

Assessment in the Majors, 2000

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May, 2001

INTRODUCTION

In spring 2000, Fred Campbell, Vice Provost and Dean for Undergraduate Education, requested end-of-year assessment reports from all undergraduate majors. Departments were asked to list assessment activities, as well as approaches for improving students' time to graduation. These departmental reports are used by the University to communicate the scope and content of our work in assessment to the Higher Education Coordinating Board. The reports are also used to communicate assessment activities to the campus community. This document provides two views of program assessment reports. First, we summarize the end-of-year assessment reports of nearly all UW departments offering undergraduate majors. Second, we provide an [overview of assessment methods](#) used by departments.

The summary of departmental assessment reports includes information from 53 (88 percent) UW departments. As these summaries show, nearly all departments assess the learning of their majors with methods that extend beyond classroom assessment techniques. About 60 percent of the departments use some kind of senior experience-including capstone courses, design courses, and senior seminars-to evaluate students' learning in the majors. Fifty-five percent of the departments report that they conduct surveys with graduating seniors. About 45 percent of the departments conduct focus groups, interviews with graduating seniors, or host meetings with students in the major to determine what students believe they have learned well and where they feel the department needs to improve its efforts. Several departments focus a review of student learning on a group of courses, and others include student self-assessment as part of their efforts to review their majors.

Many departments also collect data from employers on the performance of graduates and interns as a way of evaluating student learning. Some survey graduates to determine how they feel about their majors after working several years in the field, and the Office of Educational Assessment provides departments with data on graduates as well.

In addition to assessing student learning as the summaries show, all departments do extensive work on curriculum review and revision every year. Furthermore, departments report using the data they gather as they assess student learning to inform their curricular evaluation and revision.

The Assessment Methods chart follows the end-of-year report summaries. This document shows the kinds of program-level assessment used by each major and provides an interesting overview of the various assessment activities occurring at the department level at the UW.

ASSESSMENT METHODS AND RESULTS

Assessment summaries are ordered below by department within school or college.

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Forest Resources

Nursing

Aquatic and Fishery Science

Social Welfare

Architecture

Assessment Contact: Barry Onouye
(barryo@u)

Assessment of Student Learning

- Classroom assessment, various methods.
- Undergraduate program coordinator meets twice annually with all students to monitor progress.
- Portfolio sessions are held with graduating seniors to review portfolios for employment or graduate school and to assist students in their preparation.
- Good employment of graduates and positive feedback from employers.
- Design-studio evaluation system ensures critical feedback to students for every design studio class taken. Many faculty use this method for mid-quarter reviews to provide students with diagnostic feedback before final designs are due.

Curricular Assessment/Changes

- Reviewed undergraduate program.

Next Steps

- Develop an exit survey to assess students' perception of their education in the program and their plans.

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Assessment of Student Learning

- Classroom assessment, various methods.
- Conducted both surveys and exit interviews with graduating seniors; these provide ideas for curricular change.
- Held end-of-quarter reviews of studio courses, which include outside evaluators (practicing professionals and faculty from allied disciplines) who review student work. Reviews include student presentations to large audiences and small critique sessions with professionals.
- Collected supervising professionals' evaluations of students' work in the BLA practicum, where students hold intern-like positions with private offices, design/build firms, or public agencies.
- Continued successful design/build capstone studio course, this year with a private, non-profit organization--Cancer Lifeline.
- Developed new reflective assessment process for design students. The process included taking reflective assessment statements from incoming BLA and MLA students during the September 1999 orientation, having those statements analyzed for recurring themes through the Office of Educational Assessment, and asking students to write a follow-up reflective self-assessment near the end of spring quarter. These second reflective essays will also be analyzed by the OEA.

Curricular Assessment/Changes

- Developed and offered a minor in landscape studies.
- Developed and approved draft of department's strategic plan, which includes sections on assessment and curriculum development.
- Held end of year faculty retreat to develop curricular changes for ensuing years, based on strategic plan.
- Met with first-year students to review first-year curriculum at end of year. Made some changes to curriculum sequence for next year, based on student comments, and planned future changes.

Next Steps

- Continue to explore ways in which we can offer capstone, studio-like courses to students from across the university curriculum. These will use the project-based, interdisciplinary teams to address a wide range of real-world projects. To date, we have had limited success with this within the College of Architecture and Urban Planning and no success beyond the College, although there appears to be broad interest in interdisciplinary capstone experiences.
- Implement curricular changes and develop new courses as outlined in the strategic plan.
- Work with OEA and CIDR to develop design education-specific assessment instruments for studio courses.

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Assessment of Student Learning

- Classroom assessment, various methods.

Curricular Assessment/Changes

- Developed strategic plan. Process included discussion with all faculty members and graduate students in the department and with specialists in technology and fund-raising; review of professional publications and websites; and focussed comparison of UW anthro programs with those of other institutions.
- Developed and articulated 15 departmental objectives, aimed at improving instruction and research.
- Increased the discovery-based, interactive content of all classes, including larger, lower-division courses such as Anthropology 100 by experimenting with pedagogical strategies aimed at fostering active learning. For example, in Anthro 100, one day/week is devoted to lecture, where a problem is set-up, and the remaining classes are devoted to focussed, hands-on projects, discussions, and writing.
- Used student and peer evaluations to assess the new Anthro 100 course design.
- Revamped the writing center (the Write Place) to include collaboration with Geography and provide students with access to writing help.
- Revised Archaeology, Biocultural, Environmental, and Sociocultural Anthropology curricula.
- Invited contract and agency archaeologists to participate on a seminar in applied anthropology for 2000-01 in order to highlight applied opportunities in the field.
- Organizing a speaker series on "Archaeology Outside Academia" for 2001.

Next Steps

- Continue to seek better ways to effectively engage students in the learning process, including increasing the amount of interactive course content and developing new strategies to convey critical information (e.g., lecture notes on the web) that free up classroom time.
- Continue and enhance training in effective written and spoken communication including integrating technological strategies.
- Assess effectiveness of changes.

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Assessment of Student Learning

- Classroom assessment, various methods.
- Offered capstone courses for BFA students that culminated in four public shows of graduating student work at the Jacob Lawrence Gallery.
- Offered year-long capstone experience--the Art History Undergraduate Research Symposium--helping Art History majors develop skills in professional practices and research.
- Offered series of presentations by senior design students to audiences of professionals from the greater Seattle design community. These included follow-up conferences where professionals met one-on-one with students to discuss professional practices, career development, and the student's portfolio.

Curricular Assessment/Changes

- Revised, improved and reduced the number of credits-to-degree in Printmaking, Sculpture, Metal, Fiber, and Photography. These changes allow students to complete degree requirements in four years, rather than five.
- Developed a series of 300-level classes designed to stimulate interdisciplinary activity in the visual arts for students at the junior level.
- Hired a faculty specialist to teach, direct, and improve the freshman and sophomore "foundation" classes and to mentor and supervise graduate students teaching at this level.
- Completed plans for a computer center, dedicated to issues of technology in the teaching and practice of the visual arts. The center will be operational by Autumn 2000.
- Added student representation to the School of Art governing committees.

Next Steps

- Develop new classes in the visual arts to accommodate larger numbers of students.
- Develop a new minor and/or major in the field of Public Art, including input from faculty, staff, and students in Sculpture, Industrial Design, Architecture, Landscape Architecture, Community and Environmental Planning, and the Program on the Environment.

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Asian Languages and Literature

Assessment Contact: William Boltz
(boltzwm@)

Assessment of Student Learning

- Classroom assessment, various methods, including administration of standardized oral proficiency tests.

Curricular Assessment/Changes

- Revised placement examinations for several departmental degree tracks; streamlined placement procedures.
- Revised undergraduate curricula in Japanese and Chinese, increasing the emphasis in upper-division courses on literature and culture.
- Approved new majors in Chinese and Japanese.
- Requested approval for revision of the Korean major.
- Increased emphasis on overseas language study.
- Worked cooperatively with external units, such as the Technical Japanese Program and the School of Business Administration.
- Offered courses in Vietnamese and Thai, designed for "heritage" students, who already have speaking skills in the language but need to work on reading and writing skills.
- Offered a three-quarter core sequence in the Honors Program on Indian literature, civilization, and culture.

Next Steps

- Consider consolidation of undergraduate tracks in South Asian and Southeast Asian languages, with degree tracks offered by the Jackson School.

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Astronomy

Assessment Contact: Paula Szkody
(szkody@astro)

Assessment of Student Learning

- Classroom assessment, various methods.
- Conducted exit survey of seniors.
- Held quarterly meetings with majors to address problems and provide information on research and job opportunities for students. Students report that this is very helpful and gives them a sense of belonging.
- Offered a capstone research course and independent research opportunities to students, as a result of curricular assessment. Almost all majors take one or the other, and they report a high level of satisfaction with these experiences.

Curricular Assessment/Changes

- Offered a 1-credit course that introduces students to faculty research topics, attended by nearly all majors.
- Offered grading, TA positions to top undergrads for beginning courses. Students report that this enhances their learning and helps them prepare for graduate school.
- Offered opportunities for four students to work in Project Astro, a program that pairs them with high school teachers and requires them to visit high school classrooms at least five times per year.
- Provided support for majors who initiated the Undergraduate Astronomy Institute, a volunteer group that is constructing a radio telescope and working on other astronomical projects.

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Atmospheric Sciences

**Assessment Contact: Kat
(kathryl**



Biology

**Assessment Contact: Barbara Wakimoto
(wakimoto@u)**

Assessment of Student Learning

- Classroom assessment, various methods.
- Exit survey of graduates.
- Data on students, applying to medical or graduate school.
- Analyzed the performance of native and transfer students in upper division biology, botany, zoology, and genetics courses, relating performance to intro biology backgrounds.

Curricular Assessment/Changes

- Established Student Advisory Group to provide input on strategic planning to the director
- Faculty assessed suitability of intro biology courses and scheduling of upper division course offerings.
- Decided to require Biol 201, 202, 203 for Biology, Botany, and Zoology majors, eliminating the Biol 101/102 series.
- Began faculty discussions to revise content of intro biology courses and define core courses for the major.
- Incorporated a new advising format to reach more students at an earlier point in their careers and inform them of course offerings and special classroom and research opportunities.
- Provided additional support in the biology study area to increase support for technology-based teaching and learning.

Next Steps

- Continue efforts to revise the content of intro biology courses, seeking more input from instructors of upper division courses.
- Coordinate inter-departmental efforts to assess the Biology, Botany, and Zoology degree requirements and define a more logical sequence of core courses and upper division electives for the major.

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Botany

Assessment Contact: Joe Ammirati
(cort@u)

Assessment of Student Learning

- Classroom assessment, various methods.
- Exit surveys of graduates.
- Six undergraduates and seven faculty members participated in the Undergraduate Research Symposium.

Curricular Assessment/Changes

- Conducted a series of discussions with faculty about improving undergrad education in the biological sciences.
- Worked closely with Biology, Zoology, and Genetics to change the structure and content of the introductory biology series for majors, in an attempt to better prepare students for upper division courses in the biological sciences and to develop common core courses useful to multiple majors. By the end of autumn quarter, 2000, Botany (and likely Zoology and Biology) will submit new degree programs to the College and the University that will be significantly better than existing programs.

Next Steps

- Continue development of new programs.
- Emphasize the importance of quality lecture/lab instruction in the biological sciences.

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Chemistry

**Assessment Contact: Mike Heinekey
(heinekey@macmail.chem.washington.edu)**

Assessment of Student Learning

- Classroom assessment, various methods.
- Exit interviews of a representative sample of graduating seniors.

Curricular Assessment/Changes

- Designed a new course, Chemistry 110, for entering freshmen who do not feel that they have sufficient preparation to enter Chemistry 142. Chem 110 will emphasize problem-solving skills for chemistry.

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Assessment of Student Learning

- Classroom assessment, various methods.
- Senior essay, used to evaluate students in the major and to determine whether the major is helping students develop the fundamental interpretive and analytic tools appropriate to the discipline. Results have been very good.
- Exit survey of seniors used to assess the program.
- Track students in graduate study.

Curricular Assessment/Changes

- Provided for the optional reduction of credits in the major so that students could take two extra cultural studies courses.
- Raised the minimum number of Senior Essay credits from one to two.
- Developed an undergraduate seminar for students in the language intensive majors (Classics, Latin, and Greek).
- Developed an annual award in writing to honor benefactor, Meg Greenfield.

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Communications

**Assessment Contact: T
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Assessment of Student Learning

- Classroom assessment, various methods.
- Senior seminars in both the literature and the cinema studies tracks.
- Exit surveys of seniors, followed-up with phone interviews by the undergraduate program coordinator.

Curricular Assessment/Changes

- Offered senior seminars in literature and cinema studies open to all students for the first time.
- Offered two courses in the Texts and Teachers program, which involve faculty and local high school teachers in collaborative curricular planning and foster student-to-student contact among UW and local high school students.
- Expanded internship contacts, especially for cinema studies students, and participated in an internship fair to link sponsoring organizations and students.
- Offered Interdisciplinary Writing Program (IWP) writing links/components for two cinema studies courses to give students a stronger grounding in writing skills earlier in their studies.

Next Steps

- Review all components of the undergraduate literary studies major, particularly the effectiveness of core courses, learning expectations for and of students, and the desirability of required vs. optional senior seminars.
- Review course access, a possible gateway course, and the availability of special topic courses for the cinema studies curriculum.
- Fine-tune the foreign-language requirement so that meeting it does not delay students' graduation dates.

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Dance

Assessment Contact: Sarah Nash Gates
(sngates@u)

Assessment of Student Learning

- Classroom assessment, various methods, including end-of-class, student performance.
- End of term student performances required for all courses.
- Senior projects, presented at the end of Fall quarter.
- Students in the major meet with and discuss progress and experience with technique instructors in their courses.
- Conducted entry and exit surveys of majors, to get feedback on intellectual development and on how students draw connections between coursework and future plans.

Curricular Assessment/Changes

- Participated in Arts Internship Fair, in collaboration with Drama, Cinema Studies, the Carlson Center, and UAC.
- Changed maximum credit allowed for Dance 102 to allow dancers to develop at a faster pace.
- Participated in the Summer Arts Festival, which has stimulated the development of new courses, particularly interdisciplinary.
- Offered Arts 350, a joint offering with Drama, where the skills of one art form were taught to students in the other art form.

Next Steps

- Find better ways to administer entry and exit surveys to increase student participation rate.
- Make Arts Internship Fair an annual event.
- Continue offering Arts 350 in conjunction with the Summer Arts Festival.

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Assessment of Student Learning

- Classroom assessment, various methods, including student performance.
- Surveyed graduating seniors; results indicated student satisfaction with the program and identified problems involving facilities, funding, and the need for additional, specialized faculty.
- Assessed success of new course (Drama 350) designed to integrate transfer students into the program and decided to offer the course again fall quarter, 2000.

Curricular Assessment/Changes

- Addressed concerns about improving communication that were raised in surveys by adding frequent emails to majors and by using the Colloquium to disseminate information.
- Offered Arts 350, a joint offering with Dance, where skills of one art form were taught to students in the other art form.
- Participated in Arts Internship Fair, in collaboration with Dance, Cinema Studies, the Carlson Center, and UAC.
- Held Drama Transfer Symposium with Washington state institutions to ease the transition for transfer students.
- Participated in the Summer Arts Festival, which has stimulated the development of interdisciplinary courses.
- Offered Drama 210, 211, 212, and 302 during the summer quarter to help students progress to graduation in a more timely manner.
- Offered Drama 371 through Extension in conjunction with the Summer Arts Festival to help students progress to graduation in a more timely manner.
- Undergraduate Theatrical Society (UTS) offered over a dozen undergraduate productions, an increased opportunity for students to produce their own work, in part in response to seniors' survey comments that they would like more performance opportunities.
- Completed strategic plan, after year-long review.
- Added Alexander Technique course to the curriculum.
- Revised Theatre History courses (BA Group 1 requirement).
- Hired development officer with privately donated funds.
- Offered new voice classes in the BA curriculum.

Next Steps

- Review student surveys for suggestions that can be implemented within the School's resources and purpose.
- Continue offering Arts 350 in conjunction with the Summer Arts Festival.

- Make Arts Internship Fair an annual event.
- Continue efforts to secure permanent funding for a TA for Drama 350.
- Hold Drama Transfer Seminar again in 2001 and solicit attendance.
- Continue to compare the quality of Drama 210 experience in summer quarter with that during the academic year.
- Refine scheduling process for productions.
- Begin prioritizing action strategies in Strategic Plan.
- Review theory/ criticism courses.

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Assessment of Student Learning

- Classroom assessment, various methods, including course evaluations through IAS and collegial teaching evaluations.
- Survey of undergraduate majors on their satisfaction with the program and suggestions for an improved learning environment.

Curricular Assessment/Changes

- Introduced Social Science 200, an interdisciplinary pilot project jointly taught by Economics, Sociology, and Psychology. An assessment process was built into the course that included self-assessment.
- Streamlined procedures for entry into the major.
- Started information sessions for majors and new majors, combined with one-on-one advising.
- Added regular drop-in advising times, email advising, and new, simplified information pamphlets.
- Offered a new version of the DARS report, making such information more accessible to students.

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Assessment of Student Learning

- Classroom assessment, various methods.
- Senior seminars

Curricular Assessment/Changes

Assessment of the undergraduate program by the Director of English Undergraduate Programs includes the following points:

- 200-level courses need to be reviewed, because, at present, they are a hodge-podge of offerings and faculty need to restructure them around departmental philosophy for these pre-major courses.
- Requirements for the English major are out-of-date and need to reflect the professional training and teaching practices of newer faculty. The major needs a full review.
- The purpose and design of the Senior Seminar courses need to be assessed, because their ability to function as capstone experiences is impaired by the fact that the department cannot agree on what knowledge, skills, or attitudes the major should foster. At present, the only requirement they have in common is a 10-page seminar paper.
- AIs and TAs teach almost all 200-level and many 300- and 400-level courses in the Department. This means that the amount of contact tenured faculty have with undergraduates is limited. This needs review.
- The reward system at the UW, which focuses on how colleagues elsewhere value faculty for their publications reduces talk about undergraduate education at the UW to empty rhetoric.
- Large departments, such as English and Math, need special assessment and quicker response time from the administration.

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Assessment of Student Learning

- Classroom assessment, various methods.
- Surveys of majors; feedback from surveys was used to help set agenda for year-long review of French and Italian Programs by a committee that included an undergraduate representative.

Curricular Assessment/Changes

- Revised requirements for the French Honors Program.
- Clarified rules for transferring credits from programs abroad.
- Revised structure of Rome Program for Italian majors.
- Considered adding a minor in French.

Next Steps

- Examine service learning alternatives.
- Review proficiency exam procedures.

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Assessment of Student Learning

- Classroom assessment, various methods.
- Capstone courses and senior research projects.
- Exit survey and interviews for seniors.
- Increase in number and quality of presentations by majors in the annual Undergraduate Research Symposium. About 25% of the department's majors presented their work to students, faculty and visitors from outside the university in a single all-day session. All Geography faculty members attended. The Symposium was begun two years ago in response to students' desires for more avenues for undergraduate research and more projects integrating and synthesizing sub-disciplines within the major.
- Increase in feedback (usually email) from recent graduates testifying to the relevance and utility of their undergraduate training. Several report that they have hired recent graduates as their assistants.

Curricular Assessment/Changes

- In response to student comments on exit surveys that they wanted more clarity about the nature and structure of the major, continued to implement a faculty-driven process that inventories each of the courses, spelling out clear learning outcomes and objectives. Also as part of this process, began compiling lists of outcomes for the concentrations within the major. This process, the Geography Learning Objectives and Outcomes Project (G-LOOP), includes narrative profiles of 30 courses. The profiles cover content, units of analysis, rules of evidence, ways of making arguments, assumptions, and how questions and definitions are framed and will be used as an aid in curricular revision.
- In response to student feedback, increased number of hours students meet in the computer collaboratory to work in teams, often on web-based platforms.
- Completed Strategic Plan after year-long review, which included extensive input from current majors.
- Eliminated prerequisites for entry into the major to allow students earlier entry and access to a faculty mentor and development of a study plan.
- Held a faculty retreat which included a workshop on defining objectives and outcomes for each concentration in the major.
- Several faculty members revised course syllabi to include learning objectives and outcomes.
- Increased use of email and course websites for teaching.
- Continued work on matrices of learning outcomes for all courses, designed to highlight commonalities, sequences, overlaps, and so on and to correlate learning objectives with outcomes.
- Developed a template for web-based, interactive, customizable advising tool called G-MAP.
- Continued work on providing information to students on careers and how they are related to skills developed in the major, including two "Majors Skills" and "Dependable Strengths" workshops

offered in conjunction with the Center for Career Services.

- Added courses in Environment and Society concentration in response to student exit surveys and interviews.
- Added eight new courses to curriculum in other areas.
- Merged Geography and Anthropology writing centers and served a record number of students. Also developed outreach workshops in writing for individual courses.

Next Steps

- G-LOOP process: define mid-level overall program learning objectives and outcomes and develop ways to correlate learning objectives with outcomes as an assessment tool.
- Find ways to include more student self-assessment and skills inventories into program; develop student focus groups.
- Establish a Visiting Committee of alumni to help identify the most useful and enduring tools, skills, and habits of mind students learned in the major.
- Develop a web-based alumni enetwork.
- Revise major requirements to incorporate portfolios, internships, capstone courses, undergraduate research, service learning as part of integrated educational outcomes.
- Analyze curriculum to consider ways to move toward a more issues-driven rationale for course offerings cutting across all branches of the discipline.
- Develop issues-led student focus or affinity groups in each concentration.

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**Geological Sciences &
Geophysics**

**Assessment Contact: Michael Brown & Darrel Cowan,
(brown@geophys) / (carrel@u)**

Assessment of Student Learning

- Classroom assessment, various methods

Curricular Assessment/Changes

- Worked on Geology/Geophysics Departmental merger.

Next Steps

- Continue planning for merger.
- Assess curricula and degrees that result from merger.

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Assessment of Student Learning

- Classroom assessment, various methods to improve learning and adjust course offerings.
- Yearly senior level performance assessment in literature, language, and linguistics, including
- A review of student performance on midterm and final exam essay questions for German 422, which indicated that students were prepared thoroughly through class discussion and prior coursework, but that some students had difficulty conceptualizing answers and organizing analysis efficiently.
- An assessment of language proficiency in German 403, which showed that although program goals for reading proficiency have been met, we again detected uneven writing skills.
- An evaluation of student performance in linguistics (German 451 and 452) using diagnostic tests; combined average scores were 3.7 (up from 3.5 in 1999-2000 and 3.1 in 1994, the first year we offered such testing).
- A review of our new study options including undergraduate research and internship.

Curricular Assessment/Changes

- Revised first-quarter, second-year language course to include an interactive, multi-media computer-based component, to be used in fall 2000.
- Developed and taught a course on the History of German Cinema in collaboration with the cinema studies program.
- Offered Elementary Yiddish course, summer 2000.
- Added a third undergraduate research project.
- Under the auspices of the Huckabay Fellowship from the Graduate School, a graduate student developed and taught a new course, Contemporary German Play, (German 304).
- Arranged internship sites for students in the community.
- Put together a list of scholarships available to majors.
- Revised and redesigned departmental website.
- Conducted an information session in fall quarter.
- Taught revised introductory series for literature majors with all resources/ teaching materials on the web for the first time.
- Discussed integrating service learning into the curriculum.

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History

**Assessment Contact: George K. Behlmer
(behlmer@u)**

Assessment of Student Learning

- Classroom assessment, various methods.
- Surveys of graduating seniors. Surveys show that students are very pleased with their educational experience in History, particularly advising, and that students generally wish that upper division classes could be smaller and more "intimate."

Curricular Assessment/Changes

- Completed strategic plan.
- Reviewed undergraduate curriculum, and designed reforms to promote a more structured undergraduate experience, while, at the same time, continue to offer a wide range of student choices.

Next Steps

- Revise the University Catalog.
- Renumber courses so that the progression from 100- to 400-level courses consistently moves from the general to the particular.
- Build several "tracks" of study.
- Test the feasibility of requiring majors to complete a portfolio of their written work to be reviewed by the student's faculty advisor during the final four quarters preceding graduation.

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Assessment of Student Learning

- Classroom assessment, various methods.
- Capstone courses for European Studies, International Studies, and Russian/East European/Central Asian Studies.
- Outside evaluators for International Studies capstone (Task Force).

Curricular Assessment/Changes

- Secured approval for Comparative Islamic Studies minor.
- Program on Africa: Began to assess whether to propose a new undergraduate major, based on feedback from current minors and other students.
- European Studies: Added a Hellenic Studies option, guided by faculty inside and outside JSIS.
- International Studies: Revised an existing MA requirement to create a new graduate level, policy-focused Task Force course, modeled on the undergraduate Task Force experience.
- Jewish Studies: Discussed a new Sephardic focus to build upon positive community response to Sephardic film program and other events.
- Russian/East European/Central Asian Studies: Investigated further expansion of Baltic Studies in response to interest from REECAS and Scandinavian Studies students; continued consideration of BA requirements to avoid overlaps with other departments.
- Southeast Asian Studies: Drafted proposal for new MAIS degree program in response to student inquiries.

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Assessment of Student Learning

- Classroom assessment, various methods.
- Students are asked to visit undergraduate adviser at least once per quarter to discuss their progress and plans, as well as to solicit students' program suggestions. Advisor also uses email to solicit program suggestions.

Curricular Assessment/Changes

- Changed entry requirements for both majors.
- Reduced the number of credits and requirements for graduation in Romance Linguistics.
- Added flexibility to students' choice of required courses.

Next Steps

- Add a program in Computational Linguistics, a booming field in the Seattle area.
- Bring in more computational linguists for the departmental colloquia.

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Mathematics

**Assessment Contact: Jim Morro
(morrow@**



Music

Assessment Contact:



Assessment of Student Learning

- Classroom assessment, various methods.
- Success of students competing for placement in advanced language programs, such as the Center for Arabic Study Abroad.
- Success of graduates applying for acceptance and fellowship support to excellent graduate programs.
- Skill level achievement exam for Summer 2000 intensive Uzbek program, for report to Social Science Research Council.

Curricular Assessment/Changes

- Developed two new BA programs, which address educational opportunities and goals for larger number of undergraduates.
- Continued development of instructional technology, including web-based, first and second year biblical Hebrew instructional software program; image databases for instructional use in a collaborative effort with the library's digital initiative program; web-based materials for Arabic language instruction, such as audio files, graphic-based Arabic texts, and a comprehensive collection of authentic cultural materials (newspapers, Arabic email, magazines, TV and radio stations, songs, and so on) to be used in conjunction with the language and civilization courses.
- Taught more team-taught and cross-listed courses, involving faculty from this department, history, and the Jackson School. Such courses have a larger interdisciplinary appeal on campus.
- Created new "spoken" Arabic course to respond to student demand for study of regional dialects (Levantine, Egyptian, and Moroccan, for example).
- Began review of the effectiveness of the core course, NearE 210.
- Participated in workshop on cultural proficiency in language curricula.

Next Steps

- Consider changing the multi-year language instruction in some areas to a rotating, two- or three-year cycle to allow more offerings of topical courses. This change might serve a broader student population.

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Assessment of Student Learning

- Classroom assessment, various methods.
- Exit surveys of student satisfaction.
- Currently discussing adding a series of capstone experiences.
- Department-sponsored and trained Ethics Bowl team won the national championship, competing against 28 teams, taking the trophy from West Point.

Curricular Assessment/Changes

- Completed a strategic plan after year-long review.
- Developed a credit/non-credit class to orient students to the major. The class is intended to give students a sense of the understanding and skills they will need to get the most out of their philosophy education; to provide information to majors about resources available to them, such as the Philosophy Writing Center and the computer lab with the Philosopher's Index; and to introduce majors to faculty and programs in the department.
- Worked on developing a critical writing program for both majors and for students taking philosophy courses.
- Planned a capstone seminar class for honors students.
- Offered a series of applied ethics courses to meet student demand.
- Developed a new History and Philosophy of Sciences major with History that includes a capstone course for majors.
- Added a new course in Hellenistic Philosophy
- In the area of epistemology, rated third in the nation by the Leiter Report.
- Reviewed the epistemology curriculum and discussed establishing an epistemology symposium/speaker series.
- Worked on developing a partnership with the Northwest Center for Philosophy for Children, as part of K-12 outreach. Offering a two course sequence for graduate students, undergraduates, and area teachers that begins with a focus on methods to help young people think about philosophical questions and ends with a practicum experience.
- Ranked nationally in four areas:
 - Epistemology (tied for 2nd),
 - Philosophy of Science (tied for 4th),
 - Philosophy of Physics (tied for 4th), and
 - Ancient Philosophy (tied for 4th).



Assessment of Student Learning

- Classroom assessment, various methods
- Exit surveys of graduating seniors. Results show high levels of satisfaction with teaching quality (87 percent "very satisfied or "satisfied") and with level of challenge in coursework (64 percent "much more" or "more challenging" than other courses in the social sciences). Results showed a need to improve level of student awareness of some departmental opportunities, such as undergraduate research and service learning.

Curricular Assessment/Changes

- Completed strategic plan.
- Added a second course to prepare graduate students to teach.
- Writing center completed work on Political Science Style Manual to be distributed to all entering majors. Enhanced promotion of writing center in classrooms, and added tools for instructors to writing center web page. Linked with other departmental writing centers to share knowledge.
- Worked towards increasing awareness of opportunities offered through department (service learning, undergrad research, for example).
- Created guidelines for students writing papers/theses in conjunction with internships.
- Improved thesis training and faculty coordination in departmental honors program.
- Increased coordination between faculty teaching required junior seminars.
- Improved assessment of experiential learning programs.
- Developed linkage opportunities between internships, service learning, and undergraduate research.
- Explored possibility of portfolio assessment of student work in the major.
- Continued development of service learning courses, including designing web-page resources for students and faculty, increasing staff support for internship programs, and distributing the first service-learning faculty/TA newsletter.
- Obtained approval for Political Communication and Political Economy optional tracks of student study with notation on student transcripts.

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Psychology

**Assessment Contact
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Assessment of Student Learning

- Classroom assessment, various methods
- Email survey of majors to determine areas of high and low satisfaction with the major. Students rated satisfaction with faculty-student interaction and the study abroad as high and the number and variety of upper-division course offerings as low.

Curricular Assessment/Changes

- Instituted quarterly assessments of language coordinators by teaching assistants.
- Reduced entrance requirements to facilitate access to the major.
- Secured approval for four new undergraduate courses, two of which are linked with departmental study abroad programs in Spain and Mexico. One of the courses will be cross-listed with Cinema Studies.
- Continued Program in Cadiz as both a semester- and a year-long program, and increased the frequency of the Program in Oaxaca to every fall quarter.
- Incorporated service learning into the 300-level language sequence.
- Completed a strategic plan.
- Designed a web-based Spanish 110 course.
- Drafted an agreement with the Spanish Embassy to establish a new Center for Spanish Studies, which will be housed at the UW and will support curriculum development at UW and K-16. Recruited a language assistant from Spain to help with related activities, and secured support from the Provost and the College of Arts and Sciences.

Next Steps

- Implement web-based Spanish 110 course.
- Inaugurate Center for Spanish Studies.
- Continue to develop service learning internships and study abroad opportunities.
- Explore the possibility of establishing a Spanish House in the dormitories.
- Continue to develop the cultural studies dimension of our curriculum.

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Speech Communication

**Assessment Contact: Lisa M. Cou
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Assessment of Student Learning

- Classroom assessment, various methods
- Portfolios –class offered each year for all majors
- Capstone course offered Spring (and Summer) of senior year

Curricular Assessment/Changes

- Rescheduled one of the core classes (371) from Winter to Spring to accommodate more students' schedules and keep them "on track" to graduate in a timely manner
- Continued to expand and develop the dept's website. Especially sections featuring "current events" and links to faculty/research websites and other related organizations/information
- Increased number of information kiosks with computers from two to four to allow student access to the internet and various UW and dept information
- Continued to develop and improve alumni survey and build alumni database (see *Next Steps**)
- Continued expansion of the Student Tech Fee funded computer labs located in the dept. Increased number of units and added diagnostic programs and supporting hardware used in preparation of therapy materials used in treatment. Upgraded software utilizing campus Microsoft Software agreement. Increased technical support access.
- Received funding from Student Tech Fee for development of student research lab to enable student-initiated research.
- Introduced the SPHSC Clinic facilities to undergrads and postbacs earlier in their program to promote increased opportunities and knowledge of procedures associated with the clinical aspect of the program.

Next Steps

- Continue to review undergraduate program and the curriculum as identified in the Strategic Plan
- Establish improved channels of communication with related departments/majors so our students can be better informed about the opportunities, events, classes, related to the field that are available outside SPHSC
- Continue to refine the alumni survey to include periodic "check-ins" with our graduates and their employers to determine how well the curriculum prepared them for work and/or grad school.

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Assessment of Student Learning

- Classroom assessment, various methods.
- Senior thesis requirement, taken in a series of three consecutive courses in the senior year.
- Internship requirement, which demands a contract and evaluation forms that include student self-assessment, student assessment of duties and the experience, and supervisor assessment of the intern's performance.

Curricular Assessment/Changes

- Hired a new faculty member to teach courses in Native American Studies.
- Offered service-learning opportunities in one large lecture course and one smaller (N=50) course.
- Adjusted curricular offerings to ensure that the required theory course is offered twice during the academic year for majors.

Next Steps

- Review and revamp undergraduate curriculum.

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Zoology

Assessment Contact: John Wingfie



Assessment of Student Learning

- Classroom assessment, various methods.
- Surveys of graduating seniors to determine satisfaction with the major.
- Capstone course for accounting majors, which involves an integrative written and oral examination.

Curricular Assessment/Changes

- Used student course and instructor evaluation data to initiate problem-solving meetings with department chairs regarding poorly received courses and instructors. These efforts led to course modifications, instructor counseling and training, and to replacement of course instructors.
- Implemented extensive curriculum revision in Accounting and Information Systems. The new accounting curriculum has been modified in part in response to the new educational requirements for CPA certification in the State of Washington. Changes to Information Systems curriculum are in response to the rapidly changing technology environment.
- Participated in a Benchmarking Survey conducted by the American Association of Collegiate Schools of Business, comparing our outcomes with those at comparable business schools. This information is part of our continuous improvement process for the Undergraduate Program.

Next Steps

- We are considering a school-wide capstone course requirement, but the resources needed to add such a requirement are not currently available. We likely will need to pursue alternative approaches.

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Assessment of Student Learning

Results of assessment indicate the following:

- Students achieved all program learning outcomes on program objectives except one.
- Students demonstrated improvements in proficiency in program topics.
- Students demonstrated proficiency in learning outcomes for most courses.
- Data were gathered on areas that did not meet desired outcomes.

Methods for assessing student learning were as follows:

- Classroom assessment, various methods
- Competency exams in some courses
- Self-assessment of proficiency in course objectives
- Self-assessment of proficiency in program objectives
- Entrance and exit interviews
- Portfolios
- CIDR review of program
- ABET 2000 dry run
- Exit surveys
- Five-year alumni surveys
- Capstone design projects reviewed by outside industry partners.

Next Steps

- Explore and correct weaknesses determined in assessments.
- Continue to move toward a quality improvement focus.
- Promote communication, collaboration, and standardization in core courses.
- Increase web presence of assessment results.

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Chemical Engineering

Assessment Contact: Eric M. Stun
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Assessment of Student Learning

- Classroom assessment, various methods.
- Student Advisory Committee meets with the chair to provide feedback on courses, instruction, and other educational concerns.
- Department Visiting Committee provides feedback on the quality of graduates and effectiveness of the curriculum.
- Passing rates of students on Fundamentals of Engineering exam.

Curricular Assessment/Changes

- Used concept mapping of the curriculum under the direction of the Center for Engineering Learning and Teaching (CELT) for curricular improvement.
- Created a new administrative position—Director of Instruction—to monitor curriculum and implement change.
- Revised the junior curriculum, adding several new courses and restructuring others.
- Reviewed and revised the senior and graduate curricula.
- Changed administrative support to improve student services and monitoring of degree progress and other student-related information.

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Assessment of Student Learning

- Classroom assessment, various methods
- Capstone courses and senior research projects
- Exit surveys of graduating seniors. Feedback is used to evaluate programs and services.
- Conducted survey of alumni, 1-10 years after graduation. (Results on web for faculty/department review.
- Chair holds lunch conversations with undergrads monthly.

Curricular Assessment/Changes

- Implemented Computer Engineering undergrad embedded system software option.
- Started ethics seminar.
- Continued use of undergrad TAs, which provides close contact with faculty, clear indication of quality of education, and a direct feedback path from current students.
- Continued to increase number of undergrads involved in research projects. Implemented "Research Nights," which helps undergrads learn more about research in the program.

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Assessment of Student Learning

- Classroom assessment, various methods
- Annual undergraduate survey of outcome achievement
- Student evaluation of course outcome contribution (all courses)
- Required capstone design course
- Increasing research opportunities for undergraduates
- Curriculum flexibility supports co-op (internship) experiences

Curricular Assessment/Changes

- Started Continuous Improvement Program for periodic review and improvement of undergraduate curricular elements, including:
 - Course offerings (every course)
 - Course syllabi (triennial)
 - Group curricula (triennial)
 - Undergraduate curriculum (triennial)
 - Laboratory facilities (annual)
 - Computing facilities (annual)
- Completed review activities for 2000-01 and improvements are documented.
- Continuous Improvement Program also schedules periodic curricular assessment, including:
 - Program review--small-group discussion conducted by CIDR (annual)
 - Alumni surveys conducted by OEA (biannual)
 - Course portfolio review of collected student work (annual)
 - Senior exit survey (annual)
- Removed engineering design and engineering science credit requirement (superceded by capstone design course requirement)
- Allowed co-op (internship) credits to count towards degree
- Admitted a small number of exceptional freshmen to the major.

Next Steps

- Build history of assessment results to identify trends.
- Close loop from assessment results to curricular improvement.

- Continue execution of Continuous Improvement Program.
- Design project-based learning approach for undergraduate EE core (junior year)
- Implement freshman EE course
- Conduct undergraduate seminar aimed at career guidance.

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Assessment of Student Learning

To measure student perceptions:

- Junior surveys
- Senior surveys
- Senior-level focus groups
- Senior exit interviews
- Course evaluations for all undergraduate classes
- Co-op (internship) student surveys

To measure student performance:

- Capstone design class for seniors. Final projects are judged by a panel of industry representatives, and oral presentations are required in a public symposium.
- Concept maps of Industrial Engineering by 1999 capstone design teams.
- Classwork from students taking "Professional Practice" course in spring 2000.
- Student performance on experimental tasks on word association, concept relations and problem scoping in spring 2000.
- Evaluation of student writing. Compared writing in IE 237 and IE 333 in fall 2000.
- Number of undergraduates involved in faculty research.
- Number of students participating in the Undergraduate Research Symposium.

To measure perceptions by selected constituencies:

- Feedback from IE Visiting Committee on the quality of IE graduates.
- Feedback from the IE Student Advisory Board regarding courses, instruction, and other aspects of undergraduate education.
- Survey of co-op student sponsors.
- Survey of Senior Design sponsors.

Input from all of these measures is being used to revise the educational objectives of the Industrial Engineering program and drives curriculum redesign.

Curricular Assessment/Changes

- Developed both goals and educational objectives for the program.
- Began mapping coursework into the program objectives, focusing on both level and intensity, to help IE determine if the curriculum is covering materials stated in the objectives and at appropriate levels.

- Gathered benchmarking information comparing UW IE with peer institutions and with other departments in the College of Engineering.
- In response to data from the senior survey and senior-level focus groups, added a course in "Professional Practice," that includes discussion of ethics.
- Developed a course in Information Systems, in response to faculty discussions about the growing information technology industry and students' interest in cutting edge topics.
- In response to a suggestion by the Student Advisory Board, developed an IE 101 course to bring IE to a wider audience and attract new students into the major.
- In response to student requests, began review of technical elective courses, with an eye toward creating focus tracks.
- In response to graduating seniors suggestions, reviewed course material and a two-course series in manufacturing processes.
- Proposed increase in the number of teaching assistants in the program and developed a TA training program to foster the best possible learning environment for undergraduate students.
- Restructured staff support positions to improve advising services to students.
- Reorganized office space to create IE's first user-friendly designated student services area.
- Redesigned web page for easier student use.

Next Steps

- After all data is collected, faculty and staff will compile the results and conduct a "first pass" analysis of the data. Raw data and summaries will be available for constituents to review. Results will be discussed at a fall-quarter faculty retreat. Based on this review and evaluation, changes to the curriculum will be discussed by the faculty, with revision of the curriculum occurring in the next year or two.
- In the future, evaluations will be conducted annually by the faculty in a full-day retreat. Other ad hoc evaluations will be conducted as deemed necessary.

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Assessment of Student Learning

- Classroom assessment, various methods including examinations where students demonstrate problem-solving skills.
- Capstone design-related courses that include assessment of project presentations, design reports, and design team performance evaluations. Projects are normally assessed as group exercises and are varied, with tangible end products including those based on industry-sponsored requests and those involving technological themes, such as Mechatronics, SAE Formula Car, Human-powered Submarine, and Fuel Cells.
- Surveys of graduating seniors and alumni (one and five years after graduation) to provide information on how well the program has prepared students for professional practice and lifelong learning.
- Student Advisory Committee meets regularly with the chair to provide feedback on courses, instruction, and other educational concerns.
- Departmental Visiting Committee provides feedback regularly on the quality of graduates.
- Undergraduates' opinions on teaching and learning are solicited continually in an anonymous comment spot on the departmental web page.
- Written reports from students participating in the Co-op program are used to evaluate awarding individual credit for graduation.
- Continued or increased experiential learning through 4-5 credit, hands-on courses.
- Departmental Visiting Committee reviewed program on a regular basis.
- Departmental ABET subcommittee reviewed program and reported to the Undergraduate Education Committee and to the department.
- Mentored individual students who participated in the opportunity to provide feedback on the program's success.

Curricular Assessment/Changes

- Developed mission, goals, and outcomes for undergraduate BSME program.
- Encouraged graduation seniors to take the Standardized Fundamentals in Engineering exam in order to compare UW results with state and national results.
- Course coordinators held meeting with course lecturers at the end of the academic year to assess how well the learning outcomes were met for the academic year. A short summary report with any recommended changes is filed with the Departmental ABET subcommittee for further action by the Undergraduate Education Committee.

Next Steps

- Promote student presentations outside the Department for both ME395 (Intro to Mechanical Design) and ME495 (Mechanical Engineering Design—Senior Design).
- Tie curricular threads (e.g., mechatronics) more closely to prototyped senior designs and

- industrial sponsorship.
- Identify and query constituents and stakeholders for curricular development.
- Refine the web-based information for assessment and accreditation for ease of retrieval by faculty, students, and accreditation reviewers.

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Technical Communications

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Assessment of Student Learning

- Classroom assessment, various methods including hands-on field work, reports, and testing.
- Exit interviews of graduating seniors.
- Written/verbal feedback from employers hiring graduates.
- Capstone courses and senior projects that result in public presentations and scientific research posters.
- Results from student-driven research projects.
- Alumni survey.
- Writing and design rubrics evaluated throughout the programs.
- Client-driven design projects in the Forest Engineering curriculum and with input and feedback from clients.

Curricular Assessment/Changes

- Report completed by the Futures Committee that included suggestions for curricular revision.
- Made minor changes in the program as a result of a Student Services audit for accuracy and compliance with UW requirements.
- Added substitutions to curricula to decrease time to degree.
- Redesigned Forest Engineering curriculum, which allowed for greater breadth and flexibility, including decreasing the required credits from 192 to 180.
- Revised Conservation of Wildland Resources curriculum to include career path electives in four areas.
- Completed curricular redesign in Environmental Horticulture and Urban Forestry to include more electives and three professional options.
- Implemented two new minors--International Forestry, jointly offered with the Jackson School of International Studies, and Streamside Studies.
- Revised Forest Management curriculum to offer more choices for students, including five professional options.
- Changed Paper Science and Engineering curriculum to include a business option, and implemented admission and satisfactory progress requirements for this program.
- Submitted a new, interdisciplinary major in Sustainable Resource Sciences for HEC Board approval.

Next Steps

- Continue to emphasize importance of assessing student learning.
- Track exit surveys over time and use data for curricular decision-making.

- Create a formal feedback mechanism for employers.
- Advertise student presentations more widely and ask for feedback from attendees.
- Encourage more undergrad research.
- Analyze data from the Alumni survey.
- Use Futures Committee report to think about major curricular revision in the College.
- Continue to monitor all curricula with a focus on quality and efficiency.
- Monitor new courses.
- Implement and advertise changes in Forest Engineering to increase program enrollment.
- Monitor degree efficiency and student learning with the curricular revisions.

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Nursing

Assessment Contact Person(s)



Assessment of Student Learning

- Classroom assessment, various methods, including team projects.
- Designed field courses in which regular course content is taught and students do presentations of their research findings to a larger community.
- Seniors completed senior projects.
- Exit survey as students graduate.

Curricular Assessment/Changes

- Held focus groups with undergraduates regarding the academic requirements and structure of the curriculum.
- Exit surveys to all graduating seniors, requesting information about structure of specific courses.
- Met with graduate students who had graduated from the undergraduate program to ask them how well prepared they felt they were for graduate school.
- Continued to revise undergraduate curriculum as follows:
 - Began revision of Fish 101, to be taught by a senior faculty member who has won a college faculty teaching award. The course is focused on looking at the aquatic sciences through an interdisciplinary lens; the content is based around 3 environmental case studies. Course will be jointly listed with the Program on the Environment
 - Required specific I & S courses to encourage students to study economics or courses in law, policy, and ethics.
 - Created three focus areas with suggested courses in each area, including courses from other UW departments.
 - Increased the options of acceptable courses for the general ecology requirement.
 - Decreased by one the number of required core courses.
 - Began discussions with the Technical Communications Department and other Natural Science Departments to develop an environmentally oriented technical communication course.
 - Paid for a portion of an instructor's salary to teach new courses in Geographic Information Systems and Spatial Analysis.
 - Decided to increase undergraduate enrollment as follows:
 - Advertised undergraduate courses outside department.
 - Contacted pre-majors and extended pre-majors in our courses offering information about our major and minor.
 - Substantially increased amount of information for prospective students on Fisheries web page.
 - Advisor worked closely with other advisors in the natural sciences to help students find their way

- to the most appropriate major.
- Advisor provided numerous outreach opportunities to high school students, especially where there was a concentration of first generation college students.
- Proposed College of Ocean and Fishery Sciences Honors Sequence with the focus in marine biology.
- Requested that Fish 101 be part of a Winter 2001 Freshman Interest Group.
- Planned to decrease time to degree as follows:
- Contacted prospective majors to encourage them to declare as soon as possible.
- Designed materials for prospective students at community colleges listing courses that should be taken before transfer.
- Added information for prospective students on academic preparation to the Fisheries web page.
- Provided and encouraged summer research opportunities that resulted in students gaining credit.
- Added options and flexibility in requirements so transfer students can take more required courses at the CCs.
- Increased amount of information available to undergraduates via the web page.
- Encouraged transfer students to declare their major on their admissions application by offering eligibility to compete for scholarships upon admission.
- Began to allow prospective students to subscribe to the undergraduate email list.

Next Steps

Undergraduate Curriculum Revision

- Increase Physical World course requirements to encourage more critical thinking.
- Increase required number of quantitative courses to ensure work-ready skills.
- Add a core-required course to give students a broader perspective about opportunities in aquatic sciences.
- Develop lists of courses offered across campus that complement the Fisheries Areas of Focus.
- Continue work on establishing an environmentally-based tech communication course.
- Revise undergraduate curriculum by autumn quarter 2001.
- Continue to develop more hands-on research opportunities for undergraduates.
- Establish procedures for awarding undergraduate research grants.
- Increase requirements in economics and law, policy & management.
- Develop flagship courses for focus areas. Increase undergrad enrollment:

- Develop a one or two quarter 100- or 200-level course in marine biology.
- Collaborate with advisors from other environmentally- oriented UW majors in community college visitations.
- Work with other UW advisors to propose a "pre-environmental" major that students may declare before they decide on a specific major.
- Working with other UW advisors, design a UW "Environmentally Oriented Majors" brochure, including programs at UW-Bothell and UW-Tacoma.

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Social Welfare

Assessment Contact: Mary Lou Balasson

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