80s Pop Culture BA

Final Statement

The 80s pop culture degree program will prepare students for successful careers in music, history, and humanities by providing them with skills in the areas of writing, critical analysis, and oral communication. The program prepares these students to be contributing members of society through the established curricula, a service learning experience, and undergraduate research. These goals are in alignment with aspirations articulated by the college and the university.

Goal

1. Meet Student Learning Outcomes

Description of process for developing outcomes: In early spring of 2003 all program faculty participated in an outcome writing process for the BA program in 80s pop culture. We began with the following question: What knowledge, skills, or attitudes should our students possess by graduation? The initial list consisted of 20 outcomes. Over the course of the semester the faculty combined some of the outcomes and dropped others. Finally, the faculty endorsed four universal outcomes for program graduates. Each course has been mapped to the program’s student learning outcomes. Please see the Curriculum Map attached.

Outcomes

1.1 Methodology

Description

Students will interpret quantitative results based on an analysis of (a) methodology, (b) graphs, and (c) tables.

Supported Initiatives (0)
Measures of Outcome

1.1.1.1 Capstone Test

Description

General Information about the Test:
The current version (III) of the capstone test is a 100-item multiple choice test developed internally by the program's faculty. The initial form of the test was piloted in 2003. Based on subsequent content analysis by two program faculty and psychometric analysis, the test was re-vamped two times resulting in the current version (III), which has been administered since 2005.

Relationship to Outcomes:
The items of the test were written expressly to correspond with outcome 1 (identification of elements of 80's culture – items 1 through 60) and outcome 2 (interpretation of quantitative results – items 61-100).

Quality of Evidence:
Two other faculty members reviewed the items and agreed that the items matched the objectives as intended. The internal consistency (as estimated by Cronbach's alpha) of the identification subscale has ranged from .76 to .84 and for the methodology subscale has ranged from .74 to .81.

Data Collection:
All students in PCUL480 (our senior capstone) take the capstone test in February. Because students are required to take this class, almost always their final semester, the results are reflective of graduating seniors. Ten percent of students' final grades in PCUL480 is based on their performance on this exam, hence students typically put forth good effort.

Target / Benchmark

1.1.1.1 capstone test
Target / Benchmark
Average of 65% correct on methods items of capstone test

**Findings / Results**
This year students correctly answered an average of 68% of the methods items on the capstone test.

**Analysis of Current Cycle’s Findings**
This year (spring 2010), 89 out of 91 students who were currently enrolled in the class completed the test.

To what degree did this cohort of students achieve the target?
Multiple faculty members discussed and interpreted the assessment results at a program meeting (see Meeting Minutes in project attachments). On most scales or subscales our students’ scores either surpassed or approached the desired target. Nevertheless, a few results are noteworthy.

**How do these results compare to previous years?**
On the positive side, the subscore for methodology (associated with the methodology outcome) was higher than last year’s score and exceeded our expectations for desired results. Furthermore, our students’ scores on the methodology section of the graduate survey also surpassed our expectations and were statistically significantly better than last year’s results. Given that this cohort was the first to receive a more deliberate and intensive curriculum on methodology (i.e., extra emphasis in several courses), these results may indicate that this new curriculum is more effective than earlier iterations.

<table>
<thead>
<tr>
<th>Improvement Type</th>
<th>Improvement Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Revision</td>
<td>Revised existing course or courses, added assignment, modified assignment, modified content of course, changed textbook, etc.</td>
</tr>
</tbody>
</table>

Regarding using the results for improvement, we would again like to reiterate the improvement on the methodology outcome that we observed on both the capstone
test and the graduate survey. We believe this improvement is due to extra emphasis in methodology we implemented over the last two years across several courses. Specifically, methodology modules were redesigned in 3 key courses to ensure skill development and transition of skills across the curriculum. Course assignments and rubrics were revised. These changes were initiated as a result of earlier assessment data, reporting, and a curriculum mapping initiative.

1.1.2 Graduation Survey - Methodology Outcomes

Description

Target / Benchmark

Average of 3 (moderate gain) for each item set representing methodology outcomes.

Findings / Results

Students’ averaged 3.9 on the graduation survey for the methodology outcome.

Analysis of Current Cycle’s Findings

Our students’ scores on the methodology section of the graduate survey also surpassed our expectations and were statistically significantly better than last year’s results. Given that this cohort was the first to receive a more deliberate and intensive curriculum on methodology (i.e., extra emphasis in several courses), these results may indicate that this new curriculum is more effective than earlier iterations.

The results included here and in this assessment report are shared with all program faculty at the end-of-the-year program meeting. At which time, the program assessment coordinator highlights the strengths and weaknesses and elicits the rest of the faculty for additional details that would facilitate interpretation and analysis. Next, based on our interpretation of the results, we identify actions to take in the upcoming year to improve the program and, if necessary, to improve components of the assessment process. When the final assessment report is compiled, we share via e-mail copies to all of the faculty and our program advisory board, which includes a student representative.
<table>
<thead>
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</tr>
</tbody>
</table>

*see improvement for this outcome above

### 1.2 Pop Culture Foundational Knowledge Identification

**Description**

*Revised:* Students graduating from the BA program in 80s pop culture will identify (a) relevant musicians, (b) TV shows and movies, (c) fads, and (d) technology of the period.

**Action Plan**

**Planned**

**Due Date**

No due date set

**Measures of Outcome**

<table>
<thead>
<tr>
<th>1.2.1 PCUL_201 - Test</th>
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**Description**

**Target / Benchmark**

| 1.2.1.1 Not Reported this Period |
Target / Benchmark

Findings / Results

Analysis of Current Cycle’s Findings

<table>
<thead>
<tr>
<th>Improvement Type</th>
<th>Improvement Description</th>
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</table>

**1.3 Writing Skills**

Description

Students graduating from the BA program in 80s pop culture will write a cogent argument about how a political event in the 80s shaped pop culture. These papers should (a) contain a coherent argument, (b) use references appropriately, (c) be well organized, (d) and consist of sentence-level mechanics that enhance the readability of the paper.

**Action Plan**

Planned

For this year, the results point to one area of concern related to written communication: using references appropriately (part of outcome 3). This area has been identified as a weakness since we've used the current rubric (2-yrs) and the program faculty have also confirmed that this finding resonates with what they have observed in class. At the program’s end-of-the-year meeting, the faculty agreed on a plan to address this problem, which will be implemented in the fall of the upcoming academic year. Specifically, the instructors of the two classes where writing is heavily emphasized—PCUL401 (80s Politics and Culture) and PCUL404 (The 80s and Today)—will: “Given that some students take these classes as juniors and others as seniors, the full effect of this intervention will not likely show up in students’ scores until the end of the upcoming academic year.”
Due Date
no due date
set

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<th>Status</th>
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<td>Share the results of the past writing assessment with students, emphasizing that references is a concern.</td>
<td>6/20/2018</td>
<td></td>
<td>Planned</td>
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<tr>
<td>2</td>
<td>Provide poor and good examples of incorporating references into papers. Note: Dr. C. Lauper has agreed to pull together these examples for the other faculty.</td>
<td>6/20/2018</td>
<td></td>
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<td>3</td>
<td>Evaluate references explicitly (using that component of the writing rubric) on papers in their classes.</td>
<td>6/20/2018</td>
<td></td>
<td>Planned</td>
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</tbody>
</table>

Measures of Outcome

1.3.1 Writing Rubric

**Description:**
General Information and Relationship to Outcome:
This is the 2nd year we will be using the 80s Pop Culture writing rubric, which corresponds with the writing outcome. We adapted this rubric from ODU's Disciplinary Writing Rubric (see copy in project attachments). The initial rubric was chosen as a starting point because it represented writing similarly to how we articulated it. However, we felt the ODU rubric was a little too broad and we added some components specific to our field. *Each trait on the rubric is evaluated on a four-point scale (1 = Beginning; 2 = Developing; 3 = Competent; 4 = Advanced).*

**Quality of Evidence:**
Comment [KK30]: These statements represent concrete actions that will be taken by faculty in the program. It is also clear that these actions are intended to improve the learning outcomes.

We want to avoid actions plans that say… the program will meet to discuss results, faculty will review these results, or changes will be made. It’s unclear that these actions lead to improvements. The more detail you can provide the better.

Comment [KK31]: Because assessment should indicate the degree to which students have made progress on outcomes, it’s important to make the case that your measures or instruments are aligned with the outcomes. The more detail you provide, the more convincing. For example, you could indicate which items correspond to which outcome for a multiple-choice test or how an element of a rubric matches to an outcome for a performance assessment (like writing). Such detail indicates that the program gave serious consideration to the measure-to-outcome match.

Comment [KK32]: Papers and writing rubrics are a direct measure of student learning.

Comment [KK33]: This statement indicates how the measure “maps on” to the outcomes of the program. While the connection is fairly obvious in this example, in other cases the connection between measure and outcome can be unclear. Exemplary assessment plans articulate these connections.

Comment [KK34]: Optional: Establishing appropriate evidence is step one. This entails creating a strong connection between outcomes and measures; as well as, using direct measures for assessment. Let's get these elements in place before programs spend time strengthening the evidence.
We wanted to ensure that faculty were evaluating writing papers consistently. To do so, we consulted with the Office of Institutional Effectiveness and Assessment. They conducted generalizability (i.e., reliability) analyses of the results over the past two years. The first year resulted in low rater agreement (yielding a phi coefficient of .54). This year rater agreement increased (phi coefficient is .68). We think this improvement may be due to better rater training.

To add another level of analysis, we compared writing rubric scores and students’ SAT writing scores. This year’s aggregate writing scores correlated at .25 with the students’ SAT Writing scores. This provided some additional context and validity evidence for our writing assessment.

Data Collection Method 1
All students in PCUL480 (our senior capstone) are required to complete a 10-page argumentative paper about how a political event in the 80s shaped pop culture. As this assignment is worth 25% of the course grade, students tend to give a good effort. At the beginning of the semester, all faculty teaching this course spent approximately an hour and a half on rubric/rater training. This assists with inter-rater reliability. At the end of the semester, all rubric scores were collected and aggregated.

Data Collection Method 2 (sampling)
Twenty papers, four from each section, are randomly selected. Two teams of two program faculty raters evaluate the papers, 10 papers per team. These four raters spent approximately an hour and a half on rater training at the outset to assist with inter-rater reliability.

Target / Benchmark
1.3.1: capstone papers evaluated by program rubric
Partially Met

Given that these students are seniors, all of the average scores for this group should be at or higher than 3 for each writing trait, denoting competency or better. (4pt rubric...
Findings / Results

In 4 of the 5 traits, students scored an average of 3 (competent) or higher.

Analysis of Current Cycle’s Findings

On 4 of the 5 writing traits, students’ scores either surpassed or approached the desired target for written communication. It appears that students’ scores, on average, are rated below competent in using references in their papers. This interpretation is reinforced given that the relatively low scores have been observed over two cohorts. According to the faculty who rated the papers, errors in citations were fairly common. Specifically, students failed to use the correct punctuation within citations and the citations within text often seemed forced.

For this year, the results point to one area of concern related to written communication: using references appropriately (part of outcome 3). This area has been identified as a weakness since we’ve used the current rubric (2-ys) and the program faculty have also confirmed that this finding resonates with what they have observed in class. At the program’s end-of-the-year meeting, the faculty agreed on a plan to address this problem, which will be implemented in the fall of the upcoming academic year.

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<tr>
<td>1.3.2</td>
<td>Graduation Survey - Writing Outcomes</td>
</tr>
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Target / Benchmark

Average of 3 (moderate gain) for each item set representing writing outcomes.
### Analysis of Current Cycle's Findings

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<thead>
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<tbody>
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<td>Improvement</td>
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#### 1.4 Oral Communication

**Description**

Students graduating from the BA program in 80s pop culture will deliver effectively a presentation with an (a) engaging introduction, (b) a logical and fluid body, and (c) a conclusion that reinforces the main ideas of the presentation and closes smoothly.

**Supported Initiatives (0)**

- **Measures of Outcome**
  - **1.4.1 Oral Communication Speeches in PCUL 403 (Profiles of 80s Icons)**
    - **Description**
      Oral communication rubric used by the program.

**Target / Benchmark**

**1.4.1.1 Not Reported this Period**

- **Target / Benchmark**
  Average of 3 (competent) for each oral communication trait.

**Findings / Results**

**Analysis of Current Cycle's Findings**

<table>
<thead>
<tr>
<th>Improvement Type</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Improvement</td>
<td></td>
</tr>
</tbody>
</table>

#### 1.4.2 Graduation Survey - Oral Communication Outcomes

**Description**

**Target / Benchmark**
1.4.2.1 Not Reported this Period

Target / Benchmark
Average of 3 (moderate gain) for each item set representing oral communication outcomes.

Findings / Results
Analysis of Current Cycle’s Findings
Improvement Type Improvement Description

Project Attachments

<table>
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<th>Attachments (2)</th>
<th>File Size</th>
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<tr>
<td>80s Pop Culture BA Curriculum Map.docx</td>
<td>87KB</td>
<td>JUN 14, 2018</td>
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<tr>
<td>idw-rubric-with-definitions.docx</td>
<td>26KB</td>
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Comment [KK43]: Please include any materials that are mentioned within the assessment report. Uploading them provides a great repository for programs. These documents can be kept and accessed at any time by programs. This is especially helpful if faculty members leave or transition assessment responsibilities.

This material was adapted from the “Complete How-To Guide” by Dr. Keston H. Fulcher at James Madison University. URL: https://www.jmu.edu/assessment/_files/APT_Complete_How_to.pdf
80s Pop Culture BA Curriculum Map

*Only required courses are included in the Curriculum Map

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Outcome 1 (Foundational Knowledge - Identification)</th>
<th>Outcome 2 (Writing)</th>
<th>Outcome 3 (Methodology)</th>
<th>Outcome 4 (Oral Communication)</th>
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<tbody>
<tr>
<td>PCUL201</td>
<td>Introduction to the 80s</td>
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<td>PCUL301</td>
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<tr>
<td>PCUL302</td>
<td>80s Fads</td>
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<td>PCUL303</td>
<td>80s TV and Movies</td>
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Comment [KK44]: Curriculum Maps can be created using a variety of different formats. Choose which works best for your program. This is a good curriculum map because it tells you two things: 1 the connection between the courses and the outcomes, and 2 the amount of time spent covering a particular outcome.
# 80s Pop Culture BA Curriculum Map

*Only required courses are included in the Curriculum Map*

- **I** = Introduced - Students are introduced to the outcome
- **R** = Reinforced - The outcome is reinforced and students afforded opportunities to practice
- **M** = Mastered - Students have had sufficient practice and can now demonstrate mastery
- **A** = Assessed - Evidence might be collected and evaluated for program-level assessment (collection might occur at the beginning and end of the program if comparisons across years are desired)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Outcome 1 (Foundational Knowledge - Identification)</th>
<th>Outcome 2 (Writing)</th>
<th>Outcome 3 (Methodology)</th>
<th>Outcome 4 (Oral Communication)</th>
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