yes. To their credit, the American Studies faculty have used their
  modest data to inform and improve the program.