Note: Arctic & Northern Studies had just one BA graduate in 2017 and none in 2018.

1. Assessment information collected
   a) Paper collected from writing intensive class
   b) Paper collected from (writing intensive) senior seminar class
   c) Student self and program evaluation

2. Conclusions drawn from the information summarized above
   a) This paper is quite well written. The student grew in her researching and writing skills, and especially in her analytical skills in the program. She wrote this paper in the semester she graduated, and it was the strongest paper I saw of hers. Moreover, she expressed great enthusiasm about the research process. She developed an exceptionally strong presentation style during her four years in the program, and she delivered an excellent power point presentation of this paper.
   b) This was a strong paper. The student has developed strong analytical skills and an ability to formulate a thesis and back it up with arguments and evidence. She has learned to integrate primary and secondary source materials into a smooth flowing and pleasing narrative.
   c) The graduate writes that she experienced growth in herself, having improved her writing style, research skills, and critical thinking skills. She expresses much enthusiasm about the program, noting the faculty support she received and her interest in the subject matter. She appreciated the program’s flexibility and noted no weaknesses. The graduate is a lifelong Alaskan who upon graduation began working for the Alaska Railroad as a guide. She expresses appreciation for the education she received in ACNS that prepared her well for this line of employment.

3. Curricular changes resulting from conclusions drawn above
   We have not noted a need for any curricular changes.

4. Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting.

   Mary F. Ehrlander and Brandon M. Boylan