

**Assurance of Student Learning
2018-2019**

Potter College of Arts and Letters

Department of Folk Studies and Anthropology

Folk Studies MA (069)

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 portfolios or thesis (dependent on concentration)

Instrument 2 Indirect: Tracking of attendance at program-sponsored professional development workshops

Instrument 3

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

Met

Not Met

Student Learning Outcome 3: Demonstrate ability to write a paper proposal that leads to acceptance for presentation at a conference

Instrument 1 Direct: Tracking of the number of students presenting research at the WKU Research Conference

Instrument 2 Direct: Tracking of the number of students presenting research at regional or national conferences

Instrument 3 Direct: Tracking the number of students completing, with a "B" grade or higher, applied research/community engagement projects within coursework

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.

Met

Not Met

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.			
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 consider passing with distinction.			
Program Success Target for this Measurement		100% pass 75% above “low pass”		Percent of Program Achieving Target		100% passed 75% 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 2018-19, four students completed the comprehensive exam with the results of: low pass (1), pass (2), pass with distinction (1).			
Measurement Instrument 2							
Criteria for Student Success							
Program Success Target for this Measurement				Percent of Program Achieving Target			
Methods							
Measurement Instrument 3							
Criteria for Student Success							
Program Success Target for this Measurement				Percent of Program Achieving Target			
Methods							
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.						Met	Not Met

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

Although we met our target, we believe that the target should be raised to 90% above “low pass” in the future. We have determined 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 will implement a required meeting of all students who intend to take comprehensive exams in order to ensure that expectations are clear. This meeting will subsequently be held each semester in which the exam is held. In AY 2020-21, we will implement a rubric for grading the 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.

Student Learning Outcome 2

Student Learning Outcome	Demonstrate ability to produce professional-level products		
Measurement Instrument 1	<p>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)</p> <p>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.</p> <p>Students who elect the Public Folklore or Historic Preservation option 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.</p>		
Criteria for Student Success	Successful completion of and defense of online portfolio or thesis		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%
Methods	<p>Thesis: No students completing the program in 2018-19 elected the thesis option and therefore no assessment of theses occurred.</p> <p>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. The graduate faculty then determine, by unanimous consent, whether students pass this stage or must revise before passing. In 2018-2019 four students completed an online portfolio and oral defense and all passed; one student was required to revise before final passage.</p>		
Measurement Instrument 2	Indirect: Attendance at program-sponsored professional development workshops		
Criteria for Student Success	Evaluation of student attendance at a minimum of 3 of 4 program-sponsored professional development workshops each semester		
Program Success Target for this Measurement	100% of students will attend 3 of 4 sessions per semester.	Percent of Program Achieving Target	Not tracked
Methods	We held four program-sponsored professional development workshops each semester in 2018-2019. However, we did not formally collect attendance data and therefore cannot provide the percent achieving target.		
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			<p style="text-align: center;">Met Not Met</p>

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)
<p>Measurement Instrument 1: We have 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. Students must satisfactorily complete the portfolio in order to obtain their degree in the Public Folklore and Historic Preservation. In the past, faculty assessment of portfolios has resulted in one of the following: 1) students with exemplary portfolios fully meet requirement; 2) students with satisfactory portfolios are provided with feedback for improvement, and no follow-up is required; or 3) students with unsatisfactory portfolios are given feedback for required improvements and are assigned a faculty member to work with to complete revisions, followed by a reassessment. In order to formalize this process, we have developed a rubric for assessing online portfolios/oral defenses. (See attachment.) This rubric is based on existing criteria given to students in program portfolio guidelines and the annual portfolio session (introduced in 2017-2018) and therefore our existing assessment. We will implement this rubric in 2019-20. Our target will be that 50% of students will achieve “exemplary” status.</p> <p>Measurement Instrument 2: We have recognized the need to formally collect attendance data in order to measure this instrument and potentially encourage increased attendance. Therefore, in spring 2020, we will implement a formal collection and tracking of attendance data.</p>
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)
<p>Measurement Instrument 1: We will implement this rubric in 2019-20. Presenting the rubric to students prior to the completion of their portfolios will lead to measurable areas of improvement, and we will then set a target percentage of 50% of portfolios achieving “exemplary” in 2020-2021.</p> <p>Measurement Instrument 2: In spring 2020, we will implement a formal collection and tracking of attendance data at program-sponsored professional development workshops.</p>

Student Learning Outcome 3			
Student Learning Outcome	Demonstrate ability to write a paper proposal that leads to acceptance for presentation at a conference		
Measurement Instrument 1	Direct: Tracking the number of students presenting research at regional and national conferences		
Criteria for Student Success	Fulltime students will present research at a regional or national conference in their second year.		
Program Success Target for this Measurement	75%	Percent of Program Achieving Target	75%
Methods	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 complete this measurement. In 2018-2019, 3 of 4 second year students presented at one or more regional or national conferences: 3 students presented at a national conference (American Folklore Society); 2 of the 3 also presented at a regional conference (the Ohio State University/Indiana University Folklore Student Research Conference).		
Measurement Instrument 2	Direct: Tracking the number of students completing, with a “B” grade or higher, applied research/community engagement projects within coursework during their time in the MA program		

Criteria for Student Success	Students will complete, with a “B” grade or higher, at least two applied research/community engagement projects within their coursework.		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%
Methods	We have tracked the number of students completing applied research/community engagement projects in 2018-2019. All students completed 2 or more such projects with a “B” grade or higher; two students completed 3 such projects; three students completed 4 such projects. Projects included: documentation of “Stickworks” exhibit and development of website for Ky Museum (applied research); research and development of exhibit panels for Kentucky Folklife Program (KFP) Musical Legacy Project (applied research); participation in “Woven Treasures,” coordinated by the KFP, at Ky Arts Council event Kentucky Crafted: The Market (community engagement); participation in the KFP “Chatting on the Porch” Narrative Stage, Horse Cave Heritage Festival (community engagement); oral history interviews on Hart County foodways traditions for Hart County Bicentennial Committee (community engagement).		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
At present, this measurement addresses only tracking and not the quality of applied research/community engagement projects. In AY 2020-21, we will develop a means of capturing and measuring the quality of projects.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			

Attachment Below

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

Criteria for evaluation	Exemplary 3	Satisfactory 3	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 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.	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 collection of pages.	Portfolio is consistently easy to navigate and well-organized.	Portfolio is generally easy to navigate and well organized, but could be improved.	Portfolio is not easy to navigate and/or well organized.	
4. Offer material items in formats that are accessible and convenient for your visitor.	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.	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 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.	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."