

**Assessment of Student Learning Outcomes
Degree Program Report**

College: Sciences

Department: Anthropology & Museum Studies

Program: Primate Behavior

Degree: Master's of Science

Prepared by: Lori K. Sheeran

Academic Year of Report: 2014-15

1. What student learning outcomes were assessed this year, and why?

- Two learning outcomes are assessed in this report: "PB MS students will demonstrate knowledge of the field of primatology... (SLO 1)" and "PB MS students will gain skills that enhance their professional development (SLO 4)." [see attached MS-Primate Behavior SLO Assessment Plan]
- These learning outcomes were assessed to review whether program courses are delivering course content that students will need as primatologists, and whether students are acquiring professional skills needed to continue on for more advanced degrees or to be employed in the field of primatology. SLO 1 was measured using a rubric applied to one assignment completed in PRIM 511 Primate Conservation, in which criterion was for $\geq 80\%$ of students to score at 80% or better on the assignment. SLO 4 was measured by tallying the number of professional activities (article, presentation, book chapter, abstract, grant proposal) each student engaged in before graduation, for which the criterion was for each student to engage in at least one such activity before graduation.
- SLOs 1 and 4 both correspond to CWU Strategic Outcome 1.1.1: "Students will achieve programmatic learning outcomes." SLO 4 also corresponds to CWU Strategic Outcome 3.1.2: "Sustain the number of courses that include research, scholarship, and creative expression skills as key outcomes."

2. How were the student learning outcomes assessed?

A) What methods were used?

The assessment method for SLO 1 was direct (rubric applied to one assignment) and assessed students' performance and knowledge. The standard of mastery was for 80% of students to earn $\geq 80\%$ of points from the rubric.

The assessment method for SLO 4 was for each graduate student to complete at least one professional activity prior to graduation.

B) Who was assessed?

- For SLO 1, six graduate students enrolled in ANTH 411/PRIM 511 Primate Conservation (total enrollment 14) during spring quarter 2015 were assessed using a rubric applied to one assignment.

- For SLO 4, the seven students who started the MS program in 2013 were assessed using data provided on an annual report completed in the spring by the student's thesis advisor.

C) When was it assessed?

- Assessment occurred during spring 2015 when faculty sent student progress reports to the program director. Primate Conservation was taught during spring 2015.

3. What was learned?

For SLO 1, students did meet the standard of mastery. For SLO 4, they did not.

Assessed SLO	Criterion Performance	Observed Performance	Standard of Mastery Met?
SLO 1	$5 \geq 80\%$ on rubric	$6 \geq 87\%$ on rubric	Yes
SLO 4	≥ 1 professional activity for each of four (2013 cohort) graduating students	3 of 4 students completed at least one professional activity before graduating	No

Table 1: Assessment results for 2014-15

Student #	Assignment Score from Rubric (50 pts)
1	45 (90%)
2	43.5 (87%)
3	48 (96%)
4	47 (94%)
5	46 (92%)
6	48 (96%)

Table 2: Raw data for assessment of SLO 1: Student knowledge of primatology assessed from a rubric applied to presentation assignment in PRIM 511 Primate Conservation.

Student	PR Article	Other Publication	Presentation	Grant
GF	0	0	2	0
MB	0	0	2	1 (intramural)
WE	0	0	0	0
AS	0	0	1	0

Table 3: Raw data for assessment of SLO 4: Involvement of graduated students in professional activities.

Note: 3 students enrolled in the 2013 cohort have not yet graduated; none of those students have completed any professional activities as yet.

4. What will the department or program do as a result of that information?

Our assessment of SLO 1 indicates that students are performing well in courses that assess their knowledge and performance in the field of primatology. This result indicates that no change is needed, at least not for this particular course.

With the resignation of Dr. Mary Lee Jensvold in spring of 2014, we have struggled to offer the program curriculum and to continue to support students' engagement in professional activities. For example, her resignation has negatively impacted on the frequency with which courses can be offered. In the PB program, access to research venues and opportunities are not linked to particular courses but are instead an outcome of the scholarship and professional connections of the program faculty and their ability to place students at sites where fieldwork can occur. We submitted a request to fill vacancy proposal to conduct a search for a new faculty member who will bring new research opportunities to the students and the PB program, which corresponds to CWU Strategic Outcome 3.1.2: "Sustain the number of courses that include research, scholarship, and creative expression skills as key outcomes." The request to fill the vacancy form and accompanying proposal was approved in spring 2015, and the search is currently going. By the application deadline in fall 2015, 62 applications have been received, have been screened for minimum qualifications, and we have completed eight telephone interviews. We plan to complete the search process during winter quarter 2016. The addition of a full-time, tenure-track faculty member will stabilize the curriculum and increase research placement opportunities for PB students.

We lack a sufficiently large faculty to meet thesis advisement demand. In an effort to further enhance students' professional development and to provide an educational track alternative to the thesis one, we developed and are in the process of submitting an 18-unit certificate program in Primate Captive Care, which also corresponds to CWU Strategic Outcome 3.1.2: "Sustain the number of courses that include research, scholarship, and creative expression skills as key outcomes." We intend to begin offering the certificate program in fall 2016. The certificate is grounded in a newly-formed relationship with Chimpanzee Sanctuary Northwest co-directors JB Mulcahy and Diana Goodrich. The co-directors will teach some courses in the certificate, and required internship credits will be completed at their facility (in Cle Elum). The addition of the certificate program will enable us to grow the program without further expanding faculty resources. The certificate uses courses that are already being offered, so it does not further strain our ability to offer the existing program curriculum.

5. What did the department or program do in response to previous years' assessment results, and what was the effect of those changes?

Since the fall 2013 closure of the Chimpanzee and Human Communication Institute, we have been attempting to stabilize the PBE graduate program and continue to offer a high-quality curriculum with multiple local, regional, and international research placement sites and opportunities for students to engage in professional activities prior to graduation. Stabilization has been successful: the application pool for fall 2015 was 30, the largest pool since the program's inception in 2008. Current resources are, however, severely strained. The successful

acquisition of a new tenure-track faculty member and the development of a certificate program will help to expand the program in new directions, further ensuring CWU's position as the premier institution offering primatology degrees in the US.

6. Questions or suggestions? Contact Tom Henderson (henderst@cwu.edu) or Bret Smith (bpsmith@cwu.edu)

None.



Student Learning Outcome Assessment Plan

Department: Primate Behavior

Degree Program: MS-Primate Behavior

Student Learning Outcome (performance, knowledge, attitudes)	Related CWU Strategic Outcome(s) http://www.cwu.edu/strategic-planning/	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses - population)**	When Assessed (term, dates)***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
PB MS students will demonstrate knowledge of the field of primatology, including current issues, methods, theories, and topics of study.	1.1.1 Students will achieve programmatic learning outcomes.	1. Written papers in PRIM 503 OR PRIM 505 2. Oral presentations in PRIM 504 OR PRIM 511	All PB students enrolled in PRIM 503, 504, 505, and 511	As offered - 1 st year in the program	PRIM 503 OR PRIM 505 Written papers At least 80% of students will earn at least 80% of points from grading rubric PRIM 504 or PRIM 511 Oral Presentations At least 80% of students will earn at least 80% of points from grading rubric
PB MS students will understand the interdisciplinary nature of primatology and how biologists, psychologists, and anthropologists approach the study of primates.	1.1.1 Students will achieve programmatic learning outcomes.	1. Written papers in PRIM 501 2. Oral presentations in PRIM 504 OR PRIM 511	All PB students completing PRIM 501, 504, 505, and 511	As offered - 1 st year in the program	PRIM 501 Written papers At least 80% of students will earn at least 80% of points from grading rubric PRIM 504 OR PRIM 511 Oral Presentations At least 80% of students will earn at least 80% of points from grading rubric
PB MS students will value biodiversity.	1.1.1 Students will achieve programmatic learning outcomes.	Oral presentations in PRIM 511	PRIM 511 students	Alternate years	1. During oral presentations in PRIM 511, at least 80% of students will accurately identify the major causes of primate endangerment. 2. During oral presentations in PRIM 511, 100% of students will be able to describe biological and societal reasons explaining why primates biodiversity is important
PB MS students will gain skills that enhance their professional development.	1.1.1 Students will achieve programmatic learning outcomes. 3.1.2 Sustain the	Each student's thesis advisor will document on an annual evaluation form the number of student presentations, publications, and grant proposals submitted, rejected,	All PB students	Each spring	All students will engage in at least one professional activity (article, presentation, book chapter, abstract, grant proposal) before graduation.

Student Learning Outcome (performance, knowledge, attitudes)	Related CWU Strategic Outcome(s) http://www.cwu.edu/strategic-planning/	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses - population)**	When Assessed (term, dates)***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
PB MS students will be able to effectively communicate.	number of courses that include research, scholarship, and creative expression skills as key outcomes. Oral presentations. Written papers.	PRIM 503 OR PRIM 504 OR PRIM 505	All PB students	As offered - 1 st year in the program	On presentations and papers, ≥ 80% of students will earn ≥ 80% of points from grading rubric

*Method(s) of assessment should include those that are both direct (tests, essays, presentations, projects) and indirect (surveys, interviews) in nature

**Data needs to be collected and differentiated by location (Ellensburg campus vs University Centers) and modality (face-to-face, online)

***Timing of assessment should ideally be at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)

rev. 11/14

Assessment Cycle

Analysis and Interpretation:

Improvement Actions:

Dissemination:

December

Completed by June

Completed by June

Year SLOs	15-16	16-17	17-18	18-19	19-20	20-21
1	X			X		
2		X			X	
3		X			X	
4			X			X
5	X			X		

Assessment Oversight

Name	Department/Affiliation	Email Address	Phone Number
Lori Sheeran	Anthropology	SheeranL@cwu.edu	X1434

*Indirect methods include annual information provided by thesis advisor on survey

**All classes offered on Ellensburg campus in face-to-face format

***PRIM 501 is taken during the first quarter; PRIM 503, 504, and 505 are typically completed during the first year; research projects and professional activities completed during second year; faculty assessments of student professional development each spring.