UNIVERSITY OF WASHINGTON
ASSESSMENT IN THE MAJORS, 2007-2009

Compiled from Biennial Departmental Reports
Submitted to

Ed Taylor
Dean and Vice Provost, Undergraduate Academic Affairs

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UNIVERSITY OF WASHINGTON
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COLLEGE OF ARCHITECTURE AND URBAN PLANNING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Architecture No Report Submitted			**Assessment of Student Learning** **Curricular Assessment/Change**	

COLLEGE OF ARCHITECTURE AND URBAN PLANNING				
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Community and Environmental Planning (CEP)	Christopher Campbell ccamp1@u.	CEP learning objectives fall into eight categories: Students completing the BA in CEP will be able to: • Learning and Democratic Practice: + Apply concepts and practices of direct democracy and understand the profound connections between sustained, collaborative learning and democratic practices. + Interrelate academic and experiential learning through direct experience in a wide variety of practices, such as primary research, seminars, field work, planning projects, internship, study abroad, cross disciplinary studies, senior capstone projects, service and community based projects. + Sustain personal practice of self-directed and inquiry-based learning. Be cognizant of one's own learning objectives and styles, accomplishments and challenges. + Construct and sustain strong learning communities through multiple forms of collaboration - being an effective contributor and a learner from others. • Leadership and Change: + Lead a circle. + Value involvement and being an active engaged participant and know how to shape strategic action. + Value experience and the multiple experiences of others. + Put theory into practice.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Self-assessment/reflection during two mandatory student retreats • Senior capstone projects **Curricular Assessment/Change** • Worked on governance and new student orientation issues have continued to be sharpened and developed over time. • CEP Fall and Spring Retreats (required): two 2-day off-campus events to develop team-building skills, conduct reflective workshops on accomplishments and for planning academic and programmatic targets. • Completed CEP Strategic Plan, a Biennial plan developed to guide the Governance Committees and overall direction of the major. Practice in plan development, application, assessment and adjustment. • Held a Pizza Meeting, an annual spring event to assess accomplishments of the major as a program and to "pass the torch" from the graduating seniors to the rising seniors with a combination of reflective and projective activities. Outcomes from the meeting are addressed in the Summer Meetings, where early work on setting the agenda for the coming year is undertaken. • Revised CEP 301 - Idea of Community, the fall seminar for juniors, focusing more on academic standards and collectively setting a higher bar for rigorous work in the CEP seminars.	Continuing to strengthen the internal Wiki website for CEP governance and seminars. Early presentations of Senior Project research methods to the juniors at a new Winter Quarter event in governance. Continuing to develop the PhD/CEP connections - featuring the CEP program's unique pedagogical structure and the opportunity for the CEP's to learn from the research directions of the PhD students.

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CEP (continued)		• Planning/Management: + Understand and practice effective planning and management. Understand the relationship between vision, analysis and action. Practice plan making: assessment, setting goals and measurable objectives and undertaking evaluation. CEP provides opportunities to do this through coursework and other departmental opportunities. + Understand the value of visioning and taking the longer view. + Strategy and organization: capacity to see whole systems and to see the active practices and values of a group. + Appreciate and practice both critical and reflective thinking. + Undertake problem solving, problem-structuring and research efforts, including community-based and practice-based. • Interdisciplinary Practice & Disciplinary Knowledge + Appreciate the contributions and overlaps among all fields of study and practice, particularly those concerned with community and environment. + Collaborate with others, practice with a variety of disciplinary languages and ways of knowing. + Think critically and be able to integrate a variety of knowledge and perspectives. + Recognize the interrelationships and interdependencies between the social and ecological world and to appreciate the role of planning in this context in both theoretical and applied terms.	• Revised CEP 303 - Social Structures and Processes, a spring seminar for juniors, focusing more on community engaged practices within the Seattle context. opportunity to apply principles learned during the year in the CEP seminars and governance activities. • Revised CEP 462 - Capstone Seminar, the spring seminar for graduating seniors to focus more on the Senior Projects and Senior Portfolios/Posters.	Continuation of the recently "re-launched" student run seminars on pedagogy and democracy. Opportunity for active reflection on personal as well as CEP program intentions.

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CEP (continued)		+ Understand and demonstrate proficiency in a selected field of formal, disciplinary knowledge and its associated methods in relation to community, environment and planning. + Practice representing and using this field with others. + Ability to bring to problem -solving different tools and ways of working with others. • Community/Social Structures + Engage in teamwork, groups and organizations. (Also understand relationships among varying scales of social contexts - from the personal to the global.) + Appreciate the ways things work and know how to affect them. (Social structures, policy frameworks, power relations, stakeholders, and the role of values, difference, politics and culture.) + Appreciate multiple ways of working, valuing, acting and knowing. (Social capital, political and intellectual capital of others) • Ethics and Identity + Responsibility and accountability: appreciate the dialectic of freedom and responsibility. + Take responsibility, give responsibility, be accountable and holding others accountable. + Understand the condition of social justice.		

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CEP (continued)		+ Identity and self-development: appreciate the qualities of interdependence, of courage and self-confidence in articulating positions, ideas and approaches to problems. Value reflection and self-critique. + Cultural, social, and personal awareness. • Diversity + Understand how community, environment and planning are related to issues of diversity including backgrounds, age, class, privilege, disability, education, gender, national origins and ethnicities, cultures and beliefs and sexual orientation. • Social Communications + Demonstrate proficiency with a variety of social communication tools for being an effective and active participant in deliberation and discourse, consensus process and decision-making, conflict management, compromise and small group processes, cooperation and collaboration, active listening, agenda setting and action -taking, facilitation and patience.		

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Construction Management	John Schaufelberger jesbcon@u.	The undergraduate program enables graduates to develop: • Technical skills necessary to define and solve practical construction problems. • Managerial skills necessary to make and implement sound and timely decisions. • Broad perspectives of the humanities and social and natural sciences. • The ability to communicate clearly and concisely both orally and in writing.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Student participation in regional and national competitions • Capstone projects and jury evaluation of them • Employer evaluation of student performance during required summer internships • Employer surveys • Interviews conducted by the Chair with graduating seniors **Curricular Assessment/Change** • Added a required writing course (BCMU 301) in response to results of employer surveys. • Incorporated sustainable construction and building information modeling into existing courses in response to recommendations by the department's industry advisory council.	

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Landscape Architecture	Fritz Wagner fwagner@u. Victoria Reyes chumash@u.	By the time students have completed the Landscape Architecture program, they will have had opportunities to demonstrate the following outcomes: • Creativity and integrative thinking: Ability to respond creatively to others' designs. • Analytical thinking: Ability to think critically about own and others' designs as problem-solving strategies. • Design 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: The capacity to navigate through ambiguous and complex situations. • Awareness and understanding: Ability to sensitively understand and interpret cultural and environmental issues as they affect design programs and values, and the meaning and applications of urban ecological design in the region and its global context.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations and informal mid-quarter assessments in some courses • Design studios, where student progress and outcomes are evaluated throughout the quarter on all aspects of the design process, interim and final products, and on studio participation and teamwork. Assessment in studio courses occurs through daily observations, pin-ups with peer critique, instructor critique and written instructor evaluations at end-of-term. End-of-quarter reviews of studio courses 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 • One-on-one interaction with faculty advisors. 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 • Design/build capstone studio course • Surveys and exit interviews with graduating seniors; these provide ideas for curricular change • Student self-assessment **Curricular Assessment/Change** • Worked with OEA to developed an assessment tool for project-based studios designed to evaluate skills such as working in teams and in complex and ambiguous situations, now used by other studio-based courses.	Curriculum committee meets regularly to assess needed modifications to curriculum and assessment techniques. Continue exploring and advancing interdisciplinary opportunities.

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Landscape Architecture (continued)			• Re-evaluated and refined Departmental Strategic Plan, noting accomplished goals and establishing new foci and objectives. • Removed planting design studio, adding trial planting design components to first-year studios and second-year construction course. • Modified sequence of courses: Moved Larch 351 to first-year autumn, 361 to winter term first year, and 362 to winter term second year. • CAD required for successful coursework completion. • Increased study-abroad opportunities. • Successful 2007 BLA Professional Accreditation Review.	

COLLEGE OF ARTS & SCIENCES				
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American Ethnic Studies	Lauro Flores lfores@u. Tetsuden Kashima kashima@u.	The Department of American Ethnic Studies at the University of Washington is a multicultural and multiracial research and teaching unit, dedicated to providing knowledge in the study of race and ethnicity. Through the department's three curricula—African American Studies, Asian/Pacific Islander American Studies, and Chicano Studies—students learn interdisciplinary, ethnic-specific, and comparative concepts, theories, and methods of inquiry, which shape the cultural, literary, social, historical, economic, and political character of selected American ethnic communities. The expectation is that students exit our program having acquired the ability to: • Research specific topics. • Organize information. • Produce cogent arguments. Hence, our major provides students with knowledge, skills and perspectives that are essential to civic participation, employability, and quality of life after graduation. In addition, it prepares them to pursue a graduate degree (MA, PhD) in ethnic studies and other, related disciplines.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Capstone courses: Senior Seminar (AES 495) and Senior Thesis (AES 496) In AES 496, faculty members assist majors in researching and writing a senior thesis integrating previous course materials and topics. The course allows the student to demonstrate his/her ability to critique and analyze various topics and/ or to create new synthesis or literary or other media product relevant to the American ethnic experience. Because students are allowed to write senior theses under the direction of non-AES, adjunct faculty, this can be construed as assessment by outside evaluators. • Occasional exit surveys of students **Curricular Assessment/Change** • Surveyed AES majors as part of the various AES self-assessment and Arts & Sciences directed studies of the department • Discussed performance and knowledge-base of majors, as well as student concerns, among faculty and in undergraduate curriculum committee meetings • Changed the capstone requirements of the major. Until recently, a two-quarter senior seminar sequence (AES 495 and 496) was required. Students conducted research on a specific topic during the first part of the sequence, and then spent the second quarter	

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American Ethnic Studies (continued)			producing a polished seminar paper on the same topic. This arrangement proved to be impractical for various reasons, the main one being the enormous pressure it put on the department to staff these courses which often needed to be offered four times per year. To accomplish essentially the same goals while providing more flexibility for both the faculty and the students, two years ago we modified the system so that, as explained above, 495 continues to be the senior seminar and 496 is a senior thesis writing course. Students now have the option to take the senior seminar, conduct research and produce a normal seminar paper. Conversely, they can opt to write a senior thesis project under the direction of an AES faculty person or an adjunct faculty member from a sister department. • Assisted materially in the development of the Arts and Sciences Diversity Minor as well as the College of Educations Teachers for a New Era [TNE] program. Both of these programs include in their curricula AES-based courses, such as AES 340, Race, Ethnicity, and Education.	

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American Indian Studies	Tom Colonnese buffalo@u.	The primary goal of the American Indian Studies major is to offer a multidisciplinary curriculum that exposes students to areas of knowledge, theory, and methods specific to the study of American Indian, Alaska Native, First Nations, and other indigenous cultures. Within the courses of study students will learn about: • The pre-Columbian Americas. • The development of historical and contemporary Native cultures. • The history and effects of European conquest. • The ability of Native peoples to maintain culture and sovereignty. • Ongoing challenges to Native peoples and communities. • Native knowledge, worldview, and spirituality. • Native art forms. The major provides students with the benefits of a liberal arts education by exposing them to an understanding of human differences and similarities, while developing critical analytical skills, intellectual capacity, communication and interpersonal skills, a facility with both team-based and individual research methods, and a familiarity with modern technology. Students are engaged in research that contributes to the understanding, strengthening, and support of indigenous communities. Learning Objectives: • Development of analytical skills ~ American Indian Studies classes build a student's capacity to think, to understand basic principles, to reason, and to locate and critically analyze information. In the most advanced classes, students use information	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Capstone course assessment **Curricular Assessment/Change** • Created learning goals for program. • Revised/added 19 courses, including the capstone course.	

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American Indian Studies (continued)		to develop their own theories and arguments and create original research on topics related to American Indian Studies. • Development of intellectual skills ~ Each of the American Indian Studies classes has an objective of increasing the student's capacity for gaining knowledge and understanding. An element of each course is the understanding of diverse cultures and philosophies. Students learn about the rich range of Native cultures and the great range of philosophies and foundations of knowledge that shape those cultures, about the interactions between societies and the environment, and about understanding and appreciating the arts of those cultures. • Development of communication skills ~ American Indian Studies classes advance students' capacities to express themselves in different contexts and to develop skills that promote the exchange of ideas. These communication skills include writing and speaking effectively and may include the effective use of a language that is not the student's language of origin.		

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Anthropology	Bettina Shell-Duncan bsd@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 an 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.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Exit interviews with graduating seniors **Curricular Assessment/Change** • With funding from the College of Arts and Sciences Learning Initiative, restructured the 100-level course offerings, which involved extensive exploration of alternative courses, structures, and sequences and resulted in the development or restructuring of four different 100-level courses with shared learning goals. • Conducted preliminary assessment of the new 100-level foundations courses, based on student evaluations, peer teaching evaluation, and enrollment levels. • Restructured our course for graduate teaching assistants, ANTH 599, with input from CIDR. • Piloted exit interviews, but had a high non-response rate.	A fuller qualitative assessment of the new 100-level foundation courses will include interviews with teaching assistants, input from the graduate student body, and interviews with instructors of the foundations courses. We are also working with the Office of Educational Assessment of develop a new protocol for exit interviews that will lead to higher response rates.

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Applied and Computational Mathematics (sponsored by the Applied Math, Computer Science, Mathematics, and Statistics Departments)	Brooke Miller (miller@math.)	The Bachelor of Science program in Applied and Computational Mathematical Sciences (ACMS) offers multidisciplinary, flexible educational pathways that emphasize the practical and computational aspects of pure and applied mathematics, statistics and computer science. It is designed for students interested in the application of mathematical and computational concepts and tools to problems in research or in the business world. Fundamental concepts at the core of the ACMS program are critical thinking, problem solving and modeling—casting a real world problem in a way that makes it amenable to mathematical, statistical, or computational analysis, and assessing the merits of the proposed solution. The abilities to communicate and function on multi-disciplinary teams are critical.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations **Curricular Assessment/Change** • In response to resource limitations, sought alternatives to Math 465-466 in the Scientific Computing & Numerical Analysis pathways. • Continued to encourage students to engage in research projects. This has been exceptionally successful, with many of the projects resulting in peer-reviewed research papers.	Continue to assess entrance requirements, as well as option cores and option electives in the individual pathways. We are planning to establish exit surveys.

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Art	Judi Clark jclark@u.	In process	**Assessment of Student Learning** *All majors:* • Classroom assessment, various methods • Course evaluations • Quarterly evaluation of student learning via peer and faculty critique of individual creative work and portfolio review *Art majors:* • Senior year series of 400 level capstone • courses culminating in public shows of graduating student work in theJacob Lawrence Gallery. • Public source presentations • Participation in group and individual exhibitions in the Ceramics and Sandpoint galleries. • Portfolios and written artist statements are prepared by students and reviewed by faculty Art History majors: • Series of three 400 level classes with attached writing/research assignments designed as a year long capstone experience *Design majors:* • A series of 400 level senior year capstone classes that culminate in "Design Week," when students publicly present their portfolios, design concepts and research papers to audiences of faculty and professionals from the greater Seattle design community. • Top students present their work in the Jacob Lawrence Gallery where it is reviewed by faculty and design professionals. **Curricular Assessment/Change** • Currently engaged in evaluating the curricula in Ceramics, Sculpture and Public Art to include a	

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Art (continued)			new focus in Glass, which will be a new curricular division, 3D4M, integrating these four areas of study. New course proposals will be submitted in 2008-09. • Initiated a new curriculum in honors for Photography BFA students • In preparation for a hire in Chinese art, reviewed and are proposing changes and new courses in both Japanese and Chinese art and cultural studies that will complement each other and expand the interdisciplinary nature of the study of Asian art at UW	

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Asian Languages and Literature *Chinese, Japanese, Korean, and South Asian languages*	Michael C. Shapiro hindimcs@u.	Majors and minors in the various programs within the Department will develop competencies in three primary areas: language, linguistics, and literature. Skills to be acquired for the major include the following: *Language* • Managing a variety of spoken communicative tasks, including discussion of topics of common interest, description and narration, expression of personal viewpoints, and presentation and support of an argument • Understanding the main idea and important details of connected spoken discourse on a variety of topics, in situations ranging from face-to-face to radio and TV broadcasting • Understanding the main idea and important details of written texts in a range of styles and registers and covering a variety of topics • Writing routine social correspondence using the appropriate conventions and writing connected essays of several paragraphs in length in an appropriate linguistic register *Linguistics* • Understanding basic linguistic concepts and terminology in such fields as syntax, morphology, and phonology; applying them to the analysis of the linguistic structures of the language • Understanding the historical development of the language, including its historical linguistic features and dialectal development • Recognizing the relationship between linguistic structures and literary forms and devices *Literature* • Reading selected literary texts in the original • Employing linguistic and philological analysis as tools for understanding literary texts • Performing formal analysis of literary texts • Analyzing literary texts with reference to relevant literary traditions and intertextual dynamics	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations and conferences with the Chair about student learning and teaching evaluations • Standardized oral proficiency interviews • Web-based proficiency and placement testing • External assessment of Japanese, Chinese, Korean, and South Asian languages, commissioned by the Department and relevant language and area centers at the UW • Exit surveys **Curricular Assessment/Change** • Revised the Chinese, Japanese, and South Asian language majors; official approval in progress for some of these changes. • Began work on developing a minor in Korean.	

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Asian Languages and Literature (continued)		• Analyzing literary texts with reference to their historical background and broader cultural context • Practicing critical reading of primary and secondary texts • Employing research and writing skills to produce formal written analysis of literary texts Skills to be acquired for the **minor** include the following: *Language* • Managing a variety of simple spoken communicative tasks and social situations • Understanding sentence-length utterances on a variety of familiar topics in face-to-face situations • Reading simple connected texts dealing with a variety of personal and social topics • Writing short essays on familiar topics grounded in personal experience and immediate surroundings *Linguistics* • Understanding the basic structure of the language, including its grammatical forms, writing system, and phonology • Recognizing the language's historical relationships with other languages in its geographical region • Understanding the structured and hierarchical nature of linguistic systems *Literature* • Identifying major works and forms within the literary tradition • Understanding the place of selected literary texts within the ongoing tradition • Understanding the historical and cultural contexts of major literary forms and works • Understanding the roles of literary works and literary activity within the culture • Utilizing basic research skills		

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Astronomy	Christopher Laws laws@astro. Sarah Garner sterr@astro.	**Astronomy student learning goals include:** 1. Use quantitative reasoning to understand the principle findings, common applications, and current problems within astronomy as a scientific discipline 2. Be versed in the computational methods and software resources utilized by professional astronomers 3. Have experience operating modern astronomical instrumentation and analyzing a range of experimental data 4. Be able to assess, communicate and reflect their understanding of Astronomy and the results of astrophysical experiments in both oral and written formats 5. Learn in a diverse environment with a variety of individuals, thoughts, and ideas See also: http://www.astro.washington.edu/undergrad/undergrad.html	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Capstone course • Independent research • Exit surveys • Quarterly undergraduate meetings • Student self-assessment **Curricular Assessment/Change** • Added a recurring course on cosmology (ASTR425) to the permanent curriculum to address a perceived gap in the subject material regularly available to our students (Learning Goal 1). • Implemented and evaluated a course in computing methods in Astronomy (ASTR300) to provide students with direct instruction in professional-level astronomical software and programming methods (Learning Goal 2). • Expanded the department's undergraduate observing program at Manastash Ridge Observatory to provide direct training in modern observational techniques (Learning Goal 3). • Added a course on scientific writing (ASTR482) to provide junior and senior-level students experience in the written communication of scientific results in a variety of environments (Learning Goal 4). • Created a Pre-Major in Astronomy Seminar (ASTR192) to encourage diversity in the Department through recruiting students with an early interest in Astronomy. http://www.astro.washington.edu/premap/	We are currently implementing the following assessment tools with funding provided by the College of Arts and Sciences' Learning Initiative: Secondary analyses of course papers and course projects, focusing particularly on work in capstone courses (ASTR480, 481 and 482). Anonymous exit interviews and surveys of graduating seniors and alumni. Surveys of the employers of alumni.

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Atmospheric Sciences	Samantha Scherer sam@atmos.	Atmospheric Sciences B.S. graduates should: • Be prepared for a range of career options in weather forecasting, air pollution and 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.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Internships and community assessment of students in off-campus internships, giving valuable feedback to both students and the department • Capstone course (ATM S 452) and individual research projects in last year of major • Exit surveys of seniors. **Curricular Assessment/Change** • 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. • Upgraded computer laboratory for undergrads. • 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.	Atmospheric Sciences 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. We have updated the undergraduate program web page.

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Biology	Tom Daniel danielt@u. Dee Boersma boersma@u. Mary Pat Wenderoth mpw@u. Alison Crowe acrowe@u.	The biology curriculum committee identified four primary areas of expertise for majors: scientific reasoning, information literacy/technology fluency, communication, and social responsibility. We have subdivided each of these areas into specific learning goals indicating what students should know and be able to do, as follows: *I. Scientific reasoning –requires the ability to define and solve problems* • Organize biological information + *Intro level:* Summarize and organize information systematically, including lecture, lab and field materials, explore connections between different systems/levels + *300-level:* Prioritize and make connections between different pieces of information + *400-level:* Use content to build complex biological concepts (i.e. relate one piece of information to several layers of larger context), test these concepts, and use results to refine and further understand them • Understand the process of biological science + *Intro level:* Understand and test a hypothesis, distinguish experimental from correlational tests, understand the importance of controls, graphically represent raw data + *300-level:* Break a complex problem into manageable parts, analyze graphs and summarize major point, graph data in several ways and know which is most appropriate for a given situation, begin to evaluate support for a hypothesis	**Assessment of Student Learning** • Classroom assessment, various methods both formative and summative • Course evaluations, as well as small group instructional diagnoses in selected classes • Evaluation of internship and undergraduate research experiences, including poster and/or oral presentations at undergraduate research symposiums and national meetings • Exit survey of students at completion of advising labs in introductory biology course (BIOL 200) • Exit survey at completion of introductory biology series • Exit survey of graduating seniors **Curricular Assessment/Change** *Course development and course offerings* • Continued course/lab development in introductory biology series with emphasis on development of new inquiry-based exercises • Revised a 400 level molecular based laboratory course (Biol 402) to become more inquiry-based • Developed a new technique-oriented 300 level molecular based laboratory course (Biol 302) • Developed a new inquiry-based 400/500 level ecology & evolution laboratory course (Biol 481) along with an additional course offering (Biol 482) for students continuing the projects initiated in Biol 482. • Developed a 400-level cell physiology course (Biol 404) • Offered two Exploration seminars: High Altitude Physiology, Journey to the Tibetan Plateau: Biology at Extreme Altitudes	Complete interviews of all teaching faculty to discuss course learning goals and skills Develop a curricular map based on departmental learning goals Develop assessment tools to assist on-going evaluation of students as they progress through the biology major Form a biology education research group to formalize the department's interest in conducting rigorous educational research in biology

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Biology (continued)		+ *400-level:* Synthesize results from several different experiments to answer complex questions, evaluate methods and interpretations of data, evaluate support for a hypothesis, develop alternative hypotheses • Become a practicing biologist + *Intro level:* Apply known principles to closely related but novel problems + *300-level:* Examine data and propose a hypothesis to explain it, propose experiments to test the hypothesis, relate different types of information, identify missing information + *400-level:* Propose a hypothesis (creativity/ synthesis of ideas), prepare a cogent argument to support or refute hypothesis (logic), evaluate alternative hypotheses and design experiments to distinguish between them *II. Information literacy/ technological fluency– provide students with the ability to effectively integrate biological information into society, using discipline-specific methods and technologies, including computer programs, genetic techniques, sampling techniques, sophisticated instrumentation, etc.* • Identify gaps in knowledge/ self-assessment + *Intro level:* Determine if material is mastered or additional help is needed + *300-level:* Assess one's own knowledge with respect to what is known + *400-level:* Identify gaps in knowledge and use resources to find information, learn independently, identify existing gaps in scientific knowledge • Use available resources to answer questions + *Intro level:* Master use of glossary and	• Offered two Discovery Seminars: "Fossils, Evolution and Creationism" and "Marine Biology of the San Juan Islands" • Introduced Biol113D (Learning to learn in science) a "learning link course" with Biology 180 designed to develop students' study and learning strategies • Developed senior seminars by postdoctoral fellows mentored in biology department's future faculty program (HHMI) • Developed a new graduate level course designed to teach graduate students pedagogical content *Program development* • Continued work to expand the Honors Program for students enrolled in Biol 200-Biol 220 • Continued support and development of Biology Fellows Program (HHMI grant) which fosters involvement of underrepresented minorities in the biological sciences • Continued development of a biology internship program to foster student career exploration • Continued to work with TriBeta tutors to offer tutoring to students in introductory biology series all four quarters of the year *Faculty development* • Participated in College of Arts & Sciences 4 x 4 Writing Project • Sponsored departmental writing workshop to promote integration of writing into courses • Initiated a science education journal club as a forum to discuss findings from educational research and brainstorm ways to implement these new practices in our classrooms	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Biology (continued)		index, know how to obtain library resources, begin to evaluate sources of information (e.g. Google results) + *300-level:* Know how to find information from original literature using database searches + *400-level:* Use advanced searches and critically evaluate sources • Consult primary biological literature for information + *Intro level:* Read a general article and evaluate the information/ sources on which it is based, be familiar with structure of a scientific paper, read an introduction/ abstract and summarize topic of paper + *300-level:* Read scientific paper, evaluate methods and conclusions and limits of the paper, relate findings to the big picture, realize that not all is known + *400-level:* Read a complex paper, assess information from raw data and put it in a larger context, evaluate support for hypothesis, critique methods chosen to address the hypothesis, identify unanswered question/ future directions for research, propose new experiments to test hypothesis *III. Communication–progress in biology builds on the incorporation of prior results. Students learn to discuss biology with team members and disseminate outcomes in written and oral forms.* • Communicate knowledge + *Intro level:* Write a logical, clear answer to short essay exam questions, learn oral presentation of results of a small group discussion (e.g. in lab), prepare post of	• Sent a second team of faculty to the National Academies/HHMI summer institute on Undergraduate Education in Biology (June 24-29, 2006) *Broad curricular improvement* • Created new Marine Biology minor • Faculty approval to consolidate ecology and evolution major with environment and conservation biology major into one degree track called "ecology, evolution and conservation" • Continued expansion of summer course offerings • Received funding from the College of Arts & Sciences Learning Initiative to develop learning goals and assessments in 2006-07 and 2007-08 • Initiated one on one interviews with all teaching faculty to discuss course learning goals *Work-space revisions* • Redesigned a new classroom/learning space (HCK 320) that provides an environment that fosters active learning • Created a biology writing/study center for undergraduate majors staffed by TriBeta (Biology Honor Society) members	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Biology (continued)		gathered information/experiments + *300-level:* Write a short analytical paper, write an introduction, methods and conclusion section to a scientific paper, oral presentation of new information to a group, summarize results of a discussion + *400-level:* Present a cogent argument with evidence to support your conclusion, be comfortable writing all sections of a scientific paper, present complicated ideas to the class alone or in a group • Work in a group + *Intro level:* Work collaboratively as part of a team in lab, work together in supervised groups to address specific well-defined problems + *300-level:* Delegate tasks and accomplish goals with little supervision, objectively evaluate the contributions of self and other group members to the project (peer and self-evaluations) + *400-level:* Trouble-shoot and solve group problems, research complex problems and compile information into clear, concise summary *IV. Social responsibility- Modern biology is deeply intertwined with societal issues, from genetic engineering to health care to global change. Students explore the social implications of biological discoveries.* • Application/ Bioethics + *Intro level:* Examine a social issue and assess which biological concepts are relevant and if biological information is accurately communicated, develop an awareness of the interface of biology		

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Biology (continued)		with society + *300-level:* Use biological information to discuss controversial issues, distinguish between "is" and "ought" + *400-level:* Interpret biology in a social context, evaluate the social implications of biological research		

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Chemistry and Biochemistry	Phil Reid preid@chem.	At the conclusion of their studies, graduating chemistry and biochemistry majors should: • Possess a general working knowledge of the basic areas of chemistry or biochemistry. • Be proficient in basic laboratory skills. • Have the ability to carry out strategies for solving scientific problems. • Have an 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. • Have the ability to communicate scientific information clearly and precisely. • Have the ability to read, understand, and use scientific literature. • Have an awareness of the broader implications of chemical or biochemical processes. • Have had the opportunity to work as part of a team to solve scientific problems. • Have had an introduction to opportunities in, and requirements for, the careers available to chemistry and biochemistry majors. Additionally, chemistry majors should a working knowledge of at least one area of chemistry. (http://www.washington.edu/students/gencat/academic/biochem.html) (http://www.washington.edu/students/gencat/academic/chemistry.html)	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Honors Thesis—required for chemistry and biochemistry majors graduating with College Honors or Departmental Distinction. • Exit interviews for graduating seniors **Curricular Assessment/Change** Submitted a proposal for a BA in Biochemistry, currently pending final approval by the HEC Board.	Create a new exit survey on Catalyst**.**

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Classics	Alain M. Gowing, alain@u.	The Department of Classics' four undergraduate majors strive to awaken students to the unique combination of ancient and modern, language and interpretation, text and culture. The majors in Classics, Greek, and Latin are the most traditional: they emphasize the development of expertise in the Classical languages and literatures. However, all four majors emphasize the acquisition of analytic and communications skills as well as critical thinking about American cultural roots. (http://depts.washington.edu/clasdept/undergraduate.html)	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Senior essays and departmental review of senior essay outcomes • Exit surveys given to graduating seniors • Annual Undergraduate Essay Awards (papers are nominated by faculty) **Curricular Assessment/Change** There have been no major changes in the last two years.	The Department will conduct a 10-year review in 2008-09, at which time we will completely review the undergraduate program.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Communication	David Sherman shermand@u. Gerald Baldasty baldasty@u.	We are moving toward a more formal identification of learning objectives and assessment through our current (2006-7, 2007-8) learning goals initiative. With support from the College of Arts and Sciences, we are surveying course learning goals, and will aggregate to analyze how well the department is meeting our stated goals for the major, and to see if additional goals are de facto part of our program. Currently: *For BA, Communication* • We nurture our majors to become 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. • We have 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. *For BA, Communication-Journalism* • We develop analytical and communication skills and a commitment to professional excellence in students who wish to pursue careers in media industries • We teach students how to gather, synthesize, and disseminate information. • Because professional skills must be balanced with the development of intellect and character, we emphasize the importance of the public service mission of journalism and	**Assessment of Student Learning** *For BA, Communication* • Classroom assessment, various methods • Course evaluations • Completion of senior research projects • Internships (measured by internship evaluations) • Required capstone for honors students • Completion of projects/presentations for key performance-based classes, such as Communication 340 spring 2007 • Recognition and celebration of outstanding work through the creation of the Nyquist and Pioneer awards for student work; these are the focus of our annual Excellence in Communication event • Use of the department's Public Speaking Lab serves as a diagnostic to assess students in oral communications courses. • Increases in faculty-directed research and independent study opportunities, allowing more detailed assessment of individual undergraduates in terms of research and writing skills • Increases in the number of classes requiring team projects, allowing for more evaluation of students' ability to work successfully with others on projects • Linking graduate student volunteers with undergraduates through the department's Undergraduate Research Mentor Center, providing initial assessment of undergraduate research abilities and needs • Exit surveys of graduating seniors, reporting high levels of satisfaction with their undergraduate education and praise for teaching, and writing and research opportunities in the major	In 2007, with funding from the College of Arts and Sciences' Learning Initiative, we identified key learning objectives through a bottom-up review of all syllabi and through interviews with faculty. Our major next step is to "map" how we address these learning objectives – which classes meet which objectives. We have received funding for 2007-08 from the College to complete this review, and then to propose next steps (re: capstones, curriculum revision, etc.).

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Communication (continued)		the media's role in nurturing a democratic society. At least 75 percent of a journalism student's curriculum must come from liberal arts courses, ideally to provide student journalists with a strong context for journalism. *Specific learning objectives for the BA Communication-Journalism include:* • Understand and apply First Amendment principles and the law appropriate to professional practice • Demonstrate an understanding of the history and role of professionals and institutions in shaping communications • Demonstrate an understanding of the diversity of groups in a global society in relationship to communications • Understand concepts and apply theories in the use and presentation of images and information • Work ethically in pursuit of truth, accuracy, fairness and diversity • Think critically, creatively and independently • Conduct research and evaluate information by methods appropriate to the communications professions in which they work • Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve • Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness • Apply basic numerical and statistical concepts • Apply tools and technologies appropriate for	• Alumni surveys of students who graduated a decade ago, asking them how well the department prepared them for their careers. We have about a 17 percent return rate; responses are very positive. *For BA., Communication-Journalism* • Classroom assessment, various methods • Course evaluations • Student surveys • Student internships • Student self-assessment • "Capstone" experiences, both at mid-level (Communication 362—Community Journalism: News Lab) and advanced/completion level (such as the Olympic Legislative Reporting Internship) • Pre/post examination questions in key courses to see if students demonstrate an increase in knowledge • Alumni survey • Student competitions evaluated at national and local levels, such as the Hearst competition **Curricular Assessment/Change** • Doubled the number of skills-based courses offered, adding more sections of interviewing and advanced public speaking, in response to results of student surveys • Continued focus on mentorship opportunities to help prepare students for success in the field, including a mentor lunch, career week, and creation of a new Career Course (for winter 2008) • Added five courses on diversity issues in the field, designed to meet our key objectives, and are designing two more courses • In journalism, added and continue to add	

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Communication (continued)		the communications professions in which they work	significant new material in courses addressing digital journalism. • Continued to work to improve our curriculum, making sure that our courses reflect our learning objectives. For example, we have routinely revised courses, in the past few years, to refine our exam questions to make sure students actually are learning what we want them to learn. In addition, faculty report substantive efforts to create discovery-based learning (via individual or team research projects, case problems, field trips, field work, etc.).	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Comparative History of Ideas (CHID)	Cynthia Anderson chid@u.	• 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) of 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. • Practice in collaborative learning, participation in the dialogical give and take of a learning community, and experience of community service.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Student self-assessment, beginning with a value assessment essay that asks students to identify what they want out of their education and facilitates dialogue between students and their advisers. • Required junior colloquium (CHID 390: The Interpretation of Texts and Cultures) helps them integrate coursework from across the university and often becomes the start of their planning for their senior thesis. • Senior thesis/ capstone project • Occasional exit survey of graduates **Curricular Assessment/Change** • Offered CHID 496H (WTR05), a reconsideration of CHID 110, a student-facilitated review of CHID 110 (the core introduction course in the CHID program) • Created CHID 490 (Research Seminar): Intensive readings and research in specific topics, which satisfies the senior thesis requirement. • Created CHID 260, Re-Thinking Diversity, using a grant from the President's office. • Created a series of special topics class in response to growing student interest in critical race theory and queer theory. These classes have included Anu Taranath's CHID 270: Travel Cultures and Literatures and Contemporary Literatures from Zimbabwe, and Rahul Gairola's CHID 480: "Queering Home"	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Comparative Literature	Cynthia Steele cynthias@u. Kathy Holliday kholl@u.	Students will leave the major with: • The ability to critically analyze primary texts (both written and visual) • Understanding of 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	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Exit survey of graduating seniors, converted to an on-line format and now sent to students immediately upon completion of the degree, rather than in June **Curricular Assessment/Change** • Worked to provide stronger early advising, to ensure that students entering the major will take foundation courses as early as possible. • Received funding from the College of Arts and Sciences Learning Initiative during the 2006-2007 academic year for the Cinema Studies portion of our major, which allowed us to: + Bring several distinguished senior film faculty to campus for consultation. + Offer workshops for graduate students and for faculty in various departments around the university who teach Cinema Studies courses. + Participate in extensive internal discussions regarding how to revise the Cinema Studies major. • As a result of Learning Initiative work, omitted one 300-level course and redefined two others. Also, expanded the three-quarter History of Film sequence into a four-quarter sequence and linked the final quarter to the Seattle International Film Festival. • Participated in the College of Arts and Sciences 4 x 4 Writing Program, which allowed faculty to experiment with alternative methods of teaching writing in our courses.	The literature portion of the faculty will probably be applying to participate in the Learning in the Major Initiative during the 2009-10 academic year, so that we can have a similarly fruitful opportunity to review and revise the literary track of our major.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Dance	Betsy Cooper bcoop@u. Kory Perigo kperigo@u.	Current learning goals for the Dance Department are that upon graduation students will: • Understand dance as an art form that reflects and impacts local communities and global cultures. • Think analytically, comparatively, and contextually. • Develop skills in rhythmic and movement/ compositional analysis. • Become articulate about the art form via the spoken and written word. • Understand and practice risk taking. • Understand and expand their creative and artistic potentials. • Engage in a variety of self-assessment and reflective practices that encourage life-long learning. • Understand basic principles of dance teaching methodologies and dance science as applied to technical and aesthetic development. • Develop an awareness of the extent of one's personal responsibility toward his/her own learning process and social contribution. • Develop kinesthetic awareness and how to use the body as a mode of understanding and expression. • Develop research skills that allow them to deepen their understanding of core issues of dance. Revised goals, undergoing review of the full department are that upon graduation students will: • Understand dance as an art form that reflects and impacts local communities and global cultures. • Develop analytic, evaluative, and contextual skills to enhance the quality of thought.	**Assessment of Student Learning** • Classroom assessment: various methods (focus on progress toward course objectives as well as progress toward student's individual challenges and dance major learning goals. • Course evaluations. • Testing electronic portfolio system as a means to assess the Dance Program and the efficacy of the Dance Major Learning Goals. • End of term student technique and choreography showings required for all technique courses. • Senior Seminar offered as capstone course: final projects and processes presented at the end of quarter. • 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 review undergraduate choreography performed during Dance Majors Concert. Awards 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 teaching practicums, choreographic studies, oral presentations. • Students enrolled in Dance Teaching Methods teach technique courses at private studios, community centers and public schools in the Seattle area, and rural Yakima Valley. 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	We are in the process of re-tooling the method of assessment. During the Spring Quarter 07, we experimented with Catalyst electronic portfolios. We have since decided to leave the medium of the portfolio up to the student. In other words, the student will be free to create a portfolio however she wishes (tangible, electronic, hybrid) as long as it contains 1) examples of learning throughout their two years in the program (e.g. assignments) and 2) a reflective essay detailing why they chose the assignments, how the assignments

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Dance (continued)		• Develop effective communication and research skills to promote a deeper understanding of core issues in dance. • Artistry development: Recognize and expand creative and artistic potentials, developing a kinesthetic approach to understanding and expressing. • Personal Development: Engage in personal assessment and reflective practices that encourage self-directed learning. • Comprehend basic principles of dance science and teaching methods to facilitate the development of technical skill and artistry.	**Curricular Assessment/Change** • With funding from the College of Arts & Sciences Learning Initiative, created electronic portfolio system to assess learning in the major. Students will be asked to drop in samples of written (creative, reflective, research-based) work from core curriculum course into the e-portfolio. During their final quarter in the dance major, they are asked to select samples from their e-portfolios and to reflect on how specific dance major learning goals were understood/practiced in the selected assignments. • Offered new courses that reach outside the scope of traditional forms of western theatre dance practice (i.e, ballet and modern dance), including elective courses in salsa, swing, integrated dance praxis and theory (disabled and non-disabled dancers working in an integrated setting), and dance ethnography. • Increased the number of credits for Dance 250 from 3 to 5. This course is a gateway to the major and introduces students to global dance traditions in lecture and studio format.	demonstrate the students' learning, etc. We are also creating a special "portfolio development" lab during the senior seminar course in the spring.

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Digital Arts	Cynthia Caci ccaci@u.	The intent of the BFA program is to identify, recruit and educate a diverse group of emerging digital artists in an intensive, challenging and supportive environment. While entering students may initially identify themselves as purely visual, aural, or some other kind of artists, our inherently interdisciplinary curriculum requires all students to diversify their artistic practice across the five major content areas (visual synthesis, aural synthesis, algorithmic processes, sensing and control systems, mechatronics and telematics) as well as complement their study with relevant upper-division coursework selected from related fields (computer science, music, drama, dance, engineering, art, architecture, cinema studies, etc.) Because 50% of all seats in DXARTS courses are reserved for non-majors, students in the program benefit from the perspectives and viewpoints brought to the learning environment by students representing other disciplines. The department is currently developing and defining learning goals for undergraduate majors in this new field. Program goals include the following: • To harness the creative interactions of students through multidisciplinary classrooms, laboratories, and studios and serve the campus as an incubator for rigorous research, educational excellence, innovative artistic production, community and industry collaboration. • To challenge basic assumptions about art and art practice, dissolve boundaries between disciplines in order to invigorate and intensify innovation, and question distinctions such as notions of art object and apparatus, theatrical performance and experiment, artist	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Applicants' work in DXARTS 200 and 201 carefully reviewed and evaluated before admission • Student self-assessment; students required to articulate their learning objectives at key points in the program • Capstone experience, a year long thesis seminar that moves students successfully through the process of ideation, working prototypes, full scale implementation, and public exhibition of their theses. **Curricular Assessment/Change** • With funding from the College of Arts and Sciences Learning Initiative, began the process of identifying learning goals for the major with a focus on what constitutes effective writing—its multiple purposes, manifestations, and products—in this emerging field.. Process has included surveys and interviews with faculty on writing required in their courses, analyzing responses and assignments, and arriving at consensus about this learning goal for undergraduates. • As a new program, created many new courses, hired new faculty and advising staff, and moved into substantially renovated facilities. • Because so much of the curricular content and teaching/learning methodologies are new, faculty, staff, and first groups of DXARTS majors have been in a continual mode of self-study . The proposed changes result from this self-study, resulting in changes designed to create more structure while maintaining substantial flexibility for electives.	Complete study of writing and move to next learning goal for majors

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Digital Arts (continued)		as author and audience as passive viewer. • To develop personal research methods and innovative new technical means that will help students prepare for more advanced investigation in emerging, artistic, philosophical and scientific issues in digital and experimental arts. • To fulfill the State's burgeoning need for quality undergraduate education in the digital arts and allow students at the University of Washington to attain new levels of rigorous original research in this emerging field • To prepare students for leadership roles in pioneering the new artistic and technical advances of the 21st century.		

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Drama	Sarah Nash Gates sngates@u.	All areas of Drama contribute to the learning goals for our undergraduate students. The School is concerned about teaching a process, not only achieving a result. However, our goals include the development of: • Analytical skills, so students are able to have a full understanding of dramatic literature that then allows full use of their imaginative and emotional responses, which we regard as essential to making good art. • Collaborative skills necessary to produce theatre work. • Writing and oral presentation skills, so students can articulate and communicate their thoughts about the art form. • Problem solving. We strive to be sure our students understand how the tools of intellectual curiosity and creativity may be applied throughout their lives. Our goal is to teach them what questions to ask/how to do their own assessment. • Acquisition of strong technique and the development of imaginative response. • Ability to create work, to have ideas and fortitude to see projects to their end. (http://depts.washington.edu/uwdrama/about/index.html)	**Assessment of Student Learning** • Classroom assessment, various methods. • Course evaluations • Annual exit survey of graduating seniors. Students are asked to evaluate their education and the development of their analytical, problem solving, written communication and oral presentation skills. The majority say that the drama major prepared them for graduate school or to teach or work in the theatre. • Tracking the work of alumni • Final presentations or performances in studio classes, which Drama faculty attend. This allows us to evaluate our students quarterly. • Work on productions outside class. About 74 percent of Drama majors have worked on a production outside of the required running crews, and many are involved in creating and producing their own work. We consider this work a means of evaluating what students have been and are learning. • The elected BA Council plays an active role in facilitating strong communication between the students and the administration. **Curricular Assessment/Change** • Moved Senior Seminar to Winter Quarter so that it could tie in with Career Discovery Week. This has led to increased participation in both. • Added Drama 213, Sound Design, and plan to include this as an option for students wishing to fulfill the design/tech component of the Drama degree. Continue to expand design opportunities for students.	Understanding dramatic literature is a core component of Drama, and the School wants to increase the exposure that students get to text analysis. Plans to address this include adding Drama 201 (Play Analysis) as a prerequisite to the major. This will also better prepare students for our required Drama 302 (Critical Analysis) class. The School has been working on extending the classroom into the community by forming partnerships with 6 local professional theatres. Students will be able to complete

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Drama (continued)			• Participated in the Arts Special Interest Advising and Orientation Session for incoming freshmen • Continued to work at creating opportunities for undergrad students to work with graduate faculty and students. • Not a curricular change, but re-organized and redesigned our web site to facilitate better communication, which is always a positive factor.	internships with these theatres for Drama credits. We plan to condense our 3-quarter beginning acting series into 2 quarters by extending meeting times. This will still give all students a solid foundation in the acting area, and will also allow more opportunities for them to take intermediate and advanced acting classes.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Earth and Space Sciences (ESS)	Robert Winglee winglee@ess.	Students who graduate with an undergraduate degree in ESS, will have achieved these learning goals: • 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 of one of four options: standard (geology) option, (geo)biology option, (geo)physics option, and environmental option. • Think critically and obtain quantitative predictions, usually skill sets that involve multiple disciplines and all the core sciences. • Have obtained hands-on experience 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. (http://www.ess.washington.edu/web/ess/ug/goals.html)	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Field work and/or experiential research opportunities • Exit survey of graduating seniors • Awards and scholarship program where students' skill sets can be evaluated in detail from both course experience and from interactions with faculty. **Curricular Assessment/Change** • Conducted discussions with seniors on a one-on-one basis. • Implemented new ESS B.S. environmental option Winter Quarter 2006 and ESS graduated its first environmental option major Spring Quarter 2007. • Added ESS 410 Marine Geology and Geophysics, a new course made joint with an existing course in Oceanography, OCEAN 410. It introduces and bridges ESS B.S. physics option majors to discipline of Marine Geology and Geophysics. • Offered ESS 452 Vertebrate Paleontology jointly with BIOL 450 to provide ESS B.S. biology option majors a richer learning environment in which to develop proficiency in this core discipline. • Created ESS 457 Environmental Geochemistry, a new course designed to provide ESS majors, especially ESS B.S. environmental majors an opportunity to think critically about environmental problems. • Created ESS 472 High Altitude Research Projects, a new course needed to provide ESS B.S. physics option majors who are interested	We plan to continue with the methods we currently use to assess student learning because these methods have been effective in getting feedback needed to improve our undergraduate curriculum.

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ESS (continued)			in space sciences with an upper level laboratory experience. • Created ESS 489 ESS Honors Seminar, a new course taken by ESS majors who have fulfilled the entry requirements for the ESS Honors Program.	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Economics	Greg Ellis ellis@u. Michelle Turnovsky mturn@u.	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. More specifically, we want our students to develop intellectual insights in several areas: *Fundamental Knowledge* • Understand and be able to use basic economic terminology • Understand how individuals and firms make themselves as well off as possible in a world of scarcity • Understand that the highest-valued alternative foregone is the opportunity cost of what is chosen • Understand how prices inform the decisions about which goods and services to produce, how to produce them, and who gets them • Understand how market structures, institutions, and government policies influence the allocation of resources in a market economy • Understand how aggregate economic activity is measured at the level of a nation • Understand how basic models of the economy summarize and explain the interactions between these main macroeconomic measures: output, employment, and inflation	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Exit survey of graduating seniors. In last year's survey, 91 percent of respondents said that they were well prepared or very well prepared for their career goals, 91 percent for their decisions as citizens, and 93 percent for defining and solving problems. • Senior thesis required for honors students. • Internships involving independent research and undergraduate research with faculty members • Involve alumni in a mentoring program for majors. • The Economics Undergraduate Board (EUB) provides regular tutoring for lower-division and intermediate courses, giving faculty informal feedback on student difficulties and outcomes. **Curricular Assessment/Change** • Presented results of the Economics Undergraduate Board's (EUB) survey of majors, to the Visiting Committee and the Divisional Dean for Social Science. Results showed that 55 percent of the majors reported inability to enroll in courses because of excess demand. The average number of classes to which students could not gain access was 2.2. With senior-level classes ranging in size from 40 to 100 students, students wish that faculty had more opportunity to get to know them. • Created separate B.A. and B.S. degrees, with the share of B.S. graduates rising to one-third during the current year. • Created four certificate programs in international economics, economic theory and quantitative methods, quantitative managerial economics, or environmental and natural resource economics.	We are expanding inter-disciplinary arrangements that allow selected economics undergraduates to enroll in graduate courses in other schools, including Fisheries, the Evans School, and the Center for Ecology and Demography, and invite their faculty to offer courses in our program. Additional faculty will be required to offer seminars and capstone courses for advanced undergraduates and to bring class enrollments down to a size where faculty will be able to provide in-depth mentoring for

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Economics (continued)		• Understand what causes economic activity to fluctuate over time • Understand the role of government in trying to smooth out these fluctuations • Understand the links between the domestic economy and the rest of the world *Professional Applications* • Use economic data, graphs, and charts to analyze and forecast economic activity • Use economic models to understand and explain economic events and other social phenomena • Use computer software to analyze economic data and models • Use elements of game theory to explain the strategic choices of individuals or organizations • Evaluate economic policy proposals • Assess critically the economic content of articles or presentations *Personal Applications and Skills* • Appreciate the usefulness of economic reasoning in personal decision-making • Understand that one's social or economic position may influence one's view of economic policies • Be able to read economics texts and articles • Be able to use available information in the construction of knowledge • Be able to express ideas to others—visually, verbally, and in writing	• Expanded study-abroad opportunities with exchange agreements with universities in Thailand, Germany, the Netherlands, France, and Italy. • Redesigned the departmental honors research program, providing Honors students with a survey of promising research areas in their junior year. • Reorganized the ECON 399 internship program to assist students to combine real-world and analytical academic experience. • Expanded course offerings that are essential to interdisciplinary programs on campus, notably in area studies, political economy, economic policy, and demography. The share of students completing a double major or double degree has increased to 33 percent. • Added six new courses to course offerings and provided a variety of special-topics courses, offered by visiting faculty. • Prepared to offer a TRIG (transfer interest group) and nine FIGs (freshman interest group programs). • Increased offerings in econometrics, financial economics, and economic policy and introduced new methods to monitor excess demand for these courses. • Integrated discovery-based learning strategies into Economics 200 and 201, including the use of real-world, empirical data into student projects. • Offered new courses on advanced topics in modern microeconomics and on policy issues in economics.	individual student research efforts in a wider array of courses. Our alumni, who play leadership roles throughout the community, turn to us regularly to enlist new graduates to their organizations. We hope to expand this network, which is a unique asset for our students and for the University.

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English	Miceal Vaughan eungrad@u.	The undergraduate program of study in English concentrates on: • Developing students' critical and interpretive abilities with regard to literatures written in English. • Familiarity with the critical developments in the study of language and literary forms, particularly understanding the cultural and historical contexts of various forms of literature. Students learn to: • Read texts closely • Articulate the value of close reading • Recognize and appreciate the importance of major literary genres, subgenres, and periods. • Relate texts from a variety of historical periods and cultures to each other. • Use a variety of approaches/theoretical perspectives in reading and discussing literature. • Write prose that uses standard grammar and punctuation. • Write fluently for a variety of purposes and audiences. • Construct critical and interpretive arguments. • Create original poetry, prose fiction, or drama. • Use information technology and other methods to conduct scholarly research. • Assess different kinds of evidence and opinion. • Integrate primary and secondary sources into essays. • Use MLA conventions for citation of sources.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Senior capstone/thesis experience. • Exit survey of graduating seniors • Student focus groups to assess the effectiveness of foundational courses ENGL 202/197 introduced as part of the new English major in Autumn 2005. • Discussions with faculty and graduate students about the design and instruction of ENGL 202/197 to assess and improve those courses. • Portfolio review of student essays produced in ENGL 202/197. • Quarterly supervision and review of senior honors essays. • Portfolio-based assessment of expository writing program courses (English 111, 121, 131) that includes a reflective essay **Curricular Assessment/Change** • Conducted an extensive classroom assessment of 200-level English courses taught by graduate students. • Expanded senior capstone choice to include ten 400-level courses, as well as ENGL 498: Senior Seminar, but also • Implemented new English major requirements to address programmatic needs identified over three years of faculty discussions and review of the undergraduate major. Those needs were: + Student access to required earlier historical courses; + A clear introduction to the study of English language and literatures for incoming majors.	Following our review of English 202, we are undertaking a review of ENGL 302, the second of our 'gateway' courses. In addition, we will review a half-dozen proposed new 300-level course offerings, and a couple of new 200-level proposals.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
English (continued)		The major's content includes: • A wide variety of works by British and American writers from various periods. • The major works, authors, genres, and movements in literature in English. • Anglophone world literatures. • The aesthetic, cultural, political, and historical contexts and functions of literary texts. • Major historical and contemporary critical theories and their methodologies. • The structure and grammars of the English language. • The varieties and historical developments of the English language. • Standards of grammar, mechanics, and usage acceptable in the discipline and the reasons why those standards have been adopted. Students acquire skills which can be applied to a range of careers, including, but not limited to, advertising, business and marketing, law, library science, the media, public administration, publishing, the social services, and teaching. These skills include: • Good writing. • Analytical ability. • Research skills. • Broadened perspectives. (http://www.washington.edu/students/gencat/academic/english.html)	+ Need for specific courses for majors that focus on the fundamentals of writing critically about literature and culture. More student flexibility and choice in meeting major requirements. + Improved access and greater structure in the creative writing pathway. + A more coherent Honors experience. The new major includes: + A new flexible "core" which organizes requirements conceptually into three areas of study: Theories and Methods, Forms and Genres, and Histories of Language and Literature; gateway courses, ENGL 202: introduction to the Study of English Language and Literature and ENGL 197: Writing in the Humanities. + A required course in critical practice, ENGL 302. + Greater student choice in meeting major requirements, including an expanded list of senior capstone courses. + A distinct major pathway in creative writing with purposeful, sequenced course requirements. + A cohort-based Honors program which has created successful learning communities, a coherent course of study, and more sophisticated thesis projects. • With funding from the College of Arts and Sciences Learning Initiative, conducted an assessment of English 202, the gateway into the major, which included focus groups with students, graduate students, and faculty, and portfolio review of students' work.	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
French & Italian Studies Program	Albert Sbragia sbragia@u.	*French Studies:* Our undergraduate program offers a broad exposure to French language, literature, and culture. Students develop linguistic competence in oral and written expression, as well as are introduced to Francophone cultures around the world. The department places a strong emphasis on communicative skills. Students have the opportunity to study French literature from the Middle Ages to today as well as the thriving discipline of Francophone literature, coming from regions such as the Caribbean, North Africa, Canada, and Guadeloupe. *Italian Studies:* Our undergraduate program offers a broad exposure to Italian language, literature, film and culture. Students in the language program develop linguistic competence in oral and written expression and 1st, 2nd, and 3rd year language students have the opportunity to attend the Italian Studies in Rome program during spring quarter while living with an Italian family and studying with our faculty at the University of Washington Rome Center. Advanced students in Rome intern at the Italian Chamber of Commerce. For those students wishing to major or minor in Italian we offer a series of 300-level introductory courses to Italian culture, history, film and translation together with 400-level courses covering all major periods of Italian literature. Advanced students also have the opportunity to study in our exchange partner institutions in Italy: the University of Bologna and the University of Perugia. http://depts.washington.edu/frenital/undergrad/it-undergrad/it-undergrad.htm	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Senior thesis. **Curricular Assessment/Change** • Amplified "cuscinetto" or cushion courses in Italian, 300-level courses that provide students with linguistic, cultural, historical, sociological information about Italy to help better prepare them for entry into 400-level courses. Student evaluations that spoke of the difficulty of transitioning from language to literature courses helped to guide us in creation of "cuscinetto" courses. • Introduced a minor into French Studies • Offered a new survey course, French 307-Francophonie literature	Exit survey (you have this currently listed on your chart of assessment at program level but it has not yet been created. Will be created and implemented this upcoming year. Will provide a mission statement for Italian major on website as now exists for French major.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Geography	Rick Roth rroth@u.	The Geography department's learning goals are that students develop an: • Ability to understand and use key concepts constituting a geographic perspective: context, scale, cartographic, tabular, process, flow and outcome, and the holistic and integrative character of a spatial perspective. • Ability to understand causes and implications of spatial variability (for example, in housing, law enforcement, immigrant incorporation into US society, regional economic growth, etc). • Ability to understand the causes and implications of spatial interaction & movement patterns. • Ability to understand and put into practice spatial scale: ways in which localized, regional, national, and global processes interact. • Ability to develop and use basic geographic skills such as map reading and analysis; map making; landscape analysis via use of multiple analytical methods. • Ability to think relationally about such key intertwined concepts as community and economy, society and environment, and citizenship and globalization. • Ability to seek relationships among historical development, economic development, & globalization. • Ability to develop information literacy about representations of locational relationships. • Ability to understand the relationship among regional economy, health, and well-being in regards to sustainability. • Ability to pose important geographic research questions, appreciate what makes those questions important, and design reasonable research approaches to them.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations, including a supplemental sheet asking students to evaluate the extent to which departmental learning goals were addressed in each course • Longitudinal study of undergraduate learning in the Geography major (Geog SOUL). See http://depts.washington.edu/geog/undergrad_assessment_geogsoul.html • Student exit survey. • Faculty review of student portfolios See http://depts.washington.edu/learning/pdf/Geography_Learning.pdf • Student self-assessment and portfolio submission in Geog 493 (Assessing Geographic Learning). **Curricular Assessment/Change** • Required Geog 315 ~ Explanation and Understanding In Geography; working to get students to take the course within two quarters of entering the major. This requirement evolved as a direct result of prior learning assessment efforts (exit surveys, learning objectives analysis, development of departmental learning goals, portfolio assessment of student work). • Continued to develop thematically-focused lower-division courses (e.g., Geographies of International Development and the Environment, Introduction to Globalization), to replace Geog 100 (Intro to Geography) as gateways into the major. This strategy evolved directly as a result of earlier learning assessment efforts that lead faculty to conclude that Geog 100 was too diffuse to effectively embody the department's learning	Rhetorical casebook for learning in the major. Evaluation of effectiveness of the integration of geo-visualization into the globalization curriculum and development of faculty workshops to integrate geo-visualization into other curricular emphases or concentrations within the major. Identify and implement more effective ways to motivate students to fill out exit surveys. Integrate course and departmental learning goals into individual course end-of-quarter evaluation forms.

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Geography (continued)		Additionally, students gain the following general, social science concepts and skills: • Ability to foster awareness of cross-national and cross-cultural perspectives and realities, and developing trans-disciplinary ways of understanding. • Ability to identify and evaluate information sources and prior research relevant to a research topic for contextualizing research questions. • Ability to assess different and competing worldviews. • Ability to identify and describe significant research questions; identify the audience most interested in the answers to these research questions, and identify and describe an appropriate research strategy to answer a particular research question. • Ability to understand the benefits of qualitative and quantitative approaches, including understanding of nominal/ordinal/interval ratio measurement levels; plus understanding of “categorical” and "statistically significant" in relation to research questions. • Ability to understand the inter-play between data gathering and analysis methods. • Ability to understand and evaluate environmental impacts. • Ability to effectively critique materials, including an understanding of the difference between expressing an argument from evidence versus opinion. • Ability to construct and defend an argument based on interpretation of research findings, including interpretations of data that lead to an ecological fallacy. • Ability to develop holistic explanations.	goals, and did not help students project any thematic trajectories through the major. In particular, we have developed these foundational courses to help students understand and use key concepts constituting a geographic perspective, including the causes and implications of spatial variability, spatial interaction and movement, and spatial scale and scale interaction. • Used assessment of teaching and student learning outcomes to rework individual courses so that they better integrate methods with substantive content in order to meet learning goals.	Discuss and implement a re-configuration of the concentrations (pathways) within the major.

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Geography (continued)		• Ability to report results in multiple media, including reporting in verbal and written form. • Ability to exercise collaboration skills in the form of working in groups; and understanding and negotiating differences. • Ability to develop a perspective about and practice active citizenship (local and global). (http://depts.washington.edu/geog/courses_learning_goals.html)		

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Germanics	Eric Ames eames@u.	The Germanics department goals for student learning are: • To acquire linguistic fluency in German and broad knowledge of German / Austrian / Swiss language, literature, and culture. • To increase critical consciousness and sensitivity to 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 in German literary and cultural studies. • To acquire the ability to examine with a critical eye one's values.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Review of undergraduate work in honors, research, and internships **Curricular Assessment/Change** • Implemented new web-based ("hybrid") courses using "Moodle" technology in all 100-level language courses. • Renewed offering German 121 and 122 (first-year reading), in response to student interest. • Offered for the first time German 190 (co-taught with Scan 190), "Crime Scenes: Investigating the Cinema and Its Cultures," one of four "University Courses" on campus. • Continued emphasis on topical courses taught in English, to contribute to the UW's larger undergraduate mission. Latest courses include "German-Jewish Writers" (German 295), "Exploring Visual Culture" (German 322), "Vienna 1900" (German 351), and "Werner Herzog and Documentary Film" (German 371), "Freud and Literature" (German 390), and "Representing the Holocaust" (German 390). • Sponsored UW's "Model UN" team, and provided extra-curricular mentorship. • Sponsored four undergraduate research assistantships in response to student interest. • Sponsored four undergraduate internships in Germany.	Create exit survey for 200-level language learners. Review entire undergraduate curriculum (Winter 2008). Move "Virtual Vienna" on-line for general student and wider classroom use.

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History	Jennifer Weiss histadv@u.	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. • We work with our students to cultivate skills of critical reading, critical thinking, 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.	**Assessment of Student Learning** • 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+ pages) • Exit surveys, which reveal that students are pleased with their educational experience in History **Curricular Assessment/Change** In 2002 the Department conducted a thorough Ten-Year Review of the Undergraduate program and implemented major reforms. The Department monitors the reforms with the following results: • Continued to create new courses and teach in adherence with the revised learning objectives, nature, and content for 100-, 200-, 300-, and 400-level courses. • With the new topics designators (290, 490), created new, large lecture classes, at all levels. • Implemented the junior level methodology seminar as a requirement for all history majors • Added a series of 200-level courses on thematic topics (HIST 263, The Modern Middle East; HIST 265, Wars in the Middle East; HSTEU 261, Modern Revolutions) to supplement the 100-level surveys and introduce more students to History.	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.

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History (continued)			• With support from the Curriculum Transformation Project in the College of Arts and Sciences, added new courses on the role of race in U.S. history, such as HSTAA 225, American Slavery and HSTAA 232, Why Race Matters. • 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. • Invited new faculty members 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 historians of the Middle East have added new classes, including HIST 263, The Modern Middle East; HIST 265, Wars in Modern Middle East; HIST 361, Medieval Middle East; HIST 362, Early Modern Middle East.	

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Jackson School of International Studies *Asian Studies* *Canadian Studies* *Comparative Religion* *European Studies* *International Studies* *Jewish Studies* *Latin American Studies*	James Donnen jdonnen@u.	The Jackson School of International Studies is dedicated to interdisciplinary and comparative teaching and research about the peoples, cultures, and religions of the world and their interactions with one another. Upon graduation, JSIS undergraduates will have a strong understanding of international relations through the close study of particular regions, cultures and languages.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Capstone courses for European Studies and International Studies; research paper or project requirement for Asian Studies, Jewish Studies, and Latin American Studies • Outside evaluators for International Studies capstone (Task Force). • Oral defense of senior theses in JSIS Honors Program • Exit survey of graduated seniors (Latin American Studies) and recent graduates (all programs) • Demonstrated high achievement among JSIS undergrads, as reflected in Dean's Medal nominees, success in Undergraduate Library Research awards (9 in 2007), participation in Undergraduate Research Symposium, and other recognitions. Library awards and Symposium activity serve as one measure of School's strong encouragement for undergraduate research **Curricular Assessment/Change** • Added 12 new courses, most of them highly topical and responsive to current developments in world affairs (e.g., "Forced Migrations," "Israel: Global Flashpoint," "International Humanitarian Law," "Asia and the World," "Religion, Violence, and Peace"). • Restructured and re-named SIS 201 (now "The Making of the 21st Century) and required it across all seven undergraduate majors as of summer 2006	Systematic review of undergraduate curriculum, with an eye to greater access to and improved efficiency across International Studies and the regional majors Complete major improvements to in-house alumni data base, soon to be accessible to all School users for follow-up with graduates Launch detailed web-based exit survey to determine undergraduate satisfaction with their programs, courses, and instructors, and gather information for improvement Consider expansion of Task Forces with in-country modules—one planned for Guatemala in winter 2008

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Jackson School of International Studies (continued)			• Added senior paper or senior project requirement to Jewish Studies and Latin American Studies majors; created new course (SIS 494) to accommodate these papers, and also as a tool to streamline monitoring the Qualifying Paper requirement in International Studies major • Simplified and extended the Latin American Studies major to incorporate Caribbean studies and allow French language (in addition to either Spanish or Portuguese) • Restructured the African Studies minor, now titled "Africa and the African Diaspora," to require Diaspora-focused coursework. • Simplified seven of JSIS's 14 minors to provide greater flexibility in lists of approved courses. • Developed Winter '08 Task Force (SIS 495) with mid-quarter research component abroad • Continued development of instructional technology, including experiments with interactive global classrooms in SIS 490 and EURO 490 (2006-07 academic year) • Continued efforts to provide School-sponsored study-abroad opportunities (e.g. programs in Vietnam and Ghana), and to expose JSIS students to international students on UW campus (Waseda Univ Exchange program)	Consider implementation of on-line application process for International Studies major Continue work on development of student identity in the School Continue Self-Assessment and Prepare for Ten-Year Review

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Law, Societies, & Justice Program (LSJ)	Michael McCann mwmccann@u	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: • 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. Students who have completed the LSJ degree will be able to: • Apply these skills to specific instances in the world beyond the university, critically questioning and comprehending the workings of law in practice. • Think comparatively, globally and locally, about law and justice in practice. Students are required to express these skills in both oral and written forms, through active class discussions and well-constructed writing assignments.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Qualitative assessment of student learning through direct individual contact between students and faculty for the LSJ internship requirement, LSJ Honors Option, LSJ Study Abroad programs, and undergrad research • LSJ internship requirement includes student survey of experience **Curricular Assessment/Change** • Gathered information from classroom assessments, undergraduate research with faculty, the undergraduate curriculum committee, and course evaluations that has led to a faculty retreat to re-examine the core classes in the major. During this retreat, we will assess: + The four core classes that make up the foundation of the student's learning in the major, and how to make these courses better fit the learning outcomes and curricular goals. + How possible changes in the core classes will affect student learning in later courses in the major. + How the development of a graduate program will affect the already successful undergraduate major. • Tasked the standing curricular committee to reshape the LSJ Honors Option to help students better prepare for the writing of an Honors Thesis. • Doubled the number of opportunities to study abroad through LSJ. In the upcoming biennium, we intend to strengthen the connection between these opportunities and the curriculum as a whole.	Establishing unity and student identity are LSJ's biggest long-term goals. We are considering an 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. Update and expand LSJ website. In response to student demand and interest, increase the number of majors we can admit to our program.

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Law, Societies, & Justice Program (continued)				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.

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Linguistics	Amy McNamara lingadv@u.	• Students will develop formal reasoning and critical thinking skills, including: + Analysis of sound, word, and sentence structures of individual languages. + Account of how languages change in certain patterns. + Understanding of social factors' effect on language. + Knowledge of language acquisition. • Students will gain basic competency in languages other than English. • Students will use experiential learning and team-work to build self-reliance and creativity. • Students will have adequate opportunity to write and to develop 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 through internships and community service. • Students will be encouraged to engage in international studies.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Senior project for Romance Linguistics majors • Research project based on a graduate seminar paper they have written for Honors students **Curricular Assessment/Change** • Used email to solicit program suggestions • Developed a new Strategic Plan and a Diversity Plan, both of which are posted on the Linguistics website. • Established a new language program in American Sign Language (ASL) beginning in AU 2007 and will also offer a course in Deaf Culture. • Added course offerings in computational linguistics and sociolinguistics.	

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Mathematics	David Collingwood colling@math. Brooke Miller miller@math.	The Departmental student learning objectives vary depending on the level of course and whether the student plans to major or minor in mathematics. At the 100 level, including a number of 300 level service courses (e.g. Math 307, Math 324), these objectives are primarily: • Development of computational skills • Development of problem-solving skills • Development of reasoning skills • Development of an overall vision of the usefulness of mathematics as a tool in the modern world Some 300 level courses (e.g. Math 327/8) and many 400 level courses shift toward objectives of the following sort: • Development of abstract reasoning skills • Development of theoretical understanding • Development of proof writing skills	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Exit survey of graduating seniors **Curricular Assessment/Change** • Continued to assess freshman calculus to maintain quality. • Began assessment and changes in our teacher preparation major.	Currently in the planning stages for assessment of student learning in our majors. Complete assessment and changes in our teacher preparation major.

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Music No Report Submitted			**Assessment of Student Learning** **Curricular Assessment/Change**	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Near Eastern Studies	Scott Noegel snoegel@u.	Near Eastern Studies provides a 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 utmost importance for a better understanding of their rich cultural heritages, and development of language skills requires cultural-historical knowledge. This includes the following: • 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 (speaking, writing, reading, and listening). • 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: + Close textual and hermeneutic studies of ancient languages and texts. + Classical and modern literature. + History of culture. Additionally, we focus on the development of student abilities in: • Critical analyses of texts. • Thorough understanding of historical and cultural contexts. • Integrative and critical thinking. • Analytical writing. • Research procedures and strategies.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Capstone option • In Arabic: achievement, prochievement, and proficiency tests, including the ACTFL Oral Proficiency Interview (OPI). One of our professors 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 place him in a unique position to conduct his own continual in-house assessments of our progress in all of our language area programs. • 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 of graduating seniors	Now in the process of updating the web-based instructional materials for Biblical Hebrew and Arabic into MOODLE (Modular Object-Oriented Dynamic Learning Environment). Two year planning effort underway to rethink entire departmental curriculum. Planning is underway to implement ACTFL-like proficiency testing for the contemporary languages taught in NELC and to obtain ACTFL certification for several of our key faculty.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Near Eastern Languages (continued)			**Curricular Assessment/Change** • Continued development of instructional technology. For example: + A faculty member in the department co-taught an all-digital course entitled "Religion and Violence: Patters Across Tie and Tradition." + Web-based instructional materials for first-year Biblical Hebrew courses have been in place and fine-tuned over the last few years and has significantly increased learning rate. + There is now an effort underway to transfer the online system to a MOODLE (Modular Object-Oriented Dynamic Learning Environment) system. + 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. + We are in the process of creating online materials for first and second year Arabic language courses as well. • Required new lecturers and teaching Assistants to become acquainted with CIDR. • Continued development of "Spoken Arabic" courses to respond to student demand for study of regional dialects. • Created new course on "Theory and Methodology in Near Eastern Studies." • Initiated new year-long course in the Ugaritic language. • Began planning for a new course on "Digital Media: The Middle East and Central Asia."	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Near Eastern Languages (continued)			• Hired new Assistant Professor in Arabic/early Islamic literature and an Assistant Professor in Persian language and literature. Both professors are engaged with our Arabic pedagogy expert in creating and enhancing our language proficiency testing systems. • Developed a course in pedagogy for Middle Eastern languages now required of all modern language TAs in the department. • Increased course offerings that introduce students 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 many others). • With assistance from the Ellison Center, supported new teaching associate positions to tutor students who have receive national fellowships in less commonly taught languages such as Tajik, Kyrgyz and Kazakh. • Appointed a curriculum committee with a two-year goal of revising the departmental major and its options. The need for rethinking the curriculum has come about by the influx of new faculty, lecturers, disciplinary interests, and expanding technological developments, which remain a major interest for the departmental faculty. One aspect of this curriculum committee's work will be to provide an internally focused study of student performance over time in departmental core courses.	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Philosophy	Gina Gould gsgould@u**.**	Philosophy as a discipline is highly interactive. Since the time of Socrates, philosophers have come together and argued their points of view and exchanged ideas. This exchange requires a learning environment in which the participants from diverse points of view treat each other with respect and fairness and in which they demonstrate a willingness to learn from one another. Creating such an environment requires common spaces in which philosophers can engage one another and exchange ideas. Some of this atmosphere can occur over email or through the exchange of written work, but most philosophers value the directness of verbal exchange. Our faculty members therefore create learning environments with the following goals in mind. We construct our courses so that students will learn: *Learning goals specific to philosophy:* • To acquire knowledge of the history of philosophical debate so that students gain an appreciation of the historical roots of ideas and concepts • To develop the ability to assess complex arguments, which involve both normative judgment and factual judgment and to understand the different roles these judgments can play in such arguments • To develop an appreciation for foundational and abstract ideas in a variety of areas such as science, morality, knowledge, and aesthetics • To become the next generation of philosophers by succeeding in our graduate and undergraduate programs *More general learning goals:* • To develop skills in rational, critical, reading and analytic expression of ideas	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Exit survey of graduating seniors **Curricular Assessment/Change** • Developed a new interdisciplinary minor on Values in Society. • Continued to offer honors capstone in courses once per year. • Increased applied ethics offerings. • increased connections with other departments, resulting in more jointly listed courses.	The faculty will continue discussion of how to strength en the major's written communication skills. There is consideration of having a sample of majors submit writing portfolios in the senior year. Revise on-line senior exit survey to include more questions asking if seniors believed that they received the skills that philosophy courses try to instill. Begin a review of the honors program.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Philosophy (continued)		• To develop skills that enable creative and original thinking. • To develop skills in clear, concise, critical writing. • To become the kind of students both undergraduate and graduate, who serve and complement other University of Washington academic units and are thereby better prepared to be active, critically minded, members of the academic community and the community of citizens after graduation.		

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Physics	Robert S. Van Dyck, Jr. vandyck@phys	A student graduating from the University of Washington with a BS degree in physics should possess: *Knowledge of Physics* • Know the basic laws of physics (e.g. Newton's laws, Maxwell's equations, conservation of energy and momentum, etc) and where they are relevant • Have a qualitative understanding of the way the laws of physics govern how things work (e.g. un-balanced forces determine acceleration, time-varying electric fields produce magnetic fields, when and how things are quantized, etc) • Understand experimental evidence that supports the basic laws and the role that measurements play in science • Be able to integrate disconnected bits of knowledge learned in the classroom into a coherent picture of the way the real world works • Have a general awareness of current research in the fields of physics • Know career paths that are available for a BS degree in physics *Problem solving skills* • Identify important concepts and ignore irrelevant data • Use simple techniques (e.g. dimensional analysis, limiting cases, symmetry, order of magnitude estimates) for guidance toward and tests of more detailed solutions • Incorporate physical intuition into an expectation for the character of a solution • Translate physical concepts into symbolic mathematical language • Use self-consistent reasoning and detect flaws in logic	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Undergraduate participation on various committees and faculty meeting • Required independent research • Exit surveys of graduating seniors **Curricular Assessment/Change** As a result of a departmental process to revise the curriculum, due in large measure to informal feedback from many of the assessment procedures listed above, modified and introduced topics in PHYS 224, 227, and 228, with similar changes for PHYS 225 and the 12X series coming this academic year.	Several third-year courses will be revised and introduced in the coming years.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Physics (continued)		• Use computer skills to solve problems numerically, to appreciate when such computational approaches are appropriate, and to know the limitations of the results • Carry out detailed solutions (e.g. solving algebraic, differential, and integral equations) *Experimental skills* • Take measurements of physical phenomena and understand the role of measurement uncertainties; • Use simple laboratory equipment (e.g. multimeters, oscilloscopes) and have a working knowledge of electronics • Document experimental results and write accurate, clear and concise lab reports; • Analyze data using relevant curve fitting and error analysis techniques; • Participate in local and /or national research projects *Communication skills* • Present physics to technical and non-technical audiences • Locate, evaluate, and use appropriate electronic and print resources • Convey information using graphs, drawings, and pictures • Give physically sound arguments to justify a stand on relevant issues		

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Political Science	Meera Roy meroy@u.	• Substantive knowledge of political science concepts and theories. • Skills, including the ability to read, understand and interpret texts; critical thinking; analysis; research; written and oral communication. • Preparation to become active and knowledgeable citizens.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Senior thesis and defense for students in the Political Science Honors Program • Participation of students in the Washington State Legislative Internship Program in Olympia, internships in the Seattle area, and internships in Washington, D.C. and evaluation of learning upon completion. • Exit survey of graduating seniors **Curricular Assessment/Change** • Offered new courses in the area of race and ethnic politics. • Created new centers, including the Institute for the Study of Ethnicity, Race and Sexuality, that give undergraduates the opportunity to assist with faculty research • Published *The Orator,* an undergraduate academic research journal of Pi Sigma Alpha, the Political Science Honor Society, with the goal of empowering "students to analyze ideas within the political spectrum and to critically reflect on their own arguments while raising universal political awareness • Developed processes for adviser follow-up with students on the low-scholarship list. • Revised senior exit survey	Implementation of revised senior exit survey. Implementation of a new International Security option. Evaluation of syllabi in each major field in political science as part of a larger project, funded by the College of Arts and Sciences Learning Initiative, to develop learning goals that better reflect sophistication in the study of political science and evaluate the undergraduate curriculum. Evaluation of student learning assessment practices and exploration of new programs that might be implemented to enhance student learning.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Psychology	Beth Kerr bkerr@u.	• Content: Students will demonstrate familiarity with major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. They will be able to: + Characterize the scientific and applied nature of psychology. + Explain several major historical perspectives of psychology (e.g., from among behavioral, biological, cognitive, humanistic, psychodynamic, and sociocultural). + Explain how psychologists study behavior at several levels of analysis (e.g., biological, intrapersonal, environmental). + Demonstrate knowledge and understanding representing appropriate breadth and depth in at least two selected domains of psychology (e.g., animal behavior, abnormal psychology, behavioral neuroscience, cognitive psychology, developmental psychology, perception, personality, social/cultural psychology). • Methods: Students will understand and use scientific research methods. They will be able to: + Understand the role of hypothesis testing in theory building and testing and the role of statistical methods in psychological research. + Design and conduct studies, including question generation, selection of an appropriate research design, appropriate operationalization of variables, data collection, data analysis, graphical display of data and results, and interpretation of statistical results.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Exit survey of graduating seniors. Results are shared with all faculty and graduate students. **Curricular Assessment/Change** • Added a new requirement for students in the BA track: 3 credits of Psych 494, 496, 497, 498, 499 or a UW study abroad experience as approved by the Psychology Advising Office. Thus, we now require a 6-credit specialized experience for the BS (Including at least three credits of Psych 499 and three additional credits from 494, 496, 497, 498, or 499) and a 3-credit specialized experience requirement for the BA. • With funding from the College of Arts and Sciences Learning Initiative, identified learning goals for the major, as well as for the three psychology admissions courses, the seven core courses (animal behavior, personality, developmental, social, cognitive, perception, and abnormal), statistics courses, and labs. These courses are taught by more than one faculty member. The faculty members teaching the same course worked together to develop learning goals. We are now moving ahead to identify learning goals for 300-400 elective courses for majors. In this case, individual faculty members are writing their own learning goals for the classes they teach.	In the 07-08 academic year we plan to determine: (1) whether our classes adequately address all the departmental learning goals, (2) whether there is an appropriate progression in the degree to which the learning goals are met in 200, 300, and 400 level courses, (3) whether our curriculum is amenable to content-specific pathways (e.g. development of writing skills and information literacy) though our program, and (4) whether our curriculum is amenable to student-specific pathways (e.g. transfer students versus native undergraduates) through our program. We will begin to tackle curriculum

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Psychology (continued)		+ Draw on and evaluate research evidence, including evaluating quantitative and graphical evidence to assess the strength of statistical support for scientific claims. + Use appropriate technology (such as MS Excel, SPSS, and Photoshop) for data collection, management, analysis, summary, and presentation. + Understand and comply with ethical guidelines in the process of carrying out and reporting the results of psychological research. • Critical Thinking: Students will think about and view behavior through a psychological lens, i.e., using empirical information to understand the causes, correlates, logic, and consequences of behavior. They will be able to: + Demonstrate scientific fluency by gathering information from scientific and/or popular sources, evaluating it (the validity, authoritativeness, relevance and usefulness of sources), synthesizing it, and using it. + Use data to predict something about behavior: infer and extrapolate. + Understand the tentative nature of knowledge; tolerate ambiguity and use skeptical inquiry. + Be epistemologically aware—understand how psychologists come to know things. + Reflect on information from the discipline and apply it to their lives. • Diversity and Multicultural Awareness: Students will recognize, understand and appreciate the ways diversity, perspective, culture, and family affect individual behaviors. They will be able to:		changes needed to address any holes in the curriculum and begin to plan new ways to assess outcomes.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Psychology (continued)		+ Understand the ways culture and experience affect how knowledge is constructed. + Demonstrate tolerance of multiple individual perspectives. + Understand how privilege, power, and oppression may affect prejudice, discrimination, and inequity. + Understand aspects of human behavior that are shared across or may differ according to cultural, ethnic, gender, geographic, or other boundaries. • Communication: Students will be able to communicate effectively in a variety of formats. They will be able to: + Use scientific writing to represent the scientific method . + Formulate a written argument that is logical and coherent, that relies on scientific evidence, and that draws appropriate conclusions from that evidence. + Demonstrate writing skills in various formats, using professional writing conventions (e.g. grammar, audience awareness, and style) appropriate to the purpose and context + Locate, select, read, and evaluate relevant sources. Summarize and synthesize resources effectively. + Communicate findings from complex sets of data in writing. Provide clear and appropriate rationale for the information conveyed in charts, tables, and figures. + Participate in discussions and give formal and informal presentations (using appropriate technology, such as PowerPoint) on topics in the field.		

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Scandinavian Studies	Jan Sjåvik sjavik@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 crucial roles.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Capstone course and senior essay (A paper of approximately 25-30 pages, directed by a faculty adviser who evaluates a preliminary draft and grades the final version of the paper. • A departmental Senior Essay Committee that reviews all senior essays to insure that the quality remains high **Curricular Assessment/Change** • Designed new courses, as follows: + SCAND 595: Teaching Assistant Workshop. + SCAND 594: Modern Methods and Materials in Teaching Scandinavian and Baltic Languages. + SCAND 152: Latvian Literary and Cultural History. + SCAND 482: Knut Hamsun and Early European Modernism. • Revised existing minors • Added new minors • Established The Copenhagen Classroom, a study abroad program in Denmark	We will continue to develop our already substantial study abroad opportunities and will conduct on-going assessment of these programs. Our exit survey will be further refined. We will develop internship opportunities for students, and continually assess their value. We intend to review the departmental learning goals.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Slavic Languages and Literature	Galya Diment galya@u.	To foster student knowledge and understanding of the Slavic 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 plays a significant role. http://depts.washington.edu/slavweb	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Senior thesis for departmental honors students • Exit survey of graduating seniors • Exit interviews with graduating seniors • Five-year post-graduation follow-up survey **Curricular Assessment/Change** • Discontinued History track within the department B.A. program. • Modified titles of two remaining tracks within the B.A. program to better reflect the content of those degrees: “Russian Language and Literature” and “East European Languages, Literature, and Culture.” • Required RUSS 451: Structure of Russian of all RUSS majors, replacing five of the required fifteen credits in Russian electives for the B.A. • Added the following courses to curriculum: RUSS 110: Introduction to Russian Culture and Civilization; RUSS 120: Topics in Russian Literary and Cultural History; RUSS 230: Masterpieces of Russian Literature; POLSH 320: Introduction to Contemporary Polish Culture; SLAV 223: Russian and East European Cinema. • Created the Asante Outstanding Paper Prize for excellence in Slavic Department undergraduate research papers. • Created the UW Polish Studies Scholarship for students pursuing an accredited study abroad program in Poland while registered through the University of Washington.	Creation of exit exam for students competing fourth-year Russian language as well as for students completing second-year Bosnian/Croatian/Serbian, Czech, and Polish and language. Continue research on design of a UW-specific study abroad program focusing on Tomsk on Sochi.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Sociology	Kevin Mihata kmihata@u.	We have identified five learning goals for our undergraduate program. Providing students with multiple, reinforcing opportunities to attain these goals will is the centerpiece of our program. Graduates who major in sociology at the University of Washington should: • Possess a coherent understanding of the sociological perspective. *By sociological perspective, we mean an appreciation for the ways in which supra-individual factors—including local and global institutions, relationships, social attributes, and belief systems—influence individuals, groups, and institutions.* • Possess the analytic skills necessary to understand and evaluate sociological arguments and relevant empirical evidence. These include: + Ability to identify and assess the logic of an argument (or research design); + Familiarity with methods for systematic observation of the social world; + Basic quantitative fluency. • Possess the oral and written communication skills necessary to effectively convey, explain, and evaluate sociological arguments and the empirical evidence relevant to them. • Be prepared for meaningful careers in occupations that draw on a sociological background. *This means being aware of both career options and the types of skills, experiences, and further education necessary to pursue them. Examples of such occupations can be found within education, government service, law, social service agencies, human relations, marketing, public policy, the criminal justice system, and*	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Exit surveys of graduating seniors, based on a national survey of graduating sociology majors conducted by the American Sociological Association. which allows us to compare departmental outcomes to those of the national sample. • Occasional focus groups of graduating seniors **Curricular Assessment/Change** • With funding from the College of Arts and Sciences Learning Initiative, identified learning goals for the major. • With funding from the College of Arts and Sciences Learning Initiative, began the Sociology Study of Undergraduate Learning, a two-year study of sociology majors similar to the UW SOUL project (and the departmental version of that study implemented in Geography), including extensive qualitative data collection and analysis including interviews, quarterly email questionnaires, and portfolio reviews). • Experimented with pilot versions of capstone courses in our senior practicum course. In 2006-07, we ran two very successful programs. One continued an ongoing partnership with two Seattle public schools; the other sent a group of students to work in the Office of Federal Contractor Compliance Programs (OFCCP) at the U.S. Department of Labor. Both courses combined field experience with coursework, and the OFCCP course included some preliminary capstone goals. We have also hired a part-time Experiential Learning Coordinator (beginning in September 2007) to develop and coordinate	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Sociology (continued)		*international development, as well as in academically-oriented social science.* • Be thoughtful citizens of the world. *At a minimum this means being critical consumers of information from the media and other sources. More broadly, this means drawing on sociological knowledge for understanding and participating in a global world.*	New partnerships. At this point, the assessment value of these courses has been largely implicit, but we also have a draft of capstone learning goals (derived directly from the program learning goals) to which we are directing the evolution of capstone courses. • Continued the Undergraduate Program Committee's reassessment of the undergraduate program. This year, the UPC will examine the core courses in methods and theory, and has several working groups reviewing and coding syllabi in these courses and examining writing across our courses. Depending on the findings and discussion in the UPC, we may pursue developing a new gateway course to the major.	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Spanish and Portuguese Studies	Suzanne Petersen petersen@u	• Students will demonstrate oral, writing, and reading proficiency at the Advanced Level as defined by ACTFL standards. Means of assessment include modified oral proficiency exam and writing and reading assignments in 400-level courses evaluated using ACTFL standards. • Students will demonstrate knowledge of the cultures of Spain, Spanish America and US Latinos. Means of assessment include course assignments at the 400 level. • Students will demonstrate linguistic and cultural proficiency in the 5 Cs for language studies in Spanish as defined by the National Foreign Language Standards. Means of assessment include demonstration of ability to comply with NFLS requirements at the 400 level, as assessed by Spanish faculty. • Students will demonstrate knowledge of terminology and concepts related to the study of literature and literary criticism and will be able to apply them to the critical analysis of works from Spain, Spanish America, and US Latinos. Means of assessment includes critical essays submitted in 400 level courses. • Students will demonstrate the ability to interact compassionately, intelligently, and insightfully with other cultures, particularly those of the Spanish-speaking world. Means of assessment includes survey on attitudes for seniors and survey of alumni on attitudes and experiences after graduation. • Students will demonstrate competence necessary for continued graduate study and/or employment in a variety of fields related to the Spanish language and literary and cultural studies. Means of Assessment includes alumni surveys regarding placement.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Testing of proficiency using ACTFL standards • Exit surveys **Curricular Assessment/Change** • Decreased the number of courses required by the major beyond Spanish 203 from 13 (minimum of 59 credits) to 12 courses (minimum of 58 credits). • Decreased the number of courses required by the minor beyond Spanish 203 from eight courses (minimum of 32 credits) to seven courses (minimum of 31 credits). • Determined that for the minor only one course in which instructional materials are primarily in English may apply and that SPAN 327 may neither apply to the minor nor be open to heritage/native speakers	We want to implement the Cervantes Institute's Spanish Competency Certification exam, DELE as a capstone, so our students will graduate with an internationally recognized certificate of competence in Spanish.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Speech and Hearing Science	Gabrielle Gruber gruber@u.	Speech and Hearing Science students should: • 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.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations, including work with CIDR • Capstone course • Exit survey of graduating seniors **Curricular Assessment/Change** Participated in annual workshops for faculty on teaching and learning.	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Statistics	Addi Daisley addi@stat.	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 statistics, data analysis and modeling, and probability. 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.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations **Curricular Assessment/Change** • In conjunction with the College of Arts and Sciences Learning Initiative, began examining the undergraduate program, both for majors and for students taking our service courses. • In response to resource limitations that allow us to offer only the sparsest set of elective courses for our undergraduate students, tried out, as Special Topics courses, some new elective course options, including Industrial Statistics, and K-12 Tutoring Experiences in local schools. • Encouraged students to engage in research projects. An informal program identifies and connects interested, qualified students with researchers both in and outside the university. This has been exceptionally successful.	Continue with evaluation and planning for our undergraduate programs.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Women Studies	David G. Allen dgallen@u.	Women Studies departmental learning goals are: • Identify and critically engage the scholarship and activism that constitute global studies of women and gender. • Synthesize, critique and extend current scholarship through effective written and spoken work. • Link the politics of knowledge production with critical analyses of different modes of inquiry and related standards of accountability. • Develop skills in active, student-centered learning related to social justice theories and movements. • Develop skills and knowledge for effective political engagement based on feminist critiques of the interlocking dimensions of sexism, racism, ableism, nationalism, capitalism, globalization, and heterosexism • Critically reflect on relationships between students' lives and the skills, arguments and ideas developed in courses.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Capstone, which includes a portfolio (replacing theses/projects) • Exit survey and/or interviews **Curricular Assessment/Change** • Used the stimulus of the College of Arts and Sciences Learning Initiative to hold departmental reviews and discussions of three of our core courses (WS 200; WS322, and the Capstone). Two more are scheduled for review in the coming year (WS 299 and WS 497). Faculty at these meetings review a sample of syllabi from different instructors who have taught the course in light of the department's learning goals and raise questions of how our curriculum builds toward the capstone (or fails to). • Reviewed WS majors at other PhD granting institutions in light of the previous discussions and our current learning goals. • Reorganized our Introduction to the Major (299) using the learning goals and had the instructor for the capstone course and the advisor meet with the new majors to discuss the goals and their assessment. • Prepared for a series of meetings with faculty and students to revise the curriculum (and pedagogy) based on the previous review process.	We will work through our writing assignments, to focus more extensively on increasing students' writing/analytic skills across the curriculum.

SCHOOL OF BUSINESS				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Business	Steve Sefcik sefcik@u.	Under review in the 2007-2008 academic year.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Exit surveys of graduating seniors • Internships • Capstone course • Student participation in case competitions (internal competitions at UW and external peer institutions) • Feedback from employers **Curricular Assessment/Change** • Reviewed the undergraduate program to reflect ongoing changes to the curriculum. • Changed prerequisites to more accurately match the course requirements and enhance students learning for BECON 300, FIN 350, IS 300, OPMGT 301, and QMETH 201. • Renumbered and re-sequenced the course sequence in information systems and to facilitate student learning and improve outcomes, including IS 410, 445, 460 and 460. • Added FIN 428, International Financial Management, to the curriculum to enhance the international offerings in the finance option • Adjusted credit value to B ECON 300 and I BUS 300 to more accurately reflect the learning outcomes for the courses	

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Aeronautics and Astronautics	Adam Bruckner bruckner@aa.	The learning goals for the Aeronautics and Astronautics Engineering Program are as follows: • Graduates will be skilled in engineering fundamentals, engineering design, laboratory skills, synthesis of various engineering disciplines and working in a team environment. • Graduates of will be highly regarded by employers in aeronautics, astronautics, energy systems and related fields. • Graduates will develop interpersonal skills and a desire for life-long learning that will help them succeed in their chosen careers. The learning goals can be summarized as: • fundamental knowledge • meeting standards of the aerospace industry • enhancing student confidence to develop along with their careers	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluation • Grades on prerequisite courses for admission to the A&A department • Feedback in junior interviews on preparedness • Interviews with instructors teaching core A&A courses • Exit interviews with graduating seniors • Outside expert review • Surveys of juniors and seniors about the program **Curricular Assessment/Change** • As a result of data from the five-year surveys indicating that the students were not being given adequate preparation in the use of engineering computer analysis software, added AMath-301 “Beginning Scientific Computing” as a required course, which can be used to fulfill the prerequisite CSE-142. AMath 301 was found to be useful in providing students with the ability to use Matlab in solving engineering problems in their coursework. One improvement to this course that has been made at our request was to include more structured programming using Matlab computing language. Revised AA-409, “Computer Tools for Aerospace Engineers” to cover the CAD tool SolidWorks instead of the previously difficult to use CAD software Unigraphics. • Determined that computational fluid dynamics software Star-CCM+ and other software, such as vortex lattice codes, will need to be covered in more depth for student familiarity of their usage in the airplane design project.	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Aeronautics and Astronautics (continued)			• Introduced a new program course AA-470, "Systems Engineering," first taught in Winter 2007 as a special topics course. Joint-listed with Industrial Engineering, the course provides students with needed knowledge in systems engineering, a useful preparation for the ensuing capstone design courses. • Gathered feedback with the help of CIDR from juniors and seniors about their experiences with the prerequisite mathematics courses Math 307 (Introduction to Differential Equations) and Math 308 (Matrix Algebra with Applications). The overall consensus was that these courses were helpful. However, students felt that they tended to be too theoretical, with few practical applications; hence, making retention of the materials difficult. The Undergraduate Committee communicated with the Math department over the Summer 2007 to discuss ways to improve problem-solving skills for engineering students taking these courses. Another approach is to encourage students to take AMath 351 and AMath 352 in place of Math 307 and Math 308. In Amath 351 and 352 more practical engineering applications are introduced and numerical solutions are encouraged. • Began consideration of providing summer refresher tutorials on prerequisite engineering fundamentals and mathematics for entering juniors prior to the beginning of their junior year. This would lessen the need to review these subjects in the junior courses, and, thereby, allow more time to cover the essential course materials.	

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Bioengineering	Jennifer Gouine Kelli Jayn Nichols bioeng@u. .	Graduates of engineering programs must have: • 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 Graduates of BIOE programs must demonstrate: • 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 (http://depts.washington.edu/bioe/programs/bachelors/bs-outcomes.html; http://depts.washington.edu/bioe/programs/bachelors/bs-abet.html)	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Senior capstone design didactic course and 2-4 quarter projects • Poster competition to promote undergraduate research • Two annual undergraduate meetings with the Department Chair • Quarterly Student Advisory Board meetings with the Chair. • Undergraduates serve on Curriculum. Committee and Student Affairs Committee. • Undergraduates invited to present suggestions at Curriculum Committee meetings. • Use of undergraduate TAs in junior core courses • CIDR evaluation with junior class and senior 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 • External Advisory Board. **Curricular Assessment/Change** • Reviewed prerequisites of all undergraduate core courses using input gathered from students, faculty and staff. As a result, deleted or moved some prerequisites to facilitate easier registration and smoother instruction of content across courses. • Required a design component in all senior elective courses. • Changed format of senior capstone design project to a thesis-style paper.	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Chemical Engineering	Eric M. Stuve stuve@u.	Goals for student learning are listed in the department's Accountability Plan (adopted Nov. 1998). Three layered sets of outcomes comprise the goals: 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: • Thorough knowledge of chemistry • Working knowledge of chemical engineering principles to include safety and environmental aspects And departmental outcomes, including: • 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.	**Assessment of Student Learning** • 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 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 and focus groups of undergraduate students reviewed by the Chemical Engineering Advisory Board • Surveys of alumni and their employers two and five years after graduation. • Exit interviews with graduating seniors **Curricular Assessment/Change** • As a result of exit interviews, identified the need for more attention to continuity between required courses and quality of instruction. • Improved computer facilities. Took delivery of 25 new PC computers provided by STF funds to enable undergraduates to use the latest chemical process modeling and simulation methods in their courses. • Began a project to reform the curriculum in chemical engineering, the first major reform in 40+ years. Since ChemE programs adopt the same curriculum nationwide, our new curriculum will serve as a model for our discipline. The new curriculum focuses on molecular and nanoscale principles throughout. • Added new leadership seminar that brings practicing alumni back to the classroom to discuss career and life goals with undergraduates.	Curriculum enhancement: design and implement the new curriculum. Integration of teaching and research: 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.

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Civil and Environmental Engineering		Our program objectives and outcomes are based on the guidelines of the Engineering Accreditation Commission of ABET (Accreditation Board for Engineering and Technology) and the American Society of Civil Engineers. Objectives are long-term goals that we set for our students 3-5 years past graduation, while outcomes are those skills and abilities we expect our students to have when they graduate from our program so that they can achieve the objectives. Objectives are classified into three broad categories: *Engineering Quality* • apply fundamental mathematical, scientific, and engineering principles in formulating and solving civil engineering problems • apply their academic experience to designing systems and components in civil and environmental applications in both individual and team contexts *Lifelong Learning* • continue to update skills for analysis, data collection, modeling, project management, professional development, communication, and presentation *Leadership* • develop an understanding of professional and social issues suitable for participation and leadership in their communities; • develop the capacity to think critically and communicate effectively to a broad audience. Program outcomes are that students have: • 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	**Assessment of Student Learning** • Classroom assessments, various methods • Course evaluations and specially developed course evaluations that target assessment of specific program outcomes. For example, based on analysis of required course content and on student evaluations of course contributions to the outcomes, we have developed evaluation tables for courses that address each outcomes (a) through (k). Instructors have developed detailed measures for each of the outcomes and evaluate the level of proficiency of students in their classes. This procedure allows identification of areas that need attention and trends in student proficiency over time. • Fundamentals of Engineering Exam. The FE exam is taken by most students as a necessary step for most towards professional practice. As an external metric, it can provide one important measure of the department's success in providing students with fundamental engineering knowledge, notably the outcomes (a), (k) and (l) listed above. • Exit survey of graduating seniors • Alumni survey • Employer survey, inquiring about satisfaction with our graduates' skills in communication, engineering analysis and design, and technology and computer skills. • Capstone projects and capstone sponsor feedback **Curricular Assessment/Change** • In order to assure achievement or outcomes (k) and (m), the BSCE degree requirements were modified to require that students complete senior-level CEE "core" courses in at least four different areas of civil engineering.	We are implementing a system of identifying specific lab or classroom assignments in required courses that address most of the program outcomes. Each time a required course is taught the instructor will evaluate the level of proficiency of a sample of the students on these assignments. This procedure will greatly improve our ability to track achievement of the outcomes.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Civil and Environmental Engineering (continued)	Tim Larson tlarson@u.	• an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability • 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, economic, environmental, 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 • proficiency in mathematics through differential equations, probability and statistics, calculus-based physics, and general chemistry • proficiency in a minimum of four (4) recognized major civil engineering areas • an understanding of professional practice issues such as: procurement of work, bidding versus quality-based selection processes, how the design professionals and the construction professions interact to construct a project • an understanding of the importance of professional licensure and continuing education	The faculty identified these core courses as being courses that would provide any student passing the course the ability to address open-ended problems (design) at an engineering office. This requirement covers 12 of the 15 senior-level CEE technical electives. • We have revised course descriptions and titles throughout the curriculum to incorporate “design” when appropriate, providing students with better information on the courses they select.	

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Computer Science and Engineering	Tom Anderson tom@cs.wa Crystal Eney ceney@cs.wa	The ABET process revolves around program objectives and outcomes. Objectives are long-term goals that we set for our students, while outcomes are those skills and abilities we expect our students to have when they graduate from our program so they can achieve the objectives. Objectives Include: • *Engineering Quality*: Our graduates will engage in the productive practice of computer engineering to identify and solve significant problems across a broad range of application areas. • *Leadership*: Our graduates will engage in successful careers in industry, academia, and public service, providing technical leadership for their business, profession and community. • *Economic Impact*: Our graduates will enhance the economic well-being of Washington State through a combination of technical expertise, leadership and entrepreneurship. • *Lifelong Learning*: Our graduates will adapt to new technologies, tools and methodologies to remain at the leading edge of computer engineering practice with the ability to respond to the challenges of a changing environment. Outcomes include: • 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 computing system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.	**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. • Classroom assessment, various methods • Course evaluations that target assessment of specific learning outcomes • Faculty self-evaluations • Exit surveys of graduating seniors that target assessment of learning outcomes • End-of-program group interviews conducted by the CIDR • 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. • Meeting with Industry representatives during annual affiliates meeting to receive feedback on how our students perform out in industry. • Portfolio reviews of core courses and of writing • Alumni surveys • Midway assessment of specific outcomes fulfilled by each course **Curricular Assessment/Change** • Based on faculty evaluation of student programming abilities, program review, feedback from Affiliates and other COE departments, revised CSE 142/143 introductory programming courses to focus on the core concepts and abilities required for	**Curriculum next steps:** Students have provided a lot of feedback over the last few years that they would like to see a 5th year masters program created. We are currently working toward bringing this to fruition. Students have consistently provided feedback that many of the CSE courses try to pack too much material into too little time, and too few credits. A task force has been created to brainstorm new ideas for revising the undergraduate curriculum as a whole, in order

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Computer Science and Engineering (continued)		• An ability to function on multi-disciplinary teams. • An ability to identify, formulate, and solve computer engineering problems an understanding of professional and ethical responsibility. • An ability to communicate effectively the broad education necessary to understand the impact of computer engineering solutions in a global, economic, environmental, and societal context. • A recognition of the need for, and an ability to engage in life-long learning, knowledge of contemporary issues, an ability to use the techniques, skills, and modern computer engineering tools necessary for engineering practice. • Knowledge of probability and statistics. • Knowledge of discrete mathematics. (http://www.cs.washington.edu/education/ABET/)	designing and implementing algorithms, and less on object-oriented large system programming. In response to feedback from freshman who wanted to be better connected with faculty and their fellow DA students, added CSE 190 freshman seminar for freshman directly admitted into the CSE department. • Based on feedback from students during end-of-program interviews regarding concerns over quality of TAs, implemented a TA training program and interviews for undergraduate TA's. Since the training was implemented, we rarely receive complaints about undergraduate TA's. • Because of student reports during end-of-program interviews and meetings with advisors and dept. chair of too much variability in 300-level courses, introduced faculty course supervisor for all 300-level CSE courses. • In response to instructor course evaluations, student assessment and feedback, program review of effects caused by moving the introductory programming class from C/C++ to java, which all showed a decrease in student background in the concepts and tools required to complete projects in senior systems classes, introduced CSE 303 as a required core course for all CS and CE students. • Based on exit surveys from students suggesting new courses they would like to see offered and because of new faculty joining our program, added several courses in Human Computer Interaction, Computational Biology, Neurobotics, and Security. • Because of the faculty's desire to have consistent standards throughout the degree, required a grade of 2.0 in all courses required for the degree instead of just in CSE courses Based on student, faculty and industry	to address these issues, as well as issues that have been brought up by faculty. **Assessment next steps:** Continue to expand our alumni surveys in order to keep in touch with young alumni who can provide valuable feedback about our program.

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Computer Science and Engineering (continued)			feedback indicating that a hardware engineer should understand future directions in commodity CPU's, specifically the shift to multicores and virtual machine support, added CSE 471 to CE hardware track. • Because security is clearly an important topic for students to understand, and rather than diminish what we already had (originally, students chose 2 of 4), added a computer security course to CE software track and increased total required from 2 to 3.we added a course requirement (so its 3 of 6). When we have the flexibility to give students an option as to what to take, we should do so, while still meeting the program goals.	

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Electrical Engineering No Report Submitted			**Assessment of Student Learning** **Curricular Assessment/Change**	

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Industrial Engineering No Report Submitted			**Assessment of Student Learning** **Curricular Assessment/Change**	

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Materials Science and Engineering	Fumio Ohuchi ohuchi@u.	Undergraduate students are offered both broad core and in-depth courses. The broad core provides the needed background and understanding of all types of engineering materials, including metals, ceramics, polymers, electronic materials, and composites. The curriculum provides an opportunity to use basic knowledge in science and engineering fundamentals to synthesize and design materials for engineering applications. The undergraduate curriculum emphasizes hands on experience, oral and written communication, and team-work, and encourages participation in research. Graduates with a degree in materials science and engineering find employment in a broad range of industries including aerospace, biomedical, electronic manufacturing, materials processing, and transportation. The degree program in materials science and engineering has the following outcomes for graduates: • Provides that graduates have fundamental knowledge of mathematics and science and are able to apply them to engineering problems and to a variety of materials systems. • Develops graduates who are skilled in engineering fundamentals. • Ensures that graduates are knowledgeable about all classes of materials and their properties, structure, processing and applications. • Provides specific knowledge related to structure, properties, processing, and performance specific to materials science and engineering. • Applies advanced science (such as chemistry and physics) and engineering principles to	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Group “pizza chats” for mid-program and end of program comments • Exit survey of graduating seniors • Faculty self-critique of all courses **Curricular Assessment/Change** • Modified MSE 431, 491, 492 to meet needs of seniors and industry. • Instituted revised undergrad minor in MSE; • Strengthened design component in 310, 312, 322, 491, and 492. • Established independent research course for student in all majors (MSE 497). • Expanded choice of technical electives • Admitted freshmen and more early admits (completed freshman year). • Increased participation in internships/co-ops.	ABET accreditation review in Autumn 2007

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Material Sciences and Engineering (continued)		engineering systems. • Describes and applies the scientific and engineering principles underlying the four major elements of the field: structure, properties, processing, and performance related to material systems. • Solves materials selection and design problems by integrating knowledge from each of the four elements of the field. • Utilizes experimental, statistical, and computational methods for analysis and design problems. • Uses hands-on laboratory experience to solve real engineering problems. • Has the needed background for effective practice in industry and government. • Has a sound, well-balanced education that prepares them to understand their professional responsibilities and the basis for a thoughtful and responsible life. • Has experience in integrating engineering and materials design concepts with societal issues, including economics, ethics, quality, and human values. • Is prepared to enter graduate programs, as appropriate to the student and the area of interest. • Has the ability to communicate effectively, orally and in writing, the concepts and results of engineering investigations to both technical and non-technical audiences. (www.washington.edu/students/gencat/academic/material_sci.html)		

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Mechanical Engineering	John Kramlich kramlich@u.	*Goals/Program Educational Objectives* • *Success in the Profession*. Success for our graduates in industry, research, and academic careers by virtue of skills and attributes learned in our program, including: + Using fundamental science and analysis to solve engineering problems, + Successfully executing engineering designs + Performing effectively in design teams, in the use of management tools, and through effective oral, written and graphical communication. • *Contribution to society*. Graduates should be critical thinkers in the tradition of the broad liberal arts education. They succeed in this goal by being able to: + Think critically, in the sense of broadly educated individuals (*i.e.,* be informed evaluators/consumers of information), + Perform independent, informed analysis on issues inside and outside of technology, and + Continue lifelong learning. *Outcomes: Each student receiving a BSME degree from our program will demonstrate:* • Background in mathematics, science and engineering principles • Ability to apply background 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 the design process	**Assessment of Student Learning** Assessment focuses on gathering data from stakeholders (students, employers) as well as self-examination by the faculty. • Classroom assessment, various methods • Course evaluation, with each of the outcomes listed mapped onto our course offerings. This allows each course to be evaluated in terms of its ability to provide the outcome goals. • Annual meetings of faculty involved in each course given to compare the courses offered with the specific educational outcomes mapped to that course; shortcomings can be noted for correction in the future • Exit surveys of seniors • Surveys of graduates one year and five years out regarding their impression of the educational process, the skill they acquired, and the relevance of these skills to their careers • Capstones, evaluated with a project rubric that allows external evaluation of capstone projects relative to the outcomes expected from the projects • Student performance on Fundamentals of Engineering Exam (FE), a national exam that is the first step towards professional registration, affording the department the opportunity to compare our graduates against those of other institutions on the basis of academic engineering fundamentals. • Focus groups with students conducted by an outside group on issues regarding department climate, curriculum, and student services. Suggestions from these groups are prioritized by (1) impact of the suggestion if implemented, and (2) "cost" to implement the suggestion.	

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Mechanical Engineering (continued)		• 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" world • Realization of the business environment in which engineering is practiced • Awareness and necessity of continuing education, graduate study and other life long learning experiences	• Industrial advisory board review of the curriculum, as well as suggested changes. Many of our students start their careers in the kinds of firms these members represent. **Curricular Assessment/Change** • Consolidated four thermal fluids courses (thermodynamics, heat transfer, fluid mechanics) to three to improve efficiency and create a more logical structure. • Established a biotechnology concentration. This was done to fill a demand to prepare undergraduates for graduate school. • Instituted new capstone projects on fuel cells and nanotechnology. This fills demand by students in two emerging technical areas. • Adopted AMATH 301 in place of CSE 142 as our core computational requirement. Assessment indicated that students were handicapped by a lack of preparation in scientific computing as they became juniors and seniors. The JAVA programming skills taught in CSE 142 were deemed to not be as useful as the MATLAB skills covered in AMATH 301. • Based on assessment results indicating that the students needed more exposure to business and the entrepreneurial side of engineering, instituted an undergraduate seminar series in which alumni who had distinguished themselves returned to campus to meet with students and give a talk on their career paths and insight into what is needed to succeed.	

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Technical Communication	Judy Ramey jramey@u. Mark Zachry, zachry@u. Gian Bruno, gbruno@	Technical Communication has the following learning goals: • Understand the Technical Communication 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).	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Exit surveys of graduating seniors • Self-assessment for undergraduate engineering students functioning as peer writing tutors in the Engineering Writing Center; evaluation forms filled out by clients after visiting the Center. • Required internships (or Co-ops) and written self-assessments regarding skills used and skills needing development. • Portfolio assessment. Evaluated and provided feedback on students' required professional portfolio as part their senior design project. The portfolio includes 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. **Curricular Assessment/Change** • Created new tracking system ("TC DocuSystem") to plan our course offerings annually. The DocuSystem tracks TC's upcoming course offerings for two academic calendars at a time. • Revisited pre-requisites and course requirements. • Plan to use student portfolios to gauge if our program is teaching students the core competencies we have set out to teach.	Continue quarterly "Student Advisory Group" meetings Update exit surveys Implement new website with expanded and improved information for undergraduate students

COLLEGE OF FOREST RESOURCES				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Forestry	Michelle Trudeau michtru@u.	*Environmental Science and Resource Management (ESRM) Curriculum:* The goal of the ESRM curriculum is to provide fundamental knowledge and offer problem-solving experiences that enable students to understand the interdisciplinary dimensions of natural resource and environmental sciences and to address management problems effectively. • Knowledge Sets + 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 + 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. + Effectively and appropriately use computers.	**Assessment of Student Learning** *ESRM* • Classroom assessment, various methods • Course evaluations • Exit surveys of graduating seniors • Capstone projects and review of capstone courses • Senior theses and review of proposals and senior theses • 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. *PSE* • Classroom assessment, various methods • Course evaluations • Surveys for each course about how well the class met targeted outcomes completed by both students and faculty • Capstone projects involving assessment by industry professionals who evaluate performance with respect to program outcomes • Surveys of industry representatives on student performance in summer internships • Use of a specific assessment rubric to evaluate writing and design work (which we define as open-ended problems solving) completed periodically throughout a student's course of study. With the rubric we can track a student's progress and identify where we need to improve our training in writing and problem solving. • Alumni surveys administered periodically	The College is committed to an ongoing process of curricular assessment and revision. We have a process of assessment that includes student reviews of classes, evaluation by CIDR personnel, and faculty retreats dedicated to curricular design. The PSE program will continue its outcome assessment program to revise and improve the courses and the curriculum. PSE will be undergoing ABET accreditation review this year, which focuses on curricular and outcome assessment.

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Forestry (continued)		+ 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 Comprehension, Integration and Meaning + Understand interactions among plant, animal, and abiotic features of ecosystems. + Understand business, ecological, and social tradeoffs inherent in natural resource management and use. + Understand and evaluate policy in context with cultural and historical heritage. + Understand the expected consequences of implementing a research, design, or management plan and be able to explain them. *Paper Science and Engineering (PSE) Curriculum:* The goal of the PSE 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: • Ensure students have essential knowledge and basic skills required for careers in the Pulp, Paper, and Allied Industry. + Capable of applying knowledge of mathematics, science, and engineering.	**Curricular Assessment/Change** • Transformed both ESRM and PSE curricula in response to input and suggestions from the College's faculty, students, and alumni, and from partners outside the College in academia, industry, governmental agencies, and environmental communities. *The ESRM curriculum features:* + Course and subject matter consolidation + Increased interdisciplinary and team teaching. + Emphases on small group learning. + Increased flexibility in required courses and course sequencing. + Increased ease of transfer for community college students. *The PSE curriculum features:* + Freshman and sophomore courses have a consumer products and product-development focus. + A new course related to papermaking with a product emphasis. + A seminar series that focuses on directions and challenges in the paper and allied industry. + Extensive writing and problem-solving (design) assignments. • In response to student and faculty suggestions, redesigned the core courses in the ESRM curriculum and the changed course sequencing from the 300-level to a split design with two required courses at the 200-level and two retained at the 300-level.	This process will be useful for future curricular revisions.

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Forestry (continued)		+ Capable of applying knowledge of fiber and paper physics, chemistry, and chemical engineering as it pertains to the pulp and paper industry. + Capable of designing and conducting experiments, as well as statistically analyze and interpret data. + Capable of designing a system, component, or process to meet desired needs. + Capable of using the techniques, skills, and modern engineering tools necessary for engineering practice. + Capable of speaking and writing effectively. • 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. + Capable of posing well-defined, solvable problems from complicated and loosely defined scenarios similar to those found in the pulp and paper industry. + Capable of applying scientific and engineering principles in open-ended projects, such as designing processes or solving product and production problems. + Capable of generating alternative solutions and designs, and then using sound professional judgment to choose between alternatives. • Provide students with a broad, general education that will promote their intellectual maturity and allow them to contribute to society at-large + Capable of leading multidisciplinary teams.		

COLLEGE OF FOREST RESOURCES				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Forestry (continued)		+ Understanding professional and ethical responsibilities. + Understanding the impact of engineering solutions in a global and societal context. + Understanding contemporary issues relevant to the pulp and paper industry. + Understanding that life-long learning is necessary for maintaining professional competency.		

INFORMATION SCHOOL				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Informatics Program	Cris Mesling, crism@u.	Informatics Student Learning Goals include: • 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 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.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Student self-assessment and peer assessment in classes • Capstone project: project progress and outcome review by peers, faculty, and capstone "clients" in capstone course (INFO 490). All capstone students publicly present their projects for external review (orally and/or through an interactive poster session) at the Annual iSchool Capstone Presentation, held each year in Spring. This pubic event (attended by approximately 300 people in 2007) attracts industry representatives, 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. • Open student meetings with the Dean twice a year • And with the Chair ("Chat & Pizza with the Chair") each quarter. • Informal feedback from alumni on application of coursework and Informatics experience to careers in industry. • Exit survey of graduating senior • Placement Survey (6 months out) • Evaluation of interns by employer site supervisor, and feedback from employers to program. • Feedback from Informatics/MSIM Advisory Board.	Ongoing continuous improvement: Develop concentrations in the areas of Human Computer Interaction, Information Architecture, and Networking & Security, with the potential of creating formal options within the major. Review Capstone course offering format and schedule Review individual courses and continued appropriateness of prerequisites Possible new initiatives to consider, develop, and/or implement:

INFORMATION SCHOOL				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Informatics (continued)			**Curricular Assessment/Change** • Began a comprehensive curricular review as part of our school-wide strategic plan (2007-09) to identify strengths and gaps in the Informatics program as a whole, as well as improve the integration of leadership and innovation into the curriculum. • Implemented Informatics Honors program to serve academic needs of most exceptional students (2006). • Launched Freshman Direct Admission Program (FDAP) in 2006, which admits exceptional freshman directly to the major. Developed an introductory seminar in informatics (INFO 198) to provide early introduction to the information field and to meet the developmental needs of FDAP students. • Continuous Improvement: reviewed various curricular aspects of the program on a rotating basis. Past reviews have included: + Human Centered Strand Review (2005-06) + Comprehensive Exit Survey (2005) + Technical Strand Review (2003-04) Study of Informatics majors' performance in CSE 143 and CSE 373 based on math and programming backgrounds (2003) led to the iSchool's commitment to offer free tutoring to majors in CSE 142 and CSE 373 and a review of technical stand courses. + Curriculum Drift Review (2002-03) + Informatics Program Survey (2001) focusing on balance of technical vs. human-centered strands and individual vs. group work in class. • Conducted annual IT Department review of technology needs	Internship seminar course (to accommodate student demand for experiential learning and ease load on faculty)

SCHOOL OF NURSING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Nursing	Susan L. Woods slwoods@u.	The goals of the BSN Program (approved by the faculty in 1991) are to prepare graduates who are able to: • Communicate clearly and succinctly in speech and in writing. • Promote effective communication between clients from various sociocultural and linguistic backgrounds and representatives of the health care and social service systems. • Demonstrate critical thinking, clinical decision making and psychomotor skills necessary for safe and competent practice. • Demonstrate cultural sensitivity as shown by thought processes and behavior. • Provide nursing care that preserves and enhances client's dignity and perceived goodness of fit with the immediate and expected environments. • Integrate methods of research and scholarship in making and prioritizing diagnoses, and in planning, implementing and evaluating care of individuals, groups, and communities. • Assess health and incorporate principles and methods of health promotion and health education in nursing care of individuals, groups, and communities. • Accept accountability for own expertise and for using that expertise to influence systems of care and health care policy. • Demonstrate comfort with requirements for adaptation to changes in care settings. • Demonstrate awareness of limitations in knowledge and actively seek learning opportunities to continue competent practice.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Capstone course—transitional into professional practice • Final practicum, including outside review of student performance • Exit surveys of graduating seniors and graduates • Student self-assessment The Bachelor of Science in Nursing Coordinating Committee (BSNCC) is responsible for evaluation of the generic BSN degree program at the UW Seattle campus. The three main components of the generic BSN evaluation include student progress, formative, and summative evaluation. Measures included in the evaluation of student progress are: • Grades in courses. • Student/class progress reviewed in weekly level faculty meetings. • Clinical performance evaluations every quarter. • Essentials Behaviors documented completed each quarter in clinical courses. • Student-related issues discussion by BSNCC on quarterly basis. Formative evaluation is conducted via: • 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.	We plan to continue with the current BSN program evaluation plan.

SCHOOL OF NURSING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Nursing (continued)			Measures included in the summative evaluation are: • NCLEX first time pass rate. • Curricular changes brought to BSNCC and faculty meetings as needed. • Program questionnaires (which includes quantitative and qualitative questions). • Alumni and alumni employer surveys. Items included in the program evaluation questionnaires are: • Student's satisfaction. • School Environment. • Top three favorite BSN courses. • Suggestions for BSN courses which need revision. • Outcome achievement. • Issues and suggestions for program improvement. • Employment status The program questionnaires are collected at three times across the curriculum: in the autumn quarter of their junior year (entry evaluation), at the end of their junior year in the spring quarter (mid-point evaluation), and finally before graduation, spring quarter of their senior year (last evaluation). Quantitative data from the program questionnaires are summarized (mean and standard deviation). Content analysis is used to summarize the pertinent themes from the open-ended questions. The results are discussed in the BSNCC meeting, and suggestions are proposed. The results of the questionnaires are posted on the web along with proposed changes and feedback from the committee. The students are then notified by email that the results of the program evaluation are posted. In addition, follow up with BSN graduates	

SCHOOL OF NURSING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Nursing (continued)			one year after graduation (alumni survey) is conducted to evaluate the extent that the BSN program prepared students in each of the program goals and to obtain suggestions for the program. BSN graduate supervisory colleagues are also asked to evaluate the alumni's achievement in the nursing profession and provide suggestions for the BSN program. **Curricular Assessment/Changes:** Based on feedback from students and faculty, the following major changes were made: • Added a gerontology course. • Increased credits to the assessment course • Restructured the maternity clinical rotation to 1 day per week with a group project 1 day per week. • Added credit to Pharmacy course. • Deleted an informatics course- informatics content was added to the second quarter of Pharmacy. • Restructured psychosocial clinical to 5 weeks alternating with a group project during the “off clinical” weeks. • Psychosocial theory was reduced from 5 to 3 credits.	

COLLEGE OF OCEAN AND FISHERY SCIENCES				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Aquatic and Fishery Sciences	Julia Parrish, jparrish@u	• Broad exposure to aquatic science with a focus on living systems, including major themes of aquatic ecology; conservation and management; and aquatic biology and culture. Students also gain an understanding of relevant law, policy or ethics; and of relevant economics. • Skills in written and oral communication; data collection, manipulation and analysis; field and lab skills. Skill sets have been integrated into all core and flagship courses. • Students gain knowledge from basic science to problem-solving and application. • Strong encouragement to pursue internships, study abroad, or independent research. • Demonstration of individualized integration of course content and skill sets as evidenced by the capstone experience. • Exposure to career paths in the field. Content and skills gained allow students to obtain entry-level aquatic scientist positions, or admission to graduate school.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations—all courses all quarters • Capstone projects, which include a presentation to a larger community (Undergraduate Research Symposium, Departmental Symposium, etc.)] • Exit survey of graduating seniors • Use of periodic undergraduate student focus groups, specifically to ask for feedback about the undergraduate required curriculum. • Internships. A majority of students (over 70% in a recent survey), in addition to their capstone project, do additional internship and research experiences. Many of these are with outside "worksite supervisors", professionals in the field who work closely with our 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. This provides assessment by outside professionals. **Curricular Assessment/Change** • Increased the role of our "Faculty Capstone Coordinator" to provide more support and guidance to students both as they design their projects and as they troubleshoot issues. • Eliminated a large number of courses from our course catalog that we have not been teaching, nor do intend to teach in the near future.	Over the next 6-9 months we will be presenting a revised undergraduate curriculum to both current undergraduates and the faculty for one last round of feedback before presenting it to FCAS for implementation by Autumn 2008. Some of the potential changes, which are in direct response to feedback given during the 2006-2007 academic year, include: A required scientific writing course at the 200 level. Substituting an "Aquatic Systems" requirement to take the place of our ecology/3rd Physical World requirement. A redesign of the focus area structure to simplify the requirement.

COLLEGE OF OCEAN AND FISHERY SCIENCES				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Aquatic and Fishery Sciences (continued)			• Jointly with Biology and Oceanography, proposed a new Interdisciplinary Marine Biology Minor, which has been forwarded to the Tri-Campus Review. We anticipate approval and implementation by Spring Quarter 2008. • Began teaching Fish 324: Aquatic Physiology and Reproduction, a new Flagship Course for the Animal Biology and Culture Focus area. Class has been very well-recieved by the students, both in our department and in biology. • Added the following new undergraduate courses to our curriculum: + Fish 221: Ecology and Evolution of the Microbe (a new Honors course) + Fish 423: Aquatic Invasion Ecology + Fish 437: Fisheries Oceanography + Fish 454: Ecological Modeling • Re-examined the undergraduate curriculum and will soon be proposing degree requirement changes. This process included inviting current undergraduates into the SAFS Curriculum Committee to give feedback about proposed changes. • Interdisciplinary Marine Biology minor approved; began process of hiring an adviser for that program.	A pre-capstone course (Fish 493) that would help students better prepare/organize their capstone projects. We are looking at the possible next steps if the UW Biology Program chooses to no longer teach Biol 161-162. We will be teaching a joint Fish/Envir 330 course on Climate Change Impacts on Marine Ecosystems, starting in Spring 2008. This course will meet the "Aquatic Systems" requirement above as well as one of the Marine Biology Minor Requirements.

COLLEGE OF OCEAN AND FISHERY SCIENCES				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Oceanography	Gabrielle Rocap rocap@ocean.	The goal of the Oceanography program is for students to obtain a solid foundation in biological, chemical, geological, and physical oceanography, together with expertise in one of those options. This expertise is gained through team-based field and laboratory research during sophomore and junior years and then by independent research on a thesis topic in senior year. Emphasis is also placed on building skills with the tools and techniques of shipboard and shore-based oceanographic research. In addition to oceanography courses, students receive extensive course work in the classical sciences. Specific goals for student learning include: *Analytical:* • Define, address, and solve problems in marine and environmental science • Locate information needed for scientific research, problem solving, and decision making • Critically analyze scientific data and information in papers and reports *Intellectual:* • Understand and apply quantitative principles and methods in the conduct of Oceanographic and environmental research • Understand and apply scientific principles and methods in the conduct of oceanographic and environmental research • Understand interaction of society and the environment, with emphasis on coastal, estuarine, and marine environments	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Sophomore field course. Includes team creation and execution of experimental plan, individual meetings to discuss data analysis and scientific writing, multiple revision cycles of final paper and oral presentation. • Capstone course for seniors (2 quarters). Includes bi-weekly individual meetings to discuss formulation of thesis problem, analysis of data and scientific writing, team planning of cruise operations, multiple revision cycles of thesis proposal and final paper, departmental oral presentation. **Curricular Assessment/Change** • Phased out Ocean 101 • Redesigned Ocean 200 to include emphasis on 3 case studies (Ocean fertilization, Coral reefs and Puget Sound) that integrate concepts from all oceanographic sub-disciplines • Created Ocean 240, a seminar for freshman, transfer students and new majors to provide introduction to UW and Oceanography specific resources • Created new 400 level elective courses in Hydrothermal Vents (Ocean 454) and Paleooceanography (taught as Ocean 499)	Addition of laboratory component to Ocean 200 to create 5 credit option Creation of honors versions of Ocean 200,210,220 to create a honors natural science series in Oceanography Better integration of sophomore and senior field courses (220 and 444) to promote peer teaching and learning Creation of 400 level elective course in Oceans and Human Health/Marine Pollution Implementation of entrance and exit surveys to assess students'

COLLEGE OF OCEAN AND FISHERY SCIENCES				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Oceanography (continued)		*Communication:* • Write effectively for both lay and scientific audiences • Speak effectively to both lay and scientific audiences *Interpersonal:* • Develop management and leadership skills and capabilities • Work effectively as part of a research team *Other:* • Work independently to advance habits of lifelong learning • Work effectively and take maximum advantage of modern technology, with emphasis on computers and state-of-the-art shipboard and laboratory equipment and techniques		progress in mastering key oceanographic concepts

SCHOOL OF SOCIAL WORK				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Social Welfare	Todd Herrenkohl tih@u.	**Program Objectives for the BASW program:** • Apply entry level social work practice skills to individuals, families, groups, communities, tribes, and organizations. • Demonstrate an ethical and just professional use of self and the ability to use supervision and consultation. • Practice effectively within agencies & delivery systems and identify, plan, and pursue needed agency and system changes aimed at promoting social and economic justice. • Demonstrate knowledge of and commitment to social work values and ethics through effective social work practice. • Demonstrate understanding and appreciation for differences based on gender, ethnicity, race, religious creed, sexual orientation, class, and physical and developmental disabilities. • Identify the ways in which oppression, colonization, privilege, discrimination, and social and economic disadvantage contribute to complex human welfare problems. • Understand the strengths and empowerment perspectives in social work practice, policy and research in order to promote social and economic justice. • 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. • Understand the growing prevalence of economic inequality, the distribution of poverty and societal remedies to resolve these problems.	**Assessment of Student Learning** • 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. • Practicum, including evaluation focused on a set of field learning objectives for each student at the end of each quarter by practitioner supervisors in students' practicum placements. • BEAP Entry, Exit, and Alumni Surveys: national survey administered by the School. Alumni survey is administered every two years to graduates of the program, and assesses graduates' experience in the program and preparedness for work upon leaving the program. • Informal Meetings with Students and Focus Groups: opportunity provided for first- and second-year juniors and seniors in the program to share their experiences, concerns, and recommendations in an informal, loosely-structured focus group. **Curricular Assessment/Change** • Practice Selectives: In response to students' requests for additional practice content, required a fourth core practice methods course. • Service Learning: Based on student and faculty feedback, expanded the range of opportunities for first year BASW students to participate in community service learning as part of their program of study.	We will continue focusing increased attention on the BASW program objective related to evidence-based practice. We will continue expansion of service learning and study abroad opportunities within the BASW program. We currently offer two study abroad opportunities open to students within and outside the School: one in Cambodia and another in South Africa. In addition, we allow and encourage international practicum experiences. International practicum sites include Kenya,

SCHOOL OF SOCIAL WORK				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Social Welfare (continued)		• 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. • Understand and critically apply theoretical frameworks to understand individual development and behavior across the lifespan and the interactions among individuals and social systems (i.e. families, groups, organizations, tribes, and communities). • Demonstrate knowledge and skills in social work research methods used to develop and evaluate interventions and social service delivery systems • Understand, use and promote evidence-based methods in generalist social work practice • Use effective oral and written communication skills with a range of client populations, colleagues, and members of the community.	• Addition of Community, Leadership, and Social Justice (CLSJ) major: Completed preparation for a second undergraduate major in the School. Pending final approval of the major, Community, Leadership, and Social Justice (CLSJ), we will begin enrolling students for the coming 2007-2008 academic year. The major includes approximately 75 credits during the junior and senior years. Proposed courses and content include foundation courses in social welfare history and policy; human behavior and the social environment; research methods; and community service learning. Senior year courses build on foundation content and include a series of core seminars, interdisciplinary electives; and a faculty-mentored senior capstone project. The CLSJ major is offered as an alternative to our BASW program for students who seek opportunities in research, community development, and advocacy. The program prepares students for graduate studies in the social sciences and is considered a liberal arts degree. The major offers study abroad opportunities and mentoring from experienced professionals and social work/social sciences scholars.	Thailand, Vietnam, Peru, Australia, Israel, Cambodia, Canada, Philippines, and Nigeria.

UNDERGRADUATE INTERDISCIPLINARY PROGRAMS				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Program on the Environment	Michelle Hall, hallm@u. Julia Parrish, jparrish@u.	The Environmental Studies major at the University of Washington offers a rigorous, interdisciplinary, experiential curriculum designed to prepare future environmental leaders to respond to bioregional and global environmental opportunities and challenges. It seeks to take full advantage of the extraordinary environmental research at the University of Washington, and make that social, scientific, humanistic, and professional expertise accessible to students in innovative ways. Students completing the B.A. in Environmental Studies will be able to: • Earth Systems Knowledge: Understand the structure, function, and integration of the Earth and its inhabitants and its four major spheres: land, water, living things, and air. • Interdisciplinary Approach: Use an interdisciplinary approach to the study of the environment, knowledgeably integrating multiple kinds of information, tools, methods, and scholarship from a variety of disciplines to analyze and construct arguments about complex environmental issues. • Experiential Learning: Understand the connections between classroom and experiential learning and successfully practice multiple forms of hands-on, real-world applications. • Communication: Demonstrate proficiency in multiple modes of communication (writing for different audiences and purposes and using a range of disciplinary norms, oral presentations and public speaking, online publishing, and the visual display of environmental information).	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Capstone: three-course/three quarter series, with most capstone experience projects featuring a project-based internship with a community-based organization. Site Supervisors from the community organizations hosting students provide an evaluation of student performance. Some capstone projects feature international fieldwork, research, or study abroad, which may also involve a Site Supervisor, who assists with evaluation of student work. • Exit survey of graduating seniors –conducted during Post-Capstone Seminar (ENVIR 492), which is required of all Environmental Studies majors and usually is taken during a student's final quarter at the UW. • Alumni surveys – conducted approximately every two years to update alumni records and collect information about employment and graduate study. • Focus groups, interviews, and formal and Informal meetings – used extensively during major curricular review efforts and less frequently, but somewhat regularly, otherwise. • Use of external consultants to review the curriculum during major curricular review efforts such as our most recent curriculum review and redesign beginning in 2004 and ending with the launch of revised curriculum in 2006. • Student self-assessment essay—required of all students during the post-capstone seminar (ENVIR 492), which is required of all Environmental Studies majors and usually is taken during a student's final quarter at the UW.	PoE is currently in the process of planning for assessment activities and strategy for 2008-09 and beyond. Possible next steps may include: Participation in national Curriculum Survey and Alumni Survey conducted by the Council of Environmental Deans and Directors (CEDD), a national organization. PoE recently participated in pilot versions of these surveys. Retreats and working groups to assess the success and impact of the first two years of the new curriculum and to revisit

UNDERGRADUATE INTERDISCIPLINARY PROGRAMS				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Program on the Environment (continued)		• Public Policy & Decision-Making: Understand how uncertainty, risk, law, politics, ethics, economics and culture interact with environmental public policy and decision-making. • Teamwork: Collaborate as members of teams, effectively working with multiple stakeholders from various backgrounds to address environmental issues. • History of Environmental Inquiry: Understand and reflect critically on the intellectual and cultural history of environmental studies including the history of environmental preservation and conservation. • Temporal Scales: Understand various temporal scales inherent in environmental studies and situate themselves on the continuum of geologic time, evolutionary history, human environmental history, and decision-making for future generations. • Spatial Scales: Understand various spatial scales inherent in environmental studies, spanning the continuum from the local/bioregional to the international/global. • Diversity: Understand how environmental perspectives, policies, and decisions are related to issues of diversity, privilege, and power. • Technical Knowledge: Be familiar with some of the technological tools commonly used to address environmental challenges. • Professional Development: Understand how their education will serve them as environmental professionals.	**Curricular Assessment/Change** The Program on the Environment launched a significantly revised version of the BA in Environmental Studies in Autumn 2006, designed to make this program among the best Environmental Studies programs in the nation. The changes are designed to bring renewed focus and rigor to the program in light of new Learning Goals, reflect the unique environmental research strengths of the UW, and showcase emerging best practices in undergraduate environmental education specifically, and interdisciplinary programs generally. Improvements to the degree focused on creating a simplified, streamlined, and more focused and rigorous degree in Environmental Studies that gives students unique access to the extraordinary environmental expertise at the UW. Key improvements include: • Simplified degree options / tracks. Eliminated the degree options, creating a simplified structure that maps directly to learning goals and is easier for students to understand and navigate. Flexibility is retained so that once students have received core content, skills, and experiences, they can still pursue more topical interests within the structure of the major. • Improved foundational content. Added new foundational requirements in Earth Systems Literacy and Values and Culture, dropped Biology 116 as an option for foundations in biological science since its content is too narrow to meet our Learning Goals, and changed our quantitative requirement as follows. Instead of requiring both statistics and calculus (very unusual for BA degrees), we retained the statistics requirement but added a new upper-level "Tools and Technologies" requirement. The latter meets some of the	curricular goals and structure in light of growth in number of majors. Revise Senior Exit Survey to more explicitly reflect new Learning Goals. Develop regular opportunities for current students to offer feedback via focus groups, retreats, and/or meetings. Work with PoE Environmental Studies Alumni Advisory Board to develop regular alumni surveys to gather feedback on quality of education / curriculum, rather than solely to update contact and employment information. Creation of new 200- or 300-

UNDERGRADUATE INTERDISCIPLINARY PROGRAMS				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Program on the Environment (continued)			• original intent of the current basic quantitative requirement, but ties these skills to environmental content and gives students more marketable exposure to advanced statistics, GIS, modeling, etc. • Created a new core set of courses, which are progressive and build on each other, culminating in better preparation for the Senior Capstone Experience. These new classes allow us to have more ownership over content and skills, build a community or cohort among students (critical in an interdisciplinary program that lacks its own dedicated faculty), and ensure that learning goals such as research and writing across disciplines, sophisticated analysis of complex problems, numeracy, temporal and spatial scales, and bioregional and global perspectives are met. These courses are new, distinct and meet specific learning goals. • Simplified and shortened the list of approved courses for the matrix portion of our old degree, reframing the former "Domains of Knowledge" into a streamlined "Perspectives and Experiences" set of requirements. Consistent with UW strengths and national trends, we also added new emphases on bioregional, international, and field-based content. Our curricular improvements and the process that led to them reflect new UW emphases on clear learning goals, interdisciplinary approaches, experiential learning and community engagement, rigor and balance, faculty and student research on environmental topics, and best practices in undergraduate environmental education.	level "Methods" course to better prepare students for capstone research and careers / graduate studies. Redesign of ENVIR 300 core course.