

Department of American Studies
Assessment of Student Learning Plan
University of New Mexico

A. College, Department and Date

1. College: *Arts and Sciences*
2. Department: *American Studies*
3. Date: *December 23, 2008*

B. Academic Program of Study*

B.A. American Studies

C. Contact Person(s) for the Assessment Plan

Alex Lubin, Chair, alubin@unm.edu

D. Broad Program Goals & Measurable Student Learning Outcomes

[*Attach Cover Sheet for Student Learning Outcomes and associated materials.*]

OR

[List below:]

1. Broad Program Learning Goals for this Degree/Certificate Program

- A. Critical understanding of the culture, society and politics of the United States.
- B. Knowledge of the place of the United States in the world, and the Southwest in the United States.
- C. Comprehension of the history of struggles for social and environmental justice in the united States

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program

- A.1. Students can apply the fundamental theories and interdisciplinary methodological approaches to the study of culture in the United States.

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

B.1. Students can apply their knowledge of at least one of the following concentrations:
 Cultural Studies; Southwest Studies; Environment, Science, and Technology; Popular Culture; Gender Studies; Race, Class and Ethnicity.

C.1. Students can discuss the history and development of American Studies as a discipline.

E. Assessment of Student Learning Three-Year Plan

All programs are expected to measure some outcomes annually and to measure all priority program outcomes at least once over two consecutive three-year review cycles. Describe below the plan for the next three years of assessment of program-level student learning outcomes.

1. Student Learning Outcomes

[Insert at least 2-5 priority learning outcomes that will be assessed by the unit over the next three years. Each unit will select which of its learning outcomes to assess.]

Relationship to UNM Student Learning Goals (insert the program SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
<i>A1. Students can apply the fundamental theories and interdisciplinary methodological approaches to the study of culture in the United States.</i>	XX	XX		
<i>B.1. Students can apply their knowledge of at least one of the following concentrations: Cultural Studies; Southwest Studies; Environment, Science, and Technology; Popular Culture; Gender Studies; Race, Class and Ethnicity.</i>	XX	XX		

2. How will learning outcomes be assessed?

A. What:

- i. We will assess SLO A.1 and B.1. by: 1) evaluating written and oral work conducted in American Studies 285; 2) evaluating presentations and written work in the senior seminar; and 3) assessing the senior major's exit survey.
- ii. The written and oral work assessed in American Studies 285 and in the senior seminar is a direct measure. The senior major's survey is an indirect assessment of student abilities.
- iii. Criteria for success will include the following outcomes: 1) No more than 20 percent of students in American Studies 285 will receive a grade at or lower than C-; 2) Eighty percent of papers assessed in 285 will reflect acceptable or above achievement (above C-); 3) No more than 10 percent of student in the senior seminar will receive a grade at or lower than C-; 4) all papers assessed in the senior seminar will reflect acceptable or above achievement; and 5) the senior major's exit survey will reflect a positive assessment of the department's ability to teach it's SLO's.

B. Who: The program's assessment will include evidence from a sample of students in American Studies 285 and in American Studies 485, the senior seminar. We will select a random sample of four papers from each class. This represents a sample size of approximately 25% of 285 and 40% of the senior seminar. We will assess all of the major's exit survey.

3. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?

At the end of Spring 2009, the undergraduate director will survey the results of the undergraduate assessment tools and describe how well students achieve our desired outcomes. The Director will collect a report from the instructor of AMST 285 and 485/6. This data will be used as the basis for assessing whether students are obtaining the knowledge and skills valued by the department.

During the first faculty meeting of Fall 2009, the undergraduate director will present her report and the faculty will consider how best to address areas of weakness. If changes are to be made to instruction or mentoring, the undergraduate director will coordinate with appropriate faculty

At the end of Spring 2010, the undergraduate director will survey the results of the undergraduate assessment tools and describe how well students achieve our desired outcomes. Moreover, the undergraduate director will compare outcomes from the previous years in order to measure how well the department is responding to outcomes assessment data.

During the first faculty meeting of Fall 2010, the undergraduate director will present her report and the faculty will consider how best to address areas of weakness. If changes are to be made to instruction or mentoring, the undergraduate director will coordinate with appropriate faculty

At the end of the Spring 2011, the undergraduate director will survey the results of the undergraduate assessment tools and describe how well students achieve our desired outcomes. Moreover the graduate director will compare outcomes from the previous two years in order to measure progress.

During the first faculty meeting of Fall 2011, the undergraduate director will report to the entire faculty the results of assessment. By this time, we hope to have worked out any problems with the delivery of our curriculum. However, if there continue to be areas that need improvement we will continue to use our outcomes assessment process.

4. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?

1. The entire faculty will consider the results of outcomes assessment. In addition, each course instructor will inform students about assessment expectations at the beginning of each semester. The undergraduate director will analyze data and prepare an annual report for the faculty.
2. The department's outcomes assessment committee will evaluate the assessment mechanisms. The faculty will recommend appropriate changes to the curriculum design and pedagogy in response to the assessment report.
3. Recommendations for curricular and pedagogic change will be generated at the Fall faculty meeting in which we discuss the assessment report. In addition the outcomes assessment committee will meet each semester to evaluate the assessment mechanism.