

Annual Program Assessment Report

Academic Year Assessed: 2021-2022

College: Letters and Science

Department: American Studies Program

Submitted by: American Studies Assessment Committee and Susan Kollin, AMST

Director

Undergraduate Assessment reports are to be submitted annually by program/s. The report deadline is October 15th.

Graduate Assessment reports are to be submitted annually by program/s. The report deadline is October 15th.

Program(s) Assessed:

Undergraduate major

Please note—The AMST program was in flux due to several changes in leadership during 2020-2022 that affected this period of review.

☐ **Have you reviewed the most recent Annual Program Assessment Report submitted and Assessment and Outcomes Committee feedback? (*please contact Assistant Provost Martha Peters if you need a copy of either one*). YES**

The Assessment Report should contain the following elements, which are outlined in this template:

1. Assessment Plan, Schedule, and Sources
2. What was done this assessment cycle – including rubrics, how data was collected, and who analyzed it
3. What was learned – including areas of strength and areas for improvement
4. How we responded
5. Closing the loop

Sample reports and guidance can be found at:

https://www.montana.edu/provost/assessment/program_assessment.html

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1. Assessment Plan, Schedule and Data Source.

a) Please provide a multi-year assessment schedule that will show when all program learning outcomes will be assessed, and by what criteria (data). (You may use the table provided, or you may delete and use a different format).

UNDERGRADUATE PROGRAM AMST -- ASSESSMENT PLANNING CHART					
PROGRAM LEARNING OUTCOME	2021-2022	2022-2023	2023-2024	2024-2025	Data Source*
Learning Outcome #1—Our students will be able to identify the ways American culture can be interpreted from multiple perspectives.	XX			XX	
Learning Outcome #2—Our students will be able to apply the analytical methods of AMST to a range of historical and contemporary issues.	XX			XX	
Learning Outcome #3—Our students will be able to construct persuasive arguments and construct an effective thesis statement.		XX			
Learning Outcome #4—Our students will be able to communicate effectively.		XX			
Learning Outcome #5—Our students will be able to use evidence from primary and secondary sources in making an argument.			XX		
Learning Outcome #6—Our students will be able to cite sources according to the conventions of the discipline.			XX		

Identified Data Source—We used randomly selected essays from AMST 101. We did not offer AMST 401 in 2021-2022 and thus could not assess an upper-division class in our major.

b) What are the threshold values for which you demonstrate student achievement?
(Example provided in the table should be deleted before submission)

Threshold Values		
PROGRAM LEARNING OUTCOME	Threshold Value	Data Source
1- Our students will be able to identify the ways American culture can be interpreted from multiple perspectives.	The threshold value for this outcome is for 75% of assessed students to score above a 2 on a 1-4 scoring rubric.	Randomly selected student papers.
2. Our students will be able to apply the analytical methods of AMST to a range of historical and contemporary issues.	The threshold value for this outcome is for 75% of assessed students to score above a 2 on a 1-4 scoring rubric.	Randomly selected student papers.

2. What Was Done

a) Was the completed assessment consistent with the program's assessment plan?

No

b) If no, please explain.

The completed assessment did not include sample papers from AMST 401 because we did not offer the class last year.

c) How were data collected and analyzed? (Please include method of collection and sample size).

The materials in the form of class essays from AMST 101 were randomly selected by the director of the program. The professors who analyzed the materials were not involved in the course that was assessed yet they have all taught the class for the program in previous years. The committee of three read and reviewed nine sample papers. After assessing the materials, the faculty members met and discussed the findings.

d) Please provide a rubric that demonstrates how your data was evaluated.

MAJOR LEARNING OUTCOME 1 - Our graduates will be able to identify the ways American culture can be interpreted from multiple perspectives.

	Unacceptable	Acceptable	Good	Excellent
	the paper does not identify the ways American culture can be interpreted from multiple perspectives	the paper gestures toward identifying how American culture may be interpreted from multiple perspectives but does not have a strong grasp of the concept	the paper shows that the author is able to identify the ways American culture can be interpreted through a range of perspectives	the paper identifies in a sophisticated manner how American culture can be interpreted through a range of perspectives

MAJOR LEARNING OUTCOME 2 - Our students will be able to apply the analytical methods of AMST to a range of historical and contemporary issues.

	Unacceptable	Acceptable	Good	Excellent
	the paper shows no understanding of the analytical methods of AMST or that they can be applied to a range of historical and contemporary issues	the paper is able to apply some of the analytical methods of AMST to a small range of historical and contemporary issues	the paper shows a solid understanding of how the analytical methods of AMST may be applied to a range of historical and contemporary issues	the paper demonstrates a sophisticated understanding of how to apply the analytical methods of AMST to a range of historical and contemporary issues

2. What Was Learned

- a) **Based on the analysis of the data, and compared to the threshold values established, what was learned from the assessment?**

The essays assessed in this round exceeded the threshold which is 75% scoring above a 2 on learning outcome #1 and #2. There were no papers that received an unacceptable score for outcomes #1 and #2.

Unacceptable= 0%

Acceptable= 22%

Good= 33%

Excellent= 44%

- b) **What areas of strength in the program were identified?**

In summarizing the results, faculty members found that students were successful in identifying how multiplicity helps in creating a more complex picture of American culture. They also had success identifying how the interdisciplinary tools of AMST may be applied to a variety of materials. Faculty assessors noted that the essays successfully foreground the students' understandings of a range of historical and contemporary issues and the way those issues function as interpretive paradigms for essential categories such as "text," "citizenship," and "culture." In this way, students were successful in analyzing the concept of citizenship through the diverse cultural perspectives of various minority groups who have experienced citizenship in different ways. These experiences range from African American slaves to interred Japanese Americans during World War II and Mexican Americans immigrants. The insights

addressed in the papers are perceptive and nuanced. The students' attempts to wrestle with the complexities of citizenship demonstrate both an awareness of and an empathy toward how it is experienced very differently by different people in specific historical and political contexts.

c) What areas were identified that need improvement?

The faculty committee identified no areas that needed improvement in the assessed materials.

3. How we responded

a) Describe how "What Was Learned" was communicated to the department, or program faculty.

The three-member assessment team for AMST met on December 12 and discussed the outcomes of our findings. The meeting was productive in that members addressed what we learned about student success in our program and ideas we have for offering future upper-division Americanist classes in our home department for interested students.

b) How are the results of this assessment informing changes to enhance student learning in the program?

AMST plans to continue discussing our findings about the major in future meetings with core faculty affiliated with the program.

c) If information outside of this assessment is informing programmatic change, please describe that.

4. Closing the Loop

a) In reviewing last year's report, what changes proposed were implemented and will be measured in future assessment reports?

N/A. The AMST program has been in flux for the past few semesters due to several changes in leadership that impacted the 2021-2022 cycle of assessment.

b) Have you seen a change in student learning based on other program adjustments made in the past? Please describe the adjustments made and subsequent changes in student learning.

N/A. The directorship of the AMST program was in transition during the latest assessment period. These conversations will need to take place at a future time.