

## 2020-21 Student Learning Assessment Report, Academic

<b>Program:</b> American Studies	<b>Degree:</b> Major	<b>Department Head:</b> Karen Mahar	<b>Submitted By:</b> Karen Mahar	<b>Date Submitted:</b> 07/23/2021
<p><b>Mission:</b> CURRENT The American Studies Program at Siena College provides an interdisciplinary approach to the study of the American Experience.</p> <p>[FOR 2021-2022: American Studies is an interdisciplinary program that examines the American experience using evidence and methods from multiple disciplines, including history, literature, sociology, political science, communications, and the arts. The mission of the Siena College American Studies Program is to provide students with 1) a foundational understanding of the achievements, inequities, and promise of the American experience, 2) the tools to discover and evaluate information using a variety of disciplinary methods, and 3) the skills to credibly present and support ideas across multiple formats. American Studies graduates excel in law, education, journalism, business, public history, and the arts. American Studies majors and minors at Siena integrate their coursework into an American Dream Servant Leader Mission Statement, a self-authored guide to achieving their personal American Dream that also reflects the Franciscan Tradition of lifting others as they lift themselves.]</p>				
<b>1. Major/Program Student Learning Outcomes</b> Students will be able to...		<b>2. Phase</b>		
<p>1. 2020-2021: Apply methods from at least two discrete disciplines to effectively organize, research, analyze, and communicate an answer to an original question concerning American history, society, or culture.</p> <p>[2021-2022: Integrate at least two discrete disciplinary perspectives, traditions, and/or approaches to successfully answer a research question relative to the American experience, successfully employing the tools necessary to discover and evaluate information from a variety of disciplinary methods.]</p>		Planning2+		
<p><b>3. Assessment Procedures (Planning/ determining)</b> <b>Method: (ex. tests, presentations, research paper)</b></p> <p>2020-2021 Final American Studies Capstone grade: 70% of students earned a grade of B or higher on their American Studies capstone. [2021-2022 Final American Studies Capstone grade: 70% of students earned a grade of B or higher on their American Studies capstone. The capstone requires the application of least two discrete disciplinary perspectives, traditions, and/or approaches to answer a research question relative to the American experience.]</p>				
<b>Using a Sample of Students?</b>				
Yes				
<b>If yes, describe your sample.</b>				
Using only majors who have completed AMST451.				
<b>When does assessment occur?</b>				
At the end of the semester in which the student enrolled in AMST451				
<b>How often does assessment occur?</b>				
Whenever a student completes AMST451, typically at the end of each semester.				

**Criteria (How do you know students are achieving learning outcome?)**

2020-2021: 70% of students should earn a grade of B or higher on their American Studies capstone to demonstrate mastery of the major. According to the rubric employed, a grade of B means that they created and supported a clear thesis, using logical organization, ample supporting evidence, reasonably hard thinking, plus good arguments, evidence, examples, and details. Their thesis contained only minor flaws in organization and coherence, and only minor grammar, punctuation, spelling, or formatting mistakes. It showed evidence of good research and sources, used the scholarly work of others to support its thesis, and documented its sources correctly.

[2021-2022: 70% of students should earn a grade of B or higher on their American Studies capstone. According to the new American Studies capstone rubric, a student must integrate at least two discrete disciplinary perspectives, traditions, and/or approaches to successfully answer a research question relative to the American experience. ]

**Supporting Document(s):**

[Supporting Doc American Studies Major Outcome 1 - American Studies Capstone Rubric .docx](#)

<b>1. Major/Program Student Learning Outcomes</b> Students will be able to...	<b>2. Phase</b>
2. 2020-2021: Demonstrate advanced knowledge in an area of American history.	Discussing

**3. Assessment Procedures (Planning/ determining)**

**Method: (ex. tests, presentations, research paper)**

Final course grade

**Using a Sample of Students?**

No

**If yes, describe your sample.**

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**When does assessment occur?**

At the end of the semester in which they took the course.

**How often does assessment occur?**

When they take an American Studies A course, which can be in any semester after completing their CDH requirement.

**Criteria (How do you know students are achieving learning outcome?)**

2020-2021: 70% of majors should earn a grade of B or better in an American history course above the 100 level to successfully demonstrate mastery in one area of advanced American history (e.g., HIST266 New York State History).

2021: Over 70% of majors who took an advanced American History course earned a grade of B or better.

**4. Assessment Results**  
(Collecting/ analyzing)

Too general to be of use.

**Learning Outcome Met?**

(Based on Criteria)

Yes

**5. Use of Results**

(Discussing/ using results)

Discontinuing this assessment. Replacing it with a more specific assessment.

**1. Major/Program Student Learning Outcomes** Students will be able to...

**2. Phase**

3. Demonstrate an understanding of content and methodology from an American social science.

Discussing

**3. Assessment Procedures** (Planning/ determining)

**Method: (ex. tests, presentations, research paper)**

The final grade in an AMST Area B course (social science)

**Using a Sample of Students?**

No

**If yes, describe your sample.**

Majors who have completed at least one course from American Studies Area B.

**When does assessment occur?**

At the end of the semester in which they took the course.

**How often does assessment occur?**

When they complete an American Studies Area B course.

**Criteria** (How do you know students are achieving learning outcome?)

70% of majors should earn a grade of B or better in a course from American Studies Area B to demonstrate mastery in the content and methodology of an American social science.

2021: 100% of majors earned a B of those who completed an Area B course.

**4. Assessment Results**

(Collecting/ analyzing)

Too general to be of use.

**Learning Outcome Met?**

(Based on Criteria)

Yes

**5. Use of Results**

(Discussing/ using results)

Discontinuing this assessment. Replacing it with a more specific assessment.

1. Major/Program Student Learning Outcomes Students will be able to...	2. Phase
4. demonstrate understanding a variety of texts in American culture.	Discussing  Not Done

**3. Assessment Procedures** (Planning/ determining)**Method: (ex. tests, presentations, research paper)**

See if majors got a B or better in their Area C course

**Using a Sample of Students?**

Yes

**If yes, describe your sample.**

Those who completed an Area C course.

**When does assessment occur?**

At the end of the semester in which they took the course.

**How often does assessment occur?**

Every AY

**Criteria** (How do you know students are achieving learning outcome?)

70% of majors should earn a grade of B or better in a course from American Studies Area C to demonstrate mastery in understanding and analyzing a variety of texts in American culture.

2021: 100% of majors earned a grade of B or better in an American Studies C course.

**4. Assessment Results**

(Collecting/ analyzing)

Too general to be of use.

**Learning Outcome Met?**

(Based on Criteria)

Yes

**5. Use of Results**

(Discussing/ using results)

Discontinuing this assessment. Replacing it with a more specific assessment.

1. Major/Program Student Learning Outcomes Students will be able to...	2. Phase
5. FOR 2021-2022: Develop a foundational understanding of the achievements, inequities, and promise of the American experience.	Planning
<p><b>3. Assessment Procedures (Planning/ determining)</b>  <b>Method: (ex. tests, presentations, research paper)</b></p> <p>PROPOSED METHOD FOR 2021-2022: 70% of majors should earn a grade of B or better in an AMST A, B, or C course with one or more of the following attributes: JMN, M CCP, MULT, PCST, RSET, WSTU.</p> <p>NOTE: It would have to be the final grade in the course. There is no way to capture a single assignment as there are only two courses over which I have control: AMST250: American Dream, and AMST451: American Studies Capstone. I want to break out of disciplinary silos like "history" because many different disciplines achieve this goal. I propose requiring at least one course with one of the following attributes: criminal justice, multicultural studies, peace studies, religion and ethics, and women's gender sexuality minor. I presume these courses will focus on achievements, inequities, and how they might be addressed. They would have to be courses listed in AMST categories A (history), B (social sciences), or C (cultural studies), ensuring they are relative to the American experience. I'd have to amend the requirements so this would trigger a BOI proposal. Would assessing a final course grade be adequate in this case? If not, I'm left with HIST104 and 105, the two halves of the American history survey, which are also taught by a variety of instructors and there too it is difficult to pin down a specific assignment to assess.</p>	
<p><b>Using a Sample of Students?</b></p> <p>No</p>	
<p><b>If yes, describe your sample.</b></p>	
<p><b>When does assessment occur?</b></p> <p>Each assessment cycle.</p>	
<p><b>How often does assessment occur?</b></p> <p>Every academic year.</p>	
<p><b>Criteria (How do you know students are achieving learning outcome?)</b></p> <p>2021-2022: 70% of majors should earn a grade of B or better in an AMST A, B, or C course with one or more of the following attributes: JMN, M CCP, MULT, PCST, RSET, WSTU.</p> <p>NOTE: I want to break out of disciplinary silos like "history." These are attributes for courses in criminal justice, multicultural studies, peace studies, religion and ethics, and women's gender sexuality minor that one presumes will focus on achievements, inequities, and how they might be addressed. The AMST categories would require that they be about the American experience. I'd have to amend the requirements so this would trigger a BOI proposal. I could not assess a discrete assignment given the range of courses and instructors. Would assessing a final course grade be adequate in this case?</p>	
1. Major/Program Student Learning Outcomes Students will be able to...	2. Phase
6. FOR 2021-2022 Examine the development of American identities and "American Dreams" within a system of privilege.	Planning
<p><b>3. Assessment Procedures (Planning/ determining)</b>  <b>Method: (ex. tests, presentations, research paper)</b></p>	

The AMST250 midterm exam, which is a take-home essay assessing the values and dreams of indigenous, African, Asian, and European populations living in what became the United States from 1620 through 1880.

**Using a Sample of Students?**

Yes

**If yes, describe your sample.**

Those majors who completed AMST250 in that AY

**When does assessment occur?**

in the spring of the AY

**How often does assessment occur?**

Every year.

**Criteria (How do you know students are achieving learning outcome?)**

A grade of B or better on the AMST250: American Dream midterm exam.

<b>1. Major/Program Student Learning Outcomes Students will be able to...</b>	<b>2. Phase</b>
7. FOR 2021-2022 Design a personalized American Dream mission statement that reflects the American experience as well as the Franciscan Tradition of servant leadership.	Planning

**3. Assessment Procedures (Planning/ determining)**

**Method: (ex. tests, presentations, research paper)**

The American Dream Servant Leader Mission Statement asks students in AMST250: American Dream to create a personal mission statement to guide them towards their own American Dream. In doing so they are required to employ examples from the course materials. As this is a Franciscan Concern course, students are also asked to reflect upon the Franciscan Tradition's embrace of servant leadership: the ideal of lifting others as they lift themselves. Students may reject servant leadership. There are examples in course materials to support a variety of choices.

**Using a Sample of Students?**

No

**If yes, describe your sample.**

**When does assessment occur?**

This assignment serves as the final exam for AMST250: American Dream

**How often does assessment occur?**

Every spring.

**Criteria (How do you know students are achieving learning outcome?)**

A grade of B or better on the American Dream Servant Leader Mission Statement assignment.

Note: If this outcome was assessed this year, 100% of majors received a grade of B or better.