

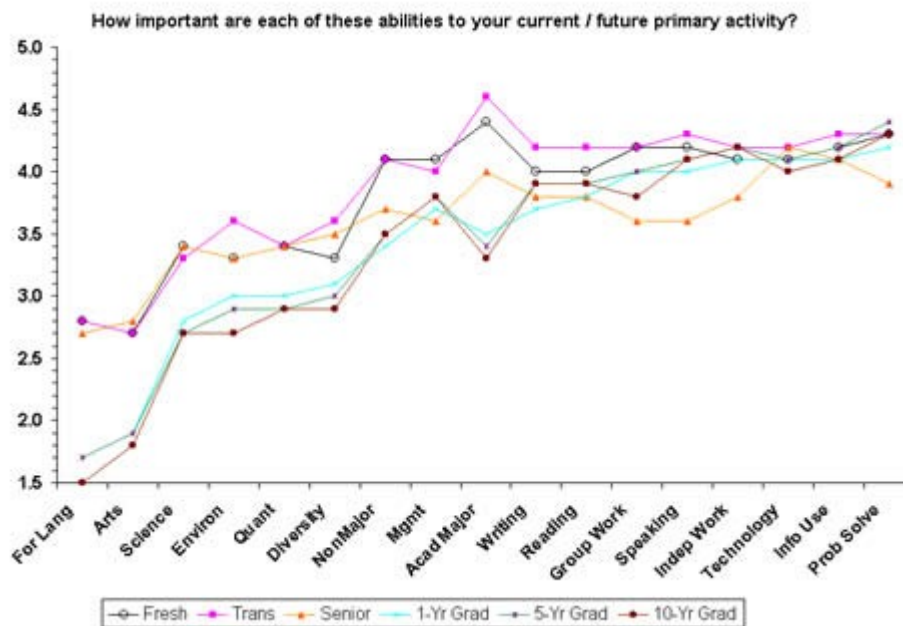
## Some Assessment Findings, 2003

OEA Assessment Group  
January - December, 2003

This is the first in a series of dynamic reports created by the OEA Assessment Group to highlight particular findings of interest. Throughout the year we undertake a variety of studies, both large and small, that address a wide range of topics. At times our research is very pointed and at times more general, but there is always the potential to learn something we didn't expect, or to look again from a different angle at things we thought we knew. We will update this page periodically throughout the year to share our findings with you.

### Finding 1

Every two years, OEA surveys six groups of UW students and alumni at various points in their baccalaureate and post-baccalaureate careers.<sup>1</sup> As part of the surveys, each group is asked to rate the importance of seventeen educational outcomes (listed below). Freshmen entrants, transfer entrants, and seniors rate the importance of each outcome relative to their own future, and alumni graduating one, five, and ten years previously rate the importance of the outcomes with regard to their current primary activity. The average item ratings given in the 1999-2000 surveys are graphed for the various groups and summarized below.



- The rank ordering from lowest rated item to highest rated item is quite similar for all six groups.
- New students, both freshmen and sophomores, tend to give the highest ratings to all items. Alumni tend to give the lowest ratings to all items.
- General education skills such as *Defining and solving problems* and *Locating information* are the highest rated items.
- The importance of *Using knowledge from major field* decreases as students progress from entrants to seniors and to alumni.

**Table 1. Educational Outcomes**

<b>ForLang</b>	Using a foreign language	<b>Writing</b>	Writing effectively
<b>Arts</b>	Appreciating the arts	<b>Reading</b>	Critically analyzing written info
<b>Science</b>	Scientific principles and methods	<b>GroupWork</b>	Working cooperatively in group
<b>Environ</b>	Interaction society and environment	<b>Speaking</b>	Speaking effectively
<b>Quant</b>	Quantitative principles and methods	<b>IndepWork</b>	Working / learning independently
<b>Diversity</b>	Appreciating diverse philosophies	<b>Technology</b>	Working with technology
<b>NonMajor</b>	Outside major	<b>InfoUse</b>	Locating information
<b>Mgmt</b>	Management/leadership skills	<b>ProbSolv</b>	Defining and solving problems
<b>AcadMajor</b>	Using knowledge from major field		

1

McGhee, D.E. *Entering Student Survey, 1999: Methodology and Response Frequencies*. [OEA Report 00-03](#), March, 2000.

McGhee, D.E. *Senior Survey, 2000: Methodology and Response Frequencies*. [OEA Report 00-05](#), August, 2000.

Kourenina, L. and McGhee, D.E. *1999 University of Washington Graduates, One Year After Graduation: Methodology and Response Frequencies*. [OEA Report 00-07](#), October, 2000.

McGhee, D.E. *University of Washington Undergraduate Degree Recipients, Five and Ten Years After Graduation (2000): Methodology and Response Frequencies*. [OEA Report 00-06](#), April, 2001.