Central Washington University
Assessment of Student Learning
Department and Program Report

Academic Year of Report: 2011-12    College: COTS
Program: Primate Behavior and Ecology (PBE)

Check here if your assessment report covers all undergraduate degree programs: [X]

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

We assessed SLOs related to two of six program goals and performed a reading assessment.

**Goal 1 (Knowledge):** Primate Behavior and Ecology students will demonstrate basic knowledge of concepts, terminology, and theories relevant to Primatology.

  SLOs 1-3: At least 80% of students will demonstrate “proficiency” (score 4 or 5 on a 5 point scale) in their usage of primatological concepts (SLO 1), terminology (SLO 2), and theories (SLO 3) from a grading rubric applied to a presentation submitted in ANTH 412 Long-Term Primate Studies.

**Goal 3 (Skill):** Primate Behavior and Ecology students will be able to apply and use the scientific method.

  SLO 2: Every PBE student (100%) will participate in a credit-bearing, faculty-mentored research project.

We assessed these particular goals because they enable us to explore knowledge- and skill-related program goals. Long-Term Primate Studies (ANTH 412) is usually take by students in their senior year. Students are initially exposed to behavioral research during PRIM 220 Intro to Primate Lab Procedures. The advanced research project assessed here occurs during the student’s junior or senior year, and thus samples students who are preparing to graduate from the program. The advanced research project entails greater autonomy in research design, data collection, and analysis and ideally culminates in professional presentation and/or publication of the student’s results.

We assessed General Education Related Goals: Reading comprehension.

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

We assessed the SLOs related to Goal 1 using a **rubric** for the assigned presentation. Students were assessed on a 5 point scale, with 4-5 considered “proficient”, for their use of terms, concepts, and theories in primatology in the project.
Participation in a faculty-mentored research project is a hallmark of the PBE program and of the CWU experience. This research experience enables students to hone their skills using the scientific method. We used Plan of Study forms to check how many of the eight students graduating between fall 2011 and summer 2012 completed an advanced research project, and what type of project (internship, presentations at SOURCE, research at CHCI, research abroad, or other) occurred.

We applied the CWU Reading comprehension rubric to the students enrolled in ANTH 412. All students were assessed on the same reading assignment.

2b. Who was assessed?
Four PBE students were enrolled in ANTH 412 Long-term Primate Behavior.

We reviewed the Plan of Study forms for the 6 students who graduated August 2011-June 2012.

2c. When was it assessed?
Goal 1 and its three accompanying SLOs and Goal 3.SLO 2 were assessed during winter quarter 2012, when 4 students were enrolled in ANTH 412 Long-term Primate Behavior.

Reading comprehension assessed during winter quarter 2012, when 4 students were enrolled in ANTH 412 Long-term Primate Behavior

3. What was learned?
Goal 1.SLO 1-3: At least 80% of students will demonstrate proficiency (score 4 or 5) in their usage of primatological concepts (1), terminology (2), and theories (3) from a grading rubric applied to a project submitted in ANTH 313 Primate Social Behavior.

The goals set in SLOs 1-3 were met. Students were asked to give a presentation on a Long-term primate study. Students were graded on a 5 point scale on their ability to accurately apply primatological theories, concepts, and terminology in their presentation. 87.5% (7/8) of students scored 4 or 5 on these aspects of the assignment. One student (12.5%) fell below this standard.

Goal3.SLO 2: Every PBE student (100%) will participate in a credit-bearing, faculty-mentored, advanced research project.

The goal set in SLO 2 was met 6 students (100%) participated in faculty mentored research projects and enrolled in courses numbered PRIM 320, 495A, 495C, and/or 490. These advanced research courses build on scientific skills developed earlier in the program in PRIM 220 Intro to Primate Lab Procedures. Many graduating students engaged in more than one such experience, with an average of 2.5 courses completed per student. Projects were based at CHCI (4 of 6 students) and 3 in the China Field School.
One of 6 students also had faculty-mentored research experiences through the McNair Scholars program (during the China Field School).

For the General Education Reading assessment 4 PBE majors enrolled in ANTH 412.01 in Winter 12 took the assessment. There was a 50% pass rate for reading rate, summary, and discipline and only a 33.3% pass rate for Author’s intent. Overall the sample size was very small.

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<td>Author’s intent</td>
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4. What will the department or program do as a result of that information?

This assessment report will be provided to all program faculty, and we will meet early during winter quarter 2012 to discuss the results and to lay the ground work for assessing other goals.

During the meeting, I will recommend that we use more meaningful assessments that are related to our strategic plan. Individual students could be tracked and assessed throughout their career by assessing common rubrics in Waypoint.

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

Nothing

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

Meaningful for training in designing assessments.

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