

Assessment in the Majors, 2001

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INTRODUCTION

George Bridges, Acting Dean for Undergraduate Education, requested end-of-year assessment reports from all undergraduate majors in June, 2001. Departments were asked to list assessment activities, as well as approaches for improving students' time to graduation. These departmental reports communicate the University's assessment activities to external audiences, such as the Higher Education Coordinating Board, as well as to internal audiences.

This document presents two views of assessment in the majors. First, we summarize the 2001 end-of-year assessment reports for nearly all the UW departments that offer undergraduate majors. Second, an [assessment methods chart](#) records approaches departments use to assess both teaching and student learning.

The summaries of departmental assessment reports include information from 55 (90 percent) UW undergraduate majors. As the report summaries show, all the reporting departments assess the learning of students in their majors with methods that extend beyond classroom assessment techniques. About 67 percent of the reporting departments use capstone or capstone-like experiences (such as senior seminars) to evaluate students' learning. This is an increase from the 60 percent that reported use of capstones and capstone-like experiences last year.

Fifty-eight percent of the departments report using exit surveys, and 47 percent report using focus groups, interviews, or other forms of conversations with students to identify what students have learned and what they believe is working in the major, as well as those areas that need improvement or attention. While these two methods of assessment focus more on improvement of teaching and program than on student learning, information on student learning is often included in these approaches.

In addition, departments use a wide range of other methods to understand and evaluate student learning in the majors, including employer surveys, student self-assessment, focused study of student performance, and the use of outside assessors. The Office of Educational Assessment provides information to departments on graduates, as well as on student ratings.

The departmental summaries also include curricular changes departments instituted in 2000-01. In addition to assessing student learning, all UW departments are engaged in a process of ongoing curricular assessment and revision. Departments report the importance of information gathered through assessment of student learning in decisions about curricular revision, but such decisions also must take into account intellectual changes and practices in the field, expertise of current faculty, and institutional needs (such as reducing time to graduation for students). Curricular review is an essential and time-consuming part of the assessment work of UW majors.

The [Assessment Methods Chart](#) shows the range of methods used by individual departments to assess teaching and learning. It also provides an overview of methods used at the UW. The chart is somewhat deceptive, as many departments have several tracks for majors and those tracks may use different assessment methods. Thus, the learning of two students in differing tracks in the School of Business, for example, may be assessed in different ways. Several departments are using a wide variety of methods for assessing teaching and learning and may serve as models for departments that are working to develop new ways to assess their programs. Examples include Landscape Architecture, Geography, Germanics, Zoology, Electrical Engineering, Industrial Engineering, Materials Science and Engineering, Forest Resources, Nursing, and Social Welfare.

ASSESSMENT METHODS AND RESULTS

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

Architecture and Urban Planning

Architecture

Landscape Architecture

Construction Management

Arts and Sciences

American Ethnic Studies

Art

Astronomy

Biology

Chemistry

Communications

Comparative Literature

Drama

Earth & Space Science

French & Italian Studies

Geological Sciences & Geophysics

History

Law, Societies & Justice

Mathematics

Near Eastern Languages and Civilization

Psychology

Slavic Languages and Literature

Spanish and Portugese Studies

Speech Communication

Women's Studies

Anthropology

Asian Languages and Literature

Atmospheric Sciences

Botany

Classics

Comparative History of Ideas

Dance

Economics

English

Geography

Germanics

Jackson School of International Studies

Linguistics & Romance Linguistics

Music

Philosophy Physics

Political Science

Scandinavian Studies

Sociology

Speech and Hearing Sciences

Statistics

Zoology

Business Administration

Accounting

Finance and Business Economics

Engineering

Aeronautics and Astronautics

Civil and Environmental Engineering

Electrical Engineering

Materials Science and Engineering

Technical Communication

Chemical Engineering

Computer Science and Engineering

Industrial Engineering

Mechanical Engineering

Forest Resources

Nursing

Aquatic and Fishery Science

Oceanography

Social Welfare

Architecture

Assessment Contact: Elaine Latourelle
(elainel@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.
- Employment of undergraduates in architectural offices is tracked.
- A special design studio evaluation system ensures thorough feedback to students on every design studio class taken. Many faculty members use this evaluation method during mid-quarter reviews to provide students with diagnostic feedback that may help in students' final design projects.

Curricular Assessment/Changes

- No changes this year.

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 the work of students 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.
- Began developing individual student 'virtual portfolios' of work-see department web site--as a way of assessing performance over entire 3 year program.

Curricular Assessment/Changes

- Completed a Strategic Plan with Curricula Goals that include improving assessment of studio instruction.
- Continued assessing students as 'reflective practitioners' using self-reflective questionnaires (third year of study). OEA analyzed the reflective statements, which led to curricular suggestions.
- Began assessing the effectiveness of our student professional practicum/internship program (which has been in operation for over 30 years). (This program places students in professional offices and agencies where they are exposed to all aspects of the organization's professional work. Students receive credit for one quarter.)

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Assessment of Student Learning

- Classroom assessment, various methods.
- Required senior seminar capstone course, which includes a senior thesis.
- Offered practicum courses requiring evaluation of students by supervisors.
- Asked for student self-assessment in several courses.

Curricular Assessment/Changes

- Designed a two-quarter senior seminar to replace the current seminar, that focuses on research methods in the first quarter and on research writing in the second.
- Purged untaught courses from the published AES curriculum.
- Analyzed enrollments in AES courses in order to determine patterns of and weaknesses in enrollment in specific courses so that faculty can respond realistically and practically to current enrollment patterns.
- Organized and planned for curriculum and teaching assignments for the next two years.

Next Steps

- Involve exiting students in an evaluation of major advising both in the department and outside it.

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Assessment of Student Learning

- Classroom assessment, various methods.
- With the help of CIDR, conducted a focus group study of seniors to evaluate students' perceptions of upper-level course offerings. CIDR presented findings to a meeting of faculty. Students were generally satisfied but requested more course offerings. Faculty are now considering ways to better meet students expectations.
- Instituted an essay contest and cash awards for students.

Curricular Assessment/Changes

- Increased the discovery-based, interactive content of all classes, including large, lower-division courses, such as Anthro 100.
- Planned an Anthro 100 course for fall 2001 FIG students that will incorporate and assess a variety of innovative teaching techniques.
- Added field trip components into several courses, which were very well received. For example, an Ethnobiology class met with two Yakama Indian elders at a field station near Wenatchee to learn about Indian uses of plants, and a class on death took field trips to the morgue and to local cemeteries.
- Developed new class web pages and other interactive course components for several courses.
- Supported the Write Place writing center in collaboration with Geography.
- Introduced several new courses as part of an ongoing revision of the anthropology curriculum.
- Offered seminars and materials in the major, the honors program, and in applied job opportunities in the field, using professional anthropologists, graduate students, web-based materials, and the Office of Career Services to assist us.

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 to enhance training in effective written and spoken communication including integrating technological strategies. In this connection, we will look for alternative sources of funding.
- Assess effectiveness of changes.
- Develop internships within the department.
- Implement an exit interview system.
- Provide an undergraduate prize for best honors thesis.

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.
- Art History Undergraduate Research Symposium served as a year-long capstone experience, helping Art History majors develop skills in professional practices and research.
- Offered series of senior year presentations given by 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 portfolio presentations.

Curricular Assessment/Changes

- Instituted a faculty/staff/student committee to review School of Art Foundation classes. Issues under discussion include:
 - Do the content and pedagogy of these courses sufficiently develop ideas of aesthetics, problem solving, conceptual skills, and technical abilities necessary to meet needs of students studying in the rapidly changing landscape of the visual arts?
 - Can these classes be successfully taught in a larger format to accommodate the growing number of students interested in the visual arts?
 - How should the dwindling teaching resources of the School of Art be deployed in the teaching of these classes?
 - How will this affect student learning?
- Instituted a faculty and staff committee to review several major curriculum issues, including:
 - A complete review of the Interdisciplinary Visual Arts major with an eye to identifying the present learning needs of the 350 undergrads in this major, to proposing changes to strengthen the focus of this major, and to address the issue of student access to this major.
 - Examine the role of New Media in the School.

Next Steps

- Continued development of a new minor, major, and/or graduate program in the field of Public Art. Initially funded by a Tools for Transformation grant, the program success-fully offered its first courses in winter and spring, 2001.
- Complete UIF grant for the continued development and funding of the Public Art program.
- Project the completion of a proposal for a revised studio art Foundation program by the end of the 2001-02 academic year.
- Project completion of proposal for a revised Interdisciplinary Visual Arts major by the end of the

2001-02 academic year.

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Assessment of Student Learning

- Classroom assessment, various methods, including administration of standardized oral proficiency tests.
- Students in Japanese participate in Japanese Language Day activities sponsored by the Consulate of Japan in Seattle.

Curricular Assessment/Changes

- Continued revision of placement examinations for several departmental degree tracks; streamlined placement procedures.
- Continued revision of undergraduate curricula in Japanese and Chinese, increasing the emphasis in upper-division courses on literature and culture.
- Completed the program for a dual track set of language courses in Korean, the first for non-heritage students and the second for heritage students.
- Continued efforts to provide a variety of overseas language study opportunities.
- Continued work with external units, in particular the Technical Japanese Program in the Schools of Engineering and Business Administration, to provide advanced, specialized forms of Japanese and Chinese language instruction.
- 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 new course in Tagalog.

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Astronomy

Assessment Contact: Bruce Balik
(balick@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

- No changes.

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Atmospheric Sciences

Assessment Contact: Kathryn Stout
(kathryn@atmos)

Assessment of Student Learning

- Classroom assessment, various methods
- Mid-quarter assessment of teaching in some classes
- Internship supervisors assess students' work.
- Held annual meeting with majors to provide information on program options and to talk about job, research, and internship opportunities.
- Capstone course, internships, and research projects for seniors.

Curricular Assessment/Changes

- Worked with optional tracks instituted the previous year, adding more advising as needed.

Next Steps

- Developing informal computer sessions outside class for juniors.
- Plan to hold quarterly meeting with majors and encourage them to participate in departmental functions and attend weekly colloquia and seminars.

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Biology

Assessment Contact: Barbara Wakimoto
(wakimoto@u)

Assessment of Student Learning

- Classroom assessment, various methods.
- Exit survey of students at completion of the introductory biology series.
- Exit survey of graduates.

Curricular Assessment/Changes

- Used student, staff, and faculty input to develop a strategic plan.
- Held faculty retreat to define learning goals and structure for the new introductory biology series for majors.
- Faculty groups developed Biol 180/200/220 and Biol 101/102 series.
- Developed new inquiry-based labs for Biol 180/200/220.
- Designed a new advising lab for Biol 101.
- Upgraded computer capabilities in the intro biol labs to support technology-based labs.
- Worked with Botany and Zoology departments to evaluate upper division course offerings and curricular design.

Next Steps

- Begin teaching the new intro series for biology majors.
- Continue with course and lab development for the introductory biology series with an emphasis on inquiry-based learning.
- Work with CIDR and OEA to develop meaningful assessment techniques for effectiveness of the new intro biol series.

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Botany

Assessment Contact: Joe Ammirati
(cort@u)

Assessment of Student Learning

- Classroom assessment, various methods.
- Exit surveys of graduates.
- Increased undergraduate research from 6 to 22 students doing research across a broad range of projects.
- Added six students in undergraduate teaching as peer TAs.

Curricular Assessment/Changes

- Revised Biology 200 series to increase material on biological diversity and organismal biology to allow students to begin the series and their majors earlier.
- Planned to introduce interdisciplinary core courses taught with Zoology in cell biology and ecology/evolution.

Next Steps

- Need to fill the 3-4 recently vacated positions in order to run the program.
- Need to gather support (technical, material, and space) for setting up and running teaching laboratories, which could be dovetailed with support for undergraduate research.

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Chemistry

Assessment Contact: Thomas Engel
(engel@chem)

Assessment of Student Learning

- Classroom assessment, various methods.
- Exit interviews with graduating seniors.
- Students are encouraged to visit undergraduate advisors to discuss progress to a degree, as well as to offer program suggestions.
- Held a faculty retreat to assess student learning.

Curricular Assessment/Changes

- Introduced the use of internet-based graded homework for general chemistry courses.
- Used lab fee money to significantly upgrade instrumentation in general and organic chemistry courses.
- Increased use of email and individual course websites for teaching.

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Classics

Assessment Contact: Stephen Hinds,
(shinds@u)

Assessment of Student Learning

- Classroom assessment, various methods.
- Departmental review of Senior Paper outcomes.
- Exit surveys given to graduating seniors.
- Placement of our BAs in graduate programs.

Curricular Assessment/Changes

- Experimenting with an undergraduate seminar to be taken by majors soon after they start of work at the 400 level.

Next Steps

- Establishment of an undergraduate essay prize.

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Communications

Assessment Contact: David Sherman
(shermant@u)

Assessment of Student Learning

- Classroom assessment, various methods.
- Capstone course required of all journalism students.
- Exit interviews of all journalism students showed satisfaction with the program, and the desire for more required journalism skills courses.
- Expanded undergraduate research opportunities.

Curricular Assessment/Changes

- Redesigned journalism track, adding more required skills courses and insuring compliance with ACEJMC.
- Expanded Undergrad Research Mentor Center hours.
- Designed and implemented an interdisciplinary program in Political Communication with the Poli Sci, Speech Communication, and Tech Communication.
- Held two joint faculty retreats with the Speech Communication Department to discuss the design of the undergraduate major when the programs are merged in autumn 2002.
- Reached agreement with the Political Science Department to allow double majors in the two programs to count 20 credits of cross-listed courses in both majors, thus allowing students to complete the two majors with 80, rather than 100, credits.
- Expanded and improved facilities and course offerings in digital media.
- Used a Curriculum Development Award from the College of Arts and Sciences to integrate interactive technologies into Introduction to Mass Media course.
- Increased use of web-based materials for courses.

Next Steps

- Complete the design and implementation of the new undergraduate major in the Department of Communication, which will take effect in autumn 2002.
- Seek ways to better integrate the journalism track with new course offerings in digital media and technology.
- Add a second media lab to meet the growing student demand for access to digital technology facilities.

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Assessment of Student Learning

- Classroom assessment, various methods, including extensive use of student self-assessment.
- Require students to submit entry "interest" profiles and exit interviews.
- Require senior thesis and offer senior thesis seminar to assist students in writing and thinking.
- Ask students to meet regularly with advisors to plan courses of study and evaluate the program. Advisors report to program director about students' ideas for change.
- Schedule formal and informal social events where the program is discussed and students get to know faculty and administration more personally.
- Employ CHID students in the offices and as peer facilitators for discussion in large lecture courses, and solicit information from them about student learning.

Curricular Assessment/Changes

- Curricular assessment is ongoing and always includes student input. Some effects of that assessment are:
- Worked to offer a wider selection of international programs in order to give students a global perspective to their educations and to include diversity in the curriculum.
- Developed new evaluation forms for students' international experience that give more complete views of those programs so that the Department can identify successful methods and approaches.
- Instituted eight new course numbers that reflect the variety of the international programs on students' transcripts.

Next Steps

- Currently working with alumni to explore the long-range impact of the program.

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Comparative Literature

Assessment Contact: Willis Konick
(konick@u)

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

- In response to comments on student evaluations of their courses, planned to design a new gateway course that would focus on developing fundamental skills in literary analysis for literary studies majors, but would also better serve the needs of the cinema studies majors who often take it.
- Changed requirement to two rather than the current one course from the 320-3 sequence of regional literature courses, thus ensuring that students gain a broader acquaintance with different world literatures.
- Revised the foreign language component of the cinema studies major so that students can more easily tell which courses satisfy the requirement and take them earlier in their careers.
- Worked with other departments to make sure that national cinema courses are offered regularly.

Next Steps

- A small group of faculty will develop and collectively teach the new gateway course, which has shared learning objectives, in Fall 2001 and will evaluate the course's success.

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Dance

Assessment Contact: Elizabeth Cooper
(bcoop@u)

Assessment of Student Learning

- Classroom assessment, various methods, including end-of-class, student performance.
- End of term student showings required for all technique 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.
- Undergraduate choreography is adjudicated by panel of outside artists.
- Academic dance course instructors assess student learning via formal papers, exams and practicums.
- 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

- New course called the creative context (Dance 250) to discuss the choreography performed by the chamber dance company in socio-political context. Open to matriculated and non-matriculated students.
- Began work on Department's strategic plan.

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Drama

Assessment Contact: Sara Nash Gates
(sngates@u)

Assessment of Student Learning

- Classroom assessment, various methods, including student performance.
- Senior projects, presented at the end of Fall quarter.
- Senior survey.

Curricular Assessment/Changes

- After consultations with advisors and a "town meeting" with BA students, revised the format of the Drama Colloquium, which will address students' desire for more information about life in the theater after graduation and continue to help students develop some job search skills.
- Planned a curriculum review in response to teaching overload issues.
- Held Third Annual Drama Symposium in Higher Education, which focuses on transferring between institutions.
- Continued participation in interdisciplinary courses connected to the Summer Arts Festival.
- Continued offering high demand 200-sequence in summer session.
- Increased support for the Undergraduate Theatrical Society (UTS), which produces 8-12 all-student productions each year.
- Reduced number of advanced acting classes in order to reduce workload.
- Added a BA supplement to the department's student handbook and put the handbook online.
- Continued participation in outreach on campus through Summer Gear-Up, Dawg Daze, and Plan-a-Transfer Days.

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 150 in conjunction with the Summer Arts Festival.
- Continue offering Drama 350 for transfer students.

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Economics

Assessment Contact: Neil Bruce
(brucen@u)

Assessment of Student Learning

- Classroom assessment, various methods, including course evaluations through IAS and collegial teaching evaluations.
- Survey of graduating seniors on program satisfaction and attainment of learning goals.
- Use of two surveys to solicit suggestions for program improvement.

Curricular Assessment/Changes

- Provided information sessions that detail and clarify college and departmental requirements.
- Began offering credit for Economics 200 and 201 for students who score 4 or higher on the AP exam.
- Offered a cross-departmental course, Economics/ Environment 235.
- Offered joint option in Mathematical Economics with ACMS.

Next Steps

- The Undergraduate Committee will consider new assessment methods, more interdisciplinary options, and great access to upper division courses for non-majors.

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English

Assessment Contact: Shawn Wong
(homebase@u)

Assessment of Student Learning

- Classroom assessment, various methods.
- Senior seminars

Curricular Assessment/Changes

The English Department completed a self-study in Autumn 2001. The study recommends changes in the following areas:

- requirements for the undergraduate major
- administration of the department's overseas study programs
- support, development, and hiring for the Interdisciplinary, Expository, and Creative Writing Programs
- supervising/mentoring of TAs teaching 200-level courses
- hiring practices and priorities
- retention strategies for new faculty
- development strategies and priorities

Next Steps

- The Department will continue to work on each of these areas in the coming year.

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French and Italian Studies

Assessment Contact: John Keeler
(keeler@u)

Assessment of Student Learning

- Classroom assessment, various methods.
- Open meeting for majors with undergraduate program chair.
- Best senior projects read by a faculty committee that awards a prize to the top student in the major.

Curricular Assessment/Changes

- No changes.

Next Steps

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

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Assessment of Student Learning

- Classroom assessment, various methods of formative and summative course assessment, including student self-assessment-for example, having students evaluate the course against the learning objectives for the course.
- Capstone courses and senior research projects.
- Exit survey for seniors.
- Exit courses for graduating seniors, which include portfolios and resume writing.
- Used Annual Geography Undergraduate Research symposium as an assessment site. Increased the number of presentations from 25% to 33% of all majors. Entire faculty attended the Symposium and awarded cash prizes to top presentations. The Symposium was begun three years ago in response to students' desires for more avenues for undergraduate research and more projects integrating and synthesizing sub-disciplines within the major.
- 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

- Held faculty retreat to discuss ways to enhance undergraduate learning and to determine directions for curricular reform. Five subjects emerged as most important:
 1. Curricular coherence, cohesion, and integration
 2. Relationships among all the program elements, beyond just curriculum
 3. Enhancing student learning
 4. Application and transfer of learning, as assessed in terms of learning outcomes.
 5. Relationship of the honors program to overall program learning objectives.
- Held two "Major Skills" and "Dependable Strengths" workshops for majors in conjunction with the Center for Career Services.
- Added nine course profiles to the G-LOOP, a project that includes narrative profiles of 30 courses. Received a Tools for Transformation grant to continue process.
- Worked with faculty to draft learning goals and objectives for each of the five concentrations within the major.
- Created a project website for the G-LOOP.
- Designed and conducted a pilot undergraduate research award program, resulting in rewards to eight majors and improved undergraduate research projects.
- Offered eight new courses to fill curricular gaps in urban/social/political geography that were identified in the G-LOOP process.

Next Steps

- Find ways to include more student self-assessment and skills inventories into program; develop student focus groups.
- Establish a Visiting Committee of alumni to identify the most useful and enduring tools, skills, and habits of mind students learned in the major.
- Develop a related web-based alumni e-network to serve as a commons and a clearinghouse for regional geographers.
- Continue to identify ways to incorporate the G-LOOP course profiles of learning objectives and outcomes into both summative and formative assessments of student learning.
- Define overall program learning objectives and outcomes; develop ways of correlating them as an assessment tool.
- Develop a website for an annotated showcase of student research.
- Develop templates for a web-based, customizable advising tool called G-MAP (Geographer's My Action Portfolio), to help with portfolio gathering and student self-assessment of learning.

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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 423, a capstone-type experience for seniors. This review suggested that students' skill levels vary significantly both in terms of their linguistic preparation and their ability to analyze literature.
 - An assessment of language proficiency in German 403, which showed that students' reading proficiency is high, but they need work on their writing skills.
 - An evaluation of student performance in linguistics (German 451 and 452) using diagnostic tests; combined average scores were 3.65 (down from 3.7 in 2000 but up 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

- Continued to revise first-quarter, second-year language course to include an interactive, multi-media computer-based component.
- Offered a new course (German 371).
- Offered Elementary Yiddish course for the second summer.
- Added a fourth undergraduate research project.
- Added several internship sites for students.
- Conducted a fall information session.
- Revised and redesigned departmental website.
- Created an alumni mailing and email list to facilitate communication between the department and its former undergraduates.

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History

Assessment Contact: Robin Chapman Stacey
(rcstacey@u)

Assessment of Student Learning

- Classroom assessment, various methods.
- Completion of a senior-level, seminar-style class leading to the completion of a significant paper.
- Surveys of graduating seniors. Surveys show that students are very pleased with their educational experience in History, particularly advising. Students requested more smaller classes and additional direction in the form of tracks within the history major.

Curricular Assessment/Changes

- Performed a complete review and revision of the undergraduate curriculum, with most changes to be implemented Sept. 2002.
- Designed and implemented a new course-a junior-level methodology seminar, which is mandatory for all students entering the major after Sept. 2002.
- Faculty are meeting on an on-going basis to rationalize the course numbering system. Faculty have also established content and workload guidelines for each level of course to ensure the consistency of our course offerings across the curriculum.

Next Steps

- Complete revision of curriculum by Sept. 2002 to require 60 credits of history and make the junior-level seminar mandatory.
- Create optional tracks for students within various areas of history.
- Revise the University Catalog to reflect these changes.

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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.
- Research paper requirement for Asian Studies.
- Outside evaluators for International Studies capstone (Task Force).
- Survey of graduated seniors (Latin American Studies)

Curricular Assessment/Changes

- Shared in development of and won approval for a new tri-campus minor in Human Rights.
- Canadian Studies: Launched plan to offer joint courses with University of British Columbia.
- European Studies: Completed transfer of first-year modern Greek from Classics Department to JSIS in order to strengthen.
- International Studies: Began plans to offer SIS 495 Task Force abroad next year.
- Latin American Studies: Revised major requirements to permit more non-regional electives from SIS curriculum. Offered Team Internship course in which students worked on program enhancements.
- Russian/East European/Central Asian Studies (REECAS): Closed BA program. Developed an option within the European Studies major to meet the needs of former undergraduate majors. Began reassignment of 100-300 level courses to other curricula.

Next Steps

- Prepare Tools for Transformation application to support development of cross-college undergraduate majors in African Studies and Canadian Studies.
- Review and revise degree requirements if appropriate.
- Address curricular gaps in Latin American Studies program.

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Assessment of Student Learning

- Classroom assessment, various methods.
- Twice-yearly student focus discussions for input regarding program/class improvements.

Curricular Assessment/Changes

- Restructured program based on four major constructs:
 1. An integrated approach to courses using understandings, knowledge, and methods from several different disciplines at any given time.
 2. A new conceptual framework, moving away from the study of Law and Society as separate from one another to a view of citizens as legal subjects who obey/enforce/manipulate and reforge law in institutional sites all over society. This radical redefinition fuses infra-state and state-authorized forms of social control, cohesion, and contest.
 3. A comparative approach is being used to emphasize cohesive comparisons of legal institutions and practices within many social contexts and cultures.
 4. Emphasis is being placed on new forms of socio-legal organizations: neo-liberalism, democratization, globalization. The emergence of transnational human rights advocacy networks is one dimension of such transformative legal forces.
- Revised major based on new subfield topics that represent above goals
- Added new modes of graduate student training in socio-legal research.
- Offered research opportunities for undergraduates through the Center for Law and Society Studies.
- Continued emphasis on offering undergraduate internships and community service opportunities.
- Added faculty lines that represent comparative interdisciplinary focus.
- Introduced honors option.

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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.
- Capstone project in Romance Linguistics.

Curricular Assessment/Changes

- Assessed student opinions concerning two large lecture courses; student feedback was used for curriculum revision.
- Changed yearly schedule in response to student demand to facilitate completion of the major by sequencing required courses in a more logical manner.
- Added a new intern course to encourage students to do service learning.
- Encouraged interdisciplinary and cross-listed courses, such as a year-long seminar on cognitive issues involving Linguistics, Psychology, Speech and Hearing Sciences.
- Encouraged undergraduate research; a faculty member and a student presented a poster at the Undergraduate Research Symposium.
- Made preliminary contacts within and outside the UW community to develop a program in Computational Linguistics.

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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Assessment of Student Learning

- Classroom assessment, various methods.

Curricular Assessment/Changes

- With representatives from the business school, continued to review the revised Math 111/12 sequence--entry level courses for Business and Economics which were redesigned to include a text from notes that were "tested" for two years, reduced class size, improved TA training, and staffing the Study Center with 111/12 faculty and TAs who hold office hours there.
- Reviewed the new Calculus for Biology sequence, Math 144/5/6, which proved to be successful, based on evaluations from students and faculty.
- As a result of the success of the 80-minute quiz section in Math 144/5/6, moved to a longer quiz section for the regular calculus sequence, Math 124/5/6.
- Monitored Math 127/8/9 to determine if it was appropriate to separate students in the mathematical sciences out from those taking the regular calculus sequence, Math 124/5/6. A special section of Math 124/5/6 is now designated to use a different text and incorporate the syllabus of 127/8/9.
- Continue work assessing and revising the Math 124/5/6 sequence, including replacing the current text, developing worksheets for sections, reducing class size to 80 students in lecture and 27 in sections, and modifying the content in each of the three courses to smooth out the introduction of material. Full-scale implementation will begin in Fall 2001.
- Offered multiple sections of the new course in Mathematical Reasoning (Math 300), as it proved to be very successful.
- Planned to offer the new geometry course, Math 441/2/3 every year.

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Music

Assessment Contact: John Rahn
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Assessment of Student Learning

- Classroom assessment, various methods.
- Students pass an entrance audition before becoming a music major.
- Students pass a "jury" examination each year before continuing to the next year of study. A jury is a panel of faculty who listens to the student performing music; this is a sort of re-audition each year.
- Required junior and senior recitals (capstone projects).
- Students gave 140 public performances each year.
- Conducted exit survey for graduating seniors.

Curricular Assessment/Changes

- No changes.

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Assessment of Student Learning

- Classroom assessment, various methods.
- Undertook a special assessment of learning for first and second year Arabic students by having them take a national exam. This was to establish a baseline in application and preparation for participation in the national Flagship language project.
- Summer Uzbek language program used assessment measures as required by the Social Science Research Council, the program funding agency.
- Compared rate of learning in biblical Hebrew language program with that from previous years. There was significantly more rapid progress due to implementation of the new web-based first year biblical Hebrew instructional software program developed with a Tools for Transformation grant.
- Competition for student placement in advanced language program, such as the Center for Arabic Study Abroad.
- Success of graduates applying for acceptance and fellowship support from excellent graduate programs.

Curricular Assessment/Changes

- Developed some new means of regular testing throughout the year using web resources.
- Won approval for two new BA options, which will be offered in Fall 2001.
- Continued developing instructional technology.
- Completed strategic plan and began focusing on areas of development outlined in the report.
- Continued development of a "spoken Arabic" course to respond to student demand for study of regional dialects.

Next Steps

- Need to expand and adjust the Arabic language program. This year, we will begin to examine better ways to integrate the expanding 1st-3rd year series with the advanced literature courses, as well as some expansion in curricula on Arabian dialects.

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Assessment of Student Learning

- Classroom assessment, various methods.
- Exit surveys of student satisfaction.
- Department-sponsored and trained Ethics Bowl team Curricular Assessment/Changes.

Curricular Assessment/Changes

- Evaluated the new credit/non-credit class to orient students to the major, "So You Want to be a Philosopher," and decided to offer it twice in the coming year. 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.
- Added undergraduate representatives to several departmental committees.
- Undergraduates developed an end-of-year student assessment form, which will be used in the coming year.
- Significantly reduced the number of denials for introductory ethics classes by offering six courses.
- Created a series of small (20-student) ethics courses for undergraduates with funding from private donations. This series of classes will include activities such as a capstone experience in the form of a one-day, student-led Ethics Conference, an Ethics Bowl competition, and a journal of student papers.

Next Steps

- Seek permanent funding for teaching ethics.

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Assessment of Student Learning

- Classroom assessment, various methods.
- Exit surveys from graduating seniors, which showed that students think highly of the quality of the program, but they also would like clearer program objectives and more concern from instructors for undergraduate student learning than they currently perceive. Students praise the department for the opportunities it affords in independent study and research.

Curricular Assessment/Changes

- Combined lecture and lab components of the calculus based introductory physics course sequence in order to simplify grading and encourage better coordination of the two components.
- Offer credit for introductory physics courses for students scoring a 4 or 5 on the Physics AP exams.
- Reviewed and permanently adopted the new modern physics course, Physics 315.
- In response to students and to OEA student course evaluations, initiated changes in the number of credits for junior level courses from 3 to 4, with the additional hour intended for helping the students with problems.
- Began a discussion of whether AMATH courses could substitute for Physics courses.
- Began considering implementation of a computing requirement.

Next Steps

- In the next year, the Department will address the following issues:
 - What would be required for a biophysics and/or computational physics major to be offered?
 - Coordinate with Earth and Planetary Sciences for a Geophysics/Physics double major.
 - Review the main sequence Physics courses, which have been upgraded to provide an "honors" curriculum for physics majors.
 - Conduct an extensive review of the algebra-based introductory physics sequence to evaluate possible and needed curriculum changes and create a better coordination with the (non-mandatory) laboratory courses.

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Assessment of Student Learning

- Classroom assessment, various methods
- Exit surveys of graduating seniors. Results show high levels of satisfaction with teaching quality (89 percent "very satisfied or "satisfied"); with level of challenge in coursework (61 percent "much more" or "more challenging" than other courses in the social sciences); and with the amount of writing required (64% "more" or "much more" than in other social sciences). Surveys also validate accessibility of faculty, TAs, and advisors.
- Initiated first-year survey.

Curricular Assessment/Changes

- Hired methodology RA to assist Undergraduate Program Committee Chair with research regarding possible required methods coursework for all majors. RA's research included review of peer institutions' methods requirements. Department following the CS & SS methods sequence beginning fall 2001 for possible incorporation of ideas and cases for teaching at the intro, intermediate, and advanced levels.
- Completed one quarter of Pol S 270, Intro to Political Economy, with Uwill, the UW library's research program that is incorporated into courses to teach students internet and research processes in support of scholarship. The instructor and research assistant set up teaching modules in conjunction with the UW Librarians to assist students in classroom learning. The prototype is available to other faculty to use.
- Completed a faculty handbook for Service Learning to assist faculty in identifying sites and coordinating teaching goals with community service.
- Provided a Service Learning Workshop to all TAs as part of their training in Fall 2001.
- Completed a questionnaire for faculty to use to identify common expectations and goals for departmental teaching, identifying course components, exercises, skills, and achievements of students. The questionnaire was distributed at the end of the year.
- Submitted grant proposal for interdisciplinary internship program-Public Service Scholars-linking community service, service learning seminars, graduate student mentoring, and faculty/public policy leaders leadership and coursework on local government.
- Expanded undergraduate research opportunities through five Centers associated with the department.
- Pol S advising began outreach efforts in several Political Science fields to build new community links for internships and service learning to complement teaching topics. Faculty began a similar effort in the Public Law field.
- Writing Center developed new workshops related to assignments with specific faculty. The Center made modules available to instructors on the Writing Center web page. A Writing Center

workshop was incorporated into TA training for fall 2001.

- Continued coordination of first-year teaching in Political Science Honors Program. Increase contact with second year students to improve their progress from topic selection to completion of an Honors thesis. All honors students completed their two-quarter thesis.

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Psychology

Assessment Contact: Beth Kerr
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Assessment of Student Learning

- Classroom assessment, various methods.
- Exit surveys from graduating seniors show that BA and BS are confident in their knowledge about human and animal behavior, as well as in the quantitative aspects of research. Ratings for written and oral presentations skills improved slightly but could still use further improvement.

Curricular Assessment/Changes

- Using student input about course overlaps, rigor, and logical sequencing, completed the revision of the BA and BS degrees and admission to the major. Once past the Introductory Psych 101 and a natural-world Psych 102 course, majors and non-majors will be streamed separately, with separate 300-level survey core courses for majors in areas such as animal behavior, developmental psychology, social psychology, and personality, all with methodology (Psych 209) and Biopsychology (Psych 202) as prerequisites..

Next Steps

- Planning ways to evaluate the new undergraduate curriculum as it is phased in over the next few years. Data collected during the past few years should provide a useful comparison data set for results obtained as we evaluate the new programs.

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Assessment of Student Learning

- Classroom assessment, various methods.
- Study of student research and writing skills through an organized senior essay, required of all students, and presentation of work by students in a seminar-type setting. As a result of the assessment of student research and student response, decided to redesign the capstone course, establish a faculty capstone course coordinator, and include teamwork and peer evaluation in the student experience.

Curricular Assessment/Changes

- Developed two new minors, Finish and Baltic Studies.
- Expanded course offerings and redesigned several courses.
- Added new Direct Exchange with Stockholm University.
- Established new Student/Faculty contract with specific guidelines for senior essay.
- Redesigned capstone course, Scand 498.

Next Steps

- Implement redesigned senior essay and integrate with Euro 491 to include peer review and teamwork in research projects.
- Develop new exit survey.
- Work to develop a formal internship experience for majors.
- Monitor integration of Foreign Study credits in the curriculum.
- Continue exploring direct exchanges with several Scandinavian Universities.
- Continue discussing integrating internships into the curriculum.

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Assessment of Student Learning

- Developed exit standards for all languages taught.
- Designed tests that will measure students' accomplishments of these goals in four skill areas: speaking, reading, writing, and aural comprehension.

Curricular Assessment/Changes

- Introduced interdisciplinary courses emphasizing film, cultural studies, socio-psychological linguistics, and cross-cultural communication in order to enhance students' understanding of diversity and to expand their international breadth.
- Introduced two new undergraduate courses-one on Bilingualism and the other on Early Russian and Soviet Film.
- Increased the number of proficiency exams available through the Office of Educational Assessment.
- Revised Slavic Literary Theory course to include advanced undergrads as well as graduate students.
- Together with REECAS, organized a symposium on Early Soviet Film.
- Reestablished contact with the Fulbright Visiting Scholar Program and will have a Visiting Lecturer in Romanian for the 2001-02 year.
- Hosted weekly Czech language Table where Czech language students had additional opportunity to practice language skills with native speakers.

Next Steps

- By the end of the year, have tests in place to measure students' language skills in all languages offered by the Department.
- Assess teaching materials used in first through fourth year language courses to see how well materials help students meet the exit standards.

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Sociology

Assessment Contact: Edgar Kiser
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Assessment of Student Learning

- Classroom assessment, various methods
- Conducted exit survey of seniors.

Curricular Assessment/Changes

- Developed Strategic Plan, with a strong focus on undergraduate education.
- Revised and updated departmental and faculty websites.
- Reviewed undergraduate program.
- Created four tracks in the undergraduate major.
- Made the basic methodology course (Soc 220) a prerequisite for the major.
- Created advanced methodology courses (linked to CSSS) oriented toward students interested in graduate school.
- Streamlined requirements for major.
- Created two new introductory courses (Soc 111, 112).

Next Steps

- Increase use of technology in the classroom.
- Strength the link between teaching and research by getting more under-graduates involved in faculty and graduate student research projects.
- Use results of exit survey of seniors to further improve the major.

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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.
- Community internships in Span 301 and 302.

Curricular Assessment/Changes

- Increased offering of study program in Oaxaca, Mexico to once a year.
- Implemented Span 205 and 206 on the cultures of Andalucia and Oaxaca to support the two study abroad programs.
- Secured approval for Latin American and Mexican cinema classes and for Span 315, the second quarter of a third-year language sequence for Spanish heritage students.
- Upgraded two basic courses for majors and minors (Span 321 and 322) to five-credit classes.

Next Steps

- Implement student portfolios in 300-level language classes.
- Revamp Oaxaca Program as a second-year (rather than a third or fourth-year) program.
- Implement Span 315.
- Implement new syllabus for Span 303 and 406 and incorporate additional faculty into the teaching of these courses.
- Secure approval for Span 316, the third quarter of a third-year language sequence for Spanish heritage students, as well as for new courses on Mexican Literature, Literature and Film of the Border, and the Guatemalan author, Augusto Monterroso.

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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
- Faculty participation with the Center for Instructional Development and Research (CIDR) and Annual Faculty Workshops on Teaching and Learning.

Curricular Assessment/Changes

- 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.
- 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.
- Established a student research lab to enable student-initiated research from funds from Student Tech Fee.
- Developing a collaborative relationship with American Sign Language Institute of Seattle (ASLIS) to offer American Sign Language (ASL) to UW students (currently not taught at UW).
- Participating in development of interdisciplinary undergraduate Early Childhood major. Courses will reflect the disciplines of psychology, education, speech and hearing sciences, neuroscience, nursing, physical therapy, occupational therapy, and sociology. The major will provide a solid basis for employment in human services or preparation for admission to graduate programs in the above disciplines.

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.
- Establish curriculum critique focus group with graduating undergraduates and post-baccalaureates.

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Speech Communication

Assessment Contact: Robert Post
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Assessment of Student Learning

- Classroom assessment, various methods.
- A focused comparative study of majors' and nonmajors' performances in three representative classes, each of which emphasizes one of the central objectives of the major. This analysis identifies majors' strengths, as well as areas needing improvement.
- Capstone course required of graduating seniors assessed for the three central departmental objectives: theory, criticism, and practice.
- Internships reflect students preparation for the job market. On-site supervisors gave last year's interns an average rating of 3.77 (out of a possible 4.0).

Curricular Assessment/Changes

- Offered several upper division courses that were W-classes (writing intensive) as a way to improve the writing skill of majors.
- Worked toward improving students' familiarity with technology and their abilities in technological communication by increasing the number of instructors who use email and websites in their courses as well as by adding two courses that require students to make use of the Internet, as well as to produce websites.

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Statistics

Assessment Contact: Michael Perlman
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Assessment of Student Learning

- Classroom assessment, various methods.
- Three-quarter capstone Senior Thesis requirement.
- Required service Internship, 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.
- All majors receive individualized instruction through the service internship and capstone Senior Thesis. On average, 130 students per year, about 12% of all undergraduates in upper division courses, receive individualized instruction. (The UW Accountability Plan Goal for 2004-05 is 5%.)
- Exit interviews.
- Survey of undergraduate students in Women Studies courses assessed student perceptions of their educational experience, service learning, the development of their skills, and other topics.

Curricular Assessment/Changes

- Continued development of a permanent service learning component in selected Women Studies courses, with the help of the Office of Undergraduate Education.
- Initiated a review and update of the requirements for the major. Set up an ad hoc committee that included undergraduate majors to assess and revise the requirements. The committee interviewed departmental majors and developed a proposal for faculty review. Some of the recommendations will be adopted in fall 2001 and others will require ongoing discussion.

Next Steps

- Continue review of the entire undergraduate curriculum.
- Follow the objectives noted in the Strategic Plan, including:
 - Recruit students of the highest quality
 - Strengthen and focus the curriculum
 - Provide more opportunities for active learning in classrooms through service learning and internships.
 - Set up a system of assessment to ensure that our students acquire the knowledge and skills outlined in our learning goals.

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Zoology

Assessment Contact: Robin Wright
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Assessment of Student Learning

- Classroom assessment, various methods including team projects and research experiences, which often include field work and laboratory rotations.
- Research experience (499) and co-ops (497) are available as capstone experiences.
- Survey of graduating seniors.
- Data analysis on student performance in upper division courses based on intro Biology series.
- Offer workshops on a regular basis in "Major Skills" for Biology, Botany and Zoology students to assist students in identifying skills and strengths they have developed while pursuing their Biological Science degree.

Curricular Assessment/Changes

- Offered workshop on resume writing.
- Revised the Zoology BS degree requirements to simplify and reduce the number of core courses required so that more electives can be taken.
 - Biology 101/102 series is retained as entry into applied sciences (Forestry, Fisheries, etc.).
 - Biology 200 series is the only entry series for the Zoology BS BA degree Re-order course topics to allow entry after 2 quarters of chemistry
- Changed Zoology 475 (Biogeography) to Biology 471, increasing credits from 3 to 4, adding a teaching assistant and discussion section. Course will be offered two quarters/year instead of one.
- Added QSCI 293 as a course that fulfills part of the math requirements.

Next Steps

- 2001-2002, each caucus will continue to design their ideal curriculum for future planning and implementation.
- Offer core required courses more frequently to meet demand.

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Accounting

Assessment Contact: Stephan Sefcik
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Assessment of Student Learning

- Classroom assessment, various methods.
- Surveys of graduating seniors to determine satisfaction with the major.
- Track employer ratings of UW undergraduates.

Curricular Assessment/Changes

- Reinstated Accounting 303 and 411.
- Offered new undergraduate course in Individual Income Taxation, Accounting 451, and in Business Taxation, Accounting, 450.
- Changed level of Database Management and Telecommunications for Accountants from 300-level to 400-level course.
- Relocated Accounting 470 to Masters curriculum.

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Finance and Business Economics

Assessment Contact: Lawrence Schall
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Assessment of Student Learning

- Classroom assessment, various methods.

Curricular Assessment/Changes

- Assess improvements in teaching materials and use of technology in the classroom, which leads to an increase in the quality of students' learning experience.
- Developed and received approval for Business Economics 426.

Next Steps

- Review the undergraduate curriculum, with two significant results anticipated:
 - Changes in the array of electives
 - Introduction of a finance option that will allow a limited number of students to be guaranteed admission to the Finance and Business Economics courses needed to fulfill requirements for a concentration in Finance.

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Aeronautics and Astronautics

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Chemical Engineering

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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.
- Capstone design course, which involves outside engineering professionals as well as faculty evaluators.
- Student writing portfolio assessment in collaboration with the Technical Communications Department.

Curricular Assessment/Changes

- Used concept mapping of the curriculum under the direction of the Center for Engineering Learning and Teaching (CELT) for curricular improvement.
- Implemented on-line course review database to track course quality and outcomes.

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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.
- Anonymous form available to students on CSE home page.
- Monthly department-sponsored lunches and discussion with the Chair.

Curricular Assessment/Changes

- 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, which provides a clear indication of the quality of education.
- Began the language switch to Java in CSE introductory programming courses (CSE 142 and 143) spring quarter to allow for an increased focus on the concepts of programming, as opposed to the details of machine-level implementation and execution.

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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
- Consultation with Corporate and Professional Advisory Board (CPAB) for industry feedback.

Curricular Assessment/Changes

- Ongoing 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)
 - Undergraduate survey (annual)
- Co-op (internship) credits to count towards degree
- Small numbers of exceptional freshmen admitted directly to the major.
- Implemented freshman EE course for all: Secret Life of the Electron.
- Implemented undergraduate seminar providing career guidance for juniors.

Next Steps

- Build history of assessment results to identify trends.

- Close loop from assessment results to curricular improvement.
- Continue execution of Continuous Improvement Program.
- Ongoing discussion of undergraduate curriculum revision seeking innovative curricular philosophy.
- ABET accreditation visit, autumn 2001.

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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.
 - Writing evaluation-comparison of student writing in IE 237 and TC 333.
 - The participation of undergraduates in faculty research.
 - Number of students presenting at 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

- The development, assessment, and evaluation of the curriculum using program objectives with metrics is completed, although discussions with constituents are ongoing. These inputs, plus analysis of the matrices, and the results of initial assessment methods, revealed a detailed picture of the curriculum, including the following:

- Students did not get much exposure to ethics and professional practice issues in the curriculum. In response to this result, a course on professional practice in IE was developed and offered in Spring 2000. In Autumn 2001, IE will offer a course on engineering ethics-the first of its kind ever offered.
- Students expressed a high degree of confidence in their teamwork skills and felt that they had ample opportunities to be members of work teams in their classes. IE faculty intend to continue this emphasis.
- Students felt that they needed more IE courses to choose from. Through affiliate appointments opportunities to offer new courses in technology and professional practice, areas where students wanted more variety and relevance. However, because of the financial management needed to offer these courses, continuation of the same practice into the future does not appear tenable.
- Students raised questions and concerns about two courses totaling 9 credits in ME that they were required to complete. The faculty listened and in Spring 2001, these two courses became technical electives, with other electives offered in ChemE and CSE.
- Both industry and student feedback pointed to the need for exposure to information technology and up-to-date software. New courses that were delivered in the last year all had significant technology emphases.
- Both industry and student feedback emphasized the importance of industry experience (for example, through a co-op.) Such experiences are highly valued by faculty. Opportunities for such experiences are sought in individual faculty contacts and are sent to undergraduates electronically.
- Analysis of student writing with the assistance of the Technical Communication program indicates that student writing improves, although there is still room for improvement both in student writing and in the construction of assignments. In the future, writing assignments from Tech Communications 333 will be compared with those from IE 400-level courses. Depending on the result of this comparison, consideration will be given to requiring a third writing course.
- IE received a "minor modifications" grant and transformed the undergrad computer lab and student activities room into a "great room"-a space larger than the original lab and with three times the number of computers, including work space for model construction and video presentations.
- IE is working with the School of Business on cross listing courses and creating a 5-year BS/MBA program.
- Nine new adjuncts from four departments have been added to IE's roster. These connections are important in fostering future collaborations, including cross-listing and joint teaching of courses.
- IE implemented a Freshman Admissions Policy to attract high-quality students and designed a freshmen-level introductory course to support the policy.
- IE collaborated with the Center for Engineering, Learning, and Teaching and Civil and

Environmental Engineering Programs in submitting a successful UIF grant to create a longitudinal database on engineering graduates as practicing engineers.

Next Steps

- IE endeavors to continuously improve its assessment plan, as well as its program. We will continue to collect data on student performance, as well as on student and industry perceptions. IE is developing mechanisms for gathering feedback from alumni.
- In this dynamically changing world of people, machines, and systems, IE strives for a balance between relevant technologies and fundamental sciences, while instilling core values that transcend time.

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Assessment of Student Learning

- Classroom assessment, various methods.
- Successful completion of required courses.
- Student participation in experiential learning.
- Feedback from students, alumni, industrial representatives, and the Department's Visiting Committee.
- Number of students who participate in professional societies and department outreach activities.
- Benchmarking with peer departments.
- Evaluation of student writing abilities.
- Portfolio developed in MSE 300 during students' first quarter in the department.
- Required seminar, MSE 442, that focuses on ethics, leadership, quality of research, industrial safety and more portfolio creation.
- Research experience (499) is taken during senior year.
- Co-ops and internships are available.
- Entry interviews of first-quarter juniors.
- Exit interviews of seniors with an emphasis on program improvement.
- Annual meetings for undergraduates directed by CIDR to solicit opinions on teaching and learning.
- Outside assessment of senior problem presentations by industrial representatives. Faculty use these assessments in the curricular development process.

Curricular Assessment/Changes

- Added MSE 498, Sophomore Seminar for new juniors.
- Facilitated dedicated undergraduate orientation session prior to the beginning of the Fall quarter to give new juniors a clear understanding of the department's policies, procedures, and graduation requirements.
- Provided web-based information about undergraduate program requirements and opportunities.
- Upgraded MSE 300, the introductory course, adding more emphasis on teamwork, ethics and real-life engineering design.
- Changed list of required engineering fundamentals courses.
- Added new courses in electronic materials.
- Added labs for certain courses.

- Clarified approved MSE technical electives and the process to identify new technical electives.
- Implemented departmental honors program.
- Added professional development opportunities for students throughout the academic year, including resume review, job search strategies, interview techniques, meeting with company recruiters, and facilitating interview visits.

Next Steps

- Continue working on a single degree curriculum (rather than separate BS in Ceramic Engineering and a BS in Metallurgical Engineering).
- Continue to integrate feedback from students, alumni, industrial representative, and others into future curricular and developmental change.

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Mechanical Engineering

Assessment Contact: Michael Jenkins
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Assessment of Student Learning

- Classroom assessment, various methods.
- Portfolio assessment. Completing a departmental portfolio of student work in all TC courses to determine if students are learning the skills they need to be professional technical communicators. The portfolio includes three samples of student work for each assignment given in every TC course.
- Annual exit surveys of graduates.
- Used undergraduate engineering students as peer writing tutors in the Engineering Writing Center and assessed their learning through a self-reflection paper.
- Internship (or Co-op) requirement in which students must self-assess what skills were used and what skills needed development.
- **Curricular Assessment/Changes**
- Continued to work on revising TC course assignments so that all courses will qualify as "W" courses.
- Implemented a new course, TC 496, "Directed Research" to increase the number of undergraduates involved in research.
- Continued a pathway for undergraduates in content management systems.
- Developed an outcomes-based assessment program for engineering writing in the College of Engineering by working with faculty from each department to evaluate a random sample of senior papers using a set of collaboratively developed outcomes.
- Added TC 497, "Study Abroad" to better represent work of students at our exchange site in The Netherlands.
- Added a Technical Japanese minor.
- Added two new sequences to Technical Japanese.
- Continued to emphasize the peer tutor program.
- Student Advisory Committee provided informal feedback to the Chair twice quarterly.
- Conducted a salary survey of undergrads, graduate students and full-time and internship employees.
- Conducted a computer lab survey. Findings were included in the Student Technology Fee proposal.

Next Steps

- Revisit Learning Goals at annual retreat. Revisit graduate-level curriculum modeling to include three broad categories of design/concept, projects, and systems/environment at the

undergraduate level.

- Complete Portfolio Assessment.
- Implementation of assessment for capstone project, which has been a requirement for TC undergraduates for a number of years but never had a formal assessment component. Plan to implement assessment of this requirement.
- Develop new course to follow current course in "Interactive Multimedia" which addresses implementation of concepts and theories addressed in previous course.
- Develop new course addressing "redesign" issues.

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Assessment of Student Learning

- Classroom assessment, various methods.
- Exit interview surveys in which students report about their educational experiences, including what they learned, how it helped them obtain employment, and what the college could do better to serve their needs.
- Written and verbal feedback from employers who hired graduates and supervised summer interns.
- Capstone courses, sometimes driven by a client-initiated design project, that include senior projects, some of which result in public presentations and scientific research posters.
- Practicum and internship experiences on community projects.
- Junior quarter at Pack Forest for the Forest Management major.

Curricular Assessment/Changes

- Added built-in course substitutions for all curricula with the goal of decreasing excessive time to degree.
- Tracking exit surveys over time for more complete evaluation of programs and curricula, and using the data for curricular decision-making.
- Audited all CFR curricula for accuracy and compliance with UW requirements and made program adjustments to benefit students.
- Student Services conducted a large survey of students to determine what majors students found attractive and why. The survey resulted in suggestions for curricular revision.
- Forest and Ecological Engineering completed a major redesign of their curriculum, which allowed for greater breadth and flexibility, including decreasing required credits from 192 to 180 and allowing students to specialize in one of three options.
- Made major changes to the Wildlife Science curriculum, making the program more flexible.

Next Steps

- Continue to make sure that the learning goals for each major as well are in line with the mission, vision, and goals of the college.
- Examine all undergrad programs to determine if new learning goals need to be set or major program revisions made.
- Step-up current efforts with employers and exit interviews by providing more opportunities and incentives for feedback.
- Continue to make sure that the data gathered is used to guide program and curricular decisions.
- Emphasize importance of establishing student learning goals to faculty so that goals are outlined

in all CFR courses.

- Emphasize importance of assessing student learning to faculty.
- Continue to monitor curricula with a focus on student learning, quality, and degree efficiency.

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Assessment of Student Learning

- Classroom assessment, various methods.
- Model of continuous quality improvement: faculty meet weekly in connected teaching, and students meet with faculty weekly in connected learning.
- Evaluated graduates and employer satisfaction.
- Review of NCLEX pass rates.

Curricular Assessment/Changes

- Evaluated the BSN curriculum based on the AACN standards and on evaluation data from students, faculty, and staff.
- Proposed a new curriculum that focuses on adequate prereq preparation in anatomy and physiology and on classroom and clinical matching. Considered an accelerated 1-year BSN program for those with a baccalaureate degree in another field.
- Tested student stress levels and functional ability three times.
- In response to student requests, added course options and clinical opportunities to summer quarter in order to lighten academic loads in other quarters.
- Began honors program, Spring 2001, which will include undergraduate research opportunities, using in some cases money from the deTourney Center on Healthy Aging.
- Used statewide survey of employer and nurse needs for academic programs and preferred methods for providing those programs. These data are being used to plan statewide academic programs.
- Received approval from HRSA for two grants-one to increase undergraduate enrollment by 16FTEs to a total of 96 admitted annually and the other to add informatics content and processes to all under-graduate courses. The two grants were approved but not funded. We'll resubmit in January, 2002.
- Voted on a revised BSN curriculum.

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Assessment of Student Learning

- Classroom assessment, various methods, including team projects.
- Utilization of "Tools for Transformation" money to design field courses in which regular course content is taught. Students then all do presentations to a larger community of their research findings.
- All students completed a "Capstone Project."
- Exit survey as students graduate, asked them to assess their own learning experiences.

Curricular Assessment/Changes

- Exit surveys to all graduating seniors, requesting information about structure of specific courses as well as the overall experience.
- *Undergraduate curriculum revisions:*
- Completed a full revision of the undergraduate curriculum to be in place for Autumn Quarter 2001.
- Fish 101 has been substantially revised and taught in W2001 by a senior faculty member who has won a college faculty-teaching award. The course is now focused on the aquatic sciences through an interdisciplinary perspective; the content based around three environmental case studies. This course has also been approved for co-listing with the Program on the Environment.
- Created a one-quarter, 200-level large recruitment class in Marine Biology, with a two-quarter follow-up series as part of a new honors program in the College of Ocean and Fishery Sciences (COFS).
- Course requirements in the area of the Physical World have been increased to encourage more critical thinking.
- Developed lists of courses offered all over campus that complement SAFS areas of focus.
- Created focus areas (Aquatic Ecology - marine and freshwater, Aquaculture, and Conservation and Management). These focus areas will help provide students with suggested courses in each area, both from within the department and from other departments at the UW.
- Grading of "Capstone Project" revised from C/NC to graded with a two-quarter minimum requirement.
- Increased requirements in the areas of economics and law, policy, and management.
- Increased the options of acceptable courses for the general ecology requirement.
- Decreased by one the number of required core courses.
- We are paying a portion of an instructor salary to teach new courses in Geographic Information Systems and Spatial Analysis.

- Established a collaborative relationship with the Alaska Fisheries Science Center whereby they provide supervision and facilities and we provide funding for summer internships.

Increase undergraduate enrollment by:

- Created a one-quarter, 200-level large recruitment class in Marine Biology, with a two-quarter follow-up series as part of a new honors program in COFS.
- Worked with other UW advisors to design a UW "Environmentally Oriented Majors" brochure, including programs at UW-Bothell and UW-Tacoma.
- Worked with other UW advisors to design a UW Website (located on Program on the Environment's Website) that would serve as a clearinghouse for environmentally oriented students.
- Continued to advertise undergraduate courses outside the department.
- Began to contact all pre-majors and extended pre-majors in our courses offering information about our major and minor.
- Substantially increased the amount of information for prospective students on the SAFS Website.
- The Advisor works closely with other advisors in the natural sciences to help students find their way to the most appropriate major.
- The advisor is also providing numerous outreach opportunities to high school students, especially where there is 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 250, our new Marine Biology course, to be taught in Mary Gates Hall, be part of an Autumn 2001 Freshman Interest Group.
- Student Advisor spoke to students in Biology 202 labs about career opportunities in Fisheries.

Decrease time to degree by:

- Designed all new undergraduate database that will help track number of credits completed by students.
- Contacting prospective majors while still undeclared and encouraging them to declare as soon as possible.
- Designed materials for prospective students at community colleges listing courses that should be taken BEFORE transfer, to reduce time at the UW.
- Added substantial new information for prospective students on the SAFS Website regarding appropriate academic preparation.
- Provided and encouraged summer research opportunities that result in students gaining credit.
- Added options and flexibility in requirements so transfer students can take more of the required courses at the community colleges.
- 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.
- Increased amount of information available to undergraduates via the SAFS website.

Next Steps

Undergraduate curriculum revisions:

- Add a core-required course to help students get a broader perspective about the range of opportunities in the field of aquatic sciences.
- Continue to explore establishing an environmentally oriented technical communication course.
- Continue to develop more hands-on research opportunities for undergraduates.
- Establish procedures for awarding undergraduate research grants.
- Continue to develop flagship courses for each focus area.
- In the process of hiring a new tenure-track faculty member to teach a flagship course.
- In the process of hiring a new tenure-track faculty member to teach a course in Applied Genetics to better serve the entire campus.

Increase undergraduate enrollment by:

- Visit community colleges in collaboration with advisors from other environmentally oriented majors at the UW.
- Continue to work with other UW advisors to propose a "pre-environmental" major that students may declare before they decide their major.
- Student Advisor will speak to students in Biology 102 labs about career opportunities in Fisheries.

Decrease time to degree by:

- Provide more information for continuing students on the SAFS Website.
- Continue to increase outreach to students, especially transfer students, to ensure timely graduation.
- Continue to increase outreach to prospective transfer students to encourage them to do basic math/science courses before transfer.

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Assessment of Student Learning

- Classroom assessment, various methods
- Capstone course sequence, consisting of two courses taken in winter and spring quarters. Course results are discussed by the faculty teaching team and these discussions, together with the faculty members' observations, go into completing the rubric designed to assess performance of seniors.
- Assessment rubric. The assessment rubric for 2001 shows that in all categories students' performance met faculty expectations. Scores in the categories of "use of scientific equipment" and "motivation" were significantly high. Also, scores for students' written work were high.
- Senior thesis/independent research project.
- Outside assessors-the use of School of Oceanography alumni as external advisers and outside evaluators when scoring the assessment rubric.

Curricular Assessment/Changes

- In response to the relatively low assessment rubric score for seniors' in oral presentation, added formal instruction in the preparation and presentation of effective oral reports.
- Examined all facets of undergraduate program during a spring retreat.
- Changed timing and sequence of core courses in biological, chemical, geological, and physical oceanography.
- Expanded capstone course sequence from two to three quarters.
- Revised capstone course content to include additional instruction and exercises in written and oral communication, methodologies of research project formulation and prosecution, and field/laboratory oceanographic techniques.
- Established faculty advisers for each student majoring in oceanography.
- Drafted a strategic plan.

Next Steps

- Initiate mid-program assessment for sophomores and juniors.
- Design a school-specific exit poll for seniors.
- Consider ways to implement and conduct a portfolio assessment.
- Discuss implementation of a writing course specifically tailored for marine scientists.
- Finalize strategic plan.

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Assessment of Student Learning

- Classroom assessment, various methods.
- Faculty assessment of syllabi: instructor self-assessment of syllabi to determine how the curriculum of each course facilitates mastery of curriculum objectives.
- BASW Skills Inventory: self-reported inventory of social work skills developed by the faculty that students fill out at the beginning and end of the senior year; students rate themselves with regard to several curriculum objectives on a five-point scale from "no knowledge and skill" to "advanced knowledge and skill."
- Video Skills Assessment: videotaped mock interviews completed at the beginning and end of the senior year to evaluate students' interviewing skills.
- Practicum Instructor Evaluation: Practicum Instructors, practitioner supervisors in students' practicum placements, complete an evaluation focused on a set of field learning objectives for each student at the end of each quarter.
- BEAP Alumni Survey: national survey administered by the School every two years to graduates of the program that serves to discover graduates' experience in the program and preparedness for work upon leaving the program.
- Employer's Survey: administered by the School to social work agency administrators who have hired UW SSW graduates, this survey measures employers' beliefs about the quality of the BASW program.
- Focus Group: opportunity provided for first- and second-year juniors and seniors in the program to share their experiences, concerns, and recommendations in an informal, loosely-structured focus group.

Curricular Assessment/Changes

- Human Behavior and the Social Environment (HBSE): this two-quarter sequence has being redesigned in response to student and faculty feedback. The course sequence focuses on a person-in-environment framework for individual and family development across the life span and addresses the dynamics and processes of families, small groups, organizations, and community systems. During the last year we have modified the course content, integrating it better with other required courses. The developmental and social systems perspectives covered in the courses will provide a foundation for social work practice classes and help students understand and influence human behavior across diverse backgrounds.
- Electives: based on student feedback faculty have reviewed and updated the list of electives for BASW students. This has expanded the options available to students in completing their program of study.
- Service Learning: during the spring quarter faculty explored the addition of a service learning component to the Soc Wf 200, Introduction to Social Work, course. This initial experiment yielded

good results and there is a plan to continue to explore ways for junior BASW students to participate in community service learning opportunities.

- **Research:** the school continues to focus on better connecting undergraduate students with ongoing faculty research projects. During the past academic year 12 undergraduate students participated in a structured research project with a School of Social Work faculty member. Four of these students presented their work at the Undergraduate Research Symposium in May.

Next Steps

- **Electives:** continued student feedback suggests that we need to offer more electives directly through the school. Electives such as mental health assessment, grantwriting, disabilities, and gerontology are being considered.
- **Service Learning:** based on student and faculty feedback we will continue to explore ways for first year BASW students to participate in community service learning opportunities.
- **Social Work Skills Development:** next year faculty will review and strengthen the skill development components of the BASW curriculum. Practice courses in both the first and second years of the program will be assessed. Faculty will plan for curriculum realignment and updating to facilitate better development of social work practice skills.

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