

**UNIVERSITY OF WASHINGTON  
ASSESSMENT IN THE MAJORS, 2002**

<b>COLLEGE OF ARCHITECTURE AND URBAN PLANNING</b>				
<b>MAJOR</b>	<b>CONTACT</b>	<b>GOALS FOR STUDENT LEARNING</b>	<b>ASSESSMENT AND RESULTS</b>	<b>NEXT STEPS</b>
<b>Architecture</b>	Elaine Day LaTourelle elainel@u.	<p>Architectural Studies is a pre-professional degree designed to prepare students with a broad framework of knowledge for advanced standing in a two-year professional Master of Architecture program and an array of opportunities affecting the built environment in other design fields, planning, research, government, development, and management.</p> <p>The goal for students in the architecture program is to obtain a broad liberal arts foundation followed by a focus on entry level courses in architectural design, theory, the technology of building and materials, and upper-division electives. In addition, students must have exposure to and some mastery of non-architecture disciplines affecting design solutions: the behavioral and natural sciences, engineering (structural and mechanical) and economics, to name a few.</p> <p>Specific goals for student learning include an understanding of:</p> <ul style="list-style-type: none"> <li>• Organization of three-dimensional space in response to specific human needs.</li> <li>• The sequence and history of human building activities.</li> <li>• Various architectural theories and current thought about the aesthetics of design.</li> </ul>	<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, in addition to course grades, including: <ul style="list-style-type: none"> <li>➢ One-on-one critiques of student work in progress during class time and final critiques of finished products before invited guests.</li> <li>➢ Intensive daily observation and faculty critique in the Design Studios to provide feedback on the student's design process, to observe and test critical thinking, ability to synthesize numerous elements, ability to take suggestions and self-evaluate.</li> <li>➢ Repeated peer review of all 3D course work within a course or studio.</li> <li>➢ External review of 3D course work at mid and final points of development by invited guests, experts in the topic.</li> <li>➢ A written evaluation of Design Studio work at the end of every quarter (6 in total) that breaks down all the learning goals of the studio involving design process and team work, evaluating and discussing students' design process and abilities, which include: <ul style="list-style-type: none"> <li>▪ Analysis – clarity of thought in understanding basic issues and structure of the problem.</li> <li>▪ Concept formation – ability to synthesize program, context and form into a design context.</li> <li>▪ Development – ability to develop alternatives, make judgments about priorities and integrate new data.</li> <li>▪ Self-critical – ability to evaluate one's own work.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Planning for obtaining and archiving representative undergraduate student work from Design Studio and all other courses has begun and the plans will be implemented during 2002-03.</li> <li>• Collecting student data through exit surveys or follow-up surveys has been discussed for several years, but has yet to be implemented. We need to develop reliable statistics on the employment and advanced degree experience of our graduates. The best way to accomplish this has yet to be decided.</li> </ul>

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Architecture (continued)		<ul style="list-style-type: none"> <li>• Construction materials and their properties: wood, masonry, concrete and steel and how they are used and applied in construction.</li> <li>• Building systems and their integration for human comfort: lighting, heating, ventilation, acoustics.</li> <li>• Structural principles and how structures withstand forces of gravity, wind and earthquakes: how efficiency and design affects structural integrity.</li> <li>• Relationships of buildings to site and climate, neighborhood and regional contexts, and the ethics of sustainability</li> <li>• Social, political, legal and economic influences on design and construction.</li> <li>• Humanities and social sciences parallel to pre-professional development.</li> </ul> <p>Specific goals in the area of personal development include but are not limited to:</p> <ul style="list-style-type: none"> <li>• An ability to visualize three dimensions and think spatially.</li> <li>• Graphic skills for design development and presentation including freehand drawing, graphic delineation, pencil, ink, color and computer graphics.</li> <li>• A command of language skills written and oral, indispensable for communicating ideas.</li> <li>• An ability to think critically and exercise self-criticism.</li> </ul>	<p><b>Assessment of Student Learning (continued)</b></p> <ul style="list-style-type: none"> <li>▪ Productivity – persistent, thoughtful inquiry, moving ahead in a logical, orderly, timely manner.</li> <li>▪ Visualization – ability to conceive and visualize three-dimensional space.</li> <li>▪ Design media – early and appropriate use of diagrams, sketches, models in analysis and conceptual organization.</li> <li>▪ Communication media – use of sketches, drawings and models to simulate and communicate design solutions.</li> </ul> <p>➤ The written evaluation also includes a discussion of students’ methods and manners of study, including:</p> <ul style="list-style-type: none"> <li>▪ Attendance and participation and the ability to listen and contribute to the progress of the studio.</li> <li>▪ Receptivity to the comments and ideas of others and ability to respond positively</li> <li>▪ Expressiveness and the ability to communicate ideas clearly to others, sharing skill, information and experience.</li> </ul> <ul style="list-style-type: none"> <li>• Academic assessment in response to program progress:                     <ul style="list-style-type: none"> <li>➤ Normal progress toward graduation – 2 years duration – is monitored at least once and usually twice an academic year during meetings between each student and the Undergraduate Program Coordinator or Undergraduate Advisor.</li> <li>➤ Academic progress is carefully monitored. Each quarter, any student failing to maintain a 2.5 grade average is sent a letter requesting a meeting with the Undergraduate Program Coordinator or Undergraduate Advisor for assistance in correcting the problem.</li> </ul> </li> </ul>	

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Architecture (continued)			<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>➤ The undergraduate architecture curriculum is an integral part of the Department of Architecture and shares many courses with the graduate curriculum with a significant interdependency between the two. Because all faculty teach in both programs on a regular basis, student progress can be followed, compared and assessed at all levels.</li> <li>➤ Faculty teaching similar material (For example, 4 to 5 Design Studios are offered at each program level each quarter.) meet regularly to discuss their curriculum area. If necessary, problems and policies are brought to the larger faculty for discussion and vote.</li> <li>• Preparation for and assessment on leaving the program includes:             <ul style="list-style-type: none"> <li>➤ An interview, reviewing academic experience, is held with students as they meet individually with the Undergraduate Program Coordinator or Undergraduate Advisor to prepare their graduation applications.</li> <li>➤ Some students continue for an extra year taking an additional degree in Construction Management.</li> <li>➤ Two sessions per year are held for graduating seniors discussing the best way to prepare a portfolio of their work for employment or graduate school.</li> <li>➤ Anecdotal feedback from graduated students is that they fare well with local architectural firms. They feel well prepared by this program for their entry-level positions and often rise quickly within firms, handling substantial responsibility.</li> </ul> </li> <li>• Other anecdotal feedback indicates a high success rate in being accepted to other acclaimed graduate programs of architecture around the country.</li> </ul>	

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<b>Architecture (continued)</b>			<b>Curricular Assessment/Changes continued)</b> Planned for the introduction of graphic computer technology at an earlier stage of the undergraduates Design Studio curriculum to be implemented during 2003-2004.	
<b>Construction Management</b>				

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<b>Landscape Architecture</b>	Iain Robertson iainmr@u.  Lynn Manzo lmanzo@u.	<p>By the time students have completed the Landscape Architecture program, they will have had opportunities to demonstrate the following outcomes:</p> <ul style="list-style-type: none"> <li>• Creativity or integrative thinking: Ability to respond creatively to others' designs.</li> <li>• Analytical thinking: Ability to think critically about own and others' designs as problem-solving strategies.</li> <li>• Applications--skills and thinking: Ability to use and synthesize landscape architecture knowledge to solve design problems.</li> <li>• Communication: Ability to use drawing, writing, and speaking to solve design problems and to report solutions clearly and effectively to self and diverse audiences.</li> <li>• Team Skills: Ability to work effectively in teams, both as a leader and as a productive team member, to complete complex projects.</li> <li>• Adaptability: Ability to cope with work as it emerges in fluid/flexible or ambiguous situations.</li> <li>• 7. Awareness: Ability to sensitively understand and interpret cultural and environmental issues as they affect design programs and values.</li> </ul>	<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• Conducted both surveys and exit interviews with graduating seniors; these provide ideas for curricular change.</li> <li>• 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.</li> <li>• 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.</li> <li>• Continued successful design/build capstone studio courses.</li> <li>• Began developing individual student 'virtual portfolios' of work—see department web site--as a way of assessing performance over entire 3 year program.</li> <li>• Require students to complete reflective statements at the start of the programs and at the end of the first year that address our goals for students' learning.</li> </ul> <p><b>Curricular Assessment/Change</b></p> <ul style="list-style-type: none"> <li>• Began planning for an assessment tool for studios that require real-life project-based work. The assessment tool will be designed to get at learning skills that are hard to evaluate, such as teamwork, communication with diverse audiences, working in complex (interdisciplinary) and ambiguous and changing situations.</li> <li>• Planned for 2003-03 curricular review.</li> </ul>	

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<b>American Ethnic Studies</b>	Stephen Sumida sumida@u.	We do not have a departmental list of Learning Goals and Outcomes, though individual faculty members have compiled our own lists for purposes of discussion among ourselves and our students.	<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• Capstone thesis course.</li> </ul> <p><b>Curricular Assessment/Change</b></p> <ul style="list-style-type: none"> <li>• Reviewed curriculum and pruned away all courses (in the categories of AES, AFRAM, AAS, and ChSt) that have not ever or recently been taught and are not likely to be taught in the foreseeable future. Besides not wanting to give students false impressions of what courses may actually be available for them to choose, the deletion of untaught courses also gave us a more realistic picture of what we as 15 faculty members are actually able to offer and what we need to take into account when planning for new courses and, indeed, for a graduate program that the HEC Board has authorized us to design.</li> <li>• Converted some 498 Special Topics courses into permanent courses, and this process continues.</li> </ul>	<ul style="list-style-type: none"> <li>• With authorization from the HEC Board, we continue to draw plans for an AES M. A. and Ph.D. program, which necessarily means continual assessments of our undergraduate curriculum in view of our faculty strength and capabilities.</li> <li>• One of the big responsibilities Professor Bonus, his AES curriculum committee, and we colleagues have in 2002-2003 is the planning for the next two years of course offerings.</li> <li>• In the fall of 2003 AES will institute its change from a one-term Senior Thesis requirement to a two-term one. Obviously this change will require more faculty members to teach the Senior Thesis than have done so previously.</li> </ul>

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Anthropology	James Green jwgreen@u.		<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• Annual honors seminar and paper presentations</li> <li>• Honors essay contests.</li> <li>• Placement reports of undergraduates in graduate and professional degree programs.</li> </ul> <p><b>Curricular Assessment/Change</b></p> <ul style="list-style-type: none"> <li>• Added new courses at the 300-level to supplement new 200-level additions.</li> <li>• Used Teaching Effectiveness Committee to monitor teaching.</li> <li>• Faculty member in the Department received the UW Distinguished Teaching Award for undergraduate teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing additional internships for undergraduates, particularly in the area of Resource Management (in cooperation with the US Forest Service.</li> <li>• Planning a presentation where graduate students discuss selection and admission to graduate programs with undergraduates.</li> <li>• Working to create more opportunities to recognize outstanding TAs and offer awards to exceptional undergraduates.</li> </ul>

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Art	Judith Clark jclark@u.	Increasingly the world communicates across generations and cultures in languages created by individuals trained in the visual arts and design. The goal of the School of Art, Art History and Design is to engage and educate students in the complex and diverse issues of visual literacy and the creative process of visual communication.	<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• Capstone courses for all studio art BFA students culminating in four public shows of graduating student work at the Jacob Lawrence Gallery.</li> <li>• Art History Undergraduate Research Symposium serves as a year-long capstone experience helping art history majors develop skills in professional practices, research, and community building.</li> <li>• Series of senior year presentations given by all BFA design students for audiences of professionals from the greater Seattle design community. Follow-up conferences where professionals meet one-on-one with students to discuss professional practices, career development, portfolio presentations.</li> </ul> <p><b>Curricular Assessment/Change</b></p> <p>The work of a faculty, staff and student committee appointed in 2000-01 to review School of Art 100 level studio art classes resulted in the following curriculum developments:</p> <ul style="list-style-type: none"> <li>• Introduction of three large format 100-level studio classes. Taught by faculty with the support of TAs and senior undergraduate mentors, these classes will enroll between 100 and 240 entry level undergraduates in a new lecture/quiz section/open studio format.</li> <li>• Commitment to continue to examine the possibilities of offering large format classes to accommodate unmet student demand.</li> <li>• College curriculum awards to develop two courses integrating computer and other new technological advances to enhance and expand student learning.</li> <li>• Completion of a review of the role of new media/technology in the School of Art Resolved with the UIF funding of the new DXArts major, an interdisciplinary effort between Music, Computer Science and the School of Art.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued development of a new minor and/or major and/or graduate program in the field of public art. Initially funded by a Tools for Transformation grant, the program has successfully completed two years. Faculty from Sculpture, Architecture, and Landscape Architecture are hoping to secure funding for future developments.</li> <li>• Development of a new minor in Arts Education drawn from the combined strengths and resources of UW arts and humanities departments, UW College of Education, community arts organizations, K-12 schools, and other UW resources such as Pipeline, Carlson Center, and Gateway.</li> </ul>

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Art (continued)			<p><b>Curricular Assessment/Change (continued)</b></p> <ul style="list-style-type: none"> <li>• Recommendation to significantly reduce the number students accepted as majors in the School of Art based on a presently unrealistic faculty to student ratio, a reduced operations budget, and overcrowded facility.</li> <li>• Appointment of a standing curriculum committee made up of the chairs of each major program and members of the advising staff to continue to review and respond to issues of student demand, 100 level course effectiveness, and the possible reorganization of the B.A in Interdisciplinary Visual Arts.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to support students in internship; service learning and community volunteer activities by promoting the annual Arts Internship Fair, K-12 partnerships, and career workshops.</li> <li>• Introduce an annual student survey to assess the effectiveness of curriculum, advising services, and enrichment programs.</li> </ul>
<p><b>Applied and Computational Mathematics</b></p> <p>Not in</p>				

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Asian Languages and Literature	William Boltz boltzwm@u.		<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• Conventional oral and written methods for measuring acquisition and application of language skills, including administration of standardized oral proficiency tests.</li> </ul> <p><b>Curricular Assessment/Changes</b></p> <ul style="list-style-type: none"> <li>• Expanded placement examinations and personal viva voce interviews of each student at the elementary level for several departmental degree tracks and streamlined placement procedures.</li> <li>• Revised undergraduate curricula in Japanese and Chinese, increasing the emphasis in upper-division courses on literature and culture.</li> <li>• Increased opportunities for overseas language study.</li> <li>• Worked cooperatively with external units, such as the Technical Japanese Program and the School of Business Administration, as well as agencies outside the UW, e.g., area high schools.</li> <li>• 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.</li> <li>• Implemented new dual-track (heritage/non-heritage) in elementary Hindi.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance Korean language and linguistics offerings, including a course in Korean grammar for heritage speakers.</li> <li>• Add classes in Urdu, as an "Islamic." complement to Hindi.</li> <li>• Anticipate offerings in Bengali, as part of an expanded South Asian language offering profile.</li> </ul>

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Astronomy	Bruce Balik balik@astro.		<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• Conducted exit survey of seniors.</li> <li>• Held quarterly meetings with majors to address problems and provide information on research and job opportunities for students. Students report that this is helpful and gives them a sense of belonging.</li> <li>• 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.</li> </ul> <p><b>Curricular Assessment/Changes</b> No changes.</p>	
Atmospheric Sciences	Kathryn Stout Kathryn@atmos.		<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• Outside assessment of the many students doing internships off-campus, which is valuable feedback for both the students and the Department.</li> <li>• Capstone course (ATMS 452, in which a student gains extensive experience in applications of numerical modeling and statistical approaches in forecasting and surface map analysis) or internships and individual research projects, if the student is doing one of our optional tracks rather than meteorology (atmosphere and the environment, atmosphere and ocean or a teaching option) in last quarter of major.</li> </ul> <p><b>Curricular Assessment/Changes</b></p> <ul style="list-style-type: none"> <li>• Added informal computer sessions for juniors outside the classroom, allowing students to receive focused and individual guidance for specific coursework. The sessions are in addition to the dedicated computer course they take which is tailored to our program.</li> <li>• Our courses follow sequentially, and we find that most students graduate in four years, with the proviso that they begin to take math courses early in their college careers.</li> </ul>	<ul style="list-style-type: none"> <li>• Our plans for next year include again having meetings with our majors, encouraging them to participate in departmental functions and to attend weekly colloquia and seminars.</li> <li>• We also plan to institute an exit survey in the next academic year, which has not been formalized to date.</li> </ul>

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<b>Biology*</b>  <b>Botany*</b>  <b>Zoology*</b>  *Units are consolidating into one Department of Biology	Barbara Wakimoto, wakimoto@u  Joe Ammirati cort@u  John Wingfield jwingfie@u	Faculty and staff discussed learning outcomes for bioscience majors at a spring quarter teaching retreat; summary document in preparation	<b>Assessment of Student Learning</b> <ul style="list-style-type: none"> <li>Classroom assessment, various methods.</li> <li>Exit survey of students at completion of advising labs.</li> <li>Exit survey of students at completion of the introductory biology series.</li> <li>Exit survey of graduates in Biology, Botany, and Zoology.</li> </ul> <b>Curricular Assessment/Change</b> <ul style="list-style-type: none"> <li>Introduced BIOL 180, 200, 220, the new intro series for biology majors.</li> <li>Continued with course and lab development for the introductory biology, with an emphasis on inquiry based learning.</li> <li>Worked with the Honors Program to offer new seminar courses for Honors students enrolled in BIOL 200 and 220 students.</li> <li>Introduced BIOL 106, a new course to prepare EOP students for introductory biology series.</li> <li>Joint Biology/Botany/Zoology Curriculum Committee developed a proposal for a new bioscience curriculum; obtained faculty approval for proposal.</li> <li>Spring teaching retreat was held for faculty and staff to discuss learning outcomes and curriculum goals for bioscience majors.</li> <li>Biology, Botany and Zoology worked together to prioritize upper division courses for summer and fall quarter offerings and TA allotments.</li> </ul>	<ul style="list-style-type: none"> <li>Continue development of the undergraduate curriculum for the new Department of Biology.</li> <li>Develop a tier of 300-level core courses in key sub-areas of biology for the new curriculum.</li> <li>Work toward establishing meaningful assessment techniques for evaluating the new intro bio series.</li> <li>Develop Web strategies to more efficiently obtain feedback on the degree program from current students, graduating seniors and alumni.</li> </ul>
<b>Botany</b> See Biology				

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Chemistry	Thomas Engel engel@chem.	<p>At the end of their studies, graduating chemistry and biochemistry majors should:</p> <ul style="list-style-type: none"> <li>• Have a general knowledge of the basic areas of chemistry and working knowledge of at least one area. A working knowledge is demonstrated by the ability to apply formal knowledge in a problem-solving environment.</li> <li>• Be proficient in basic laboratory skills (e. g. preparing solutions, chemical synthesis techniques, chemical and instrumental analysis, and lab safety).</li> <li>• Be able to formulate and carry out strategies to solve scientific problems.</li> <li>• Have some understanding of the principles and applications of modern instrumentation, computation, experimental design, and data analysis.</li> <li>• Have had the opportunity to gain experience with a research project as part of an upper level course and to participate in active, individual laboratory research within the university or in another appropriate setting.</li> <li>• Have the ability to communicate scientific information clearly and precisely, both orally and in writing.</li> <li>• Have the ability to read, understand, and use scientific literature.</li> <li>• Have some awareness of the broader implications of chemical processes (e. g. resource management, economic factors, and ecological considerations).</li> <li>• Have worked with others as a part of a team to solve scientific problems.</li> <li>• Have had an introduction to the opportunities in, and requirements for careers available to those with training in chemistry.</li> </ul>	<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• Feedback from students involved in undergraduate research.</li> <li>• Feedback from organization of chemistry and biochemistry majors.</li> <li>• Exit interviews with graduating seniors.</li> <li>• Students are encouraged to visit our two undergraduate advisers to discuss their progress to a degree as well as to offer program suggestions.</li> </ul> <p><b>Curricular Assessment/Changes</b></p> <ul style="list-style-type: none"> <li>• Continued the use of Internet-based graded homework for general chemistry courses.</li> <li>• Introduced the use of Internet-based pre-laboratories to assess student preparedness for laboratory experiments.</li> <li>• Used lab fee money to significantly upgrade instrumentation in general and organic chemistry courses.</li> <li>• Increased use of email and individual course websites for teaching.</li> </ul>	

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<b>Classics</b>	James Clauss jjc@u		<b>Assessment of Student Learning</b> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• Departmental review of Senior Paper outcomes.</li> <li>• Exit surveys given to graduating seniors.</li> <li>• Placement of our BAs in graduate programs.</li> </ul> <b>Curricular Assessment/Changes</b> <ul style="list-style-type: none"> <li>• Established an undergraduate seminar to be taken by majors soon after they start of work at the 400 level.</li> <li>• Established an undergraduate essay prize.</li> </ul>	

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<p><b>Communication</b></p> <p>Communication and Speech Communication Departments merged, 2002</p>	<p>David Sherman shermamd@u.</p>	<ul style="list-style-type: none"> <li>• Have a general knowledge of Communication concepts, methods, and theories.</li> <li>• Develop strong writing skills and critical and analytical abilities.</li> <li>• Demonstrate these abilities in the production of at least one major research paper.</li> <li>• Increase undergraduate research opportunities.</li> </ul>	<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• Capstone course required of all journalism majors.</li> <li>• Student forums, peer review.</li> <li>• Quarterly exit surveys of journalism students show satisfaction with the program, the desire for more skills courses, and a greater variety of skills courses.</li> <li>• Expanded undergraduate research and internship opportunities.</li> </ul> <p><b>Curricular Assessment/Changes</b></p> <ul style="list-style-type: none"> <li>• Redesigned the journalism program adding more required skills courses and a greater variety of skills course such as digital journalism, opinion writing and computer assisted journalism.</li> <li>• Used more media professionals to teach journalism skills courses, thus adding an outside assessment element to the evaluation of journalism students.</li> <li>• Journalism faculty met with media professionals to discuss the merger with Speech Communication and opportunities presented by the inclusion of Speech Communication courses in the journalism curriculum.</li> <li>• Completed the design of the new Communication undergraduate major to take effect autumn quarter.</li> <li>• Continued to expand course offerings in digital media.</li> <li>• New course, Cultural Diversity In/And Cyberspace explores issues of cultural difference, race and ethnicity, gender, sexuality and class in new media.</li> <li>• The department was awarded two Student Technology Fee grants to expand the New Media Research Lab. The expanded lab will double the amount of undergraduate access to the facilities.</li> <li>• Identified courses in the Information school and in Technical Communications that will supplement digital media courses in Communication and which can be applied to the Communication major, thus increasing our interdisciplinary focus and expanding our undergraduate course offerings.</li> <li>• Increased use of web-based material for courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Design and implement an undergraduate honors program.</li> <li>• Conduct on-going assessment of the new major in Communication and the revised Journalism curriculum.</li> <li>• Increased outreach to alumni and media professionals for input on the undergraduate major.</li> <li>• Continue to expand undergraduate research opportunities.</li> </ul>
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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Comparative History of Idea				
Comparative Literature	Willis Konick konick@u.	<ul style="list-style-type: none"> <li>• Our strategic plan includes some broadly defined goals for what we would like students to learn and to be able to do upon graduation.</li> <li>• Our new gateway course has been our first collective effort to define some local learning objectives.</li> </ul>	<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods, including student evaluations from a very high percentage of our courses.</li> <li>• Exit surveys; followed up with phone interviews by the undergraduate program coordinator.</li> </ul> <p><b>Curricular Assessment/Change</b> For the last academic year, we put in place three changes that constitute a first step toward reshaping our undergraduate major.</p> <ul style="list-style-type: none"> <li>• Our newly revised gateway course for the literature major seems to have been a successful experiment; both faculty and students have indicated that the purposes of the course and its place in our curriculum are now more clearly visible.</li> <li>• Our second change in the literature major was to require two rather than the previous one course from our 320-3 sequence of regional literature courses, thus ensuring that students gain a broader acquaintance with different world literatures. This change was made possible because of our recent success in more regularly offering the various courses in this sequence . Four of these courses scheduled for next year.</li> <li>• A third change addressed a specific problem in the cinema studies track, where students sometimes had trouble finding courses to satisfy the requirement of taking an upper-division course in a specific national cinema related to their foreign language study. Introducing a new number to cover this course and actively seeking courses to cross-list from other departments seems to have significantly helped students both in understanding the requirement and in trying to satisfy it earlier in their academic careers. We should by next fall have six such courses listed across several different departments.</li> </ul>	<ul style="list-style-type: none"> <li>• Our most immediate goal is to find the resources to move the cinema studies track more into alignment with recent changes in the literary studies track. We would like to redefine Comp Lit 301 as a gateway course that students would take as soon as possible in their careers. This would be an introduction to cinema studies that would focus on learning analytical techniques and theoretical vocabulary essential for their further studies, but also a course that would be smaller than it presently is, allowing us to work more intensively on students' writing.</li> <li>• Longer term, we see a need to offer more special topic courses and to create senior seminars for this track.</li> </ul>

COLLEGE OF ARTS AND SCIENCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Dance	Elizabeth Cooper bcoop@u.	<p>The mission of the UW Dance Program is to educate the next generation of cultural leaders, performers and arts advocates. To that end, goals for student learning include:</p> <ul style="list-style-type: none"> <li>• Understanding dance as a broad cultural practice.</li> <li>• Thinking critically.</li> <li>• Developing skills in rhythmic and movement/composition analysis.</li> <li>• Being articulate about the art form, via the spoken and written word.</li> <li>• Risk-taking.</li> <li>• Expanding creative and artistic potentials.</li> <li>• Becoming life-long learners.</li> </ul> <p>Last spring, the dance faculty contributed a list of dance-specific student learning objectives to the university's menu of SLO. Some of these are mentioned above.</p>	<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• End of term student showings required for all technique courses.</li> <li>• Senior Seminar offered as capstone course: final papers presented at the end of quarter.</li> <li>• Students in the major meet with and discuss progress and experience with technique instructors in their courses.</li> <li>• Undergraduate choreography is adjudicated by panel of outside artists.</li> <li>• Selected works presented in Dance Majors concert.</li> <li>• Instructors assess student learning via written evaluations ( formal and informal), journals, papers, exams, discussions and practicums.</li> <li>• Exit surveys of majors gather feedback on intellectual and artistic development and on how students draw connections between coursework and the field of dance.</li> </ul> <p><b>Curricular Assessment/Changes</b></p> <ul style="list-style-type: none"> <li>• New course called the creative context (Dance 250) to discuss the choreography performed by the Chamber Dance Company in historical, socio-political context. Open to matriculated and non-matriculated students.</li> <li>• Several courses were added to the Dance Minors list to accommodate growing demand for the minor and offer a broader dance experience to minors.</li> <li>• Anatomy for Dance and Teaching Methodologies offered every year rather than alternate years to meet growing demand for these classes and increased population in the major.</li> </ul>	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Continue to find means for accommodating student needs— particularly more technique classes.</li> <li>• Add a 400-level technique class.</li> <li>• Repertory class planned for Spring 03 for advanced and intermediate dancers.</li> <li>• Guest artist residencies in place for 03 and 04.</li> <li>• IWP Writing link added to Dance 101 beginning winter 03 through IWP.</li> <li>• Begin writing tutorial/center for dance majors, MFA and faculty- winter 03.</li> <li>• CIDR workshops for TAs and Faculty - fall 02, winter 03.</li> <li>• Add 102 to the dance major to facilitate transition from 101 to 104 and 107 sequences and in order to facilitate time to degree.</li> </ul>

COLLEGE OF ARTS AND SCIENCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Dance (continued)			<b>Curricular Assessment/Changes</b> <ul style="list-style-type: none"> <li>• Additional dance technique classes added at the 100 and 200 levels to meet growing demand for these classes and to ease overcrowding in existing technique classes.</li> <li>• Added sections of Dance 166, 266, 366 to meet demand for composition classes due to increased enrollment in the major.</li> <li>• We have cut one section of Dance 101 due to loss of a TA position.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate adding dance history/ appreciation course to the Dance 344, 345 sequence.</li> <li>• Investigate adding an honors program in dance.</li> <li>• Write strategic plan - winter/spring 03.</li> </ul>

COLLEGE OF ARTS AND SCIENCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Drama	Sarah Nash Gates sngates@u.	We use the traditional goals of careful research, thoughtful analysis, and well-reasoned written and oral presentations. For our studio where evaluation is by its nature subjective, we trust in the knowledge and skill of the faculty to evaluate the student's work in an honest and fair way. Included in this is the observation of student performances in School of Drama productions.	<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>Classroom assessment, various methods.</li> <li>Senior Survey, which praise the School for its sense of community, the quality and accessibility of faculty and staff, the many opportunities open to undergraduates, and the helpfulness of the advising office. While the surveys show that students are satisfied with the quality of their education, they also show frustration with reductions in custodial service and in the number of advanced acting classes, as well as a desire for more workshops on career development.</li> <li>Senior seminar required for majors.</li> </ul> <p><b>Curricular Assessment/Changes</b></p> <ul style="list-style-type: none"> <li>Senior seminar offered for the first time in a new format aimed at launching the student into the world after graduation.</li> <li>Offered Drama 101 (for non-majors) twice in the "Friday/Saturday" college.</li> <li>We have been reducing the number of acting classes offered as we try to reduce faculty overloads. 2002-03 will see another reduction. WE have moved from 9-10 advanced acting classes per year to 6-7.</li> <li>A group of seniors instigated and implemented a wonderful, ambitious series of productions and performances. The School will work with the Undergraduate Theatrical Society to make this an annual event.</li> <li>Offered Drama 259 as an Early Fall Start class.</li> <li>Students initiated the Early Entrance Program Drama Society to give Early Entrance students a chance to perform in an amateur drama program.</li> <li>Participated in the Working in the Arts—Internship and Job Opportunities Fair.</li> <li>In the process of converting the Drama majors' handbook and its BA Supplement into a web format.</li> </ul>	Explore putting a cap on the number of majors.

<b>COLLEGE OF ARTS AND SCIENCES</b>				
<b>MAJOR</b>	<b>CONTACT</b>	<b>GOALS FOR STUDENT LEARNING</b>	<b>ASSESSMENT AND RESULTS</b>	<b>NEXT STEPS</b>
<b>Drama (continued)</b>			<b>Curricular Assessment/Change (continued)</b> <ul style="list-style-type: none"> <li>• Added undergraduate advising website and listserv.</li> <li>• Dropped the Drama minor as a budget cutting measure.</li> <li>• Required students to submit a Preliminary Major Form in order to obtain priority registration into Drama core courses.</li> <li>• Reduced advisor hours, also a s a budget cutting measure.</li> <li>• Cancelled a drama course and the Drama Transfer Symposium, due to budget constraints.</li> </ul>	
<b>Earth and Space Sciences</b>				

COLLEGE OF ARTS AND SCIENCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Economics	Sharon Frucci sfrucci@u.	Students should be able to: <ul style="list-style-type: none"> <li>• Think clearly.</li> <li>• Set up and solve problems.</li> <li>• Express themselves clearly.</li> </ul>	<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• Anonymous, web-based exit survey, created with the help of Catalyst. Results showed that in general students are satisfied with their experience in the major, and questions were specific enough to reveal some gaps in the major that the department can discuss.</li> <li>• One student was the UW's Junior Medalist, eight students were nominated for the Dean's Medal, and 17 economics majors were invited to join Phi Beta Kappa.</li> </ul> <p><b>Curricular Assessment/Change</b></p> <ul style="list-style-type: none"> <li>• Organized a freshman seminar for autumn quarter.</li> <li>• Created Econ 399, for students doing economics-related internships.</li> <li>• Created a course on the economics of information for winter quarter, 2003.</li> <li>• Created a program that leads to a certificate in Environmental and Natural Resource Economics. This is the fourth "fields on concentration" that the department recognizes through certificates.</li> <li>• Provided better coordination between the content in Econ 200, 201, 300, 301.</li> <li>• Included members of the Visiting Committee in the instruction for LEcon 422.</li> <li>• Offered Econ 235 in conjunction with the Program on the Environment.</li> </ul>	

COLLEGE OF ARTS AND SCIENCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
English	Caroline Simpson csimpson@u.		<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• Portfolio evaluation of freshman and sophomore writing courses, designed to teach students to assess and account for their own progress and development as critical writers.</li> <li>• Senior seminar/capstone course.</li> <li>• Senior thesis writing with individual faculty member for honors students.</li> <li>• Senior survey to solicit students' criticism and suggestions.</li> <li>• Internships in professions relevant to learned communication skills (writing and reading) in order to introduce students to potential applications of their studies.</li> </ul> <p><b>Curricular Assessment/Change</b></p> <ul style="list-style-type: none"> <li>• Convened an ad hoc committee to oversee research of current major (Committee to Restructure the Undergraduate Major or CRUM).</li> <li>• Researched and reported on changes in undergraduate English major at other R1 institutions.</li> <li>• Held discussions on changes in the UW's English major.</li> <li>• Completed 10-year review.</li> <li>• Senior surveys reflected widespread support for a new design for the major.</li> </ul>	<ul style="list-style-type: none"> <li>• Series of departmental meetings to discuss revision of undergraduate major, culminating in a retreat in Spring 2003.</li> <li>• CRUM members meet with individual faculty members to solicit ideas and concerns about changes to the major.</li> <li>• Produce a model for a new major that has majority departmental support.</li> </ul>
French and Italian Studies				

COLLEGE OF ARTS AND SCIENCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Geography	Richard Roth rroth@u.	<p>We have developed learning objectives and outcomes for each course and for each of the five concentrations within the major. These learning objectives and outcomes are available on our website:</p> <p><a href="http://depts.washington.edu/geog/courses/profiles.html">http://depts.washington.edu/geog/courses/profiles.html</a></p> <p><a href="http://depts.washington.edu/geog/undergrad/concentrations.html">http://depts.washington.edu/geog/undergrad/concentrations.html</a></p> <p>In addition, the departmental learning objectives, as identified in our input into the Student Learning Objectives Initiative data system, center on seven keywords we have used to conceptually organize our departmental website. We are hoping to develop additional departmental learning outcomes in 2002-3.</p>	<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>Classroom assessment, various methods.</li> <li>An elective "Exit" course (Geog 493, Assessing Geographic Learning) in which students carry out self-assessment and develop on-line learning portfolios.</li> <li>Departmental Undergraduate Research Symposium, in which 54 students participated in 28 presentations on June 7. Faculty and advisers attend this event and informally assess the presentations as "capstone" learning outcomes in the sense of what students are able to do by way of transferring and applying their classroom learning. This event offers the most compelling and confirmatory evidence to us that our students carry out several forms of sophisticated arguments and case studies, in ways they would not have been capable of when they entered the major.</li> </ul> <p><b>Curricular Assessment/Change</b></p> <p>This year brought a focus on undergraduate research, for interested and able students, and on career development:</p> <ul style="list-style-type: none"> <li>Made the Honors course (Geography 497) more rigorous, spending many hours over the three-quarter sequence guiding students through original research.</li> <li>Used resources from the Office of Undergraduate Education and from our private program-support funds to mount the second year of undergraduate research awards and a research/writing course, taught by doctoral candidate (and now Dr.) Kim Van Eyck. All three of these, the honors course, the research awards, and the research course, serve a small number of students (7, 8, and 10, respectively), but the honors course, especially, is our attempt to change the student culture and to attract better students.</li> <li>Increased the number of independent study students supervised (45 students this year), by the independent, empirical-research requirements of many courses (especially our lab courses), and by presenting in the annual symposium.</li> </ul>	<p>Our experiments with various forms of undergraduate research courses lead us toward the following goals for 2002/03:</p> <ul style="list-style-type: none"> <li>Develop a 300-level course that introduces students more directly to the issue of a research question and a research design</li> <li>Beef up the Honors program (for example, by allowing the three-quarter, variable-credit, low-enrollment Honors tutorial to count as one of a faculty member's four courses, rather than being considered "Department service")</li> <li>Encourage even higher expectations for original research in our individualized Independent Study courses.</li> </ul>

COLLEGE OF ARTS AND SCIENCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Germanics	Eric Ames eames@u.	<ul style="list-style-type: none"> <li>• Acquire broad knowledge of German/Austrian/Swiss language, literature and culture.</li> <li>• Increase critical consciousness and sensitivity towards one's own and other language(s) and culture(s).</li> <li>• Develop skills of analytical and integrative thinking.</li> <li>• Communicate clearly and concisely both in written and spoken form.</li> <li>• Understand how to do research, organize materials, and mobilize creative potentials.</li> <li>• Acquire self-examined values.</li> <li>• Apply qualitative criteria to major decisions.</li> </ul>	<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods to improve learning and adjust course offerings.</li> <li>• Senior level performance assessment in selected classes of literature, language and linguistics.</li> <li>• Review of undergraduate work in honors, research and internships.</li> </ul> <p><b>Curricular Assessment/Changes</b></p> <ul style="list-style-type: none"> <li>• Inaugurated an initiative to find scholarship sources in USA and central Europe for our majors studying abroad thus facilitating a more thorough immersion in the language and culture.</li> <li>• Expanded overseas' study options to existing exchange programs.</li> <li>• Awarded three study abroad scholarships for 2002/03.</li> <li>• Established minimum resident credit requirements for minors (in addition to those for majors) studying abroad.</li> <li>• Instituted a Visiting Committee of alumni to support departmental outreach efforts and keep tradition of learning alive between former and present students.</li> <li>• Expanded e-mail communications to alumni, majors and minors on overseas study options and on scholarly presentations by faculty, invited scholars and graduate students in the Germanics Colloquia and Lecture Series.</li> <li>• Continued to revise first-quarter, second-year language courses to include an interactive, multi-media computer-based component.</li> <li>• Full-length German play performed by undergraduates which received extremely positive evaluation and response as a tool for learning.</li> </ul>	<p>In cooperation with Student Housing the establishment of a German language house close to campus is planned for which funds are being solicited.</p>

COLLEGE OF ARTS AND SCIENCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
History	Robin Stacey rstacey	We believe that the true value of historical study does not lie in the retention of particular dates, but is rather to be measured in terms of a lifetime of intellectual curiosity and good citizenship. If our majors are still wondering about the world around them as they progress through their lives, if they approach whatever they read with a skepticism grounded in their previous experience with dissenting points of view, if they write persuasively about things they have discovered through their own research, then we have done our job.	<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• Senior seminar that requires students to develop topics with the assistance of their professors, research the topic, and produce a historical essay (15+ pages).</li> <li>• Exit surveys, that reveal that students are pleased with their educational experience in History, but that they would like more small classes and more direction in the major than they currently have. Many of the recent changes to the program, most notably the addition of the junior seminar and the formation of advisory pathways through the major—were made in response to student comments in the exit surveys.</li> </ul> <p><b>Curricular Assessment/Change</b></p> <ul style="list-style-type: none"> <li>• Faculty members in each subfield met and reviewed the offerings in their areas, restructuring and resequencing the courses here necessary in order to ensure that:                             <ul style="list-style-type: none"> <li>➤ Both lower and upper division courses were available to students in every subfield.</li> <li>➤ Upper division courses would build on lower division courses to ensure the intellectual coherence of the program.</li> <li>➤ The prerequisites necessary to allow students to enroll in upper division courses were regularly taught.</li> <li>➤ Erollment targets were set and met.</li> </ul> </li> <li>• Based on interviews with faculty and its sense of consensus of the faculty, the review committee constructed the following general learning objectives for 100, 200, 300, and 400 level courses.</li> <li>• Individual faculty reviewed their courses with an eye towards ensuring that they conformed to new definitions put forward by the committee and adopted by the department regarding the nature and content of 100, 200, 300, and 400-level courses.</li> </ul>	Track how well reforms are working.

<b>COLLEGE OF ARTS AND SCIENCES</b>				
<b>MAJOR</b>	<b>CONTACT</b>	<b>GOALS FOR STUDENT LEARNING</b>	<b>ASSESSMENT AND RESULTS</b>	<b>NEXT STEPS</b>
<b>History (continued)</b>			<p><b>Curricular Assessment/Change (continued)</b></p> <ul style="list-style-type: none"> <li>• Faculty were asked to think creatively about how more students could be brought into the program.</li> <li>• As a result of the review, many courses were renumbered to bring them in line with the objectives listed for each of the four course levels.</li> <li>• Some courses were deleted, some renamed, and some were added.</li> <li>• Two new topics courses were created in each subfield—one at the lower division and one at the upper division.</li> <li>• The committee recommended that pedagogical discussions of the sort that led to these reforms be made an ongoing feature of the academic year. The first workshop, which focused on ways to teach the senior seminars will be held in fall 2002. A workshop on teaching the junior seminars was held in winter, 2002.</li> <li>• As of fall 2002, all majors will be required to take a junior seminar.</li> <li>• Created 19 optional fields of concentration within the major and created brochures that provide students with information on these fields of concentration.</li> </ul>	
<b>Jackson School of International Studies</b>				

COLLEGE OF ARTS AND SCIENCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Law, Societies, and Justice	Michael McCann mwmccann@u.		<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• Twice-yearly student focus discussions for input regarding program/class improvements.</li> </ul> <p><b>Curricular Assessment/Changes</b></p> <ul style="list-style-type: none"> <li>• Held fall and spring faculty meeting to update and revise curriculum plan for new interdisciplinary major in Law, Society, and Justice (to include a Human Rights minor).</li> <li>• Revised plan for required senior seminar to include seminar research paper and oral presentation requirement. An annual menu of six to eight senior seminars reflecting different tracks in LSJ (criminal justice, legal institutions, rights) was planned.</li> <li>• Revised required senior internship was determined to include organizational review at internship site, required paper relating issues of theory to organizational practice, and counseling in relation to career plans.</li> <li>• Planned inclusion of new faculty specialty courses with interdisciplinary focus on human rights and comparative law in curriculum.</li> <li>• New faculty arrive and new curriculum is in place for first time in 2002-3. Annual meeting to discuss and assess curriculum will be initiated in the fall.</li> <li>• New permanent 100% Learning Services Coordinator position was created to fortify advising, administration, and ongoing assessment of the program.</li> </ul>	

COLLEGE OF ARTS AND SCIENCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Linguistics and Romance Linguistics			<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• Students visit undergraduate adviser at least once per quarter to discuss their progress and plans, as well as to provide program suggestions. Adviser also uses email to solicit program suggestions. This year undergrads provided long and detailed comments on the question of credit hours for major required upper division courses.</li> <li>• Student evaluations of courses through OEA are used to improve curricular offerings.</li> <li>• A capstone project in Romance Linguistics is an additional assessment means for that major.</li> </ul> <p><b>Curricular Assessment/Changes</b></p> <ul style="list-style-type: none"> <li>• Changed Romance Linguistics major requirements to make them more parallel to General Linguistics and to allow more flexibility in choosing courses.</li> <li>• In response to student demand, submitted change request to increase major required courses from four to five credits; this change recognizes the de facto amount of outside work already required in the Linguistics core courses.</li> <li>• Changed yearly schedule in response to student demand to facilitate completion of the major by sequencing required courses in a more logical manner.</li> <li>• Created "generic" schedule to avoid conflicts for required courses and to distribute courses throughout the day, alleviating mid-day "overload."</li> <li>• Added Linguistics 390, a course that can be used to designate study abroad credits.</li> <li>• Made preliminary contacts within and outside UW community to develop program in Computational Linguistics; hired a new faculty member who is already working on the new program.</li> <li>• Our colloquium series included a number of computational linguists from outside UW.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop new courses for computational specialization.</li> <li>• Increase opportunities for outside internships; new Linguistics Advisory Board is anxious to help with this project.</li> </ul>

COLLEGE OF ARTS AND SCIENCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Mathematics	David Collingwood colling@math	<p>Departmental student learning objectives vary depending on the level of course and whether the student plans to major or minor in mathematics. At the 100 level, including a number of 300 level service courses (e.g. Math 307, Math 324), these objectives are primarily:</p> <ul style="list-style-type: none"> <li>• Development of computational skills.</li> <li>• Development of problem-solving skills.</li> <li>• Development of reasoning skills.</li> <li>• Development of an overall vision of the usefulness of mathematics as a tool in the modern world.</li> </ul> <p>Some 300 level courses (e.g. Math 327/8) and many 400 level courses shift toward objectives of the following sort:</p> <ul style="list-style-type: none"> <li>• Development of abstract reasoning skills.</li> <li>• Development of theoretical understanding.</li> <li>• Development of proof writing skills.</li> </ul>	<p><b>Assessment of Student Learning</b> Classroom assessment, various other methods.</p> <p><b>Curricular Assessment/Change:</b></p> <ul style="list-style-type: none"> <li>• The academic year 2001-02 was the first year of a three year calculus reform project aimed at our gateway freshman Calculus courses. In Autumn 2001, we implemented a reformed Math 124 course; the reformed version of Math 125 started in Winter 2002. Overall, we believe our first year reform effort was a success. Both student and collegial input indicates that most components of the courses worked well, and we identified a few in need of further adjustment or assessment. Furthermore, we believe students, faculty and Teaching Assistants were all involved in a satisfying learning/teaching experience. We intend to maintain our upward trajectory of student satisfaction during the coming academic year, initiate a serious dialog with our client departments and begin tracking the future success of students who have passed through our Math 124/5 sequence.</li> <li>• Introduced a new B.A. Liberal Arts degree called "B.A. in Mathematics - Philosophy Option". This degree provides a solid foundation in mathematics, together with a broad perspective based on philosophy course offerings. This degree is intended for students planning a variety of careers or graduate study in professions such as law, medicine or business.</li> </ul>	

COLLEGE OF ARTS AND SCIENCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Music	John Rahn jrahn@u.	Almost all our undergraduate majors are performers. For these people, we have an elaborate system of yearly "juries" and recitals. It must be pretty clear to students that we expect them to attain a certain standard of proficiency in, e.g., playing the oboe (or whatever their medium is); the weekly private lessons provide constant feedback and support.	<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• Students pass an entrance audition before becoming a music major.</li> <li>• 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.</li> <li>• Required junior and senior recitals (capstone projects).</li> <li>• Students give 140 public performances each year.</li> <li>• Conducted exit survey for graduating seniors.</li> </ul> <p><b>Curricular Assessment/Changes</b> No changes.</p>	

COLLEGE OF ARTS AND SCIENCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Near Eastern Languages and Civilization	Michael A. Williams maw@u.		<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• In Arabic program, use of regular testing throughout the year using web resources.</li> <li>• Use of UWIREED survey format for student evaluation of pedagogy.</li> <li>• Summer Uzbek language program was assessed by the Social Science Research Council, from whom we have received grant funding for the program. The evaluation included an on-site visit by an SSRC representative.</li> <li>• Student placement in advanced language programs such as the Center for Arabic Study Abroad.</li> <li>• Success of graduates applying for acceptance and fellowship support to excellent graduate programs.</li> </ul> <p><b>Curricular/Assessment Changes</b></p> <ul style="list-style-type: none"> <li>• Continued development of instructional technology. Three faculty members in the department received a grant to develop a “Digital Egypt” course.</li> <li>• Continued development of a “Spoken Arabic” course to respond to student demand for study of regional dialects (Levantine; Egyptian; Moroccan, etc.) for 2002-03.</li> <li>• Successfully hired a new full-time lecturer in Arabic language, to start in September 2002. His special expertise in computer-assisted language learning will allow us to continue the transformation and improvement of our Arabic language series in line with our “Tools” initiatives of the past few years.</li> <li>• Added an evening Arabic class for Autumn 2002, in response to demand.</li> <li>• Hired a visiting instructor from the University of Texas with experience and significant accomplishments in computer-assisted teaching of Modern Hebrew. This enabled consultation and collaboration with our own faculty for the purpose of adapting his techniques to our own program.</li> <li>• Received support for an Uzbek TA for 2002-03 from the REECAS Title VI Center, with the intention of increasing the conversational skills component in our Uzbek classes.</li> </ul>	<ul style="list-style-type: none"> <li>• We are actively pursuing federal funding through the Middle East Center’s next Title VI grant to support development of improved curriculum and pedagogy in our expanding Persian language program.</li> <li>• With our new full-time lecturer now in place, discussion this year will be devoted to a number of long-term issues related to the integration of the 1<sup>st</sup>-3<sup>rd</sup> year series with the advanced literature courses and instruction in Arabic dialects.</li> <li>• We have received a Flagship grant, for a pilot program in advanced Arabic. This will be a major multi-year project in the development and refinement of Arabic instruction to produce high-skilled Arabic speakers. A part of this program will involve formal skills testing of our students by outside testers this autumn.</li> </ul>

COLLEGE OF ARTS AND SCIENCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Philosophy	Gina Gould gsgould@u.	<p>The responsibility of the Department of Philosophy at the University of Washington is to provide our students not only with an appreciation of the most insightful historical and contemporary answers to philosophical questions, but also with the mental tools and training to develop and evaluate their own views. Because philosophy classes develop habits and skills of critical reflection, careful reading, and creative thinking, they may be among the most practical courses that students can take as preparation for their roles in the workplace, in their families and communities, and in a democratic society.</p> <p>Specifically, the Department of Philosophy aims to:</p> <ul style="list-style-type: none"> <li>• Provide courses that develop and enhance the rational, critical, and creative abilities of the students who enroll in them.</li> <li>• Train the next generation of philosophers through its graduate and undergraduate programs.</li> <li>• Provide courses, both undergraduate and graduate, that serve and complement other University of Washington academic units.</li> </ul> <p>Learning outcomes/goals for individual courses are listed on the web during the registration period prior to the quarter.</p>	<p><b>Assessment of Student Learning</b> Results from newly developed exit surveys show that students:</p> <ul style="list-style-type: none"> <li>• Are very satisfied with their undergraduate work in the department.</li> <li>• Felt that courses in philosophy were intellectually stimulating.</li> <li>• Believed that their philosophy courses helped them in courses outside their major, as well as in activities outside the university. Students felt that non-majors should take more philosophy courses.</li> </ul> <p>In addition, enrollment in the major has increased by more than 30 percent.</p> <p><b>Curricular Assessment/Change</b></p> <ul style="list-style-type: none"> <li>• Continued offering new student orientation seminar, led by advanced undergraduates.</li> <li>• Switched times 100-/200-level and advanced courses are offered.</li> <li>• Created with the Mathematics Department a BA in math that requires students to take what amounts to a minor in philosophy.</li> <li>• Added two freshman seminars, an honors course, and a special writing course for EOP students.</li> <li>• Assessed last year's donor-funded five small ethics courses for freshmen. Courses were extremely successful.</li> <li>• Graduated the first History and Philosophy of Science major.</li> </ul>	<ul style="list-style-type: none"> <li>• Considering the option of a senior thesis for students who plan to go to graduate school.</li> <li>• Considering the possibility of an honors seminar, open to all students who hope to take honors in philosophy.</li> </ul>

<b>COLLEGE OF ARTS AND SCIENCES</b>				
<b>MAJOR</b>	<b>CONTACT</b>	<b>GOALS FOR STUDENT LEARNING</b>	<b>ASSESSMENT AND RESULTS</b>	<b>NEXT STEPS</b>
<b>Physics</b>	Oscar E. Vilches vilches@phys.		<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• Exit surveys show that students are satisfied with the major.</li> <li>• Lunch meeting held with students to discuss exit survey findings.</li> </ul> <p><b>Curricular Assessment/Change</b></p> <ul style="list-style-type: none"> <li>• Added staff to advising office to help with needs created by increase in enrollment.</li> <li>• Carefully analyzed exit surveys and made changes based on students' recommendations.</li> <li>• Improved articulation between departmental and community college courses.</li> </ul>	
<b>Political Science</b>				

COLLEGE OF ARTS AND SCIENCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Psychology	Beth Kerr bkerr@u.		<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• Exit surveys showed that students' confidence in their knowledge about human/animal behavior and the quantitative aspects of research remains high. Ratings for written and oral presentation skills have improved over the years but are still lower than we would like them to be. This year we replaced a single question about computer skills with two questions: one for web-based research skills and one for computer data-analysis skills.</li> </ul> <p><b>Curricular Assessment/Change</b></p> <ul style="list-style-type: none"> <li>• This year we began to phase in new psychology degree programs. In our revised curriculum, we stream majors and non-majors separately once past the introductory Psych 101 course and a natural-world Psych 202 Biopsychology course. An important aspect of the changes is separate 300-level survey core courses for majors in areas such as cognitive psychology, perception, developmental psychology, social psychology, and personality - all with methodology (Psych 209) and Biopsychology (Psych 202) as prerequisites.</li> <li>• During the 01-02 academic year we added Psych 202, implemented changes to Psych 209 and statistics courses, and added one of the new 300-level majors core courses (abnormal psychology).</li> <li>• This coming year we will offer and require 300 level core courses designed for majors. These majors core courses (e.g. Psych 306 Developmental Psychology) have appropriate prerequisites, require involvement with primary literature, data collection and data analysis, and have more writing. We will devote planning time to changes needed at the 400 level (new courses, changes to prerequisites for existing 400 level courses, capstone courses, seminars, and so forth) with a goal of implementing these changes during the 03-04 academic year.</li> </ul>	Data collected from exit questionnaires during the past few years should provide a useful comparison data set for results obtained as we evaluate the new BA and BS programs as they are phased in over the next few years.

COLLEGE OF ARTS AND SCIENCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<b>Scandinavian Studies</b>	Terje Leiren leiren@u.	To foster student knowledge and understanding of the Scandinavian and Baltic countries and to allow students the opportunity to succeed in an increasingly diverse, multi-cultural, and global community where knowledge of various languages and cultures play significant roles.	<p><b>Assessment of Student Learning</b> Classroom assessment, various methods.</p> <p><b>Curricular Assessment/Change</b></p> <ul style="list-style-type: none"> <li>Established course offerings; redesigned several course.</li> <li>Implemented trial program of capstone course and peer review of research papers.</li> <li>Implemented regular study abroad program with faculty participation.</li> </ul>	<ul style="list-style-type: none"> <li>Finalize capstone course experience.</li> <li>Continue to develop exit survey.</li> <li>Continue to develop study abroad and exchange opportunities.</li> <li>Continue to seek ways to integrate internship programs into curriculum</li> </ul>
<b>Slavic Languages and Literature</b>	Galya Diment galya@u.		<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>Classroom assessment, various methods.</li> <li>An exit exam, created by Lecturer Eloise Boyle, was administered for the first time spring quarter to students completing fourth-year Russian.</li> </ul> <p><b>Curricular Assessment/Change</b></p> <ul style="list-style-type: none"> <li>Previously, Russian study abroad credits were possible only for students participating in the UW-affiliated St. Petersburg program. These courses have now been made more generic - the reference to St. Petersburg has been eliminated to accommodate the granting of credit to the increasing number of students choosing to participate in non-UW programs.</li> <li>More and more students are choosing to study in Eastern Europe. To facilitate the granting of credit for their study, we have created courses similar to those available for students studying in Russia.</li> <li>A new course, Slavic 426—Ways of Feeling: Expression of Emotions Across Languages and Cultures—will be offered for the first time Winter 2003.</li> <li>The Russian Language and Literature Concentration, the Russian Language and History Concentration, and the East European Languages Concentration require a cumulative GPA of 2.50 in all RUSS and SLAV courses and a minimum grade of 2.0 in each course presented for the major.</li> </ul>	

COLLEGE OF ARTS AND SCIENCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Sociology				
Spanish and Portuguese Studies	Cynthia Steele cynthias@u  Anthony Geist tgeist@u	In our language classes at the 100-, 200-, and 300 levels, we continue working to bring our programs into compliance with the National Foreign Language Teaching Standards.	<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>Classroom assessment, various methods.</li> <li>Continued community internships in SPAN 301 and 302 (Intermediate Grammar).</li> </ul> <p><b>Curricular Assessment/Changes</b></p> <ul style="list-style-type: none"> <li>Changed study abroad program in Oaxaca, Mexico to a second-year program offered once a year in the Fall.</li> <li>Jointly with CHID, planned study abroad program in Chiapas, Mexico, to be offered every other year in the Spring.</li> <li>Secured approval for SPAN 316, the third quarter of a third-year language sequence for Spanish heritage students; and for SPAN 306 Mexican Literature.</li> <li>Began offering newly approved SPAN 334 Latin American Cinema and SPAN 487 Mexican Cinema.</li> <li>Revamped our SPAN 321 (Introduction to Literature in Spanish) as a lecture course with sections, to be offered once a year, beginning in the Fall.</li> </ul>	<ul style="list-style-type: none"> <li>Implement curricular changes</li> </ul>

COLLEGE OF ARTS AND SCIENCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Speech and Hearing Sciences	Janice Kim janicek@u.	<ul style="list-style-type: none"> <li>• Have a general knowledge of the mechanisms involved in speech, language and hearing.</li> <li>• Have an understanding of normal acquisition of speech and language.</li> <li>• Have the ability to analyze language in terms of its auditory, phonetic, phonological, morphological and syntactic properties.</li> <li>• Understand the etiology and nature of communication disorders across the lifespan.</li> <li>• Understand the principles and procedures for the diagnosis and treatment of speech, language and hearing disorders.</li> <li>• Have the ability to carry out strategies for solving scientific problems.</li> <li>• Have an ability to read and understand relevant literature.</li> <li>• Have an awareness of the societal implications of language differences and of disorders of speech, language and hearing.</li> <li>• Have had the opportunity to gain experience with a research project.</li> <li>• Have had an introduction to the opportunities in, and requirements for, careers available to those in the speech and hearing sciences.</li> <li>• Understand the manner in which context (specifically, situational, social/interpersonal and cultural context) influences communication and disorders.</li> <li>• Understand the social-cultural aspects of communication development and disorders</li> </ul>	<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• Portfolios –class offered each year for all majors.</li> <li>• Capstone course offered Spring (and Summer) of senior year.</li> <li>• Faculty participation with the Center for Instructional Development and Research (CIDR) and Annual Faculty Workshops on Teaching and Learning.</li> </ul> <p><b>Curricular Assessment/Changes</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Continued expansion of the Student Tech Fee funded computer labs located in the dept, including the addition of laptops funded. 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.</li> <li>• Established a student research lab to enable student-initiated research from funds from Student Tech Fee.</li> <li>• Assisted in obtaining approval for American Sign Language Institute of Seattle (ASLIS) to offer American Sign Language (ASL) to UW students (currently not taught at UW).</li> <li>• Ongoing participation 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.</li> <li>• Completed departmental strategic plan.</li> <li>• Completed 10 year review.</li> </ul>	<ul style="list-style-type: none"> <li>• Review undergraduate program and the curriculum as identified in the Strategic Plan.</li> <li>• Continue to improve channels of communication with related departments/ majors so our students can be better informed about opportunities, events, classes, related to the field but outside SPHSC (e.g. <i>Fireside Chats</i>).</li> <li>• 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. Exploring possibility of adding alumni section to dept website and/or using Catalyst web survey resources for continued connections with alumni.</li> <li>• Continue curriculum critique focus group with graduating undergraduates and postbaccalaureates.</li> </ul>

COLLEGE OF ARTS AND SCIENCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p><b>Speech Communication</b></p> <p>See "Communication"</p> <p>Communication and Speech Communication Departments merged, 2002</p>				
<p><b>Statistics</b></p>	<p>Addi Atkins atkins@stat.</p>		<p><b>Assessment of Student Learning</b> Classroom assessment, various methods.</p> <p><b>Curricular Assessment/Change</b> Currently continuing a complete review of our undergraduate program, begun last year, and partly funded by NSF money.</p>	<p>Continue undergraduate program review.</p>

COLLEGE OF ARTS AND SCIENCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Women Studies	<p>Tamara Meyers tmeyers@u.</p> <p>Judith Howard jhoward@u.</p>	<p>We have articulated a set of goals in our stated teaching mission, noted in our Strategic Plan. We seek to:</p> <ul style="list-style-type: none"> <li>Educate students in the body of theoretical knowledge that constitutes global studies of women and gender.</li> <li>Generate significant, meaningful, and innovative student scholarship.</li> <li>Train students to think creatively and critically reflect on the politics of knowledge production.</li> <li>Teach students different modes of inquiry and foster methodological rigor.</li> <li>Provide research, internships, and service learning opportunities for active and student-centered learning that contribute to social justice.</li> <li>Prepare students for engaged citizenship in an increasingly diverse, technological, and global society.</li> </ul> <p>There are a number of concrete mechanisms through which we seek to achieve these learning goals. One of these mechanisms is a service learning component that was introduced into the Women Studies curriculum in the form of a required practicum some years ago. The opportunity for service learning is offered in a variety of our courses on a regular basis, including the introductory service course, WOMEN 200. This year service learning was also a key component of a course on "Feminist Pedagogies" developed through a Huckabay Teaching Fellowship and taught in Spring 2002</p>	<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>Classroom assessment, various methods.</li> <li>Senior thesis required to complete the major in Women Studies.</li> <li>All majors complete a required internship, documented through a contract and evaluation forms.</li> <li>Exit surveys with graduating seniors, as well as an informal collective discussion among the seniors. Among the key indicators from the survey are questions about particularly valuable courses and quality of teaching, any particularly unsuccessful courses and quality of teaching, significant experiences with feminist and social theories, methodologies, writing skills, critical reasoning skills, research skills, capacities for citizenship in an increasingly diverse global society, experiences with the senior thesis, required internship, other service learning experiences, and so forth.</li> <li>Survey of undergraduate students, 56 of whom were Women Studies majors and minors, and 259 of whom were non-majors who had taken Women Studies courses. The survey assessed, among other things, student perceptions of their educational experiences, service learning, development of skills, and related topics.</li> <li>Three students presented at the Mary Gates Undergraduate Research Symposium in Spring 2001, and one received a Mary Gates Leadership grant.</li> </ul> <p><b>Curricular Assessment/Change</b></p> <ul style="list-style-type: none"> <li>Used a variety of programmatic indicators to assess the quality of our undergraduate programs, including the ratio of applications to admissions, students' GPA, the number of students in under-represented groups, the number of Student Credit Hours taught by tenure/tenure track/fixed term faculty, student credit hours per FTE faculty, course contact hours per week per FTE faculty, the number of degrees, and so forth.</li> </ul>	<ul style="list-style-type: none"> <li>Other issues were identified through the curricular review, the senior exit interviews, and other forms of feedback. A key concern is the lack of sufficient methodological training, particularly in advance of the senior thesis experience; accordingly, development of methods training and coursework will be a major focus for our coming year.</li> <li>We also plan to think through the overall design of the senior thesis experience, focusing on both the preparation for the senior thesis, and the mentoring relationship with the senior thesis advisor(s). Implement the design and execution of an "intake survey" for new majors, to encourage students to develop self-study objectives and goals, and to enhance assessment of experiences with the major.</li> </ul>

COLLEGE OF ARTS AND SCIENCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p><b>Women Studies (continued)</b></p>		<p>Every undergraduate major in Women Studies receives individualized instruction through a required service internship and a three-quarter, 15-credit capstone Senior Thesis. There are also opportunities for research apprenticeships that allow students to engage in individual research or work with a faculty member. On average, approximately 130 students per year, about 12% of all undergraduates in upper division courses, receive individualized instruction. (This exceeds considerably the UW Accountability Plan goal of 5% by the year 2004-5.)</p>	<p><b>Curricular Assessment/Change (cont'd):</b></p> <ul style="list-style-type: none"> <li>Two faculty members received awards: Professor Priti Ramamurthy received the 2002 Distinguished Teaching Award and Professor Nancy Kenney received the first Innovation in Service Learning Award from the Carlson Center.</li> <li>In terms of learning outcomes, we consider the quality and coherence of the curriculum, the employment of graduates in appropriate settings, and the number of students continuing on to graduate school. As indicators of educational experiences and student satisfaction, we consider the percentage of majors involved in individualized learning, research, service learning, teaching or tutoring, participation in study abroad programs, and so forth.</li> <li>During the past two years, conducted a comprehensive review of our undergraduate curriculum. Students participated in every phase of this review, offering their informed experiences and assessments in both critiquing the existing curriculum and designing curricular changes that would be responsive to this review. During this past year the curriculum committee and the faculty discussed the proposed revisions and adopted a set of curricular changes.</li> <li>In July 2002 all proposed changes to the requirements for the major were submitted to the College Curriculum Committee; proposals for several new courses that address curricular needs identified through this review were also submitted.</li> <li>Adopted and enacted a policy to include undergraduate and graduate representatives on our departmental committees, which has, in effect, proved crucial for adequate assessment, particularly through student participation on the curriculum committee.</li> <li>Developed a permanent service learning component in selected women studies courses.</li> </ul>	<ul style="list-style-type: none"> <li>Offer writing links (through the IWP) with WOMEN 200 in Autumn and Winter quarters and WOMEN 310 in Spring quarter in order to allow us to deepen our students' opportunities to develop their writing skills.</li> <li>Surveyed all current adjunct faculty and invited approximately 20 new faculty to become adjunct departmental faculty. As part of this survey, we have collected information on a number of courses that intersect with our tracks of concentration and thus will be of interest to our student majors and expand the depth of their feminist scholarship. During the coming year we intend to systematize the listing and posting of such courses.</li> </ul>
<p><b>Zoology</b> See Biology</p>				

SCHOOL OF BUSINESS ADMINISTRATION				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Business	Roland E. (Pete) Dukes rdukes@u.		<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>Classroom assessment, various methods.</li> <li>Track employers ratings of UW undergraduates.</li> </ul> <p><b>Curricular Assessment/Change:</b></p> <ul style="list-style-type: none"> <li>Implemented undergraduate curriculum review in all departments (Accounting, Finance and Business Economics, Management and Organization, Management Science and Marketing and International Business). Goal of this review was to assure that all courses are relevant to current practices and meet the mission of the Business School: a focus on technology and entrepreneurship.</li> <li>Program for Entrepreneurship and Innovation underwent extensive program review resulting in a program revision. Program was renamed Entrepreneurship with different required courses and program is now limited to Business School majors only. Many of the courses associated with the program were renumbered and renamed to provide consistency and a logical progression through the program. New courses in complementary departments were developed: FIN 457 (Entrepreneurial Finance) and MKTG 455 (Entrepreneurial Marketing) to address specific curricular needs. The Program on Entrepreneurship and Innovation eliminated the minor that had been open to non-Business majors.</li> <li>Finance Department: This department added a formal option consisting of five required courses, two required and three electives to be completed with a minimum 2.5 GPA. Several new courses were created including FIN 454 (Business Valuation, Investment and Financing), (FIN 457 Entrepreneurial Finance) and FIN 495 (Finance Internship).</li> </ul>	We will continue to assess and evaluate the changes implemented during 2001-2002 to monitor how the changes facilitate student learning and degree progress.

SCHOOL OF BUSINESS ADMINISTRATION				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Business (continued)			<p><b>Curricular Assessment/Change (continued):</b></p> <ul style="list-style-type: none"> <li>• Management and Organization: Two new courses were approved to serve student needs, MGMT 303 (Career Development Workshop) and MGMT 404 (Protecting International Property in a Global Economy). Further, to promote uniformity within the department, the designations B POL, OE and HRMOB were discarded in favor of MGMT. So courses received new designations and, in some cases, new numbers to allow sub-areas of Management and Organization to be grouped together. This change in designation is currently before the Faculty Council on Academic Standards and we expect approval during autumn quarter. Other courses were dropped from the curriculum to keep pace with changes in Business including B POL 474 (Small Business Management), B POL 480 (Business Simulation), B POL, HRMOB and OE 490 (Special Topics classes) dropped in favor of MGMT 490 (Special Topics in Management).</li> <li>• Management Science: New courses IS 310 (Fundamentals of Business Information Technologies) and OPMGT 461 (Business Process Design) were added to the curriculum. Other courses had new prerequisites put in place to reflect IS 310 as a gateway courses to upper division courses. Q METH 300 and 302 were dropped from the curriculum.</li> <li>• Marketing and International Business: A formal marketing option was added to the curriculum consisting of five courses, two required and two electives to be completed with a minimum 3.0 GPA. B CMU 301 was revised to reflect the needs of the Business School curriculum.</li> <li>• Consistency was achieved as the following departments added 495 classes, internship offerings, in the following departments: FIN, I BUS, and MKTG. The 495 designation already existed in ACCTG and IS.</li> </ul>	

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Aeronautics and Astronautics	Scott Eberhardt scott@aa.		<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• Competency exams in some courses.</li> <li>• Self-assessment of proficiency in course objectives.</li> <li>• Self-assessment of proficiency in program objectives.</li> <li>• Entrance and exit interviews</li> <li>• ABET Accreditation.</li> <li>• Exit surveys.</li> <li>• Five-year alumni surveys.</li> <li>• Capstone design projects reviewed by outside, industry partners.</li> </ul> <p><b>Results</b></p> <ul style="list-style-type: none"> <li>• Achieved all program learning outcomes on program objectives except one.</li> <li>• Demonstrated improvements in proficiency in program topics</li> <li>• Achieved learning outcomes for most courses</li> </ul> <p><b>Curricular Assessment/Changes</b> None</p>	<ul style="list-style-type: none"> <li>• Continue move towards quality improvement focus.</li> <li>• Promote communication, collaboration and standardization in core courses.</li> <li>• Increase WEB presence of assessment results.</li> </ul>

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Bioengineering	Kelli Nichols knichols@u.	For our program we use ABET outcomes A-K, plus three additional outcomes specific to bio-engineering. Each undergraduate course also has a set of identified outcomes.	<p><b>Assessment of Student Learning</b> Assessment of Student Learning, other than grades:</p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• Senior capstone research/design course and project.</li> <li>• Increasing numbers of freshmen, sophomores, and juniors involved in research.</li> <li>• Poster competition to promote UG research.</li> <li>• Quarterly UG meetings with the Chair.</li> <li>• Quarterly Student Advisory Board meetings with the Chair.</li> </ul> <p><b>Curricular Assessment/Change:</b></p> <ul style="list-style-type: none"> <li>• Undergraduate TA's in junior core courses.</li> <li>• Undergraduates have quarterly meetings with Chair.</li> <li>• Undergraduate student leaders presented critique of curriculum to Curriculum Committee.</li> <li>• Undergraduate student serves on Curriculum Committee.</li> <li>• CIDR evaluation with junior class at end of core sequence.</li> <li>• Direct admission of a small number of highly qualified freshmen to program.</li> <li>• Development of departmental honors requirement.</li> <li>• Now underway: curriculum revisions to meet ABET standards, development of new freshman-sophomore level bioengineering course.</li> <li>• Ongoing revision of new core sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of comprehensive assessment plan for curriculum and student learning (in preparation for eventual ABET accreditation).</li> <li>• CIDR evaluation of graduating seniors.</li> <li>• Departmental survey (web-based) of graduating seniors.</li> <li>• Internship development.</li> </ul>

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<b>Chemical Engineering</b>	Eric M. Stuve stuve@u.	<p>Goals for student learning are listed in the department's Accountability Plan (adopted Nov. 1998). Three layered sets of outcomes comprise the goals:</p> <ul style="list-style-type: none"> <li>• ABET outcomes, as specified in criterion 3 (a-k).</li> <li>• AIChE (American Institute of Chemical Engineers) outcomes:                             <ul style="list-style-type: none"> <li>➤ Thorough knowledge of chemistry.</li> <li>➤ Working knowledge of chemical engineering principles to include safety and environmental aspects.</li> </ul> </li> <li>• Departmental outcomes:                             <ul style="list-style-type: none"> <li>➤ Open-ended problem solving ability.</li> <li>➤ Making reasonable assumptions.</li> <li>➤ Computer usage.</li> <li>➤ Industrial practice.</li> <li>➤ Advanced graduate training.</li> <li>➤ Applying the concepts of a well-balanced education to professional and personal life.</li> <li>➤ Continuing education for practicing professionals.</li> <li>➤ Integration of oral and written communications into coursework.</li> </ul> </li> </ul>	<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• Senior focus groups, lead by CIDR facilitators.</li> <li>• Public presentation of senior capstone design projects</li> <li>• Descriptive comments and numerical evaluations of the ABET criterion 3 (a-k) learning outcomes on course evals.</li> <li>• Collegial review of teaching by faculty groups within the department.</li> <li>• Solicited comments by interviewers and practicing engineers who work with students on internships or design problems.</li> <li>• Surveys of alumni and their employers 2 and 5 years after graduation.</li> </ul> <p><b>Curricular Assessment/Changes</b></p> <ul style="list-style-type: none"> <li>• End of year interviews with seniors. This meeting brought to light the need for a course in chemical engineering computer methods and changing the organization of our Unit Operations Laboratory (ChemE 436) to decrease the high work load.</li> <li>• More computer facilities need for undergraduates.</li> <li>• Faculty engaged in year-long exercise in 01-02 to identify new curriculum directions from a list of options: experiential learning, product engineering/design, integration of teaching and research, case studies, communications and teaming, business and engineering, and molecules-to-products. This study concluded that the present curriculum is still very good as it emphasizes the fundamentals of mathematics, chemistry, and physics with respect to chemical engineering principles. The curriculum already includes experiential learning, communications and teamwork, and integration of teaching and research. The curriculum will be reviewed and revised to increase the integration of teaching and research and make more apparent the relationship between required and elective courses.</li> <li>• Two new courses added to fuel cell curriculum: Introduction to Fuel Cells (CHEM E 345) and Solid Oxide Electrolytes and Fuel Cells (CHEM E 446).</li> <li>• The Department of Chemical Engineering is fully accredited by ABET through September 30, 2008.</li> </ul>	

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Civil and Environmental Engineering	Greg Miller gmiller@u.	<p>Students must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Apply knowledge of mathematics, science, and engineering.</li> <li>• Design and conduct experiments, as well as to analyze and interpret data.</li> <li>• Design a system, component, or process to meet desired needs.</li> <li>• Function on multi-disciplinary teams.</li> <li>• Identify, formulate, and solve engineering problems.</li> <li>• Understand professional and ethical responsibility.</li> <li>• Communicate effectively.</li> <li>• Understand the impact of engineering solutions in a global and societal context.</li> <li>• Recognize the need for and to engage in life-long learning.</li> <li>• Know about contemporary issues.</li> <li>• Use the techniques, skills, and modern engineering tools necessary for engineering practice.</li> </ul> <p>See also <a href="http://octavia.ce.washington.edu/abet">http://octavia.ce.washington.edu/abet</a></p>	<p><b>Assessment of Student Learning</b></p> <p>Our assessment seeks primarily to confirm that students are achieving the desired outcomes, but we also look for quality measures. The Educational Assessment Committee oversees and manages this process annually. The following set of outcomes assessment mechanisms are currently being used:</p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• Senior seminar on professional practice.</li> <li>• Fundamentals of Engineering Exam, taken by the majority of students and representing a necessary step for most into professional practice. As an independent, external metric, it provides one important measure of our success. We include the results in our annual program assessment, specifically focused on tracking Program Educational Objectives. The detailed exam results are distributed to faculty so that they can monitor how students are performing in those areas for which they have instructional responsibility.</li> <li>• Alumni Surveys, conducted by the Office of Educational Assessment.</li> <li>• Writing assessment. A college-wide set of writing standards were developed and a process was put in place to assess student writing performance at a programmatic level, i.e., outside the scope of any particular course. Working with the Department of Technical Communication, each department supplies a set of writing samples that are assessed using a scoring rubric against the writing standards.</li> </ul> <p><b>Curricular Assessment/Change</b></p> <ul style="list-style-type: none"> <li>• The Department’s visiting committee provides direct input concerning program quality and directions from an industrial perspective and can also provide feedback concerning student learning outcomes.</li> <li>• The department underwent its 10-year review in 2001 and the results on the undergraduate program were very positive.</li> <li>• Joint project with the college’s Center for Excellence in Learning and Teaching to assess the senior seminar in relation to the ABET framework. This work produced a valuable assessment of student learning and was sufficiently interesting that papers have been written about the study.</li> </ul>	

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Computer Science and Engineering	Craig Chambers chambers@cs.		<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• Capstone courses and senior research projects.</li> <li>• Exit surveys of graduating seniors. Feedback is used to evaluate programs and services.</li> <li>• Anonymous form available to students on CSE home page.</li> <li>• Monthly department-sponsored lunches and discussion with the Chair.</li> <li>• Presentations (posters, demos) at the annual affiliates meeting.</li> <li>• Undergraduate research participation (only mandatory for honors students, but open to all).</li> <li>• Alumni surveys.</li> </ul> <p><b>Curricular Assessment/Changes</b></p> <ul style="list-style-type: none"> <li>• Revised the CSE introductory programming courses (CSE 142 and 143), including switching to the Java programming language, to allow for an increased focus on the concepts of programming, as opposed to the details of machine-level implementation and execution.</li> <li>• Added several senior-level capstone courses (operating systems, advanced internet systems).</li> <li>• Continued use of undergraduate teaching assistants, which provides close contact with faculty, clear indication of quality of education, and a direct feedback path from current students.</li> </ul>	<ul style="list-style-type: none"> <li>• The department plans to turn its attention to updating and revising the junior year (300 level) major's courses.</li> <li>• Trial seminar for incoming freshman admitted directly into CSE major (Early Decision program).</li> <li>• Continue to add and revise capstone courses to increase availability and breadth of material in response to student feedback.</li> </ul>

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<b>Electrical Engineering</b>	Rich Christie christie@ee.	<p>Our program has been carefully designed to provide our students with excellent classroom and laboratory instruction. Our educational mission shall be fulfilled by meeting the following set of objectives. Our graduates will:</p> <ul style="list-style-type: none"> <li>• Be instructed by outstanding faculty, whose expertise covers a wide range of specialties, and who actively participate in advanced research and development.</li> <li>• Learn the fundamentals of electrical engineering through a broad set of required core courses that apply science and mathematics to engineering and require effective oral and written communications.</li> <li>• Apply engineering fundamentals to a selected specialty of electrical engineering, culminating in a significant design experience.</li> <li>• Apply a variety of modern software tools and laboratory equipment to engineering design and analysis in an environment that emphasizes teamwork.</li> </ul>	<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• Annual undergraduate survey of outcome achievement.</li> <li>• Student evaluation of course outcome contribution (all courses).</li> <li>• Required capstone design course.</li> <li>• Increasing research opportunities for undergraduates.</li> <li>• Curriculum flexibility supports co-op (internship) experiences.</li> <li>• Consultation with Corporate and Professional Advisory Board (CPAB) for industry feedback.</li> </ul> <p><b>Curricular Assessment/Changes</b></p> <ul style="list-style-type: none"> <li>• ABET Accreditation visit passed with clean sheet, Fall 2001.</li> <li>• 10 year Program Review completed Winter 2001.</li> <li>• Ongoing Continuous Improvement Program for periodic review and improvement of undergraduate curricular elements, including:                         <ul style="list-style-type: none"> <li>➢ Course offerings (every course)</li> <li>➢ Course syllabi (triennial)</li> <li>➢ Group curricula (triennial)</li> <li>➢ Undergraduate curriculum (triennial)</li> <li>➢ Laboratory facilities (annual)</li> <li>➢ Computing facilities (annual)</li> </ul> </li> <li>• Completed curricular review activities for 2001-02 and improvements are documented.</li> <li>• Continuous Improvement Program also schedules periodic curricular assessment, including:                         <ul style="list-style-type: none"> <li>➢ Program review--small-group discussion conducted by CIDR (annual)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• "Clean sheet" undergraduate curriculum redesign, AY 2002-2003.</li> <li>• Close loop from assessment results to curricular improvement.</li> <li>• Continue execution of Continuous Improvement Program.</li> </ul>

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Electrical Engineering (continued)		<ul style="list-style-type: none"> <li>• Explore the opportunity for significant extra-curricular undergraduate experience, through participation in research projects, industrial co-op, EE student organizations, and engineering service to the community to better understand the societal impact of engineering activities.</li> <li>• Exhibit the creativity and innovation needed for life-long learning in the rapidly changing field of electrical engineering.</li> </ul> <p>Our outcomes are:</p> <ul style="list-style-type: none"> <li>• An ability to apply knowledge of mathematics, science, and engineering.</li> <li>• An ability to design and conduct experiments, as well as to analyze and interpret data.</li> <li>• An ability to design a system, component, or process to meet desired needs.</li> <li>• An ability to function on multi-disciplinary teams.</li> <li>• An ability to identify, formulate, and solve engineering problems.</li> <li>• An understanding of professional and ethical responsibility.</li> <li>• An ability to communicate effectively.</li> </ul>	<p><b>Curricular Revision/Change (continued)</b></p> <ul style="list-style-type: none"> <li>➤ Alumni surveys conducted by OEA (biannual)</li> <li>➤ Course portfolio review of collected student work (annual)</li> <li>➤ Undergraduate survey (annual)</li> <li>➤ Co-op (internship) credits to count towards degree</li> <li>➤ Small numbers of exceptional freshmen admitted directly to the major</li> <li>• Implemented freshman EE course for all: EE 299 Secret Life of the Electron.</li> <li>• Implemented undergraduate seminar providing career guidance for juniors.</li> </ul>	

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Electrical Engineering (continued)		<ul style="list-style-type: none"> <li>• The broad education necessary to understand the impact of engineering solutions in a global and societal context.</li> <li>• A recognition of the need for, and an ability to engage in life-long learning.</li> <li>• A knowledge of contemporary issues.</li> <li>• An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice an ability to apply knowledge of probability and statistics, including applications appropriate to electrical engineering.</li> <li>• An ability to apply knowledge of mathematics through differential and integral calculus, basic sciences, and engineering sciences necessary to analyze and design complex electrical and electronic devices, software, and systems containing hardware and software components.</li> <li>• An ability to apply knowledge of advanced mathematics, including differential equations, linear algebra, complex variables, and discrete mathematics.</li> </ul> <p>(These are identical with the ABET EC 2000 outcomes and EE program outcomes.)</p>		

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<b>Industrial Engineering</b>	Tony Woo twoo@	<p>Industrial Engineering has been involved in a program review process since 1998. At that time we established the goal of matriculating and graduating students who become:</p> <ul style="list-style-type: none"> <li>• Successful employees in engineering and other professions.</li> <li>• Lifelong learners manifested by advanced degrees and changes in their profession.</li> <li>• Good citizens of the world, holding onto the invariants of ethics and humanity, amidst the changes.</li> </ul> <p>The faculty then discussed, developed, and approved five objectives, including specific desired outcomes, strategies and actions to be taken to achieve them. The objectives are as follows:</p> <ul style="list-style-type: none"> <li>• Our graduates will be proficient in mathematics, sciences, engineering fundamentals, and the use of computers.</li> <li>• Our graduates will have a broad knowledge of the various Industrial Engineering methods and tools associated with manufacturing systems, operations research, quality engineering and human factors.</li> <li>• Our graduates will have the ability to apply engineering design methods and tools to represent, integrate and solve problems, including the ability to recognize problem context and integrate knowledge and skills from allied disciplines.</li> <li>• Our graduates will have the ability to communicate effectively.</li> </ul>	<p>IE uses a variety of tools to assess student learning. To measure student perceptions:</p> <ul style="list-style-type: none"> <li>• Junior surveys.</li> <li>• Senior surveys.</li> <li>• Senior-level focus groups.</li> <li>• Senior exit interviews.</li> <li>• Class evaluations for all undergraduate courses.</li> <li>• Coop student surveys.</li> <li>• Most recently the Student Advisory Board instituted a student Suggestion Box. SAB members collected student suggestions in classes and the new Student Resource Center. The SAB also held an open forum to allow students to come together and discuss the issues raised by the Suggestion Box. The SAB was able to identify general areas of concern and suggest possible solutions regarding facilities, advising, coursework, student organizations, and instructors. A written summary of the suggestions was distributed to faculty and staff.</li> </ul> <p>To measure student performance:</p> <ul style="list-style-type: none"> <li>• Capstone design class for seniors. Final projects are judged by a panel of industry representatives. Oral presentations are made in a public symposium.</li> <li>• This year a rubric was designed by the faculty to use in scoring.</li> <li>• Concept maps of Industrial Engineering by capstone design teams.</li> <li>• Classwork from courses.</li> <li>• Student performance on experimental tasks                         <ul style="list-style-type: none"> <li>➢ Word association task</li> <li>➢ Concept relations task</li> <li>➢ Problem scoping task</li> </ul> </li> <li>• Writing evaluations – comparison of student writing in IE 237, Introduction to Manufacturing Systems, and TC 333, Advanced Technical Writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Results of the student Suggestion Box have been discussed by the faculty and staff. Some changes are being made while others may take more time. Professor Woo will meet with the SAB this Autumn Quarter to continue discussions regarding IE’s continuous improvement.</li> <li>• As stated above, IE expects a report from the accreditation site team shortly. Suggestions for changes will be discussed by faculty, staff, and students.</li> <li>• Data will continue to be collected on student performance as well as student, industry, and alumni perceptions. 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.</li> </ul>

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p><b>Industrial Engineering (continued)</b></p>		<ul style="list-style-type: none"> <li>• Our graduates will possess the professional characteristics of leadership, ethics, and the ability to motivate and work with others.</li> <li>• Courses were mapped to objectives and goals to determine strengths and weaknesses in achieving goals and objectives. Benchmarking information was collected comparing UW IE with peer institutions elsewhere as well as with departments within the College of Engineering.</li> </ul> <p>Both in their third year, the IE Visiting Committee (VC) and Student Advisory Board (SAB) have been involved in this process since the beginning</p>	<p><b>Assessment of Student Learning (continued)</b></p> <ul style="list-style-type: none"> <li>• The participation of undergraduate students in faculty research.</li> <li>• The number of students presenting in the Undergraduate Research Symposium.</li> </ul> <p>To measure perceptions by selected constituencies:</p> <ul style="list-style-type: none"> <li>• Feedback from IE Visiting Committee on the quality of IE graduates.</li> <li>• Feedback from the IE Student Advisory Board regarding courses, instruction and other educational concerns.</li> <li>• Feedback from Student Suggestion Box.</li> <li>• Survey of co-op student sponsors.</li> <li>• Survey of Senior Design sponsors.</li> <li>• The IE Visiting and Student Advisory Committees continue to advise the program on a variety of issues ranging from strategic planning to curriculum restructuring.</li> </ul> <p><b>Curricular Assessment/Changes</b></p> <p>Input from constituencies is used to revise the educational objectives and drives curriculum redesign:</p> <ul style="list-style-type: none"> <li>• Students did not see much exposure to ethics and professional practice issues in the curriculum. In response, a course on ethics called "The Ethical Analyst," was offered Autumn Quarter, 2001.</li> <li>• Students expressed a high degree of confidence in their teamwork skills and felt that they have ample opportunities to be members of work teams in their classes. Many IE courses contain team project work as part of the class. The faculty intends to continue this emphasis.</li> <li>• Students felt that they needed more IE courses to choose from. In response, new courses offered over the past three years include:             <ul style="list-style-type: none"> <li>➤ Industrial Integration on the Internet</li> <li>➤ Information Systems</li> <li>➤ Professional Practice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The Visiting Committee, comprised mainly of industrial representatives, added its first K-12 representative this year. The Math Chair of Mercer Island High School has graciously agreed to join the VC and assist with outreach to K-12 teachers and students.</li> </ul>

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Industrial Engineering (continued)			<ul style="list-style-type: none"> <li>➤ Quantitative Methods in Human Factors</li> <li>➤ Web Enabled Inventory Systems</li> <li>➤ The Ethical Analyst</li> <li>➤ Web Enabled Collaborative Tools</li> <li>➤ Principles of Decision Quality</li> </ul> <p>With a faculty size of eight, it is difficult to increase the variety of courses offered. Through affiliate appointments, enabled by consecutive sabbatical leaves, opportunities for greater diversity arose. This required delicate financial management. As much as the effort and the result were appreciated by the students, continuation of the same practice into the future may not be tenable.</p> <ul style="list-style-type: none"> <li>• Students raised questions and concerns about the requirement of 9 credit hours in Mechanical Engineering. Together, ME 354 &amp; 355 totaled 9 credits students were required to complete. These two courses became technical electives. As a replacement, students may choose between two Industrial Engineering courses, and between a Chemical Engineering thermodynamics course and a Computer Engineering programming course on Java.</li> <li>• Both industry and student feedback pointed to the need for exposure to information technology and up-to-date software. The new courses that were delivered in the last year all had significant information technology emphases. In particular, Access was used as a tool in the Information Systems class, SPSS was the tool used in Quantitative Methods in Human Factors, and AutoCAD is now taught in the Introduction to Computational Manufacturing course.</li> <li>• Both industry and student feedback emphasized the importance of industry experience (for example through a co-op experience.) Co-op or internship experience is highly valued and supported by the faculty. A subcommittee of the Visiting Committee is exploring how to increase the number of co-op opportunities available to IE students.</li> </ul>	

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Industrial Engineering (continued)			<p><b>Curricular Assessment/Changes (continued)</b></p> <ul style="list-style-type: none"> <li>• The Student Advisory Board suggested a 1-credit Industrial Engineering introductory course to acquaint students with IE as a career possibility. IE 101 was developed by the faculty and has been approved as an official university course. The first offering will be Spring 2003.</li> <li>• Last November IE hosted a site visit from a team of the Accreditation Board for Engineering and Technology (ABET). The team reacted positively to IE's Self Study Report and the visit. They particularly praised IE's students for their involvement in the program. A final report regarding accreditation is expected shortly.</li> <li>• The undergraduate program now ranks among the top in the nation. Of Industrial/Manufacturing Schools whose highest degree is a Ph.D., UW IE is ranked 17<sup>th</sup> in the nation by US News and World Report for 2002.</li> <li>• Beginning Autumn Quarter 2002, four IE undergraduates will participate in a prototype BS/MBA program. IE students will still complete all of the normal BSIE degree requirements except that the BSIE technical elective requirement will be replaced with MBA elective courses. The program is designed to be completed in 5 years.</li> <li>• The faculty have implemented a new Freshman Admissions Policy to attract high-quality students.</li> <li>• A new IE alumni association is being formed and will begin meeting in Autumn 2002. This provides another opportunity to collect data for improving the program.</li> </ul>	

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p><b>Materials Science and Engineering</b></p>	<p>Rajendra K. Bordia bordia@u.</p>	<p>We expect our graduates will be able to:</p> <ul style="list-style-type: none"> <li>• Apply advanced science (such as chemistry and physics) and engineering principles to engineering systems.</li> <li>• Describe and apply the scientific and engineering principles underlying the four major elements of the field: structure, properties, processing and performance related to material systems.</li> <li>• Solve materials selection and design problems by integrating knowledge from each of the four elements of the field.</li> <li>• Utilize experimental, statistical and computational methods for analysis and design problems.</li> <li>• Use their hands-on laboratory experience to solve real engineering problems.</li> <li>• Have the needed background for effective practice in industry and government.</li> <li>• Have a sound, well-balanced education that will prepare them to understand their professional responsibilities and the basis for a thoughtful and responsible life.</li> <li>• Have experience in integrating engineering and materials design concepts with societal issues, including economics, ethics, quality and human values.</li> <li>• Are prepared to enter graduate programs, as appropriate to the student and the area of interest.</li> </ul>	<p><b>Assessment of Student Learning:</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• Student participation in experiential learning.</li> <li>• Feedback from students, alumni, industrial representatives, and the Department's Visiting Committee.</li> <li>• Assessment by faculty (includes course self-evaluation, discussions with the Chair, peer review of faculty and teaching effectiveness).</li> <li>• Number of students who participate in professional societies and department outreach activities.</li> <li>• Benchmarking with peer departments.</li> <li>• Evaluation of student writing abilities.</li> <li>• Co-ops and internships are available.</li> <li>• Entry interviews of first-quarter juniors.</li> <li>• The chair conducts exit interviews of graduating seniors with an emphasis on program improvement.</li> <li>• Undergraduate opinions on teaching and learning are solicited annually in meetings directed by CIDR.</li> <li>• Outside assessment of senior problem presentations by industrial representatives. Faculty use these assessments in the curricular development process.</li> </ul> <p><b>Curricular Assessment/Changes</b></p> <ul style="list-style-type: none"> <li>• Approved new single degree curriculum; will be implemented as of Autumn 2002 (rather than separate BS in Ceramic Engineering and a BS in Metallurgical Engineering). This includes a new junior core course sequence, a new senior core course sequence and new options for technical elective choices. Students are encouraged to select technical electives that reflect their academic interests and goals. While the number of required core courses decreased, the number of required technical electives credits increased from 7 to 16.</li> </ul>	<p>Continue to integrate feedback from students, alumni, industrial representative, and others into future curricular and developmental change, with an emphasis on receiving feedback from students on the new single degree program.</p>

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Materials Science and Engineering (continued)		<ul style="list-style-type: none"> <li>Have the ability to communicate effectively, orally and in writing, the concepts and results of engineering investigations to both technical and non-technical audiences.</li> </ul>	<p><b>Curricular Assessment/Change (continued)</b></p> <ul style="list-style-type: none"> <li>Will implement new junior sequence of <i>integrated</i> labs in 2002-2003 that will continue to emphasize experiential learning.</li> <li>Will implement new MSE 499 course for seniors that will be offered in the Winter 2003 quarter. MSE 499 course will emphasize research design and project report writing; designed to be taken in conjunction with required independent research credits.</li> <li>Upgraded MSE 310, the new introductory course. More emphasis is given in the curriculum to teamwork, ethics, and real life engineering design.</li> <li>Continuation of MSE 498, Sophomore Seminar for newly admitted juniors. Designed to acclimate new majors to the field of materials science and to the Department.</li> <li>Continuation of 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.</li> <li>Continuation of web-based information about undergraduate program requirements and opportunities.</li> <li>Continuation of Departmental Undergraduate Honors Program and 5 year BS/MS program option.</li> <li>Multiple professional development opportunities for students throughout the academic year. Includes resume review, job search strategies, interview techniques, meeting with company recruiters, facilitating interview visits.</li> </ul>	

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<b>Mechanical Engineering</b>	Michael Jenkins jenkinsm@u.	<ul style="list-style-type: none"> <li>• <i>Preparation for the profession.</i> At the end of their education, students should possess a tool chest of skills and knowledge that positions them for success as (1) entry-level engineers in existing firms, or (2) graduate students in any program in the country. This does not preclude other activities, such as volunteerism, self-employment, or academic study in another discipline. Students succeed in this goal by being able to:                             <ul style="list-style-type: none"> <li>➢ Use fundamental science and engineering analysis to solve engineering problems.</li> <li>➢ Successfully execute engineering designs, including effective use of project management tools.</li> <li>➢ Perform effectively in teams through oral, written and graphical communication.</li> </ul> </li> <li>• <i>Contribution to society.</i> Students succeed in this goal by being able to:                             <ul style="list-style-type: none"> <li>➢ Think critically, in the sense of broadly educated individuals.</li> <li>➢ Perform independent, informed analysis on issues inside and outside of technology.</li> <li>➢ Continue lifelong learning.</li> </ul> </li> </ul>	<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods including examinations where students demonstrate problem-solving skills.</li> <li>• Capstone design-related courses that include assessment of project presentations, design reports, and design team performance evaluations. Projects are normally assessed as group exercises.</li> <li>• Variety of capstone design projects with tangible end products including those based on industry-sponsored requests and those involving technological themes: Mechatronics, SAE-Formula car, Human-Powered Submarine, and Fuel Cells.</li> <li>• Surveys of graduating seniors and alumni (1 year and 5 years after graduation) to provide information on how well the Program has prepared students for professional practice and lifelong learning. (this is also an assessment method used for the ABET accreditation of the BSME program).</li> <li>• Student Advisory Committee meets regularly with the Chair to provide feedback on courses, instruction, and other educational concerns.</li> <li>• Departmental Visiting Committee provides feedback regularly on the quality of graduates.</li> <li>• Undergraduates' opinions on teaching and learning are solicited continually in an anonymous comment spot on the Departmental web page.</li> <li>• Written reports from students participating in the Co-op program are used to evaluate awarding individual credit for graduation.</li> </ul> <p><b>Curricular Assessment/Changes</b></p> <ul style="list-style-type: none"> <li>• Developed Mission, Goals and Outcomes for undergraduate BSME program.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote student presentations outside the Department for both ME395 Introduction to Mechanical Design and ME495 Mechanical Engineering Design (Senior Design).</li> <li>• More closely tie the curricular threads (e.g., mechatronics) to prototyped senior designs and industrial sponsorship.</li> <li>• Identify and query constituents and stakeholders for curricular development.</li> <li>• Refine the web-based information for assessment and accreditation for ease of retrieval by faculty, student and accreditation reviewers.</li> <li>• Conduct surveys on various activities such as ME Student Services, Summer Quarter course offerings, etc.</li> </ul>

<b>COLLEGE OF ENGINEERING</b>				
<b>MAJOR</b>	<b>CONTACT</b>	<b>GOALS FOR STUDENT LEARNING</b>	<b>ASSESSMENT AND RESULTS</b>	<b>NEXT STEPS</b>
<b>Mechanical Engineering (continued)</b>			<p><b>Curricular Assessment/Changes (continued)</b></p> <ul style="list-style-type: none"> <li>• Standardized Fundamentals in Engineering (FE) exam is highly encouraged for all graduating seniors. Results provided to the Department compare the compiled results for the UW, State of Washington and the nation. (This is also an assessment method used for the ABET accreditation of the BSME program)</li> <li>• Course coordinators meet at the end of each academic year with other lecturers for that course to assess how well the course learning outcomes were met for that academic year. A short summary report with any recommended changes is filed with Departmental ABET subcommittee for further action by the Undergraduate Education Committee. (This is also an assessment method used in the ABET accreditation of the BSME program.)</li> <li>• Continued or increased experiential learning through 4 to 5 credit hands-on courses such as ME 333 "Introduction to Fluid Mechanics," ME 354, "Mechanics of Materials Laboratory," and ME373 "Introduction to Systems Dynamics." ME 295, "Product Dissection," provides opportunities for reverse engineering for other courses.</li> <li>• Reviewed by Departmental Visiting Committee on a regular basis.</li> <li>• Reviewed by Departmental ABET subcommittee reporting to the Undergraduate Education Committee reporting to Departmental faculty on a regular basis.</li> <li>• Faculty mentoring of individual students who voluntarily participate in the opportunity provide feedback on the success of the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen ME Student Services and curricular advising by providing two full time academic counselors, one program coordinator and one skilled office assistant.</li> </ul>

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p><b>Technical Communication</b></p>	<p>Judy Ramey jramey@u.</p>	<ul style="list-style-type: none"> <li>Students will learn the principles and practices of writing to communicate scientific and technical information to a variety of readers, grammatical structures and stylistic strategies within specific professional contexts, editorial responsibilities and practice in the communication of scientific and technical information; the editor's role both as editor and as supervisor of publication groups, and responsibilities and practice in managing publication projects in scientific and technical organizations. Students will learn these principles in the context of both print and online communication.</li> <li>Students will focus these communication skills on a specific aspect of the field of technical communication to build a cohesive set of marketable skills (writing and editing, computer documentation, web site development, project management, etc.).</li> </ul>	<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>Classroom assessment, various methods.</li> <li>Portfolio assessment. In the process of completing the collection of a departmental portfolio of student work in all TC courses for evaluation during the year in order 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.</li> <li>Annual exit surveys of graduates.</li> <li>Used undergraduate engineering students as peer writing tutors in the Engineering Writing Center and assessed their learning through a self-reflection paper at the end of their experience. Clients also fill out evaluation forms after visiting the Center.</li> <li>Internship (or Co-op) requirement in which students must self-assess what skills were used and what skills needed development.</li> </ul> <p><b>Curricular Assessment/Changes</b></p> <ul style="list-style-type: none"> <li>Continued to work on revising TC course assignments so that all courses will qualify as "W" courses.</li> <li>Increased the number of undergraduates involved in research through implementation of new course, TC 496, "Directed Research." Undergrads work in small teams with graduate students and a faculty member to research various current topics in their area of specialty.</li> <li>Continued a pathway for undergraduates in content management systems.</li> <li>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 in regard to a set of collaboratively developed outcomes.</li> <li>Added TC 497, "Study Abroad" to course list to better represent work students take at our exchange university in The Netherlands.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Complete Portfolio Assessment.</li> <li>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.</li> <li>Develop new course to follow current course in "Interactive Multimedia" which addresses implementation of concepts and theories addressed in previous course.</li> </ul>

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Technical Communication (continued)			<p><b>Curricular Assessment/Change (continued)</b></p> <ul style="list-style-type: none"> <li>• Added a Technical Japanese minor.</li> <li>• Added two new sequences to Technical Japanese pathway: TC 461, 462, 463 and TC 471, 472, 473.</li> <li>• Continued to emphasize the peer tutor program (Computing across the Curriculum). Student learning is assessed through reflection papers.</li> <li>• Student Advisory Committee provided informal feedback to the Chair twice quarterly.</li> <li>• Conducted a salary survey of undergraduates and graduate students and salary information for both full-time and internship employees.</li> <li>• Conducted a computer lab survey. Findings were included in the Student Technology Fee proposal.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop new course addressing “redesign” issues.</li> </ul>

COLLEGE OF FOREST RESOURCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Forest Resources	Michelle Trudeau michtrud@u.	<p>Learning goals are currently being revised to fit the new curricular structure. Until those are in place, these are our goals for student learning:</p> <ul style="list-style-type: none"> <li>To use science, engineering, and management to research and solve environmental and resource issues.</li> <li>About two strategic themes in all curricula—sustainable forest enterprises and land and ecosystem management in an urbanizing world.</li> <li>Skills in communication, writing, and conflict management, as well as foundations in business and economics.</li> <li>The positive contributions of active sustainable management, while at the same time the importance of protecting scientifically, culturally, or historically unique landscapes.</li> </ul> <p>Specific tracks in the Forest Resources College have learning goals for majors in addition to those listed above.</p>	<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>Exit surveys with both qualitative and quantitative items in the instrument to assess learning. We also use</li> <li>Capstone courses that focus on real-world projects, and often includes undergraduate research in several of our majors.</li> <li>Involvement of students in the department’s curricular revision process to discuss what they have learned and what they wish they would have learned, which will help formulate our new programs.</li> </ul> <p><b>Curricular Assessment/Change</b></p> <ul style="list-style-type: none"> <li>Continued to update and revise our college-wide strategic plan, which included revising our undergraduate curricula.</li> <li>Formed a Curricular Transformation Committee, which examined and designed a proposal to go to 5 programs with a common core in 4 of the undergraduate programs.</li> </ul>	<p>We are working on implementing our new curricular structure, and considering ways to further shape our curricula.</p>

INFORMATION SCHOOL				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Informatics	Mariko Navin mnavin@u.	<p>We are currently working on developing a Learning Outcomes document. Basic components may include:</p> <ul style="list-style-type: none"> <li>• Ability to assess people's information needs and behavior.</li> <li>• Ability to design information systems to meet people's information needs.</li> <li>• Ability to work with information technologies (e.g., database, networks, Internet-based).</li> <li>• Ability to evaluate the impact of information technologies on people.</li> <li>• Ability to communicate effectively in writing and speaking.</li> <li>• Ability to work effectively individually and as part of a team.</li> </ul> <p>Our curricular emphasis in problem-solving, modern technology, critical analysis, locating and using information, working independently and cooperatively, and written and oral communication is supported by the data collected for the University's Student Learning Objectives (SLO) initiative.</p>	<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• Successful completion of (a student-defined and implemented) capstone project in either informatics research or information system design.</li> <li>• Assessment of students by internship sponsors.</li> <li>• Assessment and feedback from "clients" of capstone projects and projects in Systems Analysis &amp; Management course (INFO 380).</li> <li>• Dean's quarterly open meetings with students.</li> <li>• Chair's group meetings with students.</li> <li>• End-of-year student survey developed with the assistance of the CIDR to help identify areas in the curriculum that might need attention.</li> <li>• End-of-year faculty survey developed with the assistance of the CIDR to help identify areas in the curriculum that might need attention.</li> <li>• Student presentations at Undergraduate Research Symposium and other public events.</li> </ul> <p><b>Curricular Assessment/Change</b></p> <ul style="list-style-type: none"> <li>• Revised three core courses from 3-credits to 5-credits (INFO 310 was revised to 5-credits; INFO 380 and 381, each originally 3-credits, were combined into a single 5-credit course).</li> <li>• Based on instructor and student feedback, revised the capstone experience from a 1-quarter course (5 - 8 credits, variable) to a 2-quarter sequence (4-credits per quarter) on an experimental basis for 2002-03.</li> <li>• Chair and faculty engaged in numerous group and individual meetings to help position students to complete the capstone experience successfully; 90% (20 of 22) completed the capstone, suggesting that this type of student support for framing "doable" capstone projects was effective.</li> <li>• Conducted School-wide faculty discussion about balancing group versus individual work both within and among the Informatics courses.</li> <li>• Conducted School-wide faculty discussion about undergraduate grading criteria and norms.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish Learning Objectives for Informatics program.</li> <li>• Re-evaluate the change of the capstone experience from a 1-quarter to 2-quarter experience.</li> <li>• Continue to monitor the balance between individual and group work in the Informatics courses.</li> <li>• Continue to develop faculty experience with grading criteria and norms for undergraduate courses.</li> <li>• Develop an exit survey to assess students' perception of their education in the program.</li> <li>• Continue to integrate feedback from students, alumni and industry representatives into future curricula considerations. The newly-established Informatics/Information Management Advisory Board and "iSchool Connections" (industry partnerships) are aimed to cultivate this relationship with industry and the community.</li> </ul>

INFORMATION SCHOOL				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Informatics (continued)			<p><b>Curricular Assessment/Change (continued)</b></p> <ul style="list-style-type: none"> <li>• Developed positive working relationship with the Department of Computer Science and Engineering to help ensure that Informatics majors can fulfill the CSE courses required for the Informatics major in a timely manner.</li> <li>• Conducted School-wide student writing assessment to establish baseline for writing center study and developed Writing Performance Outcomes.</li> <li>• Created a Writing Center for Information School students (in collaboration with College of Engineering and its Department of Technical Communication) to open Autumn 2002.</li> </ul>	<ul style="list-style-type: none"> <li>• Review courses to better meet needs of students.</li> <li>• Minimize opportunities for cheating in INFO 100 (e.g., answers to programming assignments were sometimes circulated among students).</li> </ul>

<b>SCHOOL OF NURSING</b>				
<b>MAJOR</b>	<b>CONTACT</b>	<b>GOALS FOR STUDENT LEARNING</b>	<b>ASSESSMENT AND RESULTS</b>	<b>NEXT STEPS</b>
<b>Nursing</b>	Susan Woods snwoods@u.	<p>The goals of the BSN Program (approved by the faculty in 1991) are to prepare graduates who are able to:</p> <ul style="list-style-type: none"> <li>• Communicate clearly and succinctly in speech and in writing.</li> <li>• Promote effective communication between clients from various sociocultural and linguistic backgrounds and representatives of the of the health care and social service systems.</li> <li>• Demonstrate critical thinking, clinical decision making and psychomotor skills necessary for safe and competent practice.</li> <li>• Demonstrate cultural sensitivity as shown by thought processes and behavior.</li> <li>• Provide nursing care that preserves and enhances client's dignity and perceived goodness of fit with the immediate and expected environments.</li> <li>• Integrate methods of research and scholarship in making and prioritizing diagnoses, and in planning, implementing and evaluating care of individuals, groups, and communities.</li> <li>• Assess health and incorporate principles and methods of health promotion and health education in nursing care of individuals, groups, and communities.</li> </ul>	<p><b>Assessment of Student Learning:</b> The BSN Coordinating Committee (BSNCC) is responsible for evaluation of the BSN degree program. BSNCC works in conjunction with Academic Services (AS) to evaluate the program on the basis of critical thinking, nursing therapeutics, and communication ability. The School collects and analyzes demographic information, responses to stress, and perceived functional ability of students at three times across the curriculum: on entry into the program, in the Autumn quarter of their junior year (first entry evaluation), mid-point, at the end of their junior year in the Spring quarter (second mid-point evaluation), and finally before graduation, Spring quarter of their senior year (last evaluation). The tools used have consistently demonstrated acceptable psychometric properties for these students. Student participation is voluntary. Measures include:</p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• Demographic information includes students' age, education, marital status, ethnicity, children, employment, hours of work per week, and whether enrolled in a Summer quarter nursing course the preceding quarter.</li> <li>• The Symptoms of Stress (SOS) inventory is used to measure the students' physical, behavioral, and psychological symptoms of stress. This inventory is a 94-item self-reported questionnaire.</li> <li>• The Perceived Functional Ability Scale (PFAS) is used to measure five areas of daily functioning including personal activities, home life activities, occupational activities, interpersonal activities, and recreational activities. The PFAS is a widely used self-administrated questionnaire that consists of 22 items.</li> </ul>	<ul style="list-style-type: none"> <li>• The School received approval from HRSA for one, three-year grant to add informatics content and processes to all undergraduate courses. The need for this informatics content was based on employer input. Another grant proposal resubmitted in January, 2002 to increase undergraduate enrollment by 16FTEs to a total of 96 admitted annually was not approved.</li> <li>• The School plans to continue its process of continuous quality improvement, including evaluation of the new curriculum, the BSN honors program, and partnerships with teaching affiliates.</li> </ul>

SCHOOL OF NURSING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Nursing (continued)		<ul style="list-style-type: none"> <li>• Accept accountability for own expertise and for using that expertise to influence systems of care and health care policy.</li> <li>• Demonstrate comfort with requirements for adaptation to changes in care settings.</li> <li>• Demonstrate awareness of limitations in knowledge and actively seek learning opportunities to continue competent practice.</li> </ul>	<p><b>Curricular Assessment/Changes</b>                      The BSN curriculum was changed to begin in Autumn, 2002. Through a process of continuous quality improvement, the changes were made as a result of the School's assessment of student learning, as well as input from students, alumni, employers, faculty, staff, NCLEX scores, the School's Nursing Practice Advisory Board, and the Washington State Nursing Care Quality Assurance Commission.</p> <ul style="list-style-type: none"> <li>• Six new courses were added.</li> <li>• Six courses were deleted.</li> <li>• Interpersonal therapeutics, family, health promotion, and lifespan perspective were integrated throughout courses. There was a sequencing change for some courses so that theory courses and related clinical courses will be taught simultaneously.</li> <li>• To comply with Washington State Nursing Care Quality Assurance Commission requirements, theory and clinical content on care in illness will continue to focus across the age span (children as well as adults), while psychiatric and maternity content have been separated into distinct courses.</li> <li>• Quarters 4 and 5 will flip-flop, replacing current flip-flop of Quarters 5 and 6, to allow all students to take NCLIN411, the capstone course, in the final quarter.</li> <li>• A method for evaluating generic BSN students on a quarterly basis using the Essential Qualifications of Candidates for Undergraduate Admission and Continuance was implemented in Autumn, 2001.</li> <li>• A BSN Honors Program was implemented at UWS in Winter, 2001, with 5 students graduating with honors in June, 2002. The purpose of the BSN Honors program is to acknowledge, value, and better meet the learning needs of highly capable students who demonstrate above-average levels of intellectual capability, maturity, self-direction, creativity, and curiosity.</li> </ul>	

<b>SCHOOL OF NURSING</b>				
<b>MAJOR</b>	<b>CONTACT</b>	<b>GOALS FOR STUDENT LEARNING</b>	<b>ASSESSMENT AND RESULTS</b>	<b>NEXT STEPS</b>
<b>Nursing (continued)</b>			<p><b>Curricular Assessment/Changes (continued)</b></p> <ul style="list-style-type: none"> <li>UWS has initiated two significant changes with teaching affiliations: UW Medical Center and Veterans Administration Puget Sound Health Care System have signed agreements to fund one to two clinical instructors to teach BSN students at that site for one year. Instructors are employees of the agency and are UW clinical faculty members. These affiliations enhance the School's relations with the community, promote retention of valued agency nursing staff, boost student learning and satisfaction, increase agency potential to hire pre-oriented graduates, and ameliorate a difficult University budgetary climate.</li> </ul>	

COLLEGE OF OCEAN AND FISHERIES SCIENCE				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
School of Aquatic and Fishery Sciences	Loveday Conquest conquest@u	<p>Aquatic and Fishery Sciences is a life science degree designed to provide students with a broad framework of knowledge and sets of skills for employment in a variety of areas (e.g., natural resource management, environmental consulting, fish or aquatic wildlife biology, aquaculture). In addition, students receive excellent preparation for graduate study in a number of life science fields. Expected student outcomes are:</p> <ul style="list-style-type: none"> <li>• Skills in written and oral communication, data analysis, field and lab skills. Skill sets have been integrated into all core and flagship courses.</li> <li>• Exposure to career paths in the field and interaction with professionals. Skills gained allow students to obtain an entry-level aquatic scientist position or admission to graduate school.</li> <li>• Emphasis in one of 3 focus areas (aquatic ecology, conservation and management, aquatic biology and culture); students get a broad overview, then may specialize in one of the 3 areas.</li> <li>• Strong encouragement to pursue multiple internship and research experiences, including opportunities like FHL research apprenticeships and Alaska Ecological Research Program.</li> <li>• Understanding not only of the science, but also the socio-political-economic environment and its impact on the field of aquatic and fishery sciences.</li> </ul>	<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom Assessment, various methods, including team projects.</li> <li>• 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.</li> <li>• All students completed a "Capstone Project," which, beginning in Autumn 2002, requires a presentation to a larger community (Undergrad Research Symposium, Departmental Symposium, etc.)</li> <li>• Exit survey as students graduate, asked them to assess their own learning experiences.</li> <li>• Exit surveys to all graduating seniors, requesting information about structure of specific courses as well as the overall experience.</li> </ul> <p><b>Curricular Assessment/Changes</b> Improve undergraduate curriculum:</p> <ul style="list-style-type: none"> <li>• Implemented revision of the undergraduate in Autumn Quarter 2001.</li> <li>• Ran a very successful one-quarter, 200-level large recruitment class in Marine Biology, with a two-quarter follow-up honors-only series as part of a new honors program in the College of Ocean and Fishery Sciences (COFS). This Marine Biology series may also be used by UW Honors students for their Natural Science requirement.</li> <li>• Designed and implemented COFS Honors, both the 4 year requirements for UW Honors students choosing to major in SAFS or Ocean and the 2 year program, for students desiring COFS Honors.</li> <li>• Redesigned Fish 210 into a course that will help students get a broader perspective about the range of opportunities in the field of aquatic sciences. It will also give students experience with wet lab, computer lab and field techniques as well as basic data analysis, writing and oral presentation skills. Added additional section. To be taught in Autumn 2002.</li> </ul>	<ul style="list-style-type: none"> <li>• Redesign Exit Survey for undergraduates, reflecting curriculum changes.</li> <li>• Continue to explore establishing an environmentally oriented technical communication course.</li> <li>• Continue to develop more hands-on research opportunities for undergraduates.</li> <li>• Establish procedures for awarding undergraduate research grants.</li> <li>• Will explore agency funding for continued support of lab in Fish and Wildlife Toxicology course (Fish 455).</li> <li>• Further development of curriculum in the Aquatic Animal Biology and Culture Focus Area.</li> <li>• Redesign of Aquatic Animal Pathology (Fish 404.)</li> <li>• Further refinement of the Capstone Project, including evaluation forms, checklists, etc.</li> </ul>

COLLEGE OF OCEAN AND FISHERIES SCIENCE				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
School of Aquatic and Fishery Sciences (continued)		<ul style="list-style-type: none"> <li>All students participate in a Capstone Experience that requires them to demonstrate acquired skill sets (including public presentation in an undergraduate research symposium).</li> </ul>	<p><b>Curricular Assessment/Change (continued)</b></p> <ul style="list-style-type: none"> <li>Hired a new tenure-track faculty member to redesign and teach a flagship course (Fish 324) in Aquatic Animal Biology and Culture.</li> <li>Redesigned our Conservation and Management Course (Fish 323), which is our Flagship Course in that Focus Area. Will be taught by one of our most senior faculty. Increased the course to 5 credits, added additional section.</li> <li>Completed redesign of all Core and Flagship courses for the major.</li> <li>Hired a new tenure-track faculty member to teach a course in Molecular Ecology to better serve the entire campus (Fish 340). This faculty member is working with Biology in developing this course. Will serve as a complement to Biol 101-102. Will be taught for the first time in Spring 2003.</li> <li>In Fish 455, Fish and Wildlife Toxicology, added an optional 2 credit (6 hour) lab. Changed the course to a 3/5 credit listing.</li> <li>Total redesign of Fish 444, Conservation Genetics, in order to make it more applicable across campus. Another new tenure-track faculty member will offer that course for the first time in Autumn 2002.</li> <li>Created Fish 492: Friday Harbor Lab Apprenticeship, which is numerically graded. In the past, students would take Independent Research credit for C/NC.</li> <li>Created Fish 491: Aquatic Ecological Research in Alaska, which is now graded and offered in the summers. In the past, students registered for Independent Research for C/NC.</li> <li>Grading of "Capstone Project" revised from C/NC to numerically-graded with a two-quarter minimum requirement. All capstone projects also require an oral presentation in a symposium setting. Increased the level of quality in the proposal-writing phase of the process.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning Autumn 2002, we will have a Departmental Undergraduate Research Symposium on a quarterly basis, except for summer quarters.</li> <li>Finalize implementation of process for undergraduate research awards, which will be funded with endowment monies.</li> <li>Along with other "Environmental Advisers," hold additional online open houses with: 1) UW pre-majors already on campus, and 2) prospective student applicants.</li> <li>Provide more information for continuing students on the SAFS Website.</li> <li>Continue to increase outreach to students, especially transfer students, to ensure timely graduation.</li> </ul>

COLLEGE OF OCEAN AND FISHERIES SCIENCE				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
School of Aquatic and Fishery Sciences (continued)			<p>Increase undergraduate enrollment:</p> <ul style="list-style-type: none"> <li>• Ran 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. SAFS realized a substantial number of new majors from this course.</li> <li>• Continued to advertise undergraduate courses outside the department.</li> <li>• Contacted all pre-majors and extended pre-majors in our courses offering information about our major and minor.</li> <li>• Increased the amount of information for prospective students on the SAFS website.</li> <li>• The Adviser works closely with other advisers in the natural sciences to help students find their way to the most appropriate major.</li> <li>• The adviser is also providing numerous outreach opportunities to high school students, especially where there is a concentration of first generation college students.</li> <li>• Along with other “Environmentally-related Advisers,” the adviser participated in an online environmental open house for admitted, but not yet confirmed applicants to the UW.</li> <li>• With same group of advisers, ran an “Environmental Opportunities Fair” in Autumn 2001. Provided both departmental and career information. Attendance was excellent.</li> <li>• With Environmental Advisers, purchased email list of 12,000 UW premajors and sent them emails regarding EOF Fair, Environmental Majors Info Meetings, and recruitment course information.</li> <li>• For Summer 2002 Freshman Orientation, designed a handout with FIGS, TRIGS, Freshman Seminars and courses that would be of interest to incoming students interested in environmental majors.</li> <li>• Adviser visited Biol 102-102 Labs to discuss range of career and research opportunities in the field of Aquatic Sciences.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to increase outreach to prospective transfer students to encourage them to do basic math/science courses before transfer.</li> </ul>

<b>COLLEGE OF OCEAN AND FISHERIES SCIENCE</b>				
<b>MAJOR</b>	<b>CONTACT</b>	<b>GOALS FOR STUDENT LEARNING</b>	<b>ASSESSMENT AND RESULTS</b>	<b>NEXT STEPS</b>
<b>School of Aquatic and Fishery Sciences (continued)</b>			<p><b>Curricular Assessment/Change (continued)</b>                      Decrease time to degree:</p> <ul style="list-style-type: none"> <li>• Designed materials for prospective students at community colleges listing courses that should be taken BEFORE transfer, to reduce time at the UW.</li> <li>• Provided and encouraged summer research opportunities that result in students gaining credit.</li> <li>• Added options and flexibility in requirements so transfer students can take more of the required courses at the community colleges.</li> <li>• Encouraged transfer students to declare their major on their admissions application.</li> <li>• Began to allow prospective students to subscribe to the undergraduate email list.</li> <li>• Increased amount of information available to undergraduates via the SAFS website.</li> </ul>	

COLLEGE OF OCEAN AND FISHERIES SCIENCE				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Oceanography	Mark Holmes mholmes@u.	<p><b>Analytical:</b></p> <ul style="list-style-type: none"> <li>• Able to define, address, and solve scientific problems.</li> <li>• Able to locate information needed for scientific research, problem solving, and decision making.</li> <li>• Able to critically analyze data and written information.</li> </ul> <p><b>Intellectual:</b></p> <ul style="list-style-type: none"> <li>• Understand and apply quantitative principles and methods in the conduct of oceanographic research.</li> <li>• Understand and apply scientific principles and methods in the conduct of oceanographic research.</li> <li>• Understand the interaction of society and the environment, with emphasis on coastal and marine environments.</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Able to write effectively for both lay and scientific audiences.</li> <li>• Able to speak effectively to both lay and scientific audiences.</li> </ul> <p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li>• Develop management and leadership capabilities.</li> <li>• Able to work cooperatively in a group.</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• Work independently to advance habits of lifelong learning.</li> <li>• Work effectively using modern technology, with emphasis on computers and state-of-the-art shipboard and laboratory equipment.</li> </ul>	<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• Capstone course that includes a senior thesis/independent research project. In addition to producing a thesis manuscript, students present their research at a public symposium at the end of spring quarter.</li> <li>• Use of outside evaluators from state and local government agencies, as well as from the private sector, to evaluate the capstone.</li> <li>• Use of a detailed assessment rubric to evaluate each student's work in the capstone course sequence.</li> </ul> <p><b>Curricular Assessment/Change</b></p> <ul style="list-style-type: none"> <li>• Expanded capstone course sequence from two to three quarters.</li> <li>• Asked students to comment on curricular revision. Preliminary analysis of these comment sheets indicates that changes have achieved the intended objective of providing all students with the fundamentals and tools necessary in order to provide them with a valuable capstone experience.</li> <li>• Designed an undergraduate honors program in the college of Aquatic and Fishery Sciences.</li> <li>• Added new courses in spatial analysis, remote sensing, and geographic, physical oceanography.</li> <li>• Increased writing and speaking requirements/ exercises.</li> <li>• Revised School of Oceanography website.</li> <li>• Established faculty advisors.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue mid-program assessment of learning for sophomores and juniors.</li> <li>• Design a school-specific exit poll for seniors.</li> <li>• Implement and conduct a portfolio assessment.</li> <li>• Design writing course or course module specifically tailored for marine scientists.</li> </ul>

SCHOOL OF SOCIAL WORK				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Social Welfare	Mary Lou Balassone marylou@u.	<ul style="list-style-type: none"> <li>• Apply entry-level social work practice skills to individuals, families, groups, communities, and organizations.</li> <li>• Demonstrate a professional use of self and the ability to use supervision and consultation.</li> <li>• Practice effectively within agencies and delivery systems and to identify, plan and pursue needed agency and system improvements.</li> <li>• Demonstrate knowledge of and commitment to social work values and ethics.</li> <li>• Demonstrate understanding and tolerance for differences based on gender, ethnicity, religious creed, sexual orientation, class, and physical and developmental disabilities.</li> <li>• Understand the ways in which oppression and discrimination, and social and economic disadvantage put people in need of social work intervention.</li> <li>• Understand the strengths and empowerment perspectives in social work practice and research.</li> <li>• Understand the history of the American social welfare system, the emergence of the social work profession, and the relations between the two.</li> <li>• Understand the growing prevalence of economic inequality, the distribution of poverty and societal remedies to resolve these problems.</li> </ul>	<p><b>Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment, various methods.</li> <li>• Faculty Assessment of Syllabi: instructor self-assessment of syllabi to determine how the curriculum of each course facilitates mastery of curriculum objectives. Syllabi cohesiveness is implemented between full-time and part-time faculty who teach the same courses. Syllabi are reviewed regularly through instructor meetings and by the BASW Program Committee.</li> <li>• Student Course Evaluations: University of Washington Office of Educational Assessment evaluation to inform faculty and related committees to what degree students perceive that courses allow them to master curriculum objectives and concepts.</li> <li>• Student Grades: global measures of student preparedness for entry-level generalist social work practice as well as achievement in curriculum objectives of specific courses.</li> <li>• Learning Objective Assessment: instructors apply a percentile value to UW and unit objectives for each course they teach. This system is the Student Learning Objective Encoder, a project developed in preparation for the UW Decennial Accreditation.</li> <li>• 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.” Not implemented this year.</li> <li>• Video Skills Assessment: videotaped mock interviews completed at the beginning and end of the senior year to evaluate students’ interviewing skills. This was implemented as part of a junior class assignment during winter quarter this year.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Service Learning:</i> based on student and faculty feedback we will continue to explore ways for first year BASW students to participate in community service learning opportunities.</li> <li>• <i>Social Work Skills Development:</i> 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.</li> </ul>

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		<ul style="list-style-type: none"> <li>Analyze the impact of social policies on client systems, workers, and agencies.</li> <li>Apply knowledge of bio-psycho-social variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).</li> <li>With the help of supervision, demonstrate knowledge and skills in the basic processes of scientific inquiry to guide and evaluate practice.</li> <li>Understand the ethical application of information technology in generalist social work practice.</li> <li>Apply basic critical thinking skills to generalist social work practice.</li> <li>Use effective oral and written communication skills with a range of client populations, colleagues and members of the community.</li> </ul>	<p><b>Assessment of Student Learning (continued)</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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. This year the School included additional questions on the effectiveness of field placement, service learning, research, advocacy, mission, and the intergroup dialogue curriculum with the standard survey.</li> <li>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. This survey is sent out every 5 years and was last sent out in 2000.</li> <li>Quarterly Brown Bags: coordinated by the Office of Student Services, these informal sessions were attended by the Assistant Dean for Student Services, faculty, student advisors, and the Associate Dean for Professional Degree Programs to allow a venue for students to share their experiences, concerns, and recommendations.</li> </ul> <p><b>Curricular Assessment/Changes</b></p> <ul style="list-style-type: none"> <li>Electives: "Historical and Contemporary Approaches to Disability", "First Nations Social Work: Issues and Practice", and "Communities in Transition" were approved for next year and will be available to MSW students as well. These courses will diversify the curriculum and introduce students to two populations in need of understanding in the social work field.</li> <li>Service Learning: during the spring quarter faculty explored the addition of a service learning component to the Soc Wf 200, Introduction to Social</li> </ul>	<ul style="list-style-type: none"> <li><i>Statistics Requirement for Graduation:</i> this is now implemented in the program and will require students take statistics before they graduate. This will prepare them for further education and professional development.</li> <li><i>Integrative Seminar:</i> the junior cohort of 2001-2002 and the BASW Program Committee developed a model that more fully fosters an environment of excellence and scholastic support through focused attention to content integration and to professional development and preparation.</li> </ul>
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			<p><b>Curricular Assessment/Changes (continued)</b>                      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.</p> <ul style="list-style-type: none"> <li>• Research: the school continues to focus on better connecting undergraduate students with ongoing faculty research projects. During the past academic year 5 undergraduate students participated in a structured research project with a School of Social Work faculty member. Three of these students presented their work at the Undergraduate Research Symposium in May. This is the SocWf 490 research credit option available to all students in the program.</li> </ul>	