



Student Learning Outcome Assessment Plan

Department: Arctic Studies  
Degree Program: BS-Arctic Studies Major

Student Learning Outcome (performance, knowledge, attitudes)	Related CWU Strategic Outcome(s) <a href="http://www.cwu.edu/strategic-planning/">http://www.cwu.edu/strategic-planning/</a>	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses - population)**	When Assessed (term, dates)***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
1. Students will demonstrate competence in written communication.	1.1.1 Students will achieve programmatic learning outcomes.	Student capstone essay	ARC 455 (all sections), Ellensburg campus	Spring & Fall quarter	90% of student essays need to obtain at least “met expectations” on a 3 pt. rubric (i.e., below expectations, met expectations, exceed expectations) for all essay components.
2. Students will be able to construct energy-efficient igloos.	1.1.1 Students will achieve programmatic learning outcomes.  3.1.1 Sustain participation by faculty, students, and staff in quality research, scholarship, and creative expression.	Igloo construction project	ARC 476 – Igloo Internship, Ellensburg campus	Winter quarter	The igloo will be evaluated based on national standards for energy-efficient igloos, created by the International Arctic Studies Association (IASA). These standards are pass/fail and relate to the areas of igloo safety, warmth, and coloring (snow-like). 80% of students should pass all areas.
3. Students demonstrate dispositions for employment in the Arctic.	1.1.1 Students will achieve programmatic learning outcomes.	Survey of admitted students  Survey of graduates  Survey of alumni	Students admitted to program  Seniors applying for graduation (main office)  Two year alumni (via e-mail)	Fall, Winter, and Spring quarter  Spring quarter  Spring quarter	A minimal expectation is that a majority of graduates and alumni will agree or strongly agree that they demonstrate positive beliefs in three different dispositional or attitudinal areas (customs, attitudes, professional commitment).

\*Method(s) of assessment should include those that are both direct (tests, essays, presentations, projects) and indirect (surveys, interviews) in nature

\*\*Data needs to be collected and differentiated by location (Ellensburg campus vs University Centers) and modality (face-to-face, online)

\*\*\*Timing of assessment should ideally be at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)

### Assessment Cycle

Analysis and Interpretation: December  
Improvement Actions: Completed by June  
Dissemination: Completed by June

Year SLOs	15-16	16-17	17-18	18-19	19-20	20-21
1	x	x	x	x	x	x
2		x		x		x
3	x		x		x	

### Assessment Oversight

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