1. What student learning outcomes were assessed this year, and why?
In answering this question, please identify the specific student learning outcomes you assessed this year, reasons for assessing these outcomes, with the outcomes written in clear, measurable terms, and note how the outcomes are linked to department, college and university mission and goals.

We assessed whether >75% of students completed a faculty-mentored research experience during the PBE undergraduate degree, and whether students enrolled in ANTH 412 Long Term Primate Studies increased their understandings of the diversity of the primate order. These SLOs are related to program goals 3 (“students will be able to conduct faculty-mentored research”), and 4 (students will increase their understandings of the evolutionary, taxonomic, ecological, behavioral, and genetic diversity primates). The former SLO and program goal 3 relate to the COTS mission to prepare “students for enlightened and productive lives through the intertwined endeavors of learning and research in the classroom, laboratory, and field.”

2. How were they assessed?
In answering these questions, please concisely describe the specific methods used in assessing student learning. Please also specify the population assessed, when the assessment took place, and the standard of mastery (criterion) against which you will compare your assessment results. If appropriate, please list survey or questionnaire response rate from total population.

A) What methods were used?
Information students provided on capstone (PRIM 450) exit surveys were aggregated to see which students participated in faculty-mentored research. Criterion for success was for > 75% of students to have participated in a faculty-mentored research experience during their time at CWU. Results of a pre- and post-quarter survey for students enrolled in ANTH 412 Long Term Primate Studies were aggregated to see if students’ understanding of primate diversity increased during the quarter. ANTH 412 students took a 5-question quiz the quarter’s start and end, on which they were asked to write what they knew about the primate species assigned to them detailed study during the quarter. The assessment criterion was for 100% of students to improve on the quiz the second time it was taken compared to the first time.

B) Who was assessed?
Undergraduate students enrolled in PRIM 450 spring and fall quarters 2014 (N=9, 100% response rate) and undergraduate students enrolled in ANTH 412 winter quarter 2014 (N=13, 100% response rate).

C) When was it assessed?
Winter, spring, and fall quarters 2014.
3. What was learned?
In answering this question, please report results in specific qualitative or quantitative terms, with the results linked to the outcomes you assessed, and compared to the standard of mastery (criterion) you noted above. Please also include a concise interpretation or analysis of the results.

**Figure 1.** PBE graduates’ participation in professional activities while at CWU (N=9; note that some students participated in > 1 professional activity)

We expected that >75% of students would have participated in faculty mentored research (“professional”) during their time at CWU. **This criterion was not met.** Only three (33%) students indicated that they co-authored or authored a professional presentation or publication during their four years at CWU. This likely is a consequence of the move of the CHCI chimpanzees, which formerly provided a research venue for students. Significantly, students noted on an exit survey that they thought gaining research experience was important for their future goals, so it will be important that PBE program faculty ensure that this aspect of the program is not lost as we transition to a new context. On a positive note, nine students participated in internships at venues such as Chimpanzee Sanctuary Northwest, Woodland Park Zoo, CHCI (when it was on campus), and Primarily Primates (OR). However, while internships require close observation of primates and acquisition of caregiving skills, internships rarely entail scientific research.

**Figure 2.** Percentage of ANTH 412 students who correctly answered questions on a quiz given at the beginning and at the end of the quarter (N=13 undergraduate students)
In ANTH 412, the 13 undergraduate students enrolled in the class were assigned a primate species other than apes to study in detail. During the quarter, they read peer-reviewed literature about the species, and at the quarter’s end they gave an in-class presentation on it. They were asked five questions at the beginning of the quarter about the assigned species. At the quarter’s end, they retook the quiz to assess how much they learned about the assigned species. Since all assigned species are comparatively poorly known by the students, the assignment was an indication of students’ increased awareness of the diversity of the primate order.

Criterion was for students to correctly answer four of five questions in the end-of-quarter condition. This criterion was met. Nearly all students (percentages ranged from 84-100%) were able to accurately list the countries where their assigned species was found (Q1), specify the taxon’s correct Linnaean name (Q2), list one person famous for studying the taxon (Q3), list one unique anatomical feature of the taxon (Q4), and list one unique behavioral feature of the taxon (Q5). Several students indicated that they were “not at all interested” in the assigned species at the quarter’s start, but all of them expressed great enthusiasm for the assigned species by the quarter’s end. The course appears to be accomplishing the curricular goal of expanding students’ understanding of primates beyond ape taxa to include the >250 species classified in the order.

4. What will the department or program do as a result of that information?
In answering this question, please note specific changes to your program as they affect student learning, and as they are related to results from the assessment process. If no changes are planned, please describe why no changes are needed. In addition, how will the department report the results and changes to internal and external constituents (e.g., advisory groups, newsletters, forums, etc.).

PBE program faculty agree that engagement in faculty-mentored, scientific research is a hallmark of the program and excellent preparation for whatever steps graduates plan to take next—essential for graduate studies, but also an important component of most caregiving jobs, too. A research arc can intentionally be added to the program by incorporating it into ANTH 413 Research methods in Primatology, which undergraduate students usually take during fall of the junior or senior year. Students can choose from behavioral, molecular, or environmental educational research questions, answer the question using existing, archived faculty data, and opt to present the results of that work at SOURCE or another professional venue.

The activity assigned in ANTH 412 intended to expand students’ awareness of primates beyond ape taxa appears to be working well and will be continued in future sections of the course.

5. What did the department or program do in response to last year’s assessment information?
In answering this question, please describe any changes that have been made to improve student learning based on previous assessment results. Please also discuss any changes you have made to your assessment plan or assessment methods.

In response to last year’s assessment report, we submitted curriculum changes to eliminate blocks to students’ progress through the program. We continued to develop a relationship with Chimpanzee Sanctuary Northwest in Cle Elum, WA, to provide students with crucial caregiving experience. CSNW co-director JB Mulcahy taught one PRIM course during fall 2014, and six students interned at CSNW during fall 2014, with five enrolled for winter 2014. Discussions are underway with the CSNW board members to increase research opportunities for students at the
sanctuary without compromising the chimpanzees’ right to a peaceful, post-research retirement. The opportunity to work with living primates has always been a major attraction of the PBE program, and one that enhances students’ professional opportunities post-graduation. CSNW staff are helping to ensure that this aspect of the PBE program is maintained for current and future students.

6. Questions or suggestions concerning Assessment of Student Learning at Central Washington University:
   None.