Over the past year, we have been exploring ways to improve the assessment process for the 80's Pop Culture major objectives. Below, we indicate the major objective, the changes that we have made in terms of assessing that objective, and our plans for the following year.

1. **Knowledge Base in 80's Pop Culture:** Students graduating from the BA program in 80's Pop Culture will be able to identify (a) relevant musicians, (b) TV shows and movies, (c) fads, and (d) technology of the period.
   - We have been using the 80's Trivia Quiz for over 10 years to assess our students' knowledge base in 80's Pop Culture. However, because of the form in which we get the data, and the way the test is constructed, it is difficult to interpret the results from the 80's Trivia Quiz. This year, we collected 80's content knowledge data using both the 80's Trivia Quiz and the 80's Pop Culture Major Field Test by the Educational Testing Service (ETS).
   - During the upcoming year, we will compare the data from the two tests to determine which would be better for assessing our goal.

2. **Quantitative Reasoning:** Students graduating from the BA program in 80's Pop Culture will be able to interpret quantitative results based on an analysis of (a) methodology, (b) graphs, and (c) tables.
   - Directly assessing this goal related to sociocultural objectives has been difficult. This year, we collected qualitative data from a portion of our graduating students. We wanted to ask students where and how they are exposed to sociocultural content in the major. This fall, we will be using these data to devise a mixed-method embedded assessment in our sociocultural courses.
   - Additionally, we plan to re-evaluate the sociocultural course objectives.
   - We continued refining the 80's Pop Culture Information Literacy Test (ILT), including conducting an item analysis and revising items, as needed.
   - We continued collecting data using the Natural World assessment, which compares scientific literacy across different STEM majors. However, we are not satisfied that this test addresses the program objective adequately for *our* students. Therefore, we have also started constructing a statistics and research methods test that can be used in embedded assessment for students entering the 80's Pop Culture major and then assessing students again before graduation. This will give us better data in terms of the change in performance for our students and the content will more accurately reflect the knowledge we want our graduates to have.

3. **Written Communication:** Students graduating from the BA program in 80's Pop Culture will be able to write a cogent argument about how a political event in the 80's 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.
   - This year, we started revising a rubric for written communication. We plan to use this rubric in selected capstone courses as an embedded assessment. We plan to continue these revisions to ensure that it both accurately reflects our written communication objective and is also usable by faculty.

4. **Oral Communication:** Students graduating from the BA program in 80's Pop Culture will also be able to effectively deliver 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.
   - This year, we started revising a rubric for oral communication. We plan to use this rubric in selected capstone courses as an embedded assessment. We plan to continue these revisions to ensure that it both accurately reflects our oral communication objective and is also usable by faculty.