SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program Name (no acronyms): American Studies	Department: American Studies
Degree or Certificate Level: Graduate Certificate	College/School: College of Arts and Sciences
Date (Month/Year): September 2022	Assessment Contact: Emily Lutenski, Chair

In what year was the data upon which this report is based collected? 2022

In what year was the program's assessment plan most recently reviewed/updated? 2022

Is this program accredited by an external program/disciplinary/specialized accrediting organization? No

1. **Student Learning Outcomes**
   Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

   We did not complete assessment for the graduate certificate in 2022 because we did not have any graduate certificate students at the appropriate stage of the program in AY21-22. (There is one required certificate course, therefore only one place in the curriculum where we can gather an artifact for assessment).

2. **Assessment Methods: Artifacts of Student Learning**
   Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail and identify the course(s) in which they were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

   N/A

3. **Assessment Methods: Evaluation Process**
   What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

   N/A

4. **Data/Results**
   What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

   N/A

5. **Findings: Interpretations & Conclusions**
   What have you learned from these results? What does the data tell you?

   N/A

6. **Closing the Loop: Dissemination and Use of <u>Current</u> Assessment Findings**
   A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

N/A

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies	
• Course content	• Course sequence
• Teaching techniques	• New courses
• Improvements in technology	• Deletion of courses
• Prerequisites	• Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan	
• Student learning outcomes	• Evaluation tools (e.g., rubrics)
• Artifacts of student learning	• Data collection methods
• Evaluation process	• Frequency of data collection

Please describe the actions you are taking as a result of these findings.

N/A

If no changes are being made, please explain why.

N/A

7. Closing the Loop: Review of <u>Previous</u> Assessment Findings and Changes
   A. What is at least one change your program has implemented in recent years as a result of assessment data?

We did complete a cycle of assessment for the graduate certificate in 2021; our prior assessment plan for the graduate certificate had only one outcome. We did not receive any feedback on our graduate certificate assessment in 2022 when we received the feedback for our other programs, and therefore we have not considered that here.

However, faculty in the program are concerned about the assessment artifact for the certificate being an exam that is taken in addition to the coursework. As a means of assessment alone this produces a useable artifact but doing so means additional labor for faculty (to write, proctor, and grade the exam) as well as for students. It also may be a deterrent to students considering our graduate certificate program.

Since the only required course for the graduate certificate is ASTD 5000, we believe it is possible to rewrite our certificate assessment plan to include course-embedded assessment in ASTD 5000, which would streamline the assessment process for both faculty and students and eliminate barriers for enrollment in the certificate program.

As a result, during AY22-23, we plan to revise our certificate assessment plan in order to include course-embedded assessment in ASTD 5000. We began to discuss this possibility when we revised our other assessment plans in Summer 2022, but we discovered we needed to do more research and have more conversation on how to create course-embedded assessments that generate usable artifacts without compromising the academic freedom of faculty.

We do have two certificate students currently in the course where we can gather an assessment artifact, and we should be able to trial a new assessment plan with their work in Spring and Summer 2023.We hope that in 2023 we will be able to refine our new assessment plan and in 2024 we will be prepared with additional data to consider any more robust changes to our graduate certificate program.

We hope the forthcoming revision to our graduate certificate assessment plan will result in improvements in our students' experience and aid us in delivering the best possible graduate education in American Studies.

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

N/A

C. What were the findings of the assessment?

N/A

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

N/A

IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.