

UNIVERSITY OF WASHINGTON
ASSESSMENT IN THE MAJORS, 2004-2006

COLLEGE OF ARCHITECTURE AND URBAN PLANNING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Architecture	Elaine Day LaTourelle elaine1@u.washington.edu	<p>Architectural Studies, a Bachelor of Arts major in the Department of Architecture, is a pre-professional degree designed to prepare students with a broad framework of knowledge for advanced standing in a two-year Master of Architecture professional degree program. The major also prepares students for an array of career opportunities in other design fields that affect the built environment. These include aspects of planning, research, government, development, construction and management.</p> <p>The goal for students in the Architecture Studies major is to develop a broad liberal arts foundation followed by a focus on entry level courses in architectural design, theory, the technology of human comfort, building systems, assemblies and materials, structural engineering and upper-division electives in those areas. In addition, students must have exposure to and some mastery of non-architecture disciplines affecting design solutions: the arts, the behavioral and natural sciences, and economics, to name a few.</p> <p>A concentration of time and credit hours – over 1/3 of the student's time – is spent in sequential architectural design studios, one per quarter, wherein architectural problems are emphasized and all other discrete course material is integrated into problem solutions.</p> <p>1. Specific goals for student learning include an understanding of:</p> <ul style="list-style-type: none"> • Organization of three-dimensional space in response to specific human needs; 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Classroom Assessment: <ul style="list-style-type: none"> ○ Feedback during project development during “hands-on” manipulation of course elements – common to almost all courses, such as building and testing trusses in Structures Series, learning to weld and form concrete in Materials Series, model construction of building systems. This is in the form of one-on-one critiques of student work in progress during class time and final critiques of finished products before invited guests; ○ An intensive system of daily observation and faculty critique in the Design Studios at the student's desk for 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; ○ Presenting all course work of a three-dimensional nature several times to peers within a course or studio and at mid and final point of development to invited guests, experts in the topic. ○ 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: <ul style="list-style-type: none"> • Design Process and Abilities, including: <ul style="list-style-type: none"> ○ Analysis – clarity of thought in understanding basic issues and structure of the problem ○ Concept formation – ability to synthesize program, context and form into a design context ○ Development – ability to develop alternatives, make judgments about priorities and integrate new data 	<ul style="list-style-type: none"> • The Curriculum Committee will begin hearing suggestions for revisions to the undergraduate Architectural Studies curriculum in Autumn of 2005. The Undergraduate Program Coordinator will propose more rigorous course requirements in place of some electives and college “selectives”; and a studio progression with clearly articulated goals at each level of development. • Results from the Exit Survey will be evaluated for suggestions for program improvement. • Admissions now occurs in the summer due to a series of required prerequisite courses that only occur at certain times. The Department is currently exploring changes to the admission process to enable students to declare their major by the end of the sophomore year.

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Architecture (continued)		<ul style="list-style-type: none"> • The sequence and history of human building activities; • Various architectural theories and current thought about the aesthetics of design; • Construction materials and their properties: wood, masonry, concrete and steel and how they are used and applied in construction; • Building systems and their integration for human comfort: lighting, heating, ventilation, acoustics. • Structural principles and how structures withstand forces of gravity, wind and earthquakes: how efficiency and design affects structural integrity; • Relationships of buildings to site and climate, neighborhood and regional contexts, and the ethics of sustainability; • Social, political, legal and economic influences on design and construction; • Humanities and social sciences parallel to pre-professional development. <p>2. Specific goals In the area of personal development include but are not limited to:</p> <ul style="list-style-type: none"> • An ability to visualize three dimensions and think spatially; • Graphic skills for design development and presentation including freehand drawing, graphic delineation, pencil, ink, color and computer graphics; • A command of language skills written and oral, indispensable for communicating ideas; • An ability to think critically and exercise self-criticism. 	<ul style="list-style-type: none"> ○ Self-critical – ability to evaluate one’s own work ○ Productivity – persistent, thoughtful inquiry, moving ahead in a logical, orderly, timely manner ○ Visualization – ability to conceive and visualize three-dimensional space ○ Design media – early and appropriate use of diagrams, sketches, models in analysis and conceptual organization ○ Communication media – use of sketches, drawings and models to simulate and communicate design solutions • Methods and Manners of Study, including: <ul style="list-style-type: none"> ○ Attendance and participation and the ability to listen and contribute to the progress of the studio ○ Receptivity to the comments and ideas of others and ability to respond positively ○ Expressiveness and the ability to communicate ideas clearly to others, sharing skill, information and experience • Academic assessment in response to program progress: <ul style="list-style-type: none"> ○ Forty-eight students are admitted to the program each year. 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. ○ 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. 	

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Architecture (continued)			<ul style="list-style-type: none"> ○ 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. ○ 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. ● Preparation for and assessment on leaving the program includes: <ul style="list-style-type: none"> ○ 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. ○ Some students continue for an extra year taking an additional degree in Construction Management. ○ The senior year design studios emphasize development of work products suitable for a portfolio for employment or graduate school ○ 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. ○ Other anecdotal feedback indicates a high success rate in being accepted to other acclaimed graduate programs of architecture around the country. 	

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Architecture (continued)			<ul style="list-style-type: none"> o Each quarter a student is evaluated numerous times by Outside Assessors who are architectural professionals invited to student reviews to speak directly to the student about their current design work. The work in question escalates in complexity, breadth and depth each consecutive quarter and the Department views this continual evaluation and discussion with each student as the equivalent of a “capstone” to their work. o The Department has a system for archiving representative student work.. All student studio work is archived digitally and the four finest examples in each Design Studio is kept for display and in some cases the physical archive. o The Department student organization, AIAS, conducts a Career Fair every year in the spring. Between 40 and 50 architecture firms buy tables and display their firm’s work, accept student resumes and interview students. o In conjunction with the Career Fair is an evening panel discussion, “Design Dialogue”, on issues within the profession. o Since the fall of 2003, the Department Student Services has conducted a quarterly brown bag series called “Look to Your Future”. Each quarter three to four speakers address how to develop a portfolio either for graduate school or job interviews; how to prepare a good resume; how to handle a job interview; what qualities are looking for in architectural interns. (Most undergraduates intern 2 years before returning to school for their M. Arch, the first professional degree) 	

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Architecture (continued)			<ul style="list-style-type: none"> o Collecting student data through exit surveys, discussed for several years, has finally been implemented. All graduating students are given an exit survey at the same time in their final, spring quarter studio prior to graduation. This survey inquires about post-graduation plans, the most and least valuable experience in the program, how well facilities, equipment, courses and services met student needs, what the curriculum should provide that is missing, how students think they have changed as a result of the program, and if they are glad they chose the UW. Results of this year's survey indicates 82% plan to go on for their professional architectural degree (M. Arch), 50% hope to have their own practice some day, 96% are glad they chose the UW. o This year a concerted effort to reach out to potential students, particularly minority students, has been implemented by the new Undergraduate Academic Advisor. <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Graphic computer technology has been integrated at an earlier stage of the undergraduates Design Studio curriculum, as planned in 2002. • A Departmental Curriculum Committee has been named and meeting regularly since fall of 2003. 	

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Construction Management	John Schaufelberger jesbcon@u.	Learning goals are course-based and designed to ensure that accreditation requirements are achieved.	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Review of student capstone work by jury of outside professionals • Employer evaluation of student performance during required summer internships • Interviews conducted by the Chair with graduating seniors <p>Curricular Assessment/Change Student writing requirements in individual courses have been increased based on suggestions from industry advisory committee.</p>	

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Landscape Architecture	<p>Fritz Wagner fwagner@u.washington.edu</p> <p>Victoria Reyes chumash@u.washington.edu</p>	<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"> • Creativity or integrative thinking: Ability to respond creatively to others' designs. • Analytical thinking: Ability to think critically about own and others' designs as problem-solving strategies. • Applications--skills and thinking: Ability to use and synthesize landscape architecture knowledge to solve design problems. • Communication: Ability to use drawing, writing, and speaking to solve design problems and to report solutions clearly and effectively to self and diverse audiences. • Team Skills: Ability to work effectively in teams, both as a leader and as a productive team member, to complete complex projects. • Adaptability: Ability to cope with work as it emerges in fluid/flexible or ambiguous situations. • Awareness: Ability to sensitively understand and interpret cultural and environmental issues as they affect design programs and values. 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Conducted both surveys and exit interviews with graduating seniors; these provide ideas for curricular change. • Held end-of-quarter reviews of studio courses, which include outside evaluators (practicing professionals and faculty from allied disciplines) who review student work. Reviews include student presentations to large audiences and small critique sessions with professionals. • Collected supervising professionals' evaluations of the work of students in the BLA practicum, where students hold intern-like positions with private offices, design/build firms, or public agencies. • Continued successful design/build capstone studio courses. • Began developing individual student 'virtual portfolios' of work—see department web site--as a way of assessing performance over entire 3 year program. • 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. <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • 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. • Planned for 2005-06 curricular review 	<p>Conducting curricular review.</p>

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<p>Community and Environmental Planning</p>	<p>Christopher Campbell ccamp1@u.</p>	<p>Though each of the seven core courses in the major has its own specific learning goals, several broad learning goals run throughout the CEP program. They can be divided into the following four categories:</p> <ol style="list-style-type: none"> 1. Intellectual and Academic Content <ul style="list-style-type: none"> • The relationship between theory and practice, articulated as an abstract concept, a lived experience, and a method for exploring and working within the world. • The inter-relationship between humans and their social and natural environments. • The nature of social structures and their impact on social life and action. 2. Leadership and Group Process <ul style="list-style-type: none"> • Leadership: How to listen, respond, inspire, and effectively communicate with the aim of moving a group or process forward to a specified goal. • Planning: How to articulate and develop steps for achieving a goal or set of goals in both a group setting and as an individual. • Facilitation: How to organize and effectively run a meeting or group process in a democratic (particularly a consensus-based) environment. • Interpersonal skills: How to work with others different from oneself; how to compromise on ideas and plans; build cohesion; manage conflict. 3. Thinking and Communication <ul style="list-style-type: none"> • Verbal communication: How to deliver oral presentations in formal and informal contexts including at a professional level using appropriate technology and graphics. 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Individual Study Plans (ISP's) – two-year educational road maps, developed by each student upon entry to the program, that serve as the basis of individual self assessment. ISP's are reviewed twice yearly by faculty and staff and used to track students' progress. • Course Learning Contracts – These are the basis for evaluation in all CEP classes. They are defined before the start of class, refined during the first week, and signed by all students. • Narrative Evaluations – These are written evaluations of the student's class performance based on the criteria outlined in the course Learning Contracts and assigned in lieu of letter grades. Each consists of a faculty evaluation of student performance and the student's self assessment of the same. • Quarterly Exit Interviews – These are formal one-on-one meetings between the student and instructor at the end of each quarter to discuss the content of the narrative evaluation and issues regarding the student's progress. • Senior Portfolios – Compiled in spring quarter of the senior year, these records of the student's educational journey include examples of written work, service to the major and the broader community, foreign travel, and other relevant experiences. A reflective critique binds the pieces and asks the student to critically evaluate his or her accomplishments and consider their implications for the future. Faculty review all portfolios and keep copies on file. • CEP 462 - The CEP "Capstone course" required of all seniors. A portion of the course is used to collectively reflect upon the past two years in the program. These conversations are routinely recorded to identify long-term outcomes on student learning and individual growth. • Fall and Spring Retreats – These two-day events at the beginning and end of each year are used to discuss issues too lengthy to be resolved during regular governance process. 	<p>In Fall 2004, CEP celebrated its 10th anniversary. In recognition of this event, the major is undergoing a more sustained reviewed of its past and considering new directions for the future. Among the anticipated changes are the following:</p> <ul style="list-style-type: none"> • A New CEP Web Site – Recently revised, the CEP web site is a largely untapped communication and teaching resource. Possibilities include collecting an annual technology fee to fund a new part-time web administrator who can support new web-based activities. • On-Line Portfolios and ISPs – Two promising applications under discussion are on-line portfolios and on-line Individual Study Plans. Both have great potential but are still in the earliest stages of discussion and would require new technology as well as new training. • Greater Emphasis on Research – Building on the success of the Mary Gates Symposium and the Junior Project work, a new emphasis will be placed on exposing CEP students to research

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<p>Community and Environmental Planning (continued)</p>		<ul style="list-style-type: none"> Reading: How to read critically and carefully a variety of texts. Writing: How to use writing to form, evaluate, and communicate ideas. How to write in a variety of different formats from academic papers to "softer" modes. Research: How to specify questions, identify resources, evaluate information, synthesize data, present conclusions. Analytical reasoning: How to analyze, deconstruct, and synthesize ideas and information in a variety of contexts. <p>4. Personal Development</p> <ul style="list-style-type: none"> Self assessment: The habitual practice of looking critically at one's strengths and weaknesses and developing appropriate and healthy responses to them. Personal empowerment: The development of a sense of personal impact and ability that leads one to actively develop and follow personal ambitions. Responsibility: The development of self-discipline, reliability, and commitment. Citizenship: The development of a sense of responsibility for one's communities and a desire and capability to effectively participate in civil activities. Ethics: The identification and development of a personal ethical code and a commitment to live by it. 	<ul style="list-style-type: none"> External review/Senior Project Night - all seniors formally present senior projects to invited panels of professionals and outside scholars. <p>Curricular Assessment/Changes</p> <ul style="list-style-type: none"> Governance – Consisting of five standing student committees and regular all-class Friday morning meetings, this is the distinctive process through which the work of the major is completed. Critique of the major and the collective search for solutions are hallmarks of this process. Junior Year Projects - These year-long community-based projects undertaken in the junior year were developed as a means to further connect theory with practice, provide students with opportunities to develop their leadership and facilitation skills, and empower students to make a difference in their own communities. New Student Orientation - This required summer workshop helps smooth the transition of new students into CEP. Students acquire facilitation skills, identify personal learning styles, develop individual learning objectives, and collectively build a learning community. Revised Attendance Policy - Revised semi-annually in response to current needs, the attendance policy serves as a powerful vehicle for the major to collectively set participation standards, and for individuals to examine their own commitments to the CEP community. Plumb Manual Revision - The Plumb Manual is the guiding text of the major, spelling out the values and the rules of CEP. Through a year-long process, the Plumb Manual was recently revised to reflect modifications to the program's curriculum and governance structure. Navigation Committee - The fifth and newest governance committee, Navigation was created to provide better coordination among the major's other four standing governance committees. 	<p>through mentorships with faculty, advanced graduate students, or other means.</p> <ul style="list-style-type: none"> Greater Emphasis on Senior Projects – Senior projects hold great potential but for many students that promise is not fully realized. A renewed emphasis on this portion of the curriculum combined with structural changes should help improve this aspect of the major. New Ph.D./ Undergraduate Connections - The link between CEP and the College's graduate program has historically been underdeveloped. This year, a CAUP Ph.D student, sponsored by a CEP faculty member, received a UW Huckaby Award to develop new ways of connecting Ph.D. students and CEP undergraduates in research and teaching collaborations. It is envisioned that several of the above goals will be enhanced by this initiative.

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Community and Environmental Planning (continued)		In CEP these learning goals and the processes for acquiring them are not limited to the classroom. In CEP, these goals are practiced in weekly governance meetings, regular committee work, program retreats, independent student projects, senior capstone projects, internships, foreign travel, Individual Study Plans, and numerous special events, workshops, and trainings organized by and for the students – what could be called a "whole environment" approach to education. Learning takes place by becoming immersed in this environment for two years.	<ul style="list-style-type: none"> • Core Course Revisions - Each year the core courses change, building on lessons of the previous year and responding to new interests, opportunities, and instructors. This past year, the junior curriculum put greater emphasis on traditional theory, while also modifying the Junior Projects to take advantage of new community partners. • Revision of CEP 120 - CEP 120 is the major's only lower division course and is used as a recruiting tool for the program. This past year, a team of three CEP students and a CEP faculty member revised this course and developed a standardized template for future classes. • Mary Gates Research Symposium - This has been incorporated into CEP as an effective vehicle for encouraging original research within the major and for promoting greater connections between CEP and the rest of campus. 	<ul style="list-style-type: none"> • A systematic Program Review – After 10 years the program is ready for a systematic review. Such a review might include two components: a top to bottom self assessment incorporating the views of all the program's participants; and an outside review conducted by scholars from other institutions familiar with the CEP educational model. Results would be used to help shape the program's next ten years.

COLLEGE OF ARTS & SCIENCES				
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American Ethnic Studies	Lauro Flores lflores@u.washington.edu	<ul style="list-style-type: none"> The primary focus of the American Ethnic Studies major is to expose students to key content, methodologies, and theories in the comparative and interdisciplinary study of African Americans, Asian Americans, and Chicanos in the United States. The Department also intends to prepare students for entry into graduate and professional schools. The Core Courses require students to explore various methodologies and core concepts within both the social sciences and humanities. The Advanced Core Course provides a capstone experience for students in their final year, during which time students will articulate, demonstrate their facility with, and evaluate the content of their major experience. Requirements within the department cross disciplines and divisions, providing students with the opportunity to develop a general knowledge of the field of American Ethnic Studies. Finally, the focus areas afford students the opportunity to demonstrate mastery in a specialized discipline and cultural area with American Ethnic Studies. 	<p>Assessment of Student Learning:</p> <ul style="list-style-type: none"> Classroom assessment, various methods Course evaluations Senior thesis - Each is individually assessed for purposes of grading, but the performances of all seniors are compared, as are their GPAs, at the time of the June commencement in order to identify and recognize the top students in the class. <p>Curricular Assessment/Changes:</p> <ul style="list-style-type: none"> From 2002 to the present, the following curricular changes have been made: <ul style="list-style-type: none"> AFRAM 246 (New course) African American Politics AAS 306, 307, 308 (New courses) Basic Hawaiian (not yet offered) CHSTU 254 (Change) Northwest Latino History, Community, Culture AAS 330 (New course) Asian American Theater AAS 320 (New course) Hawaii's Literatures CHSTU 340 (New course) Latina/o Theater AAS 306, 307, 308 (Change) Basic Tagalog AAS 416, 417, 418 (New course) Intermediate Tagalog CHSTU 410 (New course) Latina Cultural Production <p>The shift of Tagalog language courses from the Department of Asian Languages and Literatures to AES and the addition of an intermediate level (an advanced level is now being offered as well) were motivated by students' demands for these courses and their continuation in the curriculum.</p> <ul style="list-style-type: none"> In addition to these changes already in effect, six changes or new courses are pending. The addition of new courses in arts and the humanities is a response to a need to strengthen that part of an interdisciplinary curriculum in American Ethnic Studies. By virtue of the curriculum and sets of requirements, AES majors and instructors have the opportunity to interface their humanistic and social scientific (mainly qualitative) approaches to American Ethnic Studies. Arts and humanities bring special academic pleasures to these approaches. 	

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American Ethnic Studies (continued)			<ul style="list-style-type: none"> • In November 2001 AES instituted a second quarter for the writing of the Senior Thesis, AES 496 (Senior Seminar II). The two-quarter thesis-writing schedule has been beneficial to the students, according to their assessment of how it has been working. The Department, however, has found even with only brief experience that AES do not have enough faculty members to sustain the two-quarter effort. • A substantial new offering in AES is through a project with the Seattle Public Schools (SPS) and a contract developed and administered by the UW Office of Educational Outreach. From January through June of 2004 AES and SPS offered seminars in comparative American Ethnic Studies and its ethnically specific emphases (and American Indian Studies) to teachers in the public schools. AES offered nine seminars, each meeting weekly from 4 p.m. to 6 p.m. for a total of 16 hours. The series drew 247 registrations. Major funding came from SPS. The seminars have been so successful that AES was again funded and were offering a similar series from January through June 2005. While the project was proposed by faculty in AES, the SPS teachers responded with an exceedingly high show of interest. Each seminar is led by an AES faculty member and an SPS co-teacher (an expert "teaching coach"). The learning that participants have achieved has already been evident in the teaching and learning in public school classrooms. 	

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Anthropology	Ann Anagnost anagnost@u. Diane Guerra djguerra@u.	The study of anthropology develops skills in critical thinking, research, and writing, as well as technical skills specific to the different subfields (ethnographic field techniques, interpretation of data, statistical analysis, archeological methods of data collection and interpretation). An undergraduate degree prepares students for many positions that involve working with people, as well as for academic studies in a variety of fields. Careers in anthropology can be developed through employment with government agencies, museums, teaching and research, private consulting firms, and nongovernmental organizations	<p>Assessment of Student Learning:</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Exit interviews <p>Curricular Assessment/Changes:</p> <ul style="list-style-type: none"> • Anthro has worked on structuring registration so that seniors get priority in courses they need to graduate. • Anthro has added a service learning component to Anth228 as a result of the Curriculum Transformation Project. • Over the past 3 years, the department has added 16 new courses at the 300- and 400-level to our curriculum and will continue in the coming year to help students complete degree requirements. • Anthro has received a grant as part of the Dean's initiative to create new foundation courses. 	<ul style="list-style-type: none"> • Developed an exit interview this year and have plans to do focus group interviews with graduating seniors starting next year. • Exploring the possibility of an applied anthropology sequence that would include internship placement and supervision. • Exploring the possibility of building in some kind of capstone experience into the senior year curriculum which would entail minimum teaching burden on faculty (e.g., attach a capstone research paper option to a 400-level course taken in senior year or develop group projects in classes suited to this.

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Art (Art History, Ceramics, Fibers, Industrial Design, Interdisciplinary Visual Arts, Metals, Painting and Drawing, Printmaking, Photography, Sculpture, Visual Communication Design)</p>	<p>Judith Clark jclark@u.</p>	<p>Students studying in the School of Art:</p> <ul style="list-style-type: none"> • Develop strong writing, analytical, critical thinking, problem solving, and visual literacy skills. • Learn to conceive, develop and demonstrate new concepts and ideas • Master technical skills in many areas of art making and computer use. • Become expert in developing methods of visual awareness, principles of organization, and approaches to visual and conceptual observation. • Learn to recognize the importance of understanding art within its cultural context and to value the contribution that the visual arts have made and continue to make to the quality of the human experience. • Learn to recognize the power of the visual image and understand its importance in a world increasingly dependent on the aesthetic and technical skills of trained artists and designers to create images that communicate information and ideas across cultures, languages, and generations. 	<p>Assessment of Student Learning:</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Capstone courses for BFA students culminating in four public shows of graduating student work at the Jacob Lawrence Gallery. • Portfolio reviews for all graduating students • Art History Undergraduate Research Symposium serves as a year -long capstone experience helping students develop skills in professional practices and research. • Series of senior year presentations given by 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. <p>Curricular Assessment/Changes:</p> <ol style="list-style-type: none"> 1. Revised curriculum to strengthen the freshman/ sophomore experience and insure access to classes: <ul style="list-style-type: none"> • Instituted a 400 student gateway class that introduces students to the visual arts at the UW. • Expanded the number/types of 100 level studio classes that act as prerequisites to majors. • Expanded the number of “W” classes offered at the survey level in art history. • Instituted a 170 student design class (Art 166) that introduces students to issues in design and prepares them for acceptance into the Visual Communication Design Major. 2. Revised the Interdisciplinary Visual Arts BA: <ul style="list-style-type: none"> • Reduced the number of required credits from 85 to 63. • Created a competitive application process that prepares students for the rigors of the degree. • Added a capstone experience. 	

COLLEGE OF ARTS & SCIENCES (continued)				
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Art (continued)			3. Revised BFA programs in Ceramics, Fibers, Metals, Painting and Drawing, Photography, Printmaking, Sculpture, and Visual Communication Design: <ul style="list-style-type: none"> • Established new courses to better prepare students to declare majors in art. • Reduced the number of prerequisites to declare the major. • Reduced the number of required credits to degree. • Tightened the curriculum to allow for a more timely graduation. 	

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Applied and Computational Mathematics (jointly sponsored by the Applied Math, Computer Science, Mathematics, and Statistics Departments)</p>	<p>Brooke Miller miller@math.</p>	<p>The broad goal of this program is to train students in the computational, mathematical, and statistical skills required in the development and analysis of mathematical models for complex integrated systems and to apply these skills in the context of an application area.</p> <p>To this end, students must successfully complete a core set of courses in computation, statistics, mathematical modeling, and mathematical reasoning. All students must then choose from among 9 option areas of application for a more focused development of applied skills.</p> <p>Within each of the 9 option areas ACM has worked in collaboration with a number of other departments around campus to tailor the program to facilitate the acquisition of a double major.</p>	<p>Assessment of Student Learning: The ACM Program has no faculty and offers no courses. The program is jointly sponsored by the Departments of Applied Mathematics, Computer Science and Engineering, Mathematics, and Statistics. Classroom assessment is provided by the home department for each required course.</p> <p>Curricular Assessment/Changes:</p> <ul style="list-style-type: none"> • The greatest strain on the program is the number of students choosing the Discrete Mathematics and Algorithms (DMA) degree option. The demand for this option is rooted in the student’s perception that it is an ideal fall back major for those who have not been accepted into computer science. The number of students choosing this option has created a number of bottlenecks in the required courses for this option. To relieve these bottlenecks ACM has made this option more competitive by increasing the GPA required to declare the option and offering undergraduate seminars that highlight the many other option areas that students can choose from in this major. • ACM continues their efforts to work with other departments on campus to find ways to streamline the program to facilitate the ability of students to declare double majors. ACM sees such majors as a testament to the interdisciplinary nature of the program. 	

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Asian Languages and Literature (Chinese, Korean, Japanese and South Asian—Hindi and Sanskrit)	William G. Boltz		<p>Assessment of Student Learning:</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Administration of standardized oral proficiency tests • Students in Japanese participate in Japanese Language Day activities sponsored by the Consulate of Japan in Seattle. <p>Curricular Assessment/Changes:</p> <ul style="list-style-type: none"> • Continued revision of placement examinations for several departmental degree tracks; streamlined placement procedures. • Continued revision of undergraduate curricula in Japanese and Chinese, increasing the emphasis in upper-division courses on literature and culture. • Completed the program for a dual track set of language courses in Korean, the first for non-heritage students and the second for heritage students. • Continued efforts to provide a variety of overseas language study opportunities. • Continued work with external units, in particular the Technical Japanese Program in the Schools of Engineering and Business Administration, to provide advanced, specialized forms of Japanese and Chinese language instruction. • Offered courses in Vietnamese and Thai designed for heritage students who already have speaking skills in the language but need to work on reading and writing skills. • Will initiate Urdu language course program in Fall, 04. • Re-activation of Bengali language courses. 	

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Astronomy	Bruce Balick balick@astro.		<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Conducted exit survey of seniors. • Held quarterly meetings with majors to address problems and provide information on research and job opportunities for students. Students report that this is helpful and gives them a sense of belonging. • Offered a capstone research course and independent research opportunities to students, as a result of curricular assessment. Almost all majors take one or the other, and they report a high level of satisfaction with these experiences. <p>Curricular Assessment/Changes No changes since 2002.</p>	

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Atmospheric Sciences	Kathryn Stout Kathryn@atmos	<p>Atmospheric Sciences B.S. graduates should:</p> <ul style="list-style-type: none"> • Be prepared for a range of career options in weather forecasting, different aspects of environmental meteorology, climate studies, TV weathercasting, or research. • Possess a strong background in physics and mathematics. • Be eligible for the rating of professional meteorologist given by the United States Civil Service Commission • Possess strong skills in computer science and in analyzing geophysical data • Understand the basic structure and physics of the atmosphere • Have an appreciation of the interaction of the atmosphere with the oceans and land surface 	<p>Assessment of Student Learning:</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Community assessment of students in off-campus internships, giving valuable feedback to both students and the department. • Held orientation meetings for students giving them a sense of belonging in the program as well as helping them to plan for internships/employment/further schooling after graduation. • Feedback from students in discussions with academic counselor about suggested program enhancements/changes as well as individual progress and goals. • Capstone course (ATM S 452), internships and individual research projects in last year of major. • Exit surveys of seniors. <p>Curricular Assessment/Changes:</p> <ul style="list-style-type: none"> • Upgraded computer laboratory for undergraduate majors. • Created new one-credit course, "Weather Discussion;" encouraged beginning students to attend, listen to discussions and gain a sense of one aspect of atmospheric sciences sooner than otherwise possible through standard coursework. • Created an undergraduate study area to allow students to come together with their cohort to study, exchange ideas. • Set up email list to announce employment opportunities for all graduating students. • Continued early and frequent emails with students at other schools as well as those still working on prerequisites to the major to help them stay on track in order to graduate in a timely manner. Since courses must all be taken sequentially, early tracking is essential to success. 	<ul style="list-style-type: none"> • AS is currently in the process of reviewing undergraduate curriculum in order to update and avoid duplications in syllabi, enhance learning opportunities in individual areas of interest, and redistribute some coursework throughout the academic year with one goal of helping students to graduate within four years. • AS has updated the undergraduate program web page.

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Biology	<p>Tom Daniel danielt@u.</p> <p>Dee Boersma boersma@u.</p> <p>Mary Pat Wenderoth mpw@u.</p>	<p>The Biology Curriculum Committee identified the following goals as student outcomes to be addressed by the new 300-level core courses and further developed in 400-level courses. Students should:</p> <ol style="list-style-type: none"> 1. Move between levels and biological systems to <ul style="list-style-type: none"> • define where information fits into ‘the big picture’ and draw connections between different pieces of information • know how (and why) to organize information and realize that there is more than 1 way to do it • be able to define issues/problems and come up with new hypotheses based on information available • be able to distinguish major points from specific details 2. Understand how experimental evidence is developed and <ul style="list-style-type: none"> • be able to design experiments, analyze and interpret data and graphs, evaluate support for a hypothesis 3. Be able to read a scientific paper and <ul style="list-style-type: none"> • interpret new information in the context of what is already known • understand hypothesis testing so as to critique methods used or conclusions drawn • identify unanswered questions (realize that not all is known) 4. Understand/apply known methods to new situations <ul style="list-style-type: none"> • be able to identify unanswered questions, come up with hypotheses and predictions, and design experiments to test those hypotheses 5. Communicate knowledge <ul style="list-style-type: none"> • use writing as a tool (make clear, logical arguments and summarize important points) 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Use of CIDR to conduct small-group instructional diagnoses in selected classes. • Exit survey of students at completion of advising labs in introductory biology course (BIOL 200) • Exit survey at completion of intro Biology 180 series • Exit survey of graduating seniors <p>Curricular Assessment/Changes:</p> <ul style="list-style-type: none"> • Continued course/lab development in BIOL 180 series, with emphasis on development of new inquiry-based exercises. • Reviewed and renumbered all former BOTANY and ZOOLOGY courses as BIOLOGY courses. • Introduced 4 new 300-level core courses, required of all majors (BIOL 350, 354, 355, 356). • Due to heavy demand, worked with Honors Program to expand Honors seminar offerings for students enrolled in BIOL 200, 220 from 1 yearly seminar for each course to 2 for each (accommodating 48 instead of 24 students yearly/course). • Instituted new joint courses with Astrobiology (BIOL 114), Fisheries/Oceanography (BIOL 250), Biological Anthropology (BIOL 320). • Reinstated BIOL 113 as a vehicle for TriBeta (Biology Honor Society) tutors to offer tutoring to students in BIOL 180, 200 and 220. • Initiated Biology Fellows, under auspices of the HHMI grant, to better prepare selected freshmen and sophomores (with emphasis on EOP students) for the rigorous introductory BIOL 180 series and started a Leadership Program, with trip to Costa Rica, to introduce students to research, mentoring, and collaborative service learning. • Instituted new Senior Seminar courses (BIOL 485, 489). 	<ul style="list-style-type: none"> • Planning a faculty workshop focused on new 300-level core courses, to evaluate successes and needed improvements there; better integrate these courses with intro. and 400-level courses, develop an integrated assessment strategy for these courses. • Planning an educational experiment in BIOL 180 to assess the impact of student response system and study groups, to take place SPR and AUT 2005. • Sending a team to the National Academies/HHMI Summer Institute on Undergraduate Education in Biology, Aug 16-20, 2004. • Have committed a Lecturer to develop course-related Web projects (course Web sites, interactive exercises for the 300-level courses, student self-assessment tools for introductory students, etc.). • Developing a Writing/study Center that will develop tools for improved student self-assessment and improvement.

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Biology (continued)		6. Identify gaps in their own knowledge/ skills; self assess 7. Use available resources to answer questions <ul style="list-style-type: none"> • be able to do database or Medline searches 8. Know how to work as part of a team in a collaborative effort and be able to evaluate peers	<ul style="list-style-type: none"> • Instituted 7 new BIOL majors (BA; BS with emphasis in General Biology, in Ecology & Evolution, in Environmental & Conservation Biology, in Molecular, Cellular & Developmental Biology, in Physiology, and in Plant Biology), as well as supporting students finishing old Biology, Botany and Zoology degrees. • Worked with Office of Undergraduate Education to increase TA allotment to offer more sections of key courses (BIOL 180 series, 300-level core courses). • Offered Discovery Seminar on How Nervous Systems Code Sensory Learning. • Expanded Summer Quarter offerings. 	<ul style="list-style-type: none"> • Planning for an Internship Coordinator who will develop and oversee a Biology Internship Program.

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Chemistry	Philip Reid preid@chem.washington.edu	<p>Students graduating in Chemistry will:</p> <ul style="list-style-type: none"> • Have a general knowledge of the basic areas of chemistry (inorganic, organic, physical, analytical chemistry and biochemistry) with a working knowledge of at least one area. A working knowledge is demonstrated by the ability to apply formal knowledge in a problem-solving environment. • Be proficient in basic laboratory skills (e.g., preparing solutions, chemical synthesis techniques, chemical and instrumental analysis and laboratory safety). Have the ability to formulate and carry out strategies for solving scientific problems. Have some understanding of the principles and applications of modern instrumentation, computation, experimental design, and data analysis. • Have had the opportunity to gain experience with a research project as part of an upper level course and the opportunity to participate in active, individual laboratory research within the university or in another appropriate setting. • Have the ability to communicate scientific information clearly and precisely, both orally and in writing. • Have the ability to read, understand, and use scientific literature. • Have some awareness of the broader implications of chemical processes (e.g., resource management, economic factors, and ecological considerations). • Have had the opportunity to work with others as part of a team to solve scientific problems. 	<p>Assessment of Student Learning:</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Observations from students involved in undergraduate research • Feedback from student organizations of chemistry and biochemistry majors • Chemistry Advising provides a venue for students to discuss their progress toward a degree as well as offer program suggestions. • Exit interviews for graduating seniors • Thesis review and approval process for students seeking college or departmental honors <p>Curricular Assessment/Changes:</p> <ul style="list-style-type: none"> • Continued use of internet graded homework and internet pre-laboratory activities for general chemistry courses. • Continued use of course web site and email discussion groups. • Revamping of curriculum in Chem120/220/221 series to address learning objectives for non-chemistry majors. • Creation of new placement criteria for Honor's General Chemistry in order to assess readiness of prospective students. • Creation of new elective courses in the area of Material Science Chemistry and Bioanalytical Chemistry. • Chemistry Advising works closely with students to determine timely routes to degree completion. The 210 credit registration petition process instituted by the Dean of Arts and Sciences has also encouraged the process of timely degree completion. • Continued use of internet graded homework and internet pre-laboratory activities for general chemistry courses. • Continued use of course web site and email discussion groups. • Revamping of curriculum in Chem120/220/221 series to address learning objectives for non-chemistry majors. 	Integrating active learning strategies into Foundations Courses.

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Chemistry (continued)		<ul style="list-style-type: none"> • Have had an introduction to the opportunities in, and requirements for, careers available to those with training in chemistry. 	<ul style="list-style-type: none"> • Creation of new placement criteria for Honor's General Chemistry in order to assess readiness of prospective students. • Creation of new elective courses in the area of Material Science Chemistry and Bioanalytical Chemistry. • Chemistry Advising works closely with students to determine timely routes to degree completion. The 210 credit registration petition process instituted by the Dean of Arts and Sciences has also encouraged the process of timely degree completion. 	

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Classics	James J. Clauss jjc@u.		<p>Assessment of Student Learning:</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Departmental review of Senior Paper outcomes • Exit surveys given to graduating seniors • Placement of Classics BAs in graduate programs • Undergraduate seminar • Annual Undergraduate Essay Contest <p>Curricular Assessment/Changes: No changes since 2002.</p>	

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Communication	David Sherman shermand@u.	<p>The educational mission of undergraduate study in the Department of Communication is to prepare students for the challenges of a society that is informed, entertained, persuaded, and shaped by communication.</p> <p>Communications seeks out and appeals to students from a variety of backgrounds and perspectives. We nurture socially responsible, literate citizens who can interpret and evaluate the images and messages they create and receive. We teach students to think critically, respect diversity, communicate effectively, and develop the skills needed for the life-long learning that is central to successful careers and rewarding lives.</p> <p>Undergraduate study in communication at the University of Washington has four pedagogical emphases: communication literacy, communication inquiry, theory and concepts, and community engagement. The Department integrates these to create a curriculum that helps students become thoughtful, informed, and articulate citizens.</p> <p>For descriptions of the learning goals in each of these areas go to www.com.washington.edu and click on "undergraduates."</p>	<p>Assessment of Student Learning:</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Capstone courses in journalism • Review of capstone courses in journalism • Review of student completions • Review of honors projects • Outside evaluations • Interviews with students <p>Curricular Assessment/Changes:</p> <ul style="list-style-type: none"> • The Department made major curricular changes two years ago and is now in the process of evaluating how well new major is working. • Added a Departmental honors program in 2004. • Restructured the way teach intro. to public speaking is taught in order to accommodate more students. Additionally hired a full time lecture to coordinate this course. • Added more skills courses to the journalism program and hired a second full time journalism lecture to offer a broader array of skills courses. Both of these hires will help offer the courses students need to graduate in a timely fashion. • Working to incorporate more computer lab time into many of the courses dealing with new media. Hired a second undergraduate adviser to help students in course selection and graduation planning. 	<p>The primary goal for the future is to expand the departments writing for mass media course in order to accommodate the large numbers of students who want this intensive writing course. This would entail hiring another lecturer in order to expand the course enrollment from 60 students per year to 120.</p>

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Comparative History of Ideas	Amy Peloff chid@u.	<p>Comparative History of Ideas majors will gain:</p> <ul style="list-style-type: none"> • An understanding of cultural assumptions and identities (including constructions of race, ethnicity, religion, class, gender and nationality) as shaped by time and place. Cultural difference should be understood both spatially and temporally. Moreover students should have at least some contact with the study of the forums of cultural exchange, and the relationship between new technologies and traditional questions of personal and cultural identity. • An understanding of a number (at least two) disciplinary approaches as useful, if limited instruments for understanding specific problems. • A specific familiarity with cultures distant in time or space, and disciplinary perspectives apparently estranged from each other, like the Life Sciences and the Humanities • A critical, reflective self-consciousness of the conditions of one's own identity formation for its own sake and as the necessary condition for entering into balanced, authentically reciprocal dialogue with others. • A trained ability to articulate the substantial content of the curriculum, and the processes of critical self-reflection that accompany it, in both oral and written form. • Some practice in collaborative learning, participation in the dialogical give and take of a learning community, and in the experience of community service. 	<p>Assessment of Student Learning:</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Senior thesis/project • Student self-assessment • Planned informal discussions with students <p>Curricular Assessment/Changes:</p> <ul style="list-style-type: none"> • The course titles for all of the departments study abroad programs were renumbered to reflect the increasing geographic range of the programs (Europe, Latin America, Africa, Asia, East Asia, South Pacific, and Middle East). • Offered a variety of special colloquia, special topics courses, and focus groups. The CHID Focus Group courses serve an important function in CHID. They often begin when a couple of students want to do reading on a particular topic, and discuss ideas with others who share this interest. Students typically organize and lead focus groups under the supervision of the CHID advisor, or a graduate student or faculty member affiliated with CHID. Topics this year included: <ul style="list-style-type: none"> ○ Perspectives On Audio Texts ○ Local Global Dialogue ○ Popular Education ○ Dialogue Project: Global Connections ○ Buffy as Archetype: Rethinking Human Nature from within the Buffyverse ○ Further Interpretation of Texts and Cultures ○ Miles as Microcosm ○ Street Newspapers, Poverty and Homelessness ○ Reading David Foster Wallace • Structural changes to encourage timely graduation included offering the new major focus group (CHID 496B) every quarter. Through assignments and class discussions, students work to identify their educational goals and design a detailed course of study that will enable them to approach their undergraduate degree strategically and efficiently. 	<p>The department will be creating an exit survey this summer which will be piloted to graduates from the 2003-04 academic year.</p>

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Comparative Literature	Gary Handwerk handwerk@u. Kathy Holliday kholl@u.	Students will leave the major with: <ul style="list-style-type: none"> • the ability to critically analyze primary texts (both written and visual) • understanding how historical and cultural contexts bear upon the meaning of texts • exposure to several different cultural/national traditions • skill in analytical writing • familiarity with basic procedures and strategies for library and electronic research 	<p>Assessment of Student Learning:</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Conducts a comprehensive survey of graduating seniors, but have now converted this survey to an on-line format that has produced a higher rate of participation. Starting next year (2005), surveys will be sent out immediately upon completion of students' degrees (instead of only in June, as in the past). <p>Curricular Assessment/Changes: Attempted to provide stronger early advising to insure that students entering the major will take foundation courses as soon as possible.</p>	Planned a comprehensive review of both undergraduate tracks for Fall (2004) quarter, in which new faculty added to the department over the last year will be involved. This review will involve: <ul style="list-style-type: none"> • discussing the possibility of redefining the gateway courses for both tracks (with a fuller set of learning goals for those courses) • looking for ways to integrate the two tracks more effectively • developing more (and more specifically defined) advanced courses for majors, strengthening the writing component of both tracks, and reconsidering the current, loosely organized honors tracks

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Dance	Betsy Cooper bcoop@u.	<ol style="list-style-type: none"> 1. Understand dance as an art form that reflects and impacts local communities and global cultures. 2. Think analytically, comparatively, and contextually. 3. Develop skills in rhythmic and movement/composition analysis. 4. Become articulate about the art form, via the spoken and written word. 5. Understand and practice risk-taking. 6. Understand and expand their creative and artistic potentials. 7. Engage in a variety of self-assessment and reflective practices that encourage life-long learning. 8. Understand basic principles of dance teaching methodologies and dance science as applied to technical and aesthetic development. 9. Develop an awareness of the extent of one's personal responsibility toward his/her own learning process and social contribution. 10. Develop kinesthetic awareness and how to use the body as a mode of understanding and expression. 11. Develop research skills that allow them to deepen their understanding of core issues in dance. 	<ul style="list-style-type: none"> • Classroom assessment, various methods (focus on progress toward course objectives as well as progress toward student's individual challenges and learning goals. • Course evaluations • End of term student technique and choreography showings required for all technique courses. • Senior Seminar offered as capstone course: students choose samples of work from previously taken dance program curriculum do demonstrate the acquisition of the leaning goals for the dance major. Students also choose a project that pertains to future goals that extend past graduation. Final projects presented at the end of quarter to students and faculty. • Students in the major meet with and discuss progress and experience with technique instructors in their courses, choreography advisors and/or faculty mentors. • Panel of outside artists adjudicates undergraduate choreography for Dance Majors Concert. Selected works presented in Dance Majors concert. Award given to outstanding choreography. • Observation of student rehearsing and performing in faculty creative research, specifically in Dance Program concerts. • Assessment of student learning and progress via practicums (teaching, choreographic studies, presentations) • Instructors assess student learning via writing assignments (formal and informal/in class and take home)--journals, reflective papers, performance critiques, research projects and research papers, exams, discussions. • Students enrolled in Dance Teaching Methods teach a couple of technique courses at private studios and conservatories in the Seattle area. These classes are filmed and assessed by UW faculty, and student teachers. In some cases, this community teaching has led to offers of employment for undergraduates. • Exit surveys of majors gather feedback on intellectual and artistic development and on how students draw connections between coursework and the field of dance. 	<p>With support from the College of Arts & Sciences Dean's Office, the Dance Program will be working with Cathy Beyer from the Office of Education Assessment on Dance Program on the assessment of the Dance Major Learning Goals. This project will likely involve the use of portfolios and reflective writing practices. I am also interested in looking at learning goals and assessment with regard to writing in the dance program.</p>

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Dance (continued)			<p>Curricular assessment/changes: Instituted both minor and broad curricular changes in the last two years.</p> <ul style="list-style-type: none"> • Anatomy for Dance and Teaching Methodologies are now offered every year rather than alternate years in order to meet growing demand for these classes due to increased population in the major and to keep class size down (optimally 25 or under). • An additional afternoon section of Dance 201-203 (Intermediate Ballet) was added two years ago to meet the steady demand for this course. All majors must take at least 6 credits at this level in order to graduate (not offered in 05-06 due to insufficient funds). • Last year additional sections of Dance Composition (Dance 166, 266, 366). There were three reasons: the need to reduce class size to 15-student demand for core curriculum course, time to degree. (With the old curriculum students had to complete all three courses (5 credits each) to graduate. Due to a revision of the dance major curriculum and the program now offers one section each per year. • The Dance Program sought the addition of Dance 102 and Dance 103 to the list of courses that count toward completion of the Dance Major. At present Dance 101, 102, and 103 do not count toward completion of the degree. The Faculty wished to make this change for the following reasons: 1) Dance 101 students wish to continue taking dance technique courses. At present, students with no prior experience who take Dance 101 and wish to major in dance have little incentive to register for Dance 102 (or 103), all of which are 5 credit courses. Therefore, after only 10 weeks of dance instruction they register for courses in the Dance 104-109 sequence - courses designed for the advanced beginning student with a minimum of one year of experience. Allowing Dance 102 and 103 to count toward completion of the major, will encourage students to train at the appropriate pace and receive the necessary fundamentals, thus providing a necessary bridge to the advanced beginning technique courses. (Application made 1/03-- approved) 	

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Dance (continued)			<ul style="list-style-type: none"> • Dance 371: Choreography Workshop was brought back into the active curriculum in order to provide undergraduates with additional repertory and performance experience. Students perform new choreography in a produced setting. In the last two years MFA candidates in Lighting Design from the School of Drama have designed lighting plots and lit repertory pieces for the performances, which were followed by a question and answer session with lighting designers and students. • The Dance Program Faculty has unanimously voted to make some broad changes to the BA dance curriculum in order: to enhance the pedagogical aims of the program, more fully capitalize on areas faculty expertise, help to maintain programmatic excellence via smaller class sizes and facilitate time to degree for majors and minors. Specifically, Dance would like to implement the following changes to the BA dance curriculum – decrease the minimum required credits for the BA in dance from 70 to 65. This change would occur by reducing the core curriculum courses for the dance major and offering a group of dance electives from which students would select a minimum of two courses. These proposed changes allow students to choose an emphasis within the degree such as performance/choreography, dance studies (history, aesthetics, world dance), pedagogy or production. (See below). Please note that Dance 242 (Music in Relation to Dance) is a new course, or rather a course that was dropped some years ago that we would like to reinstate in the curriculum. A new course form for Dance 242 was submitted for review along with these proposed changes. (Application made 1/04— approved and implemented winter quarter '04)) 	

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Dance (continued)			<ul style="list-style-type: none"> • Requirements: Bachelor of Arts—Dance Major <ul style="list-style-type: none"> ○ Dance 166: Composition I (5) ○ Dance 242: Music in Relation to Dance ○ Dance 250: The Creative Context (3) (offered with IWP link) ○ *Dance 270: Dance Performance Activities (2) ○ Dance 344 or 345: Early or Late Dance History (W) (5) (Offered alt. years) ○ Dance 390: Dance Teaching Methods (5) ○ Dance 480: Senior Seminar ○ Dance 493: Anatomy for Dance (5) ○ Electives (choose minimum of 2) <ul style="list-style-type: none"> Dance 234: World Dance and Culture (3) Dance 266: Dance Composition II (3) Dance 366: Dance Composition III (3) Dance 371: Choreography Workshop (3) Dance 420: Dance Aesthetics (3) Dance 490: Special Topics (3) ○ * (Up to 4 additional credits of Dance 270 may be taken as electives and may count towards completion of the dance major) ○ Technique (28 credits) ○ Minimum of 65 credits required 	

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Drama	Sarah Nash Gates sngates@u.	<p>Learning goals for Drama majors can be divided more or less into two groups, those for Academic classes and those for Studio classes. In our academic work we primarily look for development of our students' Analytic skills. Problem solving and critical analysis grow from reading dramatic texts, critical texts and historical material. In studio classes, acquisition of strong techniques and developing imaginative response are the focus. In all of our course work we stress the communication skills of writing and speaking. Creativity, collaboration [working collaboratively], strong research skills are essential in all we do.</p> <p>This approach to our work as educators is reflected in our values:</p> <ul style="list-style-type: none"> • Excellence: The SoD is committed to extending the limits of those creative and analytical processes which continually renew the art. • Tradition and Innovation: The SoD is committed to studying long-standing theories and practices, while remaining equally committed to innovation and new vision. • Intellectual and Creative Rigor: The SoD is committed to instilling intellectual curiosity and creative drive in our students. • Collaboration/Participation: The SoD is committed to creating an active learning environment, which fosters rich, meaningful work and contributes to a rich and lasting community. • Integrity and Respect: The SoD is committed to promoting the development of strong character expressed as public involvement, individual responsibility, and continuing commitment to personal growth beyond the University experience. 	<p>Assessment of Student Learning:</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Annual exit survey of the graduating seniors. This year's survey again implies that Drama is doing a very good job. 97% of seniors say they are satisfied or very satisfied with the School. Quality of instruction rates 97% good or excellent, 94% for overall quality, and 88% overall content. Problems identified continue to be a shortage of acting classes and acting opportunities, although they are fewer than in the past. Efforts to stress the value of experience with many aspects of the field, rather than just acting, seem to be paying off! Once again the Advising Office gets very high marks: Problem Solving/Helpfulness 71% - Excellent, 20% good; Availability and Communication 94% excellent or good. • Many of the studio classes have a final presentation or performance in addition to the other production work students do. Faculty members attend these events. This allows for evaluation of students on a quarter by quarter basis. • Many Drama students are involved in creating and producing their own work. Although these productions are not officially part of a class, the department regards them as a means of evaluating what they learned. <p>Curricular Assessment/Changes:</p> <ul style="list-style-type: none"> • Added another section of Drama 212 which has helped to alleviate the back log of students waiting to take this required class. The wait lists for 210 and 302 are almost eliminated. • Drama 401, the Senior Seminar, has been revised again to emphasize more information on careers, resume preparation, graduate school application and other "life after the UW" areas. • Donor generosity has allowed department to offer at least one section of a Theatre for Youth course each year. An endowment has been created to support the continuance of the course. 	

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Drama (continued)			<ul style="list-style-type: none"> • In 2002 Drama instituted a PreMajor form as part of a concerted effort to identify majors as soon as possible in their academic careers. This has been very successful in that it enhances the department's communication with BA students and allows the department to plan for core classes. This process has been very effective in moving majors through required courses. The department has also seen more freshmen complete the Introduction to Acting series, Drama 251, 2, 3, in their first year. The department's majors are moving toward degrees in a more timely fashion and fewer non-majors are taking our courses. • For the fall of 2004 the department has been able to reinstate Drama 350, the acting class that was designed for transfer students exclusively, to help them enter into the life and culture of the School more effectively. Senior surveys and anecdotal evidence from faculty implied transfer students often had trouble with this. Budget cuts forced the elimination of this class in '02 and '03. • The Arts Advisors have made arts programs an ongoing, significant component of Career Week. • The Drama Advising Office works closely with other resources within the School to maintain a user friendly and thorough web site. The department believes it is a major tool in a constant quest for the best in communication with Undergraduate students. • The elected BA Council meets regularly (sometimes weekly) with Professor Parker, Head of the BA Program, and with Professor Gates. The Council plays an increasingly active role in facilitating strong communication throughout the School. Many issues or perceived problems are able to be resolved or addressed very easily (and inexpensively!). Of course, complex issues take more time. • The Undergraduate Theatrical Society (UTS) also continues to grow in importance. UTS plays an active role in School orientation activities each fall and in helping celebrate in the late spring. This included the original play BEGINNINGS produced for the University's orientation. UTS also produces 6-10 student shows each year in the Cabaret Theatre and Ethnic Cultural Theatre. Many of these plays are original works written by Drama students. 	

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Earth and Space Sciences	Robert Winglee winglee@ess.washington.edu	<p>Students in Earth and Space Sciences will:</p> <ul style="list-style-type: none"> • Have a general knowledge of the basic areas of solid earth geology and geophysics, geobiology, surface processes, space physics and analogues of processes within the solar system. • Be proficient in one of the core disciplines through the completion of the requirements one of four options: standard (geology) option, (geo)biology option, (geo)physics option, and environment option. • Students need to be able to think critically, and obtain quantitative predictions usually skill sets that involve multiple disciplines and all the core sciences. • Students should have hands-on experience obtained from extensive field work and/or laboratory experience. • Have the ability to communicate scientific information clearly and precisely, both orally and in writing. • Have the ability to read, understand, and use scientific literature. 	<p>Assessment of Student Learning:</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Field work and/or experiential research opportunities, and discussions with seniors on a one-on-one basis • Conduct exist survey of graduating students • Awards and scholarship program where students' skill sets can be evaluated in detail from both course experience and from their interactions with faculty <p>Curricular Assessment/Changes: ESS has developed an environmental option to better meet societal news. Virtual learning environments are being created for level entry classes that provide immediate and comprehensive feedback for the students.</p>	<p>The method of collegial reviews and course evaluations is presently under evaluation to provide better assessment of student learning and lecturing proficiency. Development of a more comprehensive and open student surveying system is being evaluated.</p>

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Economics	Judith Thornton thornj@u.	<p>The Department of Economics has several educational goals for the students who take our courses. Most importantly, we want them to develop what our late colleague, Paul Heyne, called "an economic way of thinking," which is a conceptual framework for thinking about and analyzing the economic problem of choice and scarcity. We believe that this approach has applications that go beyond our courses and helps students to understand the problems and challenges faced by all individuals and organizations, from families to governments, within our society.</p> <p>More specifically, we want our students to:</p> <ul style="list-style-type: none"> • think analytically • develop a variety of problem-solving skills • learn to access key economic data sources • acquire the statistical and quantitative knowledge needed to undertake and understand empirical research • learn how to use the appropriate tools of information technology in this pursuit • express their ideas, methods, and results clearly and precisely, both orally and in writing 	<p>Assessment of Student Learning:</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Web-based exit survey on the web, surveying program satisfaction and attainment of learning goals. In last year's survey, 85 percent of respondents said that they were well prepared or very well prepared for their career goals and 93 percent felt that they were well prepared or very well prepared for their decisions as citizens. Students also criticized large class sizes and mentioned the difficulty that students face in getting into 400-level classes in the major. • The Economics Undergraduate Board (EUB) carries out a survey of undergraduate majors. This spring, they presented the results to the Visiting Committee and to the Divisional Dean for Social Science. Responses from student assessments, the EUB survey, and the senior exit survey all express considerable frustration at student inability to get into required classes and the large size of the classes when they do get in. This is a priority issue to address in the Department's coming self-study. • In addition to conducting an undergraduate survey, the EUB provides regular tutoring for lower-division and intermediate courses, giving faculty informal feedback on student difficulties and outcomes. • Economics honors students are required to produce original research in the form of a thesis, written under the direction of a faculty advisor. • The Economics internship program also offers students the opportunity to combine independent economic research with an internship activity. Half of the undergraduate internships completed last year focused on international trade. These students often choose a job after graduation in an international trading company, bank, or as a trade specialist in government. • Several members of the faculty involve undergraduate interns in their own research. • Some upper division courses, such as econometrics and public finance, require students to undertake independent research in the process of learning to apply economic concepts empirically. 	<p>Several departmental initiatives respond to past program assessments.</p> <ul style="list-style-type: none"> • The Department increased offerings in econometrics, improving student ability to undertake economic research. • During summer 2004, Eugene Silberberg and Haideh Salehi-Esfahani will be working to introduce discovery-based learning into their principles of micro and macroeconomics courses. The summer project will also include the incorporation of some web-based forms of student learning and self-testing in these courses, including the use of real-world, empirical data into student projects. Salehi-Esfahani and Silberberg have designed an interactive process involving project participants, Catalyst, computer staff, and the OEA. Their process facilitates experimentation, feedback, review, and rapid incorporation of improvements. Their project will serve as a model for other innovations in the department and outside.

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Economics (continued)			<ul style="list-style-type: none"> Economics majors demonstrate high levels of academic achievement. In 2003-2004, the department had five Dean's Medalist nominees and awarded 12 undergraduate scholarships. (This year, 24 of the majors have grade points between 3.9 and 4.0.) Maintains links with alumni and involve them in career counseling workshops for the department's undergraduates. A small discussion group, called ThinkEcon, brings undergraduates together with recent graduates to discuss economic policy issues. Economics students enjoy success in careers using the skills acquired in the major, such as international trade, financial analysis, economic consulting and research, management, and public service. They also use their skills in many fields of graduate and professional study, including economics, business, law, and public affairs. <p>Curricular Assessment/Changes:</p> <ul style="list-style-type: none"> The Department now offers separate B.A. and B.S. degrees, allowing them to serve a diverse student body. The Department has expanded its certificate programs allowing students to specialize in international economics, economic theory and quantitative methods, quantitative managerial economics, or environmental and natural resource economics. The Department has expanded opportunities for study abroad with exchange agreements with universities in Thailand, Germany, and the Netherlands. The share of students completing a double major or double degree has increased to 28 percent. Expanded course offerings that are essential to interdisciplinary programs on campus. Added five new courses to course offerings. The Academic Advisors participate in summer advising and registration for in-coming students and in university recruiting activities for minority students. The Academic Advisors organize career planning workshops, career counseling activities with alumni, and participate in university-wide career fairs. Prof. Haideh Salehi-Esfahani's ECON 201 course participated in the CLUE program. 	<ul style="list-style-type: none"> Members of the Department are developing new courses on advanced topics in modern microeconomics and on policy issues in economics. The Department is concerned that teaching burgeoning numbers of students with declining resources leads to a decline in educational quality. Hope to find more effective ways to respond to student demand. This is a priority issue to consider in the upcoming self-assessment. The Department will undertake a Five-Year Self-Assessment and Review during autumn 2004.

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
English	Caroline Simpson csimpson@u.	<p>The Department of English offers courses in English, American, and related literatures. English majors are exposed to many critical perspectives, and pursue interests in literary history, critical theory, language studies, and creative writing.</p> <ul style="list-style-type: none"> • Students taking courses in literature: <ul style="list-style-type: none"> ○ learn and apply techniques of literary analysis ○ understand and identify theoretical problems in the interpretation of texts ○ understand the social, historical, and political contexts of literary production and reception ○ experience the pleasures of reading ○ write papers ○ demonstrate critical thinking skills. • Students taking courses in language study examine the structural, historical, social, and aesthetic dimensions of English. • Students taking courses in the Creative Writing Program share their work and participate in workshops in verse, short story, novel, and expository writing. 	<p>Assessment of Student Learning:</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Senior exit surveys • Recent review of current and potential senior capstone requirements (as part of revision of new major). • Department discussions of ongoing problems in the current major. <p>Curricular Assessment/Changes:</p> <ul style="list-style-type: none"> • After three years of department meetings, in which the basic objectives of an English major were discussed (included, now, in the course catalog), major requirements to address four issues that emerged from discussions and review of the current major requirements were revised: <ul style="list-style-type: none"> ○ limited student access to earlier historical courses ○ need for a clear introduction to the study of English language and literatures for incoming majors ○ need for specific courses for majors that focus on the fundamentals of writing critically about literature and culture ○ need for more student flexibility and choice in meeting major requirements • The proposed new major addresses these problems in direct ways. It includes: <ul style="list-style-type: none"> ○ a proposal for three new, larger enrollment historical courses ○ a gateway course, English 202, which was filed and approved last year ○ a required course in Critical Practice, or in ways of writing about literature and culture, English 302 ○ greater student choice in meeting major requirements • The departments is preparing to file those changes by the end of November, 2004, and plans on making the new major effective in Autumn, 2005. 	<ul style="list-style-type: none"> • The director plans to complete a formal assessment of current large lecture versions of English 202 for presentation to the faculty in the late spring, 2005. • The director will also ask for departmental feedback on courses needed to better serve the stated learning objectives, as well as courses that should be altered or dropped. • Plan to review and assess new honors track at the end of 2005-2006, to see if any changes are warranted.

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
French and Italian Studies	Sabrina Tatta, sabri@u.	Our majors should graduate with impressive proficiency in the French/Italian languages and a solid grounding in French/Italian cultures, enriched whenever possible by on-site experience.	<p>Assessment of Student Learning:</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Exit interviews with advisor • Senior projects <p>Curricular Assessment/Changes:</p> <ul style="list-style-type: none"> • Students have convinced the department to launch a minor in French Studies as of next year. • Added “cushion courses” in Italian designed to facilitate the transition from lower-level language work to upper-level cultural studies. 	

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Geography	Rick Roth rroth@u	<p>Geography Department Learning Objectives (September, 2003)</p> <p><i>Generic/Social Science:</i></p> <ul style="list-style-type: none"> • Ability to pose important geographic research questions (and argue what makes for importance). • Ability to define what the proper research might be to answer a particular question. • Identify and evaluate information sources and prior research. • Ability to report results in multiple media. • Ability to effectively critique. • Collaboration skills: work in groups; understand and negotiate differences. • Conduct original research, well. Who wants to know; how to frame a question; appropriate methods and analysis; relevant and reasonable conclusions; ability to present findings orally and in writing develop basic critical thinking skills: ecological fallacy; argument vs. opinion; assess different and competing worldviews; understand how the world works. • Ability to construct and defend an argument based on geographic data and using a geographic perspective. • Develop basic quantitative skills: "conquer" math anxiety; understand nominal/ordinal/interval ratio; measurement; understand what it means to be "statistically significant". • Develop basic qualitative skills: interpretation, verstehen, discourse. • Awareness of cross-national and cross-cultural perspectives and realities. • Understanding and evaluating environmental impacts. 	<p>Assessment of Student Learning:</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Capstone courses • Annual undergraduate research symposium, featuring the products of capstone courses, honors theses, and service learning projects. A panel of faculty listened to the presentations, and conferred to decide on awards that were presented at the annual Recognition Ceremony the following Friday. These presentations and awards made use of students' ability to frame an issue, explain its importance, undertake and explain their analytic or inferential methods, and provide excellent visual/graphic/cartographic support. (a clear statement of the division of labor among group members was also examined). • Employ an on-line "exit survey" to get feedback on what and how graduating seniors gained from their major and how well we are addressing our departmental learning goals. • Conducting two-year Geog-SOUL project to assess students' sense of what they are learning in the major relative to what they expect to learn, want to learn, what the faculty want them to learn etc. Patterned after the UW SOUL project, this study is funded by OEA. Protocols include student interviews, on-line surveys, focus groups, portfolio submission (with accompanying reflective statements), and faculty review of student learning portfolios. 	<ul style="list-style-type: none"> • Conclude second year of two-year GEOG-SOUL project, using focus groups, online surveys, student interviews and portfolio assessment to determine the match between departmental learning goals and student learning outcomes. • Utilize "Learning in the Majors" grant from the College of Arts & Sciences for faculty assessment of student learning portfolios and subsequent recommendations for possible curricular and program restructuring. • Continue to expand departmental curricular course-flow charts and develop an interactive departmental, and interdepartmental, curricular compass. • Inventory departmental writing assignments, practices, and student writing outcomes, and present these in an online showcase and casebook of "How Geographers Make Arguments".

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Geography (continued)		<ul style="list-style-type: none"> • Develop trans-disciplinary ways of understanding. • Developing multiple and alternative methods of analysis. • Develop holistic explanations. • Development of active citizenship (local and global). <p><i>Discipline-Specific:</i></p> <ul style="list-style-type: none"> • Understand and be able to use key elements constituting a geographic perspective: context, scale, cartographic, tabular, processes, flows and outcomes, and the comprehensiveness of the spatial perspective. • Development of basic geographic skills: map reading and analysis; map making; landscape analysis vis use of multiple analytical methods). • Understand spatial variability (in housing, law enforcement, immigrant incorporation into US society, regional economic growth, etc). • Develop a geographic imagination - understand space and scale; nature and ecology; place and "situated knowledge"; concern for local places and the planet; "topography vs. topology". • Understand relationship between community and economy, and between citizenship and globalization. • Understand relationship between historical development, economic development, and globalization. • Develop information literacy related to locational relationships (representation). • Understand relationship between regional economy and health & well-being. 	<p>Curricular Assessment/Changes:</p> <ul style="list-style-type: none"> • Because exit surveys and faculty observations indicated that graduating seniors could not articulate the applicability and importance of what they had learned, the Geography department has worked to help students develop a language and appreciation for what it means to be an urban geographer or an economic geographer: "These are the kinds of problems or issues I'm interested in. These are the kinds of ways I approach these problems. These are some of the tools and models I use to analyze these problems." • In direct response to faculty concerns regarding students' readiness to undertake substantive research projects, revamped the required statistics and methods course to more directly address research design and conceptualization issues—new course, Geog 315 ("Explanation & Understanding in Geography") and is required for all majors. • Building Up of 200-Level course enrollments, along with de-emphasis of Geog 100. In order to help students become more question-driven and problem-oriented, the department is trying to attract more majors via 200-level courses. These courses are both more specialized ("The Geography of Food and eating," "The Geography of the World Economy: The Fortunes of Regions", "Geography and Health") than the survey-style 100-level course, and place a much greater emphasis on inquiry, evidence and explanation. 	<ul style="list-style-type: none"> • Include departmental learning goals on supplement course evaluation forms to get some sense of how directly individual courses are embodying those learning goals

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Geography (continued)		<ul style="list-style-type: none"> • Understand the processes of regional economic development and sustainable economic development. • Understand spatial interaction & movement. <p><i>For Each Concentration in the Major:</i></p> <ul style="list-style-type: none"> • For learning goals for each concentration, see the website: http://depts.washington.edu/geog/undergrad/concentrations.html 		

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Germanics	Eric Ames eames@u.	<ul style="list-style-type: none"> • To increase critical consciousness and sensitivity towards one's own as well as to other languages and cultures • To develop skills of analytical and integrative thinking, critical reading and writing • To communicate clearly and concisely both in written and spoken form • To understand how to do research, organize materials, and mobilize creative potentials • To acquire the ability to examine one's own values with a critical eye 	<p>Assessment of Student Learning:</p> <ul style="list-style-type: none"> • Classroom assessment, various methods to improve learning and adjust course content and offerings. • Course evaluations • Senior level performance assessment in selected classes literature, language, and linguistics. • Review of undergraduate work in honors, research and internships. <p>Curricular Assessment /Changes:</p> <ul style="list-style-type: none"> • Future development of web-enhanced foreign language learning on the first-year level by Professor Manfred Bansleben through an A&S grant: Students in these web-enhanced courses will have two contact hours per week with instructor for primarily conversation practice and will do three hours of self-study on computer including participating in chat-room activities. Web program will include grammar study and vocabulary exercises. • <i>Virtual Vienna</i>, a content-based cultural multi-media program for second-year German was developed by Prof Manfred Bansleben and his research assistants to complete the departmental study abroad program <i>Spring in Vienna</i> been tested in courses throughout this year. • The Department was successful again in securing travel grants from the Max Kade Foundation for the four top students in the second-year German Express program to study at the Universities of Freiburg and Tübingen in spring of 2004. • Expanded course offerings for undergraduate majors and minors in Germanics on the second-year level by adding new courses. 	

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
History	Moran Tompkins histadv@u.	<p>We believe that the primary 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> <p>We work with our students to cultivate skills of critical reading, critical thinking, and critical writing, and historical research. We ask that they try to understand the attitudes and actions of diverse peoples in different times and places—especially peoples unlike themselves. In a related vein, we anticipate that they will bring historical perspective to the understanding of developments in both the past and the present in order to understand the contingent and complex nature of the world. Faculty members in History observe and encourage the development of these skills in class discussions, research papers, written critiques of primary sources and secondary works, different kinds of exams, and other assignments (including most recently web projects).</p>	<p>Assessment of Student Learning:</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Junior-level seminar that requires students to demonstrate methodological competence in history. • Senior seminar that requires students to develop topics with the assistance of the professors, research the topic, and produce a historical or historiographical essay (15+). • Exit surveys, which reveal that students are pleased with their educational experience in History, especially the addition to the curriculum of the junior-level methodology seminar. The seminar was added in 2002 in direct response to student comments in the exit surveys, asking for additional smaller classes. <p>Curricular Assessment/Changes:</p> <p>In 2002 the Department conducted a thorough Ten-Year Review of the Undergraduate program and implemented major reforms. During the past three years the Department has been monitoring the reforms with the following results:</p> <ul style="list-style-type: none"> • Faculty continue to create new courses and teach in adherence with the revised learning objectives, nature, and content for 100-, 200-, 300-, and 400-level courses. • The new topics designators (290, 490) have been widely used and have led to the creation of new, large lecture classes. • The junior level methodology seminar has been implemented as a requirement for all students majoring in history. Exit surveys indicate that students are happy with the addition of this seminar and the increased selection now available. • Faculty continue to add a series of 200-level courses on thematic topics (HIST 219, Science and the Arts in Early Modern Europe; HIST 221, Information Research Strategies in History) to supplement the 100-level surveys and introduce more students to History. 	<ul style="list-style-type: none"> • Continue pedagogical discussions of the sort that led to these changes throughout the year and offer more faculty workshops on various teaching issues. • Track changes to TA resources allocation program. • Monitor courses and make appropriate changes to ensure high enrollments.

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
History (continued)			<ul style="list-style-type: none"> • With support from the Curriculum Transformation Project in the College of Arts and Sciences, the Department has added new courses on the role of race in U.S. history, such as HSTAA 225, American Slavery and HSTAA 230, Race and Power in America, 1861–1940. History anticipates adding more courses in coming years. • A faculty committee for long-range planning articulated a commitment to teach more undergraduates by creating HIST 200, Ten Events That Shook the World. This course attracts freshman and non-majors. The content (which ten events?) changes as faculty rotate teaching this course. It was offered for the first time in spring 2005 and enrolled 189 students. • The Department has implemented a program for more efficient use of Teaching Assistant resources in which TAs assist faculty in large classes but do not lead sections. Several classes were taught successfully on this model, including HIST 200 and HSTAA 302. • New faculty members are invited to develop their own courses, rather than feeling constrained by courses already on the books. This means that with each new hire the curriculum changes. Faculty members coordinate these offerings with one another and with the undergraduate advising office to ensure that student needs and demand are being met. For example, our two new Latin American historians have added new classes, including Social History of Mexico, Multiple Encounters: the US in Latin America and the Caribbean, Colonial Latin America: From Pre-Columbian Times to the 1820s, and History of Peru and the Andean Region. 	
Jackson School of International Studies (SIS)	Anand Yang ayang@u.	NO REPORT SUBMITTED		

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Law, Societies, and Justice	Michael McCann mwmccann@u.	<p>The Law, Societies, and Justice curriculum emphasizes the development of a range of analytic and communicative skills. Courses challenge students to develop the capacities to:</p> <ul style="list-style-type: none"> • read and interpret texts, including theoretical, empirical and legal documents • comprehend and contrast arguments • develop and defend arguments • assess theoretical arguments in light of empirical information • assess contemporary practices of justice delivery against contemporary conceptions of justice <p>Students who have completed the LSJ degree will be able to:</p> <ul style="list-style-type: none"> • apply these skills to specific instances in the world beyond the university, critically questioning and comprehending the workings of law in practice. <p>Students are required to express these skills in both oral and written forms, through active class discussions and well-constructed writing assignments.</p>	<p>Assessment of Student Learning:</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Recently, the department underwent an extensive departmental review process run by the Graduate School, including significant input from undergraduates (both recent graduates and present students) to a panel of UW and non-UW faculty and administrators • Qualitative assessment of student learning through direct individual contact between students and faculty for the LSJ internship requirement, LSJ Honors Option, and undergraduate research. • LSJ internship requirement includes student survey of experience. <p>Curricular Assessment/Changes:</p> <ul style="list-style-type: none"> • During the recent review, the department examined curriculum in light of the new faculty hires and the classes built on their special expertise. • In early June, 2004, the faculty had a half-day retreat to discuss the four LSJ core courses, examining them in terms of learning objectives, skill acquisition, cohesion, topicality, and overall contribution to the goals of the department. • A standing curricular committee was formed to shape development of new classes, existing classes, and the curriculum as a whole. • The department lowered the number of prerequisite courses for application to the major. This will allow students to make more effective major decisions earlier in their academic progress. The change in admission has also forced the department to examine students in terms of their own learning goals and developing skills rather than on a preponderance of grades in prerequisite courses. • Informal discussions with students showed that one of their biggest concerns was admission into the core classes in a timely manner. We instituted a system to reserve spaces in these classes for the critical populations of sophomores, transfer students, and graduating seniors. 	<ul style="list-style-type: none"> • Department is considering implementation of annual exit survey of graduating seniors. • Increase and institutionalize student participation in public presentation of research as well as their participation in faculty research objectives. • Establishing departmental unity and student identity are the biggest goals for department's long-term growth. • Update and expand department website. • Increase the number of majors we can admit to our program. This is in response to student demand and interest. • Create a twice-yearly workshop to help majors shape academic experiences into career or graduate school opportunities. • Increase the number of opportunities for study abroad related to LSJ.

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Linguistics and Romance Linguistics	Sylwia Tur stur@u.	<ul style="list-style-type: none"> • Students will complete the degree with a solid background in fundamental content knowledge and problem-solving skills in syntax, phonology, and sub-discipline specializations they have chosen. • Students will gain basic competency in languages other than English. • Students will use experiential learning and team-work to develop their self-reliance and creativity. • Students will have adequate opportunities to write, both generally for informed and rational humanistic discourse, and specifically for well-argued linguistic discussion. • Students will have familiarity with current and emerging technologies. • Students will be encouraged to participate in meaningful learning outside the classroom (e.g. internship, research project, community service). • Students will be encouraged to participate in international study opportunities. 	<p>Assessment of Student Learning:</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • 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. • A capstone project in Romance Linguistics is an additional assessment means for that major. • Honors students write a paper for a graduate seminar, as well as an Honors Thesis. <p>Curricular Assessment/Changes:</p> <ul style="list-style-type: none"> • In order to encourage interdisciplinarity, the department has cross-listed several courses in Germanics and Slavics with Linguistics courses. • Added two "internship" courses, Ling 490 and Ling 590 to encourage students to do internships or community service. • Adding courses in Computational Linguistics to facilitate new specialization (hired a new faculty member in that area); a couple of these are Grammar Engineering and Perl Programming; this specialization is being developed in response to student demand and to the growing interest in industry. • Added a new introductory course, LING 101, Fundamentals of Pronunciation for Language Learners; satisfies VLPA and includes a laboratory component developing perceptual and productive skills of non-English sounds. 	The department plans to increase course offerings in Computational Linguistics, as specialization is developed.
Mathematics	Brooke Miller miller@math.	Graduates will have a broad exposure to the major disciplines within the study of mathematics, together with exposure and extensive practice with mathematical proofs. Depending on the particular track selected, graduates focus on building a strong foundation for graduate school, professional school, industry, business, government, and teacher preparation.	<p>Assessment of student learning in the major:</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations <p>Curricular assessment/changes: Completed a three year TFT funded project aimed to reform the first two quarters of freshman calculus: Math 124/125. Extensive assessment was an integral part of the reform project. Final report was submitted to the College of Arts and Sciences and the department received permanent funding of the reform.</p>	<ul style="list-style-type: none"> • Continuing assessment of freshman calculus to maintain quality. • Currently in the planning stages for assessment of student learning in our majors.

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Music	John Rahn jrahn@u.	Most of the department's undergraduate majors are performers. For these students, an elaborate system of yearly "juries" and recitals are in place. It must be 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>Assessment of Student Learning:</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Students pass an entrance audition before becoming a music major. • Students pass a "jury" examination each year before continuing to the next year of study. A jury is a panel of faculty who listens to the student performing music; this is a sort of re-audition each year. • Required junior and senior recitals (capstone projects) • Students give 140 public performances each year. <p>Classroom Assessment/Changes:</p> <ul style="list-style-type: none"> • Elimination of all 5-year programs (BA/BM), except in Music History; 4-year programs (BM) become the default programs. This change came in response to our 10-year review and will greatly help simplify our program offerings • Creation of 4-year program in Music Education (BM) • Implementation of new 4-year programs in percussion (BA and BM) • Voice majors required to take 2 languages chosen below French, Italian or German • Creation of new course MUSAP 392 "Jazz Drum Set" to respond to a strong interest in this field, and to differentiate it from the percussion courses • Change of course name and change of credit for MUSIC 344: "Psychology of Music: Music Cognition"; now 5 credits • Creation of MUSIC 329 and MUSIC 429, String Orchestral Repertoire, in order to allow both undergraduate and graduate string majors to take the course for credit • Opening of student lounge 	<ul style="list-style-type: none"> • Department is considering implementation of an enrollment management plan

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Near Eastern Languages and Civilization</p>	<p>Michael A. Williams maw@</p> <p>Jere Bacharach is interim chair for autumn 2005</p>	<ul style="list-style-type: none"> • Liberal Arts education in new global realities and their connections specifically to history of culture in the Near East and Central Asia. A detailed and critical knowledge of ancient and modern languages of these regions is of outmost importance for a better understanding of their rich cultural heritage, and development of language skills requires cultural- historical knowledge. Thus: • Development of language skills, including proficiency in ancient languages of the Near East, and proficiency in modern foreign languages of the Near East and Central Asia, involving all four language skills. • Expansion of student understanding of cultural diversity through study of languages, literature, religious and other cultural aspects of the ancient and modern Near East and Central Asia: a) textual studies of ancient languages, b) classical and modern literature, c) history of culture. • More generally: Development of student abilities in: <ul style="list-style-type: none"> • Critical analysis of texts • Understanding of historical and cultural contexts • Integrative and critical thinking • Analytical writing • Research procedures and strategies 	<p>Assessment of Student Learning:</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • In Arabic: achievement, prochievement , and proficiency tests, including the ACTFL Oral Proficiency Interview (OPI) • A newly hired professor in Arabic is one of a handful of Arabic instructors nationally who is certified to test Arabic at other institutions. While rules do not allow him to provide official test results for his home institution, his qualifications obviously place him in a unique position to conduct his own continual in-house assessments of our progress. • Use of proficiency testing in Turkish language program for beginner and intermediate classes, and use of regular testing throughout the year in an attempt to develop standards for proficiency testing in cooperation with the National Middle East Language Resource Center (NMELRC). • The summer Uzbek language program undergoes periodic assessment by the Social Science Research Council, from whom a grant funding for the program was received. These evaluations include on-site visits from time to time by an SSRC representative. • Rate of success by our students in competition for placement in advanced language programs such as the Center for Arabic Study Abroad, Middlebury, AUC (Cairo), Fez and Al-Akhawayn, Morocco. • Success of graduates applying for acceptance and fellowship support to excellent graduate programs. • Exit surveys to determine undergraduate and graduate student satisfaction with their programs, courses, and instructors and gather information for improvement. 	<ul style="list-style-type: none"> • Inaugurate in 2005-06 new courses in Arab media and in Arabic conversation, to improve interactive communication skills at all levels. • Plans underway to update the web-based instructional materials for Biblical Hebrew

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Near Eastern Languages and Civilization (continued)			<p>Curricular Assessment/Changes:</p> <ul style="list-style-type: none"> • Continuing development of instructional technology. E.g., three faculty members in the department taught a newly "Digital Egypt" course in W 2005. Web-based instructional materials for first-year Biblical Hebrew courses has been in place and fine-tuned over the last couple of years and has significantly increased learning rate. A CD-ROM instructional program for Hieroglyphic Egyptian was developed (with local software company) and is in use; similar CD-ROM aids used in Modern Hebrew. • Continued development of "Spoken Arabic" courses to respond to student demand for study of regional dialects. • Initiated new course for "Hebrew in Song" to expand cultural exploration of Hebrew; acquired new media tools to support this curricular advance. • Hired new Assistant Professor with specialization in pedagogy of Arabic instruction; he has also developed a new course in pedagogy for Middle Eastern languages now required of all modern language TAs in the department. • Over the last few years NELC has offered a much greater range of courses that are introductions to the cultures of the Near East or literature/culture in translation, with the aim being to reach a broad undergraduate audience and to coordinate our department's efforts with those of other units on campus (International Studies, Comparative Literature, Comparative Religion, Jewish Studies, the Middle East Center, and others). • The department has received support from the Ellison Center to support new teaching associate positions to tutor students who have receive national fellowships in less commonly taught languages such as Tajik, Kyrgyz and Kazakh. 	

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Philosophy	Gina Gould gsgould@	<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"> • Provide courses that develop and enhance the rational, critical, and creative abilities of the students who enroll in them. • Train the next generation of philosophers through its graduate and undergraduate programs. • Provide courses, both undergraduate and graduate, that serve and complement other University of Washington academic units. <p>Learning outcomes/goals for individual courses are listed on the web during the registration period prior to the quarter.</p>	<p>Assessment of Student Learning:</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Senior exit surveys, which showed that students were very satisfied with their undergraduate work in the department; felt that courses in philosophy were intellectually stimulating; believed that their philosophy courses helped them in courses outside their majors, as well as in activities outside the university; and felt that non- majors should take more philosophy courses. <p>Curricular Assessment/Changes:</p> <ul style="list-style-type: none"> • Continued offering new student orientation seminar, led by advanced undergraduates. • Offer two honors capstone in courses in Winter & Spring 2006. • Continuing working with the history department to better coordinate course offerings for the History and Philosophy of Science major. • The addition of new Programs on Values in Society faculty will allow for an increase in applied ethics offerings. • An increased connection with other departments has resulted in more joint list courses. 	<ul style="list-style-type: none"> • Consider the option of a writing course within the major requirement for all majors to strength their written communication skills. • Develop an on-line senior exit survey.

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Physics	David Boulware chair@phys.		<p>Assessment of Student Learning:</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Exit survey, used by the Undergraduate Majors Committee to assist in decisions on curricular change. • Interviews with graduating seniors, which showed that about a third of the department's graduates continued on in graduate studies and that students who had obtained positions in the private sector were highly satisfied with those positions. <p>Curricular Assessment/Changes: In response to students' requests, increased enrollments, and the need to provide more individual attention to students:</p> <ul style="list-style-type: none"> • Continued a phased doubling of offerings of courses begun in 2001. • Added problem solving/recitation sections to several 300-level courses. • Increased the number of summer courses offered, which allows transfer students more opportunities to complete the degree "on time." • Conducted mandatory yearly advising of majors in April/May. 	Review/reassess undergraduate curriculum

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Political Science	Meera Roy meroy@u.	<ul style="list-style-type: none"> • Substantive knowledge of political science concepts and theories. • Preparation to become active and knowledgeable citizens. • Skills, including critical thinking, analysis, research, communication. 	<p>Assessment of Student Learning:</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Senior thesis and defense for students in the Political Science Honors Program • Participation of political science majors in the annual Undergraduate Research Symposium • Participation of students in the Legislative Internship Program in Olympia and their continuing participation in local, state and national politics. <p>Curricular Assessment/Changes:</p> <ul style="list-style-type: none"> • Adviser follow-up with students on the low-scholarship list. • Upper-division courses in political science are highly impacted given the large number of majors. When budgets have allowed, added either additional courses or additional space in highly sought courses. • Process to petition related courses in other departments to count for political science credit. • Continuing curricular review to discontinue courses no longer taught and to add courses that reflect the diversity of faculty interests and expertise. • Successful reactivation of the campus chapter of Pi Sigma Alpha, the Political Science Honor Society. 	<ul style="list-style-type: none"> • Simplification of the requirements for the Political Science minor. • Development of more service learning options for students and involvement of more faculty in service learning. • Beginning a seminar series for undergraduates on topics that include graduate school options for political science majors and preparation, getting the most out of internships, and study abroad. • Assessment of how to improve the exit survey of graduating seniors. • Further development of learning goals, assessment of student learning and curricular assessment will be part of the department's upcoming 10 year program review. Included in this assessment will be a review of the success of the department in serving the growing number of undergraduate majors.

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Psychology	Beth Kerr bkerr@u.	<p>The learning goals that psychology stresses across the curriculum for psychology majors include:</p> <ul style="list-style-type: none"> • Knowledge of human and animal behavior • Written communication skills • Oral communication skills • Use of computer technology for data management and analysis • Understanding the quantitative aspects of scientific research in psychology 	<p>Assessment of Student Learning:</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Senior exit survey <p>Curricular Assessment/Changes:</p> <ul style="list-style-type: none"> • Revised the undergraduate curriculum so that majors and non-majors are separated once past the introductory Psych 101 course and a natural-world Psych 202 Biopsychology course. This includes separate 300-level survey core courses for majors in animal behavior, cognitive psychology, perception, abnormal psychology, developmental psychology, social psychology, and personality—all with methodology (Psych 209) and Biopsychology (Psych 202) as prerequisites. • Implemented changes to strengthen Psych 209 and the statistics classes for the BA and BS degrees. • Reviewed prerequisites for all 300 and 400-level elective courses. Many now require a related 300-level core course as prerequisite. 	

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Scandinavian Studies	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>Assessment of Student Learning:</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Capstone course, SCAND 498: Senior Essay, requires 25-30 page essay. Faculty advisor directs student research for the essay. Early draft required before final paper is accepted. Senior Essay Faculty Committee reads essays to evaluate quality. <p>Curricular Assessment/Changes:</p> <ul style="list-style-type: none"> • Instituted several new courses, including second year sequence for Latvian, Lithuanian, and Estonian. Also established intensive first-year courses (LATV 150, ESTO 150, LITH 150) for Summer program. • Following the assessment of student learning over the last few years, it was clear that the upper division lacked sufficient coverage. Therefore, the upper division offerings in major have been strengthened by establishing several new courses: SCAND 402: International Political Economy; SCAND 403 Scandinavian Immigration in History and Literature; SCAND 445: War and Occupation in Northern Europe; SCAND 454: Baltic History; SCAND 455: Baltic States Since 1991. • Added a first-year general culture course to Finnish program with SCAND 151: Finnish Literary and Cultural History. 	<ul style="list-style-type: none"> • Continue to look at ways in which study abroad opportunities can contribute to student learning. • Develop good exit survey. • Continue to seek internship programs. • Continue to evaluate curricular changes and various assessment methods.

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Slavic Languages and Literature	Galya Diment galya@u.		<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom, assessment, various methods • Course evaluations • Exit exam for students completing fourth-year Russian • Thesis presentation for students completing honors and senior theses <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Created 5-credit C-term study abroad course in Prague with faculty participation. • Jehlik scholarship awarded for C-term study abroad in Prague. • Added three new courses - RUSS 423, Russian Film; RUSS 424, Topics in Ethnic and Cultural Identity; RUSS 425, Russian Drama. • Increased number of cross-listed courses with Jewish studies and comparative literature. 	<ul style="list-style-type: none"> • The department will discuss learning goals at the September departmental retreat. • Will resume sending an exit questionnaire to students soon after graduation to solicit their feedback on the program and courses. Will then follow up with a similar questionnaire five years following graduation to ascertain if their impressions have changed.

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Sociology	Kevin Mihata, kmihata@u.	The Department of Sociology's undergraduate degree is oriented toward a traditional liberal arts education, developing general critical thinking, writing, and analytical skills, and educating majors to think in a systematic way about the relationships among individuals, groups, organizations, and societies.	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Review of senior research practicum/capstone (course served both functions) <p>Curricular Assessment/Changes</p> <ul style="list-style-type: none"> • Produced departmental self-study as part of ten-year program review. • Began comprehensive departmental review of undergraduate program. • Continued undergraduate service learning seminar, wherein students tutor in Seattle Public Schools. • Piloted senior research practicum/capstone course to assess program, both directly through data collected by students, and indirectly through students' performance in that research project. • Piloted internship seminar linking students' various internships to sociological research in organizations. • Revised and strengthened Honors program, reinstating senior Honors Thesis. • Revised process by which students declare major; now all incoming majors meet individually with advisor. • Developed and implemented online application process for undergraduate majors. • Helped develop new undergraduate student society. • Submitted proposal (in process) to remove SOC 220 as admission prerequisite; retain as graduation requirement. • Submitted proposal (in process) to remove pathways degree requirements; replace with open 20-credit upper division requirement. • Revised job expectations for Senior Teaching Associate, lead TAs to better coordinate and evaluate first-year TAs in introductory courses. 	<ul style="list-style-type: none"> • Implement regular exit survey. • Continue using research practicum to conduct multi-method evaluation of undergraduate program. • Review; assess recommendations of Ten-Year Review Committee. • Develop new advising web site, incorporating (among other things) ongoing student feedback.

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Spanish and Portuguese Studies	Anthony Geist tgeist@u.	The educational philosophy of Spanish and Portuguese Studies is based on the belief that the knowledge and understanding of other cultures is fundamental in an increasingly global world, and that competence in the languages of those cultures is an indispensable gateway to them. We provide language instruction in beginning and intermediate Portuguese and at all levels of Spanish. Our aim is to provide students with the four basic language skills (listening, speaking, reading and writing) in increasing levels of sophistication to enable them to read and analyze works of literature written in Spanish, as well as to understand complex cultural structures and artifacts from Spain, Latin America, and the Latino populations of the US.	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Email survey of majors to determine areas of high and low satisfaction with the major. <p>Curricular Assessment/Changes</p> <ul style="list-style-type: none"> • Implementation and assessment of web-assisted Spanish 110; proposed changes to next version based on assessment. • Transformed Spanish 321-322-323 from small class format to large lecture section format. • Increased enrollment in Oaxaca and Cádiz study abroad programs. • Implemented Spanish 315 and 316 to complement 314, completing the sequence of Spanish for Heritage speakers. • Piloted a section of Spanish 303 as a linked writing course in conjunction with Spanish 321 and 322. • Created Spanish 312, a creative writing workshop. 	<ul style="list-style-type: none"> • Create a web-assisted Spanish 103. • Implement portfolios for Spanish 301 and 302. • Offer a course in Fall 04 on the poetry of Pablo Neruda (2004 marks the centenary of his birth). • Offer a course on art and literature of the Spanish Civil War to accompany a traveling exhibit of children's art from wartime (Winter 05).

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Speech and Hearing Sciences	Gabrielle Gruber gruber@u.	<ul style="list-style-type: none"> • Have a general knowledge of the mechanisms involved in speech, language and hearing. • Have an understanding of normal acquisition of speech and language. • Have the ability to analyze language in terms of its auditory, phonetic, phonological, morphological and syntactic properties. • Understand the etiology and nature of communication disorders across the lifespan. • Understand the principles and procedures for the diagnosis and treatment of speech, language and hearing disorders. • Have the ability to carry out strategies for solving scientific problems. • Have an ability to read and understand relevant literature. • Have an awareness of the societal implications of language differences and of disorders of speech, language and hearing. • Have had the opportunity to gain experience with a research project. • Have had an introduction to the opportunities in, and requirements for, careers available to those in the speech and hearing sciences. • Understand the manner in which context (specifically, situational, social/interpersonal and cultural context) influences communication and disorders. • Understand the social-cultural aspects of communication development and disorders 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Capstone course offered Spring (and Summer) of senior year. <p>Curricular Assessment/Changes</p> <ul style="list-style-type: none"> • Continued to expand and develop the dept's website. Especially sections featuring "current events" and links to faculty/research websites and other related organizations/information. • Continued expansion of the Student Tech Fee funded computer labs located in the dept, including the replacement of printers (high-speed/color). Replacement of all computers in Student Computer Lab with Student Tech Fee by Autumn 2004. Upgraded all software to latest versions as of Summer 2004. • Request for College Writing Initiative Grant for SPHSC 308 and 406 to revise instruction to improve student writing. 	<ul style="list-style-type: none"> • Review undergraduate program specifically need for two options (Option 1 – General Academic and Option 2 – Speech and Hearing Sciences and Disorders) • Review undergraduate program specifically out-of-department requirements and how they relate to new ASHA (American Speech-Language-Hearing Association) standards. • Continue to improve channels of communication with related departments/ majors so students can be better informed about opportunities, events, and classes, related to the field but outside SPHSC (e.g. <i>Fireside Chats</i>). • Continue curriculum critique focus group with graduating undergraduates and postbaccalaureates. • Develop program to track future plans of all graduated majors (undergraduates and postbaccalaureates).

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Speech and Hearing Sciences (continued)				<ul style="list-style-type: none"> Continue to effectively manage 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. Continuing to update and modify the alumni section of the dept website. Explore using Catalyst web survey resources to expand connections with alumni, off-site educators, employers, and the community.

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Statistics	<p>Werner Stuetzle, acting chair wxs@stat.washington.edu</p> <p>Addi Daisley addi@stat.washington.edu</p>	<p>The Bachelor of Science program in Statistics at the University of Washington offers broad based, flexible educational pathways emphasizing the theoretical, practical, or computational aspects of probability and statistics. The program serves the needs of future statisticians in science, industry, business, and government, as well as provides the necessary background and stimulation for graduate study.</p>	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations <p>Curricular assessment/change</p> <p>In the past few years we have made an effort to more clearly distinguish our degree program from the service teaching we perform for students across campus. This has been done in several ways:</p> <ul style="list-style-type: none"> • The course prerequisites and pathways have been clarified to make the degree a more coherent major. • A new undergraduate course has been created that is specifically designed for majors, and is not a service course for non-majors. • New graduate courses were added to separate more advanced graduate students from the undergraduate senior-level capstone courses. 	

COLLEGE OF ARTS & SCIENCES (continued)				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Women Studies	David Allen dgallen@u	<ul style="list-style-type: none"> • Students learn the body of theoretical knowledge that constitutes global studies of women and gender. • Students generate significant, meaningful, and innovative scholarship. • Students learn to think creatively and critically reflect on the politics of knowledge production. • Students learn different modes of inquiry and practice methodological rigor. • Students participate in research, internships, and service learning opportunities for active and student-centered learning that contribute to social justice. • Students are prepared for engaged citizenship in an increasingly diverse, technological, and global society 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Small-group Instructional Diagnoses • Exit interview with graduating seniors • Senior thesis/Capstone course for all majors <p>Curricular Assessment/Changes</p> <ul style="list-style-type: none"> • In 2002-03, the department went through a decennial review, in which an unusually extensive analysis and assessment of curriculum was prepared, an assessment that was then reviewed by a team of both internal UW and external women's studies faculty was also conducted. • Implemented a number of curricular changes that followed from an extensive review of undergraduate curriculum. These include, among others: <ul style="list-style-type: none"> ○ the addition of two new tracks for majors, as well as reconceptualization of several existing tracks ○ a new requirement that majors take WOMEN 357, "Psychobiology of Women" ○ the addition of a racial history course that expands the curricular options available to majors to satisfy the requirement for background in racial and ethnic analyses ○ the development and offering of a new introduction to feminist theories that offers a transnational approach to these theories and thereby expands the options available to majors for taking a required feminist theory course ○ the development of a new course that is an introduction to the major, for new majors. ○ a collaboration with the IWP program to offer a writing link with one of the larger undergraduate courses, each quarter. • Decided to no longer require a senior thesis, because this three-quarter project has proven to be a major reason some of the majors do not graduate when they otherwise might, the department is seeking other ways to provide the desired learning experiences, without unduly delaying students' graduation. 	<p>Received funding from the College of Arts & Sciences to rethink departmental curriculum, guided by our learning goals.</p> <ul style="list-style-type: none"> • This project will focus on both the beginning and the concluding steps of the major, e.g., the main introductory course, Introduction to Women Studies, and the final step, a senior capstone course. • The latter will be a new course, one that will take the place of the required senior thesis. <p>Although focus has been on these two stages, this project will entail analysis of all curriculum, with the long term goal of using introductory courses to more effectively prepare majors for other courses they take as part of the major, and to ensure that advanced courses take the fullest advantage of the preparation the majors will have received prior to taking each course. There will be an assessment component of this project, of course, and in and of itself, entails a comprehensive assessment of the full curriculum.</p>

SCHOOL OF BUSINESS ADMINISTRATION				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Business	Roland (Pete) Dukes rdukes@u.washington.edu		<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> Classroom assessment, various methods Course evaluations Surveys of graduating seniors to determine satisfaction with education and option Feedback from employers on qualifications and preparedness of UW Undergraduates. Review of Capstone course results <p>Curricular Assessment/Change The Undergraduate Program was reviewed and changed to reflect ongoing changes in the curriculum. Some of the specific changes to the undergraduate curriculum in the past two years are as follows:</p> <ul style="list-style-type: none"> <i>Business Administration:</i> BA 470, 471 and 472 were added to the curriculum to serve non-business students who will need basic business skills in their professional responsibilities where business may not be their main focus. <i>Information Systems:</i> Option redesigned, including adding Fundamentals of Business Technologies (IS 310) as a bridge between IS 300 and 400 level courses which provides critical technologies for those courses, and adding the same course as a prerequisite to IS 320. The prerequisite for IS 423 was dropped. IS 480's description was updated to reflect current industry standards. <i>Entrepreneurship:</i> Option redesigned to enable business undergraduates to achieve their entrepreneurial goals. The new curriculum offers two concentrations. <i>Human Resources Management:</i> Option added to allow students to become competitive in the field. Industry standards require a degree and students who follow this area of study will find it easier to become credentialed. 	<ul style="list-style-type: none"> The undergraduate program curriculum is being reviewed in-depth. Changes will be forthcoming. The undergraduate program is reviewing feedback from students, organizations and faculty advisors to fine-tune the internship program.

SCHOOL OF BUSINESS ADMINISTRATION				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Business (continued)			<ul style="list-style-type: none"> • <i>Finance and Business Economics:</i> Program option amended to exclude FIN 495 as a course satisfying option requirements. One section of ACCTG 215 and one of 225 are being offered in Autumn 2004 and Winter 2005 in alternate (web-enhanced hybrid) format to test application of a technology-based approach to the course. ACCTG 199, Introductory Accounting was added as a new course. It had been offered as a temporary course since 1991. EOP students are given priority registration. • <i>Marketing:</i> MKTG 475 underwent title and description changes to give the course greater strategic emphasis and increased reliance on case analysis. MKTG 335's description was revised. MKTG 490, Special Topics, changed the maximum number of credits allowed for allow multiple registrations for different topics. MKTG 485 was added as a senior-level case study course to immerse students more deeply into marketing management issues. Multicultural Marketing and Business Development (MKTG 445) was added. It is the foundation for student development in the Business and Economic Development Program (BEDP). • <i>Retail Management:</i> Added MKTG 477 and 478, a two-course capstone. The purpose is to afford students who have completed the Retail Management Program Internship application of their recently acquired experience to more sophisticated retailing problems and further knowledge of management of retail situation specific areas. • All Business students are required to take a Written Business Communications course. • The undergraduate program standardized credits for hours of internship participation and an internship webpage was designed to link business undergraduates and employers seeking interns. Several courses were revised to reflect these changes. 	

SCHOOL OF BUSINESS ADMINISTRATION				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Business (continued)			<ul style="list-style-type: none"> • CISB Track Seminar (IBUS 491) increased the maximum number of credits to allow CISB students to take the course in three years if their involvement begins in their sophomore year. IBUS 461 and 462 are in the process of being added to the curriculum so that Japan Track students have the option of applying the courses towards their CISB certificate. The courses are jointly listed with SISEA 481 and 482. IBUS 470 was amended to reflect it as a stand alone course. • Prerequisite updates: the following courses were amended to reflect prerequisite changes: BCMU 410, QMETH 201. IS 300 and OPMGT 301 (in process). • Satisfactory Progress Policy: In 2003, due to increased emphasis by the University on Satisfactory Progress, the Business School reviewed the undergraduate policy. Existing satisfactory progress policies were brought together in one document which is easily accessible at http://depts.washington.edu/bschool/undergrad/PDF/satisfactoryprogresspolicy.doc. 	

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Aeronautics and Astronautics	Scott Eberhardt scott@aa.	<p>Graduates will:</p> <ul style="list-style-type: none"> • Demonstrate a solid mastery of fundamentals in the following aerospace engineering disciplines: fluids, structures, controls, propulsion, flight mechanics, orbital mechanics and energetics. • Have a combination of analytical, computational, and experimental skills. • Learn to work and communicate effectively both as individuals and in teams. • Demonstrate an ability to perform and communicate the results of a multi-disciplinary systems design. • Show that they can make decisions based on societal need and implications, contemporary issues and ethical considerations. • Be aware of the need for and will have the skills necessary for life long learning 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Exit surveys • Capstone design courses • Review of capstone design results by faculty • External review of capstone designs <p>Curricular Assessment/Changes As a result of assessments in prior years, the following occurred:</p> <ul style="list-style-type: none"> • Discontinued offering AA308 and 309, Computer Tools for Aerospace Engineers I and II (1 credit each), beginning in Autumn Quarter 2003 and began requiring Juniors to take AMATH 301, Beginning Scientific Computing (4 credits), which covers generally similar material but in greater depth, in one course in Autumn Quarter. • Compensated for the increased load by moving AA498, the Undergraduate Seminar (1 credit) from Autumn Quarter to Winter Quarter, to replace AA497, Aerospace Industry Tour (1 credit), whose attendance had been steadily declining over the past four years. In addition, AA498 is no longer offered in Spring Quarter. • An assessment of all these changes will be carried out in Spring Quarter 2005. 	

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Bioengineering	Kelli Jayn Nichols, knichols@u.	<p>Use the general ABET outcomes for engineering programs plus 3 additional bioengineering-specific outcomes, as follows:</p> <ul style="list-style-type: none"> • an ability to apply knowledge of mathematics, science, and engineering • an ability to design and conduct experiments, as well as to analyze and interpret data • an ability to design a system, component, or process to meet desired needs • an ability to function on multi-disciplinary teams • an ability to identify, formulate, and solve engineering problems • an understanding of professional and ethical responsibility • an ability to communicate effectively • the broad education necessary to understand the impact of engineering solutions in a global and societal context • a recognition of the need for, and an ability to engage in, life-long learning • a knowledge of contemporary issues • an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice • an understanding of biology and physiology • the capability to apply advanced mathematics (including differential equations and statistics), science, and engineering to solve the problems at the interface of engineering and biology • the ability to make measurements on and interpret data from living systems, addressing the problems associated with the interactions between living and non-living materials and systems 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Senior capstone research design didactic course and 2-4 quarter project • Increasing numbers of freshmen, sophomores, and juniors involved in research. • Poster competition to promote UG research • Undergraduate meetings with the Dept. Chair (2X a year) • Quarterly Student Advisory Board meetings with the Chair • Undergraduates serve on Curriculum Committee and Student Affairs Committee. • Assessment of senior capstone final papers • Undergraduate TAs in junior core courses • Undergraduates invited to present suggestions at Curriculum Committee meetings. • CIDR evaluation with junior class at end of core sequence. • CIDR evaluation with senior class at end of program. • Meetings of core instructors to discuss and implement course changes. <p>Curricular Assessment/Changes</p> <ul style="list-style-type: none"> • Offered new course WIN 04 (to be numbered BIOEN 201), "Bioengineering Tools." The course was developed at the suggestion of the first class of students in the BS BIOE, following an invitation from the Curriculum Committee to provide a critique of the then new BIOE curriculum. BIOEN 201 introduces students to MATLAB programming, scientific report writing, and measurement and analysis—tools that will be useful in the junior core. As a result of this course students were much better prepared for BIOEN 301, the first core course. Plan to continue offering this course and will make some modest revisions to it. 	

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Bioengineering (continued)			<ul style="list-style-type: none"> Revised junior core sequence considerably by re-sequencing topics and developing final projects that integrate different courses. Completely revised the didactic course that prepares students for their senior capstone projects, and will further revise this course in 2005. Expect to make a few changes to BIOEN 357 in the coming year. To ensure timely graduation: the departments accepts half of the students by the end of the freshmen year (through Direct and Early Admission), and most of the remainder by Spring of the sophomore year. A very few students are notified of admission over the summer preceding their junior year. When applicants appear to have excess credits, Admission Committee members are given the projected number of credits a student would need to complete the program and take this into account in the evaluation. The department holds fairly strict satisfactory progress rules, and the academic counselor checks student progress following Autumn, Winter and Spring quarters. Quarterly reports go to the student affairs committee, which oversees student progress. Requests for a delay of program (for example, to pursue foreign study) will be approved only by petition to the Student Affairs Committee. Problems making satisfactory progress in senior capstone are referred to the Vice Chair, who heads the Student Affairs Committee, who then works out a plan with the students. Students are instructed (and reminded) to apply to graduate 3 quarters ahead; remaining requirements are reviewed at this time. If a 210 petition is necessary (normally for double-degrees), the counselor works out an efficient plan to graduation with the students. 	

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Chemical Engineering	Eric M. Stuve stuve@u.wa	<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> <p>ABET (Accreditation Board for Engineering and Technology) outcomes, as specified in criterion 3 (a-k) and AIChE (American Institute of Chemical Engineers) outcomes, as follows:</p> <ul style="list-style-type: none"> thorough knowledge of chemistry working knowledge of chemical engineering principles to include safety and environmental aspects <p>Departmental outcomes:</p> <ul style="list-style-type: none"> open-ended problem solving ability making reasonable assumptions computer usage industrial practice advanced graduate training applying the concepts of a well-balanced education to professional and personal life continuing education for practicing professionals integration of oral and written communications into coursework. 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> Classroom assessment, various methods Course evaluations, including assessment of the ABET criterion 3 (a-k) learning outcomes. Capstone courses and public presentation of senior capstone design projects during spring quarter. Senior focus groups, lead by CIDR facilitators Solicited comments by interviewers and practicing engineers who work with students on internships or design problems. Surveys of alumni and their employers 2 and 5 years after graduation. <p>Curricular Assessment/Changes</p> <ul style="list-style-type: none"> <i>End of year interviews with seniors.</i> This meeting brought to light the need for a course in chemical engineering computer methods and changing the organization of the Unit Operations Laboratory (CHEM E 436) to decrease the high work load. <i>Improved computer facilities.</i> The department took delivery of 25 new PC computers provided by STF funds. These will enable undergraduates to use the latest chemical process modeling and simulation methods in their courses. <i>New course in computer methods.</i> In response to student feedback, the department added a new course (CHEM E 375) to help students learn computer methods. This class has been well received by the students. <i>Preparing students for careers.</i> Experiential learning and emphasis on communications and teamwork are already part of the chemical engineering curriculum. 	<ul style="list-style-type: none"> <i>Curriculum enhancement in nanoscience and nanotechnology.</i> In 2003-04, the department began work on a program for a five year B.S./M.S. in chemical engineering with an emphasis on nanoscience and nanotechnology. A key part of this effort is good articulation with community colleges to prepare students for study in nanoscience and nanotechnology. <i>Integration of teaching and research.</i> The department continually strives to improve integration of teaching and research so that undergraduate students get the full benefit studying under professors who can integrate the latest research into the classroom.

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Civil and Environmental Engineering	Scott Rutherford, scottrut@u.washington.edu	<ul style="list-style-type: none"> • Demonstrated proficiency in applying fundamental mathematical, scientific, and engineering principles in formulating and solving civil engineering problems. • Demonstrated sufficient mastery of core civil engineering topics suitable for entry into the profession and/or for graduate study. • Gained significant experience in designing systems and components in civil and environmental applications in both individual and team contexts. • Acquired up-to-date skills for analysis, data collection, modeling, project management, professional development, communication, and presentation. • Developed an understanding of professional and social issues suitable for participation and leadership in their communities. 	<p>The overall strategy is to gather many different kinds of information, including quantitative and qualitative data both from internal and external sources. With this assessment the primary goal is to confirm that students are achieving the desired outcomes, but also look for quality measures. The department's Educational Assessment Committee oversees and manages this process on an annual basis.</p> <p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Fundamentals of Engineering Exam - The FE exam is taken by the majority of students as it represents a necessary step for most into professional practice. As an independent external metric, it can provide one important measure of the department's success in providing students with fundamental engineering knowledge. Results of this exam are included in the annual program assessment, specifically focused on tracking Program Educational Objectives A, C, and some aspects of D. The detailed exam results are distributed to the faculty so that they can monitor how students are performing in those areas for which they have instructional responsibility. • Student Grades - For those outcomes that are closely matched to specific course content, student grades provide an excellent measure of satisfaction of outcomes. When multiple courses are involved for a particular outcome, there is participation by multiple faculty members. • University Alumni Surveys - The University conducts biannual surveys of alumni one year after they have completed their degrees. These data provide useful longitudinal information and are particularly helpful in measuring those outcomes less directly related to specific courses. Extensive technical information about these surveys is available at www.washington.edu/oea/reports/ <p>Curricular Assessment/Change None</p>	

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Computer Science and Engineering	Craig Chambers chambers@cs.	<p><i>Program objectives:</i> Students will have</p> <ul style="list-style-type: none"> • Mastered mathematics and science fundamentals. • Applied mathematics and science concepts. • Presented an effective oral presentation. • Prepared effective written materials. • Mastered core of the discipline of computer engineering. • Applied core concepts of the discipline to design/evaluation. • Constructs appropriate abstractions to manage complexity. • Able to evaluate design tradeoffs. • Completed a challenging design project. • Facile in using tools of the discipline. • Worked on a multi-person design team. • Participated in diverse learning opportunities. • Assimilated knowledge of tools or concepts as needed. • Interacted with industry practitioners. • Considered benefits of graduate study. • Understands principal concepts of professional ethics. • Evaluated implications of work in the discipline to society as a whole. <p><i>CSE's Goals:</i> To offer a challenging and broad-based education in the fundamental idea, techniques, and tools underlying the discipline of computer engineering.</p> <ul style="list-style-type: none"> • Apply a broad-based knowledge of math, science, and computing fundamentals to identify, formulate, and solve computer engineering problems. 	<p>Assessment of Student Learning The combination of all of these metrics provides the leadership of the department (and the faculty) with a multi-faceted picture of the relative strength of the curriculum as seen from the point of view of most constituents.</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Faculty self-evaluations • Student surveys upon entry and exit from the department • Surveys related to industry employment (pre/post and employer) through the College of Engineering's Coop Office • Capstone design projects and video productions • Writing assessment through the Department of Technical Communications • Presentations (posters, demos) at the annual affiliates meeting • Alumni surveys <p>Curricular Assessment/Changes: <i>High-level Goals of 2003-04 Changes to CSE Curriculum:</i></p> <ul style="list-style-type: none"> • Encourage diversity. It is CSE's consensus that the department should ensure that the major is open and welcoming to a diverse student body. CSE believes that the department should avoid adding unnecessary requirements to the major that (even if not intentional) have the effect of decreasing diversity. • Maintain quality instruction. A founding principle of the department is the quality of the instruction. From a curriculum perspective, this means ensuring that every required course be of excellent quality and be capable of being taught by multiple faculty (so that it can be offered at the department's high standards even when faculty are on leave or sabbatical). 	

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Computer Science and Engineering (continued)</p>		<ul style="list-style-type: none"> Apply the fundamentals of analysis, synthesis, abstraction, simulation, and experimentation to design and implement solutions to challenging problems. Convey technical concepts through an appropriately targeted oral presentation and interaction with an audience. Convey technical concepts through written materials that satisfy accepted standards for writing style. <p>To impart the ability to apply the core knowledge of the discipline in making the many engineering tradeoffs that are central to solving problems and creating products.</p> <ul style="list-style-type: none"> Decompose design problems and choose appropriate components for their solution. Assemble and integrate software and/or hardware components into new products. Apply the techniques and tools of the discipline in the evaluation of design tradeoffs. Function effectively on a multi-disciplinary team. Participate in a range of learning opportunities including large implementation projects, research apprenticeships, teaching assistantships, and independent study. <p>To prepare our students to continually renew their education in a rapidly developing discipline so that they may realize their full potential throughout their career.</p>	<ul style="list-style-type: none"> Plan for change. In a fast-moving technical field, it is important to plan for change; the needs of students, their goals for the program, and the department's expectations for what constitutes a well-educated computer scientist and computer engineer are likely to evolve over time. Not all of these changes can be foreseen! One consequence is that the curriculum should be designed to be flexible -- to allow the advising staff to adapt their recommended programs of study to these changing needs. In addition, the curriculum should be rethought from first principles on a regular basis, roughly every five years (e.g., in 2007), to ensure that it is meeting goals for the program. <p><i>Specific Goals of the 2003-04 Changes:</i></p> <ul style="list-style-type: none"> Coordinate the prerequisites of the two programs. Coordinate Math and Science requirements of the two programs. Provide increased flexibility in the Science requirements. Strengthen the CE hardware track by adding embedded systems. Increase the flexibility of the CE software track. <p><i>CS Program</i></p> <ul style="list-style-type: none"> Remove one advanced Math class. Allow Stat 391 as alternative to 390. Replace the Physics 121, 122, 123 requirements with 10 credits of Natural Science. Add English Composition as a prerequisite for admission. Replace prerequisite of Physics 121 with 5 credits of Natural Science. <p><i>CE Program</i></p> <ul style="list-style-type: none"> Remove Math 307. Allow Stat 391 as alternative to 390. Replace Physics 123 and Chemistry 142 with 10 credits of Natural Science. Add CSE 143 as a prerequisite for admission. Remove Physics 123 and Chemistry 142 as prerequisites. 	

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Computer Science and Engineering (continued)		<ul style="list-style-type: none"> Recognize the need for, and will have practiced, self-directed learning. Recognize the need for, and be able to engage in, life-long learning. Understand career options that lead toward graduate school and/or industry practice. Understand the variety of disciplines and industries to which computer engineers can contribute. <p>To foster personal development not only in the social aspects of the discipline itself but also in terms of understanding the impact of our field on society as a whole.</p> <ul style="list-style-type: none"> Foster a collaborative environment where students, staff, and faculty are all engaged in the continual improvement of the department. Appreciate the complementary roles individuals of different background can play on engineering teams. Understand the ethical issues facing computing professionals and awareness of resources available to those faced with ethical decisions. Knowledge of historical and contemporary issues and the impact of computer engineering solutions in a global and societal context. <p>See also: http://www.cs.washington.edu/education/ABET/self-study.pdf</p>	<p><i>CE Software Track</i></p> <ul style="list-style-type: none"> Remove EE 233 and CSE 466. Change senior course choice from 1 of 401, 457, 471, to 2 of 401, 421, 444, 471. Allow any Software capstone. <p><i>CE Hardware Track</i></p> <ul style="list-style-type: none"> Remove EE 331 and CSE 471. Add CSE 466. 	

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Electrical Engineering</p>	<p>John Sahr jdsahr@u.washington.edu</p>	<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.</p> <p>Our graduates will:</p> <ul style="list-style-type: none"> • Be instructed by outstanding faculty, whose expertise covers a wide range of specialties, and who actively participate in advanced research and development. • 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. • Apply engineering fundamentals to a selected specialty of electrical engineering, culminating in a significant design experience. • Apply a variety of modern software tools and laboratory equipment to engineering design and analysis in an environment that emphasizes teamwork. • 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. • Exhibit the creativity and innovation needed for life-long learning in the rapidly changing field of electrical engineering. <p>Our outcomes are:</p> <ul style="list-style-type: none"> • An ability to apply knowledge of mathematics, science, and engineering. 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Annual undergraduate survey of outcome achievement • Student evaluation of course outcome contribution (all courses) • Required capstone design course • Increasing research opportunities for undergraduates. • Curriculum flexibility supports co-op (internship) experiences. • Consultation with Corporate and Professional Advisory Board (CPAB) for industry feedback. <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Program and accreditation reviews are up to date. <ul style="list-style-type: none"> ◦ 10 year program review completed, Winter 2001. ◦ ABET accreditation visit passed with clean sheet, Fall 2001. • Ongoing Continuous Improvement Program (CIP) for periodic review and improvement of undergraduate curricular elements, including: <ul style="list-style-type: none"> ◦ Course offerings (every course). ◦ Course syllabi (triennial). ◦ Group curricula (triennial). ◦ Undergraduate curriculum (triennial). ◦ Laboratory facilities (annual). ◦ Computing facilities (annual). • Continuous Improvement Program also schedules periodic curricular assessment, including: <ul style="list-style-type: none"> ◦ Program review—small group discussion conducted by CIDR (annual). ◦ Alumni surveys conducted by OEA (biannual). ◦ Course portfolio review of collected student work (annual). ◦ Undergraduate survey (annual). ◦ Co-op (internship) credits count towards degree. • Small numbers of exceptional freshmen admitted directly to the major. Implemented undergraduate seminar providing career guidance for undergraduates. 	<ul style="list-style-type: none"> • Close loop from assessment results to curricular improvement. • Continue execution of Continuous Improvement Program (CIP).

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Electrical Engineering (continued)		<ul style="list-style-type: none"> • An ability to design and conduct experiments, as well as to analyze and interpret data. • An ability to design a system, component, or process to meet desired needs. • An ability to function on multidisciplinary teams. • An ability to identify, formulate, and solve engineering problems. • An understanding of professional and ethical responsibility. • An ability to communicate effectively. • The broad education necessary to understand the impact of engineering solutions in a global and societal context. • A recognition of the need for, and an ability to engage in life-long learning. • A knowledge of contemporary issues. • 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. • 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. • An ability to apply knowledge of advanced mathematics, including differential equations, linear algebra, complex variables, and discrete mathematics. <p>(These are identical with the ABET EC 2000 outcomes and EE program outcomes.)</p>	<ul style="list-style-type: none"> • Implemented EE Department Colloquium Series providing presentation and discussion of contemporary developments in the field. • Implemented research seminar series through the Graduate Student Association (GSA) to provide presentation and discussion of current research projects in the department. 	

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Industrial Engineering	Richard Storch rstorch@u.	For learning goals:	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Senior projects • Senior survey • Senior exit interview • CIDR senior student feedback summary <p>Curricular Assessment/Change</p> <p>Graduation requirements substantially revised, based on ABET and Program review reports. The major changes involved reduced number of required courses and increased number of technical elective course requirements, and increase in typical credits per course from 3 to 4. This will help students graduate. The changed curriculum will not impact the ability of students to achieve the learning objectives and outcomes.</p>	Annual review of assessment results at September faculty retreat.

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Materials Science and Engineering</p>	<p>Fumio Ohuchi ohuchi@u.washington.edu</p>	<p>Undergraduate students are offered both broad core and in-depth courses to give them needed background and understanding of all types of engineering materials, including metals, ceramics, polymers, electronic materials, and composites. The BS degree program in MSE has the following outcomes:</p> <ul style="list-style-type: none"> • Have a fundamental knowledge of mathematics and science and be able to apply these to engineering problems and to a variety of materials systems • Develop skills in engineering fundamentals • Have knowledge about all classes of materials and their properties, structure, processing, and applications • Relate structure, properties, processing and performance specific to materials science and engineering • Utilize experimental, statistical and computational methods for analysis and design problems • Apply advanced science (chemistry and physics) and engineering principles to engineering systems • Describe and apply the scientific and engineering principles underlying four major elements of the field: structure, properties, processing and performance related to material systems • Solve materials selection and design problems by integrating knowledge from each of the four elements of the field 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluation • Exit surveys, personal interviews • Capstone design courses • Oral and written presentation of senior project to faculty, graduate students, and university-wide audiences • Alumni and employer surveys <p>Curricular Assessment/Change As a result of the assessments the following changes are being implemented:</p> <ul style="list-style-type: none"> • Senior project introduction moved earlier in the major program of study; suitable projects and presentation/evaluation currently being discussed. • Content of MSE 431 is being revised. • Content of the year-long lab sequence in the first year of the major is modified each year. • Senior design, implementation, and presentation of research presented regularly to audience larger than the MSE Department. • Increasing number of freshmen, sophomores, and juniors involved in research. • Quarterly meetings of students with chair/associate chair • CIDR evaluation of classes • Increased numbers of early admits to the major, double majors, and minors. • Revision of minor requirements to suit current needs of students in other departments. • Increased and focused safety training and discussion of environmental issues. • Improved computer, SEM, and other lab facilities. • Addition of approved technical electives to include nanotechnology, business, physics, ME, ChemE, EE, AA, CEE, and IE courses. • Improved building and computer security. • Required TA and RA training to improve graduate-undergraduate interaction and learning. 	<ul style="list-style-type: none"> • Increase the number of direct transfer students from community colleges. • Increase the number of women and underrepresented minority students in the major. • Increase the number of graduates employed in professional engineering jobs or entering graduate degree programs within one year of graduation. • Encourage more cooperative and internship experiences • Continue close connections with College of Engineering student services and UW Center for Career Services. • Maintain close tracking of student progress and completion of degree requirements in a timely manner • Increase scholarship funding dollars. • Expand direct recruiting and cooperative recruiting efforts to high schools and community colleges and through on-campus opportunities.

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"> Utilize experimental, statistical, and computational methods for analysis and design problems, Use hands-on laboratory experience to solve real engineering problems Have the needed background for effective practice in industry and government Have a sound, well-balanced education that prepares the student to understand professional responsibilities and the basis for a thoughtful and responsible life Have experience in integrating engineering and materials design concepts with societal issues, including economics, ethics, quality and human values Be prepared to enter graduate programs as appropriate to the student and the area of interest Have the ability to communicate effectively, orally and in writing, the concepts and results of engineering investigations to both technical and non-technical audiences Be able to function in teams focused on identifying, formulating, and solving engineering problems and questions 	<ul style="list-style-type: none"> Foster a collaborative environment through regular student-faculty meetings outside of class. Successful establishment of a single degree programs with a broad materials base. Implementation of a new on-line admission process college-wide. Continuous effort to increase scholarships available to new and continuing undergraduates. Attract 50% female student participants in Materials Camp (high school science students looking at the UW for undergraduate studies). 	<ul style="list-style-type: none"> Continue to involve faculty directly in advising undergraduates, especially about engineering opportunities, professional organizations and conferences, and graduate study. Restructuring of staff assignment to provide the best possible support for faculty and students.

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Mechanical Engineering	<p>Mark E. Tuttle tuttle@u.washin gton.edu</p> <p>John Kramlich kramlich@u.wa shington.edu</p>	<p>The Mechanical Engineering Department curriculum is designed to support two general educational goals and a series of specific outcomes.</p> <p>Goals for Student Learning</p> <ul style="list-style-type: none"> Preparation for the profession. 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: Use fundamental science and engineering analysis to solve engineering problems; Successfully execute engineering designs, including effective use of project management tools; Perform effectively in teams through oral, written and graphical communication. Contribution to society. Students succeed in this goal by being able to: Think critically, in the sense of broadly educated individuals; Perform independent, informed analysis on issues inside and outside of technology; Continue lifelong learning. 	<p>Assessment of Student Learning Assessment focuses on gathering data from stakeholders (students, employers) as well as self-examination by the faculty.</p> <ul style="list-style-type: none"> Classroom assessment, various methods Course evaluation. Each of the outcomes listed to the left is mapped onto our course offerings. This allows each course to be evaluated in terms of its ability to provide the outcome goals. This evaluation is implemented once each year. Specifically, faculty involved in each course given over a year meet to compare the courses offered with the specific educational outcomes mapped to that course. Any shortcomings are noted for correction in the future. Surveys of new graduates, graduates one year out, and graduates five years out regarding their impression of the educational process, the skill they acquired, and the relevance of these skills to their careers. Fundamentals of Engineering Exam (FE). This is a national exam that is the first step towards professional registration. This provides an opportunity to compare our graduates against those of other institutions on the basis of academic engineering fundamentals. Focus groups. Students are periodically polled by an outside group on issues regarding department climate, curriculum, and student services. The outcome is a series of suggestions that are then prioritized by (1) impact of the suggestion if implemented, and (2) "cost" to implement the suggestion. This is used to guide a prioritization of the suggestions for implementation (e.g., we are more likely to implement a high impact, low cost change than a low impact, high cost suggestion). 	

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Mechanical Engineering (continued)		<p>These goals are achieved through the following specific outcomes, listed in terms of the skill acquired.</p> <ul style="list-style-type: none"> • Background in mathematics, science and engineering principles • Ability to apply this knowledge to the formulation and solution of Mechanical Engineering problems • Ability to design thermal and mechanical components to achieve a desired goal. • Ability to develop, conduct, and analyze experiments or tests that may aid in this design process • Understanding of the necessary professional abilities of a practicing engineer including ethical conduct, teamwork in the pursuit of a goal and effective communication. • Ability to conduct computer based design and analysis in engineering applications. • Exposure to a general educational program that aids in the understanding of and increase the appreciation of the “non-technical” 	<ul style="list-style-type: none"> • Industrial advisory board. Our industrial advisory board acts as an external review body for both examining the curriculum and for reviewing suggested changes. They represent an important group as many of our students start their careers in the kinds of firms these members represent. <p>Curricular Assessment/Change The major results include:</p> <ul style="list-style-type: none"> • A realignment of our capstone design sequence to ensure that graduates in each of the major capstone projects achieve the goals of the capstone sequence. • The curriculum path has been revised to streamline required offerings into two major paths. This reduces the uncertainty associated with the curriculum and allows students more flexibility in taking electives. 	

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Technical Communication</p>	<p>Judith Ramey jramey@u.washington.edu</p>	<ul style="list-style-type: none"> • Understand the TC field (history, current state, future directions) • Write and edit at a professional level • Analyze communication situations and problems in scientific and technical settings • Identify and work with the major genres of technical communication (e.g., procedures) • Use appropriate tools and technologies to develop communication solutions • Understand and use principles for effective display of information (e.g., layout, typography, etc.) • Understand and practice effective content development (e.g., interviewing, searching, referencing, etc.) • Manage TC projects effectively • Work effectively on teams • Be sensitive to relevant larger contexts and environments (e.g., social, cultural, economic, organizational, legal, ethical, international) 	<p>Assessment of student learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluation • Annual exit surveys of graduates • Used undergraduate engineering students as peer writing tutors in the Engineering Writing Center and assessed their learning through a self-reflection paper at the end of their experience or complete a comprehensive project. Clients also fill out evaluation forms after visiting the Center. • Internship (or Co-op) requirement in which students must self-assess what skills were used and what skills needed development. • BSTC students required to do a professional portfolio as their senior design project. The portfolio should include artifacts from the student's experience in the program over the course of their degree and is intended to demonstrate their ability to articulate their mastery of the field of TC. The portfolio is assessed by all UWTC faculty at the end of the quarter and individual feedback is provided to each student. <p>Curricular Assessment/Changes</p> <ul style="list-style-type: none"> • Annual exit surveys of graduates. • Developed a list of UWTC Core Competencies based on extensive undergraduate curricular review. As part of this project, TC over-hauled its BSTC program requirements, including changing most required courses from three to five credits. • Part-time lecturers required to have CIDR visit and provide feedback for their TC course when teaching for the first time in our department. • Continued to involve undergraduates 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. • 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. 	<ul style="list-style-type: none"> • Prepare for the Graduate School's 10-Year Review of TC in 2006-07. Evaluate overall department achievements, assessments, goals, and areas of improvement. • Edit the department's "Strategic Goals" document for the 2005-2010. • Continue to have the Student Advisory Committee provide informal feedback to the Chair quarterly. • Develop plan for shared responsibility by faculty of required UWTC courses. This would include creating a team of instructors linked to each of our required courses. • Update exit surveys. • Develop an evaluation strategy for our new BSTC program requirements started in Autumn 2005.

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Technical Communication (continued)			<ul style="list-style-type: none"> • In the process of changing student exchange program with Univ. Twente in the Netherlands to autumn quarter to better accommodate student schedules. • Conduct a salary survey of undergraduates and graduate students and salary information for both fulltime and internship employees. • Conduct a computer lab survey. Findings were included in the Student Technology Fee proposal. 	

COLLEGE OF FOREST RESOURCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Forest Resources	Michelle Trudeau mictru@u.	<p><i>Environmental and Science and Resource Management Curriculum (New Curriculum, Winter 2004)</i> - The goal of the environmental science and resource management curriculum is to present fundamental knowledge and problem-solving experiences that enable students to understand the interdisciplinary dimensions of natural resource and environmental sciences and management. Learning goals include:</p> <ul style="list-style-type: none"> • Knowledge Sets: <ul style="list-style-type: none"> ○ Understand social, ecological, and economic theory, concepts, and processes at multiple scales ○ Understand biological, physical, and chemical processes ○ Understand professional and environmental ethics ○ Understand the processes of science, design, and management; the process models used to describe and communicate them, and their role in contemporary environmental issues • Skill Sets: <ul style="list-style-type: none"> ○ Effectively work in interdisciplinary teams ○ Effectively communicate to a diversity of audiences using written, oral, and graphic methods ○ Effectively access, evaluate, and use information and information tools ○ Recognize research methods used by the social, natural, and design sciences ○ Effectively apply analytical skills, including basic measurement/monitoring skills 	<p>Assessment of Student Learning <i>Environmental and Science and Resource Management Curriculum</i></p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Exit surveys with both qualitative and quantitative queries to assess learning • Review of capstone courses that focus on real-world projects that often include undergraduate research. • Review of senior thesis proposals and senior theses, which allow students to design, analyze, and report on their own research. • Active involvement of students (committee appointment, interviews) in the College's curricular revision process. • Student self-assessment and evaluation of peer performance in small group activities that characterize activities in the four core courses of the major. <p><i>Paper Science and Engineering Curriculum</i></p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Survey students and faculty in each course as to whether course objectives were met. • Survey industry representatives on effectiveness of summer internships. • Assess writing and design work periodically to track student progress. • Assess senior capstone projects with participation from industry professionals. • Conduct periodic alumni surveys. <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • The curricula were transformed from seven to two curricula in response to input and suggestions from the College's faculty, students, and alumni, and from cooperators outside the College in academia, industry, governmental agencies, and environmental communities. 	<ul style="list-style-type: none"> • The new and revised curricula were initiated Winter 2004. A process of assessment that includes student reviews of classes, evaluation by CIDR personnel, and faculty retreats dedicated to curricular design are in place. The College is committed to an ongoing process of curricular assessment and revision. • The PSE program will continue its outcome assessment program to revise and improve the courses and the curriculum. Specific areas to be worked on in the coming year include teamwork and leadership and continued development of problem solving skills.

COLLEGE OF FOREST RESOURCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Forest Resources (continued)		<ul style="list-style-type: none"> o Effectively be able to do at least one of the following: devise and conduct a scientifically sound inquiry; design an environmental system or a component of an environmental system; or devise a rational management plan, including plans for its implementation • Developing <i>Comprehension, Integration and Meaning</i>: <ul style="list-style-type: none"> o Understand interactions among plant, animal, and abiotic features of ecosystems o Understand business, ecological, and social tradeoffs inherent in natural resource management and use o Understand and evaluate policy in context with cultural and historical heritage o Understand the expected consequences of implementing a research, design, or management plan and be able to explain them <p><i>Paper Science And Engineering Curriculum (Revised curriculum, Winter 2004)</i> - The goal of the paper science and engineering curriculum is to provide students with the training, tools, and experiences needed to be successful professionals in the pulp, paper, and allied industries, while providing a comprehensive education so graduates can effectively work and live in the world's complex society. To realize this goal the PSE program has three major objectives and a set of specific learning outcomes:</p>	<ul style="list-style-type: none"> • The new Environmental Science & Resource Management curriculum features: <ul style="list-style-type: none"> o Course and subject matter consolidation o Increased interdisciplinarity and team teaching o Emphasis on small group learning o Increased flexibility in required courses and course sequencing o Increased ease of transfer for community college students • The revised Paper Science & Engineering curriculum features: <ul style="list-style-type: none"> o Increased focus on consumer products and product development in freshman and sophomore courses o Added a course related to papermaking with a product emphasis o Introduced a seminar series focused on directions and challenges in the paper and allied industry o Eliminated a laboratory course to make room for the modifications and additions to the curriculum mentioned above o Developed more extensive writing and problem solving assignments throughout the curriculum 	

COLLEGE OF FOREST RESOURCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Forest Resources (continued)		<ul style="list-style-type: none"> • Objective 1. Ensure students have essential knowledge and basic skills required for careers in the Pulp, Paper, and Allied Industry. <ul style="list-style-type: none"> ○ Effectively apply knowledge of mathematics, science, and engineering ○ Effectively apply knowledge of fiber and paper physics, chemistry, and chemical engineering as it pertains to the pulp and paper industry ○ Effectively design and conduct experiments, as well as statistically analyze and interpret data ○ Effectively design a system, component, or process to meet desired needs ○ Effectively use the techniques, skills, and modern engineering tools necessary for engineering practice ○ Effectively speak and write • Objective 2: Develop students' ability to resolve problems creatively and exercise sound professional judgment in open-ended projects such as designing processes or solving product and production problems. <ul style="list-style-type: none"> ○ Pose well-defined, solvable problems from complicated and loosely defined scenarios similar to those found in the pulp and paper industry ○ Apply scientific and engineering principles in open-ended projects, such as designing processes or solving product and production problems 		

COLLEGE OF FOREST RESOURCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Forest Resources (continued)		<ul style="list-style-type: none"> ○ Generate alternative solutions and designs, and then using sound professional judgment to choose between alternatives ● Objective 3: Provide students with a broad, general education that will promote their intellectual maturity and allow them to contribute to society at-large <ul style="list-style-type: none"> ○ Capable of leading multidisciplinary teams ○ Understand professional and ethical responsibilities ○ Understand the impact of engineering solutions in a global and societal context ○ Understand contemporary issues relevant to the pulp and paper industry ○ Understand that life-long learning is necessary for maintaining professional competency 		

INFORMATION SCHOOL				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Informatics	Mariko Navin mnavin@u.washington.edu	<p>Informatics Student Learning Objectives include:</p> <ul style="list-style-type: none"> • ability to assess people's information needs and behavior; • ability to design information systems that meet people's information needs; • ability to work with information technologies (e.g., database, networks, Internet-based, interface design); • ability to evaluate the impact of information technologies on people; • ability to communicate effectively orally and in writing; • ability to work individually and as part of a team; • ability to understand the research process and its implication for information systems design and use. <p>All Informatics courses are designed to produce these outcomes through a rigorous experiential learning approach that emphasizes group work, research, writing, oral presentations, and technology.</p>	<p>Assessment of Student Learning:</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Student self-assessment and peer assessment in classes • Senior-year Capstone Project: <ul style="list-style-type: none"> ○ Project progress & outcome review by peers, faculty, and capstone "clients" in capstone courses (INFO 490 and 491) ○ All capstone students publicly present their projects for external review (orally and/or through an interactive poster session) at the Annual Informatics Capstone Presentation, held each year in spring. This public event (attended by approximately 200 in 2005) attracts industry representative, community members, prospective students, and UW faculty. • Assessment of Student Learning Objectives in Capstone Projects (at the programmatic, not individual student level), conducted by iSchool faculty and doctoral students at the Capstone Presentation event. • Dean and Associate Dean for Academics' planned informal discussions with students (typically quarterly) • Chairs' planned informal discussions with students ("Chat & Pizza with the Chair") (typically quarterly) • Informal feedback from alumni on application of coursework and Informatics experience to careers in industry. • Exit Survey of graduates • Placement Survey (6 months out) • Evaluation of interns by employer site supervisor, and feedback from employers to program. • Feedback from Informatics/MSIM Advisory Board. <p>Curricular Assessment/Changes:</p> <ul style="list-style-type: none"> • Currently undergoing 10 year program review (2005-06) 	<ul style="list-style-type: none"> • Ongoing continuous improvement: <ul style="list-style-type: none"> ○ Review Human Centered Strand ○ Revise course offering and rotation schedule to accommodate doubled enrollment. ○ Review Capstone course offering format and schedule ○ Review courses and continued appropriateness of prerequisites • Possible new initiatives to consider, develop, and/or implement: <ul style="list-style-type: none"> ○ Internship seminar course (to accommodate student demand for experiential learning and ease load on faculty)

INFORMATION SCHOOL				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Informatics (continued)			<ul style="list-style-type: none"> • Ongoing Continuous Improvement: proactive curricular/programmatic reviews and adjustments. Various curricular aspects of the program will be reviewed on rotating basis. Past reviews have included: <ul style="list-style-type: none"> ○ Informatics Program Survey (2001) focusing on balance of technical vs. human-centered strands and individual vs. group work in class. ○ Curriculum Drift Review (2002-03) ○ Study of Informatics majors' performance in CSE 373 based on math and programming backgrounds (2003) -- led to iSchool's commitment to offer free tutoring to majors in CSE 373 and review of technical stand courses. ○ Technical Strand Review (2003-04) ○ Human Centered Strand Review (2005-06) ○ Comprehensive Exit Survey (2005) ○ Technology needs review (annual) by IT Department • Launched Freshman Direct Admission Program for 2006, which will admit exceptional freshman directly to the major. Developed freshman seminar (INFO 199) to provide early introduction to the information field and to meet developmental needs of FDAP students. 	<ul style="list-style-type: none"> ○ Develop and implement Informatics Honors program to serve academic needs of most exceptional students. (This also aligns the School with its goal of chartering Iota Nu Phi, an Informatics national honor society. Information School was a founding member of this national honor society.)

SCHOOL OF NURSING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Nursing	Susan L. Woods slwoods@u.	Approved by the faculty in 1991, ten learning goals of the BSN Program can be found at http://www.son.washington.edu/eo/bsn_description_goals.asp	<p>Assessment of Student Learning Three main components of the BSN students learning assessment include student progress, formative, and summative evaluation.</p> <ul style="list-style-type: none"> • Student Progress <ul style="list-style-type: none"> ○ Grades in Courses ○ Weekly level faculty meetings: connected teaching ○ Clinical evaluations every quarter: mid term and final ○ Essentials Behaviors documented completed each quarter in clinical courses ○ Student-related issues discussion by BSNCC (Curriculum Committee) on quarterly basis • Formative Evaluation <ul style="list-style-type: none"> ○ Weekly faculty level meetings ○ BSNCC monthly meetings ○ BSNCC reports from level meetings and student representatives ○ Annual BSNCC retreat to review gaps and overlaps and other curricular issues ○ Course evaluations by students and peer faculty • Summative Evaluation <ul style="list-style-type: none"> ○ Curriculum changes brought to BSNCC and allfaculty meetings as needed ○ Qualitative & quantitative program questionnaires: Alum and employers of alum ○ End clinical evaluation for transition in practice course-12 credits ○ NCLEX first time pass rate <p>Curricular Assessment/Change Based on student and faculty responses, the current Seattle Campus BSN curriculum was revised and implemented in Autumn 2002:</p> <ul style="list-style-type: none"> • added an anatomy and physiology review course in the first quarter • added an informatics course 	In addition to the current assessment measures, the BSNCC would like to conduct student focus groups to seek thorough comments about the School of Nursing and the BSN Program, and to understand what helps or hinders students' learning.

SCHOOL OF NURSING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Nursing (continued)			<ul style="list-style-type: none"> • separated previously integrated content into separate courses: maternity and psych/mental health, added practica courses concurrently with content courses in maternity and psych mental health • integrated content in previously separate courses into all courses: therapeutic communication and health promotion • placed capstone course in the last quarter for all students • revised the Care in illness course to covers the lifespan and added problem based learning 	

COLLEGE OF OCEANS AND FISHERY SCIENCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
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"> • Skills in written and oral communication, data analysis, field and lab skills. Skill sets have been integrated into all core and flagship courses. • 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. • 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. • Strong encouragement to pursue multiple internship and research experiences, including opportunities like FHL research apprenticeships and Alaska Ecological Research Program. • Understanding not only of the science, but also the socio-political-economic environment and its impact on the field of aquatic and fishery sciences. • All students participate in a Capstone Experience that requires them to demonstrate acquired skill sets (including public presentation in an undergraduate research symposium). 	<p>Assessment of Student Learning:</p> <ul style="list-style-type: none"> • Classroom assessment, various methods, including team projects. • Course evaluations • Used "Tools for Transformation" funds to design field course, Aquatic Ecological Research in Alaska, where students do ecological research while learning regular course content. Students then do presentations of their research findings to the larger community. • Since Autumn 2002 all students complete a "Capstone Project," which includes a presentation to a larger community (Undergraduate Research Symposium, Departmental Symposium, etc.) • Exit survey as students graduate, asking them to assess their own learning experiences. • A majority of students, in addition to their capstone project, do additional internship and research experiences. Many of these are with outside "worksites supervisors", professionals in the field who work closely with students, guiding their work and giving feedback regarding their performance. These internship/research experiences have been known to lead to a student's first job following graduation. <p>Curricular Assessment/Change:</p> <ul style="list-style-type: none"> • The COFS Honors Program is now firmly established and well-known in the College. • 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 gives students experience with wet lab, computer lab and field techniques as well as basic data analysis, writing and oral presentation skills (departmentally designed "skill sets"). First taught in Autumn 2002, the department ran focus groups with undergraduates to gather feedback before this redesign. 	<ul style="list-style-type: none"> • Continue to refine the Capstone Project. Develop an internal listing of potential projects for students. Continue to define the role of the "Faculty Capstone Coordinator", who started her position in Summer 2004. Smooth out the process for allocating research funds to undergraduates. • Development of new Fish 324 course in Aquatic Animal Physiology to be taught first in Winter 2006. • Redesign of Fish/Ocean 350 (Scale and Process in Marine Biology). • Redesign of Fish 351. • Development of Fish 424 (an upper division aquaculture course). • Refine Fish 498 (internship) and Fish 499 (undergraduate research). Redesign contracts, evals and all other paperwork. Update website. • Redesign SAFS Undergraduate Exit Survey using Catalyst. • Add more capstone, research and internship opportunities to the departmental website.

COLLEGE OF OCEANS AND FISHERY SCIENCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Aquatic and Fishery Sciences (continued)			<ul style="list-style-type: none"> • Hired a new tenure-track faculty member to redesign and teach a flagship course (Fish 324) in Aquatic Animal Physiology. This course will be taught beginning Winter 2006. Hired a new tenure-track faculty member to teach a course in Molecular Ecology to better serve the entire campus (Fish/Biol 340). This faculty member worked with Biology in developing this course. Serves as a follow-up to Biol 161-162. Taught for the first time in Spring 2003 - two full sections. • Total redesign of Fish 444, Conservation Genetics, in order to make it more applicable across campus. Offered that course for the first time in Autumn 2002. Very high course evaluations. • Redesigned Aquatic Animal Pathology (Fish 404.) • Redesigned Fish 420 (Ecology of Marine Fishes) to integrate more computer modeling and quantitative skills. New tenure track faculty member taught it first in Winter 2004. • Fish 457 (Design and Evaluation of Marine Protected Areas) - In response to student and agency feedback, one of the faculty members redesigned this course entirely to address issues related to MPA's. • Fish 455/ESC 457 (Fish and Wildlife Toxicology) has continued to develop. This last year (03-04), the faculty member received funding from the Department of Fish and Wildlife for supplies for the course. A number of students in the course have continued each spring and summer into Capstone Experiences (Fish 494-495) and have gone to Olympia, WA to present their findings to the state agency. All students enrolled in the lab have been published (or will soon be published) in a professional toxicology journal. • Redesigned Fish 490 (Aquatic Microbiology) and added a co-listing in Microm. Made the course more widely applicable. New version will be taught for the first time in Spring 2005. 	

COLLEGE OF OCEANS AND FISHERY SCIENCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Aquatic and Fishery Sciences (continued)			<ul style="list-style-type: none"> • Undergraduate Capstone (Fish 494-495). <ul style="list-style-type: none"> ○ Continued to increase the expectation for professional quality work for the Capstone. ○ Added a poster requirement for graduation with COFS Honors. ○ Implemented a departmental “Undergraduate Symposium” for Capstone presentations. ○ Appointed a “Faculty Capstone Coordinator” to assist students in the process of preparing for capstone, selecting a faculty sponsor, and proposal writing. The department hopes that this new position will help to encourage consistent expectations across the department for all students. ○ Dedicated departmental funds for undergraduate research experiences (implemented for the first time in Summer 2004.) Students are automatically given up to \$350 for expenses (through the faculty member’s account) at the faculty member’s request. Larger awards are considered on a case-by-case basis. • Time to degree <ul style="list-style-type: none"> ○ Updated SAFS webpage for prospective transfer students to outline recommended courses that should be taken at the community college before transfer. ○ Updated SAFS webpage to provide more complete list of courses that would count toward specific degree requirements and are often available at the community college. ○ Added language on website and in publications, encouraging students to declare the AFS major early (at admission), so the student is enrolled in major courses immediately. 	

COLLEGE OF OCEANS AND FISHERY SCIENCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Aquatic and Fishery Sciences (continued)			<ul style="list-style-type: none"> ○ Completed the Transfer Planning Worksheet for Admissions to post online. ○ Met with and emailed many prospective transfer students regarding appropriate course choices at the community college. ○ Contacted all known incoming students (list obtained from UW Admissions) and checked incoming quarter course registration to make sure students were in appropriate courses. 	
Oceanography	Russell E. McDuff mcduff@u.washington.edu	NO REPORT SUBMITTED		

SCHOOL OF SOCIAL WORK				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Social Welfare	Mary Lou Ballasone marylou@u.	<p>Graduates of the BASW program are expected to:</p> <ol style="list-style-type: none"> 1. Apply entry level social work practice skills to individuals, families, groups, communities, tribes, and organizations. 2. Demonstrate an ethical and just professional use of self and the ability to use supervision and consultation. 3. Practice effectively within agencies & delivery systems and identify, plan and pursue needed agency and system changes aimed at promoting social and economic justice. 4. Demonstrate knowledge of and commitment to social work values and ethics through effective social work practice. 5. Demonstrate understanding and appreciation for differences based on gender, ethnicity, race, religious creed, sexual orientation, class, and physical and developmental disabilities. 7. Identify the ways in which oppression, colonization, privilege, discrimination, and social and economic disadvantage contribute to complex human welfare problems. 8. Understand the strengths and empowerment perspectives in social work practice, policy and research in order to promote social and economic justice. 9. Understand and describe the comparative history of social welfare and social work systems in the United States as well as the emergence of social work as a profession. 10. Understand the growing prevalence of economic inequality, the distribution of poverty and societal remedies to resolve these problems. 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Faculty assessment of syllabi: instructor self-assessment of syllabi to determine how the curriculum of each course facilitates mastery of curriculum objectives. • Student grades: global measures of student preparedness for entry-level generalist social work practice as well as achievement in curriculum objectives of specific courses. • BASW Skills Inventory: self-reported inventory of social work skills developed by the faculty that students fill out at the beginning and end of the senior year; students rate themselves with regard to several curriculum objectives on a five-point scale from “no knowledge and skill” to “advanced knowledge and skill.” • Video Skills Assessment: videotaped mock interviews completed at the beginning and end of the senior year to evaluate students’ interviewing skills. • Practicum Instructor Evaluation: Practicum Instructors, practitioner supervisors in students’ practicum placements, complete an evaluation focused on a set of field learning objectives for each student at the end of each quarter. • BEAP Alumni Survey: national survey administered by the School every two years to graduates of the program that serves to discover graduates’ experience in the program and preparedness for work upon leaving the program. • Employer’s Survey: administered by the School to social work agency administrators who have hired UW SSW graduates, survey measures employers’ beliefs about the quality of the BASW program. • Focus Group: opportunity provided for first- and second-year juniors and seniors in the program to share their experiences, concerns, and recommendations in an informal, loosely-structured focus group. 	<ul style="list-style-type: none"> • The department will be focusing increased attention on the BASW program objective related to evidence-based practice. Given the recent addition of this objective to the program objectives, it is apparent that we have more work to do in more consistently incorporating this content. Student self-assessments show that they feel less prepared in this area; in addition, faculty note this as an areas that needs strengthening throughout the curriculum • An assessment of student videotaped interviews also highlights some skills that the faculty would like to strengthen in the curriculum. For example, recent cohorts of students have not been as effective at: explaining the role and function of the agency, and effectively summarizing and indicating future action. In addition, the department has also noted a slight downward trend in a variety of interviewing skills. The department

SCHOOL OF SOCIAL WORK				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Social Welfare (continued)		11. Analyze the impact of social policies on people (both clients and workers), agencies, communities, service systems, and nations including American Indian and Alaska Tribal Nations. 12. Understand and critically apply theoretical frameworks to understand individual development and behavior across the lifespan and the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, tribes, and communities). 13. Demonstrate knowledge and skills in social work research methods used to develop and evaluate interventions and social service delivery systems. 14. Understand, use and promote evidence-based methods in generalist social work practice. 15. Use effective oral and written communication skills with a range of client populations, colleagues and members of the community	<ul style="list-style-type: none"> • Council on Social Work Education Re-accreditation Self-study: During the 2003-2004 year the BASW program engaged in a review of its curriculum and student learning outcomes as part of the preparation for the upcoming fall 2005 accreditation review of the BASW and MSW programs. <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • <i>Program Objectives:</i> BASW program objectives for student learning were updated in November 2003 to reflect the knowledge, skills and values needed by social workers in the current practice environment and to reflect the strengths and emphases of the particular Social Work Program. • <i>Electives:</i> based on student feedback and accreditation self-study, faculty have reviewed and updated the list of electives for BASW students. A new Social Welfare course (Soc Wf 101: Social Work in Action: Bridging the Gap from Science to Service) has been added to the elective courses offered by the school and available to the wider University of Washington community. This has expanded the options available to students in completing their program of study. • <i>Service Learning:</i> based on student and faculty feedback we have expanded opportunities for first year BASW students to participate in community service learning as part of their program of study. <p>The self-study completed in anticipation of re-accreditation highlighted a number of significant strengths of the BASW program. The professional foundation is coherently organized and covers all the content areas required by the Curriculum Policy Statement. Content on social work values and ethics, diversity, population-at-risk, and social and economic justice are infused throughout the professional foundation curriculum, in that every required course includes objectives on these themes along with learning</p>	has used the video data in prior years to tweak teaching of interview skills and we will continue to use this data in this manner. In addition, Social Welfare is planning to pilot test a new interviewing course in the 2004-2005 academic year and will consider some curriculum revision to add this course to the BASW curriculum in future years. <ul style="list-style-type: none"> • Continued expansion of service learning opportunities is also planned. The BASW program is working in collaboration with the Law School to offer community service learning for undergraduates in the Law School Child Advocacy Clinic. Through this community service learning option undergraduate students will learn about the perspectives of youth in foster care and how that perspective fits within the broader context of legal and social welfare policy.

SCHOOL OF SOCIAL WORK				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Social Welfare (continued)			<p>activities to support them. The three course curriculum on Human Behavior and the Social Environment provides content on the bio-psycho-social factors related to human behavior and development and also assists students in understanding the connections between social work practice and cultural diversity and social justice. In these courses students also learn about the sociopolitical patterns of power and privilege and structures of socioeconomic opportunities that lead to the marginalization, invisibility, and devaluation of some individuals based on their social group memberships. The Social Welfare Policy and Services curriculum includes a two course sequence that covers historical and contemporary issues in policy development and implementation. The Social Welfare Practice curriculum includes three junior year courses that teach the problem solving method and apply it to client systems of different sizes and types. The three junior year practice courses are supplemented by a year long practicum seminar in the final or senior year. The practicum seminar is taken concurrently with a practicum placement to ensure appropriate linkage between classroom content and field application. Social Welfare majors complete their program with 15 credit hours of elective courses.</p> <p>This review of the department's curriculum has also highlighted a couple areas that are receiving increased attention and strengthening in the curriculum. These content areas include: 1) more attention to empirically based practice across BASW courses, 2) the addition of content related to Native American tribes and tribal sovereignty, and 3) increased content on spirituality and its relationship to social work practice. In addition, faculty continue to explore the development of both international social work content in BASW courses/practice and social welfare related courses that can be offered to the broader University of Washington undergraduate program.</p>	