



Student Learning Outcome Assessment Plan

Department: Interdisciplinary: College of Arts and Humanities
 Degree Program: BA-Asia/Pacific Studies

Revised Winter 2016

Note: Due to the interdisciplinary nature of the Asia/Pacific Studies program, we are limited in our ability to directly access or influence student assessment in required courses in various departments at this time. We rely on course grades as the best available indicator of student achievement.

Student Learning Outcome (performance, knowledge, attitudes)	Related CWU Strategic Outcome(s) http://www.cwu.edu/strategic-planning/	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 an understanding of the Asia/Pacific region's diversity.	1.1.1 Students will achieve programmatic learning outcomes. 2.3.2 Increase the inclusion and integration of international cultural perspectives in the curriculum.	Exit survey Required coursework	All majors at end of program All majors and minors	Fall, winter, spring terms	67% of students answering the exit survey mark "4" or higher for question #4. At least 85% of majors/minors receive a C or better in required courses.
2. Students will demonstrate the ability to engage the study of the Asia/Pacific region from an interdisciplinary perspective.	1.1.1 Students will achieve programmatic learning outcomes. 2.3.2 Increase the inclusion and integration of international cultural perspectives in the curriculum.	Required coursework Exit surveys	All majors and minors All majors	Fall, winter, spring terms.	At least 85% of majors/minors receive a C or better in required courses. 67% of students answering the exit survey mark "4" or higher for question #3

Student Learning Outcome (performance, knowledge, attitudes)	Related CWU Strategic Outcome(s) http://www.cwu.edu/strategic-planning/	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?)
3. Students will recognize and engage the interactive nature of the Asia/Pacific region and its overarching community of nations.	1.1.1 Students will achieve programmatic learning outcomes. 2.3.2 Increase the inclusion and integration of international cultural perspectives in the curriculum.	Required coursework Exit surveys	All majors and minors All majors at the end of the capstone project	Fall, winter, spring terms.	At least 85% of majors/minors receive a C or better in required courses. 67% of students answering the exit survey mark "4" or higher for question #5
4. Students will analyze and assess issues from multiple perspectives other than their own.	1.1.1 Students will achieve programmatic learning outcomes. 2.3.2 Increase the inclusion and integration of international cultural perspectives in the curriculum.	Exit survey Required coursework	All majors at end of program All majors and minors	Fall, winter, spring terms	67% of students answering the exit survey mark "4" or higher for question #6 or 8. At least 85% of majors/minors receive a C or better in required courses.
5. Students will demonstrate a working familiarity with one Asian language and recognize the importance of language in shaping culture and understanding the views of others.	1.1.1 Students will achieve programmatic learning outcomes. 2.3.2 Increase the inclusion and integration of international cultural perspectives in the curriculum.	Exit survey Required coursework	All majors at end of program All majors and minors	Fall, winter, spring terms	67% of students answering the exit survey mark "4" or higher for question #7. At least 85% of majors/minors receive a C or better in required courses.

*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)

rev. 9/15

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	
2		X		X		X
3	X		X		X	
4		X		X		X
5	X		X		X	

Assessment Oversight

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