

Mission 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.

Comment [KK1]: Mission description of "Exceeds Standards" on the academic assessment rubric:

Mission and goals are comprehensive concise description of the broad aspects covered within the major; mission is clearly aligned with the college mission and the university mission; goals clearly identify the knowledge, skills, abilities, and transferable competencies student will acquire; goals are clearly aligned with mission; would want to use as an example for other programs.

Comment [KK2]: The mission statement describes the primary function of the program and the associated learning experiences. Connections to other missions (eg. college and university) are stated.

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.

Comment [KK3]: This information helps provide context for the student learning outcomes within a degree program. Programs with specialized accreditations may need to use specific outcomes or standards and this alignment can be explained here.

Comment [KK4]: Curriculum maps show that programs have made connections between their course curriculum and student learning outcomes. Including this in your assessment report is a huge asset and can help programs make sense of their results in the context of learning across the curriculum.

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)

Comment [KK5]: Student Learning Outcomes (SLO) description of "Exceeds Standards" on the academic assessment rubric:

SLO are clearly aligned with mission and goals; at least 3 but no more than 15 SLO definitely describe realistic and achievable outcomes; precise and concrete action verbs are used to indicate the specific behavior will be performed (e.g. Bloom's Taxonomy); degree and criterion for accomplishment of behavior are specifically stated; would want to use as an example for other programs.

Measures of Outcome

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 100%

Comment [KK6]: Measures and Targets description of "Exceeds Standards" on the academic assessment rubric:

Measures directly and appropriately assess intended SLO (validity); results are consistent across administrations (reliable); results will yield meaningful information for improvement(s); multiple types of measures (e.g. direct/indirect, objective/subjective, qualitative/quantitative) are present; target performance level for the outcome is clearly stated; would want to use as an example for other programs.

Comment [KK7]: Multiple choice tests are a direct measure of student learning knowledge. It's important to have at least one direct measure per outcome.

Comment [KK8]: The context provided here does two things. First, this description tells us some information about the measure (test) and its validity or trustworthiness of the results.

Comment [KK9]: This statement indicates how the measure "maps on" to the outcomes of the program. The more specific the better. Attachments can be added for reference.

Comment [KK10]: Optional: If you have information about the reliability of your measures it is helpful to provide that. Adding a sentence about the consistency of the measures will demonstrate the value of the data.

Comment [KK11]: This information supports the argument that this data is representative of the program's graduating seniors. It also tells us about student motivation which also informs the validity of the test scores.

Comment [KK12]: This is helpful. The course name and number associated with the measure are provided.

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.

Improvement Type

Course Revision

Improvement Description

Revised existing course or courses, added assignment, modified assignment, modified content of course, changed textbook, etc.

Improvement

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

Comment [KK13]: Findings description of "Exceeds Standards" on the academic assessment rubric:

Findings clearly stem directly from specific measures of SLO; data provide specific, clear, and meaningful evidence of target achievement level; would want to use as an example for other programs.

Comment [KK14]: Analysis of Findings description of "Exceeds Standards" on the academic assessment rubric.

Analyzes all findings; deeply reflects on findings and processes that lead to current results; considers the specific components that define the SLO (eg, performance indicators, rubric criteria); thoughtfully evaluates specific strengths and/or weaknesses related to the SLO; analyzes findings from previous years; if appropriate, compares data from differing delivery methods OR discusses program delivery methods; if appropriate, identifies strategies for improvement as a result of the findings/analysis; describes how results were shared or used to facilitate discussions; would want to use as an example for other programs.

Comment [KK15]: Excellent! The program compares results to the previous year(s) which helps make sense of the data.

Comment [KK16]: A strong analysis acknowledges areas of strength and positive gains in student learning as well as weaknesses and unmet targets.

Comment [KK17]: Improvement description of "Exceeds Standards" on the academic assessment rubric:

Improvements are clearly developed directly from, and are clearly aligned with, previous action plans or findings; improvements richly describe and analyze previous actions taken or modifications made to improve program, teaching methods, or curriculum; previous actions may also describe modifications to learning outcomes or assessment strategies; clearly explains rationale and explanation of the modifications; results are re-assessed with strong evidence, from direct measures, that lead to notable improvement in student learning; would want to use as an example for other programs.

Comment [KK18]: Good! A reflection on past changes in student learning are provided and discussed.

In this instance, the change was positive. Sometimes performance can stay static or decline. Despite the trend, changes in student learning are reflected on.

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.

Comment [KK19]: This statement describes actions taken – past tense – by the program.

This section is not focused on what will be done. This is a reflection on actions taken and subsequent results.

Comment [KK20]: This statement describes the connection between this improvement and previous findings/actions

1.1.2 Graduation Survey - Methodology Outcomes

Description

Target / Benchmark

1.1.2.1 survey results

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.

Comment [KK21]: This is good! Conversations about the curriculum are integrated into the analysis. This information tells us about the processes that are in place.

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.

Comment [KK22]: This section talks about the dissemination of assessment results. Including statements like this elicits "exemplary" or exceeds standard marks.

Improvement Type
Course Revision

Improvement Description
Revised existing course or courses, added assignment, modified assignment, modified content of course, changed textbook, etc.

Improvement
*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
noduedate
set

Measures of Outcome

1.2.1 PCUL 201 - Test

Description

Target /Benchmark

1.2.1.1 Not Reported this Period

Comment [KK23]: This outcome provides guidance and information about the rest of the assessment process: specifically, about whom is assessed, concrete action verb (identify) associated with the desired behavior, and detail regarding what the students should identify.

Comment [KK24]: This is good. The test represents a direct measure. Direct measures of student learning like tests, essays, and portfolios provide the most compelling assessment evidence. At least one direct measure is needed to evaluate a SLO.

This would be better if more than one measure was used to evaluate the SLO. The ideal situation would be to include a direct measure and an indirect measure related to each of the outcomes. In doing so, you could evaluate an outcome from multiple perspectives (i.e., students' actual performance and their self-reporting). For example, the writing outcome is evaluated with rubric scores (direct measure) and students self-reported writing skills (indirect measure).

Indirect measures, like surveys, can be useful as a supplement to the direct measures. You can achieve a high score on this element of the rubric by having direct measures associated with each outcome.

Generally, program decisions are not made based on the data from a single measure.

Target / Benchmark

Findings / Results

Analysis of Current Cycle's Findings

Improvement Type

Improvement Description

Improvement

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.

Comment [KK25]: A good student learning outcome uses a concrete action verb (write) and includes the criterion for accomplishment of the stated behavior (cogent argument development).

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.

Comment [KK26]: Action Plan description of "Exceeds Standards" on the academic assessment rubric.

Action plans are clearly developed directly from, and is clearly aligned with, the findings; actions are intended to improve program, teaching methods, or curriculum; actions may also modify learning outcomes or assessment strategies; responsibilities for actions are assigned; a target implementation date for action(s) is present; would want to use as an example for other programs.

Comment [KK27]: These statements make it clear that the action plans are developed directly from the findings.

Comment [KK28]: Timeframe for implementation is articulated.

Comment [KK29]: Timeframe for expected impact of change is articulated. This action plan would receive an "exceeds standard" on the rubric.

Due Date
noduedate
set

#	Action Item	Date Created	Due Date	Status
1	Share the results of the past writing assessment with students, emphasizing that references is a concern.	6/20/2018		Planned
2	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.	6/20/2018		In Progress
3	Evaluate references explicitly (using that component of the writing rubric) on papers in their classes.	6/20/2018		Planned

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.

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 [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 the 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.

Comment [KK35]: If you have information about the reliability and validity of the measures it is helpful to provide that. Adding this information will add to the value and quality of the data.

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.

Comment [KK36]: The course name and number associated with the measure are provided.

Comment [KK37]: Optional: This statement tells us about student motivation which also informs the validity of the test scores.

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.

Comment [KK38]: Both methods are given as an example. Either method can be used to collect programmatic data.

Target / Benchmark

1.3.1.1 capstone papers evaluated by program rubric
Partially Met

Target / Benchmark

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

scale)

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.

Comment [KK39]: The student learning outcomes are mentioned throughout the analysis. It's important to make the connection between the data and the learning outcome.

Comment [KK40]: Excellent! Leveraging feedback from faculty strengthens the analysis.

Comment [KK41]: The analysis describes specific weaknesses related to the student learning outcome.

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.

Comment [KK42]: Good! This analysis shows that the program has reviewed the data in relation to previous years.

Improvement Type

Improvement Description

Improvement

1.3.2 Graduation Survey - Writing Outcomes

Description

Target / Benchmark

1.3.2.1 Not Reported this Period

Target / Benchmark

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

Findings / Results

Analysis of Current Cycle's Findings

Improvement Type

Improvement Description

Improvement

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

Improvement Type

Improvement Description

Improvement

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

Improvement

Project Attachments

Attachments (2)	File Size	Last Modified
80s Pop Culture BA Curriculum Map.docx	87KB	JUN 14, 2018
idw-rubric-with-definitions.docx	26KB	JUN 14, 2018

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.

80s Pop Culture BA Curriculum Map

*Only required courses are included in the Curriculum Map

0=No Coverage, 1=Slight Coverage, 2=Moderate Coverage, 3=Major Coverage

	Outcome 1 (Foundational Knowledge - Identification)	Outcome 2 (Writing)	Outcome 3 (Methodology)	Outcome 4 (Oral Communication)
PCUL201 Introduction to the 80s	3	1	0	0
PCUL301 80s Music	3	1	0	2
PCUL302 80s Fads	3	1	0	2
PCUL303 80s TV and Movies	3	0	0	2
PCUL304 80s Technology	3	1	1	0
PCUL361 Methods and Analysis	0	1	3	0
PCUL401 80s Politics and Culture	1	3	1	0
PCUL402 Profiles of 80s Icons	1	1	0	3
PCUL403 The Music Video	2	0	0	0
PCUL404 The 80s and Today	0	3	2	1
PCUL480 Capstone	0	2	2	2

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)

Comment [KK45]: 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 level of reinforcement related to a particular outcome.

	Outcome 1 (Foundational Knowledge - Identification)	Outcome 2 (Writing)	Outcome 3 (Methodology)	Outcome 4 (Oral Communication)
PCUL201 Introduction to the 80s	I, A	I		
PCUL301 80s Music	R	I		I
PCUL302 80s Fads	R	I, A		R
PCUL303 80s TV and Movies	R			R
PCUL304 80s Technology	R	R	I	
PCUL361 Methods and Analysis		R	R	
PCUL401 80s Politics and Culture	M	M	I	
PCUL402 Profiles of 80s Icons	M	R		M
PCUL403 The Music Video	M			
PCUL404 The 80s and Today		M	R	R
PCUL480 Capstone	A	M, A	M, A	M, A

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

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