Assurance of Student Learning 2019-2020	
Potter College of Arts and Letters	Department of Folk Studies and Anthropology
Folk Studies MA (069)	
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Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Demonstrate competency in the history, methods, and theories of the discipline of folklore

Instrument 1	Direct: Comprehensive examination
Instrument 2	
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	**Met**	**Not Met**

Student Learning Outcome 2: Demonstrate ability to produce professional-level products

Instrument 1	Direct: Analysis of thesis or portfolios (dependent on concentration)
Instrument 2	Direct: Tracking of the number of students presenting research at the WKU Research Conference and regional or national conferences
Instrument 3	Indirect: Tracking of attendance at program-sponsored professional development workshops

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	**Met**	**Not Met**

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

Outcome 1: In AY 2020-2021, we will develop and implement a formal rubric for grading the exam in order to measure improvement. We believe that the circumstances of the university's move to online in March due to the COVID-19 pandemic may have impacted exam results; three "low pass" exams—leading to not meeting this outcome—were April exams (the "pass" was a November exam).

Outcome 2: We will consider the development of a rubric for the thesis defense in AY 2020-2021, and we will assess all measurements in this outcome in 2020-2021 in order to determine whether this outcome was unmet due to the circumstances of COVID-19 as we suspect.

Student Learning Outcome 1

Student Learning Outcome	Demonstrate competency in the history, methods, and theories of the discipline of folklore
Measurement Instrument 1	Direct: Comprehensive examination: All students in the Folk Studies MA program must pass a written comprehensive examination based on course work and a program reading list in order to obtain their degree. The exam can be taken either the third or fourth semester. The exam consists of two questions: one addressing methods, theory, and history of the discipline of folklore and the other testing knowledge of the graduate reading list. N = 4.
Criteria for Student Success	A student must have a total 2.75 average to pass, with a minimum of 2.0 on either question. A 2.75-3.00 is considered a low pass; a 3.75 is considered passing with distinction.

Program Success Target for this Measurement	100% pass 75% above "low pass"	**Percent of Program Achieving Target**	100% pass 25% above low pass

Methods	Exams are graded through a double-blind process by Folk Studies graduate faculty. Each question is graded from 1 to 4, with 4 being the highest (no partial numbers are given). Grades for each question from all faculty are averaged to reach the final grade. In 2019-20, four students completed the comprehensive exam with the results of: low pass (3), pass (1), pass with distinction (0).

Based on your results, highlight whether the program met the goal Student Learning Outcome 1.	**Met**	**Not Met**

Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)

We determined in 2018-2019 that although all students receive detailed information about the expectations of the comprehensive exam through the formal Comprehensive Exam policy handout as well as in courses and in individual meetings with the graduate program coordinator, a more formal presentation of expectations has the potential to raise the percentage of students receiving above a "low pass." In Spring of 2020, we implemented a required meeting of all students taking comprehensive exams in order to ensure that expectations are clear. We will hold this meeting each semester in which the exam is given. We wish to note that the exam takes place the first Wednesday of April, and therefore the circumstances of the university's move to online in March due to the COVID-19 pandemic may have impacted exam results; all three "low pass" exams were April exams (the "pass" was a November exam).

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

We believe that a more structured approach to assuring that students are clear about exam expectations will result in raising the percentage of students who receive above a "low pass" to 90% by 2020-2021. In AY 2020-2021, we will develop and implement a formal rubric for grading the exam in order to measure improvement.

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)

We will assess this outcome in 2021-2022 once a rubric has been developed and implemented.

	Student Learning Outcome 2		
Student Learning Outcome	Demonstrate ability to produce professional-level products		
Measurement Instrument 1	Direct: Analysis of thesis or portfolios (dependent on concentration within the MA program; all students do one or the other and none are required to do both) **Students who elect the Thesis option** are required to write an extended monograph based on primary research that must be approved by a committee of three faculty members and must be orally defended. **Students who elect the non-thesis option within the Public Folklore or Historic Preservation concentrations** must complete a web-based portfolio of their graduate work that demonstrates, to faculty and prospective employers, the breadth and impact of their education, skills, and experience attained through coursework, research, projects, internships, professional presentations, assistantships, and other experiences. An oral defense of the portfolio is required following the completion of exams, and passage of this final required stage of degree completion is contingent on approval of graduate faculty.		
Criteria for Student Success	Successful completion of and defense of online portfolio or thesis		
Program Success Target for this Measurement	100% of thesis students will successfully defend their thesis 100% of portfolio students will achieve "satisfactory" (75% on first attempt)	**Percent of Program Achieving Target**	100% of thesis student successfully defended 100% of portfolio students achieved "satisfactory" (33.3% on first attempt)
Methods	**Thesis**: One student completing the program in 2019-2020 elected the thesis option and successfully completed and defended the thesis in Spring 2020. **Portfolios**: Students provide links to their online portfolios prior to sitting for comprehensive exams, and they are then required to present and defend their portfolios to the graduate faculty following the passage of the exam. In 2019-2020 three students completed an online portfolio and oral defense and all passed; two students initially received "unsatisfactory" scores and were required to revise before final passage. We wish to note that all three portfolios were completed before the April exam, and therefore the circumstances of the university's move to online in March due to the COVID-19 pandemic may have impacted the students' construction of their portfolios as well as their oral defenses, which were held via Zoom.		
Measurement Instrument 2	Direct: Tracking the number of students presenting research at the WKU Research Conference and regional and national conferences		
Criteria for Student Success	Fulltime students will: a) present research at the WKU Student Research Conference in their first year; b) present research at a regional or national conference in their second year.		
Program Success Target for this Measurement	100% of students will present at the WKU Student Research Conference in their first year 75% of students will present research at a regional or national conference in their second year	**Percent of Program Achieving Target**	100% of first year students were accepted to the WKU conference; none presented 25% of second year students presented at a national conference (as well as 25% of first year students)

Methods	Students are required to present at the WKU Student Research conference in their first year; this is a requirement of FLK 577 Folklore Theory, required of all first-year students. All four fulltime first year students and one part time student submitted proposals and were accepted; zero presented due to the circumstances of COVID-19. Students are encouraged to develop term papers/thesis chapters for presentation at national conferences in their second year, and they work directly with a faculty member in order to develop their proposals and conference papers. We compiled data on the number of students who completed this measurement. In 2019-2020, 1 of 4 full time second year students presented at a national conference (American Folklore Society annual meeting). Additionally, 1 first year student presented at a regional conference (The OSU/IU Folklore Student Conference).		
Measurement Instrument 3	Indirect: Attendance at program-sponsored professional development workshops		
Criteria for Student Success	Evaluation of student attendance at a minimum of 2 of 3 program-sponsored professional development workshops each semester		
Program Success Target for this Measurement	100% of students will attend 2 of 3 sessions per semester.	**Percent of Program Achieving Target**	Not fully tracked
Methods	We held three professional development sessions in Fall 2019, but only two in Spring 2020 (the March session was cancelled due to COVID-19). We did not collect data in Fall 2019. We implemented formal collection of attendance data at these workshops in Spring 2020; 7 of the 8 fulltime students attended the two workshops.		

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	**Met**	Not Met

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

Portfolios: In 2018-2019 we recognized the need to formalize our assessment of portfolios in order to give students more concrete feedback and create a means of assessing areas of needed improvement through clearly measurable outcomes. In order to formalize this process, we implemented a rubric for assessing online portfolios in 2019-2020. (See attachment.) Upon recommendation from the Dean's office, we have revised the rubric to include 4, rather than 3, scoring categories for implementation in 2020-2021. In addition, based on our implementing of this rubric we have revised it regarding the scoring of the oral presentation for students who are required to revise the portfolio (see attached rubric).

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Thesis: In AY 2020-2021, we will consider a rubric for the thesis defense.
Portfolios: Due to the circumstances of COVID-19, we are unable to determine the results of the implementation of the rubric for evaluating portfolios.
Professional development sessions: We will formally collect and track attendance data each semester. In addition, in 2020-2021, we will create a Blackboard Organizational site for all Folk Studies MA students, in order to facilitate virtual attendance, engagement, and tracking of attendance in the current COVID-19 environment.

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)

We will assess all measurements in this outcome in 2020-2021 in order to determine whether this outcome was unmet due to the circumstances of COVID-19 as we suspect.

Folk Studies (069)
Rubric for evaluation of Online Portfolios
For implementation 2019-2020

Criteria for evaluation	Exemplary 4	Excellent 3	Satisfactory 2	Unsatisfactory 1	SCORE
1. Clearly demonstrate the skills, competencies, and achievements you have mastered during your time in the Folk Studies MA program.	Demonstration of skills, competencies and achievements is thorough, clear, and exceeds expectations.	Demonstration of skills, competencies and achievements is thorough and clear.	Demonstration of skills, competencies and achievements is reasonably thorough and clear, but could be improved.	Demonstration of skills, competencies and achievement is inadequate and/or unclear.	
2. Project a clean, professional, and consistent theme across pages and items.	A clean, professional, and consistent theme is projected across pages and items and demonstrates thoughtful consideration of potential professional audiences.	A clean, professional, and consistent theme is projected across pages and items.	Pages and items are generally clean, professional and consistent, but could be improved.	Pages and items are not clean, professional, and/or consistent.	
3. Easy of navigation with a clear, intuitive method of organizing each page and the	Portfolio is consistently easy to navigate and well-organized, and the collection	Portfolio is consistently easy to navigate and well-organized.	Portfolio is generally easy to navigate and well organized, but	Portfolio is not easy to navigate and/or well organized.	

collection of pages.	of pages are well-integrated in order to create a cohesive site.		could be improved.		
4.Offer material items in formats that are accessible and convenient for your visitor.	Items are in formats that are accessible and convenient, with detailed attention to differing forms of access.	Items are in formats that are accessible and convenient.	Items are generally in formats that are accessible and convenient, but could be improved.	Items are not in formats that are accessible and/or convenient.	
5.Include photos or images but do so considering the purpose and audience of your site.	Photos or images are well chosen and combine to create a visually polished site.	Photos or images are well chosen.	Some photos and images are well chosen, but some could be improved.	Photos and images are not well chosen.	
6.Follow acceptable standards for Internet content delivery and accessibility.	Portfolio exceeds acceptable standards for Internet content delivery and accessibility.	Portfolio follows acceptable standards for Internet content delivery and accessibility.	Portfolio generally follows acceptable standards for Internet content and accessibility, but could use improvement.	Portfolio does not follow acceptable standards for Internet content and accessibility.	
7.Provide a professional presentation of the portfolio during the oral defense.	Presentation is professional and exceeds expectations.	Presentation is professional.	Presentation is professional, but could use improvement.	Presentation is not sufficiently professional.	

All graduate faculty will score each student's portfolio/presentation based on this rubric, and scores will be averaged.

A student must receive an average of 20 or above to achieve "exemplary" and 14 or above, *with no average score in any individual category at or below 1,* to receive "satisfactory." Any student receiving "unsatisfactory" must revise their portfolio until it is re-evaluated by the faculty and

deemed "satisfactory." <u>REVISED FOR 2020-2021: If a student receives "unsatisfactory" and must revise, but received "satisfactory" or above on criteria #7, the student can choose to either retain the original score on that metric or to re-present the revised portfolio and be re-scored on the metric.</u>