

DEPARTMENT OF AMERICAN STUDIES

PROGRAM PERFORMANCE REVIEW

2007-2014

PRELIMINARY SELF-STUDY

February 28, 2015

TABLE OF CONTENTS

I.	Department Mission, Goals, and Environment.....	3
II.	Department Description and Analysis.....	9
III.	Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes.....	20
IV.	Faculty.....	24
V.	Student Support and Advising.....	26
VI.	Resources and Facilities.....	28
VII.	Long-Term Plans.....	29
VIII.	Appendices	
	Appendix I—Undergraduate Degree Programs Data.....	32
	Appendix II—Graduate Degree Programs Data	39
	Appendix III—Documenting Academic Achievement.....	45
	Appendix IV—Faculty.....	59
	Appendix V—Student Support and Advising.....	61
	Appendix VI—Resources and Facilities.....	65
	Appendix VII—Long-Term Planning.....	67

I. DEPARTMENT MISSION, GOALS, AND ENVIRONMENT

A. Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to university mission, goals, and strategies.

The American Studies department has a broad mission—to promote the interdisciplinary understanding of American culture in the past and present. Such understanding is increasingly relevant to an interconnected regional, national, and global society. We are justly proud of being pioneers of both interdisciplinary and multicultural teaching at Cal State Fullerton. For more than 40 years, our department has responded to changing student needs, social demographics, and new scholarly perspectives. We've been very cognizant of the need to balance excellent teaching and careful student advising with the production of first-rate scholarship. We're also very aware of the importance of maintaining a supportive environment that promotes mutual respect and close working relationships among faculty, students, and alumni. With these concerns in mind, we have developed the following department goals:

1. Build upon the high quality and national stature of our department by continuing to balance excellent teaching, attentive advisement, and innovative scholarship.
2. Continue to develop a curriculum that evolves to meet the needs of our students and that fosters critical citizenship skills in a diverse and changing global society.
3. Maintain a curriculum that promotes General Education and that prepares students to contribute to the economy and culture of our region and the larger society.
4. Encourage the understanding of cultural diversity in its local, national, and global dimensions, including respect for ethnic, racial, gender, sexual, religious, generational, regional, and class-based differences.
5. Recruit and retain a highly-qualified and diverse faculty of effective teachers well-trained in interdisciplinary scholarship and methods.
6. Retain and expand the number of successful majors, minors, and graduate students by offering engaging courses that explore cultural continuity and change, and by providing individualized guidance and advisement.
7. Promote and assess methods of teaching that develop critical thinking, interpretive skills, and effective research and writing.
8. Maintain an intellectual environment that produces innovative interdisciplinary scholarship, and thus provides nationally recognized expertise in **gender and sexuality**, ethnic, racial, regional, ethnographic, environmental, **technology**, and media studies, as well as other areas of cultural history.

9. Pursue opportunities for external and internal funding for research as well as for international exchanges and interactions, both for faculty and for students.
10. Foster a strong sense of community, purpose, and collegiality through shared departmental responsibilities, ongoing intellectual exchanges, frequent faculty-student collaboration and interaction, and increased contact with alumni.

These department goals support as well as advance the University’s four goals, as described in its current Strategic Plan, in the following ways:

Goals of the University Strategic Plan

American Studies Department Goals

<p>1. Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs.</p>	<p>1. Build upon the high quality and national stature of our department by continuing to balance excellent teaching, attentive advisement, and innovative scholarship.</p> <p>2. Continue to develop a curriculum that evolves to meet the needs of our students, that explores the unity and multiplicity of American culture, and that fosters critical citizenship skills in a diverse and evolving global society.</p> <p>3. Maintain a curriculum that supports and promotes General Education and that prepares students to understand and contribute to the economy and culture of our region as well as to the larger society.</p> <p>4. Encourage the understanding of cultural diversity in its local, national, and global dimensions, including respect for ethnic, racial, gender, religious, generational, regional, and class-based differences.</p> <p>7. Promote and assess methods of teaching that develop critical thinking, interpretive skills, and effective research and writing.</p> <p>8. Maintain an intellectual environment that produces innovative, interdisciplinary scholarship, and thus provides nationally recognized expertise in gender, ethnic, racial, regional, ethnographic, environmental, and media studies, as well as other areas of cultural history.</p>
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<p>2. Improve student persistence, increase graduation rates University-wide, and narrow the achievement gap for underrepresented students.</p>	<p>4. Encourage the understanding of cultural diversity in its local, national, and global dimensions, including respect for ethnic, racial, gender, religious, generational, regional, and class-based differences.</p> <p>6. Retain and expand the number of successful majors, minors, and graduate students by offering intellectually engaging courses that explore cultural continuity and change, and by providing individualized guidance and advisement.</p> <p>10. Foster a strong sense of community, purpose, and collegiality through shared departmental responsibilities, ongoing intellectual exchanges, frequent faculty-student collaboration and interaction, and increased contact with alumni.</p>
<p>3. Recruit and retain a high-quality and diverse faculty and staff.</p>	<p>1. Build upon the high quality and national stature of our department by continuing to balance excellent teaching, attentive advisement, and innovative scholarship.</p> <p>5. Recruit and retain a highly-qualified and diverse faculty of effective teachers well-trained in interdisciplinary scholarship and methods.</p> <p>8. Maintain an intellectual environment that produces innovative, interdisciplinary scholarship, and thus provides nationally recognized expertise in gender, ethnic, racial, regional, ethnographic, environmental, and media studies, as well as other areas of cultural history.</p> <p>9. Pursue opportunities for external and internal funding for research as well as for international exchanges and interactions, both for faculty and for students.</p> <p>10. Foster a strong sense of community, purpose, and collegiality through shared departmental responsibilities, ongoing intellectual exchanges, frequent faculty-student collaboration and interaction, and increased contact with alumni.</p>

<p>4. Increase revenue through fundraising, entrepreneurial activities, grants, and contracts.</p>	<p>9. Pursue opportunities for external and internal funding for research as well as for international exchanges and interactions, both for faculty and for students.</p> <p>10. Foster a strong sense of community, purpose, and collegiality through shared departmental responsibilities, ongoing intellectual exchanges, frequent faculty-student collaboration and interaction, and increased contact with alumni.</p>
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AMERICAN STUDIES GOALS AND STUDENT LEARNING OUTCOMES (SLOs):

Since our last review, we’ve streamlined our Learning Goals and Student Learning Outcomes (SLOs), which guide our efforts to assess student learning. These goals are:

GOAL 1: MASTERING A BODY OF INTERDISCIPLINARY KNOWLEDGE:

Students will acquire a deep and broad body of knowledge about how American culture has functioned in the past and present, and about the diverse experiences of different groups of Americans in different eras. They will:

SLO 1: Demonstrate an understanding of the concept of culture and the functioning of American cultural institutions and processes in the past and present, integrating different kinds of knowledge produced by scholars from both the humanities and the social sciences.

SLO 2: Express an understanding of American cultural diversity that recognizes both commonalities and differences in the experiences of different groups, and that considers both the shaping and the functioning of categories of difference—including race, ethnicity, gender, sexuality, and class—in different regions and eras.

SLO 3: Become informed citizens who understand American political and social issues within historical and cultural contexts, and who can situate American history and culture, including ideas, peoples, and objects, within broader global contexts.

GOAL 2: ACQUIRING AMERICAN STUDIES SKILLS:

Students will acquire skills needed to interpret and explain American cultural experiences in the past and present. They will be able to:

SLO 4: Interpret and analyze critically a range of cultural documents and expressive forms, including folk culture, elite expressions, mass media, and material objects.

SLO 5: Design and carry out an original interdisciplinary research project exploring American culture that makes use of both primary and secondary sources.

SLO 6: Communicate complex arguments, ideas, and research findings about American culture in clear and well-organized written papers and oral presentations.

B. Briefly describe the changes and trends in the discipline and the response of the unit to such changes

The most striking trend within American Studies over the past decade is what has been called the “transnational turn”—situating teaching and research on the development of American culture within broader and deeper global frameworks. Such frameworks, as described in the new *Journal of Transnational American Studies* (begun in 2009), emphasize “multidirectional flows of peoples, ideas, and goods” across national borders, while also situating American culture within wider Atlantic and Pacific worlds.

Fortunately, this has long been a department strength. In the past, faculty members have taught American Studies abroad as Fulbright professors (Steiner in Hungary and Poland, Zenderland in Germany), participated in a faculty exchange with the University of Tübingen in Germany (Battan), sponsored a scholar from the Republic of Georgia as part of a State Department Program, and educated graduate students from Benin, Brazil, China, England, Germany, Indonesia, Japan, Lithuania, and Vietnam. We’re especially pleased that during this review period, five scholars selected by the International Fulbright Program—from Poland, Russia (2), Hungary, and Azerbaijan—have chosen to participate in our MA program, while one of our majors (Brittany Franck) won a Fulbright scholarship to Germany and a second (Patrick Heyer) is currently on a short list for a Fulbright to Turkey. Our curriculum has also proven valuable to Peace Corps volunteers, for during this period two former Peace Corps workers—after serving in Kyrgyzstan (Nate Horton) and Senegal (Patrick Heyer)—earned MA degrees here, while three students completed our MA program and then joined the Peace Corps—in Ethiopia (Brittney Franks), China (Melanie Pyles), and Jordan (Teresa Garcia).

Faculty scholarship during this period also demonstrates strong interests in situating American history and culture within transnational contexts. In 2009, Ball co-edited a special issue of *Radical History Review* called “Reconceptualizations of the African Diaspora,” which explored African-American history within a global framework. In 2010, Battan contributed a chapter to a volume called *Darwin in Atlantic Cultures*, while Woo has a chapter accepted for a volume called *Conversations on Transpacific History*. In 2010 Zenderland participated in a German sociological conference on “Transnationalism and Society”; she also published an article in *Isis* comparing African-American and Eastern European Jewish research in the 1930s. In 2012 Golub published “A Transnational Tale of Teenage Terror: *The Blackboard Jungle* in Global Perspective” in *Red Feather: An International Journal of Children’s Visual Culture*; it will be republished in the *Journal of Transnational American Studies* this year. Steiner currently serves on the board of the *Hungarian Journal of English and American Studies* and Woo on the board of *American Studies: Eurasian Perspectives*. During this period, American Studies faculty have had their work accepted for refereed conferences in Italy, France, England, Canada, Germany,

Turkey, Finland, and Portugal, while in summer 2012 Battan won a Visiting Fellowship in North American Studies to conduct research in London.

Efforts to use American cultural studies to promote international understanding are also evident in faculty teaching. In 2011, Lane taught American Studies summer classes in Port Elizabeth, South Africa as part of the CSUF Study Abroad program. Golub regularly offers lectures introducing American culture to Chinese educators studying on campus, while faculty teaching AMST 101 (Introduction to American Culture) regularly educate large numbers of University Extended Education foreign exchange students. Since 2009, American Studies graduate students can choose “The National and the Global” as an area of specialization for their M.A. examinations, while in 2014 a class called “American Popular Culture and the World” (AMST 448) was permanently added to the American Studies curriculum. In sum, during this review period, the “transnational turn” is very much in evidence in this department’s teaching, service, and scholarship.

C. Identify the unit’s priorities for the future

The department’s priorities for the future include the following:

1. Decide the best ways to replace retiring faculty members.
2. Establish a new internship program.
3. Expand our graduate program.
4. Continue to develop our assessment strategies, especially regarding our MA program, including establishing a procedure to regularly update our MA Reading list and to review our MA examination process.
5. Continue to promote student success through careful and consistent monitoring of student progress through the major.
6. Reach out to local high schools and community colleges to try to recruit more majors as freshmen or sophomores.
7. Maintain closer ties with our alumni, particularly through new media.
8. Continue to focus on career guidance as much as possible.
9. Try to increase scholarship funding for our majors
10. Consider expanding our online class offerings.

D. Programs Offered in a Special Session Self-Support Mode

We do not offer programs in a Special Session self-support mode.

II. DEPARTMENT DESCRIPTION AND ANALYSIS

The American Studies Department offers students a wide-ranging and well-integrated interdisciplinary curriculum that examines American culture—the shared system of beliefs, behavior, symbols, and material objects through which Americans have given meaning to their lives. Courses deal with American life in the past and present, thus allowing students to better understand their own experiences as well as those of others. The curriculum covers a broad range of subjects, including the historic development of American institutions and ideals, the shaping of ethnic, racial, gender, sexual, class, and regional identities, the influence of popular as well as elite culture, patterns of work, leisure, and consumption, responses to the natural and the built environment, and America’s role within a changing global world. We are the largest M.A.-only American Studies program in California and one of the largest west of the Mississippi. Because of its depth, breadth, and quality, our department has earned a national reputation and draws graduate students from across the nation and around the world.

Promoting an Innovative Curriculum and First-Rate Teaching

Our curriculum is designed to meet the needs of Orange County’s increasingly diverse population. Towards this end, it places a particular emphasis on exploring cultural diversity. American Studies programs helped pioneer the interdisciplinary study of ethnicity, race, class, gender, and region as early as the 1940s and 1950s. Our department has promoted a multicultural approach toward studying American culture since its inception in 1969; one of our first required courses, “American Character,” was designed to study “cultural pluralism” by exploring ethnic, racial, regional, gender, sexual, generational, and class differences. Numerous American Studies courses explore both the commonalities among and the distinctiveness of American cultural experiences. During this period, we’ve continued to broaden the curriculum in new ways. At the time of our last Performance Review, we were teaching a “special” course called “Sexual Orientations and American Culture” (AMST 473); in 2008, it became the first course added to the curriculum that focused on what would now be called LGBT Studies. In Fall 2015, we’ll be teaching the first Disability Studies course on this campus (AMST 390: Disability and American Culture).

Since it is designed to be interdisciplinary, our curriculum also works well with those of other departments. We have a large number of double majors, particularly with departments in the School of Communications, since we offer courses on media and culture that fit well with their curricula and that help prepare students for employment in Southern California’s entertainment industry. Our majors can earn a History/Social Studies teaching credential. American Studies courses were also incorporated into the “World Language: English Language Development” program being proposed by the Modern Languages Department, since we offer comprehensive overviews of American culture particularly useful for future TESOL teachers. We’ve also worked closely with the Environmental Studies program, with Steiner co-sponsoring a lecture series on “Sustainability” in 2013. Both Lystra and Snyder regularly teach courses in the Honors Program. We’ve also been very active not only in promoting General Education but also in the new university lower-division Pathways program as well as the HSS upper-division Pathways program.

The department constitutes a community deeply committed to excellence in teaching. American Studies classes are labor-intensive for faculty, since we don’t use multiple-choice or Scantron-graded

exams; instead, all classes require written essays. Students regularly give these classes high evaluations on Student Opinion Questionnaires, while in our annual alumni surveys, 85% of respondents reported the quality of instruction in their American Studies classes to be higher than the norm. In 2012, students voted Lystra the Outstanding Honors Professor for “fostering an environment of intellectual growth and understanding.” Ibson’s longstanding efforts to make classrooms safe and welcoming places for gay and lesbian students has also been recognized, for in 2012 he received the “Courage and Vision Award” from the Orange County Equality Coalition, and in 2013 the “Hope is Never Silent Award,” given in honor of Harvey Milk by the Orange County Center. The high quality of graduate instruction has also been recognized, for during these seven years American Studies graduate students twice won the university-wide Giles T. Brown Award for Outstanding MA thesis, while another American Studies thesis is the current HSS nominee for this year’s award (to be chosen later this spring).

Producing First-Rate Interdisciplinary Scholarship

In addition to promoting excellence in teaching, this department has always recognized the importance of contributing first-rate interdisciplinary scholarship to our field. We also realize that producing such scholarship requires extensive commitments of time as well as ongoing financial support, particularly when it requires working in distant historical archives or conducting extensive interviews. With these factors in mind, we’re particularly proud of the significant contributions to interdisciplinary scholarship made by American Studies faculty members.

In the period under review, department members published four important books with major university presses:

- Carrie Lane, *A Company of One: Insecurity, Independence, and the New World of White-Collar Unemployment* (Cornell University Press, 2011);
- Erica Ball, *To Live an Antislavery Life: Personal Politics and the Antebellum Black Middle Class* (University of Georgia Press, 2012);
- Michael Steiner, ed., *Regionalists on the Left: Radical Voices from the American West* (University of Oklahoma Press, 2013);
- Elaine Lewinnek, *The Working Man's Reward: Chicago's Early Suburbs and the Roots of American Sprawl* (Oxford University Press, 2014).

A fifth book by Terri Snyder, *The Power to Die: Slavery and Suicide in Early American History, 1619-1830* (University of Chicago Press, 2015) is currently in press. Four additional books are currently in different stages of review with different presses: Carrie Lane and Jong Bum Kwon, eds., *Anthropologies of Unemployment: The Changing Study of Work and Its Absence* (under review at Cornell University Press); Erica L. Ball and Kellie Carter Jackson, eds., *Reconsidering Roots: Observations on the 40th Anniversary of a TV Mini-Series that Changed the Way We Understood American Slavery* (under review at University of Georgia Press); Adam Golub and Heather Richardson Hayton, eds., *Monstrous Pedagogies: Teaching Monsters in the Arts and Humanities* (under review at McFarland Press); and Elaine Lewinnek,

Michael Steiner, Gustavo Arellano, and Thuy Vo Dang, *A People's Guide to Orange County* (under review at University of California Press).

Faculty members have also published interdisciplinary scholarship in first-rate peer-reviewed journals. These include an article by Woo in *American Quarterly* (journal of the American Studies Association), Snyder in the *Journal of American History*, *William and Mary Quarterly*, and *Law and History Review*; Lewinnek in *Journal of Urban History* and *Pacific Historical Review*; Lane in *American Ethnologist* and *Iowa Journal of Cultural Studies*; Golub in *Film and History*, *Transformations: Journal of Inclusive Scholarship and Pedagogy*; *Ethos: A Digital Journal of Arts, Humanities, and Public Ethics*, *Red Feather*, and *Hybrid Pedagogy*; *A Digital Journal of Teaching, Learning, and Technology*; Steiner in *American Studies* and *California History*; and Zenderland in *Isis: Journal of the History of Science Society*. Equally significant are refereed book chapters in interdisciplinary volumes. These include chapters by Ball in *Clio in the Classroom: Teaching U.S. Women's History* (Oxford Univ. Press, 2009), in *Fathers, Preachers, Rebels, Men: Black Masculinity in U.S. History and Literature, 1790-1945* (Ohio State Univ. Press, 2011), and in *When Private Talk Goes Public: Gossip in United States History* (Palgrave Macmillan 2014); by Jesse Battan in *Civilizing and Decivilizing Processes: Figurational Approaches to American Culture* (Cambridge Scholars Press, 2010) and in *Darwin in Atlantic Cultures* (Routledge, 2010); by Ibson in *Reading Brokeback Mountain: Essays on the Story and the Film* (MacFarland, 2007); by Lane in *Beyond the Cubicle: Insecurity Culture and the Flexible Self* (Oxford Univ. Press, 2015) and in *A World of Work* (Cornell Univ. Press, 2015); by Lewinnek in *Debt: Ethics, the Environment, and the Economy* (Indiana Univ. Press, 2013); and by Snyder in *Virginia Women: Their Lives and Times* (Univ. of Georgia, 2015) and in *Early Modern Virginia: Reconsidering the Old Dominion* (Univ. of Virginia Press, 2011).

The outstanding quality of this scholarship has been recognized in several ways. Lane's book won the 2012 Society for the Anthropology of Work Book Award and was a Finalist for the 2012 Book Award of the Society for Economic Anthropology. Two of Snyder's articles have won "Best Article" prizes: the Judith Lee Ridge Prize from the Western Association of Women Historians in 2011, and the Elizabeth A. Taylor Prize from the Southern Association of Women Historians in 2013. The special issue of *Radical History Review* edited by Ball and others won "Honorable Mention" for "Best Special Issue of 2009" from the Council of Editors of Learned Journals. In 2014 Zenderland's research won a "Lifetime Achievement Award" from the History of Psychology Division of the American Psychological Association. And during this period, both Snyder and Lystra were invited to serve as "Distinguished Lecturers" of the Organization of American Historians, the most prestigious American history association.

The interdisciplinary range and high quality of the department's research can also be gauged by the number, stature, and diversity of organizations and institutions where American Studies faculty members have presented papers, thus representing Cal State Fullerton. During this review period, these include annual meetings of the following:

American Studies Association, American Historical Association, Organization of American Historians, American Anthropological Association, American Sociological Association, American Psychological Association, American Ethnological Society, American Literature Association, Modern Language Association, Western Literature

Association, Popular Culture Association, Urban History Association, Berkshire Conference on the History of Women, Western Association of Women Historians, Northern Great Plains History Conference, California American Studies Association, Association of Asian-American Studies, Association for Jewish Studies, Dark Room Symposium on Race and Visual Culture, Society for Historians of the Early American Republic, McNeill Center for Early American Studies, Center for Working-Class Studies, Center for 21st Century Studies, National Gallery of Art, Chicago History Museum, Huntington Library, Korean Studies Institute, Archives of the History of American Psychology, Cheiron Society for the History of the Behavioral and Social Sciences, American Studies Association of Turkey, European American Studies Association, European Society for the History of the Human Sciences, International Society for the History of the Neurosciences, German Sociological Association, and the International Conference of the *Institut des Amériques*.

Serving the Department, the University, and the Profession

The department places a high value on collegiality, shared responsibilities, and participatory decision-making. Every member plays an active and vital role within the department. This is evident even among our newest faculty, for Woo is currently advising the American Studies Student Association while Abnet will be the faculty advisor for the next issue of the student journal, *American Papers*. Faculty memberships on departmental and university committees are far too numerous to list here. Some service activities during this review period, however, are particularly noteworthy. In 2013 Battan completed an outstanding 15-year term as department chair, during which he successfully managed a marked expansion in the number of American Studies classes and faculty; he then served a year (2013-14) as Interim Associate Dean of HSS, while Zenderland became chair. Ball is currently the Faculty Representative to the Board of Governors of the CSUF Philanthropic Foundation—the first HSS faculty member to be appointed to this prestigious position. She is also currently Acting Chair of African-American Studies and has been working diligently to place this department on a sound footing. Lane was a member of the campus AB-540 Taskforce, which deals with issues affecting students who lack U.S. citizenship. Lewinnek is a Board member of the Faculty Development Center and on the Environmental Studies Council. Between 2010 and 2014, Golub chaired the History/Social Science Subject Matter Preparation Program Committee, which oversaw the revision of the social science teaching credential. Steinle has played an important role in advising students on the graduate admissions process. Ibson was a co-proposer of the new Queer Studies minor in the Department of Women and Gender Studies. All members of this faculty are also deeply engaged in professional service—including as evaluators for manuscripts, articles, or grants, as members of editorial boards, or as officers in various organizations. During this period, we note in particular Lane's selection as a Leadership Fellow for the American Anthropological Association, Snyder's and Lystra's service as Distinguished Lecturers for the Organization of American Historians, and Steiner's work on the Editorial Board of our national journal, *American Quarterly*.

A. Identify substantial curricular changes in existing programs since the last program review.

Changes in the Undergraduate Program

The main change in our undergraduate program during this period has been to substantially enrich our elective offerings. Reflected in these new courses are developments within American Studies scholarship, new areas of faculty expertise, and changing student interests and needs. Interestingly, all four areas later chosen as themes for the new G. E. lower-division Undergraduate Pathways Program are also reflected in new American Studies upper-division electives developed in this period: Global Studies (AMST 448: Popular Culture and the World); Sustainability (AMST 404: Americans and Nature); Food, Health, and Well-Being (AMST 418: Food and American Culture); and Power and Politics (AMST 324: American Immigrant Cultures). Other courses reflect developments affecting the economy and work life (AMST 410: The Office; AMST 425: Americans at Work; AMST 459: Technology and American Culture), new aspects of American popular culture (AMST 428: American Monsters; AMST 408: Gaming and American Culture), and a continuing emphasis upon exploring the diverse cultural experiences of different groups of Americans (AMST 473: Sexual Orientations and American Culture; AMST 447: Race, Sex, and American Urban Culture; AMST 390: Disability and American Culture).

New Electives added to the Curriculum, 2008-2014 or proposed Fall 2014:

*Courses proposed during the last review period but officially added during this one

AMST 473: Sexual Orientations and American Culture*
AMST 439: American Photographs as Cultural Evidence*
AMST 476: The Cultures of Early America*
AMST 409: Consumer Culture
AMST 447: Race and American Popular Culture
AMST 488: Race, Sex, and American Urban Culture
AMST 410: The Office: White Collar Work and American Culture
AMST 404: Americans and Nature
AMST 418: Food and American Culture
AMST 425: Americans at Work
AMST 448: American Popular Culture and the World
AMST 324: American Immigrant Cultures
AMST 390: Disability and American Culture
AMST 428: American Monsters (proposed 2014)
AMST 408: Gaming and American Culture (proposed 2014)
AMST 459: Technology and American Culture (proposed 2014)
AMST 451: Fashion in American Culture (proposed 2014)
AMST 495: Internship course (proposed 2014)

Changes in the Graduate Program

In our last Performance Review, we stated that our M.A. Comprehensive Examination required a major restructuring. We undertook that process during this review period, beginning in Fall 2008. Previously, students taking this exam were required to read a list of approximately 25 books chosen to represent American culture and history, along with several essays on American Studies history and theory. Based on these readings, they then wrote three essays over a 3-day period that focused on three topics: “The American Studies Movement: History and Theory,” “Processes of Cultural Change,” and “Cultural Pluralism.”

There were several reasons for dissatisfaction with this exam. The first concerned the process of deciding which 25 books to include on our list of required readings. Updating this list always proved deeply problematic, for we were trying to balance different historical eras, different subfields, different cultural experiences, and different methodological approaches; as a result, some important areas were inevitably left unrepresented. A second problem concerned the very idea of separating “Processes of Cultural change” from “Cultural Pluralism.” Instead, we wanted to incorporate the diverse experiences of different groups of Americans into all three questions.

After our assessment process helped us to focus on what needed to be changed, we met as a Committee of the Whole to begin restructuring both the reading list and the Comprehensive Examination. Under the guidance of our Graduate Advisor, Pam Steinle, we reorganized both by first designating seven American Studies subfields:

1. Expressive Forms
2. Gender and Sexuality
3. Institutions and Ideals
4. The National and the Global
5. Natural and Built Environments
6. Race, Ethnicity, and Class Formation
7. Work, Consumption, and Leisure

The Department then established working subcommittees to develop new reading lists (containing 14 to 16 books each) for each subfield. In each list, we tried to include books that explored different time periods (from the colonial era to the present) and that examined the diverse experiences of different groups of Americans. Graduate students taking this exam now choose three subfields, as well as a faculty advisor to help them prepare for each subfield, for they must be able to discuss and analyze 10 books from each subfield. The new Comprehensive Examination includes two questions for each subfield: one dealing with “Methods of Understanding Cultural Processes,” and the other with “Cultural Processes of History.” Students must answer a “Methods” question from one subfield and a “History” question from another; the type of question selected for the third subfield is the student’s choice. They now have 4 days to write these three essays (with a fifth day added for foreign students).

By spring 2009, all the faculty subcommittees, after several meetings, had established their new subfield reading lists. The new lists and new M.A. Exam went into effect in the 2009-10 school year; graduate students were given a choice of using either exam for two years (since some had

already started preparations using the old reading list). After that we switched to the new structure exclusively.

The new M.A. Comprehensive Examination process has proven much more satisfactory than the old one—not only to faculty but also to graduate students who can now specialize in choosing their subfields. We now need to devise a process to reconsider our subfields and to update our reading lists on a regular basis. This is one of the tasks that our Assessment Committee will tackle in the coming year.

B. Describe the Structure of the Degree Program (e.g. identify required courses, how many units of electives) and identify the logic underlying the organization of the requirements.

The Structure of the B.A. Degree Program

American Studies is a thirty-six-unit undergraduate major that requires twelve units of core courses and twenty-four units of upper division electives. The major provides students with a well-organized sequence of courses, with a "beginning," a "middle," and an "end."

Our "beginning" courses (AMST 101, 201, and 301) introduce students to key ideas emphasized in our Student Learning Goals. For majors, the "beginning" consists of two required core courses, AMST 201 (Introduction to American Studies) and AMST 301 (American Character), which, taken together, introduce students to the major approaches we adopt in the study of American culture. Specifically, AMST 201 emphasizes historical development and periodization, and introduces students to the concept of culture and to interdisciplinary scholarship. AMST 301 emphasizes cultural diversity and the formation, development, and maintenance of personal, group, and national identities in the modern world. We also teach AMST 101, which offers General Education students an introduction to the interdisciplinary study of American culture; while this class does not count for the major, it can be used as an elective for the minor.

The "middle" portion of the student's progress consists of nine three-unit courses. One of these is a required core course, AMST 350 (Theory & Method of American Studies), which examines the history of the American Studies movement as well as theories and methods from both the humanities and social sciences used to study culture. The remaining eight courses are upper-division electives, which each major selects in consultation with a faculty adviser. Students may take all eight electives in American Studies or they may include up to four courses from other departments, such as African American studies, anthropology, Asian-American Studies, Chicano studies, communications, criminal justice, English, geography, history, political science, psychology, or sociology. Students can also choose to focus on a theme of interest which pertains to the American experience. Possible (but not exclusive) examples of such themes include ethnicity and race, gender and sexuality, mass media and popular culture, expressive forms, or law and society. In these eight elective classes, students gain "practice" in using the concepts and interpretive skills spelled out in our Student Learning Outcomes.

The "end" of the major consists of our required capstone seminar, AMST 401T (Proseminar in American Studies), a variable topics course usually taken during a student's senior year. Recent (and likely future) topics have included "War and American Culture," "Mark Twain and his World,"

"Literature and Culture," "American Culture through Social Science," "Reading the City: Stories of Los Angeles," "Culture and Commerce of American Music," "The Body in American Culture," "American Suburban Culture," "Civil Rights and American Culture," "Gender in American Life and Thought," and "Adolescent America." Students in these capstone seminars conduct extensive research and then write long papers (approximately 20 pages) on some aspect of the common topic, thus demonstrating that they have "mastered" all of the department's Student Learning Outcomes.

Our undergraduate "Curriculum Map" illustrates this process of introducing majors to key ideas and skills and then offering opportunities to "practice" and ultimately to "master" them.

AMERICAN STUDIES UNDERGRADUATE CURRICULUM MAP

	SLO 1: Understanding the Concept of Culture	SLO 2: Examining Cultural Diversity	SLO 3: Promoting Citizenship and Global Awareness	SLO 4: Analyzing a Range of Artifacts	SLO 5: Developing Research Skills	SLO 6: Strengthening Writing Skills
AMST 101	INTRODUCED		INTRODUCED	INTRODUCED		INTRODUCED
AMST 201	INTRODUCED	INTRODUCED	INTRODUCED	INTRODUCED		INTRODUCED
AMST 301	PRACTICED	INTRODUCED	PRACTICED	PRACTICED		PRACTICED
Upper- Division Electives	PRACTICED	PRACTICED	PRACTICED	PRACTICED	INTRODUCED	PRACTICED
AMST 350	MASTERED	PRACTICED	MASTERED	PRACTICED	PRACTICED	PRACTICED
AMST 401T	MASTERED	MASTERED	MASTERED	MASTERED	MASTERED	MASTERED

The Structure of the M.A. Degree Program

Our American Studies M.A. is a thirty-unit degree that requires a six unit core of two 500-level American Studies seminars, twenty-one units of 400 and 500 level elective course work in American Studies and related disciplines, and a three unit exit requirement of either a thesis or a comprehensive exam. The M.A. curriculum provides graduate students with a clearly organized series of courses with a "beginning," a "middle," and an "end."

The "beginning" part of MA program consists of two core seminars (AMST 501 and AMST 502T) that provide every cohort with a carefully structured, year-long sequence of courses. AMST 501 (Theory and Method), offered every Fall, explores the concept of culture from an interdisciplinary perspective by considering the ways that different disciplines have addressed cultural questions. It also introduces students to the seven subfields of American Studies used in our Comprehensive Exam. AMST 502T (Seminar: Selected Topics), offered every Spring, is designed to develop research and writing skills while examining a topic in the field. Representative topics for AMST 502T include: "Race in American Studies," "Gender and Theory in American Studies," "Space, Place, and Architecture," "Theories of Popular Culture," and "Public Memory."

The “middle” twenty-one unit stage of our students’ progress toward the M.A. consists of seven 400 and 500 level electives carefully chosen in consultation with the department’s graduate advisor. These courses allow our students to explore a wide variety of subjects and to continue to develop their research and writing skills with the final goal of focusing upon a thesis topic or the comprehensive exam. The middle portion is composed of three sub-areas: twelve units of 400-500 level course work in American Studies; six units of 500 level coursework in related disciplines (such as anthropology, art, communications, English, geography, history, sociology, English, political science, or sociology); and a three unit “skill elective” that allows each student to develop a methodological skill through a formal class or do an internship.

The “end” of the M.A. is a three unit carefully designed and closely advised exit requirement. Graduate students have two options for completing this capstone experience: they can write a scholarly M.A. thesis or they can complete a three-part, four-day comprehensive exam. With the help of the department’s graduate advisor, each student selects a three-person committee to oversee and evaluate his or her thesis or comprehensive exam. Our graduate students have benefited from both exit requirements as a means of mastering the field of American Studies, with a significant number moving on to doctoral programs every year and others applying what they have learned to their professional development. By the time they have successfully completed either a thesis or a comprehensive exam, students should have clearly demonstrated that they have mastered all six of our Student Learning Outcomes.

Our graduate program “Curriculum Map” illustrates this process of introducing graduate students to key ideas and skills and then offering opportunities to “practice” and ultimately to “master” them.

AMERICAN STUDIES GRADUATE PROGRAM CURRICULUM MAP

	SLO 1: Understanding the Concept of Culture	SLO 2: Examining Cultural Diversity	SLO 3: Promoting Citizenship and Global Awareness	SLO 4: Analyzing a Range of Artifacts	SLO 5: Developing Research Skills	SLO 6: Strengthenin g Writing Skills
AMST 501	INTRODUCED	INTRODUCED	INTRODUCED	INTRODUCED		
AMST 502	PRACTICED	PRACTICED	PRACTICED	PRACTICED	INTRODUCED	INTRODUCED
AMST Electives	PRACTICED	PRACTICED	PRACTICED	PRACTICED	PRACTICED	PRACTICED
Outside Field Electives	PRACTICED	PRACTICED	PRACTICED	PRACTICED	PRACTICED	PRACTICED
Skill Requirement	PRACTICED	PRACTICED	PRACTICED	PRACTICED	PRACTICED	PRACTICED
AMST Thesis	MASTERED	MASTERED	MASTERED	MASTERED	MASTERED	MASTERED
AMST Comprehensive Examination	MASTERED	MASTERED	MASTERED	MASTERED	MASTERED	MASTERED

C. Using data provided by the Office of Analytic Studies/Institutional Research, discuss student demand for the unit's offerings; discuss topics such as over enrollment, under enrollment (applications, admissions and enrollments), retention (native and transfer), graduation rates for majors, and time to degree. (See appendix 1).

During this review period, student demand for American Studies classes has continued to rise markedly. In spring of 2007, we enrolled 2579 students (515.8 FTES); in spring of 2015, we've enrolled 2925 students (585 FTES)—as well as additional University Extended Education students (including many international students) that don't count in our FTES.

The data on Time to Degree, Retention, and Graduation Rates must be analyzed carefully since the number of students who enter the University as American Studies majors is extremely small. In fact, in two of the years analyzed here, 2005 and 2010 (the entry years for students potentially graduating in 2009 or 2014), the number of entering American Studies freshmen was 0, while in 2007 and 2008 that number was 1. This is because American Studies is not traditionally taught in high schools, so freshmen don't learn about it until they get here and begin taking American Studies classes. Given these very low numbers, what is particularly striking are the number of students who migrate to this major—largely due to excellent teaching and courses that respond to student interests and needs. Thus, although we began the 2010 school year with no entering freshmen declaring American Studies as their major, four years later, by the end of the 2013-14 school year, the American Studies department graduated 65 students (majors and double majors). At the present time (February 2015), the number of American Studies majors is 121, with 51 minors and 27 graduate students, for a total of 199 active students.

The data on Time to Degree look very strong, with most American Studies majors taking between 4 and 5 years to graduate. However, these data too need to be interpreted with caution. Students are most likely to drop out of school during their freshman year; they don't usually declare American Studies as their major until they are juniors or seniors, by which time they are more likely to stay in school and more focused on graduating. As a result, comparing these data with numbers from departments with many entering freshmen can be misleading. Even so, these data show that not only our majors but also our double majors are graduating in a reasonable time frame. This suggests that adding a second major has not slowed down graduation rates; instead, students appear to be using the extra units needed to graduate to fulfill a second major that can enrich their original major (e.g. Communication) and that will also enhance both their skills and their chances of finding jobs in diverse fields.

There are no American Studies courses identified as “bottleneck” classes. (Faculty members also follow a policy of adding any graduating senior who needs a required class, even if this means exceeding the normal class enrollment.) However, with more majors and minors, we may need to schedule more sections of our two required upper-division classes, AMST 350 (Theory and Methods) and AMST 401T (capstone senior seminar) per semester. At the present time, we schedule two sections of AMST 401T and one of AMST 350 per semester, with an extra section of AMST 350 added every other semester. More may be needed in the future.

All of these data suggest the need to continue very close and careful tracking not only of enrollment data but also of Time to Degree, Retention, and Graduation Rates to be sure that we are effectively serving our majors and minors.

D. Discuss the unit's enrollment trends since the last performance review, based on enrollment targets (FTES), faculty allocation, and student faculty ratios. For graduate programs, comment on whether there is sufficient enrollment to constitute a community of scholars to conduct the program.

Undergraduate Enrollment Trends:

During this review period, our enrollments rose markedly. In the spring 2008 semester, our FTES was 517.6. Seven years later (spring 2015), that figure is 617.1. Since 2007-08, our targets and our enrollments went up consistently until they reached a high FTES of 653.2 in 2012-13. The following year (2013-14), they suddenly went down to 606.1 (for reasons we cannot explain). However, this year these numbers started rising once again.

Our FTEF during this period went from 20 to a high of 23.5; it is now 22. Our Student Faculty Ratio (SFR) at one point reached an excessively high 29.7; it is now 27.1, which is still among the highest in HSS, which averages an SFR of 25.1.

Graduate Enrollment Trends:

During this review period, our M.A. program has admitted students from Cal State and UC campuses as well as from across the country and around the world (including from Poland, Russia (2), Japan, and Denmark, as well as visiting scholars from Hungary and Azerbaijan). Between fall 2008 and fall 2012, our entering graduate class ranged from 17 to 21 students. In 2013-14, however, we had a drop in applications (from 35 to 19) and the entering class contained 7 students. This fall we admitted 10 students. We suspect that this reflects a national trend, with students becoming less willing to incur indebtedness in furthering their education. Whatever the reasons, we have increased our recruiting efforts this year. At present, we have enough graduate students to constitute a well-functioning intellectual community, since several cohorts usually take many of their classes together.

E. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions or discontinuances. Relate these plans to the priorities described above in section I.C.

The only undergraduate curricular change that we are currently planning is to develop an internship program for the major. Lane and Snyder have already proposed a new course for this (AMST 496: Internship) but have not yet taught it.

We're also planning to once again review our M.A. Reading List as well as the subfields we now specify for our M.A. Comprehensive Examination (as part of our assessment of the graduate program). If we decide to change these, then the graduate curriculum will also change in order to prepare students for this exam. These potential curricular changes are cited in the department's priorities for the future.

F. Include information on any Special Sessions self-support programs offered by the department/program.

While the American Studies department usually offers G.E. classes during Intersession and Summer sessions, we do not offer any Special Sessions self-support programs.

III. DOCUMENTATION OF STUDENT ACADEMIC ACHIEVEMENT AND ASSESSMENT OF STUDENT LEARNING OUTCOMES

Assessing Undergraduate Student Learning: Direct and Indirect Assessment Methods

The American Studies Department has a long and ongoing history of developing and refining practices to assess student learning. The department's assessment activities began in 2003, when we established an Assessment Committee consisting of the Department Chair and faculty members who taught our two upper-division required classes: AMST 350 (Theory and Methods) and AMST 401T (the capstone senior seminar). Committee members met annually to discuss the best ways to improve student performance; they then shared their recommendations with the department. In the years since, this process gradually became more formalized. Our Assessment Committee now consists of three elected members. Faculty teaching AMST 350 and AMST 401T are asked to submit a written report at the end of each semester documenting the strengths and weaknesses that they perceive in student performance. The Assessment Committee then reviews these reports and sends a summary with recommendations to the department. In 2003, the department also began asking alumni to complete a questionnaire about their experiences in the summer following their graduation. These surveys have allowed us to identify and respond to changing student needs. Although both of these kinds of data—one documenting faculty perceptions and one documenting student perceptions—constitute indirect assessment, they are important components of our overall assessment strategy.

In 2008, we also began gathering evidence for a direct assessment of student learning. We first identified five learning goals and 15 student learning outcomes. (See Appendix III). Beginning that year and in each year following, the chair asked faculty members to save papers written by AMST majors in our lower-division General Education classes. We then established an individual "portfolio" for each of these students' papers. As soon as AMST 401T was completed, a student's "portfolio" was considered complete. We expected that after four years, we could use this evidence to answer the following question: Based on this sample of portfolios containing student work, what percentage of our majors demonstrated an increasing sophistication in addressing the issues in our learning goals? By 2012, we had portfolios for over

100 majors containing at least one paper; of these, 14 included AMST 401T papers and were thus ready to be assessed.

Results of Direct Assessment of Student Learning:

In spring 2012, the Assessment Committee met with the chair to begin using these portfolios to directly assess student learning. After conducting a preliminary examination, however, we discovered a problem with our method. Some portfolios clearly demonstrated what we had hoped to find—that is, evidence of increasing sophistication in comprehending key concepts as students progressed from lower-division to upper-division classes. Others, however, could not be assessed in this way, for students had evidently taken these classes out of order. Instead of following the recommended sequence, many students took classes whenever they fit their work schedules—a necessary strategy for students who work as many hours as ours do. Moreover, many students became AMST majors as juniors and seniors (or after transferring from community colleges) and then took whatever lower division requirements they needed. As we quickly saw, basing our assessment strategy on the assumption that students would take courses in a recommended sequence was unrealistic.

So we modified our plan. Instead of using these portfolios to gauge improvements over time, we used them to address a slightly different but equally valid question. We now asked: Based on this sample of portfolios containing student work, what percentage of our majors had clearly mastered all five of our Learning Goals by the time they completed AMST 401T?

To answer this question, the Assessment Committee first developed a rubric to record direct evidence of student learning related to each of our five Learning Goals. They then determined an acceptable outcome: at least 75 percent of these portfolios should include evidence documenting the acquisition of all five Learning Goals. Using this rubric, the Committee assessed 14 student portfolios containing 37 papers. Based on this evidence, they determined that 92% showed an acceptable level of mastery of the outcomes listed under all five Student Learning Goals. The same process was undertaken in Spring 2014 once another group of portfolios was ready to be assessed. This time the Committee evaluated 21 portfolios containing 69 papers and found that 90% demonstrated an acceptable level of mastery, while 10 percent did not.

**RESULTS OF DIRECT ASSESSMENT OF STUDENT LEARNING
BASED ON EVIDENCE FROM PORTFOLIOS OF STUDENT WORK**

Date of Assessment	Number of Student Portfolios Assessed	Number of Student Paper Assessed within Portfolios	Percent that met all five student Learning Goals	Percent Deficient in at least one Area
Spring 2012	14	37	92%	8%
Spring 2014	21	69	90%	10%

In spring 2015 we will again change our Assessment procedures. Following the advice of the Assessment Office, we have now streamlined our plan to focus on two learning goals and 5 Student Learning Outcomes. We will now assess only one SLO per year. This spring, our Assessment Committee will meet to decide how to assess the first of our SLOs.

Directly Assessing our Graduate Program

Students in our graduate program must complete one of two “capstone” experiences: taking a Comprehensive Examination or writing an M.A. thesis. Both provide us with excellent written materials that can be used to assess whether our graduate students are achieving our Student Learning Outcomes. Our goal for next year is to focus on developing a strategy for directly assessing our graduate program.

Results of Indirect Assessment: Faculty Responses to Upper-Division Requirements

Each year, the Assessment Committee reads memos prepared by faculty who have taught AMST 350 and 401T. They then propose issues for the faculty as a whole to discuss. For example, based on these memos, the following issues were identified in our last Assessment Committee report for consideration this spring:

:

- How best to teach students to interpret primary documents within historical or theoretical contexts
- How best to structure our capstone course, AMST 401T
- How best to serve our minors, who are required to take AMST 401T but not AMST 350 (Theory and Methods), and who thus do not have as strong a background when entering AMST 401T.

Results of Indirect Assessment: Surveys of our Graduates after completing their B.A.

Data gathered from our Alumni questionnaires, which are sent annually to all majors during the summer after they graduate, have provided us with extremely valuable information. The results for most of the questions are very high. For example, an average of 91% responded that their “Historical and Cultural Awareness” had been impacted by their American Studies major “To a great degree” (as opposed to “Somewhat” or “Very little.”) We also received high responses when we asked about “General Intellectual development” (87% impacted “To a great degree”), “Interdisciplinary understanding” (79%) and “Encouraging lifelong learning” (93%).

Responses concerning one issue, however, have consistently been markedly lower than the others: “Career Preparation and/or general professional orientation.” In our last alumni survey, conducted in 2007, 40% of respondents reported this issue as impacted “To a great degree” while 46% reported “Somewhat” and 14% “Very little.” In the years since, we’ve made a conscious effort to try to improve these numbers by emphasizing the ways that students can market their skills in a variety of occupations. In our sections of AMST 350, we now include a “Career Day”

each semester that brings former alumni back to campus to discuss their jobs. This event has proven very popular, as have others in which speakers explain how their American Studies education helped them in fields as diverse as public relations, social work, or even designing video games.

While the answers to this question remained relatively low during 2008-11 (the worst period of the recent economic crash, which markedly affected student opportunities), results from the past three years show improvement, for an average of 55% answered “To a Great Degree” (while 38% responded “Somewhat” and 7% “Very Little.”) While these data suggest that we’re moving in the right direction, there is still much room for improvement in this area. We hope that the establishment of our internship course will prove particularly helpful here.

Quality Indicators of Departmental Effectiveness other than Assessment: Student Success as Gauged by Admittance into Graduate Programs

In gauge the effectiveness of our program in general, and of our M.A. program in particular, one additional quality indicator we use is the success of our students in gaining acceptance into doctoral programs. Between 2008 and 2014, 35 of our students have been admitted into doctoral programs across the nation (with another 4 admitted so far this year). Our majors have been accepted into universities in 15 states (California, Washington, Nevada, Arizona, Texas, Louisiana, Missouri, Iowa, Illinois, Indiana, Pennsylvania, New York, Maryland, Virginia, Hawaii) as well as the District of Columbia. (See Appendix III for a list of these students.) This record of student success also confirms the interdisciplinary nature of our curriculum, for our graduates have been accepted into excellent Ph.D. programs in 13 different fields: American Studies, African-American Studies, History, English, Cultural Studies, Film and Media Studies, Philosophy, Geography, Ethnic Studies, Art History, Sociology, Education, and Ethnomusicology.

Finally, nearly every one of these 35 students has won a tuition waiver and/or four or five years of financial support. Since most have very limited financial resources, and many are the first in their families to go to college, this is crucial, for while getting accepted is obviously important, getting financing is equally important in allowing our students to actually attend these schools without accruing a crushing burden of debt. We attribute their success not only to their own talents and very hard work but also to the excellent advising and guidance they’ve received about how to build a resume, how to present their work at conferences, and how to apply to graduate schools—guidance largely supplied by the four faculty members who have been our M.A. advisors during this review period: Pam Steinle, Mike Steiner, Erica Ball, and Adam Golub.

Keeping in touch with these students is another way of gauging the effectiveness of our program. This spring, one former major, Natasha McPherson, a first-generation college student who then earned her Ph.D. on a full scholarship at Emory, taught at Spelman College, and now teaches African-American Studies at Wright State University, will speak on campus at the invitation of the American Studies Student Association. We regard the success of such students as a clear indicator of departmental effectiveness.

Quality Indicators of Departmental Effectiveness: Alumni Long-Term Success

Another indicator of departmental effectiveness is the long-term success of our alumni. While it is difficult to keep track of most of them, some have had markedly visible success. For example, our graduation speaker for 2012, Aissa Canchola, is now a Legislative Aide to the U.S. Senate Committee on Health, Education, Labor, and Pensions.

One way we've been able to gauge alumni success is to track the books published by our former students. During this review period, 18 of our alumni have published books. (See Appendix III for a list of their work). These works too offer evidence of the department's interdisciplinarity, for while many have become American Studies scholars, others have written books in other fields, including education, anthropology, psychology, or even works of fiction. Many alumni keep in touch with department members and let them know about their publications. Recent works by our graduates include books in series called "Nature and Culture in America" (Univ. of Pennsylvania Press), "Gender and American Culture" (Univ. of North Carolina Press), and "Transatlantic Perspectives" (Bergahn Press). Our most recent alumni publication is by a former graduate student from Japan, Eri Tsuji, who arrived with a serious stuttering problem and a desire to become a translator; she just translated a book called *Out with It: How Stuttering Helped Me to Find My Voice* into Japanese. We believe that the successes experienced by these as well as other American Studies alumni provide important evidence of departmental effectiveness.

IV. FACULTY

A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure track faculty lines (eg. New hires, retirements, FERP's, resignations, and how these changes may have affected the program/department's academic offerings. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate, professor).

At the time of our last review in 2008, we stated that we were in the middle of a search. After bringing candidates to campus and deciding upon an excellent potential hire, our search (as well as most others in HSS) was abruptly cancelled due to the financial situation in 2008.

In 2012, we conducted another search for a specialization on "immigration and/or ethnicity in California and the West." This time our search was very successful, for we hired Susie Woo, an expert in Korean-American relations, immigrant communities, the broader Pacific World, and transnational American Studies; she has already added a new course to our curriculum: AMST 324: American Immigrant Cultures. In 2013, we conducted another search for a faculty member specializing in "American popular, digital, visual or material culture, with an emphasis on the 20th and/or 21st centuries." Once again, we were very successful in hiring Dustin Abnet, whose research interests focus on the intersection of technology and popular culture (including the history of robotics, games, sports, and consumer culture). These areas are particularly important to California's economy as well as its culture, especially considering the roles played by Silicon

Valley in the north and the entertainment and amusement park industries in the south. He has already proposed two new courses: AMST 459: Technology and American Culture; and AMST 408: Gaming and American Culture.

In addition to these gains, we've also lost some faculty members. Allan Axelrad completed his FERP in spring 2009 and Wayne Hobson completed his in spring 2010. In 2011-12, both Karen Lystra and Mike Steiner entered the FERP program, which they will both complete in spring 2016. Two additional faculty members, John Ibson and Pam Steinle, have announced their intention to enter the FERP program in 2015-16.

At the present time, in addition to two FERP faculty (Lystra and Steiner), the American Studies department includes 5 Full Professors (Battan, Ibson, Snyder, Steinle, Zenderland); 4 Associate Professors (Ball, Golub, Lane, Lewinnek); and 2 Assistant Professors (Woo and Abnet). The tenured/untentured faculty ratio is currently 82 /18 percent.

At the time of our last review, our FTEF had risen to 20. During this review period, it reached a high of 23.5 in 2011; however, in 2014 our FTEF was lowered to 22. This now includes 12 tenure-track or tenured faculty and 10 positions filled by lecturers.

B. Describe priorities for additional faculty hires.

As we've done in the past, our goal is to pursue a policy of slow and steady growth—one that takes into account the fact that demand for G.E. courses is always variable. We're planning to conduct a search in 2016-17 for one (or possibly two) positions. Among the specializations we're considering are 19th century culture, border cultures, environmental studies, gender and/or sexuality; popular culture and other expressive forms, California cultures, and transnational American Studies.

C. Describe the role of full-time or part time faculty and student assistants in the dept.'s curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty and student teaching assistants. Identify any parts of the curriculum that are the responsibility of part-time faculty or teaching assistants.

There are no parts of our curriculum assigned solely to part-time faculty. To the contrary, in addition to teaching electives, all full-time faculty regularly teach the same lower- and upper-division General Education classes that our adjunct faculty teach. Since these courses have become increasingly popular, however, we now offer sections of AMST 101 (Introduction to American Culture), AMST 201 (Introduction to American Studies), AMST 300 (Popular Culture), AMST 301 (American Character), AMST 320 (Women in American Society), and 395 (California Cultures) throughout the day. In the fall 2014 semester, we offered 87 courses; of these, 28.1 percent were taught by full-time faculty, while 71.9 percent were taught by lecturers.

The 21 lecturers currently teaching for American Studies, while all excellent instructors, are a diverse group. While the majority hold doctorates or are ABD, others are graduates of our M.A.

program. Many are hoping to eventually find full-time teaching jobs; others prefer to teach only one or two classes, since they currently have other jobs or young children. Lecturers constitute a very important part of our program and we've tried to integrate them into the department culture. This is sometimes difficult, however, because many also hold other jobs and have limited time to spend on campus. Lecturers are invited to our Faculty-Graduate Student colloquia (held every semester); one (Craig Loftin) presented his research at one of these colloquia. Another lecturer (Randy Baxter) received campus research funding to travel to an archive. A third (Chris Farrish) helped us put together our course on "Food in American Culture"—a course he has taught for us. Several will participate in the upcoming meeting of the California American Studies Association, being held on campus. We've also started a department "Writing Group," in which both lecturers and full-time faculty (including the department chair and our newest faculty member, Dustin Abnet) share their research. In addition, we've tried to accommodate the scheduling needs of lecturers as much as possible.

V. STUDENT SUPPORT AND ADVISING

A. Briefly describe how the dept. advises its majors, minors, and graduate students.

All American Studies tenured and tenure-track faculty serve as undergraduate academic advisors for our majors and minors. We encourage students to meet with their advisors at least once per semester. All full-time faculty also serve on M.A. Comprehensive Examination Committees and M.A. Thesis Committees and thus advise graduate students in these capacities, but the burden of M.A. student advisement largely falls to the department's graduate coordinator.

In recent years, we've intensified our efforts to monitor undergraduate progress towards graduation. Data from our alumni questionnaires confirm the success of these efforts, for they show levels of student satisfaction with department advising increasing since our last review. In 2007, the number of undergraduates who rated departmental advising as "Excellent" was 68%, while 24% described it as "Very Good" and 8% as "Fair" (and none as "Poor.") In the years since, these numbers have improved markedly, for according to alumni questionnaires from this review period, an average of 78% rated departmental advising as "Excellent," while 18% rated it as "Very Good" and 4% as "Fair" (and none as "Poor.") These data, gathered from our indirect assessment procedures, clearly indicate that we've been moving in the right direction; however, they also show that there is still room for improvement. In the future, we will continue to monitor student perceptions about the "quality of advisement" as well as graduation rates.

B. Describe opportunities for students to participate in dept. honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc.

During this review period, American Studies undergraduates and graduate students had many opportunities to participate in High-Impact Practices, including research-related activities or internships. The most important of these include:

Becoming authors in or editors of *The American Papers*: Our journal, *The American Papers*, has been published annually by the department for over 30 years. Funded by the campus Interclub Council, each year's volume includes the best student essays, as judged by a student editorial board. Since 2008, 65 students have had their research accepted for publication in *The American Papers*, while 50 students have worked as members of its editorial boards. This is an excellent opportunity for students to learn how to revise a paper for publication, and how to put together a journal. (See Appendix V.)

Presenting Research Papers at the California American Studies Association Annual Meeting: The California American Studies Association (CASA), the regional chapter of our national organization (ASA), is kept alive by the hard work of faculty from Cal State Fullerton (including Adam Golub, its current president), Cal State Long Beach, San Diego State University, and other local institutions. Since 2009, 67 Fullerton undergraduate and graduate students (including students from other departments) have presented research papers at its annual meetings. At its upcoming spring meeting, another 14 Fullerton students (as well as many other students, grad students, and faculty from local institutions) will present their research.

American Studies Student Association Research Symposia during HSS Week: For the past two years, the ASSA has sponsored a one-day symposium presenting student research as part of HSS Week. Plans are currently underway for a third symposium this year, which will once again feature several panels presenting student research papers.

Graduate Students as Teaching or Research Assistants: Graduate students enrolled in our Teaching Tutorial (AMST 596), work very closely with an individual faculty teaching large General Education classes. These students have also been hired by faculty members (including Snyder, Golub, and Zenderland) as research assistants working on particular projects. Both opportunities offer graduate students the opportunity to collaborate with faculty members, and thus to develop their own skills as teachers or researchers.

Graduate Student Editing Internships at *American Quarterly*: In 2003, Pam Steinle, then Graduate Advisor, worked out an arrangement which allowed our graduate students to work as editorial interns for *American Quarterly*, the national journal of the American Studies Association, which was edited at USC. This was an outstanding opportunity for our students to learn how a professional journal is edited, and to be exposed to cutting-edge research and scholarship in our field. Each fall, spring, and summer, two Cal State Fullerton graduate students became editorial assistants, with their names listed on the masthead of this influential journal; thus, during this review period, 42 students held such internships. Unfortunately, in spring 2014 *American Quarterly* moved its editorial offices from USC to the University of Hawaii, so this arrangement has come to an end.

We hope that the new Internship program that we are developing will be able find equally good opportunities for our students in other kinds of public or private institutions.

VI. RESOURCES AND FACILITIES

A. Itemize the state support and non-state resources received by the dept.

While faculty members have received a number of intramural research grants from the Dean's office and the university, the department has not received any additional state support.

However, faculty members have won several external research grants, both large and small, during this period. During the 2007-08 school year, Snyder was supported by a full-year Fellowship from the National Endowment for the Humanities, and Zenderland by a full-year Fellowship from the American Council of Learned Societies. Several faculty won smaller grants to support travel to and research in important archival collections; these include Battan's Fellowship from the British Association for American Studies, Golub's HSSC/Haynes Research Stipend, Ibson's Research Fellowship from Cornell, and Snyder's Mellon Fellowship at the Virginia Historical Society and African-American History Fellowship at the Library Company of Philadelphia. Lane also received a small stipend for her participation in the Advertising Educational Foundation's Visiting Professor Program. In 2013, Snyder and Zenderland both won Fellowships from the National Endowment for the Humanities. (It's rare for persons from the same campus, much less the same department, to win these very competitive national grants in the same year.) As a result, Snyder will be on leave during Spring and Fall 2015 and Zenderland during Fall 2015 and Spring 2016.

B. Identify any special facilities used by the dept. such as laboratories, computers, large classrooms, or performance spaces.

We do not use any special facilities such as laboratories or performance spaces. However, we would like to get one more classroom that holds up to 60 students assigned to American Studies, so that we can more effectively schedule large General Education classes. At the moment, we have only two classrooms (EC 11 and UH 250) dedicated to American Studies first, with one other classroom (UH 319) available for use after 3:30 only. (We are also assigned K-2 classrooms and a few other rooms at different times.) Since we regularly schedule approximately 80 classes on campus, another classroom available between 10 and 2 would be well-used, and would prevent us from having to cancel some GE sections.

Also beneficial would be an American Studies conference room that our students can use as a meeting place. At the moment we can reserve UH210A, but other departments also reserve this space so it is frequently busy. Having a space where our students, graduate students, lecturers, and faculty could spend time would help promote involvement in campus activities, particularly on a commuter campus like this one.

C. Describe the current library resources for the department, the priorities for acquisitions over the next five years and any specialized needs such as collections, databases, etc.

Since the library is going through major changes at the moment, including a major "weeding out" process affecting book collections, it is difficult to predict what we'll need. We do want to emphasize that this department frequently uses books that have rarely been checked out by others

(particularly because we're interested in diverse kinds of cultural history), so we want to be extremely careful about losing either these books or our outstanding collections of government documents.

New databases in our field are constantly being developed; we're especially interested in acquiring databases that contain historical documents or older magazines or newspapers (including newspapers from minority communities). Among those that we would be interested in acquiring are Proquest's Black Historical Newspapers database and the Accessible Archives database (which contains popular 19th century women's magazines as well as abolitionist and Civil War materials). We'd also love to acquire the Sanborn Fire Insurance Maps for Los Angeles and Orange County if this is possible.

VII. LONG-TERM PLAN AND BUDGET NEEDS

A. Plans Focused on Curriculum Development:

1. Continue to develop new courses that meet the changing interests and needs of our students
2. Continue to develop our assessment strategies to insure that our graduates have succeeded in achieving our Student Learning Outcomes
3. Consider carefully and responsibly expanding our online offerings
4. Establish a viable new internship program for both undergraduates and graduate students

Budget Needs: We would like to receive 3-units of faculty release time to establish and begin administering a new "Internship Program in American Studies." This would allow one faculty member to spend the time needed to set up internships with a range of government agencies and private businesses, thus assuring that this is a meaningful High Impact Practice integrated into the major.

B. Plans Focused on Students:

1. Reach out to local high schools to introduce more students to American Studies as a major, and try to recruit more majors as freshmen and sophomores
2. Expand our graduate program by intensifying our recruitment process
3. Continue to promote student success through careful and consistent monitoring of student progress through the major and towards graduation
4. Continue to focus on Career Guidance as much as possible (including Internship possibilities)
5. Try to increase scholarships available for both our undergraduates and graduate students

Budget Needs: We need to design new kinds of recruitment and publicity materials. We also need to promote our new Internship (see Budget Needs in A above) to promote career guidance.

C. Plans focused on Faculty:

1. Decide the best ways to replace retiring faculty members by slowly and carefully hiring a diverse faculty trained in interdisciplinary methods
2. Continue to integrate lecturers into the broader department culture as much as possible
3. Continue to seek sources of funding, both internal and external, to support research and travel

Budget Needs: We need to support faculty travel for research as fully as possible. In the past, we used to augment our travel budget by using funds we acquired from teaching large numbers of University Extended Education students (who don't count towards our FTES). In recent years, however, the funds from this source have been reduced (although we are still teaching large numbers of UEE students). Having enough funds to support faculty research and travel is especially important at a time when transnational scholarship and global connections are being emphasized. It is also very important for the university to support faculty sabbaticals, for these are crucial not only for maintaining faculty morale but also for recruiting and retaining a diverse and highly talented faculty.

D. Plans focused on Alumni:

1. Maintain closer ties with our alumni, particularly through new social media.
2. Try to increase alumni involvement in funding scholarships for our majors.

Budget Needs: We would like to work with the SSRC to undertake an extensive survey of all of our alumni. This would be extremely useful in discovering employment trends and other student needs. We also plan to reach out to our alumni to seek help in funding more scholarships for our majors (see B above).

CONCLUSION:

In 2000, during our previous review period, a visiting WASC certification team met with American Studies faculty and students (as well as with other departments). Their report noted that in the American Studies department, the “perspectives of students and faculty were so well aligned and so complimentary, we are convinced that in this program learning has become preeminent. In this department, the Academy has lowered its drawbridge and created a new path... a partnership of students and faculty with the real world.” During the current review period, department members have worked diligently and collectively to maintain this partnership, even as the number of faculty and the number of students taking our classes has grown. Looking ahead, we want to continue to explore new paths while also keeping that drawbridge lowered. To achieve this, we need to maintain the careful balance we've established between excellent teaching and first-rate scholarship, to continue to recruit an outstanding and diverse faculty trained in interdisciplinary methods, to be attentive to the changing needs of our students in order to promote their success, and to continue to foster an environment that is collegial, collaborative, and supportive to faculty, students, and alumni. These are our main goals going forward.

VIII: APPENDICES

APPENDIX I: UNDERGRADUATE DEGREE PROGRAMS

TABLE 1. Undergraduate Program applications, admissions and enrollments.

1A. First-time Freshman Regular Admits

	Applied	Admitted	% Admitted	Enrolled	% Enrolled
2007-2008	6	3	50%	1	33%
2008-2009	9	7	78%	1	14%
2009-2010	10	6	60%	4	67%
2010-2011	6	2	33%	0	0%
2011-2012	14	5	36%	1	20%
2012-2013	8	4	50%	0	0%
2013-2014	16	8	50%	1	13%
2014-2015	11	2	18%	0	0%

1B. Upper Division Transfer

	Applied	Admitted	% Admitted	Enrolled	% Enrolled
2007-2008	12	9	75%	8	89%
2008-2009	13	10	77%	7	70%
2009-2010	14	9	64%	7	78%
2010-2011	11	5	45%	3	60%
2011-2012	10	5	50%	3	60%
2012-2013	7	4	57%	1	25%
2013-2014	7	4	57%	2	50%
2014-2015	8	3	38%	3	100%

1C. First-time Freshman Special Admits

	Applied	Admitted	% Admitted	Enrolled	% Enrolled
2007-2008	0	0	---	0	---
2008-2009	0	0	---	0	---
2009-2010	2	2	100%	2	100%
2010-2011	0	0	---	0	---
2011-2012	0	0	---	0	---
2012-2013	0	0	---	0	---
2013-2014	0	0	---	0	---
2014-2015	0	0	---	0	---

TABLE 2A: Undergraduate Program Enrollments in FTES

	LD AY FTES	UD AY FTES	UG AY FTES	GRAD AY FTES	Total AY FTES
2006-07	182.5	346.5	529.0	8.4	537.4
2007-08	181.3	328.3	509.6	8.0	517.6
2008-09	204.4	337.7	542.1	9.0	551.1
2009-10	211.2	352.8	564.0	10.1	574.1
2010-11	231.9	379.3	611.2	8.7	619.9
2011-12	226.8	411.7	638.5	7.4	645.9
2012-13	237.3	408.7	646.0	7.2	653.2
2013-14	224.1	374.9	599.0	7.1	606.1

TABLE 2B: Undergraduate Program Enrollments in Headcount

	Lower Division		Upper Division		Cred intent)		Undergraduate Total	
	Annualized Headcount	AY FTES	Annualized Headcount	AY FTES	Annualized Headcount	AY FTES	Annualized Headcount	AY FTES
2006-2007	8.5	7.7	104.5	82.7	1.0	0.2	114.0	90.6
2007-2008	11.5	10.2	114.5	92.0	1.0	0.2	127.0	102.4
2008-2009	7.0	6.4	81.5	64.4	1.0	0.2	89.5	71.0
2009-2010	12.0	10.8	68.5	54.9	1.0	0.2	81.5	65.9
2010-2011	8.5	7.9	64.0	51.6	0.5	0.1	73.0	59.6
2011-2012	9.0	8.3	55.5	44.3	0.0	0.0	64.5	52.7
2012-2013	5.0	4.1	53.0	41.8	0.0	0.0	58.0	45.9
2013-2014	5.5	5.0	53.0	40.9	0.0	0.0	58.5	45.9

TABLE 3-A: Graduation Rates for First Time Freshmen

First-Time Full-Time Freshmen

Headcount

	Initial Cohort	Graduated 3 yrs or less in major	Graduated 3 yrs or less in other major	Graduated 4 yrs or less in major	Graduated 4 yrs or less in other major	Graduated 5 yrs or less in major	Graduated in 5 yrs or less in other major	Graduated in 6 yrs or less in major	Graduated in 6 yrs or less in other major	Total graduated in 6 yrs or less	% Graduated 6 yrs or less	Graduated in 6 yrs or less or enrolled fall yr 7 in major	Graduated in 6 yrs or less or enrolled fall yr 7 in other major
Fall 2002	2	0	0	0	0	0	2	0	2	2	100.0%	0	2
Fall 2003	0	0	0	0	0	0	0	0	0	0	---	0	0
Fall 2004	2	0	0	1	0	1	0	1	1	2	100.0%	1	1
Fall 2005	0	0	0	0	0	0	0	0	0	0	---	0	0
Fall 2006	3	0	0	0	0	1	0	1	1	2	66.7%	1	1
Fall 2007	1	0	0	0	0	0	0	0	0	0	0.0%	0	0
Fall 2008	1	0	0	0	0	0	1	0	1	1	100.0%	0	1
Fall 2009	5	0	0	0	1	1	1						
Fall 2010	0	0	0	0	0								

Percent

	Initial Cohort	% Graduated 3 yrs or less in major	% Graduated in 3 yrs or less in other major	% Graduated in 4 yrs or less in major	% Graduated in 4 yrs or less in other major	% Graduated in 5 yrs or less in major	% Graduated in 5 yrs or less in other major	% Graduated in 6 yrs or less in major	% graduated in 6 yrs or less in other major	Total graduated in 6 yrs or less	% Graduated in 6 yrs or less	% Graduated in 6 yrs or less or enrolled fall yr 7 in major	% Graduated in 6 yrs or less or enrolled fall yr 7 in other major
Fall 2002	2	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	2	100.0%	0.0%	100.0%
Fall 2003	0	---	---	---	---	---	---	---	---	0	---	---	---
Fall 2004	2	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%	50.0%	50.0%	2	100.0%	50.0%	50.0%
Fall 2005	0	---	---	---	---	---	---	---	---	0	---	---	---
Fall 2006	3	0.0%	0.0%	0.0%	0.0%	33.3%	0.0%	33.3%	33.3%	2	66.7%	33.3%	33.3%
Fall 2007	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0.0%	0.0%
Fall 2008	1	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	1	100.0%	0.0%	100.0%
Fall 2009	5	0.0%	0.0%	0.0%	20.0%	20.0%	20.0%						
Fall 2010	0	---	---	---	---								

TABLE 3-B: Graduation Rates for Transfers

New Upper Division Transfers

Headcount

	Initial Cohort	Graduated 1 yrs or less in major	Graduated 1 yrs or less in other major	Graduated 2 yrs or less in major	Graduated 2 yrs or less in other major	Graduated 3 yrs or less in major	Graduated 3 yrs or less in other major	Graduated 4 yrs or less in major	Graduated 4 yrs or less in other major	Graduated 5 yrs or less in major	Graduated in 5 yrs or less in other major	Graduated in 6 yrs or less in major	Graduated in 6 yrs or less in other major	Total graduated in 6 yrs or less	% Graduated 6 yrs or less	Graduated in 6 yrs or less or enrolled fall yr 7 in major	Graduated in 6 yrs or less or enrolled fall yr 7 in other major
Fall 2002	10	0	0	5	0	5	1	5	1	5	1	5	1	6	60.0%	5	1
Fall 2003	3	0	0	0	0	2	0	2	0	2	0	2	0	2	66.7%	2	0
Fall 2004	6	0	0	0	0	1	0	1	0	1	0	1	0	1	16.7%	1	0
Fall 2005	10	0	0	3	0	4	0	5	0	6	0	6	0	6	60.0%	6	0
Fall 2006	9	0	0	2	0	4	1	4	1	4	1	4	1	5	55.6%	4	1
Fall 2007	8	0	0	1	0	2	1	3	1	3	1	3	1	4	50.0%	3	1
Fall 2008	2	0	0	0	0	1	0	1	0	1	0	1	0	1	50.0%	1	0
Fall 2009	8	0	0	1	0	3	2	3	3	3	3	3	3				
Fall 2010	3	0	0	1	1	1	1	1	1								
Fall 2011	3	0	0	2	0	3	0										
Fall 2012	1	0	0	1	0												

Percent

	Initial Cohort	% Graduated 1 yrs or less in major	% Graduated in 1 yrs or less in other major	% Graduated in 2 yrs or less in major	% Graduated in 2 yrs or less in other major	% Graduated 3 yrs or less in major	% Graduated in 3 yrs or less in other major	% Graduated in 4 yrs or less in major	% Graduated in 4 yrs or less in other major	% Graduated in 5 yrs or less in major	% Graduated in 5 yrs or less in other major	% Graduated in 6 yrs or less in major	% graduated in 6 yrs or less in other major	Total graduated in 6 yrs or less	% Graduated in 6 yrs or less	% Graduated in 6 yrs or less or enrolled fall yr 7 in major	% Graduated in 6 yrs or less or enrolled fall yr 7 in other major
Fall 2002	10	0.0%	0.0%	50.0%	0.0%	50.0%	10.0%	50.0%	10.0%	50.0%	10.0%	50.0%	10.0%	6	60.0%	50.0%	10.0%
Fall 2003	3	0.0%	0.0%	0.0%	0.0%	66.7%	0.0%	66.7%	0.0%	66.7%	0.0%	66.7%	0.0%	2	66.7%	66.7%	0.0%
Fall 2004	6	0.0%	0.0%	0.0%	0.0%	16.7%	0.0%	16.7%	0.0%	16.7%	0.0%	16.7%	0.0%	1	16.7%	16.7%	0.0%
Fall 2005	10	0.0%	0.0%	30.0%	0.0%	40.0%	0.0%	50.0%	0.0%	60.0%	0.0%	60.0%	0.0%	6	60.0%	60.0%	0.0%
Fall 2006	9	0.0%	0.0%	22.2%	0.0%	44.4%	11.1%	44.4%	11.1%	44.4%	11.1%	44.4%	11.1%	5	55.6%	44.4%	11.1%
Fall 2007	8	0.0%	0.0%	12.5%	0.0%	25.0%	12.5%	37.5%	12.5%	37.5%	12.5%	37.5%	12.5%	4	50.0%	37.5%	12.5%
Fall 2008	2	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%	50.0%	0.0%	50.0%	0.0%	1	50.0%	50.0%	0.0%
Fall 2009	8	0.0%	0.0%	12.5%	0.0%	37.5%	25.0%	37.5%	37.5%	37.5%	37.5%						
Fall 2010	3	0.0%	0.0%	33.3%	33.3%	33.3%	33.3%	33.3%	33.3%								
Fall 2011	3	0.0%	0.0%	66.7%	0.0%	100.0%	0.0%										
Fall 2012	1	0.0%	0.0%	100.0%	0.0%												

TABLE 4: Undergraduate Degrees Awarded

	First Major Only	With Double Majors
2004-2005	34	
2005-2006	53	
2006-2007	48	
2007-2008	57	65
2008-2009	48	54
2009-2010	31	51
2010-2011	28	54
2011-2012	32	53
2012-2013	29	58
2013-2014	32	65

APPENDIX II: GRADUATE DEGREE PROGRAMS

TABLE 5: Graduate Program applications, admissions and enrollments.

New Master's

	Applied	Admitted	% Admitted	Enrolled	% Enrolled
2007-2008	30	21	70%	18	86%
2008-2009	34	27	79%	18	67%
2009-2010	35	26	74%	21	81%
2010-2011	33	20	61%	17	85%
2011-2012	38	23	61%	16	70%
2012-2013	35	20	57%	17	85%
2013-2014	19	14	74%	7	50%
2014-2015	21	13	62%	10	77%

TABLE 6A: Graduate Program Enrollments in FTES

	GRAD AY FTES	Total AY FTES
2006-07	8.4	537.4
2007-08	8.0	517.6
2008-09	9.0	551.1
2009-10	10.1	574.1
2010-11	8.7	619.9
2011-12	7.4	645.9
2012-13	7.2	653.2
2013-14	7.1	606.1

TABLE 6B: Graduate Program Enrollments in Headcount

	Master's		Doctorate		Graduate Total	
	Annualized Headcount	AY FTES	Annualized Headcount	AY FTES	Annualized Headcount	AY FTES
2006-2007	44.0	20.9	---	---	45.0	20.9
2007-2008	41.5	18.5	---	---	42.5	18.5
2008-2009	45.0	19.7	---	---	46.0	19.7
2009-2010	49.5	21.3	---	---	50.5	21.3
2010-2011	47.0	21.0	---	---	47.5	21.0
2011-2012	37.5	17.1	---	---	37.5	17.1
2012-2013	43.5	20.0	---	---	43.5	20.0
2013-2014	31.0	14.3	---	---	31.0	14.3

TABLE 7-A: Graduation Rates for Master's Students

New Masters

Headcount

	Initial Cohort	Graduated 1 yrs or less in major	Graduated 1 yrs or less in other major	Graduated 2 yrs or less in major	Graduated 2 yrs or less in other major	Graduated 3 yrs or less in major	Graduated 3 yrs or less in other major	Graduated 4 yrs or less in major	Graduated 4 yrs or less in other major	Graduated 5 yrs or less in major	Graduated in 5 yrs or less in other major	Graduated in 6 yrs or less in major	Graduated in 6 yrs or less in other major	Total graduated in 6 yrs or less	% Graduated 6 yrs or less	Graduated 6 yr 7 in major	Graduated 6 yr 7 in other major
Fall 2002	9	0	0	0	0	4	0	5	0	5	0	5	0	5	55.6%	6	0
Fall 2003	14	0	0	1	0	4	0	5	0	5	0	5	0	5	35.7%	5	0
Fall 2004	17	0	0	3	0	7	0	11	0	11	0	12	0	12	70.6%	12	0
Fall 2005	14	0	0	3	0	6	0	8	0	9	0	9	0	9	64.3%	9	0
Fall 2006	19	0	0	0	0	7	0	8	0	9	0	10	0	10	52.6%	10	0
Fall 2007	18	0	0	3	0	10	0	13	0	16	0	16	0	16	88.9%	16	0
Fall 2008	18	0	0	3	0	12	0	12	0	13	0	14	0	14	77.8%	14	0
Fall 2009	21	0	0	6	0	10	0	10	0	11	0						
Fall 2010	17	0	0	0	0	5	0	6	0								
Fall 2011	15	0	0	4	0	7	0										
Fall 2012	17	0	0	3	0												

Percent

	Initial Cohort	% Graduated 1 yrs or less in major	% Graduated in 1 yrs or less in other major	% Graduated in 2 yrs or less in major	% Graduated in 2 yrs or less in other major	% Graduated 3 yrs or less in major	% Graduated in 3 yrs or less in other major	% Graduated in 4 yrs or less in major	% Graduated in 4 yrs or less in other major	% Graduated in 5 yrs or less in major	% Graduated in 5 yrs or less in other major	% Graduated in 6 yrs or less in major	% Graduated in 6 yrs or less in other major	Total graduated in 6 yrs or less	% Graduated 6 yrs or less	% Graduated 6 yr 7 in major	% Graduated in 6 yrs or less or enrolled fall yr 7 in other major
Fall 2002	9	0.0%	0.0%	0.0%	0.0%	44.4%	0.0%	55.6%	0.0%	55.6%	0.0%	55.6%	0.0%	5	55.6%	66.7%	0.0%
Fall 2003	14	0.0%	0.0%	7.1%	0.0%	28.6%	0.0%	35.7%	0.0%	35.7%	0.0%	35.7%	0.0%	5	35.7%	35.7%	0.0%
Fall 2004	17	0.0%	0.0%	17.6%	0.0%	41.2%	0.0%	64.7%	0.0%	64.7%	0.0%	70.6%	0.0%	12	70.6%	70.6%	0.0%
Fall 2005	14	0.0%	0.0%	21.4%	0.0%	42.9%	0.0%	57.1%	0.0%	64.3%	0.0%	64.3%	0.0%	9	64.3%	64.3%	0.0%
Fall 2006	19	0.0%	0.0%	0.0%	0.0%	36.8%	0.0%	42.1%	0.0%	47.4%	0.0%	52.6%	0.0%	10	52.6%	52.6%	0.0%
Fall 2007	18	0.0%	0.0%	16.7%	0.0%	55.6%	0.0%	72.2%	0.0%	88.9%	0.0%	88.9%	0.0%	16	88.9%	88.9%	0.0%
Fall 2008	18	0.0%	0.0%	16.7%	0.0%	66.7%	0.0%	66.7%	0.0%	72.2%	0.0%	77.8%	0.0%	14	77.8%	77.8%	0.0%
Fall 2009	21	0.0%	0.0%	28.6%	0.0%	47.6%	0.0%	47.6%	0.0%	52.4%	0.0%						
Fall 2010	17	0.0%	0.0%	0.0%	0.0%	29.4%	0.0%	35.3%	0.0%								
Fall 2011	15	0.0%	0.0%	26.7%	0.0%	46.7%	0.0%										
Fall 2012	17	0.0%	0.0%	17.6%	0.0%												

TABLE 8: Master's Degrees Awarded

	Master's
2004-2005	9
2005-2006	14
2006-2007	9
2007-2008	18
2008-2009	17
2009-2010	16
2010-2011	19
2011-2012	9
2012-2013	9
2013-2014	11

APPENDIX III: DOCUMENTING ACADEMIC ACHIEVEMENT

APPENDIX III-A: ASSESSMENT REPORT FROM 2013-14

1. Summary of department/program SLOs and related assessment activities:

Please list ALL student learning outcomes (SLOs) for your department/program, based on their alignment with the newly established 6 university learning goals. These SLOs should include those for the GE program and the graduate programs(s). Please check the appropriate box if a SLO is a GE or graduate program SLO.

For each SLO, please briefly describe any related assessment activities your department/program conducted in AY 2012-2013 and AY 2013-2014. These activities can include all aspects of assessment, ranging from planning data collection, data analysis, to data-driven changes or improvement at the course or program level.

Feel free to adjust the number of rows based on the number of SLOs for your department/program.

University Learning Goal	Department/Program Student Learning Outcomes (SLOs)	GE SLO? (Check if yes)	Graduate SLO? (Check if yes)	Related Assessment Activities 2012-2013	Related Assessment Activities 2013-2014
1. Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	1a. Develop an interdisciplinary interpretive framework for studying American culture, cultural diversity, and cultural processes in ways that will enable students to solve practical and theoretical problems.			1. Faculty collected papers for cumulative student portfolios. 2. Faculty teaching capstone courses produced reports on student strengths and weaknesses. 3. Assessment Committee evaluated cumulative student portfolios and reviewed faculty reports. 4. Chair gathered student data from annual exit questionnaires. 5. Based on all the above, Assessment Committee made recommendations to faculty.	1. Faculty collected papers for cumulative student portfolios. 2. Faculty teaching capstone courses produced reports on student strengths and weaknesses. 3. Assessment Committee evaluated cumulative student portfolios and reviewed faculty reports. 4. Chair gathered student data from annual exit questionnaires. 5. Based on all the above, Assessment Committee made recommendations to faculty.
	1b. Have a working knowledge of the history of the field of American studies—its theories, methods, and intellectual justifications			Same as above	Same as above

	3a. Identify a variety of examples and commonality in America's past and present, demonstrating an awareness of the similarities, differences, and relationships among the multitude of American groups.			Same as above	Same as above
	3b. Explain how categories of difference - including race, ethnicity, class, gender, and sexuality - are culturally constructed and vary according to historical, regional, and social contexts.			Same as above	Same as above
	3c. Understand and demonstrate how cultural beliefs and practices have played a role in both the exercise of and resistance to power throughout American history.			Same as above	Same as above
	4a. Understand the historical origins and cultural significance of current movements for social change.			Same as above	Same as above
	5a. Critically analyze and interpret a spectrum of cultural documents and expressive forms, ranging from popular to folk to elite expressions, from mass media to material culture.			Same as above	Same as above
	5b. Employ both historical and contemporary perspectives in order to situate these documents in relevant individual and social as well as local, nation, and global contexts.			Same as above	Same as above
	4c. Situate the historical and contemporary study of American culture in a global context, demonstrating an understanding of the ways American culture has been shaped by diaspora, colonialism and globalization.			Same as above	Same as above
	Grad 1a. Develop an advanced interdisciplinary interpretive framework for studying American culture, cultural diversity, and cultural processes in ways that will enable students to solve practical and theoretical problems		X	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.
	Grad 1b. Have an advanced knowledge of the history of the field of American Studies—its theories, methods, and intellectual justifications—and of at least one outside disciplinary field		X	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.
	Grad 1c. Develop an advanced understanding of the theoretical and methodological approaches used in American Studies and interdisciplinary scholarship		X	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.

2. Think critically, using analytical, qualitative and quantitative reasoning, to apply previously learned concepts to new situations, complex challenges and everyday problems.	1a. Develop an interdisciplinary interpretive framework for studying American culture, cultural diversity, and cultural processes in ways that will enable students to solve practical and theoretical problems.			1. Faculty collected papers for cumulative student portfolios. 2. Faculty teaching capstone courses produced reports on student strengths and weaknesses. 3. Assessment Committee evaluated cumulative student portfolios and reviewed faculty reports. 4. Chair gathered student data from annual exit questionnaires. 5. Based on all the above, Assessment Committee made recommendations to faculty.	1. Faculty collected papers for cumulative student portfolios. 2. Faculty teaching capstone courses produced reports on student strengths and weaknesses. 3. Assessment Committee evaluated cumulative student portfolios and reviewed faculty reports. 4. Chair gathered student data from annual exit questionnaires. 5. Based on all the above, Assessment Committee made recommendations to faculty.
	1b. Have a working knowledge of the history of the field of American studies—its theories, methods, and intellectual justifications			Same as above	Same as above
	2a. Design and carry out an original interdisciplinary research project on American culture.			Same as above	Same as above
	2b. Discover primary and secondary sources (hard copy as well as digital) using the library's resources.			Same as above	Same as above
	2c. Analyze and synthesize material from primary and secondary sources in order to create a coherent argument based on evidence.			Same as above	Same as above
	2d. Develop an original thesis and support that thesis through the thoughtful use of a variety of properly cited sources.			Same as above	Same as above
	2e. Communicate their research findings through clear, well-organized written and oral presentations.			Same as above	Same as above
	2f. Develop critical thinking, writing, and interpretive skills			Same as above	Same as above

	3c. Understand and demonstrate how cultural beliefs and practices have played a role in both the exercise of and resistance to power throughout American history			Same as above	Same as above
	4a. Understand the historical origins and cultural significance of current movements for social change.			Same as above	Same as above
	4b. Situate the historical and contemporary study of American culture in a global context, demonstrating an understanding of the ways American culture has been shaped by diaspora, colonialism, and globalization			Same as above	Same as above
	5a. Critically analyze and interpret a spectrum of cultural documents and expressive forms, ranging from popular to folk to elite expressions, from mass media to material culture.			Same as above	Same as above
	5b. Employ both historical and contemporary perspectives in order to situate these documents in relevant individual and social as well as local, nation, and global contexts.			Same as above	Same as above
	Grad 3a) Critically analyze and interpret a spectrum of cultural documents and expressive forms, ranging from popular to folk to elite expressions, from mass media to material culture		X	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.
	Grad 3b) Employ both historical and contemporary perspectives in order to situate these documents in relevant individual and social as well as local, national, and global contexts		X	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.
	Grad 3c) Develop an advanced understanding of the theoretical approaches to the study of culture		X	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.
3. Communicate clearly, effectively, and persuasively, both orally and in	2a. Design and carry out an original interdisciplinary research project on American culture.			1. Faculty collected papers for cumulative student portfolios. 2. Faculty teaching capstone courses produced reports on student strengths and weaknesses. 3. Assessment Committee evaluated cumulative student portfolios and reviewed faculty	1. Faculty collected papers for cumulative student portfolios. 2. Faculty teaching capstone courses produced reports on student strengths and weaknesses. 3. Assessment Committee evaluated cumulative student portfolios and reviewed faculty reports.

writing.				reports. 4. Chair gathered student data from annual exit questionnaires. 5. Based on all the above, Assessment Committee made recommendations to faculty.	4. Chair gathered student data from annual exit questionnaires. 5. Based on all the above, Assessment Committee made recommendations to faculty.
	2b. Discover primary and secondary sources (hard copy as well as digital) using the library's resources.			Same as above	Same as above
	2c. Analyze and synthesize material from primary and secondary sources in order to create a coherent argument based on evidence.			Same as above	Same as above
	2d. Develop an original thesis and support that thesis through the thoughtful use of a variety of properly cited sources.			Same as above	Same as above
	2e. Communicate their research findings through clear, well-organized written and oral presentations.			Same as above	Same as above
	2f. Develop critical thinking, writing, and interpretive skills			Same as above	Same as above
	Grad 4a) Design and carry out original interdisciplinary research projects on American culture		X	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.
	Grad 4b) Discover primary and secondary sources (hard copy as well as digital) using the library's resources		X	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.
	Grad 4c) Analyze and synthesize material from primary and secondary sources in order to create a coherent argument based on evidence		X	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.

	Grad 4d) Develop an original thesis and support that thesis through the thoughtful use of a variety of properly cited sources		X	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.
	Grad 4e) Communicate research findings through clear, well-organized written and oral presentations		X	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.
	Grad 4f) Develop advanced critical thinking, writing, and interpretive skills.		X	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.
	Grad 4g) Develop the ability to adhere to scholarly conventions in research, writing and documentation		X	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.
4. Work effectively as a team member or leader to achieve a broad variety of goals.					
5. Evaluate the significance of how differing perspectives and trends affect their communities.	1a. Develop an interdisciplinary interpretive framework for studying American culture, cultural diversity, and cultural processes in ways that will enable students to solve practical and theoretical problems.			1. Faculty collected papers for cumulative student portfolios. 2. Faculty teaching capstone courses produced reports on student strengths and weaknesses. 3. Assessment Committee evaluated cumulative student portfolios and reviewed faculty reports. 4. Chair gathered student data from annual exit questionnaires.	1. Faculty collected papers for cumulative student portfolios. 2. Faculty teaching capstone courses produced reports on student strengths and weaknesses. 3. Assessment Committee evaluated cumulative student portfolios and reviewed faculty reports. 4. Chair gathered student data from annual exit questionnaires. 5. Based on all the above, Assessment

				5. Based on all the above, Assessment Committee made recommendations to faculty.	Committee made recommendations to faculty.
	3a. Identify a variety of examples and commonality in America's past and present, demonstrating an awareness of the similarities, differences, and relationships among the multitude of American groups.			Same as above	Same as above
	3b. Explain how categories of difference - including race, ethnicity, class, gender, and sexuality - are culturally constructed and vary according to historical, regional, and social contexts.			Same as above	Same as above
	3c. Understand and demonstrate how cultural beliefs and practices have played a role in both the exercise of and resistance to power throughout American history.			Same as above	Same as above
	4a. Understand the historical origins and cultural significance of current movements for social change.			Same as above	Same as above
	Grad 2a) Identify a variety of examples of cultural diversity and commonality in America's past and present, demonstrating an advanced understanding of the similarities, differences, and relationships among the multitude of American groups		X	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.
	Grad 2b) Explain how categories of difference—including race, ethnicity, class, gender, and sexuality—are culturally constructed and vary according to historical, regional, and social contexts		X	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.
	Grad 2c) Understand and demonstrate how cultural beliefs and practices have played a role in both the exercise of and resistance to power throughout American history		X	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.
	Grad 2d) Articulate a critical awareness of the conceptual approaches to the study of cultural diversity		X	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.

6. Recognize their roles in an interdependent global community.	4b. Situate the historical and contemporary study of American culture in a global context, demonstrating an understanding of the ways American culture has been shaped by diaspora, colonialism and globalization.			1. Faculty collected papers for cumulative student portfolios. 2. Faculty teaching capstone courses produced reports on student strengths and weaknesses. 3. Assessment Committee evaluated cumulative student portfolios and reviewed faculty reports. 4. Chair gathered student data from annual exit questionnaires. 5. Based on all the above, Assessment Committee made recommendations to faculty.	1. Faculty collected papers for cumulative student portfolios. 2. Faculty teaching capstone courses produced reports on student strengths and weaknesses. 3. Assessment Committee evaluated cumulative student portfolios and reviewed faculty reports. 4. Chair gathered student data from annual exit questionnaires. 5. Based on all the above, Assessment Committee made recommendations to faculty.
	5a. Critically analyze and interpret a spectrum of cultural documents and expressive forms, ranging from popular to folk to elite expressions, from mass media to material culture.			Same as above	Same as above
	6b. Employ both historical and contemporary perspectives in order to situate these documents in relevant individual and social as well as local, nation, and global contexts.			Same as above	Same as above
	Grad 5a) Develop an advanced understanding of the historical origins and cultural significance of current movements for social change.		X	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.
	Grad 5b) Situate the historical and contemporary study of American culture in a global context, demonstrating an understanding of the ways American culture has been shaped by diaspora, colonialism, and globalization		X	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.	Chairs and members of MA Thesis and Exam committees collaboratively evaluate theses and exams that assess overall learning in these areas.

2. Examples of SLO assessment and “closing the loop” process (i.e. use the assessment findings to improve student learning):

Please choose 3 SLOs from the list above as examples to demonstrate the process of “closing the loop” for your department/program. The process does not have to be confined to the periods of AY 2012-2013 and AY 2013-2014.

For each example, please provide the following details:

- Criteria for Success: The criteria or benchmark used to determine whether the SLO is met (e.g. Average score of 80% or higher on an assessment task, 75% of the students received an A in an assessment task)
- Assessment Methods: The specific method(s) used to collect and analyze relevant data (e.g. student sampling strategy, quantitative and/or qualitative methods, instruments, analysis methods)
- Assessment Findings: The findings regarding the corresponding SLO, as yielded by the assessment data and by judging these data against the criteria for success
- Improvement Actions & Results: The specific improvement plans that reflect and address the assessment findings, and the results of the improvement plans (e.g. revisions to the curriculum resulted in higher student achievement, interventions that led to increased student satisfaction)

SLO	Criteria for Success	Assessment Methods	Assessment Findings	Improvement Actions & Results
1) 5a. Critically analyze and interpret a spectrum of cultural documents and expressive forms, ranging from popular to folk to elite expressions, from mass media to material culture.	At least 75% of students should show mastery of this SLO, based on a rubric designed by the Assessment Committee.	Members of the Assessment Committee evaluated portfolios containing student writings produced from introductory through capstone classes. They also reviewed reports by professors teaching capstone seminars on what they perceived as student strengths and weaknesses.	Using this rubric, 92% of the students we reviewed showed mastery of this SLO in their portfolios. However, faculty teaching capstone courses still recommended refining the ways we teach basic interpretive skills, for they suggested placing even more emphasis on the way texts function within contexts.	The report of the Assessment Committee was distributed to all faculty, and we agreed to refine the way that we teach research skills by focusing more explicitly on the ways different kinds of texts function within different historical contexts.
2) 1a. Develop an interdisciplinary interpretive framework for studying American culture, cultural diversity, and cultural processes in ways that will enable students to solve practical and theoretical problems.	Over 50% of our graduates should feel satisfied “to a great extent” (the highest rating) in all the categories on our exit questionnaire, including questions concerning career preparation (solving practical problems).	All graduates are given an exit questionnaire that asks questions not only about their intellectual and academic preparation but also about the advisement they received in career preparation.	Questions concerning preparation for choosing a career was the weakest area on our questionnaire. We decided it needed to be strengthened. In our 2006 questionnaire, only 48% were satisfied with career preparation “to a great extent.” (The other questions often achieved over 90 percent satisfaction at this level.)	We added “Career Days” to our required class, AMST 350, as well as other activities designed to emphasize practical applications for AMST skills. The responses to our exit questionnaire improved markedly in this area as a result of these changes. In 2012, 64% were satisfied with career preparation “to a great extent”.—a striking rise considering the fact that the job market for young people worsened markedly during the same years.
3) Grads:: Explain how categories of difference—including race, ethnicity, class, gender, and sexuality—are culturally constructed and vary according to historical, regional, and social contexts	Students taking MA exams should demonstrate an awareness of how categories of difference such as race, ethnicity, class, gender, or sexuality vary over time and place.	By evaluating MA examinations, we can see if students express a sophisticated awareness of the functioning of these variables in different time periods.	We discovered that in analyzing certain eras, grad students were extremely aware of these differences, but in discussing other historical eras they were less conscious of the power of such variables.	We changed our required MA exam reading lists to incorporate books that focus specifically on these variables in every time period of American cultural history.

APPENDIX III-B
OTHER INDICATORS OF STUDENT SUCCESS:
STUDENTS ACCEPTED INTO DOCTORAL PROGRAMS

07-08

Kimball Maw, Claremont, Cultural Studies, partial tuition grant

Hong Vu, UC Riverside, History, partial tuition grant

Yusuke Ikeda, University of Hawaii, American Studies, tuition and stipend

2008-09

Katie Filbeck, Arizona State University, English, tuition and stipend.

Brendan Gaughen, Univ. of Texas at Austin, American Studies, tuition and stipend

Ariella Horwitz, George Mason Univ., Cultural Studies, tuition and stipend

Matt Nelson, Carnegie-Mellon, Literary and Cultural Studies, tuition and stipend

James Stroup, UC Riverside, History, Chancellor's Fellowship

Allison Wanger, University of Iowa, American Studies, tuition and stipend

2009-10

Jonathan Cummins, University of Nevada, History, multi-year fellowship

Jamie Hiram, Pennsylvania State Univ., Harrisburg, American Studies, 4-year Bunton-Waller Fellowship

Paul Saiedi, Univ. of Maryland, American Studies, five-year fellowship.

2010-11

Nathan Horton, University of Hawaii in American Studies, tuition and stipend

Josh Legere, UC Davis, Geography, tuition and stipend

Stacey Moultry, University of Iowa, American Studies, five-year President's Scholarship

Rahima Schwenkbeck, George Washington University, American Studies, 5-year tuition and stipend

Brianna Serrano, Pennsylvania State University M.Ed., tuition and stipend

Emily Starr, Tulane University, Sociology, tuition and stipend.

2011-12

Heather Agnew, UCLA, Geography, four-year Eugene V. Cota-Robles Fellowship

Heather Andrews, UC Riverside, Ethnic Studies, tuition and stipend **John**

Carlos Marquez, University of Illinois, History, 5-year Fellowship **Rich**

Morales, St. Louis University, American Studies, Diversity Fellowship.

Jessica Ordaz, UC Davis, History, tuition and stipend

Adriana Ruvalcaba, University of Illinois, Chicago Circle in Art History, Fellowship

2012-13

Corrigan Edmondson, UC Santa Barbara, Film and Media Studies, 4-year Fellowship

David Donley, UC Santa Cruz, Philosophy, Regents Fellowship and 5 years of support.

Lisa Dresback, University of Iowa, American Studies, 5 years of support.

Jedidiah Kuhn, Indiana University, American Studies, 5-year Fellowship

Joseph Meyer, University of Maryland, American Studies, tuition and assistantship

Marley Rosner, SUNY, Stony Brook, Cultural Studies, tuition and stipend

2013-14

Jamal Batts, UC Berkeley, African-American Studies, 4-year Eugene Cota-Robles Fellowship and the Townsend-Mellon Discovery Fellowship.

Jason Canon, Texas Christian University, History, Full Fellowship.

Casey Ratto, Washington State University, American Studies, 4-year fellowship.

Diann Rozsa, University of Iowa, American Studies, 4-year fellowship.

Renee Torres, Washington State University, American Studies, 4-year fellowship.

2014-15 (to date):

Courtney Brown, Univ. of Pennsylvania, African-American Studies and Ethnomusicology, full fellowship

George Gregg Rozsa, University of Iowa, American Studies, full fellowship

Michael West, University of Iowa, full fellowship

Danielle Barraza, George Mason University, Cultural Studies, full fellowship

**APPENDIX III-C:
OTHER INDICATORS OF STUDENT SUCCESS:
BOOKS PUBLISHED BY OUR ALUMNI BETWEEN 2008 AND 2014:**

Robert M. Dowling (MA, CSUF; PhD, City University of New York) *Slumming in New York: From the Waterfront to Mythic Harlem*. Urbana: University of Illinois Press, 2008

Enrico Gnaulati (BA, CSUF; PhD, Columbia University) *Emotion-Regulating Play Therapy with ADHD Children: Staying with Playing*. Washington, DC: Rowman & Littlefield, 2008.

Robin Turner (MA, CSUF) *Greater Expectations: Teaching Academic Literacy to Underrepresented Students*. Portland, Maine: Stenhouse Publications, 2008.

David Crawford (BA, CSUF; PhD, UC Santa Barbara) *Moroccan Households in the World Economy: Labor and Inequality in a Berber Village*. Baton Rouge: Louisiana State University Press, 2008

Robert Dowling (MA, CSUF; PhD, City University of New York) *Critical Companion to Eugene O'Neill: A Literary Reference to His Life and Work*. New York: Facts on File, 2009

Deborah Whaley (MA, CSUF; PhD University of Kansas) *Disciplining Women: Alpha Kappa Alpha, Black Counterpublics, and the Cultural Politics of Black Sororities*. Albany, NY: SUNY Press, 2010

Carolyn de la Peña (BA, CSUF; PhD, Univ. of Texas) *Empty Pleasures: The Story of Artificial Sweeteners from Saccharin to Splenda*. Chapel Hill, NC: University of North Carolina Press, 2010

Robert Dowling, ed. (MA, CSUF; PhD, City University of New York) *Eugene O'Neill and His Early Contemporaries: Bohemians, Radicals, Progressives and the Avant Garde* (with Eileen Herrmann). Jefferson, NC: McFarland, 2011

Laurence Graham (BA, CSUF) *HOHAs in Love: The Lessons of Running Reveal the Secrets of Love*. New York: First 49 Press, 2011

Carolyn de la Peña, ed. (BA, CSUF; PhD, Univ. of Texas) *Local Foods Meet Global Foodways: Tasting History* (edited with Benjamin Lawrance) New York: Routledge, 2012.

Enrico Gnaulati (BA, CSUF; PhD, Columbia University) *Back to Normal: The Overlooked, Ordinary Explanations for Kids' ADHD, Bipolar, and Autistic-Like Behavior*. Boston, MA: Beacon Press, 2013

David Crawford, ed. (BA, CSUF; PhD, UC Santa Barbara) *Encountering Morocco: Fieldwork and Understanding* (with Rachel Newcomb). Bloomington: Indiana University Press, 2013.

Anne-Marie Scholz (BA, CSUF; PhD, UC Irvine) *From Fidelity to History: Film Adaptations as Cultural Events in the Twentieth Century* (Transatlantic Perspectives). Oxford, England: Berghahn Books, 2013.

Erica Hannickel (MA, CSUF; PhD, University of Iowa) *Empire of Vines: Wine Culture in America* (Nature and Culture in America) Philadelphia: University of Pennsylvania Press, 2013.

Jennifer Thigpen (BA, CSUF; PhD, UC Irvine) *Island Queens and Mission Wives: How Gender and Empire Remade Hawaii's Pacific World*. Chapel Hill: University of North Carolina Press, 2014.

David Crawford (BA, CSUF; PhD, UC Santa Barbara) *Nostalgia for the Present: Ethnography and Photography in a Moroccan Berber Village* (with Bart Deseyn) Chicago: University of Chicago Press, 2014

Robert Dowling (MA, CSUF; PhD, City University of New York) *Eugene O'Neill: A Life in Four Acts*. New Haven: Yale University Press, 2014

Eri Tsuji, translator into Japanese (MA, CSUF) *Out With It: How Stuttering Helped Me Find My Voice*, by Katherine Preston Tokyo, Japan: Tokyo Shoseki Co. Ltd. 2014 [originally published in English by Simon & Schuster, 2013]

APPENDIX IV: FACULTY

TABLE 9: Instructional Faculty

American Studies

Full-Time Instructional Faculty, FTEF, FTES, SFR

YEAR	Tenured	Tenure Track	FERP at 0.5	Full-Time Lecturers	FTEF Allocation	FTES Target	Actual FTES	Budgt SFR
2003-2004	8	1	0	0	13	360	398.7	27.7
2004-2005	7	1	1	0	17	460	475	27.1
2005-2006	6	2	2	0	18.4	503	503.1	27.3
2006-2007	6	3	2	0	20	537	537.4	26.9
2007-2008	6	4	2	0	20	518	517.6	25.9
2008-2009	7	4	2	0	20.2	551	551.1	27.3
2009-2010	7	4	1	0	19.3	574	574.1	29.7
2010-2011	7	4	0	0	22.6	620	619.9	27.4
2011-2012	7	2	2	1	23.5	646	645.9	27.5
2012-2013	7	2	2	0	23.5	658	657.6	28.0

Tenured and tenure track totals include faculty on leave, PRTBs and administrators with retreat rights (if any).

Faculty counts are based on the fall semester only.

FTEF and FTES counts are supplied by the Dean's office.

APPENDIX V: STUDENT SUPPORT AND ADVISING

Copy of *American Papers* Authors page and table of contents

AMERICAN PAPERS

CONTRIBUTORS

Danielle Barraza is a third-year American Studies graduate student. She completed her undergraduate work at Cal State Fullerton, where she received BA degrees in American Studies and Communications with an emphasis in Entertainment Studies. Her research interests revolve around media representations of race and gender in American culture. She plans to continue this work in a PhD program.

Courtney Beachner is a second-year American Studies graduate student. Her research interests include gender, popular culture, and media representations. She also serves as the treasurer for the American Studies Student Association.

Brianna Flores is an undergraduate student majoring in American Studies and minoring in Political Science. Her research interests include popular culture, feminism, and law. After graduating she plans to pursue a JD.

Jessica Fortinberry completed her undergraduate work at Cal State Fullerton in 2014, where she received a BA degree in English with a minor in American Studies. She has been taking time off since graduation, and can be found reading and spending time with her family.

Brandon Kyle Goco completed his undergraduate work at Cal State Fullerton in 2014, where he received BA degrees in American Studies and Radio-TV-Film. His research interests include film theory, queer history, and transnational studies. In 2014, Brandon was the recipient of the Academic Achievement Award by the CSUF American Studies Department. He is currently working for the Directors Guild of America in Hollywood, CA.

Elliot Lam is a second-year American Studies graduate student. He completed his undergraduate work at Cal State Fullerton, where he received a BA degree in Political Science. His research interests include U.S. wars and racial formation. He hopes to one day develop critical theory on refugees.

Aaron J. Mezzano is a second-year American Studies graduate student. He completed his undergraduate work at UC Santa Barbara, where he received a BA degree in History. His research interests include leisure, television, entertainment, and representation. He plans to expand his research in video games and pursue a PhD.

Steven Montes completed his undergraduate work at Cal State Fullerton in 2014, where he received BA degrees in American Studies and Communications, with an emphasis in Entertainment and Tourism Studies.

Sarah Printy is an undergraduate student majoring in Graphic Design. After taking an American Studies class in her sophomore year, she found that she enjoyed learning about history from an American Studies perspective. She plans to take more American Studies classes in the future.

Nicole Rehnberg is a second-year English graduate student. Her research interests focus on storytelling and comic books. She hopes to pursue a career as a comic book historian.

Sara Roberts is an undergraduate student majoring in American Studies as well as Fine Arts, with an emphasis in sculpture. She enjoys exploring American history through a critical lens by challenging preconceived notions and popularly held beliefs. After graduating she hopes to attain an apprenticeship where she can further her skills in the field of sculpture.

Mike West is a third-year American Studies graduate student. He completed his undergraduate work at UC Santa Cruz, where he received a BA in American Studies. His research interests include the role of pin-ups in shaping gender roles in the mid-twentieth century, American folk music, and race and baseball. He plans to continue this work in a PhD program.



CONTENTS

AMERICAN FORMS

- Defying Documentary**
2 In Search of Truth in Non-Fiction Cinema
by Brandon Kyle Goco
- Pretty Big Lies**
9 Media Coverage of ABC Family's Pretty Little Liars
by Brianna Flores
- Mark Twain and Henry James**
13 Interpreting American Nationalism in the Late Nineteenth Century
by Jessica Fortinberry
- Just a Game?**
19 Modern Warfare, Ideologies, and Popular Culture
by Aaron J. Mezzano
- Great American Novel or Great American Myth?**
27 The Last of the Mohicans Film Review
by Sarah Printy

THE EARL JAMES WEAVER PRIZE

- The Birth of the Pin-Up Girl**
32 How Footlocker Art Swept the Nation and Influenced Gender Roles during World War II
by Mike West

AMERICAN IDENTITIES

- Rationalizing, Coping, and Healing**
44 The Use of Humor and Comedy during Times of War
by Steven Montes
- Anticommunist Killer**
50 How the Murder Trials of Minh Van Lam Shaped the Image of the Perpetual Refugee
by Elliot Hai-Long Lam
- Yearning for the Other Half**
58 Disclosing Women's Contributions to American History
by Sara Roberts
- The Nerd Postulate**
60 Subcultural Capital, Regeneration, and Carnival in The Big Bang Theory
by Courtney Beachner
- The All but Vanishing Race**
70 Native American Identity through Photography
by Danielle Barraza
- In Search of Lost Things**
74 Proust and the Importance of Material Culture
by Nicole Rehnberg

APPENDIX VI: RESOURCES

External grants won by American Studies faculty members during this review period are itemized below:

Jesse Battan

British Association for American Studies *Eccles Centre Visiting U.S. Fellow in North American Studies* for 2012 to conduct research at the British Library (£ 2,500, or approximately \$4,000 at the time).

Adam Golub:

HSSC/Haynes Research Stipend on Los Angeles and Southern California History, 2007 (\$1,200)

John Ibson:

Cornell University, Phil Zwickler Memorial Research Fellow Grant, 2012 (\$730)

Carrie Lane:

Visiting Professor Program, Advertising Educational Foundation, Summer 2012 (\$500 Stipend, no housing or travel needed since this was in Los Angeles)

Terri Snyder:

National Endowment for the Humanities Faculty Fellowship, 2015-2016 (\$45,000)

Mellon Fellow, Virginia Historical Society, 2013, 2014 (\$1,000)

African American History Fellowship, Library Company of Philadelphia, 2011 (\$2,500)

National Endowment for the Humanities Faculty Fellowship, 2007-08 (\$40,000)

Leila Zenderland:

National Endowment for the Humanities Fellow, 2015-16 (\$54,000)

American Council of Learned Scholars Fellow, 2007-2008 (\$60,000)

APPENDIX VII: LONG-TERM PLANNING

Our long-term plans and related budget needs are discussed in the text of this report.