UNIVERSITY OF WASHINGTON
ASSESSMENT IN THE MAJORS, 2009-2011

College of Arts & Sciences	College of Built Environments	College of Engineering	College of the Environment	Foster School of Business	School of Information	School of Nursing	School of Public Health	School of Social Work
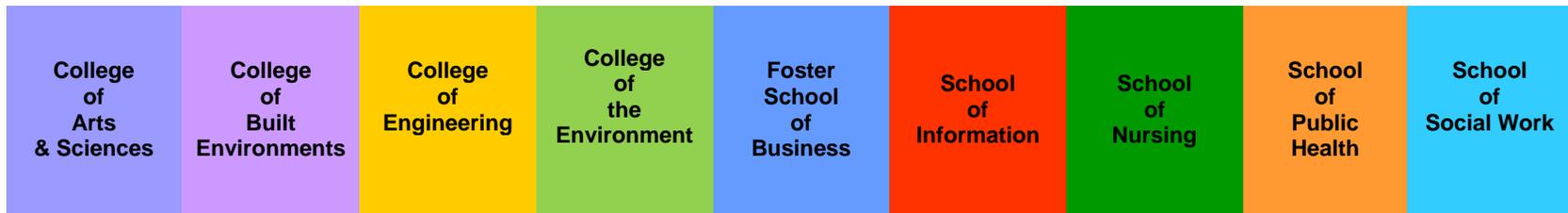
Compiled from Biennial Departmental Reports
Submitted to

Ed Taylor
Dean and Vice Provost, Undergraduate Academic Affairs

Prepared by the Office of Educational Assessment
2009

COLLEGE OF ARTS & SCIENCES				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
American Ethnic Studies	Lauro Flores lfores@uw. Tetsuden Kashima kashima@uw.	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 -- and comparative American Ethnic Studies courses, 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 • To research specific topics • To organize information • To produce cogent arguments and thus gain essential practice in writing and critical thinking about topics and issues in the ethnic studies subject area Hence, the 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 for honors students. • Community Practicum and Internship course, [AES 494: Field Research Experience, where majors, depending on their interests and the needs of the community non-profit institutions, gain immediate and first-hand experiential knowledge in the workings of such organizations within especially the greater Puget Sound ethnic communities • Occasional exit surveys of students **Curricular Assessment/Change** • Created an AES Department Honors Program • Assisted materially in the development of the Arts and Sciences Diversity Minor and the College of Education's Teachers for a New Era program. Both of these programs include in their curricula AES-based courses, such as AES 340, Race, Ethnicity, and Education. • Developing a graduate program in AES	

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American Indian Studies	Tom Colonnese buffalo@uw.	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 to develop their own theories and arguments and create original research on topics related to American Indian Studies.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Capstone course assessment **Curricular Assessment/Change** • Established Curriculum Committee to look closely at AIS course catalog and to reevaluate senior project • At least two new courses are under development by new hire, Asst. Prof. Dartt-Newton on: Indians and Museums and California Indians	

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American Indian Studies (continued)		• 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@uw.	The department does not have learning goals defined for the major, but is in the process of doing so. Currently, the department has begun a process of creating tracks in the major. Students may sign up for a track, or may do the general anthropology major. As the department develops each track, it defines learning goals for the track. Two tracks have been developed so far: 1) Medical Anthropology and Global Health, and 2) Archaeology. Learning goals for the archeology track seek to train students broadly in the following archaeological topics: • Social relevance (how can lessons from the past be applied to contemporary concerns: the research core of archaeology) • Basic archaeological skills (how do we use the archaeological record to draw inferences about the past) • Stewardship (how can we preserve archaeological information for the benefit of the present and future) • Real-world problem solving (knowing the rules, law, process, and responsibilities) • Communication (writing, speaking, computer literacy) • Professional ethics and values • Diverse interests (scientific, public, governmental)	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Exit survey **Curricular Assessment/Change** No changes from 2007-09	

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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	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations **Curricular Assessment/Change** • Encouraged students to engage in research projects. This has been exceptionally successful, with many of the projects resulting in peer-reviewed research papers. • Responded to recent curriculum changes in the Department of Statistics and Computer Science and Engineering. These changes will be reflected in changes to the statistics, discrete math and algorithms, and social and behavioral sciences program options.	Continue to assess entrance requirements, as well as option cores and option electives in the individual program options.

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Art ***Division of Art*** BFA – 3D4M(Ceramics, Glass, Sculpture); Photography; Painting & Drawing BA – Painting & Drawing; Interdisciplinary Visual Art ***Division of Art History*** BA – Art History Minor - Art History ***Division of Design*** BFA – Industrial Design; Visual Communication Design BA – Design Studies Minor – Interaction Design (pending)	Judy Clark jclark@uw.	**Division of Art** The Division of Art offers a diverse education in the visual arts. Each major in the School of Art is designed to allow students to develop their intellectual and creative strength and plan for future careers in the visual arts. Learning goals for this division in the Art major are: • Develop written, intellectual, and creative strength and plan for future careers within the specific academic context of the visual arts while benefiting from broad study across diverse learning communities at the University of Washington. • Build technical proficiency, skill, and contextual knowledge of traditional and non-traditional areas of artistic practice, art history, visual culture, and criticism. • Engage in and explore the diverse and influential issues raised via the study of visual literacy and the practice of the creative process. • Understand and practice an experimental approach to problem solving. • Build a strong awareness and knowledge of the power and transcendence of visual images and their ability to communicate ideas, excellence and understanding across gender and age boundaries, culture and language barriers. • Learn to research, question, organize and synthesize information about existing ideas and practices, develop new ideas and areas of inquiry, write about and articulate issues to peers, faculty and the community at large. • Combine critical thinking and problem solving with the development of ideas and conceptual skill. • Understand working methods and develop the ability to translate a conceptual idea into a creative solution.	**Assessment of Student Learning** ***All Divisions*** • Classroom assessment, various methods • Course evaluations • Quarterly evaluation of student learning via peer and faculty critique of individual creative work and portfolio review • Student self-assessment (critique) • Participation in the UW Senior Research Study—a study assessing student learning in the area of research that included focus groups with seniors from 15 departments. The study report is located at: http://www.washington.edu/oea/reports ***Division of Art*** • Series of 400-level capstone courses culminating in public shows of graduating student work in the Jacob Lawrence Gallery. • Public source presentations • Group and individual exhibitions in the CMA and Sandpoint galleries and/or in other public spaces in Seattle • Portfolios and written artist statements, reviewed by faculty • Courses in professional practices ***Division of Art History*** • Three 400-level senior capstone classes that test the writing, research, presentation, and observational skills of all majors • Additional assessment methods, including more research, for honors students and students applying to study abroad in Rome • Internship and practicum projects graded by faculty in consultation with on-site reviewers.	At present all divisions in the School of Art are reviewing options for exit interviews.

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Art (continued)		• Develop a close familiarity with the notion of 'research' and the blending of theoretical and material practice. • Apply a self critical, articulate, and individual approach to finding aesthetic solutions to visual issues and challenges. http://www.art.washington.edu/2_Art **Division of Art History** Art history is the study of art and visual culture as instruments of knowledge and methods of human expression that operate in many arenas of history, tradition, and the contemporary environment. Learning goals for this division in the Art major are: • Develop skills that provide the basis for life-long use of visual, verbal and written literacy, analytical insight and investigation, critical reading and reasoning, synthesizing of information and material, visual observation and research, writing and persuasive presentation. • Examine conceptions of human creativity and ways in which diverse cultures define art, the artist, and creative practice. • Understand and articulate how visual images and material culture communicate information, define cultures, and contribute to new and innovative ways to understand the past and present. • Learn and use key concepts, vocabularies, methodologies, and problem-solving techniques central to analyzing and articulating the technologies, traditions, and values of understanding and giving meaning to art and visual culture. • Examine and understand art and visual culture through the observation and investigation of formal and stylistic qualities, iconography and iconology, provenance and	***Division of Design*** • Senior capstone project that is exhibited to the public and promoted to the professional design community and local, national and international design scholars, which includes a public web portfolio (see http://courses.washington.edu/design09) • Portfolios and professional materials (resumes, cover letters and promotions), reviewed by faculty and design professionals during courses/workshops/seminars on professional practice **Curricular Assessment/Change** ***Division of Art*** • Consolidated three programs— Ceramics, Glass and Sculpture— into a learning consortium, 3D4M. This change was driven by faculty recognition of shifts in the art world's approach to learning about and making art and by students' desire to explore interdisciplinary exchanges that revolve around material study, concept and critical dialog in a dynamic studio based environment that reflects and supports the nature of contemporary art in the context of a leading research university. • Developing an honors track in Photography. • Creating an Exploration Seminar in Tuscany. ***Division of Art History*** • Developing courses, events, and programs that will specifically connect classroom learning with the professional activities of the visual arts community. (Courses pending, Art H 482, Art H 483; courses taught at the Seattle Art Museum in conjunction with curators; development of Center for the Study of Asian Art in conjunction with SAAM; Exploration Seminar in Japan).	

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Art (continued)		patronage, theory and criticism, historical context and influence. • Use the interdisciplinary reach of art history to intersect with other areas of study such as history, philosophy, literature, music, gender studies, languages, cultural studies, anthropology, comparative religion and new technologies, among others. • Learn how understanding of visual art changes when the objects are removed from their original environment and placed in a collection, gallery, or museum. • Explain the implications involved in the idea that meaning or historical intention in art and visual culture is not static or immutable. • Work directly with original art objects, archival materials and architectural sites. • Become an acute observer and astute interpreter of the visual environment. http://www.art.washington.edu/3_Art-History **Division of Design** Design undergraduates are expected to learn the range of knowledge, skills, and technical competencies/proficiencies required for entry as professional designers in a specific field (Visual Communication Design, Industrial Design and Design Studies). These competencies include: • The skills of problem identification, research and information gathering, analysis, generation of alternative solutions, prototyping, user testing and evaluation of outcomes. • The ability to describe and respond to the audiences and contexts that design solutions must address, including recognition of the physical, cognitive, cultural and social human factors that shape design decisions and the overall user experience of a design product/interface/communication.	• Re-focusing the honors program in response to student requests for closer connections with faculty research and presentation of research ***Division of Design*** • Added a week-long exhibition and professional presentation of senior projects to the UW community and the business and design communities • Created new classes and focused electives for the Design Studies major in response to student comments and observations • Added writing classes for all Design students • Creating a minor in Interaction Design that will bring Design, Computer Science, I School ,Human Centered Design and Engineering, BE, and Engineering majors together in courses that blend investigation, research, and product development in the field	

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Art (continued)		• The ability to create and develop visual forms in response to design problems, including an understanding of principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics and the construction of meaningful images.
		• An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual and cultural messages. Relevant tools and technologies include, but are not limited to, drawing, offset printing, photography and time-based and interactive media (film, video, computer multimedia).
		• An understanding of design strategy, planning and theory as they relate to typical business practices, including the ability to organize design projects and to work productively as a member of a team, especially interdisciplinary teams.
		• An understanding of the global context of design, including environmental, political, ethical and social issues that impact professional practice.
		• In preparing for professional practice, design students are learning life-long skills that allow them to move towards a variety of careers paths, and/or pursue advanced graduate - Ability to acutely and accurately observe and research topics, subjects, issues and audiences study. These skills include:
		  ○ Ability to synthesize visual and verbal information into new forms, both 2-d and 3-d, static and interactive
		  ○ Ability to analyze and apply critical thinking to problems and concepts
		  ○ Ability to translate/manifest ideas into		

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Art (continued)		tangible designs
		o Ability to understand what constitutes a
		    through creative/design process, and the
		    ability to work through such a process
		o Ability to write and design persuasive
		    visual/oral presentations
		
		http://www.art.washington.edu/4_Design		

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Asian Languages and Literature
 	
Chinese, Japanese, Korean, and South Asian languages
	Chris Hamm
	jcsong@uw.
		Majors and minors in the various programs within the Department will develop competencies in three primary areas: language, linguistics, and literature.
		
		Language
		A student of one of the languages taught in the Department will achieve competency in speaking, listening, reading, and writing. Specific skills to be acquired for the **minor** include the ability to:
		• Manage a variety of simple spoken communicative tasks and social situations
		• Understand sentence-length utterances on a variety of familiar topics in face-to-face situations
		• Read simple connected texts dealing with a variety of personal and social topics
		• Write short essays on familiar topics grounded in personal experience and immediate surroundings
		Specific skills to be acquired for the **major** include the ability to:
		• Manage a variety of spoken communicative tasks, including:
		  o Discussion of topics of common interest
		  o Description and narration
		  o Expression of personal viewpoints
		  o Presentation and support of an argument
		• Understand the main idea and important details of connected spoken discourse on a variety of topics, in situations ranging from face-to-face situations to radio and TV broadcasting
		• Understand the main idea and important details of written texts in a range of styles and registers and covering a variety of topics
		• Write routine social correspondence using the appropriate conventions, and to write connected essays of several paragraphs in length in an appropriate linguistic register.
			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
			• Made changes to undergraduate majors and minors in Chinese, Japanese, and South Asian languages
			• Created a new minor in Korean. Admission to the major in Korean, however, has been temporarily suspended because of lack of adequate staffing arising from the budgetary situation at UW
			• Created and taught a new gateway course, cutting across the various majors in the Department	

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Asian Languages and Literature (continued)		**Linguistics** A student with a **minor** in one of the languages taught in the Department will achieve competency in: • 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 A student with a **major** in one of the languages taught in the Department will additionally achieve competency in: • Understanding basic linguistic concepts and terminology in such fields as syntax, morphology, and phonology, and 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** A student with a **minor** in one of the languages taught in the Department will achieve competency in: • 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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Asian Languages and Literature (continued)		A student with a **major** in one of the languages taught in the Department will additionally achieve competency in: • 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 • 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		

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Astronomy	Christopher Laws laws@astro. Sarah Garner sterr@astro.	Astronomy majors will: • Use quantitative reasoning to understand the principle findings, common applications, and current problems within Astronomy as a scientific discipline • Be versed in the computational methods and software resources utilized by professional Astronomers • Have experience operating modern Astronomical instrumentation and analyzing a range of experimental data • Be able to assess, communicate and reflect their understanding of Astronomy and the results of Astrophysical experiments in both oral and written formats • Learn in a diverse environment with a variety of individuals, thoughts and ideas. 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 • Weekly departmental emails to undergraduates • Student self-assessment **Curricular Assessment/Change** The following items represent the major changes to the undergraduate curriculum in the past biennium. These changes were driven by input from the department's recently developed senior exit survey, regular individual course assessments by students and faculty, and secondary reviews of course materials by relevant instructors. The modifications were developed by a committee within the department, led by Suzanne Hawley, Chris Laws, and Sarah Garner, and reviewed by the entire Astronomy faculty prior to implementation. • Added a recurring special topics course on Astrobiology in order to address a perceived gap in the subject material regularly available to the students (Learning Goal 1) • Developed departmental standards and applied a written assessment tool for students enrolled in Astr 499 (Individual Research) (Learning Goals 2, 3, 4) • Revived the undergrad research seminar (1 credit course) to expose students to breadth of current departmental research (Learning Goals 1, 5). • Retooled the curricula for Capstone Sequence Courses Astr 480 and Astr 481 in order to better prepare students for Astr 482 (Learning Goals 2, 3, 4).	The department's investigation of student research in Astr 499 revealed that a significant population of students engaging in research projects outside of that course. The department is continuing to examine the structure of this research pathway, and will develop tools to assess its impact on Astronomy undergraduates and their learning goals. The department will assess the broader impact of the recently developed Pre-Major in Astronomy Program (Pre-MAP) on the non-Pre-MAP undergraduates in the department.

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Astronomy (continued)			• Implemented an online anonymous Senior Exit Survey to enable easier access for students and higher return rates for the survey overall (Learning Goals 1-5)	Add Phys226 to the upper division Physics elective list, and add Astr300 to degree requirements. Develop and implement a Bi-Annual Alumni Follow-up Survey in order to track the long-term effects of curriculum changes on graduates.

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Biology	Ray Huey hueyrb@uw.
	
	 Toby Bradshaw toby@uw.
	
	 Eileen O'Connor eoc@uw.
		The biology curriculum committee identified four primary areas of expertise for majors: scientific reasoning, information literacy/technology fluency, communication, and social responsibility. The department has subdivided each of these areas into specific learning goals indicating what students should know and be able to do, as follows:
		
		 Scientific reasoning –requires the ability to define and solve problems.
		 • Organize biological information
		    o *Intro level:* Summarize and organize information systematically, including lecture, lab and field materials, explore connections between different systems/levels
		    o *300-level:* Prioritize and connect different pieces of information
		    o *400-level:* Use content to build complex biological concepts (i.e. relate one piece of information to several layers of larger context), test concepts, and use results to refine and further understand them
		 • Understand the process of biological science
		    o *Intro level:* Understand and test a hypothesis, distinguish experimental from correlational tests, understand the importance of controls, graphically represent raw data
		    o *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
		    o *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
			Assessment of Student Learning
			 • Classroom assessment, various methods both formative and summative
			 • Course evaluations, as well as use of CIDR to conduct small group instructional diagnoses in selected classes at mid-quarter
			 • Evaluation of internship and undergraduate research experiences
			 • 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
			 • Feedback from academic counselors
			 • Exit survey of graduating seniors
			 • Participation in the UW Senior Research Study—a study assessing student learning in the area of research that included focus groups with seniors from 15 departments. The study report is located at: http://www.washington.edu/oea/reports
			
			 Curricular Assessment/Change
			 • Revised the introductory biology series to allow earlier access while still maintaining the emphasis on inquiry-based exercises
			 • Developed a new 400-level laboratory course in Community Ecology
			 • Developed a new 400-level course on the Evolution of Mammals and their ancestors
			 • Developed a new 400-level course on how vegetation has shaped the earth's environment
			 • Expanded a technique-oriented 300 level molecular based laboratory course to two quarters
			 • Developed a hands-on course in urban farming for non-majors
				Continue to develop assessment tools to assist evaluation of students as they progress through the biology major
				
				 Evaluate the Foundations courses(350/354 /355/356) to ascertain if they are still meeting the needs of students and faculty
				
				 Evaluate the efficacy of Biol 179, Learning to Learn in Science, for students in Biology 180

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Biology (continued)		• Become a practicing biologist
		   o *Intro level:* Apply known principles to closely related but novel problems
		   o *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
		   o *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
		
		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
		   o *Intro level:* Determine if material is mastered or additional help is needed
		   o *300-level:* Assess one's own knowledge with respect to what is known
		   o *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
		   o *Intro level:* Master use of glossary and index, know how to obtain library resources, begin to evaluate sources of information (e.g. Google results)
		   o *300-level:* Know how to find information from original literature using database searches
		   o *400-level:* Use advanced searches and critically evaluate sources
			• Continued to offer senior seminars by postdoctoral fellows mentored in biology department's future faculty program (HHMI)
			• Continued work to expand the Honors Program for students enrolled in introductory Biology to Biology 180
			• Continuing to work with TriBeta tutors to offer tutoring to students in introductory biology series all four quarters of the year
			• Continued to expand the Biology Fellows Program (HHMI grant) to foster involvement of underrepresented minorities in the biological sciences
			• Offered Discovery seminars in both 2008 and 2009:
			   o Evolution vs Intelligent Design: What the fossil record tells us
			   o Exercise Physiology
			• Offered exploration seminars to Costa Rica (2008), Ecuador (2008) and Peru (2008 & 2009)
			• Continued expansion of summer course offerings
			• Continued development of a biology internship program to foster student career exploration
			• Sent a team of faculty and advisors to the HHMI regional meeting on Undergraduate Education in Biology (February 2009)
			• Developed a new 400-level course on teaching Biology for potential Peer-TAs
			• Developed a new graduate level course on manuscript writing
			• Formed a biology education research group to formalize the department's interest in conducting rigorous educational research in biology
			• Completed interviews of all teaching faculty to discuss course learning goals and skills	

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Biology (continued)		• Consult primary biological literature for information
		  o *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
		  o *300-level:* Read a scientific paper, evaluate methods and conclusions and limits of the paper, relate findings to the big picture, realize that not all is known
		  o *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
		
		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 gathered information/experiments
		  o *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
		  o *400-level:* Present a cogent argument with evidence to support your conclusion, be comfortable writing all sections of a scientific paper, present complicated		

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**Biology
(continued)**
		ideas to the class alone or in a group
		• Work in a group
		  o *Intro level:* Work collaboratively as part of a team in lab, work together in supervised groups to address specific well-defined problems
		  o *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)
		  o *400-level:* Trouble-shoot and solve group problems, research complex problems and compile information into clear, concise summary
		
		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
		  o *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 with society
		  o *300-level:* Use biological information to discuss controversial issues, distinguish between "is" and "ought"
		  o *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 end of their studies, graduating chemistry and biochemistry majors should: • Have a general knowledge of the basic areas of chemistry working knowledge of at least one area. A working knowledge is demonstrated by the ability to apply formal knowledge in a problem-solving environment. • Be proficient in basic laboratory skills (e.g., preparing solutions, chemical synthesis techniques, chemical and instrumental analysis and laboratory safety). • Have the ability to formulate and carry out strategies for solving scientific problems. • Have some understanding of the principles and applications of modern instrumentation, computation, experimental design, and data analysis. • Have had the opportunity to gain experience with a research project as part of an upper level course and the opportunity to participate in active, individual laboratory research within the university or another appropriate setting. • Have the ability to communicate scientific information clearly and precisely, both orally and in writing. • Have the ability to read, understand, and use scientific literature. • Have some awareness of the broader implications of chemical processes (e.g., resource management, economic factors, and ecological considerations). • Have had the opportunity to work with others as part of a team to solve scientific problems. • Have had an introduction to the opportunities in, and requirements for, careers available to those with training in chemistry. http://depts.washington.edu/chem/undergrad/departmentgoals.html https://www.washington.edu/students/gencat/academic/biochem.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 survey • Participation in the UW Senior Research Study—a study assessing student learning in the area of research that included focus groups with seniors from 15 departments. The study report is located at: http://www.washington.edu/oea/reports **Curricular Assessment/Change** • Instituted a new degree, BA Biochemistry, with about 40 majors • Established a new introductory chemistry sequence (Chem 144, 154, 164, Advanced Chemistry) designed for students interested in degrees in the chemical science and engineering. The first offering of this sequence will be Fall Quarter of 2009. • Exploring new pedagogical approaches involving active learning in the introductory organic chemistry series. An expert in guided-inquiry learning (Prof. Straumanis) is serving a three-year appointment as a visiting Assistant Professor in the department (he is a faculty member at the College of Charleston), and is exploring the use of student-lead learning exercise and other active-learning techniques. • Reviewed by the American Chemical Society (every five years)	Development of evaluative techniques to determine the extent to which departmental learning goals are being met.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Classics	Alain M. Gowing, alain@uw.	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) • Regular and thorough tracking of post-graduation career paths **Curricular Assessment/Change** • Increased the credit value of some of the 'classics in translation' courses (Classics 428, 445; 326 change in progress) from 3 to 5, to bring them in line with other, similar classes and in response to student feedback • Added a Clas 490 class to the curriculum to meet the need for certain requests for supervised study • Completed 10-year program review process, which included self-study and external review of the undergraduate curriculum	The department recently completed a (very successful) 10-year review, in the wake of which it intends to expand and refine learning objectives for undergraduates over the next year or so.

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Communication	David Domke domke@uw. David Sherman shermand@ uw.	**BA, Communication** - We nurture Communication 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. **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 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	**Assessment of Student Learning** ***BA, Communication*** - Classroom assessment, various methods - Course evaluations - 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 the annual Excellence in Communication event - Quarterly meetings with academic advisers to assess academic progress. - Assessment of students' public speaking skills in oral communication courses through the department's Public Speaking Lab - Assessment (by supervisors) of students doing off-campus internships, which provides valuable feedback both for students and the Department. - Increases in directed research and independent study opportunities, allowing more detailed assessment of undergraduates in terms of research and writing skills. - Initial assessment of undergraduates' research abilities via the Department's Undergraduate Research Mentor Center / Writing Center, which links graduate student volunteers with undergraduates - Capstone class and thesis required of departmental honors students - Survey of graduates, 10 years after graduation, to determine how well the department prepared them for their careers (e.g., What does the program do right? What does it need to improve upon?.). Surveys have about a 17% return rate; responses are very positive.	With funding from the College of Arts and Sciences, the department identified key learning objectives through a bottom-up review of all syllabi and through interviews with faculty. The department then "mapped" how the curriculum addresses these learning objectives – which classes meet which objectives. The department is currently working to revise the Communication major learning objectives and revisit related curricular issues. The journalism program will assess and monitor student progress through the new

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Communication (continued)		• 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 the communications professions in which they work	• Exit surveys with graduating seniors. They report that they are very satisfied with their undergraduate education. They praise teaching in the Department, find class content both interesting and challenging, and are pleased with research and writing opportunities. • Participation in the UW Senior Research Study—a study assessing student learning in the area of research that included focus groups with seniors from 15 departments. The study report is located at: http://www.washington.edu/oea/reports ***BA., Communication-Journalism*** • Classroom assessment, various methods • Course evaluations • Student surveys • Student internships – a measure of students' ability to perform with confidence and success in the workplace • Student self-assessment • "Capstone" experiences, both at mid-level and advanced/completion level. Purpose is to create situations or courses in which students have a "capstone" experience – that is, they have to demonstrate an ability to pull things together, perform at an overall professional level. Communication 362 (Community Journalism: News Lab) is a mid-level capstone (as it follows the two key required core courses in journalism). Advanced capstones include the Olympia 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	journalism goals (articulated at left).

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Communication (continued)			• Mentorship: Prepare students for success in the field. The program offers a variety of mentorship opportunities, including a Mentor Lunch, Career week, and are creating a new Career Course **Curricular Assessment/Change** • Integrated the journalism emphasis more tightly into the broader communication major by requiring more courses within Communication, increasing the number of communication credits from 45 to 59 and requiring that journalism students take the same foundational courses (COM 201 & COM 202) as other Communication majors. • Required more course work in journalism within a reduced number of potential areas of substantive concentration. Students are now required to complete 15 credits in one of three substantive areas of concentration. • Emphasized multimedia storytelling more explicitly in all core journalism courses. • Required journalism students to take a capstone practicum course in multimedia storytelling. • Provided journalism students with experience dealing with audiences as an influence on or creator of news and information. • Laudatory review from the Accrediting Council for Education in Journalism and Mass Communication • Completed 10-year program review process, which included self-study and external review of the undergraduate curriculum	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Comparative History of Ideas (CHID)	Amy Peloff apeloff@uw.	• Students will engage in rigorous and comparative cultural analysis in order to participate in a world that is both increasingly unified and persistently diverse. • Students will explore various systems of belief, conceptual frameworks, paradigms, historical understandings, and ways of knowing. • Students will learn the ways in which categories like gender, race, class, sexuality, and religion structure the terrain of social orders and struggles. • Students will demonstrate writing skills in various formats, using professional writing conventions (e.g. grammar, audience awareness, and style) appropriate to the purpose and context. • Students will participate in discussions and give formal and informal presentations (using appropriate technology, such as PowerPoint) on topics in the field. • Students will work collaboratively as members of a democratic learning community. • Students will identify and solve specific intellectual problems, ensuring a form of specialization that goes beyond simply a narrowing of academic focus.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Student self-assessment • Senior thesis/ capstone project, in which each student produces a unique senior project under the supervision of a faculty advisor. These projects are presented formally at an event that is open to the public. • Occasional exit survey of graduates **Curricular Assessment/Change** Completed the largest curricular reform in the department's history. Reform was the result of many discussions CHID has had about its curriculum over the past 10 years, including student-initiated discussions in the 2007-08 academic year. This reform has: • Redefined the goals and outcomes of a CHID student's international experience • Integrated CHID international studies programs into the CHID curriculum structure • Introduced a new philosophy and new content to the introductory classes • Designed an entry level 2-credit class required for all CHID majors • Created course requirements better able to prepare students for CHID's challenging upper-level curriculum • Introduced new foci of studies in indigenous studies, animal rights, textual studies, cultural studies of biology, and video game studies • Established creative new ways to integrate curriculum topics and classes. The department views these changes as the product of a long history of creativity in curriculum reform within the CHID program and feels that this type of creativity is one of the greatest resources for the UW as it searches for ways to make each dollar spent count to its fullest. Details are:	The department is currently in the process of revising its principles and learning goals, setting up a process for this revision last fall with a committee assigned to produce drafts to be presented to the faculty, staff, and students of the program.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Comparative History of Ideas (continued)			• CHID International Programs: From "Study Abroad" to "Cultural Engagements." Study abroad is now offered as one of three distinct ways that students can get credit for the new CHID requirement known as "Cultural and Historical Engagements" (see more on this below), This reform aims to demonstrate to students that CHID International experience is no longer an extra benefit for some students; it is an important experience for rethinking the role of cultural engagements in a globalized economy. • Rethinking Introductory Classes: From "Gateway" to "Gateways." CHID now offers multiple classes on different topics throughout the year as introductory classes. The department expects that this change will allow them to appeal to as diverse a student body as possible while increasing the number of students taught per faculty position. Gateway courses are united by their commitment to the investigation of a particular topic/idea from a variety of disciplinary, theoretical, and methodological perspectives. In taking at least two courses in this category, students will begin to think comparatively and from a range of perspectives. • New Requirements: Establishing Shared Commitments. Although the department has added multiple points of entry into the CHID major, the program remains committed to providing a shared educational experience for all students during their studies. New requirements include o CHID 101. This required two credit introductory class introduces students to the CHID learning community and incorporates discussions about the program's philosophy, structure, resources, faculty and students. Specifically the course will offer specific classroom exercises that will cultivate an	

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Comparative History of Ideas (continued)			appreciation of the diversity of students within the program as well as increased opportunities to discuss readings on the importance of a globally aware and culturally sensitive interdisciplinary education. ○ Cultural and Historical Engagements. This requirement asks students to engage in rigorous and comparative cultural analysis, which may or may not involve international study. Students can fulfill this requirement in one of three ways: 1) participating in a CHID International Program, 2) taking two classes studying different peoples, places, spaces, or moments in order to make cross-cultural comparisons regarding power, and by 3) studying "Local/Global Engagements" on difference and belonging intended to link students at the UW with other communities outside of the UW.S tracing the global and local intersections in areas such as immigration, agriculture, transnational advocacy, and artistic production. ○ Power and Difference. Students are required to take a class that studies the way that oppression, injustice and efforts to combat forms of domination work through the cultural politics of identity. ○ Ideas in the World. CHID majors will take two classes that explore various systems of belief, conceptual frameworks, paradigms, historical understandings, and ways of knowing. • New Offerings: New Possibilities. This year and next the department will have offered classes that investigate the politics of indigenous peoples, the cultural and philosophical implications of biotechnology, animal studies and animal rights, indigenous knowledge systems, the political and cultural	

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Comparative History of Ideas (continued)			dimensions of suffering, the theoretical and rhetorical implications of metamorphosis, queer theory in relationship to post-colonial and bio-political studies, while broadening program offerings that explore the relationship of digital scholarship to humanistic enquiry.	

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Comparative Literature	Cynthia Steele cynthias@uw. Tamara Cooper tcoop@u Marcia Feinstein-Tobey maf@uw.	Students will leave the major with: • The ability to critically analyze primary texts (both written and visual) • An 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 research	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Exit surveys • Exit interviews with graduating seniors, as part of the application to graduate process **Curricular Assessment/Change** Several review processes have resulted in changes to the major as follows: • As a result of student interviews, faculty review and a desire to create comparable parallel learning experiences between the literary and cinema studies tracks, significant changes have been made to the literary track of the major. Aligning the Literature track of the major more closely with the Cinema Studies track will increase the synergy between the programs and enable both to support each other. The proposed adjustments to the literature track are intended to make the major more coherent in three ways: 1) by drawing a clearer distinction between beginning and advanced level work, 2) by identifying history as a major category in the organization of the discipline and 3) by connecting the Literature and Cinema Studies tracks so that students can see the relationship more clearly and so the programs can share limited resources more effectively. Specific changes include: o Students are required to take at least one course from the series 251-2-3 before they can declare a Comp Lit major. These new introductory courses may be counted toward the major. All three of these courses will have the same primary learning objectives but will offer different groupings of texts in order to achieve them. One will address literature and culture, one will address themes in	In addition to written exit surveys, students applying to graduate will review survey in person as part of their exit interview.

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Comparative Literature (continued)			literature, and the third will address genres. o The department has added a new series, 350-1-2 focused historically. Students must take at least one course from each series, this and currently existing 320 series focused regionally, in addition to one course over the 300 level, which deals primarily with materials from before 1800. o Students are required to take one 300 level film course. • Participated in working groups for advisers, ArtsLink and WordLink, to ensure best practices are made standard in advising education for all majors • Participated in early advising and orientation sessions for new entry majors to ensure the major will take foundation courses as early as possible	

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Dance	Betsy Cooper bcoop@uw.	• Understand dance as a cultural practice that reflects and impacts local communities and global cultures. • Develop and practice analytic, evaluative, and contextual skills requisite to critical thinking, kinesthetic understanding, and personal growth. • Develop and practice skills in rhythmic, movement and compositional analysis. • Develop effective communication and research skills to promote and articulate a deeper understanding of dance practice and theory. • Engage in personal assessment and reflective practices that encourage self-directed learning. • Understand how basic principles of dance science and teaching methodologies can be applied to technical and aesthetic development. • Recognize and expand creative, artistic, and intellectual potentials. http://depts.washington.edu/uwdance/undergrad.html	**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. • Quarterly assessment of student progress in dance technique courses by instructors. At the beginning of each quarter students enrolled in dance technique are observed by 1-2 instructors in ensure they are placed in the correct dance technique course. Faculty meet to confer on technique level placement. • Student self-assessment of written assignments in dance composition, dance teaching methods, and in many dance technique courses. • Writing assessment in a variety of theory and technique courses that include research papers with peer review processes and revisions, ethnographic writing, journaling, peer review of teaching, movement analysis, performance response papers. • Senior projects required in senior seminar • Portfolio assessment (may include choreography, dance for the camera, writing, journals) • Assessment of choreography. All students choreographing for the Dance Majors Concert engage in 2-3 choreography showings where they receive critiques by peers, instructors and member of the larger dance community. Students must go through this vetting and critique process in order to have their choreography produced in the concert. • Assessment by external professionals. o Two dance professionals from the community observe the dance concert to assess the work. Choreography awards are given based on their external evaluations.	

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Dance (continued)			o Students in Dance Teaching Methods teach dance classes in the community and receive critiques of their teaching by dance studio teachers, UW instructors and classmates. • Exit survey. Administered at the completion of senior seminar **Curricular Assessment/Change** Added a new course, Dance 251 (The Creative Process) to the dance major curriculum. This is a studio-based course that blends theory & practice with a focus on how artist engage in the creative act. This course will be taught for the first time in winter 2010 and will serve as a gateway to the dance major. Currently Dance 250 (Cross Cultural Dance) is the gateway to the major. Dance 251 was added as a gateway for two reasons: 1) it may be more suited for students wishing to pursue performance and choreography. 2) Enrollment in Dance 250 was at a maximum.	

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Digital Arts	Cynthia Caci ccaci@uw.	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, the department's 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 are required to articulate their learning objectives in applications at the beginnings of all courses. Faculty use students' applications to link course learning goals to students' goals. Self-assessment also includes self- and peer-critique. • 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** • Created an honors option • Created position of Research Artist, who contributes to the teaching mission of the undergraduate program while pursuing own projects • Developing closer partnership with the Art Department, including study abroad opportunities for students in both majors	Develop exit survey for seniors.

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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@uw.	All areas of Drama contribute to the learning goals for the department's undergraduate students. These goals include the development of: • Analytical skills, so students are able to have a full understanding of dramatic literature which then allows full use of their imaginative and emotional responses, which the department regards as essential to make 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, so that students understand how the tools of intellectual curiosity and creativity may be applied throughout their lives. The department's 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. The School is concerned about teaching *a process*, not only achieving *a result*. Program values are listed at: http://depts.washington.edu/uwdrama/about/mission.shtml	**Assessment of Student Learning** • Classroom assessment, various methods – in class discussions, written work, research projects, exams, auditions for intermediate and advanced acting classes • 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 in the field or in graduate school. • Many studio classes have a final presentation or performance which Drama faculty attend, allowing for quarterly assessment of students. • The great majority of Drama majors have worked on a production in addition to the required running crews. Many are involved in creating and producing their own work. These productions are not part of an official class, but serve as a means of evaluating what students have been and are learning. • An elected BA Council meets regularly with Professor Parker, Head of the BA Program, and with Professor Gates. The Council plays an active role in facilitating strong communication between the administration of the School and students. **Curricular Assessment/Change** • Added Drama 201 (Plays and Styles) as a prerequisite to the major, in place of Drama 302 (Critical Analysis). Drama 302 remains required for the major, but will not be a prerequisite to the major. School of Drama	Due to budget reductions the department had to eliminate a grad student appointment, which provided a second half-time adviser to BA students.

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Drama (continued)			faculty believe that undergraduate majors should start with a solid grounding in the structure of dramatic literature and its styles. Drama 201 provides a fundamental vocabulary and basic background in play structure and styles which will benefit majors in all areas of their study. • Included Drama 213, Sound Design, as an option to fulfill the design/tech portion of prerequisite and requirement for the major. Sound design has become a staple of professional theatre productions and the addition of this area of study has been made in order to reflect current practice. Currently BAs must complete three design tech classes – Drama 210 (scenery), 211 (costumes) and 212 (lighting). The revision will allow BAs to choose three design tech classes out of the four in the curriculum, the credits will remain the same at 12. • Changed Drama 251/252/253 from a 3-quarter sequence, totaling 12 credits, to a Drama 251/252 2-quarter sequence, totaling 10 credits. By expanding the lecture and reorganizing the course structure, the department covers the required content in two quarters instead of three. This allows students to start the sequence in either fall or winter quarter (helpful to transfer students who often are closed out of the class in autumn now), and allows students who finish the sequence in winter to start auditioning for intermediate and upper division acting classes sooner, increasing students' exposure to more specific, in-depth areas in the study of acting. The change decreased the required credits in the acting area from 12 to 10. • Added a course so that BA students can get Drama credits for completing an internship.	

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Economics	Greg Ellis ellis@uw. Michelle Turnovsky mturn@uw.	The Department of Economics has several educational goals for the students who take economics courses. Most importantly, the department wants them to develop what their 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. Faculty believe that this approach has applications that go beyond economics courses and that help students to understand the problems and challenges faced by all individuals and organizations, from families to governments. More specifically, the department wants 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 and 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, 87% of respondents said that they were well prepared or very well prepared for their career goals, 93% for their decisions as citizens, and 98% for defining and solving problems. • Senior thesis required for honors students. • Internships involving independent research and undergraduate research with faculty members • Involved 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. • Participation in the UW Senior Research Study—a study assessing student learning in the area of research that included focus groups with seniors from 15 departments. The study report is located at: http://www.washington.edu/oea/reports **Curricular Assessment/Change** • Due, in part, to student feedback about their preparation in statistics, no longer recognized QMeth 201 as a valid substitute for Stat 311 in gaining admission to the major • In response to student feedback about two econometric courses (Econ 482 and 483), redesigned the two courses to eliminate duplication of material, among other changes. Students may now take one or both courses in any order that suits their schedules. • Due the popularity of other classes in finance, developed a new course on financial derivatives: Advanced Financial Economics -	An assessment plan for the redesigned honors program including administering a graduating honors students questionnaire, investigating the possible impact of their research, and tracing their career over the next few years.

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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 http://www.econ.washington.edu/instruction/undergrad/LearningGoals.htm	ECON 426. The course introduces financial derivatives and structured financial products, with emphasis on futures and options, economic theory, valuation methods, trading strategies, hedging, and securitization, and real world applications and developments in the financial markets.	

COLLEGE OF ARTS & SCIENCES				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
English	Gillian Harkins, eungrad@uw.	**Skills** • 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 **Content Knowledge** • 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	**Assessment of Student Learning** • Classroom assessment, various methods, • Course evaluations • Senior capstone/thesis experience. • Portfolio review of student essays produced in ENGL 202/197. • Portfolio-based assessment of expository writing program courses (English 111, 121, 131) that includes a reflective essay • Exit survey of graduating seniors, which currently enjoys a 60% response rate, captures significant quantifiable data on student learning in the major. • Participation in the UW Senior Research Study—a study assessing student learning in the area of research that included focus groups with seniors from 15 departments. The study report is located at: http://www.washington.edu/oea/reports **Curricular Assessment/Change** • Conducted focused assessment on specific courses (e.g., in 2007-09, the director of Undergraduate Programs evaluated 200-level English courses taught by graduate students) As a result, adopted course design goals and learning outcomes for the 200-level curriculum. This initiated a comprehensive curriculum review which continues today. One result of the work on 200-level courses was introduction in WIN 2008 of a web site for graduate student instructors teaching undergraduate literature courses for the first time. Among other things, the web site clarifies the audiences, learning goals, and instructional expectations for introductory courses. The work of rationalizing the 200-level curriculum and articulating learning goals is largely complete, and attention will turn to the 300-level curriculum in 2009-2010.	The Department plans to publish learning goals for all courses in the curriculum by the end of 2011. Program learning goals as described in the Catalog and the senior exit survey will also be refined as the process of establishing goals for individual courses unfolds. In 2009-10 attention will shift to the 400-level capstone courses. This coming year's assessment will allow us to gauge how well these courses function individually and collectively as capstone experiences. Anecdotal evidence suggests that the capstones have been underutilized as assessment

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
English (continued)		• Standards of grammar, mechanics, and usage acceptable in the discipline and the reasons why those standards have been adopted	• Continued assessment of key courses in the major. The earliest round of assessment focused on the efficacy of the "gateway' courses, ENGL 202 and 197. These courses are intended to provide foundational learning experiences in critical reading and writing. This work lead to the adoption of formal course learning objectives in SPR 2008. In 2007-08, the Department received a Learning Initiative grant from the College of Arts and Sciences to perform a similar study of ENGL 302, which functions as a second-level "gateway" in critical theory. • Made ENGL 202/197 the sole prerequisite courses for admission to the English major, based on assessment of the 202/197 courses, which showed that student learning in these courses suffers considerably if they are not taken early. It was decided that enforcing them as prerequisites for admission would ensure timely completion. • Required completion of ENGL 202/197 with a minimum GPA of 2.0 in each course as a prerequisite for ENGL 302. Results of assessments revealed that basic mastery of ENGL 202/197 course content/skills,was necessary for success in ENGL 302. • Considering requiring a minimum 2.0 grade for ENGL 202/197, for ENGL 302, and for the 400-level capstone course. Faculty agree nearly unanimously that students should demonstrate some minimum competence in courses which make up the core of the major • Considering renumbering ENGL 202 as ENGL301, offered concurrently with ENGL 297. This renumbering reflects a greater appreciation for the intellectual challenges these courses pose and their centrality to the major. • Considering reducing the number of 200-level credits that may be applied to English major	opportunities, and consideration of how the department might better use them will be included in the study. A portfolio review will be an important component of this assessment. The UEC will begin consideration of adding an English language study requirement to the English major and possible development of a formal secondary teaching pathway. Anecdotal evidence strongly suggests that prospective K-12 teachers would benefit from both greater curricular clarity and from supplemental

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English (continued)			requirements from 20 to 15. In light of the purposes of the 200-level curriculum as recently articulated as part of the assessment process, it was decided that English majors should be asked to do more upper-division work. • Considering revising the ENGL 210-213 course sequence to reflect departmental understanding of these as introductory courses appropriate for English pre-majors and to incorporate content of the ENGL 228-230 sequence which had been dropped from the curriculum. ENGL 264, a course not offered in many years, has also been eliminated. • Created four new 300-level courses, which reflect current faculty expertise and developments in the discipline: ENGL 318 and 319, 365, 376. Introduced three new 200-level courses in the Interdisciplinary Writing Program (IWP): ENGL 297, 298, 299. These more advanced versions of the existing 100-level IWP courses were created in response to an immediate English Department need for a writing link compatible with a 300-level gateway course (the proposed ENGL 301 which will replace ENGL 202) and to anticipated similar needs within other departments. • Developed ENGL 285—Writers on Writing— to provide broader access to the creative writing faculty. Because creative writing became a selective pathway in 2005, fewer UW students have had the opportunity to learn about the work that writers perform, and ENGL285 was introduced to fill this gap. • Introducing capstone options for students preparing for secondary teacher education	programming. The Phoenix Project, whose objective is the mentoring of prospective teachers, was launched in 2009. OEA's involvement in assessing this effort will be solicited.

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French & Italian Studies Program	Albert Sbragia sbragia@uw.	Upon completion of their course of study, majors in French/Italian will:
		• Demonstrate linguistic fluency in French/Italian and a broad knowledge of French & Francophone/Italian language, literature, and culture(s)
		• 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 the French & Francophone/Italian literary canon
		• Understand how to conduct research in French/Italian literary and cultural studies and develop skills of analytical and integrative thinking, critical reading and writing
		• Demonstrate competence necessary for continued graduate study and/or employment in a variety of fields related to the French/Italian language and literary and cultural studies
		• Demonstrate awareness and sensitivity to other languages and cultures
		
		http://depts.washington.edu/frenital/undergrad/learning_goals.htm
			Assessment of Student Learning
			• Classroom assessment, various methods
			• Course evaluations
			• Senior thesis option
			• Exit survey
			
			Curricular Assessment/Change
			• Because of students' input on course evaluations and exit surveys, offered new and broader cultural courses or transformed them into gateway courses, as follows:
			  ○ French 307, Survey of Francophone Literatures and Cultures, added to list of survey courses that may be applied to the French major or minor
			  ○ French 376, Culture, Politics, and Society in France from the Religious Wars to Revolutions, may be used to satisfy gateway culture course requirement
			• Developed and offered French 211, Renaissance, Enlightenment, Revolution: Major Works in English, a new introductory culture course cross-listed in European Studies
			• Developed and offered Italian 260, Fashion, Nation, and Culture, a new introductory culture course cross-listed in Art History and European Studies
			• Developed and offered Italian 343, Style and Rhetoric, a new 300-level transition course from language to 400-level literature courses, may be applied to Italian major or minor
				Establishment of a capstone course linked to honors thesis to consolidate learning skills for graduating seniors
				
				Establishment of more internship opportunities (in particular via EUSA programs in Paris and Geneva to provide students with on-site experiential learning opportunities.

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Geography	Rick Roth rroth@uw.	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 • Portfolio assessments • Exit surveys **Curricular Assessment/Change** • Dropped the capstone requirement because many of the concentrations did not provide enough 400-level courses, and also because portfolio assessment indicated that students desired a more integrative capstone experience than most of the 400-level courses were providing. • Dropped one required course (Geog 205) because portfolio review indicated that the content in that course was not integrated into the rest of the curriculum, and students were not using the course content or analytical tools in subsequent courses. • Also as a result of portfolio review, reworked another resources management course (Geog 370) to integrate it more into other curricular offerings dealing with "society and the environment". • As a result of the portfolio review and student exit survey comments, generated keywords for each undergraduate course, and a companion inventory of the Geography curriculum by keyword.	Integrate course and depart-mental learning goals into end-of-quarter student course evaluations Develop a more dynamic, inter-active advising website to help students use keywords for course planning (curricular compass) Develop better ways to keep track of student internships and research. Explore using a Catalyst form for faculty and advisers to make these updates in real time, rather than gathering once a year. Use A&S new Social Sciences Learning Link (SLINK) to generate curri-cular compass for all social science courses

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
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		*In terms of redesign of the major, a direct result of prior assessment activities:* De-emphasize fixed concentrations and move toward direct student shaping of customized pathways through the curriculum (individualized concentrations or "thematic options") Replace currently required quantitative methods course (Geog 326) with a new course applying both quantitative methods and GIS tools to specific geographic problems and case studies. Seek funding for faculty to conduct a new portfolio review of under-

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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)		graduate work, and match the outcomes of that review to departmental learning goals Require a senior capstone project, internship or fieldwork experience

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Germanics	Charles Barrack cbarrack@uw. .	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 awareness and sensitivity to other languages and cultures as well as to one's own • 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. http://depts.washington.edu/uwgerman/indexunder.html	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Senior seminar, where students are required to do research on a topic related to the seminar theme and write a longer research paper. Papers and coursework are evaluated by instructors and, as part of an annual assessment, by the undergraduate advisor and members of the undergraduate curriculum committee. As a result of this process a need for increased writing was identified. **Curricular Assessment/Change** • Offered a new, streamlined major, emphasizing advanced language skills, more writing, and the study of culture. This change was driven by a FTE shortage due to budget cuts and the resulting inability to staff two majors; a greater emphasis of cultural studies in the discipline; and as a response to the department's assessment processes.	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
History	Matt Erickson, histadv@uw.	The History Department believes 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 History 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 the History faculty have done their job. The department works with students to help them: • Cultivate skills of critical reading, critical thinking, critical writing, and historical research. • Understand the attitudes and actions of diverse peoples in different times and places—especially peoples unlike themselves. • 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) • New exit survey, where students rate their development and growth on key learning goals of the faculty **Curricular Assessment/Change** Developed new exit survey that specifically looks at the most recent changes to the degree and how those changes are impacting students' intellectual growth	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Jackson School of International Studies *Asian Studies* *Canadian Studies* *Comparative Religion* *European Studies* *International Studies* *Jewish Studies* *Latin American Studies*	James Donnen jdonnen@uw.	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: • Deep understanding of change and continuities in global systems and how these relate to cultural, political, social and economic conditions and processes in major world regions • Comprehension of major global issues and problems • Sophisticated oral communication, writing, and analytical skills	**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 and recent graduates (all programs) • Demonstrated high achievement among JSIS undergrads, as reflected in Dean's Medal nominees, success in Undergraduate Library Research awards, 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 • Alumni survey, tied to improved alumni database accessible to all School users for follow-up with graduates • Participation in the UW Senior Research Study—a study assessing student learning in the area of research that included focus groups with seniors from 15 departments. The study report is located at: http://www.washington.edu/oea/reports **Curricular Assessment/Change** • Added 11 new courses, most of them highly topical and responsive to current developments in world affairs (e.g., "Weapons of Mass Destruction," "China's Rise," "The EU as a Global Actor, "Central Asian Politics"). • In response to student feedback and program needs, restructured the European	Systematic review of undergraduate curriculum, with an eye to greater access to and improved efficiency across International Studies and the regional majors School-wide curriculum reform committee to be convened in fall 2009 to look into the creation of greater synergies and coherence among different BA programs. Consider further expansion of Task Forces with in-country modules—one planned for Guatemala in Winter 2010 Consider implementation of on-line application process for International Studies major Continue work on development of student identity in the School Full scale assessment project

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Jackson School of International Studies (continued)			Studies major to provide thesis and no-thesis options • Developed Winter 2010 Task Force (SIS 495) with mid-quarter research component abroad • Continued efforts to provide School-sponsored study-abroad opportunities and to expose JSIS students to international students on UW campus, including by having students in the major mix with international students from Asian universities who are enrolled in special programs organized together with Education Outreach Office	conducted with the UW Office of Educational Assessment to track the School's role in the "transforma-tion of the student personally and academically through the duration of their studies."

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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 • Every student is obligated to meet with the LSJ adviser at least three times as they pass through the curriculum. 1) When a student declares the major, the adviser and student discuss individual educational and learning goals for the major. 2) When students register for the required internship class they talk about the relation between the major and the "real world." 3) When the student meets with the adviser to set up his or her senior seminar and to apply to graduate, they talk about the upper tier learning goals and how they translate into real-world skills. • LSJ internship requirement includes student survey of experience. The Director of the LSJ Program is the supervisor for a third of all of the internships and uses the required meetings with students to assess the efficacy of the curriculum and departmental learning goals. **Curricular Assessment/Change** • Completed a full departmental review. At the core of these reviews is an assessment of the efficacy of teaching and learning in the major. • Conducted annual LSJ faculty retreats to discuss the curricular direction of the major. These retreats were used to assess: o The four core classes that make up the foundation of the student's learning in the major, and how to make these courses	Establishing unity and student identity are LSJ's biggest long-term goals. 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 in the program.

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Law, Societies, & Justice Program (continued)			better fit the learning outcomes and curricular goals of the major as a whole. o How possible changes in the core classes will affect student learning in later courses in the major. o How the development of a graduate program might affect the already successful undergraduate major. • Added three new classes as options for completing the LSJ Core requirements. Each of the LSJ faculty now teaches one of these core courses, in a rotating cycle. This creates a more equitable arrangement of service courses for the faculty. This also helps the faculty organize the learning goals of the lower level classes to improve student success in the learning goals of the upper level classes. • Changed the procedure for applying to LSJ Honors to focus more on student development of a research project for the Honors Thesis. Motivating students to plan their Honors Theses farther in advance has already produced more engaged students writing more carefully planned papers. • Offered freshman/sophomore level course (LSJ 200). This was a conscious effort to encourage students to explore the LSJ curriculum earlier in their time as students. It will also give a greater depth to the curriculum allowing us to expand from what has previously been a degree that serves mostly juniors and seniors. This change is a direct response to information gained from assessment tools in the past two years: students want more lower-level coursework; the department wishes to develop a stronger student cohesion and identity; and it needs courses that outline a broad perspective of the field of socio-legal studies.	

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Linguistics	Michael Scanlon lingadv@uw.	• Develop appreciation of general properties of language, including:
		  o systematicity of language
		  o how language can spread geographically; how languages change over time
		  o common cross-linguistic patterns; language universals
		  o scientific importance of all languages/dialects
		  o properties of signed as well as spoken languages
		  o understanding the potential effects of social factors
		  o value of describing language as a formal system
		• Learn ways to study language in a scientific way :
		  o gathering data and making observations
		  o hypothesis formation and testing
		  o making predictions about possible vs. impossible patterns
		  o empirical advantages of working with large amounts of data
		• Develop competence in linguistic analysis, including :
		  o analysis of sound, word, and sentence structures of individual languages
		  o modeling language as a formal system
		• Improve general academic skills:
		  o writing skills
		  o reasoning skills
		  o ability to focus on/pinpoint a problem
		
		http://depts.washington.edu/lingweb/Learning_Goals.php
			Assessment of Student Learning
			• Classroom assessment, various methods
			• Course evaluations
			• Student self-assessment
			• Peer evaluation of student work
			• Senior project for Romance Linguistics majors; thesis for honors majors
			• Periodic surveys of majors
			
			Curricular Assessment/Change
			• Made changes to Romance Linguistics BA due to retirement of main RL faculty member; RL courses highly recommended but not required and increased writing component on problems in RL.
			• Developed new program in American Sign Language (101-103, 134 summer intensive, 405 Deaf Studies)
			• Added undergraduate courses in computational linguistics to complement graduate ones, 471 Computational Methods for Linguists, 473 Basics for Computational Linguistics.
			• Added new lower division large enrollment class, 233 Introduction to Language and Society, cross-listed with Anthropology and Communication.	

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Mathematics	Brooke Miller miller@math.	Graduates will have a broad exposure to the major disciplines within the study of mathematics, together with exposure and extensive practice with mathematical proofs. Depending on the particular track selected, graduates focus on building a strong foundation for graduate school, professional school, industry business, government, and teacher preparation. 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 327/328) 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 • Participation in the UW Senior Research Study—a study assessing student learning in the area of research that included focus groups with seniors from 15 departments. The study report is located at: http://www.washington.edu/oea/reports **Curricular Assessment/Change** • Continued to assess freshman calculus to maintain quality. • Continued assessment of changes in the department's teacher preparation major.	

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Music	Richard Karpen karpen@uw. Joël Durand: jdurand@uw.	The School of Music offers a multidisciplinary curriculum that exposes students to the study of the theoretical as well as the practical aspects of music in the world and throughout history. Students are offered the opportunity to develop in equal measure the ability to become scholars and performers in a large variety of styles. Majors and minors in the various programs within the School of Music will develop competencies in the following primary areas: music theory, music history, music composition, jazz studies, music education, ethnomusicology, instrumental and vocal performance. **Music theory**: Students will achieve competency in the analysis and practice of tonal harmony, counterpoint, as well as the developments that followed in the 20th and 21st centuries. They will also develop their aural skills **Music history**: students will review in depth the major musical trends of the western musical culture from the middle ages to the current period. Students will develop basic skills of scholarship and research. **Music composition**: Students will learn to develop a critical assessment of their own work through guided mentorship, by exploring a number of the most recent compositional techniques and aesthetics. **Music education**: Students will (1) develop pedagogical skills for teaching music to children and adolescents in ensemble and classroom contexts; (2) become familiar with key resources and materials appropriate for school music instruction; (3) develop curricular, instructional and professional practices reflecting Washington State K-12 learning goals. **Performance**: Students will get intensive coaching on their instrument, in order to develop abilities to perform in public settings, as soloist as well in instrumental or vocal ensembles.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Entrance auditions that students must pass before becoming music majors. • "Jury" examinations that students must pass each year before continuing to the next year of study. A jury is a panel of faculty who listens to the student performing music; this is a sort of re-audition each year. • Independent research • Public performances in the form of recitals and ensemble performances; required junior and senior recitals (capstone projects). • Quarterly presentations of works (for composition majors) • For performance majors as well as composition majors, the weekly private lessons provide constant feedback and support. • Exit survey for graduating seniors. **Curricular Assessment/Change** Created three new options: Bachelor of Arts in Music ~ Voice Option; Bachelor of Arts ~ Music History Option; Bachelor of Arts ~ Early Music Option.	Over the last 10 years the School of Music has lost around 15% of its tenure track positions. Part time lecturers have made up a percentage of these losses, but these were funded in part by temporary funds provided by the College of A&S. These tempo-rary funds were discontinued as of July 1, 2009. The loss of those funds alone would have been a big blow to our ability to deliver our curriculum. But the addition of the devas-tating budget cuts due to the financial crisis, which will cause the elimination of FTE lecturers and TAs, will necessitate a full review and probable major reconfiguration of all of the programs in the School of Music

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				during the next two years. In particular the School will be reviewing the theory and history core to determine if much of what is now taught in large classes with breakout sessions can be delivered primary with self-learning technology-based methods. Performance areas of the School have been the hardest hit by the losses of FTE faculty. These areas will be reviewed to determine which areas can achieve and sustain real excellence, provide a rigorous, challenging learning experience, and include more performance of modern and contemporary music including jazz.

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Near Eastern Languages and Cultures
 	
Majors in:
 	
Languages and Civilization
 	
Culture and Civilization,
 	
Comparative Islamic Studies
 	
Biblical and Ancient Near East
	Scott Noegel
	snoegel@uw.
		The Department of Near Eastern Languages and Civilization 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:
		  o Close textual and hermeneutic studies of ancient languages and texts.
		  o Classical and modern literature.
		  o History of culture.
		
		Additionally, NELC focuses 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.
		
		http://depts.washington.edu/nelc/undergraduate.html
			Assessment of Student Learning
			• Classroom assessment-various methods.
			• Course evaluations.
			• Senior essays and essay evaluations.
			• In Arabic: achievement and proficiency tests, including the ACTFL Oral Proficiency Interview (OPI). One of the NELC 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 progress in all of the department's language area programs.
			• Use of proficiency testing in Turkish and Persian language programs 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 NELC students in competition for placement in advanced language programs such as the Center for Arabic Study Abroad, Middlebury, AUC (Cairo), Fez and Al-Akhawayn, Morocco.
			• Success of graduates applying for acceptance and fellowship support to excellent graduate programs.
			• Exit surveys to determine student satisfaction with their programs, courses, and instructors and information about the need for improvement.
				Continue to update the web-based instructional materials for Biblical Hebrew and Arabic into MOODLE (Modular Object-Oriented Dynamic Learning Environment). This represents the cutting edge of online language instructional tools. The department is doing this work with its departmental liaison in the Language Learning Center.
				
				Renewed effort to revise the entire departmental curriculum
				
				Planning is underway to implement ACTFL-like proficiency testing for the contemporary languages taught in NELC

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Near Eastern Languages and Cultures (continued)			**Curricular Assessment/Change** • Transferring web-based instructional materials for first-year Biblical Hebrew courses to a MOODLE (Modular Object-Oriented Dynamic Learning Environment) system. • Developed a CD-ROM instructional program for Hieroglyphic Egyptian (with local software company) and is in use; similar CD-ROM aids used in Modern Hebrew. • Created online materials for first and second year Arabic language courses. • Developing proficiency testing methods and standards, as well as online materials for teaching the Uzbek, Kazakh, and Uighur languages. • 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. • Created a new course on "Digital Media: The Middle East and Central Asia," taught by an adjunct faculty member in DXArts. • Offered a much greater range of courses that are introductions to the cultures of the Near East or literature/culture in translation, with the aim being to reach a broad undergraduate audience and to coordinate the 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). • Received support from the Ellison Center to support new teaching associate positions to tutor students who have receive national fellowships in less commonly taught languages such as Tajik, Kyrgyz and Kazakh. This	and to obtain ACTFL certification for several key faculty.

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Near Eastern Languages and Cultures (continued)			partnership also led to the hire of a lecturer in Uighur language. • A curriculum committee led by the Chair of the department is in the midst of a two-year goal of overhauling 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. Due to the budget crisis, the department was forced to put this project on hold (not knowing what courses could be covered), but faculty do plan to move quickly on it in 2009-2010.	

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Philosophy	Gina Gould gsgould@uw.	The responsibility of the Department of Philosophy at the University of Washington is to provide its students not only with an appreciation of the most insightful historical and contemporary answers to philosophical questions, but also with the mental tools and training to develop and evaluate their own views. Because philosophy classes develop habits and skills of critical reflection, careful reading, and creative thinking, they may be among the most practical courses that students can take as preparation for their roles in the workplace, in their families and communities, and in a democratic society. Specifically, the Department of Philosophy aims to: • Provide courses that develop and enhance the rational, critical, and creative abilities of the students who enroll in them. • Train the next generation of philosophers through its graduate and undergraduate programs. • Provide courses, both undergraduate and graduate, that serve and complement other University of Washington academic units. Learning outcomes/goals for individual courses are listed on the web during the registration period prior to the quarter.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Exit survey of graduating seniors • Participation in the UW Senior Research Study—a study assessing student learning in the area of research that included focus groups with seniors from 15 departments. The study report is located at: http://www.washington.edu/oea/reports **Curricular Assessment/Change** • Developed Writing Resource website (http://www.phil.washington.edu/PhilosophyWriting) for philosophy students and instructors. • Increased TA training in writing skills	Work with OEA to develop overall assessment plan Review results and implications of focus group study of undergraduate research.

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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 recommendations of the curriculum committee, established two new second-year courses (PHYS 226 and 294), which are designed to appeal to undergraduate majors by introducing them to some of the new frontiers that exist in physics • Created a new biophysics course (PHYS 429) as part of the future direction of this department (see "Next Steps") • Established PHYS 107 to introduce a broader audience to topics that range from subatomic particles to cosmology	As a result of recommenda-tions made by the most recent 10-year report committee, the department is undertaking a project to revamp the standard undergraduate major, in order to make the program more attractive to a broader range of students. Initially, it is expected that there will be a comprehensive (or advanced) track, an applied (or standard) track, and a biophysics (or bio-medical) track.

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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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Political Science	Meera Roy meroy@uw.	• Via coursework requirements for the major, be exposed to study of at least three different political science subfields • Learn and practice using political theories to analyze events and behavior • Learn how political structures and institutions function • Understand the meaning of political concepts • Understand the significance of historical background for interpreting political events, processes and behavior • Learn to critically evaluate competing theories • Learn to make arguments and support them with evidence	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • 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 • Evaluation of undergraduate course syllabi and faculty interviews to determine course-based learning goals. Analysis organized by disciplinary subfields: American politics, political theory, comparative politics, international relations. • Participation in the UW Senior Research Study—a study assessing student learning in the area of research that included focus groups with seniors from 15 departments. The study report is located at: http://www.washington.edu/oea/reports **Curricular Assessment/Change** Added International Security option to the major	Discussion of results of Learning Initiatives Project by the Undergraduate Program Committee Conduct focus groups with majors on their learning

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Psychology	Beth Kerr bkerr@uw.	**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 • 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	**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** • Advertised and promoted learning goals so that undergraduate students, graduate students (TAs), advisors, and faculty have access to learning goals and are aware of the place of individual courses in the overall department plan. Instructors are encouraged to include course learning goals on class syllabi and/or web pages. • Developed "skill pathways" through the curriculum. • Identified the need to better define the ways that the department addresses the diversity and awareness learning goal and are working on this issue. • More fully recognized that the department's long-standing, required small stand-alone laboratory courses (students take one after they have completed the required statistics courses) serve as a capstone course. These courses require using methods, information-literacy skills, data analysis, and communication skills (writing, data presentation, and spoken presentation) and working in groups. The department is considering ways to evaluate student performance in these courses for assessment of learning in the major.	As noted, Psychology would like to independently evaluate student performance in stand-alone laboratory courses for assessment purposes. The department would also evaluate students' performance in some 400-level elective courses that include at least one 300-level core knowledge course as a prerequisite. Like the labs, these 400-level courses require that students use knowledge and skills gained throughout the major.

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Psychology (continued)		• 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:** • 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,		

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Psychology (continued)		• 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 Learning goals for individual courses are also on the Psychology Department web page in the Undergraduate Section and can be accessed from side menus as well as from the Mountain Logo that has drop down menus covering different categories of courses. http://web.psych.washington.edu/undergraduate/lg_home.html		

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Scandinavian Studies	Terje Leiren leiren@uw.	Graduates: • Have an advanced level of proficiency in at least one Scandinavian, Finno-Ugric, or Baltic language; they are able o to speak about a wide range of concrete topics in a sustained conversation o to interpret and write about literary texts, non-fiction, and other media • Demonstrate knowledge of major figures, ideas, and institutions in the Baltic and Nordic cultures, history, literature, and politics in a manner that informs a global perspective • Are able to research and synthesize source material in their target languages • Can produce a scholarly essay in English on a topic within their areas of concentration. http://depts.washington.edu/scand/information.php	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Capstone course and senior essay (UG research paper required of all majors is directed by faculty advisor and reviewed by a faculty committee. Selected papers are presented at a student colloquium.) • Language proficiency evaluated in all first and second-year language classes • Exit interviews • Exit survey to measure the validity and effectiveness of student learning outcomes **Curricular Assessment/Change** None	The department hopes to expand opportunities within the curriculum for students to study abroad thereby expanding student language proficiency and cultural literacy.

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Slavic Languages and Literature	Galya Diment galya@uw.	Slavic Languages and Literature fosters student knowledge and understanding of the Slavic cultures and allows 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. Graduates of the program will: • Complete the degree with a solid background in fundamental content knowledge • Gain basic competency in languages other than English • Have adequate opportunities to write, both generally for informed and rational humanistic discourse, and specifically for well-argued discussion • Be encouraged to participate in meaningful learning outside the classroom (e.g. internship, research project, community service) • Be encouraged to participate in international study opportunities	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Exit exams for students completing fourth-year Russian and second-year Bosnian/Croatian/Serbian, Czech and Polish languages • Senior thesis for departmental honors students • Exit survey of graduating seniors **Curricular Assessment/Change** • Added SLAV 223 and RUSS 230 as electives that count toward the two majors and the Russian literature and Slavic literatures minors • Because experience has proven that students with basic knowledge of linguistics are more likely to succeed in SLAV 351 and RUSS 451, added LING 200 as a prerequisite for these two courses • Expanded the guidelines for students completing departmental honors • Have submitted course proposal for SLAV 402, Using Slavic Resources, designed to prepare students for advanced studies. This course is intended for students writing honors theses and/or contemplating graduate study.	Supplement exit survey with a follow-up questionnaire sent five years after graduation to ascertain what student impressions of their experience were and whether/how those impressions have changed.

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Sociology	Erin Dana erindana@uw.	• 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:
		  o Ability to identify and assess the logic of an argument (or research design)
		  o Familiarity with methods for systematic observation of the social world
		  o 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 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 media and other sources. More broadly, this means drawing on sociological knowledge for understanding and participating in a global world.
		http://www.soc.washington.edu/academics/undergrad_program/new_ug_home.htm
			Assessment of Student Learning
			• Classroom assessment, various methods
			• Course evaluations
			• Survey of student experiences in Practica (SOC 494)
			• Thesis requirement for honors students
			• Exit survey 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.
			• Participation in the UW Senior Research Study—a study assessing student learning in the area of research that included focus groups with seniors from 15 departments. The study report is located at: http://www.washington.edu/oea/reports
			
			Curricular Assessment/Change
			• Limited credits for SOC 494 to 10 from 15
			• Submitted proposal (in process) to change major requirements as follows:
			  o Remove SOC 220 (no longer being taught)
			  o Add SOC 300 (new course)
			  o Add additional courses to meet statistic requirement (STAT 220, 311, SOC/STAT/CSSS 221 or 321)
			  o Place limit on number of practicum course credits which can be applied to the major.
				Review possible simplification of application process.
				
				Evaluate outcomes/ objectives of the orientation of new sociology major

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Spanish and Portuguese Studies	Suzanna Martinez martis9@uw.	• 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. http://depts.washington.edu/spanport/home/LearningGoals.html	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Testing of proficiency using ACTFL standards • Exit surveys • Participation in the UW Senior Research Study—a study assessing student learning in the area of research that included focus groups with seniors from 15 departments. The study report is located at: http://www.washington.edu/oea/reports *See also "means of assessment" for learning goals at left.* **Curricular Assessment/Change** • Added an on-line Spanish internet component, (Aula Virtual de Español, or AVE) to select 200-level courses • Used the DELE, the Cervantes Institute Spanish language competency certification exam, in a pilot project to assess upper-level Spanish students' language level • Implemented new Spanish major and minor program requirements • Added Portuguese 110 (covers the equivalent of PORT 101 and 102) to the curriculum, as another option to prepare students for PORT103, due to budget cuts	The department has an agreement with McGraw-Hill to implement AVE, an on-line Spanish Internet component, in all of the 100/200-level courses by WIN 2010. The department will continue moving toward using the Cervantes Institute's Spanish Competency Certification exam (DELE) as a capstone, so its students will graduate with an internationally recognized certificate of competence in Spanish.

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Speech and Hearing Science	Gabrielle Gruber gruber@uw.	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** • Continued to expand and develop the department's website, especially sections featuring "current events" and links to faculty/research websites and other related organizations/information. • Reviewed undergraduate curriculum. Select committee collected information from faculty (syllabi, interviews) and students in order to review the current content and presentation of SPHSC courses. Overall the committee suggested that the current undergraduate program is doing a good job of meeting the needs of students for fulfilling elemental knowledge in SPHSC.	Address areas of concern that came out of the recent review of undergraduate curriculum. Check neuroscience and speech science. Other areas addressed include some redundant material, as well as need to sequence courses and increase consistency of approach/ terminology to promote better student learning (neuro sequence; SLP sequence; AUD sequence) Re-evaluate this year to continue this process; submit paperwork to college to assign new course numbers, change course credits or lab/quiz section offerings. Also consider when

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Speech and Hearing Science (continued)				the course is offered and sequence of courses. Continue to manage the alumni survey to include periodic "check-ins" with graduates and their employers to determine how well the curriculum prepared them for work and/or grad school. Continuing to update and modify the alumni section of the dept website. Explore using Catalyst web survey resources to expand the department's connections with alumni, off-site educators, employers, and the community. Develop program to track future plans of all graduated majors

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Statistics	Mee Ling Hon mhon@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** • Examining the undergraduate program, both for majors and the service courses. As part of that process and in conjunction with the Learning Initiatives program in the College of Arts & Sciences, conducted focus groups with graduating seniors to determine their perspective on their experience. Made changes to the curriculum as a result. • Submitting proposed changes to the major that include the new STAT 340 and STAT 302. STAT 340, 341, and 342 creates a single coordinated sequence that is organized for the needs of majors and that also allows a one-year course sequence that gives a full calculus-based introduction to probability and statistics. This should give the department much better outreach than the current four-quarter commitment required. The minor is affected also, in a very positive way; the new sequence now gives it a very well defined content. • Tried out as special topics courses, some new elective course options, including industrial statistics, and K-12 tutoring experiences in local schools in response to the recurring difficulty in the undergraduate program caused by resource limitations. Such limitations allow the department to offer only the sparsest set of elective courses for undergraduate students. • 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 undergraduate programs.

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Women Studies	David G. Allen dgallen@uw.	• 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 • Portfolio reviews (with a monetary award for the best one) • Exit survey and/or interviews **Curricular Assessment/Change** • Conducted regular review/revision of core courses using learning goals • Renumbered and established some sequencing and prerequisites for core courses—to be assessed in 2011.	Review changes to core courses In addition, the department has not yet worked through its writing assignments, although there is agreement that the department does not focus enough on increasing students' writing/analytic skills across the curriculum.

COLLEGE OF BUILT ENVIRONMENTS				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Architecture	Kathryn Rogers Merlino krm@uw.edu	Architectural Studies, a Bachelor of Arts major in the Department of Architecture, is a pre-professional degree designed to prepare students with a broad framework of knowledge for advanced standing in a two-year Master of Architecture professional degree program. The major also prepares students for an array of career opportunities in other design fields that affect the built environment. These include aspects of planning, research, government, development, construction and management. The goal for students in the Architecture Studies major is to develop a broad liberal arts foundation followed by a focus on entry level courses in architectural design, theory, the technology of human comfort, building systems, assemblies and materials, structural engineering and upper-division electives in those areas. In addition, students must have exposure to and some mastery of non-architecture disciplines affecting design solutions: the arts, the behavioral and natural sciences, and economics, to name a few. A concentration of time and credit hours – over 1/3 of the student's time – is spent in sequential architectural design studios, one per quarter, wherein architectural problems are emphasized and all other discrete course material is integrated into problem solutions. Specific goals for student learning include an understanding of: • Organization of three-dimensional space in response to specific human needs • The sequence and history of human building activities • Various architectural theories and current thought about the aesthetics of design • Construction materials and their properties, including wood, masonry, concrete and steel,	**Assessment of Student Learning** • Classroom assessment, various methods, including: o Feedback during project development about "hands-on" manipulation of course elements common to almost all courses, such as building and testing trusses in Structures Series, learning to weld and form concrete in Materials Series, model construction of building systems. This is in the form of one-on-one critiques of student work in progress during class time and final critiques of finished products before invited guests o An intensive system of daily observation and faculty critique in the Design Studios at the student's desk for feedback on the student's design process to observe and test critical thinking, ability to synthesize numerous elements, ability to take suggestions and self-evaluate. o Presenting all course work of a three-dimensional nature several times to peers within a course or studio and at mid and final point of development to invited guests, experts in the topic. o A written evaluation by studio instructors of each student's Design Studio work goes to them and into their file at the end of every quarter (6 in total) .The evaluation breaks down all the learning goals of the studio involving design process and team work, evaluating and discussing: + Design Process and Abilities, including: ➢ Analysis – clarity of thought in understanding basic issues and structure of the problem	

COLLEGE OF BUILT ENVIRONMENTS				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Architecture (continued)		and how they are used and applied in construction • Building systems and their integration for human comfort, including lighting, heating, ventilation, acoustics • Structural principles and how structures withstand forces of gravity, wind and earthquakes, as well as how efficiency and design affects structural integrity • Relationships of buildings to site and climate, neighborhood and regional contexts, and the ethics of sustainability • Social, political, legal and economic influences on design and construction • Humanities and social sciences parallel to pre-professional development. Specific goals In the area of personal development include but are not limited to: • An ability to visualize three dimensions and think spatially • Graphic skills for design development and presentation including freehand drawing, graphic delineation, pencil, ink, color and computer graphics • A command of language skills written and oral, indispensable for communicating ideas • An ability to think critically and exercise self-criticism	➢ Concept formation – ability to synthesize program, context and form into a design context ➢ Development – ability to develop alternatives, make judgments about priorities and integrate new data ➢ Self-critical – ability to evaluate one's own work ➢ Productivity – persistent, thoughtful inquiry, moving ahead in a logical, orderly, timely manner ➢ Visualization – ability to conceive and visualize three-dimensional space ➢ Design media – early and appropriate use of diagrams, sketches, models in analysis and conceptual organization ➢ Communication media – use of sketches, drawings and models to simulate and communicate design solutions + Methods and Manners of Study, including: ➢ Attendance and participation and the ability to listen and contribute to the progress of the studio ➢ Receptivity to the comments and ideas of others and ability to respond positively ➢ Expressiveness and the ability to communicate ideas clearly to others, sharing skill, information and experience	

COLLEGE OF BUILT ENVIRONMENTS				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Architecture (continued)			• Academic assessment in response to program progress: Normal progress toward graduation is monitored at least once and usually twice an academic year during meetings between each student and the Undergraduate Program Coordinator or Undergraduate Academic Advisor. The undergraduate architecture curriculum is an integral part of the Department of Architecture and shares many courses with the graduate curriculum with a significant interdependency between the two. Because all faculty teach in both programs on a regular basis, student progress can be followed, compared and assessed at all levels. Faculty teaching similar material (For example, 4 to 5 Design Studios are offered at each program level each quarter.) meet regularly to discuss their curriculum area. If necessary, problems and policies are brought to the larger faculty for discussion and vote. • Course evaluations • Senior year design projects culminating in a work portfolio • Review of student design work by external evaluators • Exit surveys • Informal feedback from graduates **Curricular Assessment/Change** • Added a dual Arch/Construction Management degree and created a required design build studio for that degree, Arch/CM 404. • Approved a departmental honors curriculum	

COLLEGE OF BUILT ENVIRONMENTS				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Community and Environmental Planning (CEP)	Christopher Campbell ccamp1@uw.	Students completing the BA in CEP will be able to: **Learning and Democratic Practice** • Apply concepts and practices of direct democracy and understand the connections between collaborative learning and democratic practice. • Construct and sustain strong learning communities. • Connect academic and experiential learning in a variety of contexts including primary research, seminars, field work, planning projects, internships, study abroad, and service. • Work as self-directed, reflective, inquiry-based learners. Value reflection and self-critique. • Appreciate and practice both critical and reflective thinking. • Communicate complex ideas through in a variety of formats, including writing, speaking, and visual display. **Disciplinary Knowledge and Interdisciplinary Practice** • Understand and demonstrate proficiency in a selected field of disciplinary knowledge and its associated methods in relation to community, environment and planning. • Appreciate and be able to integrate the contributions and overlaps among 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. **Leadership and Change** • Organize, lead and facilitate group processes in educational, institutional, or community contexts.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • End of quarter faculty/student exit interviews and face-to-face discussion of student progress • End of quarter student reflective essay on his/her learning and progress; matched with similar assessment from faculty • Self-assessment/reflection during two mandatory student retreats • Senior capstone projects and "Senior Project Presentation Night", including formal student presentations to outside jury • Employer evaluation of student performance during required internship • Participation in UW and community sponsored events, including UW Mary Gates Research Symposium and numerous local projects *Note: CEP does not provide letter grades. Instead, the major offers narrative evaluations of student work and progress.* **Curricular Assessment/Change** • Continued to revise CEP 301 - The 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. • Revised CEP 303 – Social Structures and Processes – the spring seminar for juniors, further focusing the community-based requirement in the class and building a closer connection between this class and CEP 460 – Planning in Context.	

COLLEGE OF BUILT ENVIRONMENTS				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
CEP (continued)		• Value and know how to engage and incorporate multiple voices and experiences. • Demonstrate proficiency 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. **Planning/Management** • Practice plan making: Understand the relationship between vision, analysis and action; know how to set goals and assess progress using measurable objectives. • Strategize and organize by being able to see a whole system and the role of practices and values within a group. • Identify, define and address a problem through research, community-based action or practice-based processes. **Community/Social Structures** • Engage in teamwork, groups and organizations and understand relationships among varying scales of social context from the personal to the global. • Be affective actors across different social and institutional environments, i.e. know "which buttons to push." **Ethics and Identity** • Appreciate the dialectic of personal freedom and communal responsibility; take responsibility, give responsibility, be accountable and hold others accountable. • Understand the basis of social justice. • Appreciate the relationship between social context and personal identity and in particular how social, cultural, and personal contexts influence a personal ethics.	• Added a new writing seminar in winter quarter to assist CEP juniors who were identified as needing additional writing instruction. • Added part-time instructional staff to help with Senior Projects. • Incorporated the CEP Strategic Plan into the larger departmental strategic plan.	

COLLEGE OF BUILT ENVIRONMENTS				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
CEP (continued)		**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.		

COLLEGE OF BUILT ENVIRONMENTS				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Construction Management	John Schaufelberger jesbcon@uw.	• Apply the fundamentals of business and management accounting, finance, economics, business regulation and contract law to the construction industry and the responsibilities of a construction project manager. • Apply knowledge of construction materials and methods including products, systems, and interface issues related to job site organization and the selection of assembly techniques and equipment. • Interpret construction contract documents (plans and specifications) in order to perform such activities as quantity takeoffs, cost estimates, quality control, and site layout. • Demonstrate an understanding of the concepts, roles, responsibilities, and procedures of project management as applied to ethics, project delivery systems, contract management, administrative systems and procedures, cost and time control, site analysis, value engineering, job site and office documentation, quality control philosophies and practices. • Demonstrate appropriate writing, presentation and communications skills for construction managers, with emphasis on letters, e-mails, proposals, progress reports and resolution of difficult project issues. • Develop, and be able to revise, an effective project plan and schedule that includes network diagramming. • Prepare a project cost estimate that includes quantity takeoffs, labor and equipment productivity factors, pricing based on historical costs, overhead and profit.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Student participation in regional and national competitions • Capstone projects and presentations that employ external industry evaluators • Employer evaluation of student performance during required summer internships • Employer interviews • Exit 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.	Monitor student performance and make curriculum adjustments where necessary.

COLLEGE OF BUILT ENVIRONMENTS				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Construction Management (continued)		• Interpret WISHA and OSHA appropriate safety standards and develop/execute a construction safety plan that conforms to mandatory procedures, training, and record-keeping requirements. • Utilize industry-accepted software for project management, planning and scheduling, and estimating. • Identify and articulate the key practices of sustainable building; establish competencies in applying LEED, "Built Green" and other relevant criteria or established guidelines; and analyze the costs and benefits of incorporating sustainable building measures.		

COLLEGE OF BUILT ENVIRONMENTS				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Landscape Architecture	Lynne Manzo lmanzo@uw. Joanne Edwards slocan@uw.	The BLA program has a long record of successfully preparing undergraduates to enter the profession and advance with careers of increasing responsibility as public and private sector landscape architects and in design/build and construction practice. The department's focus of "Urban Ecological Design" permeates the curriculum, with the key areas of 'ecological infrastructure', culturally-based place-making', and 'design for ecological literacy' integrated in the students' design education. Central to this focus, the department utilizes participatory design processes in its community planning and design studios. The urban ecological design focus, key area, and participatory design processes provide a robust foundation for emerging professional, social, and environmental needs and respond to the interests that students request for their education. Learning goals include: • An understanding of urban ecological design in the region and its global context • The ability to test state-of-the-art knowledge through design inquiry • Creativity, flexibility, and the capacity to navigate through ambiguous and complex situations • The ability to collaborate in diverse teams.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations and informal mid-quarter assessments in some courses • Evaluation within the studio context, such as desk critiques and formal reviews of design work. Professionals and Dept. professors are asked to come help critique the students' studio work each quarter when the students do their presentations at the End of the Quarter Reviews. • One-on-one interaction with faculty, formal and informal, over student work. • Design/build capstone studio course, where students spend 10 weeks designing and physically building a site. • Student creation of professional portfolios • Surveys and exit interviews with graduating seniors; these provide ideas for curricular change • Pre- and post-program student self-assessment **Curricular Assessment/Change** • Experimented with the planting design elements of the curriculum. • Updating the DARS curriculum to streamline record keeping • Updated the Directed Electives List, by contacting each department to obtain permission to list its courses on the BLA students Directed Elective Selection List. It was a good way to find out which courses are now restricted to their own majors and which courses are no longer offered.	

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Aeronautics and Astronautics	Kristi Morgansen kristi@aa. Marlo Anderson, marlo@aa.	The program educational objectives for the Aeronautics and Astronautics Engineering Program can be summarized as: • Fundamental knowledge • Meeting the standards of the aerospace industry • Enhancing student confidence to develop along with their careers The education of engineers is a key mission of the department of Aeronautics and Astronautics. The Department prepares graduates to be successful and highly valued engineers in industry, in government organizations and in institutions of higher learning. The objectives of the undergraduate program are to graduate engineers who: • Solve critical technical problems related to aerospace engineering • Devise innovative ways to develop and apply new technologies • Contribute knowledge to and participate in the identification and solution of problems facing society • Engage in lifelong continuous learning and professional contribution	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluation • Entrance interviews provide information on preparedness • Yearly class surveys on academics • Exit surveys on demographics, evaluation of academic program, and assessment of student knowledge and skills. • Capstone course experience • Evaluation of capstone design courses by outside industry individuals. **Curricular Assessment/Change** • Incorporated a course on applied scientific computing to better prepare students for the needs of industry. • Currently assessing the laboratory courses based on feedback from students and faculty to modernize the experiments and create a more effective hands-on lab curriculum. • Opened the junior-level seminar class to all students to encourage department participation by lower-division students. • Created a lower division research class designation to formally allow freshmen and sophomores to receive credit for research and independent projects.	The department engages in a continuous process of evaluating its program.

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Bioengineering	Kelli Jayn Nichols bioeng@uw. .	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 • 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, including quantitative assessment of outcomes • Meetings of core instructors to discuss and implement course changes • External Advisory Board. • In preparation for recent accreditation visit, created Accreditation and Continuous Improvement Committee (ACI), which standardized faculty reporting on individual and aggregate student performance in courses respective to desired outcomes. The ACI reviews faculty memos and suggests specific course improvements. ACI also reports on how the program as a whole is preparing students for each outcome and recommends specific actions to remedy any weaknesses. As a result of these efforts the BS BIOE program was accredited.	Take new capstone option to faculty retreat for final approval; send through college and University committees; explain new option to juniors at junior kick-off; publicize on website. Present new draft undergraduate curriculum to faculty at retreat; take to students for comment; back to committee for final work and implantation plant; prepare all curriculum paperwork and send through college and university committees. Create assessment plan for both capstone options; learning outcomes must be equally met by both options.

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**

Bioengineering (continued)			**Curricular Assessment/Change**
			• As a result of the assessments above, held a Curriculum Summit to identify problems in the undergraduate curriculum and propose solutions. Students, core instructors, and key people from the curriculum committee attended. Student reps surveyed their peers and brought suggestions. Main issues identified:
			  o Gaps and redundancies in core
			  o Limitations of current capstone project
			  o Problems with required courses outside department.
			Each issue was brought before the Curriculum Committee during the year. There are two important changes coming from these meetings:
			  o Developed a second senior capstone option , a two-quarter team design and build course, which will enable students to work on novel problems in small interdisciplinary teams. This second option will allow the department to more easily involve students in projects from partners in industry, global health, and clinical medicine. It should also be an "industry-friendly" option that will serve industry-bound seniors better than the existing capstone option (which is ideal for grad school preparation).
			  o Formed a small working group to finalize a set of changes to eliminate gaps and redundancies and address the problems caused by required courses outside the major. This group decided that the issues could be better addressed by a substantial overhaul of the undergraduate curriculum rather than by a package of smaller changes. Work on a draft new curriculum is substantially completed.	

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Bioengineering (continued)			• Added four bioengineering senior elective courses and are selectively adding labs to some senior courses in response to requests from student representatives on the curriculum committee • Changed policies governing time to degree for the BS/MS option, in response to student questions. The new policy does not limit the length of the BS portion of the degree; only the MS portion need be accelerated.	

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Chemical Engineering	Eric M. Stuve stuve@uw.	Engineering programs must demonstrate that their graduates can: • Apply principles of mathematics, science, and engineering in analyzing chemical systems. • Design and construct experiments and analyze and interpret data. • 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. • Function on multi-disciplinary teams. • Identify, formulate, and solve engineering problems. • Understand professional and ethical responsibility. • Communicate effectively. • Understand the impact of engineering solutions in a global, economic, environmental, and societal context. • Recognize the need for, and to engage in, life-long learning. • Know and understand contemporary issues. • Use the techniques, skills, and modern engineering tools necessary for an engineering practice. Along with outcomes focused on molecular and nanoscale phenomena: • Apply principles of chemical, physical, and biological interactions at the molecular and nanometer length scales • Integrate molecular and nanoscale concepts into larger scale chemical processes and products. • Describe steady-state and time-dependent states of chemical systems. • Analyze an overall chemical process as a set of interacting chemical subsystems of varying length scales down to the nanometer and molecular level.	**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 2, 5, and 10 years after graduation • Exit interviews with graduating seniors **Curricular Assessment/Change** None	

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Civil and Environmental Engineering	Tim Larson tlarson@uw.	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 the department sets for students 3-5 years past graduation, while outcomes are those skills and abilities the program expects students to have when they graduate so that they can achieve the objectives. Objectives are classified into three broad areas: **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 • An ability to design a system, component, or process to meet desired needs within realistic	**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, the department has 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 listed at left. • Exit survey of graduating seniors • Alumni survey • Employer survey, inquiring about satisfaction with graduates' skills in communication, engineering analysis and design, and technology and computer skills. • Capstone projects and capstone sponsor feedback • Results of success of alumni on the Professional License Exam by specialty area **Curricular Assessment/Change** • Reviewed the entire undergraduate course offerings and updated prerequisites as appropriate. • To address the new and developing issues in the field, developed and offered a new required course, CEE 360 "Sustainability in	Employer survey results indicated a need for greater emphasis on communication skills, so the department is reviewing the curriculum for opportunities to increase and enhance oral and written communication skills. Additional resources to help build communication skills are linked to the Department's web page for students.

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Civil and Environmental Engineering (continued)		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	Engineering." This replaces the old course CEE 390 "CE Systems". • To provide better computing background for student entering the profession, adopted AMATH 301 "Beginning Scientific Computing" as the preferred program prerequisite to satisfy the computing requirement, in place of CSE 142 "Computer Programming." • Purchased new lab equipment in order to update undergraduate instruction and expose students to new skills and techniques.	

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Computer Science and Engineering *BS Computer Science* *BS Computer Engineering*	Crystal Eney ceney@cs.	The ABET process revolves around program objectives and outcomes. Objectives are long-term goals that we set for students, while outcomes are those skills and abilities we expect students to have when they graduate from the program so they can achieve the objectives. Objectives Include: • Engineering Quality: Graduates will engage in the productive practice of computer engineering to identify and solve significant problems across a broad range of application areas. • Leadership: Graduates will engage in successful careers in industry, academia, and public service, providing technical leadership for their business, profession and community. • Economic Impact: Graduates will enhance the economic well-being of Washington State through a combination of technical expertise, leadership and entrepreneurship. • Lifelong Learning: 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. • An ability to function on multi-disciplinary teams. • An ability to identify, formulate, and solve computer engineering problems	**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 outcomes • Faculty self-evaluations • Exit surveys of graduating seniors • Surveys related to industry employment (pre/post and employer) through the College of Engineering's Coop Office. • Capstone design projects and video productions • Presentations (posters, demos) at the annual affiliates meeting. • Meeting with Industry representatives during annual affiliates meeting to receive feedback on how students perform out in industry. • Alumni surveys • Student surveys for individual self-assessment • Midway assessment of specific outcomes fulfilled by each course • Participation in the UW Senior Research Study—a study assessing student learning in the area of research that included focus groups with seniors from 15 departments. The study report is located at: http://www.washington.edu/oea/reports **Curricular Assessment/Change** • Introduced a Freshman Seminar in fall 2008 based on the success of the department's women's seminar linked to CSE 142/143 • Introduced a 'Great Ideas in Computing' honors course targeting students who do not have a computing background to encourage them to consider pursuing CSE as a major.	Based on feedback from students during end-of-program interviews regarding concerns over quality of TAs, the department hopes to expand TA training from introductory courses to include 300- and 400-level courses. The department is in the process of re-designing the first year of majors' level coursework for Computer Science & Computer Engineering majors. These steps are being taken for several reasons, but the two largest are to modernize the curriculum, and to add flexibility to the overall degree requirements in order to allow students to either specialize

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Computer Science and Engineering (continued)		• 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/	• Began the process of re-vamping the 300 level curriculum (see the "next steps" section at right) based on recommendations from an external review of the department. • Based on exit surveys from students suggesting new courses they would like to see offered and because of new faculty joining the program, added several courses in Human Computer Interaction, Synthetic Biology, and scalable systems. • Based on student feedback during exit surveys and CIDR interviews, implemented a new masters program. Unfortunately funding was drastically cut for this program, which forced the department to keep the admission cohorts to 1/3 of the program's intended size. For information on t his program see: http://www.cs.washington.edu/education/ugrad/current/bsms/	in one area, or bring in double majors/degrees when appropriate. After the new curriculum is established, the department plans to implement an online repository for faculty to submit copies of exams, homework, and a "lessons learned" section in order to help future instructors find out what worked best and to keep them from reinventing the wheel.

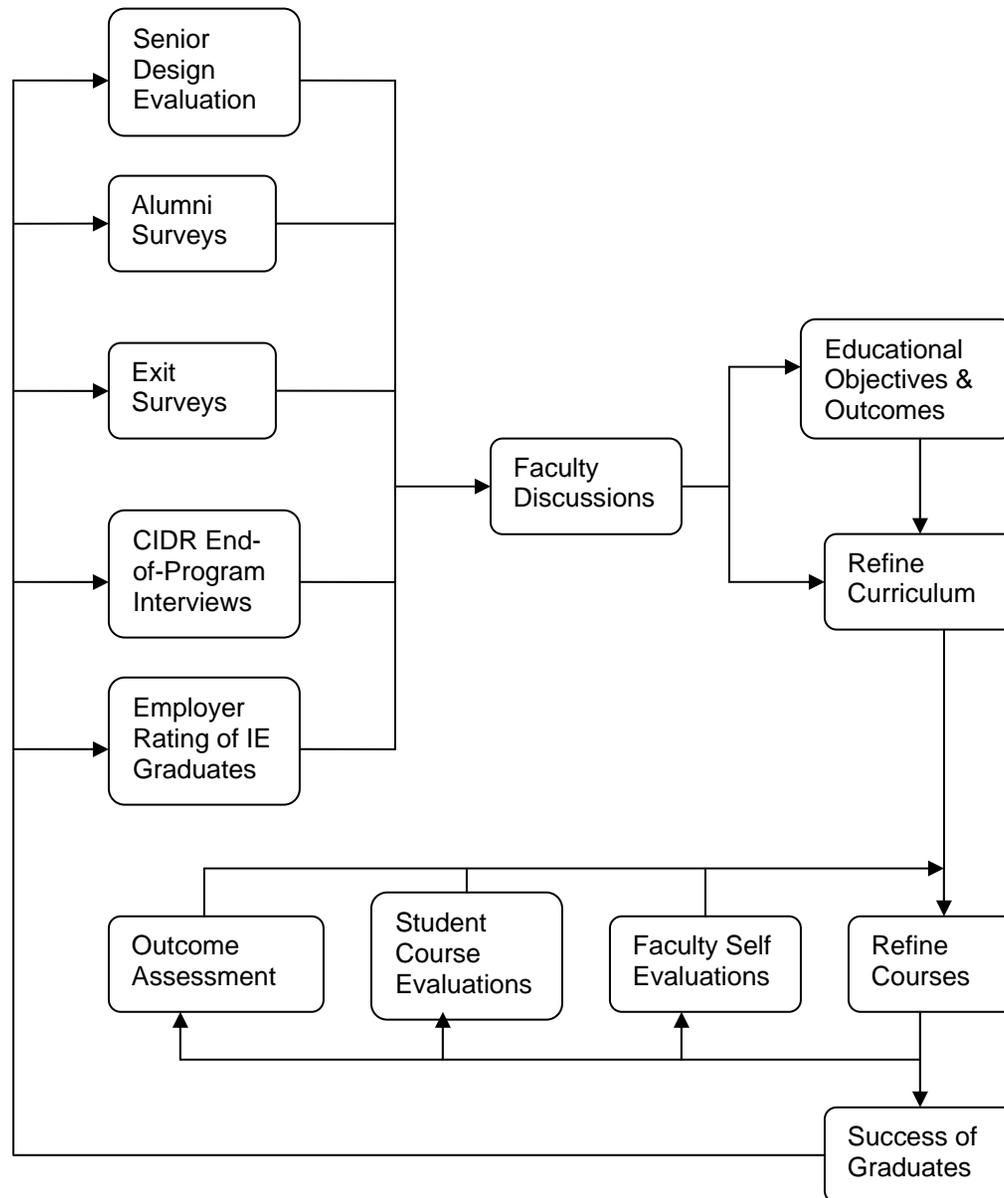| COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Electrical Engineering	Martin Afromowitz afro@uw. Erin Peinado erin82@uw.	The objective of the Department of Electrical Engineering at the University of Washington is to produce alumni who contribute to society and to the economic base of the Puget Sound region and beyond to the best of their abilities. The department recognizes that its students have very diverse interests and talents, and although the majority may find employment in one of the many specialties or interdisciplinary activities in industry or academe to which electrical engineers traditionally gravitate, some of our alumni will build careers in business, law, health care, government or other professions. Regardless of the intended career, the department's educational objective is to see them succeed, to use the analytical discipline and problem-solving skills of their undergraduate education in creative endeavors as professionals and to avail themselves of opportunities to learn new skills and advance their careers through continuing education. Outcomes: • 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 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 responsibilities • An ability to communicate effectively • The broad education necessary to understand the impact of engineering solutions in a global, economic,	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations, including questions on educational outcomes • Quarterly faculty evaluation of individual student performance on specific problems addressing specific educational outcomes. • Surveys related to industry employment (pre/post and employer) through the College of Engineering's Coop Office. • Group surveys of graduating seniors in capstone courses conducted by CIDR. • Alumni surveys biannually targeting individuals five and ten years after graduation. • Capstone design course projects • Faculty end-of-quarter self-assessment of course presentations. • Faculty committee review of assessment results and course reports for each major concentration area on an annual basis. • Annual feedback from an Industrial Advisory Board on student preparation for the workforce. **Curricular Assessment/Change** EE implemented a major undergraduate curriculum revision beginning in Autumn 2006. Recent curricular changes include: • Established a permanent professional issues course and included it or its equivalent in the graduation requirements. This change was based on a cited weakness in a previous accreditation review and on student assessment results indicating their perception of a lack in this area. • Developed a freshman-level course (EE 135) based on feedback from faculty and freshman direct admit students aimed at greater exposure of EE to potentially interested students.	Practical experience with methods of faculty assessment of student work are leading to further revisions of procedures to ensure greater faculty compliance with requirements and more useful responses.

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Electrical Engineering (continued)		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 engineering tools necessary for engineering practice • Knowledge of probability and statistics, including applications appropriate to electrical engineering • Knowledge of differential equations, linear algebra, complex variables and discrete mathematics • Knowledge of mathematics through differential and integral calculus, basic sciences, computer science, and engineering sciences necessary to analyze and design complex electrical and electronic devices, software, and systems containing hardware and software components, as appropriate to program objectives. https://www.ee.washington.edu/operations/advising/abet/index.html	• Increased credits and contact hours for the introductory signals and systems course (EE 235) based on student feedback requesting more lab time devoted to software used in the course and faculty concerns regarding increased outcome coverage. • Developed service courses in EE and CSE aimed at addressing student concerns regarding background. One EE course designed for CS majors focuses on more specialized issues related to signals and systems, rather than the broader overview of the course intended for EE majors. A CSE course on intermediate programming methods addresses students concerns about programming knowledge and experience in the signal processing and embedded systems areas, • Revised major concentration areas in signal processing and embedded systems to accommodate new courses. • Based on spring 2009 concentration area review of student assessment results, proposed an intermediate-level systems course to address student weaknesses prior to senior-level courses. • Continued development of new concentration areas based on faculty, industry, and student interests.	

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Human Centered Design and Engineering *Human-Computer Interaction* *Technical Communication*	Gian Bruno, gbruno@	Students in HCDE are advancing design by learning and utilizing innovative techniques to study human activity and then translating that knowledge into meaningful information and system designs. HCDE students gain the knowledge and skills to: • Consider the role of communication in human activity. • Prioritize the needs, desires, and behaviors of people and communities who interact with technical systems. • Address the specifics of design by working with interdisciplinary communities of researchers to build innovative technological solutions.	**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. Evaluate and provide feedback on students' required professional portfolios as part their senior design project. The portfolio includes artifacts from students' experience in the program over the course of their degrees and is intended to demonstrate their ability to articulate their mastery of the field of HCDE. • Senior design project **Curricular Assessment/Change** • Changed the title of the department and degree from BS in Technical Communication to a BS in Human Centered Design & Engineering • Created two formalized degree options (Human-Computer Interaction [HCI] and Technical Communication [TC]) • Updated core requirements to focus on those changes, using the Senior Portfolio course. All graduates of the BS program are required to participate in and create a portfolios based on projects throughout the undergraduate course of study. Two common themes throughout the faculty assessments were: o BS student interests have shifted from primarily technical writing/editing, to broader design topics (information design, interface design, etc), including writing	HCDE has implemented major change to the BS curriculum. The department plans to use the next two academic years to assess this curriculum through the following: • Timely completion of degree • Access to courses • Student satisfaction with degree options and course offerings • Graduate exit surveys • Use of the senior portfolio and internship experiences to gauge how effectively the curriculum is addressing the scholarly and professional needs of students.

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Human Centered Design and Engineering (continued)			o Students have limited access to design coursework, which impacts their overall design skills, but have a deep interest in design and technology With these major themes and changes in faculty (whose interests have shifted away from predominately writing/editing, to a large focus on Human-Computer Interaction), the department wanted to create a stronger focus on design and technology, while still providing students with access to strong technical writing and editing courses. • Leveraged the university's strength in Human-Computer Interaction (HCI) through the creation of an interdisciplinary option in HCI (students choose from courses in HCDE, Computer Science, Art, and Informatics). • In addition to pairing with other HCI partners across campus, included three new courses in the curriculum that focus on design and HCI (HCDE 417-418).	

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Industrial and Systems Engineering	Richard L. Storch rlstorch@uw.	**Global Goals** Graduates will be • Successfully employed utilizing industrial engineering skills. • Successful in obtaining graduate degrees. • Good citizens of the world. **Objectives** • Careers: Graduates will be employed in productive careers utilizing Industrial Engineering skills and will pursue graduate degrees. • Engineering Expertise: Graduates will demonstrate a broad knowledge of the various modern Industrial Engineering methods and tools associated with manufacturing and service systems. They will apply engineering design methods and tools to represent, integrate and solve important problems, and their work will reflect an appreciation of the non-deterministic nature of engineering systems and devices. • Professionalism: Graduates will exhibit the following professional behaviors: leadership, ethics, social responsibility of engineers, the ability to work collaboratively with others, and an appreciation for other disciplines. • Lifelong Learning: Graduates will strive to remain at the leading edge of the Industrial Engineering discipline and to respond to the challenges of an ever-changing environment with the most current knowledge and technology.	**Assessment of Student Learning** ***See next page for diagram of assessment process*** • Classroom assessment, various methods • Course evaluations • Exit surveys of graduating seniors • Senior design evaluation • Exit surveys • CIDR end-of-program interviews • Employer rating of IE graduates • Alumni surveys • Faculty self-evaluations • Formal faculty consideration/conversation about all inputs **Curricular Assessment/Change** Continued to monitor assessment data on the success of the new IE curriculum implemented in 2004. No changes have been made since the restructuring.	

Industrial and Systems Engineering Assessment Process

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Materials Science and Engineering	Fumio Ohuchi ohuchi@uw.	Graduates will: • Have a sound fundamental understanding of the core Materials Science and Engineering principles of structure, processing, properties, performance and selection, will be able to apply them in a wide variety of engineering industries involving all classes of materials. • Apply their broad materials science and engineering training to excel in areas such as entrepreneurship, government, and education. • Excel in outstanding graduate programs. • Be leaders in their chosen fields and participate in professional societies and organizations to further improve the materials science and engineering profession See also: www.washington.edu/students/gencat/academic/material_sci.html	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Capstone course and senior project • Exit survey of graduating seniors • Faculty self-critique of all courses • Feedback from students, alumni and Visiting Committee • Number of student who participate in professional societies and dept. outreach activities • Evaluation of student writing abilities • Benchmarking with peer departments • Data review by Curriculum Advisory Committee using course evaluations of students **Curricular Assessment/Change** Engaged in a three-year cycle reviewing the entire curriculum. Recent changes include: • MSE 491-492—re-balance content to reflect expressed student needs • 311, 312, 313—introduce industry standard lab tool (LabView) + regular modification of modules • 499—add one hour/week for professional development activities early in the major • 431—dramatic shift in content from physical metallurgy to failure analysis with all classes of materials • Encouraging co-op and internship experience by helping students integrate it with other coursework	Continuous assessment required by ABET plus OEA assessment of faculty and TAs. Increase enrollment while maintaining quality of program and student/faculty interaction

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**

Mechanical Engineering	John Kramlich kramlich@uw.	**Goals/Program Educational Objectives**
		• Success in the Profession. Success for graduates in industry, research, and academic careers by virtue of skills and attributes learned in the Mechanical Engineering program, including:
		  o Using fundamental science and analysis to solve engineering problems,
		  o Successfully executing engineering designs
		  o 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:
		  o Think critically, in the sense of broadly educated individuals (i.e., be informed evaluators/consumers of information),
		  o Perform independent, informed analysis on issues inside and outside of technology, and
		  o Continue lifelong learning.
		
		Outcomes
		Each student receiving a BSME degree from the 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
		• Understanding of the necessary professional abilities of a practicing engineer including
			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 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 are 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 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 UW 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. This is used to guide a prioritization of the suggestions for implementation (e.g., the department is more likely to implement a high impact, low cost change than a low impact, high cost suggestion).
				The department intends to rewrite its outcomes to be more in line with the ABET specified outcomes in order to streamline the accreditation process and reduce the complexity of outcome assessment.

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Mechanical Engineering (continued)		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 http://www.me.washington.edu/academic/admissions/	• Industrial advisory board review of the curriculum, as well as suggested changes. Many of the department's students start their careers in the kinds of firms these members represent. **Curricular Assessment/Change** Instituted a uniform reporting template for senior capstone projects to insure that all the outcomes required for the capstone classes are addressed in each of the various projects offered. An assessment activity showed that students coming out of the various projects were not uniformly proficient in all the design skills that make up the outcome for these courses. Review suggested that these skills were not stressed at a uniform level across all the projects. The template will require the students to address each of the required outcomes.	

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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 project, which includes 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, including feedback regarding students' performance, providing assessment by external professionals. **Curricular Assessment/Change** • Eliminated a large number of courses from the AFS course catalog that have not been taught nor will be taught in the near future. • Worked with the departments of Biology, Forestry, Oceanography and the Program on the Environment to make some changes in the 180 series to allow earlier access to this series for students. Continue to accept Biology 161-162 and Fish 340 as the Introductory Biology series for transfers, but since the UW Biology department no longer offers Biology 161-162, most of AFS students will complete the Biology 180-200-220 series for the AFS degree. • Began teaching Fish 493: Capstone Preparation – a one credit course offered twice yearly, taught by the Capstone Coordinator - which leads the students through important content that relates to	Continue the General Education Requirement conversation with the other departments in the College of the Environment. Continue to work with UW Honors on the revision of the UW Honors Requirements. This conversation will need to be brought into the COE discussions as well. Add "4 year plan" documents to the departmental website. Update Transfer and PostBac Admissions and planning information.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**

Aquatic and Fishery Sciences (continued)			completing a capstone project. The students are also required to meet individually with the Coordinator to set up the project and write a draft proposal. This course was designed specifically because students wanted more guidance in setting up projects. Although the course is not required, at least 90% of the students do register for the course to receive the extra support before they begin the capstone.
			• Will start offering an extensively revised Fish 101 (Water and Society). The objective of this course is to introduce the relationships between human society, water resources and aquatic ecosystems. This course is for non-majors and pre-majors to introduce them to these introductory environmental issues.
			• Added the following new undergraduate courses to the curriculum:
			  o Fish 330: Climate Change Impacts on Marine Ecosystems
			  o Fish 437: Fisheries Oceanography
			  o Fish 441: Integrative Environmental Physiology
			• Revised the following courses:
			  o Fish 310: Biology of Shellfishes
			  o Fish 428: Stream and Watershed Restoration
			• Had preliminary conversations with the other units entering the College of the Environment to begin to determine what will be the new College's Undergraduate General Education Requirements.
			• Participated in meetings with the UW Honors program as they work to revise the Honors Program requirements.	

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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 • Community assessment of students in off-campus internships, giving valuable feedback to both students and the department • Orientation meetings for students giving them a sense of belonging in the program as well as helping them to plan for internships/ employment/further schooling after graduation. • Feedback from students in discussions with academic counselor about suggested program enhancements/changes as well as individual progress and goals • Capstone course (ATM S 452), internships and individual research projects in last year of major • Exit surveys of seniors **Curricular Assessment/Change** • Revised track options, which are now: Meteorology, Climate, and Atmospheric Chemistry/Air Quality. These new tracks will better prepare students for a diversity of careers in atmospheric science. • Changed the required physical meteorology courses from ATM S 340 and ATM S 431 (5 credits each) to a replacement sequence (ATM S 340, 341, and 431; 3 credits each). The new sequence contains the same material but organizes it in a more logical and coherent way. • Changed required statistics course from STAT 311 to STAT 390, a more rigorous introductory statistics class for scientists and engineers, more consistent with needs of the program's undergraduates. Change was precipitated, in part, by student feedback. • Upgraded computer laboratory for undergraduate majors.	Exploring new methods for communicating with current and potential undergrads (ie. information about courses, internship and scholarship opportunities, news and events, etc), including enhancing the current web interface as well as making use of social networking technologies.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Atmospheric Sciences (continued)			• 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.	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Earth and Space Sciences (ESS)	Nichole Fernkes nfernkes@uw.	• Demonstrate competence in scientific inquiry, writing, and oral presentation. • Demonstrate competence in relevant computer applications, laboratory methods, and field methods. • Demonstrate the ability to critically discuss issues related to earth sciences that impact society and planet Earth. • Be employable in earth science-related fields, or able to further their education in graduate programs.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Grade distribution studies of the required major courses used as direct measures of student learning • 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. • Student participation in undergrad research projects and the annual undergraduate research symposium **Curricular Assessment/Change** • Reviewed learning outcomes for all core courses and modified as appropriate to give a unified approach across the BS and BA programs. • Discussed student employability with geoscience employers • Tracked the number of career-oriented seminars and recruiters hosted in the department • Added an environmental option to the previous degree options (standard, physics, and biology) • Added a hydrogeology course (as recommended by the external geoscience employers)	The department is considering the addition of a "portfolio evaluation" to its assessment system.

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Environmental Studies	Michelle Hall, hallm@uw. Julia Parrish, jparrish@uw.	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 learn: • 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). • Public Policy & Decision-Making: Understand how uncertainty, risk, law, politics, ethics, economics and culture interact with environmental public policy and decision-making.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Capstone course – 3-course / quarter series • Experiential learning. Most Capstone Experience projects feature a project-based internship with a community-based organization. Faculty Advisors and Site Supervisors from the community organizations hosting students provide an evaluation of student performance. • Exit survey of graduating seniors • Alumni surveys – conducted biennially • Focus groups, interviews, formal and informal meetings with students – used during major curricular review efforts and somewhat regularly at other times. • Student self-assessment and reflection – All students are required to complete self-assessments during the Post-Capstone Seminar (ENVIR 492), which is required of all Environmental Studies majors. **Curricular Assessment/Change** • Launched a new postdoctoral program that brought one Natural Science Environmental Teaching Fellow and one Social Science Environmental Teaching Fellow to the unit for two years to design and deliver courses within the degree program. Result of feedback received via monthly faculty advisory board meetings and from deans regarding the need to build a consistent, stable, interdisciplinary team of instructors. • Created new 200-level "Data Types and Collection Methods" course to better prepare students for upper-level coursework, capstone research, and careers / graduate studies. Result of feedback received from students, faculty, Capstone Instructor, and alumni for increased opportunity to learn about how to	Ongoing participation in national Curriculum Surveys and Alumni Surveys conducted by the Council of Environmental Deans and Directors (CEDD), a national organization. Faculty retreats and faculty Advisory Board meetings to revisit curricular goals and structure in light of ongoing curricular assessment / change and growth in number of majors. Revise Learning Goals. Revise Senior Exit Survey to more explicitly reflect new Learning Goals. Revise course selection criteria and definitions

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Environmental Studies (continued)		• 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.	collect and manage data. • Re-designed ENVIR 300 core course to focus on environmental case studies. Result of course evaluations and faculty feedback. • Launched a new interactive studio course on campus sustainability. Result of ongoing request from students for interactive, problem-based courses on sustainability. • Created new Career Skills Workshops led by alumni from the degree program and required of all Post-Capstone Seminar students. Result of suggestions and feedback received from both alumni and current students on need for greater career preparation given the evolving economy. • In addition to efforts to respond to feedback, the curricular changes are designed to support clear learning goals, interdisciplinary approaches, experiential learning and community engagement, and best practices in undergraduate environmental education.	for the "Perspectives & Experiences" requirement within the degree. Begin hosting regular "Environmental Studies Director hour" (held approximately every 2 weeks during autumn, winter, and spring quarters) and group advising sessions (approximately every 2 weeks during autumn, winter, and spring quarters during weeks when no director meeting is held) for all prospective and current students to learn about new initiatives and updates and share feedback. Work with Environmental Studies Alumni Advisory Board to develop

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Environmental Studies (continued)				regular alumni surveys to gather feedback on quality of education / curriculum, rather than solely to update contact and employment information.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Forest Resources *Environmental Science and Resource Management* *Paper Science and Engineering*	Michelle Trudeau michtru@uw.	**Environmental Science and Resource Management** ***Knowledge Sets*** • Understand social, ecological, and economic theory, concepts, and processes at a variety of spatial, temporal, and institutional levels. • Understand biological, physical, and chemical processes. • Understand professional and environmental ethics. • Understand application of ecosystem and social concepts along the urban to wildland gradient. • 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 and monitoring skills, and use of appropriate technology. • Effectively complete 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 management plan, including plans for its implementation. ***Developing Comprehension, Integration and Meaning*** • Understand interactions among plant, animal,	**Assessment of Student Learning** ***All*** • Classroom assessment, various methods • Course evaluations ***Environmental Science and Resource Management*** • Students and faculty surveys for courses related to targeted outcomes • Survey of industry representatives supervising student internships • Writing and design work (i.e., open-ended problems solving) are assessed periodically throughout a student's course of study with a specific assessment rubric. With the rubric faculty can track a students' progress and identify where the program needs to improve training in writing and problem solving. • Capstone project, including evaluation against program outcomes by external reviewers from industry • Alumni survey ***Paper Science and Engineering*** • Use of pre- and post- course assessment questions or exercises, student evaluations, and other methods to assess selected ESRM core required courses (ESRM 200, 201, 300, 304). Annually, faculty teaching core courses will coordinate development of course learning goals, as well as short questions or exercises to assess pre- and post-course learning. • Junior year interview/focus group in ESRM 300 to assess overall perceptions of the ESRM curriculum conducted by CIDR • Capstone thesis/projects, including evaluation by participating faculty, outside partners, or experts using a shared rubric. • Exit interview/survey • Alumni survey administered 5 years after	Continual assessment following the plan outlined at left during the next biennium. There will also be upcoming program changes now that the College of Forest Resources has joined the College of the Environment.

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Forest Resources (continued)		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.
		
		http://www.cfr.washington.edu/academicPrograms/undergrad/esrm/esrm_learningObjectives2008.pdf
		
		Paper Science and Engineering
		• Graduates of the PSE program will have strong technical capability. They will have the essential knowledge and basic skills required for technical careers in the Pulp, Paper, and Allied Industries. Topics in several areas must be mastered by students who intend to establish careers in the paper science and engineering profession. This objective will be accomplished primarily by traditional methods of instruction, i.e. lectures, laboratories and seminars. Faculty will provide students explicit lists of material that must be understood and skills that must be mastered for each class. Appropriate forms of new technology, such as engineering application of web pages and computer models, will be used by the faculty to accomplish this objective.
		  o Students will have the ability to apply knowledge of mathematics, science, and engineering.
		  o Students will have the ability to apply knowledge of fiber and paper physics, chemistry, and chemical engineering as it pertains to the pulp and paper industry.
			graduation
			• Annual survey of employers of students from the ESRM program
			
			Curricular Assessment/Change
			
			Environmental Science and Resource Management
			Developed new assessment plan, as follows:
			• Conduct a review of curricular elements in an iterative fashion, including annual assessment of program objectives, educational outcomes, and methods to be used to implement and evaluate the outcomes. Process also includes evaluation of the feedback methods used to modify the curriculum to meet the outcomes. Educational objectives and outcomes are developed and approved by the CFR faculty, with advice and counsel from CFR students, alumni, and members of the College Visiting Committee. The CFR curriculum committee coordinates this review with assistance from the CFR Faculty Chair and Student and Academic Services.
			• Review and evaluate results of assessment methods at least once each academic year. Reviews will be evaluated longitudinally to identify trends, and compare to like programs if possible. Based on this analysis, the CFR Curriculum Committee develops and presents for faculty consideration a set of recommendations to assure achievement of objectives and outcomes and to improve effectiveness of the program. The recommendations will be voted on and those approved will be implemented the following academic year.
			• Collect ESRM curriculum metrics annually [Growth of program (# of ESRM students in each option), Demographic Data (gender, ethnicity/diversity, international), and	

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Forest Resources (continued)		o Students will have the ability to design and conduct experiments, as well as to statistically analyze and interpret data.
		o Students will have the ability to design a system, component, or process to meet desired needs with realistic constraints.
		o Students will have the ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.
		o Students will have the ability to communicate effectively, both orally and written.
		• Graduates of the PSE program will be excellent problem solvers. They will be able to creatively resolve problems and exercise sound professional judgment in open-ended projects such as designing processes or solving product and production problems. An important feature of higher education, one that distinguishes it from the K-12 educational system, is the process by which students acquire the ability to function as independent professionals, secure in their ability to solve problems in complex open-ended scenarios. The ability to cope with various levels of uncertainty and to act in an appropriate professional manner requires a mature and capable mind. While this is a difficult objective to accomplish, students will be given the opportunity to participate in activities where they will be required to define a problem, select and implement a plan of attack, and evaluate their solution to the problem. A wide range of activities will be used to accomplish this objective:
		  + Small, open-ended homework problems
		  + Laboratory experiments
		  + Capstone design course
			Placement data for ESRM students].
			
			Paper Science and Engineering
			PSE received high scores in its ABET accreditation process and received a 5 year ABET renewal	

COLLEGE OF THE ENVIRONMENT				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Forest Resources (continued)		+ Required summer employment experiences + Optional intern experiences lasting for 2 quarters or more o Students will be able to pose well-defined, solvable problems from complicated and loosely defined scenarios similar to those found in the pulp and paper industry. o Students will be able to apply scientific and engineering principles in open-ended projects, such as designing processes or solving product and production problems. o Students will be able to generate alternative solutions and designs, and then use sound professional judgment to choose between alternatives in open-ended projects. o Students will be able to evaluate and communicate the results of completed tasks in open-ended projects. • Graduates of the PSE program will have the intellectual maturity to work well within their professional organization and to contribute to society at large. • The Paper Science and Engineering program is but one of many excellent educational programs found at the University of Washington. This diverse collection of programs offers a wide choice of intellectual enrichment possibilities for students enrolled in the PSE program. Yet, as the rate of technical knowledge grows, there is a temptation on the part of faculty to diminish this range of choices in exchange for more technical requirements. The additional requirements are justifiable on the basis of making sure students have a sufficient		

COLLEGE OF THE ENVIRONMENT				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Forest Resources (continued)		background to enter the profession at a competent level. The PSE faculty believe, however, that it is important to maintain a healthy balance between general education and technical requirements. A list of topics, which a PSE graduate must have mastery of, will be maintained by the PSE faculty and will be included in the required courses. The courses will be taught in an efficient manner so as not to consume a large percentage of the total credits, and allow for sufficient elective credits to develop breadth in the students' overall educational program. In addition, advising will be given to students concerning a wide range of elective courses that should help them find a perspective on their future role in society. o Students will be able to contribute to and lead multidisciplinary teams. o Students understand professional and ethical responsibilities. o Students will have the broad education necessary to understand the impact of engineering solutions in a global, economic, and environmental and societal context. o Students will know contemporary issues relevant to the pulp and paper industry. o Students will understand that life-long learning is a necessity for maintenance of professional competency. http://www.cfr.washington.edu/academicPrograms/undergrad/pse/pse_educationalObjectives.pdf		

COLLEGE OF THE ENVIRONMENT				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Oceanography	Gabrielle Rocap rocap@ocean.	The oceanography program is designed to prepare students to enter MS and PhD programs in marine/environmental studies and related fields and also to directly enter the work force with a BS or BA degree using acquired skills in basic and applied research, project management, and operational oceanography. In addition to oceanography courses, students receive extensive course work in the classical sciences. Broad goals for student learning are for students to: • Build a solid foundation in biological, chemical, geological, and physical oceanography, together with expertise in one of those options through team-based field and laboratory research during sophomore year, a series of upper division courses junior year and then by independent research on a thesis topic in senior year. • Build skills with the tools and techniques of shipboard and shore-based oceanographic research. Specific goals for student learning include: **Analytical** • Ability to define, address, and solve problems in marine and environmental science • Ability to locate information needed for scientific research, problem solving, and decision making • Ability to 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	**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. • Senior capstone course (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. Senior theses are archived in UW Libraries' Digital Repository DSpace. • Periodic undergraduate student focus groups on specific aspects of the required curriculum **Curricular Assessment/Change** • Created Ocean 201, a two credit companion laboratory course to Ocean 200 to allow hands on learning opportunities to master basic oceanographic concepts • Established structured interactions between sophomore and senior field courses (220 and 444) to promote peer teaching and learning. Attending senior presentations resulted in improved oral presentations from the sophomore class. • Partnered with SAFS and Biology to implement the marine biology minor • Offered two new freshmen seminars, on "Impacts of the Changing Arctic Ocean: From Microbes to Human Society" and "Peak oil and Climate change" • Offered Explorations Seminars to Brazil "Climate Change and Culture" and the Marshall Islands "Coral Climate and Culture"	Create a revised version of Ocean 101 targeted specifically at non-science majors aimed to increase ocean literacy Revise course offerings in GPS, GIS, remote sensing and Geostatistics into a progressive series that is coordinated with courses covering similar topics in the School of Forestry Create alumni survey to gather information on curriculum

COLLEGE OF THE ENVIRONMENT				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Oceanography (continued)		• Understand interaction of society and the environment, with emphasis on coastal, estuarine, and marine environments **Communication** • Ability to write effectively for both lay and scientific audiences • Ability to speak effectively to both lay and scientific audiences **Interpersonal** • Develop management and leadership skills and capabilities • Ability to work effectively as part of a research team **Other** • Ability to work independently to advance habits of lifelong learning • Ability to work effectively and take maximum advantage of modern technology, with emphasis on computers and state-of-the-art shipboard and laboratory equipment and techniques		

FOSTER SCHOOL OF BUSINESS				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS

Business	Steve Sefcik sefcik@uw.	Upon graduation, BABA students will demonstrate:
		• Strategic thinking skills:
		  o Students will identify a business problem; propose, analyze and develop viable solutions and defend the position, employing analytical and critical thinking skills.
		  o Students will utilize appropriate quantitative and qualitative analysis on a business problem.
		• Effective communication skills:
		  o Students will create position papers, memos intended to inform and persuade.
		  o Students will cogently and effectively present their ideas in an oral format.
		  o Students will effectively interact in a diverse workplace with cultural sensitivity
		• Leadership skills:
		  o Students will assume leadership roles, articulating a vision of teams and groups to which they belong.
		  o Students will learn to lead and learn to be led.
		  o Students will develop good interpersonal skills and team behavior.
		• Understanding of the ethical environment of business.
		  o Students will understand their own individual role in a business assuring an ethical environment.
		  o Students will recognize and be sensitive to ethical issues.
		• Understanding a global business perspective:
		  o Students will identify and the challenges and opportunities associated with conducting business in global markets Students will recognize and understand cross-cultural communication issues.
			Assessment of Student Learning
			• Classroom assessment, various methods, including the use of common final projects or case studies and shared rubrics for evaluating them for courses linked to specific learning goals
			• Course evaluations
			• Faculty review of how well randomly collected assignments from key courses meet specific goals for student learning in the major
			• Capstone course
			• Exit surveys of graduating seniors
			• Feedback from employers
			
			Curricular Assessment/Change
			All nine upper-division core required for graduation went through a complete review and anchor syllabi were created to assure consistency across all section of the courses. Anchor syllabi represent the common learning objectives (assurances of learning).	

FOSTER SCHOOL OF BUSINESS				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**

Business (continued)		• Disciplinary competence of core concepts related to the study of business.
		  o Competency will be determined for each core class by students completing a set of course-specific assessments tied to individual course goals/objectives.
		  o Students will apply functional area concepts and theories appropriately.		

INFORMATION SCHOOL				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Informatics Program	Cris Mesling, crism@uw.	All informatics courses are designed to produce the following outcomes through a rigorous experiential learning approach that emphasizes technology, projects, collaborative work, writing, oral presentations and research. Informatics student learning goals include the abilities to: • Communicate effectively orally and in writing • Work effectively individually and as part of a team • Manage projects • Innovate • Act as a leader • Reason quantitatively and qualitatively • Understand the research process and its implication for information systems design and use • Assess information needs • Understand information behavior • Design information systems to meet organizational and human needs • Build working systems • Understand, utilize and create systems using a wide-variety of information technologies • Evaluate the impact of information technologies on people and organizations • Understand the ethical and social dimensions of technology • Organize and manage information;	**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 2009) attracts industry representatives, community members, prospective students, and UW faculty and staff • Open student meetings with the Dean twice a year, and multiple opportunities to meet with both the Program Chair and Dean each quarter in scheduled "Meet the Dean" and "Meet the Chair" events • Informal feedback from alumni on application of coursework and Informatics experience to careers in industry. • Annual survey of all students • Job placement survey (0-6 months out) • Evaluation of interns by employer site supervisors, and feedback from employers to program • Feedback from Informatics/MSIM Advisory Board • Student representative on the Informatics Program Committee • Two student representatives in the Student Leadership Cabinet **Curricular Assessment/Change** Began review of the Informatics program as part of the Information School's strategic planning	Ongoing continuous improvement: • Develop two new transcriptable options within the major in Social Informatics and Information System Security and Assurance • Review individual courses and continued appropriateness of prerequisites • Review Capstone course offering format and schedule Possible new initiatives to consider, develop, and/or implement: • Internship seminar course to accom-modate

INFORMATION SCHOOL				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Informatics (continued)			process and as a result of the appointment of a new Informatics program chair. The review included a wide variety of information, such as a review of student course assessments, student surveys, and meetings with stakeholders including advisory boards, graduates of the program, employers, current students, and faculty. The school's faculty agreed upon a significant number of curricular changes as follows: • Established a new degree option in Human-Computer Interaction • Established a new degree option in Information Architecture • Added required courses in Project Management, Web Technologies, Information Ethics and Policy, and Information Structures. • Re-numbered, updated, and changed pre-requisites on many existing courses. • Changed required classes in networking, search, and information seeking behavior to electives • Changed pre-requisites for admission to the program by adding INFO 200 and dropping CSE 143 These changes were undertaken to: • More clearly define what the program is to students and employers • Provide additional depth in areas of strength • Remove redundancy and make courses more relevant • Give more options for faculty to teach in areas of interest • Insure students have knowledge and skills necessary to enter the program • Insure students have a basic understanding of the information field • Attract more students to the program	student demand for experiential learning • Review enrollment numbers to determine need for additional cohort. • 5th year masters degree option in Information Management

SCHOOL OF NURSING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**

Nursing	Susan L. Woods slwoods@uw.	UW Tacoma, Bothell and Seattle: BSN Program Goals (approved in 2008, 1991)
		• 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
			
			Summary
			• 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
			
			BSN Program Evaluation Details
			In a continued effort to evaluate quality and improve results, the BSN Coordinating Committee (BSNCC) is responsible for evaluation of the BSN degree program. BSNCC works in conjunction with Academic Services (AS) to assess student competency upon entry into the program, at the end of the first year of the program, at the end of the final year of the program, and one year following graduation.
			• Multiple sources of evaluation data are used, including students, faculty, graduates, and work supervisors of graduates. BSNCC reviews program evaluation data annually, assessing outcomes of students who complete the program against specific benchmarks, and when indicated, appoints work groups to address areas of desired curricular change. The three main components of BSN program evaluation are:
			• Student progress
			  o Grades in courses
			  o Weekly level faculty meetings: connected teaching
			  o Clinical evaluations every quarter: mid-term and final
				Continue with the current BSN program evaluation plan.

SCHOOL OF NURSING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**

Nursing (continued)			o Essentials Behaviors documented completed each quarter in clinical courses
			o Student-related issues discussion by BSNCC on quarterly basis
			• Formative Evaluation
			  o Weekly faculty level meetings
			  o BSNCC monthly meetings
			  o BSNCC reports from level meetings and student representatives
			  o Annual BSNCC retreat to review gaps and overlaps and other curricular issues
			  o Course evaluations by students and peer faculty
			• Summative Evaluation
			  o Curriculum changes brought to BSNCC and all faculty meetings as needed
			  o End clinical evaluation for transition in practice course
			  o NCLEX first time pass rate
			  o Program Evaluation Tools, designed to measure specific outcomes related to the program's goals:
			    + Entry to Junior Year Survey
			    + End of Junior Year Survey
			    + End of Senior Year Survey
			    + Alumnus Survey
			    + Supervisory Colleague Survey
			• Benchmarks to Assess Outcomes of Students Who Complete the BSN Program
			A Program Evaluation Report is produced annually and is utilized by BSNCC to create Recommendations for Improvements.
			
			Curricular Assessment/Change
			• Obtained approval for an accelerated BSN program (2009) to be fee based (UWEO), based on student need.
			• Obtained approval to change NCLIN 411 (12 credits): now two courses: NURS 419 for 3 credits (numerically graded) and NCLIN 411 9 credits (Credit/no-credit), based upon student,	

SCHOOL OF NURSING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Nursing (continued)			faculty, and staff input. • Changed NURS 201 Lifespan Growth & Development – 5 credits to include a 1 credit optional service learning component.; this course is a prerequisite for nursing and counts toward IS credits. Open to all majors on campus. • Created NCLIN 499 – a clinical elective offered between junior and senior year in the program. Optional inpatient/outpatient experience for nursing students enabling them to practice first year clinical skills in a clinical setting between academic years. • Established task force to integrate community/public health & psychosocial competencies and skills in one clinical setting vs. using two separate clinical sites. The pilot will be at two sites for winter 2010 with a psychosocial & community instructor coordinating at the two sites. The goal for students is to realize the intricate/close relationship between community agencies/ psychosocial care needs of clients. • Gained approval to award BSN to MEPN/GEPN students at the end of the 5 quarter accelerated BSN portion of the program. Students requested to earn BSN at the end of the five quarters to obtain licensure as registered nurses in Washington State and other US states. • Changed required credits for NCLIN 302 from 3 to 5 credits to accurately reflect time students invest in theory, seminar, laboratory, video sessions. • Streamlined process for UW honors students to continue with honors components in the nursing program enabling them to maintain their UW honor status. This was facilitated by meetings between UW Honors Program and SON Director of Student Services. Two current	

SCHOOL OF NURSING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
			nursing seniors have been able to maintain their UW honors status and meet UW honors and SON honors requirements in the nursing program. They are projected to graduate June 2010. • Added an undergraduate course - NURS203 Health Care Terminology. This is not a required course. This is part of a pilot program to determine if this course can increase the success of underrepresented minorities in the program. Will be evaluated after 3 years. Summer 2009 was the second year it was offered. • Piloting a Leadership Course each quarter beginning in 2009-10 for the GEPN students as a result of the RWJ grant. • SON voted on and passed a philosophy for the BSN program. http://www.son.washington.edu/about/ugphil.asp • Changed courses, course numbers, and credits in nursing courses on the Bothell and Tacoma campuses. • Approved requiring enrollment in NCLIN 490 the quarter before a student comes back to complete a clinical course and requiring that the student pass NCLIN 490 before being allowed to continue on. • Approved a new course, NURS 413—Health in a Developing Nation, currently for sites in India and Kenya where SON faculty have established relationships • Establishing a site visit protocol for students failing clinical courses (applies to both BSN and GEPN)	

SCHOOL OF PUBLIC HEALTH				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Public Health	David Grembowski grem@uw. Jeremy Sappington jerem@uw.	The Public Health program gives undergraduates at the University of Washington an opportunity to be introduced to major public health issues which confront the world, the United States, and local communities. These issues are of major societal concern, and include topics as diverse as emerging infectious diseases, chronic diseases, access to health care and different modes of health care delivery, the geography of health in an increasingly interdependent world, the effects of environment on health and disease, and the tools which medical researchers use to understand the biological mechanism of disease and the modes of disease spread, prevention and cure. Upon completion of the program, students should be able to: • Describe and discuss the core functions and essential services of public health. • List and describe the major current public health issues in the USA and world. • List and define common methods of measuring health status of populations. • Describe and discuss variation in health status among various populations in the world. • Describe and discuss concepts of health, health care, disease, and illness from a geographical perspective and how geography as a discipline contributes to understanding health and health care. • Describe and discuss the ways in which statistics are used to define public health issues. • Describe, and document by case example, ways in which environmental factors in community, occupational and residential settings impact health. • List the major agencies and organizations involved in environmental health protection and explain their basic responsibilities, programs and problems.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Senior Project (the capstone undergraduate thesis, which asks students to apply and integrate the program's learning goals as they address a public health issue) • Performance in independent study internships • Performance in Study Abroad Programs • Review of annual student performance to select outstanding undergraduate public health major • Feedback from Undergraduate Student Public Health Association **Curricular Assessment/Change** Revised curriculum to resolve some issues including: • Changed required courses that were very difficult for the PH majors to register for due to those courses only being open to majors in other departments • Set minimal requirements for credits in Anthropology, Sociology, Psychology and Geography to assure basic knowledge of social and behavioral sciences that form important sources of understanding of public health problems and solutions • Updated the list of pre-approved electives. The number of students admitted to the major has increased from 80 students in 2008-09 to 100 for the 2009-10 academic year.	The School of Public Health is studying four critical issues that will assist in planning for the future of this major. Those issues are: • What are the employment opportunities for BA/BS degree students with majors in Public Health? • Should the major be transferred from Individualized Studies to the School of Public Health and become an independent public health major? • Should other associated majors in Global Health and Nutrition also be developed as a part of the School of Public Health

SCHOOL OF PUBLIC HEALTH				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Public Health (continued)		• List and describe new and emerging bacterial and viral diseases in the UW.S. and world. • Describe the impact of infectious and other diseases on Western society from antiquity to the present. • Describe and discuss the influences of both medical science and broader cultural forces (religion, philosophy, politics) on the formation of the science and practice of disease prevention. • Define and discuss rates, descriptive epidemiology and patterns of disease. • Define and discuss analytic epidemiology and experimental studies. • Describe and discuss examples of how the following disciplines can by useful in understanding the complex nature of public health: Anthropology, Sociology, Psychology, Chemistry, Biology, Ecology and Botany.		under-graduate studies program? • How would the School of Public Health's under-graduate studies be funded adequately? These are currently being framed as issues to be resolved during the 2009-2011 academic years.

SCHOOL OF SOCIAL WORK				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Social Welfare	Todd Herrenkohl tih@uw.	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 professional. Understand the growing prevalence of economic inequality, the distribution of poverty and societal remedies to resolve these problems. • 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.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations, which inform faculty and related committees to what degree students perceive courses allow them to master the curriculum objectives and concepts. • Faculty assessment of syllabi: instructor self-assessment of syllabi to determine how the curriculum of each course facilitates mastery of curriculum objectives. • Practicum Instructor Evaluation: Practicum Instructors, practitioner supervisors in students' practicum placements, complete an evaluation focused on a set of field learning objectives for each student at the end of each quarter. • BASW Student Exit Survey is administered annually to graduating students; assesses students' experience in the program and knowledge of core competencies and learning goals. • Informal Meetings with Students and Focus Groups: provided to first- and second-year juniors and seniors in the program to share their experiences, concerns, and recommended changes to the programs or individual courses. **Curricular Assessment/Change** In response to student feedback, reviewed and suggested adjustments to elements of the BASW curriculum, including changes to course scheduling to minimize scheduling-related burden reported by students, course conflicts and back-to-back scheduling of courses. • Added a new writing support program for students needing more intensive writing instruction. • Seeking new strategies to enhance and monitor international experiences for BASW	Next steps include further adjustments to the BASW core curriculum to insure students are well prepared for practice in primary settings by extending and enhancing coverage of core content and skills preparation. The program will also continue discussions of new competencies given by the Council of Social Work Educations, the program's accrediting organization.

SCHOOL OF SOCIAL WORK				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Social Welfare (continued)		• 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.	students. Doing so will allow students to continue to pursue study abroad opportunities, while insuring consistency in learning goals and skills preparation.	