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

We assessed General Education Related Goals: Written Communication, which was the only learning outcome assessed in 2010-11. Pongid Behavior (ANTH 416) was selected for this assessment because it includes more than one writing assignment. The course has one, 300-level prerequisite (ANTH 313 Primate Social Behavior). Primate Behavior and Ecology majors choose two courses from a list of three at the 400-level, which includes Pongid Behavior. Students majoring in anthropology may also enroll in the class and use it to meet 400-level requirements for the BA or BS degree. Pongid Behavior is offered every spring, and students typically take it during their junior or senior year.

2. How were they assessed?
   2a. What methods were used?

We applied the CWU writing rubric to the student population enrolled in ANTH 416. All students were assessed on the same writing assignment.

   2b. Who was assessed?

Eleven of 14 students enrolled in ANTH 416 were assessed for their writing abilities. The sample included PBE and ANTH majors. Four of the sampled students (36%) were CWU “natives”; the other seven students (64%) were in-state and out-of-state transfer students.

   2c. When was it assessed?

Writing assessment data were collected during spring quarter 2010 (the last time ANTH 416 was offered).
3. What was learned?

<table>
<thead>
<tr>
<th>Writing Rubric Element</th>
<th>Pass Native N (% of total)</th>
<th>Pass Transfer N (% of total)</th>
<th>Non-Pass Native N (% of total)</th>
<th>Non-Pass Transfer N (% of total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>4 (36%)</td>
<td>7 (64%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Reasoning</td>
<td>4 (36%)</td>
<td>7 (64%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Organization</td>
<td>4 (36%)</td>
<td>7 (64%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Rhetoric of the Discipline</td>
<td>4 (36%)</td>
<td>7 (64%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Conventions &amp; Presentation</td>
<td>2 (18%)</td>
<td>6 (55%)</td>
<td>2 (18%)</td>
<td>1 (9%)</td>
</tr>
</tbody>
</table>

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

This assessment report was provided to all program faculty, and we will meet early during winter quarter 2012 to discuss the results. The data indicate that the instructor should provide more guidance to the students on proofreading, accuracy in citations, and formatting. We will consider the adoption of uniform written standards to be applied in PBE major-classes (ANTH 313, 412, 416, and 418), which should help students to master these skills. There does not appear to be a difference in the performances of native and transfer students with respect to writing, and both student populations had difficulty in only one area (conventions and presentation) from the rubric.

5. What did the department or program do in response to last year’s assessment information?

We collected data on each student’s exposure to the scientific method (skill) from the program’s beginning (PRIM 220) to its end (PRIM 320, 495A, 495C, 490). The data set includes professional presentation of the student’s work at SOURCE or other venues. Results will be reported in the 2011-12 assessment report.

6. Questions or suggestions concerning assessment of student learning at Central Washington University

None.

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