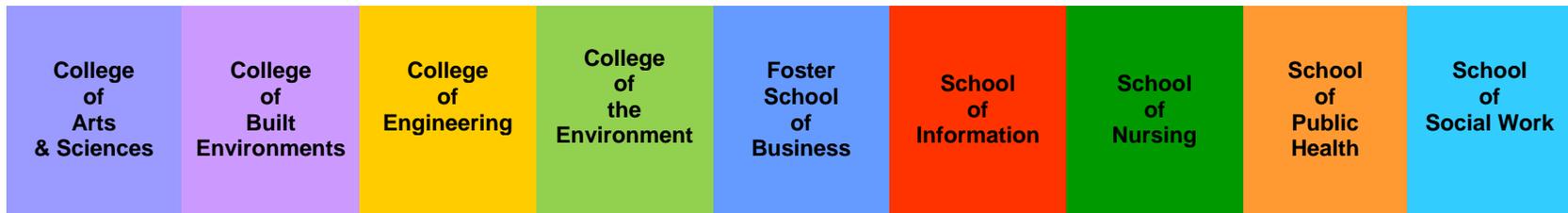


UNIVERSITY OF WASHINGTON

ASSESSMENT IN THE MAJORS, 2011-2013



Compiled from Biennial Departmental Reports
Submitted to

Ed Taylor
Dean and Vice Provost, Undergraduate Academic Affairs

Prepared by the Office of Educational Assessment
2011

COLLEGE OF ARTS & SCIENCES				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
American Ethnic Studies	Erasmio Gamboa gamboae@uw.	<p>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:</p> <ul style="list-style-type: none"> • 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 <p>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.</p>	<p>Assessment of Student Learning*</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • 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 <p>Curricular Assessment/Change None</p>	

* Please note here and throughout this chart: The methods noted in the "Assessment of Student Learning" section pertain to methods used to assess all or most majors in the department; special assessment methods that are either optional or designed only for a special group of students are not included in this section.

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<p>American Indian Studies</p>	<p>Tom Colonnese buffalo@uw.</p>	<p>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:</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> • 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. 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Capstone course assessment <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Added new class, "Rivers of Puget Sound" class. • Decided to retain Senior Project requirement. • Exploring the idea of conducting exit interviews. 	

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<p>American Indian Studies (continued)</p>		<ul style="list-style-type: none"> • 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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<p>Anthropology</p>	<p>Bettina Shell-Duncan bsd@uw.</p>	<ul style="list-style-type: none"> At the 100 level, anthropology courses teach the foundational ideas of anthropology related to hominid evolution, world prehistory, biological variability, and the workings of social and cultural systems. In these classes the primary goal is to foster an anthropologically literate student body and citizenry. At the 200 level, classes expand on the foundations introduced in 100 level classes and also serve as gateway classes to the anthropology major (many are pre-requisites to more advanced classes and/or requirements for the major or for particular "options" through the major — see below). These classes are set up to generate deeper anthropological literacy with greater expectations for analytical thinking and writing. Classes at the 300 and 400 levels serve majors in greater proportions. As such they tend to have more rigorous and thematically specific learning goals. In general, 300 level classes provide introductions to analytical and practical skills and to specific anthropological topics, while 400 level classes seek to teach proficiency in advanced analytical skills, professional reading comprehension, critical thinking, and analytical and expository writing in the context of specific anthropological problems or topics. Advanced undergraduates can also take 500 level classes with permission of the instructor. These classes are graduate level courses that seek to instill professional-level skills of reading, writing, analysis, critical thinking, and research 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> Classroom assessment, various methods Course evaluations Exit survey <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> Launched the Medical Anthropology and Global Health (MAGH) tracks, drawing together the department's extensive health-related course offerings in biocultural and sociocultural anthropology. Information on this track was advertised through the pre-med advisors, Mary Gates advisors and through the department's lower division courses. In addition, the department hosted an MAGH reception for both undergraduates and graduates. This has very rapidly become an extremely popular track; 215 students signed up as of June 2010, and this is undoubtedly a major factor behind the near doubling of the major from 300 to nearly 600 students in just two years. Graduating seniors in MAGH were selected as the recipients of the 2009 Dean's Medal and President's Medal and the 2010 President's Medal, awards that designate the most distinguished undergraduate record among all students at the university. Effective Autumn 2010, the MAGH track became designated as an official "option" that is transcribed, making the student's expertise more visible to future admissions officers and employers, and allowing us to manage enrollment by making admission competitive. Launched a track option focusing on anthropology of globalization in Autumn 2010. It draws together courses in all three subdisciplines that focus on the global flow of people, ideas, technologies, genes, disease, and material resources. Quite notably, it differs from other programs on global studies in that it includes a focus on the deep history of global flows. 	

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<p>Applied and Computational Mathematics</p> <p><i>(sponsored by the Applied Math, Computer Science, Mathematics, and Statistics Departments)</i></p>	<p>Brooke Miller miller@math.</p>	<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Decided to begin a competitive admission process, and plan to gather data on incoming majors in order to assess their progress. • After consulting with relevant collaborating departments, revised the content of the mathematical economics pathway to better reflect what is available and appropriate for these majors. • Completed revisions in the Biological and Life Science and Scientific Computing and Algorithm pathways. • Continued to seek ways to build a bigger student population in the Scientific Computing pathway to justify teaching the full Math 464-465-466 sequence. 	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p align="center">Art</p> <p>Division of Art</p> <p><i>BFA – 3D4M(Ceramics, Glass, Sculpture); Photomedia, Painting & Drawing</i></p> <p><i>BA – Painting & Drawing; Interdisciplinary Visual Art</i></p> <p>Division of Art History</p> <p><i>BA – Art History</i></p> <p>Division of Design</p> <p><i>BFA – Industrial Design; Visual Communication Design; Interaction Design</i></p>	<p>Judith Clark jclark@uw.</p>	<p>Division of Art Students are intellectually challenged by studio coursework and expected to develop writing skills that will supplement their creative explorations and pursuits as they plan for future careers within the specific academic context of the visual arts. Learning goals for this division in the Art major are:</p> <ul style="list-style-type: none"> • 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. • 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 	<p>Assessment of Student Learning</p> <p>All Divisions</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Quarterly evaluation of student learning via peer and faculty critique of individual creative work and portfolio review <p>Division of Art</p> <ul style="list-style-type: none"> • One-on-one consultations with faculty, small and large group (peer and faculty) • Critiques (assessment of students' work and student participation in assessment of their own and others' work) of studio work, and classroom discussions • Oral presentations and written submissions required throughout the degree curricula • BFA senior thesis. During the senior thesis year, students exhibit their work for evaluation in one of three public BFA Thesis Exhibitions. All BFA students exhibit at the Jacob Lawrence Gallery. 3D4M students also exhibit at in the 3D4M Gallery. BFA Honors students (Photography only) are required to mount a one- or two-person exhibition at a public venue of their choosing • BFA: submission of professional practice materials (resume, artwork documentation and artist statement) for faculty review • IVA: evaluation of student work at the end of each capstone Art 400: <i>Senior Studio</i> quarter and exhibited at the School of Art's Sand Point Gallery and in the IVA Juried Show in the Jake Lawrence Gallery <p>Division of Art History</p> <ul style="list-style-type: none"> • Assessments of internships and practicum projects • Completion of writing assignments measuring facility with the concepts, methodologies, vocabulary and problem-solving techniques 	<p>Continue to strengthen courses for freshman and incoming transfer students in the IVA major.</p> <p>Introduce new students to the culture of the visual arts on campus and in the larger art community in Art 101, Narratives in Art and Design</p> <p>Make Art 120 a writing class.</p> <p>Bring in a series of visiting artists (6) to teach Art 360 using new technologies in art and drawing on thematic approaches.</p> <p>Continue to monitor new options for student feedback and suggestions.</p>

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Art (continued)		<p><i>Bachelor of Arts (BA):</i> Students pursuing a Bachelor of Arts degree may choose courses which progress through a structured curriculum in Painting + Drawing, or choose to gain skills in a variety of media (Interdisciplinary Visual Arts), which can then be synthesized into a coherent approach to visual expression. Students develop a deep understanding of historical and contemporary issues related to artistic practice, art history and visual culture, while benefiting from broad study across diverse learning communities at the University of Washington. Bachelor of Arts students are prepared for a range of career paths in the creative arts through experiential learning.</p> <p><i>Bachelor of Fine Arts (BFA):</i> The Bachelor of Fine Arts degree builds upon the learning goals stated above, with an emphasis on a progression through a structured curriculum of media specific course work in either Painting + Drawing, 3D4M or Photography. Students build skills related to professional studio practice and are expected to develop a coherent body of work from the sustained exploration of their personal artistic vision. The BFA course of study culminates in a public exhibition of work in the SoA's Jacob Lawrence Gallery and prepares students for graduate school or a range of career paths in the creative arts.</p> <p>http://www.art.washington.edu/index.php?id=36</p> <p>Division of Art History The Bachelor of Arts student in the Division of Art History is expected to develop skills applicable to all liberal arts, including critical analysis, effective argument, fluidity in writing, and verbal presentation. Students are trained in visual analysis (how an image is made, interpreted and seen by a range of viewers in a variety of historical, institutional, cultural and geographical</p>	<p>widely utilized by artists, art historians and scholars of visual culture</p> <ul style="list-style-type: none"> • Capstone classes designed to develop and test writing, research, presentation, and observational skills essential for many professional and vocational fields • On-site presentations for the Art History Field Seminar in Rome <p>Division of Design</p> <ul style="list-style-type: none"> • Large- and small-group critiques, one-on-one discussion • Capstone project that is exhibited to the public and promoted to the professional design community, as well as local, national and international design scholars. Capstone includes a public web portfolio (<i>see http://courses.washington.edu/design09</i>). • Portfolios and professional materials (resumes, cover letters and promotions) reviewed by faculty and design professionals during courses, workshops, and seminars on professional practice every spring quarter <p>Curricular Assessment/Change</p> <p>Division of Art</p> <ul style="list-style-type: none"> • As a result of assessment of student learning and evidence that fewer incoming students have studied or practiced visual arts (most likely a result of cutbacks at the high school level), established appropriate introductory-level cross-disciplinary art appreciation courses and additional 100-level courses on a range of studio art topics, including: Art 101, <i>Narratives in Art and Design</i> (80-120 students); Art 120: <i>Influences in Contemporary Art</i> (for 150 students); Art 140: <i>Introduction to Photography</i> (150 students); and Art 191: <i>Color Studies Studio</i> (65 students). The new courses ensure increased 	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Art (continued)</p>		<p>contexts), research methods, and the relationships between visual form and expressions of meaning. Learning goals for this division in the Art major are:</p> <ul style="list-style-type: none"> • 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, provenance and patronage, theory and criticism, and historical context and influence. • Use the interdisciplinary reach of art history to intersect with related areas of study such as history, philosophy, literature, languages, music, gender studies, 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. 	<p>access to classes by freshmen and non-majors, which also results in timely progression to more specialized classes for majors. Faculty have responded to students being unaccustomed to three-hour long classes by breaking class time into multiple presentation formats, including lectures, activity-based exercises, discussions, and other strategies that encourage student participation.</p> <ul style="list-style-type: none"> • As a result of feedback from IVA program majors concerning the small number of 400-level classes available to them; that their access to 300-level classes was greatly inhibited by restrictive prerequisites; that they had no designated faculty oversight or mentorship; and that they had no exhibition opportunities appropriate to their degrees: <ul style="list-style-type: none"> ○ Revised the prerequisites for many media-specific 300-level classes ○ Created a new set of 300-level classes (taught as Art 360 each quarter) that specifically address art-making from an interdisciplinary perspective was created ○ Created Art 400 (offered quarterly) to provide a capstone experience for the IVA majors and to provide a vehicle through which they exhibit their work ○ Created media-specific 400-level classes that are open to the IVA population as well as the BFA students ○ Appointed Curt Labitzke and Lou Cabeen as co-chairs of IVA to address the specific needs of the IVA student and to demonstrate the Division's commitment to improving IVA studies • Required students to declare majors earlier. <p>As a result of curricular changes, the graduation rates in the Division of Art have greatly improved from an average of 6 years in 2005 to 4.5 years in 2008.</p>	

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Art (continued)		<ul style="list-style-type: none"> • 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 interpreter of the visual environment. • Internship and practicum projects offer undergraduate and graduate students opportunities for administrative, research and technical training in Seattle arts organizations, including the UW Henry Art Gallery, UW Burke Museum, Seattle Art Museum, Frye Museum, Museum of African Art, Wing Luke Museum and many commercial galleries. Undergraduates also utilize local museums to present critical reviews of exhibition content and structure, and conduct in-depth research on individual works of art. <p>http://www.art.washington.edu/index.php?id=386</p> <p>Division of Design Undergraduate students in the Division of Design 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 (VCD), Industrial Design (ID), Design Studies (DS), or Interaction Design (IxD). These competencies include:</p> <ul style="list-style-type: none"> • 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 	<p>Division of Art History</p> <ul style="list-style-type: none"> • As a result of undergraduate requests, prioritized the areas of Islamic, Pre-Columbian, Egyptian, Indian and contemporary art, in hiring visiting faculty. • Taking student demand into account, hired a new faculty member in South Asian art history, a charismatic young scholar who specializes in modern art of India. • Working with the School of Art Image Library, accessed, applied and evaluated new and evolving image technologies to enhance learning and research. • In response to student feedback and collective faculty experience with effective learning strategies, integrated class websites and new resources, such as image e-reserves, into instructional formats <p>Division of Design</p> <ul style="list-style-type: none"> • Resolved difficulty that undergraduate design students experienced in accessing computers, technology, and high-end digital printing by creating the School of Art Computer Center (SoACC), which provides computing technology to all SoA students via Student Technology Fee funds. • Required all design students to purchase a laptop and design software upon entry to the program. This requirement encourages better understanding of basic computer operating systems and design software, and allows students to work during class (and receive hands-on advice and instruction from faculty and peers). Took advantage of renewed professional interest in the Industrial Design program by inviting professional industrial designers from local/regional firms (Fluke, Microsoft, Boeing) and studios (Carbon, Artefact, PMI) to participate by sponsoring projects, or acting as guest lecturers or guest critics. 	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Art (continued)</p>		<p>factors that shape design decisions and the overall user experience of a design</p> <ul style="list-style-type: none"> • 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, undergraduate design students are learning life-long skills that allow them to move towards a variety of career paths, and/or pursue advanced graduate study. These skills include: <ul style="list-style-type: none"> ○ Ability to acutely and accurately observe and research topics, subjects, issues and audiences ○ 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 tangible designs 	<ul style="list-style-type: none"> • Based on student feedback and alumni surveys, proposed closing the DS undergraduate major and replacing it with a new BFA program in Interaction Design (IxD). Students and alumni indicated that the DS major has a more limited employment profile than either ID, IxD or VCD. The Division originally envisioned DS graduates working in corporations, studios or non-profit organizations in support roles (managing design research, design processes and design strategy rather than active professional practice). However, at the entry level, employers tend to be more interested in hiring junior designers to create and design communications/products rather than strategize or conduct research. Furthermore, IxD offers a better pedagogical “fit” in the Division. Interaction Design is a discipline that is compatible (even considered “in-between”) the older disciplines of ID and VCD. The IxD discipline is growing and has a robust employment profile, particularly in the Northwest region of the United States. In fact, many local design professionals on the department’s advisory board have noted the need for a robust IxD program in the Pacific Northwest, and have indicated their potential support for a UW–IxD faculty endowment. The proposed IxD program would have the structure of the current ID curriculum (shared sophomore courses, six junior studios, and three senior studios). The Division expects strong student demand for the IxD BFA program. 	

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Art (continued)		<ul style="list-style-type: none"> o Ability to understand what constitutes the creative/design process, and the ability to work through such a process o Ability to write and design persuasive visual/oral presentations. <p>http://www.art.washington.edu/4_Design</p>		

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Asian Languages and Literature</p> <p><i>Chinese Language</i></p> <p><i>Japanese Language</i></p> <p><i>Korean Language & Literature</i></p> <p><i>South Asian Language & Literature</i></p>	<p>Michael C. Shapiro hindimcs@uw.</p>	<p>Majors and minors in the various programs within the Department will develop competencies in three primary areas: language, linguistics, and literature.</p> <p>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:</p> <ul style="list-style-type: none"> • 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 <p>Specific skills to be acquired for the major include the ability to:</p> <ul style="list-style-type: none"> • Manage a variety of spoken communicative tasks, including: <ul style="list-style-type: none"> ○ Discussion of topics of common interest ○ Description and narration ○ Expression of personal viewpoints ○ 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 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • 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 <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Based on careful scrutiny of student evaluations of various courses, as well as on less systematic evidence of the unsatisfactory nature of the old major, completely revised the Chinese undergraduate major, making the major more substantial and intellectually demanding yet requiring fewer credits than previously. The goal was to improve the intellectual coherence of the major as well as to make it more manageable and practicable than it had been. The previous version of the Chinese major required more than 100 credits for students who began with no prior knowledge of Chinese and required that students take a fairly large number of courses outside the department. It was for these reasons often difficult for students to finish in four academic years. Conversely, the major requirements in the past were such that a student entering with a good prior knowledge of Chinese could not easily finish a B.A. degree for want of pertinent courses. The new major has reduced the number of required credits but at the same time has increased the required exposure to both the literary and linguistic aspects of modern and Classical Chinese. It also weaves into the required 	

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Asian Languages and Literature (continued)		<p>connected essays of several paragraphs in length in an appropriate linguistic register.</p> <p>Linguistics A student with a minor in one of the languages taught in the Department will achieve competency in:</p> <ul style="list-style-type: none"> • 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 <p>A student with a major in one of the languages taught in the Department will additionally achieve competency in:</p> <ul style="list-style-type: none"> • 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 <p>Literature A student with a minor in one of the languages taught in the Department will achieve competency in:</p> <ul style="list-style-type: none"> • 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 	<p>courses an exposure to the humanistic and social scientific dimensions of Chinese culture.</p>	

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<p align="center">Asian Languages and Literature (continued)</p>		<p>literary activity within the culture</p> <ul style="list-style-type: none"> • Utilizing basic research skills <p>A student with a major in one of the languages taught in the Department will additionally achieve competency in:</p> <ul style="list-style-type: none"> • 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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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Astronomy</p>	<p>Christopher Laws laws@astro.</p> <p>Sarah Garner sterrs@astro.</p>	<p>Astronomy majors will:</p> <ul style="list-style-type: none"> • 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. <p>http://www.astro.washington.edu/undergrad/undergrad.html#goals</p>	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Capstone course • Independent study and research • Exit surveys • Quarterly undergraduate meetings • Weekly departmental emails to undergraduates • Undergraduate representatives to the department <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Expanded upper-division math requirement to allow a broader range of coursework (while still maintaining the same number of credits). • Decreased the number of upper-division physics electives while increasing the number of Astronomy credits required; this change is consistent with Physics Department requirements and allows the students to more easily double-major. Students had requested these changes through quarter meetings and undergraduate representatives. • Added ASTR 300—Astronomy Computing as a degree requirement to ensure that all students were meeting Goal 2 (see previous assessment report). In addition, increased offerings of ASTR 300 from once to twice a year so that all Astronomy undergrads can complete the introductory computing course prior to research and/or upper-division coursework. • Completed digital upgrade to the UW Planetarium, which has directly benefited the Astronomy curriculum. Classes and research projects have been focused on helping students create education films and live programs for wide-ranging audiences (Goal 4). 	<p>Develop and implement a Bi-Annual Alumni Follow-up Survey in order to track the long-term effects of curriculum changes on graduates.</p> <p>Continue to assess the broader impact of the Pre-Major in Astronomy Program (Pre-MAP) which was established in 2005.</p> <p>Closely monitor the impact of the new Physics degree tracks on Astronomy majors.</p>

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Astronomy (continued)			<ul style="list-style-type: none"> • Added ASTR 498 Independent Study to the curriculum to clarify the differences in expectations between research projects (ASTR 499) and projects involving hardware, software or library work in preparation for research (Goals 1 and 3). • Added two courses to the curriculum to further expand students' knowledge of important computational methods: ASTR 427: Numerical Methods in Astrophysics, and a special topics course on IDL (Goal 2). 	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Biology</p>	<p>Toby Bradshaw toby@uw.</p> <p>Joe Ammirati cort@uw.</p> <p>Eileen O'Connor eoc@uw.</p>	<p>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:</p> <p>Scientific reasoning –requires the ability to define and solve problems.</p> <ul style="list-style-type: none"> • Organize biological information <ul style="list-style-type: none"> ○ <i>Intro level:</i> Summarize and organize information systematically, including lecture, lab and field materials, explore connections between different systems/levels ○ <i>300-level:</i> Prioritize and connect different pieces of information ○ <i>400-level:</i> 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 <ul style="list-style-type: none"> ○ <i>Intro level:</i> Understand and test a hypothesis, distinguish experimental from correlational tests, understand the importance of controls, graphically represent raw data ○ <i>300-level:</i> 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 ○ <i>400-level:</i> Synthesize results from several different experiments to answer complex questions, evaluate methods and interpretations of data, evaluate support for a hypothesis, develop alternative hypotheses 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • 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 at completion of introductory biology series • Survey of students at completion of advising labs in introductory biology course (180) • Feedback from academic counselors • Exit survey of graduating seniors <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Evaluated Foundations courses (350/354/355/356) to ascertain that they were still meeting the needs of students and faculty. • Revamped a 400 level course on techniques in Cell and Molecular Biology. • Developed new 400-level courses in Developmental Biology (laboratory course), the Physiology of Plant Behavior (seminar course), Applied Phylogenetics, Chemical Communication, Medical Physiology, and Evolution and Medicine. • Developed new 300-level courses in Biological Story Telling (video production) and Diversity of Life (a W course). • Developed a new 200 level course on the History of Life for majors and non-majors • 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. 	<p>Use Biol 179, Learning to Learn in Science, to assess the efficacy of various teaching strategies.</p> <p>Enlist the help of the Biology Education Research Group (BERG) in the development of additional assessment tools.</p>

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Biology (continued)</p>		<ul style="list-style-type: none"> • Become a practicing biologist <ul style="list-style-type: none"> ○ <i>Intro level:</i> Apply known principles to closely related but novel problems ○ <i>300-level:</i> Examine data and propose a hypothesis to explain it, propose experiments to test the hypothesis, relate different types of information, identify missing information ○ <i>400-level:</i> 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 <p>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.</p> <ul style="list-style-type: none"> • Identify gaps in knowledge/ self-assessment <ul style="list-style-type: none"> ○ <i>Intro level:</i> Determine if material is mastered or additional help is needed ○ <i>300-level:</i> Assess one's own knowledge with respect to what is known ○ <i>400-level:</i> Identify gaps in knowledge and use resources to find information, learn independently, identify existing gaps in scientific knowledge • Use available resources to answer questions <ul style="list-style-type: none"> ○ <i>Intro level:</i> Master use of glossary and index, know how to obtain library resources, begin to evaluate sources of information (e.g. Google results) ○ <i>300-level:</i> Know how to find information from original literature using database searches <i>400-level:</i> Use advanced searches and critically evaluate sources 	<ul style="list-style-type: none"> • Continued 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 a Discovery seminar titled 'This is your brain on drugs'. • Offered an exploration seminar to Peru. • Continued expansion of summer course offerings. • Continued development of the biology internship program to foster student career exploration. • Developed a new graduate level course on manuscript writing. • Established a minor in Paleobiology in conjunction with ESS and Anthropology. • Developed a 400 level course in Paleobiology Field Methods for students in the Paleobiology minor. 	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Biology (continued)		<ul style="list-style-type: none"> • Consult primary biological literature for information <ul style="list-style-type: none"> ○ <i>Intro level:</i> 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 ○ <i>300-level:</i> 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 ○ <i>400-level:</i> 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 <p>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.</p> <ul style="list-style-type: none"> • Communicate knowledge <ul style="list-style-type: none"> <i>Intro level:</i> 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 ○ <i>300-level:</i> 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 ○ <i>400-level:</i> 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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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Biology (continued)</p>		<p>ideas to the class alone or in a group</p> <ul style="list-style-type: none"> • Work in a group <ul style="list-style-type: none"> ○ <i>Intro level:</i> Work collaboratively as part of a team in lab, work together in supervised groups to address specific well-defined problems ○ <i>300-level:</i> 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) ○ <i>400-level:</i> Trouble-shoot and solve group problems, research complex problems and compile information into clear, concise summary <p>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.</p> <ul style="list-style-type: none"> • Application/ Bioethics <ul style="list-style-type: none"> ○ <i>Intro level:</i> 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 ○ <i>300-level:</i> Use biological information to discuss controversial issues, distinguish between “is” and “ought” ○ <i>400-level:</i> 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	Paul Hopkins chair@chem.	<p>At the end of their studies, graduating chemistry and biochemistry majors should:</p> <ul style="list-style-type: none"> • 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. <p>http://depts.washington.edu/chem/undergrad/departmentgoals.html https://www.washington.edu/students/gencat/academic/biochem.html</p>	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Exit survey <p>Curricular Assessment/Change The curriculum has evolved considerably in recent years. Unfortunately, most of these changes respond not to an increased understanding of ways to improve student learning, but rather to dramatic budgetary constraints associated with loss of about one fifth of the faculty of the Department of Chemistry and a corresponding fraction of the department's teaching assistant positions combined with dramatic growth in degree programs.</p> <p>Lower Division Instruction</p> <ul style="list-style-type: none"> • Increased large-lecture instruction. In 2000-01 the largest section of any Chemistry course was 288 students, the maximum class size accommodated in the Bagley Hall large lecture theater (Bagley 131). Beginning in the 2001-02 academic year some lecture sections were moved to Kane 120 (capacity ~440) to accommodate enrollment demand. Today, essentially all sections of CHEM 142, 152, 162 are delivered in sections approaching 600 students. In addition, CHEM 237 and 238 sections are routinely delivered in 400-student sections or even larger. • Increased use of technology to enhance learning in large lectures. Over the past decade the department has incorporated a variety of technologies to enhance the learning experience in 100-level courses. For example, on-line homework was initiated in 2004 using WebAssign. On-line resources including threaded discussion boards and on-line quizzes have been employed since 2005. Finally, personal response systems or 	<p>The department is exploring the possibility of implementing a commercial computer-based learning assessment tool called ALEKS (Assessment and Learning in Knowledge Spaces) as both a tool to assess the background of students entering the program, and as a learning assessment tool for enrollees in lower division courses.</p>

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Chemistry and Biochemistry (continued)</p>			<p>“clickers” were introduced in entry level courses in 2006</p> <ul style="list-style-type: none"> Modified the 100- and 200-level laboratories. In response to the loss of TA positions, it was necessary to double the number of undergraduate students assigned to each teaching assistant in CHEM 142, the first quarter of general chemistry, from 48:1 to 96:1. As a result, the number of laboratory experiments conducted by students was reduced in this course. The TA grading load was also reduced by eliminating formal lab reports providing fewer opportunities for students to develop their writing skills. The first organic laboratory course, CHEM 241, which until recently enjoyed a 24:1 student:TA ratio, with sections of 24 students meeting in lab with their TA twice per week for three hour lab sessions, was also restructured for financial reasons to accommodate a 48:1 ratio. Now, each student has one 4-hour laboratory session per week with her TA in a group of 24 students. The number and complexity of experiments each student conducts were reduced. The amount of student work hand-graded by the TA was also reduced. Students leave CHEM 241 far less prepared for subsequent lab work. Anecdotal reports are that student stress levels are higher with the reduced number of hours available in lab to complete their work: there is no margin for student error. All of these changes are deleterious to student learning. Eliminated Study Center Staff. Since 2001, the Department of Chemistry Entry Level Study Center to provide tutoring and a structured learning environment for students in 100-level courses. In 2007, the adjoining Organic Study Center was opened to support students in 200-level courses. Both Centers were heavily used by the thousands of lower-division students in the Chemistry and Biochemistry majors. However, reductions in 	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Chemistry and Biochemistry (continued)			<ul style="list-style-type: none"> TA lines have resulted in the Department no longer being able to staff these Centers well, which has seriously reduced their effectiveness. However, just before fall quarter 2011, the College of Arts and Sciences restored about one half of the budget of the Entry Level Study Center, on a one-year, temporary basis. <p>Upper Division Program</p> <ul style="list-style-type: none"> Increased section size. A direct result of increased majors was a corresponding increase in demand for upper-division courses. To meet enrollment demand, the department has increased the sizes of most upper division classes. CHEM 452 and 453, for example, have approximately doubled in size, from 80 to about 160. Class sizes in some laboratory courses such as CHEM 317 (inorganic laboratory) and 321 (analytical chemistry) have also increased, such that each student receives less attention from the teaching assistants who lead the laboratories. Most faculty members believe that the course quality has declined as enrollment has increased. Reduced the amount of graded coursework. TA reductions over the past decade have also resulted in a decrease in the amount of grading support and a corresponding reduction in the amount of graded homework assigned. Currently instructors simply grade homework as "compliant", and no detailed feedback is provided to the student. Reduced the number of electives. The decline in faculty FTE combined with the increase in majors count has required that core-course offerings be maintained (and expanded) at the expense of electives. Across the last decade, some 16 courses have been dropped from regular course offerings. The following are courses dropped during the past several years: 	

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Chemistry and Biochemistry (continued)			<ul style="list-style-type: none"> o CHEM 415 The Chemical Bond o CHEM 419 Bioinorganic Chemistry o CHEM 428 Bioinstrumental Analysis o CHEM 433 Theoretical Organic Chemistry o CHEM 464 Computers in Data Acquisition and Analysis o CHEM 475 Honors Physical Chemistry o CHEM 484 Materials Chemistry 	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Classics</p> <p><i>Classics</i></p> <p><i>Classical Studies</i></p> <p><i>Greek</i></p> <p><i>Latin</i></p>	<p>Alain M. Gowing, alain@uw.</p>	<p>In Winter Quarter 2011, the department concluded a nearly year-long discussion and review of learning goals for majors. All majors in the Department of Classics will:</p> <ul style="list-style-type: none"> • Acquire fundamental language skills in Latin and /or ancient Greek • Develop an awareness and appreciation of the major elements of ancient Greek and Roman civilization, history, philosophy, literature and material culture • Produce critically, culturally and historically informed analysis of Roman and /or ancient Greek ideas, texts and artifacts • Use analytical, research and critical thinking skills to communicate effectively in writing • Acquire a global perspective through in-depth study of ancient cultures in detailed historical contexts as well as through opportunities to study abroad, including but not limited to the department's Classical Seminar in Rome (conducted every spring at the University's Rome Center), and the archaeological field school at Tel Dor, Israel. <p>Majors in Classics, Latin or Greek will in addition:</p> <ul style="list-style-type: none"> • Demonstrate substantial expertise in Latin and/or ancient Greek and engage in advanced analysis of ancient texts in the original language(s). <p>http://depts.washington.edu/clasdept/learninggoals.html</p>	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Senior essays completed with one-on-one work with a faculty advisor • 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 <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Conducted a thorough review of the undergraduate curriculum. The curriculum had already undergone a recent review as part of the mandated 10 year review concluded in Spring Quarter 2009, and several changes to the curriculum were made in the wake of that review (reported as underway in the 2009-11 Biennial Assessment report). This current review centered more on general curricular issues (e.g., a review of the Classical Archaeology courses, which are cross-listed with Art History, and possible alterations to those listings). • Changed Clas 322 (Intellectual History of Classical Greece, 5 credits) to Clas 422 (same title, also 5 credits), to reflect more accurately the level at which the course is taught. 	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Communication</p> <p><i>Communication</i></p> <p><i>Journalism</i></p>	<p>David Domke domke@uw.</p>	<p>BA, Communication The Communication department has identified eight separate learning objectives for the undergraduate program, yet these remain in process and under discussion. These eight specific learning objectives have been merged into a much shorter list:</p> <ul style="list-style-type: none"> • Increase knowledge (content acquisition, based on the path through the major) • Improve skills including: <ul style="list-style-type: none"> ○ Cognitive (how to analyze, compare, problem solve) ○ Social (working in teams, civic engagement, diversity, ethics) ○ Communication (writing, oral presentation, new media production) <p>BA, Communication-Journalism The journalism program:</p> <ul style="list-style-type: none"> • Develops analytical and communication skills and a commitment to professional excellence in students who want to pursue careers in media industries. • Teaches students how to gather, evaluate, synthesize and disseminate information. • Because professional skills must be balanced with the development of intellect and character, emphasizes 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 credits must come from liberal arts and sciences courses in order to provide student journalists with a strong context for their work. <p>Specific learning objectives for the BA Communication-Journalism include:</p> <ul style="list-style-type: none"> • Understand and apply First Amendment principles and the law appropriate to professional practice 	<p>Assessment of Student Learning</p> <p>BA, Communication</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • 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 Center • 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 • Exit surveys with graduating seniors <p>BA., Communication-Journalism</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Pretest-posttest examinations in core courses to see if students demonstrate an increase in knowledge • Student self-assessments about educational, professional growth • Student competitions where work is evaluated at the national level, such as the Hearst Journalism Awards Program or the Online News Association awards • Alumni surveys about student performance in the workplace • Supervisor evaluations at the conclusion of internships • Publication, broadcast or posting of student work created in mid-level and advanced professional-practice courses (Note: This constitutes a de facto external professional assessment about the quality of a student's work because that work would not be 	<p>Communication Overhaul the introductory course sequence. The current courses (COM 201/202) speak to the focuses of the department at its time of merging. The new sequence attempts to balance a broad overview of Communication concepts with a more focused introduction to key areas of the discipline.</p> <p>Journalism Create a small program advisory board to consult with faculty about course offerings, curricular change, and program quality.</p>

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Communication (continued)		<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • published, posted or broadcast if it were judged to be of poor quality.) • Consultation with mentors about student strengths, weaknesses <p>Curricular Assessment/Change</p> <p>BA, Communication</p> <ul style="list-style-type: none"> • Overhauled the department's internship program (supporting 150-200 internships a year) to improve the students' experiences and track more effectively student learning in internships. • Overhauled the department's study abroad program in Rome in order to capitalize more fully and explicitly on the context of Rome and its environs. • Developed a rhetorical theory sequence involving three courses (with two being newly developed courses). • Developed COM 494: Careers in Communication, which helps students understand and articulate the ways in which their undergraduate studies prepare them for internships and careers. • Developed a "career pathways" web portal that allows students to identify potential careers and see how departmental resources (classes, teachers, internships, departmental clubs, etc.) can help them pursue that career. Available at: http://www.com.washington.edu/undergraduates/paths/index.html. • Established a quarterly orientation meeting for all new majors; attendance has been high (70-90 students each quarter). This is in addition to existing advising efforts. <p>BA, Communication-Journalism</p> <ul style="list-style-type: none"> • Revised journalism core curriculum to provide stronger multimedia focus in light of concerns 	

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Communication (continued)			<p>that the previous program was too out-of-date.</p> <ul style="list-style-type: none"> Revised requirements in other areas to ensure that students gain a more in-depth understanding of a single substantive area in communication field (e.g., public affairs, science and technology, global affairs). 	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Comparative History of Ideas (CHID)</p>	<p>Amy Peloff apeloff@uw.</p>	<ul style="list-style-type: none"> • 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. 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • 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 <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Begun the process of informally assessing the impact of the Fall 2009 overhaul of the major and minor requirements, with the goal of adjusting the structure of the curriculum over the next academic year. • Added several new permanent courses, including CHID 230 Introduction to Disability Studies (5) I&S; CHID 280 Indigenous Encounters: Politics, Culture, and Representation in Latin America (5) I&S; CHID 430 Topics in Disability Studies (1-5, max. 15) I&S; CHID 434 Civil and Human Rights Law for Disabled People (5) I&S; and CHID 487 The Cultural Politics of Violence in Contemporary Latin America (5) I&S. • Added new special topics courses that point towards new areas of exploration, including new explorations of social justice, cultural studies, and social formations: "Utopian Visions for Social Change," "Animation: Miyazaki and the Vitality of Media," "Extending Life," "Culture Machines: The Future of Cultural Studies," "Monsters and Aliens: Encountering the Other," "Reading While Black: Thinking about Black Male Literacy in the Age of Hip Hop," "Hip Hop in the 206," "History of Eugenics," "Globalized Guinea Pigs: Animals in Global Perspective," "Feminism in an International Context," "Social Movements at the Margins," "Our Bodies, Ourselves, or How 	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Comparative History of Ideas (continued)			to give birth to an idea," "Superheroes in Print and on Screen: An Introduction to Media Studies," "Animals, Ethics, and Food: Deconstructing Dominant Discourse," "Speculative Media," "Imagining 'Edutopias' for Social Justice," "Close Readings in Theory (Vine Deloria)," and "The Vagaries of Home."	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Comparative Literature</p> <p><i>Comparative Literature</i></p> <p><i>Cinema Studies</i></p>	<p>Tamara Cooper tcoop@uw.</p>	<p>Students will leave the major with:</p> <ul style="list-style-type: none"> • 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 • Networking skills so students may avail themselves of opportunities for further international study, internships and practical experience in affiliate fields. 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Exit surveys • Exit interviews with graduating seniors, as part of the application to graduate process. Exit interview/sessions with graduating majors have recently reflected moderate dissatisfaction with a sense of preparedness for graduate study. • Capstone course, which includes students' pre-/post-self evaluation • Faculty evaluation of the capstone in response to exit interviews that have shown a dramatic increase in the number of students who complete department honors and are interested in graduate school and that have raised questions about students' preparedness for graduate study. Faculty evaluation is designed to identify reasons for the increased interest in the honors program and graduate study; whether this increased interest is evenly distributed between students from the C Lit and the Cinema Studies tracks in the major; whether most of those planning to pursue graduate study expect to get a terminal MA or to continue on to doctoral study and in what fields; what percentage plan to pursue additional study in film production or other applied arts; and what percentage plan to pursue a career in the film industry without any additional study. <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • As a result of early advising orientations and exit interviews with students, noted an increasing interest in honors studies, graduate school and terminal MAs in applied arts, education and entertainment, so added a learning goal to the major related to networking and exploration. 	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Dance</p> <p><i>Dance</i></p> <p><i>Dance Studies</i></p>	<p>Betsy Cooper bcoop@uw.</p>	<ul style="list-style-type: none"> • 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. <p>http://depts.washington.edu/uwdance/undergrad.html</p>	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment: various methods (focus on progress toward course objectives as well as progress toward student's individual challenges and dance major learning goals) • Course evaluations • End of term student technique and choreography showings required for all technique courses • Senior Seminar offered as capstone course: final projects and processes presented at the end of quarter • Dance 350 and Dance 345 end of quarter oral presentations • Students in the major meet with and discuss progress and experience with technique instructors in their courses, choreography advisors and/or faculty mentors • Panel of outside artists review undergraduate choreography performed during Dance Majors Concert. Awards given to outstanding choreography • Observation of student rehearsing and performing in faculty creative research, specifically in Dance Program concerts • Assessment of student learning and progress via dance teaching practicums, choreographic studies, oral presentations, reflective goals statements, and research projects • Students enrolled in Dance Teaching Methods teach technique courses at private studios, community centers and public schools in the Seattle area, and rural Yakima Valley. These classes are filmed and assessed by UW faculty, and student teachers. In some cases, this community teaching has led to offers of employment for undergraduates • Exit surveys given to participants in Senior Seminar • Exit surveys reviewed by faculty to determine if curricular changes are needed or if new or additional assessments measures necessary 	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Dance (continued)</p>			<ul style="list-style-type: none"> • Dance students present original research at the Performing Arts session of the Undergraduate Research Symposium—attended by all dance program faculty and the majority of dance majors • Assess students in dance technique courses with shared assessment criteria and grading profile (attached below), in an effort to make technique grading more transparent <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • In part as a result of students' interests in world dance practices, added a new major (Dance Studies) geared toward students interested in a more intensive research focus, dance forms other than western concert dance forms (ballet, modern and jazz), or those students already possessing an expertise in western concert dance (such a returning professional seeking a BA degree). The new major includes two research methods courses (Dance 415, Dance 416) and a requirement to submit a research proposal to the Undergraduate Research Symposium. • Created unique course numbers for Salsa, Swing, Ballroom and Tango rather than offer all these types of dance practice under one course number in order to acknowledge faculty and student expertise in multiple types of social dance practices. 	

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MAJOR	UW Dance Program Grading Profiles for Dance Technique
Dance (continued)	<p>The Dance Program utilizes a limited grading system for dance technique courses and alternative movement studies courses. The following criteria are used for assessing and grading the demonstration of skills and understanding of movement concepts in all dance technique/alternative movement studies courses. Final grades may also be affected by other factors (such as homework assignments and attendance). Please consult with each instructor /course syllabus for additional information relating to requirements, assessment and grading policies. If you are very concerned about how this new system might affect your overall GPA, you should consider signing up for technique courses on a S/NS basis.</p> <p>Instructors may allot grades in half point increments (e.g. 3.5, 2.5, 1.5) if student demonstrates traits from two or more grading profiles.</p> <p>A 4.0 student:</p> <ul style="list-style-type: none"> • Displays technical mastery over movement material presented in class (appropriate to the level of the course). • Effectively integrates feedback offered by the instructor, and is consistent in applying this feedback through self-correction. • Demonstrates self-directed learning. • Consistently works responsibly both independently and collaboratively with peers and the instructor on course concepts and problem solving. • Makes informed choices about the development of individual artistic voice. <p>A 3.0 student:</p> <ul style="list-style-type: none"> • Displays technical competence with movement material presented in class. • Displays continual effort to integrate feedback offered by the instructor, but may rely on instructor for prompts to correct and implement. • Is developing skills in self-directed learning. • Can work responsibly both independently and collaboratively with peers and the instructor on course concepts and problem solving. • Demonstrates some evidence in development of individual artistic voice. <p>A 2.0 student:</p> <ul style="list-style-type: none"> • Does not display technical competence with movement material presented in class. • Has difficulty integrating feedback offered by the instructor, and relies on instructor for prompts to correct and implement. • Lacks awareness to do effective independent work. • Is inconsistent in working collaboratively with peers and the instructor on course concepts and problem solving. <p>A 1.0 student:</p> <ul style="list-style-type: none"> • Does not display technical competence with movement material presented in class. • Does not integrate feedback offered by the instructor. • Lacks awareness to do effective independent work. • Does not work collaboratively with peers and the instructor on course concepts and problem solving

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Digital Arts	Juan Pampin pampin@uw.	<p>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.</p> <p>The department is currently developing and defining learning goals for undergraduate majors in this new field. Program goals include the following:</p> <ul style="list-style-type: none"> 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 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> Classroom assessment, various methods Course evaluations Applicants' work in DXARTS 200 and 201 carefully reviewed and evaluated before admission. Application materials include evidence of creative work and written responses to prompts in a Catalyst survey. 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. <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> As a result of internal assessment, revised the undergraduate research seminar, DXARTS 400. The department determined that undergraduates needed greater exposure to traditional works of art and more rigorous training in art analysis. The undergraduate research seminar (DXARTS 400) is now treated as a cohesive three-part series, focused on the practice of art analysis. It contains a significant writing component and a final culminating art work. Also as a result of assessment of student work, revised the senior capstone series (DXARTS 491, 492, 493) so that it now requires students to build out their full-scale project in the Fremont lab prior to assembling 	<p>A moratorium on undergraduate admissions has been initiated for 2011-12 in order to allow faculty the time necessary to evaluate the undergraduate curriculum and redesign DXARTS degree requirements</p>

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Digital Arts (continued)		<p>as author and audience as passive viewer.</p> <ul style="list-style-type: none"> • 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. 	<p>their work for public exhibition. This change allows faculty to trouble-shoot technical and conceptual problems earlier in the process, about the scope, complexity, and scale of their work.</p>	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Drama</p> <p><i>Performance</i></p> <p><i>Production</i></p> <p><i>History, Theory, & Criticism</i></p>	<p>Sarah Nash Gates sngates@uw.</p>	<p>All areas of Drama contribute to the learning goals for the department's undergraduate students. These goals include the development of:</p> <ul style="list-style-type: none"> 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. <p>The School is concerned about teaching a <i>process</i>, not only achieving a <i>result</i>.</p> <p>Program values are listed at:</p> <p>http://depts.washington.edu/uwdrama/about/mission.shtml</p>	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> Classroom assessment, various methods including 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. Final presentations or performances in many studio courses, attended by many departmental faculty, allowing quarter-by-quarter assessment of most students Work on a production in addition to the required running crews, including creating and producing their own work, offering a means for evaluating what students have been and are learning Regular meetings between the elected BA Council and the head of the BA program. <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> Added three options to the major, allowing students with a particular interest in the areas of performance, production, or history/theory/criticism to concentrate studies in those areas. Modified the drama major. Adjusted curriculum in response to demand for certain coursework produced by the new options. 	<p>The head of the BA program since 1999 has left the UW to teach at NYU, and a new head of the program has been named. The department has started talking about his vision for the program.</p>

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Economics</p>	<p>Greg Ellis ellis@uw.</p> <p>Michelle Turnovsky mturn@uw.</p>	<p>The Department of Economics has several educational goals for the students who take economics courses. Most importantly, the department wants students to develop what Paul Heyne called "an economic way of thinking," which is a conceptual framework for thinking about and analyzing the economic problems 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:</p> <p>Fundamental Knowledge</p> <ul style="list-style-type: none"> • 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 <p>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</p>	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Exit survey of graduating seniors • Alumni survey • Surveys of undergraduates' experience in the major, published to students and faculty in the Economics Undergraduate Board (EUB) newsletter. The department regularly surveys students prior to important curricular changes, enlisting the help of the EUB. • Internships involving independent research and undergraduate research course with faculty members • Regular feedback to individual faculty members and the department on students' wishes, difficulties, and outcomes from alumni engaged in a mentoring program for majors, students on the EUB, tutors for the UW Center for Learning and Undergraduate Enrichment (CLUE), undergraduate classroom assistants, and departmental advisers • Information on student work from undergraduate participation in the UW's Undergraduate Research Symposium and national meetings, as well as from an annual departmental "best essay" competition. <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • In response to student exit-survey feedback about a desire for more research opportunities, increased the number of econometrics classes (Econ 424, 481, 482, and 483) offered to students each year in an effort to supply the students with the statistical skills they need. The B.S. degree in economics now requires successful completion of one of these four econometrics courses (for students admitted to the program during or after the winter 2011 quarter). • In response to students' fears, often expressed in surveys, about unrealistic expectation or 	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Economics (continued)</p>		<ul style="list-style-type: none"> • 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 <p>Professional Applications</p> <ul style="list-style-type: none"> • 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 <p>Personal Applications and Skills</p> <ul style="list-style-type: none"> • 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 <p>www.econ.washington.edu/instruction/undergrad</p>	<p>unfair grading by teaching assistants, increased consistency across the teaching and grading of the numerous sections of two introductory and two intermediate classes by assigning separate faculty supervisors to oversee each of the four courses. Faculty supervisors will help standardize the material and the grading, as well as help with teaching issues and concerns.</p>	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>English</p>	<p>Gillian Harkins eungrad@uw.</p>	<p>Skills</p> <ul style="list-style-type: none"> • Make use of textual analysis (close reading) to enunciate understanding of literary and critical texts • Articulate coherent arguments built on specific evidence from individual texts • Assess different kinds of evidence and opinion • Understand and use key critical terms and concepts in the discipline • Show an ability to use texts, quotations, and detailed examples to reveal appreciation of complexity and awareness of nuance • Question one's own conclusions and those of others, develop self-critical and reflective habits • Recognize and appreciate the importance of major literary genres, subgenres, and periods • Demonstrate familiarity with historical and cultural contexts and how they affect the creation and understanding of literary texts • Relate texts from a variety of historical periods and cultures to each other • Have a facility with literary-theoretical concepts/issues (and their sources), especially those which engage current, continuing critical questions • Use a variety of approaches/theoretical perspectives in reading and discussing literature • Engage competing critical approaches to literary works, think through differences in approaches, and articulate them in written arguments • Write prose that uses standard grammar and punctuation • Write fluently for a variety of purposes and audiences • Create original poetry, prose fiction, or drama • Use information technology and other methods to conduct scholarly research • Integrate primary and secondary sources into 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Senior capstone/thesis experience • 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 perceptions of learning in the major • A three-part core, which provides steps or benchmarks at which assessment may occur, including the integrated gateway courses, ENGL 301 and 297; a critical practice course, ENGL 302; and a 400-level senior capstone requirement • Capstone course • Online application for admission to the English major gathers data from incoming students, including demographic information, reports of satisfactory progress, students' academic interests and goals, and students' learning expectations • Evaluation of Phoenix Project courses, which are intended to prepare K-12 teachers and include ENGL 470, 471, and designated sections of 498, showed high levels of student satisfaction and perceived correlation between service placement and learning. Evaluation included surveys of students and interviews with teachers at partner schools <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Began assessing and rationalizing the 300-level curriculum, with preliminary results indicating a need to consolidate/eliminate some courses to reduce redundancy and fragmentation, to improve enrollment efficiency, and to encourage development of new courses which reflect new directions in the discipline and teaching strengths of newer 	<p>Because work on the 300-level curriculum absorbed so much departmental attention, assessment of 400-level capstone courses (apart from Honors) was postponed until 2011-13. This assessment will allow the department to gauge how well these courses function individually and collectively as capstone experiences. Evidence suggests that the capstones have been underutilized as assessment opportunities, and consideration of how the department might better use them will be included in the study. A portfolio review</p>

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
English (continued)		<p>essays</p> <ul style="list-style-type: none"> Use MLA conventions for citation of sources <p>Content</p> <ul style="list-style-type: none"> A wide variety of works by British and American writers from various periods The major works, authors, genres, and movements in literature in English Anglophone world literatures The aesthetic, cultural, political, and historical contexts and functions of literary texts Major historical and contemporary critical theories and their methodologies The structure and grammars of the English language The varieties and historical developments of the English language Standards of grammar, mechanics, and usage acceptable in the discipline and the reasons why those standards have been adopted 	<p>faculty. Work will continue on this during 2011-2013, focusing in particular on solidifying learning goals.</p> <ul style="list-style-type: none"> Completed a comprehensive review of the English Honors program was completed including a quarterly survey completed by all Honors students over the 2-year period, focus groups with Honors teaching faculty, and review of thesis projects. As a result, a set of standards, expectations, and learning goals was drafted and approved for the program. Additional details regarding thesis supervision will be completed in 2011-2012. Renumbered ENGL 202 as ENGL 301; it is offered concurrently with ENGL 297. This renumbering reflects a better appreciation for the intellectual challenges these courses poses and their centrality to the major. Required a minimum grade of 2.0 for ENGL 301/297, for ENGL 302, and for the 400-level capstone course because students should demonstrate minimum competence in courses which provide essential learning in the major. Changed the way majors calculate their major GPA for graduation to using all University of Washington ENGL courses at the 200 level and above so that students are required to demonstrate minimal competence across the entirety of their experience in the discipline. Reduced the number of 200-level credits that may be applied to English major requirements was reduced from 20 to 15. As a result of new minimum grade requirements in core major courses, approved and adopted a continuation policy that provides for monitoring progress and competence in the major, helping to ensure that students either meet benchmarked expectations or make other more suitable major choices in a timely fashion. 	<p>should be an important component</p> <p>The development of publishable learning goals for all courses is still underway and will not be concluded until the end of the 2011-2013 biennium.</p> <p>As part of the ongoing assessment and refinement of the English major, the Undergraduate Education Committee will turn its attention in 2011-2012 to the pressing issue of the efficacy of the linked 301/297 courses. Disparities in achievement in the paired courses, student dissatisfaction with scheduling constraints, faculty concerns with unrealized integration, uneven</p>

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>English (continued)</p>			<ul style="list-style-type: none"> • Introduced a number of new 300-level courses, adding strength in particular to the areas of critical theory and multicultural literature, including ENGL 306 Introduction to Rhetoric (5) VLPA; ENGL 308 Marxism and Literary Theory (5) VLPA; ENGL 309 Theories of Reading (5) VLPA; ENGL 314 Transatlantic Literature and Culture (5) VLPA; ENGL 357 Jewish American Literature and Culture (5) VLPA; ENGL 362 U.S. Latino/a Literature (5) VLPA; ENGL 366 Literature and Law (5) VLPA. • Added ENGL 470 Theory and Practice of Teaching Literature. • As a result of assessments, proposed a number of curricular changes. Exit survey results and conversations with faculty revealed that there is concern with the “distribution” portion of the English major. The existing lists of courses which may be used to satisfy requirements for Theories and Methodologies, Forms and Genres, and Histories of Language and Literature are both lengthy and incoherent. Although the three areas of learning were reaffirmed as worthy of preservation, the Undergraduate Education Committee has proposed that the courses selected for meeting the requirements must meet more rigorous criteria, resulting in a more structured and purpose-driven experience for students. It has been proposed that: <ul style="list-style-type: none"> ○ The number of credits required in these three areas be reduced from 25 to 15 (one 5-credit course in each area) ○ Each area will have 5-8 specific courses that can satisfy the requirement ○ Each course selected for inclusion must focus squarely on learning outcomes prescribed for these requirement areas 	<p>communication among instructional personnel, and lack of clarity, and continued high cost signal that this component of the new major is not delivering on its promise. The department will be investigating other avenues for creating meaningful opportunities for writing within the discipline.</p>

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
English (continued)			<ul style="list-style-type: none"> ○ Large numbers of courses previously included in these lists will become elective courses in the major. Elective credits will increase from 10 to 20, maximizing student opportunities for individualized, intentional learning in the major. ○ New courses should be developed as necessary to address defined purposes and learning goals for the requirement areas • To support this work, developed new descriptions and learning outcomes for each requirement area. 	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>French & Italian Studies Program</p>	<p>Albert Sbragia sbragia@uw.</p>	<p>Upon completion of their course of study, majors in French/Italian will:</p> <ul style="list-style-type: none"> • 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 <p>http://depts.washington.edu/frenital/undergrad/learning_goals.htm</p>	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Exit survey • Experiential learning credit under guidance of a faculty coordinator <p>Curricular Assessment/Change As a result of student feedback, implemented new 200-level and 300-level courses over the last two years to provide earlier and broader access for students to engaging subject courses or preparatory courses for the major, including:</p> <ul style="list-style-type: none"> • French 211 (in English): Renaissance, Enlightenment, Revolution (new introductory course cross-listed in European Studies) • French 224: Culture and Media forms (new introductory course cross-listed in European Studies) • French 499: Water Crises in Literature and Cinema • Italian 260 (in English): Fashion, Nation, Culture (new introductory course cross-listed in Art History) • Italian 261 (in English): Five Italian Cities (new course taught over last two summers, to be launched as a large introductory course in Winter 2012, with a cross-listing in Art History) • Italian 343, Style and Rhetoric (in Italian)— new 300-level transition course from language to 400-level literature courses, may be applied to Italian major or minor 	<p>The department will participate in a new series of cross-listed courses in the Humanities with focus on broad topics such as the environment and cultural studies.</p> <p>The department will work on a departmental student mentoring plan and a diversity plan that will both contain strong assessment criteria.</p>

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Gender, Women, & Sexuality Studies</p>	<p>David G. Allen dgallen@uw.</p>	<ul style="list-style-type: none"> • 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. 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Capstone, which includes a portfolio • Faculty review of student portfolios (with a monetary award for the best one) • Exit survey and/or interviews <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • 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. 	<p>While the department's name change (from Women Studies) largely reflects the current program, the department also believes it should lead to a systematic review of both the undergraduate and graduate programs. The Associate Chair is initiating discussions about integrating the name change, mission, learning goals and curriculum over the 2011-12 academic year.</p>

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Geography</p>	<p>Rick Roth rroth@uw.</p>	<p>The Geography department's learning goals are that students develop an:</p> <ul style="list-style-type: none"> • 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 <p>Additionally, students gain the following general, social science concepts and skills:</p> <ul style="list-style-type: none"> • Ability to foster awareness of cross-national and cross-cultural perspectives and realities, 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Exit surveys • Departmental undergraduate research symposium presentations • Key word inventories for major and by course <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Dropped one required course (Geog 360, Principles of GIS Mapping) because geovisualization techniques central to that course are now included in many other courses. • Developed a new course on GIS & Statistics (Geog 317) due to feedback on exit surveys indicating that the conventional statistics course was not integrated enough into the rest of the curriculum. This new course continues this trend of the geovisualization of spatial data noted in the first item, above. • Also as a result of exit survey complaints about not having enough 400-level courses to satisfy individual track requirements, revamped concentrations or tracks within the major to make them broader hybrids of related interests rather than isolated fields of study. For example, "economic geography" is now in a track called Environment, Economics & Sustainability. (Other tracks include: Cities, Citizenship & Migration; Globalization, Health & Development, and GIS, Mapping & Society). This change not only solves the course logjam issue, but more neatly matches the undergraduate learning experience, which is broadly integrative and always encourages students to think at multiple scales, and approach problems in several different ways. 	<p>Integrate course and departmental learning goals into end of-quarter student course evaluations.</p> <p>Develop a more dynamic, interactive advising website to help students use keywords for course planning (curricular compass).</p> <p>Develop better ways to keep track of student internships and research.</p> <p>Use Social Sciences Learning Link (SLINK) to generate curricular compass for all social science courses.</p> <p>Improve traffic on social networks & develop more focused learning communities (e.g., food,</p>

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<p>Geography (continued)</p>		<p>and developing trans-disciplinary ways of understanding</p> <ul style="list-style-type: none"> • research approaches to them 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 • 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) <p>http://depts.washington.edu/geog/learning-goals/</p>	<ul style="list-style-type: none"> • In response to exit survey request for more social networking, developed departmental homepage around blog, Facebook & Twitter social interaction activities & updates. Blog entries driven by curricular keywords. 	<p>sustainability & land use).</p>

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<p>Germanics</p>	<p>Charles Barrack cbarrack@uw.</p>	<p>The Germanics department goals for student learning are:</p> <ul style="list-style-type: none"> • 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. <p>http://depts.washington.edu/uwgerman/indexunder.html</p>	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Senior seminar, if staffing allows, 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. • Quarterly observations of teaching assistants by language coordinator in order to provide formative assessment of teaching strategies and performance • Undergraduate representation on the undergraduate curriculum committee and the monthly faculty meetings • Exit interviews with students as part of the application process for graduation <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Offered a new, streamlined major, emphasizing advanced language skills, more writing, and the study of culture. This change, although driven by a FTE shortage due to budget cuts and the resulting inability to staff two majors, resulted in a greater emphasis of cultural studies in the discipline, an increase in writing assignments, and greater expectations with regard to language. • Developed and offered an innovative team-based learning approach in the humanities. • Developed and offered new joint-listed course on the 100-level in response to student demand: German 195/ Jewish Studies 195: Holocaust and Popular Culture. • Developed and offered new 200-level course, designated for cross-listing to accommodate 	

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Germanics (continued)			<p>more students on the 200-level--German 298: Topics of German Literature and Culture, to be cross-listed with new cross-disciplinary divisional designation "Literature."</p> <ul style="list-style-type: none"> • Developed and offered core course in European Studies. 	

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History	Matt Erickson histadv@uw.	<p>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:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Junior-level seminar that requires students to demonstrate methodological competence in history • Senior seminar that requires students to develop topics with the assistance of the professors, research the topic, and produce a historical or historiographical essay (15+ pages) • Exit survey, where students rate their development and growth on key learning goals of the faculty; majority of students complete the exit survey with very positive feedback on curriculum <p>Curricular Assessment/Change None</p>	

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<p>Jackson School of International Studies</p> <p><i>Asian Studies</i></p> <p><i>Canadian Studies</i></p> <p><i>Comparative Religion</i></p> <p><i>European Studies</i></p> <p><i>International Studies</i></p> <p><i>Jewish Studies</i></p> <p><i>Latin American Studies</i></p>	<p>James Donnen jdonnen@uw.</p>	<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • 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) • 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 <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Undertook a major revision to course numbering system to simplify the curriculum and encourage a mix of regional/global courses in work required for the seven JSIS majors. • Added a variety of new courses, most of them highly topical and responsive to current developments in world affairs (e.g., “Biosecurity;” “Failed States;” “Forced Migrations;” “Contemporary Global Judaism;” “U.S. Energy Policy: Present Realities, Future Prospects;” “ “Post-Soviet Security”). • Launched plan to expand Winter Task Forces (SIS 495) with mid-quarter research components abroad. 	<p>Continue systematic review of undergraduate curriculum, with an eye to greater access to and improved efficiency across International Studies and the regional majors.</p> <p>Consider further expansion of Task Forces with in-country modules— two planned for Winter 2012.</p> <p>Consider implementation of on-line application process for International Studies major.</p> <p>Continue work on development of student identity in the School.</p> <p>Continue full scale assessment project conducted with the UW Office of Educational Assessment to</p>

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Jackson School of International Studies (continued)			<ul style="list-style-type: none"> Continued efforts to provide School-sponsored study-abroad opportunities and to expose JSIS students to international students on UW campus, including having students in the majors mix with international students from Asian universities who are enrolled in special programs organized together with Education Outreach Office. 	track the School's role in the "transformation of the students personally and academically through the duration of their studies."

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Law, Societies, & Justice Program (LSJ)	Steve Herbert skherb@uw.	<p>The Law, Societies, and Justice Program seeks to assist students in developing the skills central to a liberal arts education through the study of the various social processes associated with law and justice. Law is thus a central object of study, and is analyzed from a range of disciplinary perspectives and across a range of geographic contexts. As they investigate the manifold dynamics that shape “law in action”, students acquire the following central abilities:</p> <ul style="list-style-type: none"> • To read complex texts carefully and judiciously • To apply abstract concepts to specific empirical contexts • To conduct basic research • To compare and contrast different arguments • To compare and contrast socio-legal phenomena across contexts • To communicate clearly, both orally and in writing. 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Senior seminar, requiring substantial written work and much in-class discussion. Student performance in this class and LSJ 401 serves as a useful barometer for the quality of instruction at lower levels • LSJ 401, Internship, which includes engaging with the faculty instructor in a review of students’ experience in the major • Students meet regularly with the LSJ adviser who meets weekly with the Program Director. These meetings regularly review feedback received from students <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Introduced several new courses, most notably LSJ 200, Introduction to Law, Societies, and Justice, an overview of the key themes and skills in the major--an entryway to the major for freshman. Other new courses were developed in response to student and faculty interest. • In response to patterns of student enrollment and the availability of faculty, restructured the major requirements, which primarily involved a reduction of three “tracks” to two. • Developed a new Honors option, in response to minimal interest in existing option. The new option will involve students working as a group to address a contemporary justice issue, in conjunction with a local organization. The pre-existing option, which focuses on individualized research, will persist for students so interested. 	<p>Expanded development of extra-curricular opportunities for students to form as an intellectual community, many of which will involve local alumni of the program.</p> <p>Continued development of recently-restructured program website to provide students all necessary information to make valuable use of program resources and activities.</p> <p>Expanded involvement of students in faculty-directed research, in response to strong student interest.</p> <p>Continued expansion of available sites for student internships.</p>

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Linguistics	Michael Scanlon lingadv@uw.	<ul style="list-style-type: none"> • Develop appreciation of general properties of language, including: <ul style="list-style-type: none"> ○ systematicity of language ○ how language can spread geographically; how languages change over time ○ common cross-linguistic patterns; language universals ○ scientific importance of all languages/dialects ○ properties of signed as well as spoken languages ○ understanding the potential effects of social factors ○ value of describing language as a formal system • Learn ways to study language in a scientific way : <ul style="list-style-type: none"> ○ gathering data and making observations ○ hypothesis formation and testing ○ making predictions about possible vs. impossible patterns ○ empirical advantages of working with large amounts of data • Develop competence in linguistic analysis, including : <ul style="list-style-type: none"> ○ analysis of sound, word, and sentence structures of individual languages ○ modeling language as a formal system • Improve general academic skills: <ul style="list-style-type: none"> ○ writing skills ○ reasoning skills ○ ability to focus on/pinpoint a problem <p>http://depts.washington.edu/lingweb/Learning_Goals.php</p>	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Student self-assessment • Peer evaluation of student work • Periodic surveys of majors <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Added minor in ASL. • Added an ASL course, Introduction to ASL Linguistics, and new lower division class Language and Diversity. 	The department intends to increase research opportunities for undergraduates and to regularize the surveys of majors.

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Mathematics	Brooke Miller miller@math.	<p>Graduates will have a broad exposure to the major disciplines within the study of mathematics, together with exposure and extensive practice with mathematical proofs. Depending on the particular track selected, graduates focus on building a strong foundation for graduate school, professional school, industry business, government, and teacher preparation.</p> <p>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:</p> <ul style="list-style-type: none"> • 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 <p>Some 300 level courses (e.g. Math 327/328) and many 400 level courses shift toward objectives of the following sort:</p> <ul style="list-style-type: none"> • Development of abstract reasoning skills • Development of theoretical understanding • Development of proof writing skills 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Exit survey of graduating seniors <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Adopted Webassign online homework system into freshman calculus (Math 124-5-6). • Continued testing of Webassign in Math 308 for possible future adoption. 	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p align="center">Music</p>	<p>Richard Karpen karpen@uw.</p> <p>Joël Durand jdurand@uw.</p>	<p>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.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • 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. <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • In response to the loss of funding and of tenure-track positions, pulled back severely on teaching instruments. • Cut back other areas of staffing in order to get budgets balanced. • Worked on School organization, governance, and curriculum. • Developed a comprehensive set of new financial models. • Worked on significant changes in the content and forms of delivery of the core curriculum. 	<p>With the expectation that the new academic and funding models will be fully in place by the middle of 2012, the School should see a re-invigorating of areas of traditional and historical music instruction, practice and research while it invests in and embraces a more innovative and comprehensive integration of jazz, world music, and contemporary experimental music into the core mission.</p>

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Near Eastern Languages and Cultures</p> <p><i>Languages and Civilization</i></p> <p><i>Culture and Civilization</i></p> <p><i>Comparative Islamic Studies</i></p> <p><i>Biblical and Ancient Near East</i></p>	<p>Scott Noegel snoegel@uw.</p>	<p>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:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Close textual and hermeneutic studies of ancient languages and texts. ○ Classical and modern literature. ○ History of culture. <p>Additionally, NELC focuses on the development of student abilities in:</p> <ul style="list-style-type: none"> • Critical analyses of texts. • Thorough understanding of historical and cultural contexts. • Integrative and critical thinking. • Analytical writing. • Research procedures and strategies. <p>http://depts.washington.edu/nelc/undergraduate.html</p>	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • 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) • Assessment of the summer Uzbek language program 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-Akawayn, 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 	<p>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.</p> <p>Renewed effort to revise the entire departmental curriculum</p> <p>Planning is underway to implement ACTFL-like proficiency testing for the contemporary languages taught in NELC</p>

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Near Eastern Languages and Cultures (continued)			<p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Worked on 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. • Developed 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)			<p>partnership also led to the hire of a lecturer in Uighur language.</p> <ul style="list-style-type: none"> • Began two-year revision of the major and its options, led by the Chair and the curriculum committee led. 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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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Philosophy	Gina Gould gsgould@uw.	<p>The Department of Philosophy at the University of Washington provides its students with:</p> <ul style="list-style-type: none"> • An appreciation of the most insightful historical and contemporary answers to philosophical questions, • The mental tools and training to develop and evaluate their own views, including habits and skills of critical reflection, careful reading, and creative thinking. <p>Specifically, the Department of Philosophy aims to:</p> <ul style="list-style-type: none"> • Provide courses that develop and enhance the rational, critical, and creative abilities of the students who enroll in them. • Train the next generation of philosophers through its graduate and undergraduate programs. • Provide courses, both undergraduate and graduate, that serve and complement other University of Washington academic units. <p>Learning outcomes/goals for individual courses are listed on the web during the registration period prior to the quarter.</p>	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Exit survey of graduating seniors <p>Curricular Assessment/Change Hired temporary/guest instructors in Philosophy of Religion, an area of philosophy that past senior exit surveys showed as being highly desired by the undergraduates but in which the department has normally had very few offerings.</p>	Begin review of undergraduate major in 2012.

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<p>Physics</p>	<p>Robert S. Van Dyck, Jr. vandyck@phys.</p>	<p>A student graduating from the University of Washington with a BS degree in physics should possess:</p> <p>Knowledge of Physics</p> <ul style="list-style-type: none"> 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. unbalanced 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 <p>Problem Solving Skills</p> <ul style="list-style-type: none"> 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 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> Classroom assessment, various methods Course evaluations Undergraduate participation on various committees and faculty meeting Annual advising of all majors Required independent research Exit surveys and interviews of graduating seniors <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> Based on assessment of the major by the department's Majors Committee, created four "tracks" for a Physics BS degree, replacing the single track that was available previously. The tracks are: Comprehensive Physics, Applied Physics, Educational Physics, and Biological Physics. The tracks share a core curriculum and have different electives appropriate for each emphasis. The tracks have been approved by the University and will commence in Autumn Quarter, 2011. Established a new course, "Energy Frontiers", currently PHYS 248, a general education offering that focuses on the energy issues facing society. 	<p>Assess the effectiveness of each new physics major "track."</p>

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<p>Physics (continued)</p>		<ul style="list-style-type: none"> • 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) <p>Experimental Skills</p> <ul style="list-style-type: none"> • 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 <p>Communication Skills</p> <ul style="list-style-type: none"> • Present physics to technical and non-technical audiences • Locate, evaluate, and use appropriate electronic and print resources • Convey information using graphs, drawings, and pictures • Give physically sound arguments to justify a stand on relevant issues 		

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Political Science	Meera Roy meroy@uw.	<ul style="list-style-type: none"> • 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 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • 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 • Presentations by students of their research at the Annual UW Research Symposium <p>Curricular Assessment/Change None</p>	<p>Evaluate student feedback data over the last two years in light of departmental learning goals; the Undergraduate Program Committee will discuss the findings.</p> <p>Update information for undergraduates on the Political Science website.</p>

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Psychology	Carrie Perrin cyoung@uw.	<p>Content: Students will demonstrate familiarity with major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. They will be able to:</p> <ul style="list-style-type: none"> • 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) <p>Methods: Students will understand and use scientific research methods. They will be able to:</p> <ul style="list-style-type: none"> • 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 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Exit survey of graduating seniors. Results are shared with all faculty and graduate students. <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Continued to advertise and promote 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. • Continued to highlight “skill pathways” through the curriculum. • Continued to work on better defining the ways that the department addresses the diversity and awareness learning goal. • Having 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, the department effectively added two more course options in this category. One was the addition of a capstone option that focuses on advanced writing skills in the discipline (Psychology 483). The second was a complete revamp of Psychology 332 (which had not been offered for several quarters) with a shift in focus to neurobehavior. 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 continues to consider ways to 	<p>Continue to consider ways to independently evaluate student performance in stand-alone laboratory courses for assessment purposes.</p> <p>Develop ways to 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.</p>

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Psychology (continued)		<p>Excel, SPSS, and PowerPoint) for data collection, management, analysis, summary, and presentation</p> <ul style="list-style-type: none"> Understand and comply with ethical guidelines in the process of carrying out and reporting the results of psychological research <p>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:</p> <ul style="list-style-type: none"> 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 <p>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:</p> <ul style="list-style-type: none"> Understand the ways culture and experience affect how knowledge is constructed Demonstrate tolerance of multiple individual perspectives <p>Understand how privilege, power, and oppression may affect prejudice, discrimination, and inequity</p>	<p>evaluate student performance in these courses for assessment of learning in the major.</p>	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Psychology (continued)</p>		<ul style="list-style-type: none"> • Understand aspects of human behavior that are shared across or may differ according to cultural, ethnic, gender, geographic, or other boundaries <p>Communication: Students will be able to communicate effectively in a variety of formats. They will be able to:</p> <ul style="list-style-type: none"> • 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 <p>http://web.psych.washington.edu/psych.php#p=49</p> <p>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.</p> <p>http://web.psych.washington.edu/psych.php#p=133</p>		

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Scandinavian Studies	Jan Sjävik sjavik@uw.	<p>Graduates:</p> <ul style="list-style-type: none"> • Have an advanced level of proficiency in at least one Scandinavian, Finno-Ugric, or Baltic language; they are able <ul style="list-style-type: none"> ○ To speak about a wide range of concrete topics in a sustained conversation ○ 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. <p>http://depts.washington.edu/scand/information.php</p>	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • 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, reviewed by faculty <p>Curricular Assessment/Change Created a new major in Finnish, which was approved.</p>	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Slavic Languages and Literature</p> <p><i>Russian Language and Literature</i></p> <p><i>East European Languages, Literature, and Culture</i></p>	<p>Galya Diment galya@uw.</p>	<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Exit exams for students completing fourth-year Russian and second-year Bosnian/Croatian/Serbian, Czech and Polish languages • Exit survey of graduating seniors <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Added a second year of Slovene language. • As POLSH 320 and POLSH 420 are both special topics courses, taught each year by a new Polish Fulbright Scholar and, therefore, the content changes each year, allowed students to take courses up to three times. 	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Sociology</p>	<p>Erin Dana erindana@uw.</p>	<ul style="list-style-type: none"> • Possess a coherent understanding of the sociological perspective. By sociological perspective, the department means 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: <ul style="list-style-type: none"> ○ Ability to identify and assess the logic of an argument (or research design) ○ Familiarity with methods for systematic observation of the social world ○ Basic quantitative fluency • Possess the oral and written communication skills necessary to effectively convey, explain, and evaluate sociological arguments and the empirical evidence relevant to them. • Be prepared for meaningful careers in occupations that draw on a sociological background. This means being aware of both career options and the types of skills, experiences, and further education necessary to pursue them. Examples of such occupations can be found within education, government service, law, social service agencies, human relations, marketing, public policy, the criminal justice system, and 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. <p>http://www.soc.washington.edu/academics/undergrad_program/new_ug_home.htm</p>	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Survey of student and community partner experiences in fieldwork courses (SOC 494) • Exit survey of graduating seniors • Participation in American Sociological Association's longitudinal survey of sociology majors, more info can be found at http://www.asanet.org/research/bacc_survey/jobs_for_sociology_majors.cfm <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • In response to student exit survey where students indicated that the experiential courses provided opportunity for the greatest amount of personal and intellectual growth and better understanding of the sociological perspective than any other aspect of the major, worked to increase the visibility and availability of the applied course by moving away from the Practicum model and toward specific Fieldwork courses in Education, Government, Institutions, Health, Community Welfare, and Applied Research. • Developing new lower division "service" courses to broadly introduce the discipline and contribute to the College's general curriculum needs. 	<p>Review the curricular changes that have been made in the methods courses (SOC/STAT 220 to SOC/STAT/CSS S 221 and SOC 300) to ensure that the department is meeting its curricular goals and that students are developing appropriate skill sets for the discipline.</p>

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Spanish and Portuguese Studies</p>	<p>Suzanna Martinez martis9@uw.</p>	<ul style="list-style-type: none"> • Students will demonstrate oral, writing, and reading proficiency at the Advanced Level as defined by ACTFL standards. <i>Means of assessment</i> 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. <i>Means of assessment</i> 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. <i>Means of assessment</i> 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. <i>Means of assessment</i> 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. <i>Means of assessment</i> 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. <i>Means of assessment</i> includes alumni surveys regarding placement. <p>http://depts.washington.edu/spanport/home/LearningGoals.html</p>	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Testing of proficiency using ACTFL standards • Exit surveys <p><i>See also "means of assessment" for learning goals:</i> http://depts.washington.edu/spanport/home/LearningGoals.html</p> <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • In fall quarter, 2011, began implementation of the basic level of "<i>Gente</i>" (100-level). • Piloted use of <i>Hihola</i>, a virtual reality program for learning Spanish (200-level). • Stopped using AVE; continued using "<i>Pasajes</i>" (200-level). • Planned to adopt the intermediate level of "<i>Gente</i>" in 2012-2013, and pilot "<i>Hihola</i>" again, depending on the changes that have been implemented (200-level). • Due to enrollment pressure and enforcement of satisfactory progress policies, implemented new Spanish minor program requirements to facilitate completion of the minor in a timely manner. • As a result of funding from the Center for West European Studies and the Center for Global Studies, added 200-level Portuguese language courses, and if enough enrollments are generated, will also offer 300-level language courses. 	<p>Continue looking for ways to implement the Cervantes Institute's Spanish Competency Certification exam (DELE) as a capstone, so majors will graduate with an internationally recognized certificate of competence in Spanish.</p>

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Speech and Hearing Science</p>	<p>Gabrielle Gruber gruber@uw.</p>	<p>Speech and Hearing Science students should:</p> <ul style="list-style-type: none"> • Have a general knowledge of the mechanisms involved in speech, language and hearing. • Have an understanding of normal acquisition of speech and language. • Have the ability to analyze language in terms of its auditory, phonetic, phonological, morphological and syntactic properties. • Understand the etiology and nature of communication disorders across the lifespan. • Understand the principles and procedures for the diagnosis and treatment of speech, language and hearing disorders. • Have the ability to carry out strategies for solving scientific problems. • Have an ability to read and understand relevant literature. • Have an awareness of the societal implications of language differences and of disorders of speech, language and hearing. • Have had the opportunity to gain experience with a research project. • Have had an introduction to the opportunities in, and requirements for, careers available to those in the speech and hearing sciences. • Understand the manner in which context (specifically, situational, social/interpersonal and cultural context) influences communication and disorders. • Understand the social-cultural aspects of communication development and disorders. 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations, including work with CIDR • Exit survey of graduating seniors <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • 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. • Revised SPHSC 425 by dropping the lab and offering the lecture for 4 credits. • Streamlined SPHSC 471 and 481 and offered only one quarter – Autumn and Winter, respectively. 	<p>Continue to address areas of concern that came out of the recent review of undergraduate curriculum, including:</p> <ul style="list-style-type: none"> • Revising SPHSC 425 to include coverage of the area of neuro-science per the suggestion from the undergraduate review • Considering further needs in speech science. • Identifying redundant material • Sequencing courses • Increasing consistency of approach/terminology to promote better student learning. <p>Submit paperwork to</p>

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Speech and Hearing Science (continued)				<p>college to assign new course numbers, change course credits or lab/quiz section offerings.</p> <p>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.</p> <p>Continue 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.</p> <p>Develop program to track future plans of all graduated.</p>

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Statistics	Mee Ling Hon mhon@stat.	<p>The Bachelor of Science program in Statistics at the University of Washington offers broad based, flexible educational pathways emphasizing the theoretical, practical, or computational aspects of statistics, data analysis and modeling, and probability.</p> <p>The program serves the needs of future statisticians in science, industry, business, and government, as well as provides the necessary background and stimulation for graduate study.</p>	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Introduced a new class, STAT 302: Statistical Software and its Applications, which proved very popular. • Resurrected the STAT/QSCI 403: Intro to Resampling Inference class. 	

COLLEGE OF BUILT ENVIRONMENTS

MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Architecture</p>	<p>Kathryn Rogers Merlino krm@uw.</p>	<p>Architectural Studies, a Bachelor of Arts major in the Department of Architecture, is a pre-professional degree designed to prepare students with a broad framework of knowledge for advanced standing in a two-year Master of Architecture professional degree program. The major also prepares students for an array of career opportunities in other design fields that affect the built environment. These include aspects of planning, research, government, development, construction and management.</p> <p>The goal for students in the Architecture Studies major is to develop a broad liberal arts foundation followed by a focus on entry level courses in architectural design, theory, the technology of human comfort, building systems, assemblies and materials, structural engineering and upper-division electives in those areas. In addition, students must have exposure to and some mastery of non-architecture disciplines affecting design solutions: the arts, the behavioral and natural sciences, and economics, to name a few. A concentration of time and credit hours – over 1/3 of the student’s time – is spent in sequential architectural design studios, one per quarter, wherein architectural problems are emphasized and all other discrete course material is integrated into problem solutions.</p> <p>Specific goals for student learning include an understanding of:</p> <ul style="list-style-type: none"> • Organization of three-dimensional space in response to specific human needs • The sequence and history of human building activities • Incorporation of sustainable and passive systems that rely less on fossil fuels and power-based supply needs • Integration and cross-disciplinary learning of different programs and disciplines throughout the college 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods, including: <ul style="list-style-type: none"> ○ 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; ○ Each studio has one student chosen to be representative in ‘end of year show’ which highlights excellent work in that studio. ○ Feedback during project development during “hands-on” manipulation of course elements – common to almost all courses, such as building and testing trusses in structures courses, learning to weld and form concrete in materials courses, 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; ○ 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. ○ In addition to a course grade, an extensive 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: <ul style="list-style-type: none"> + Design Process and Abilities, including: 	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Architecture (continued)</p>		<ul style="list-style-type: none"> • Various architectural theories and current thought about the aesthetics of design • Construction materials and their properties: wood, masonry, concrete and steel • Building systems and their integration for human comfort: lighting, heating, ventilation, acoustics • Structural principles and how structures withstand forces of gravity, wind and earthquakes • How efficiency and design affects structural integrity • Relationships of buildings to site and climate, neighborhood and regional contexts, and the ethics of sustainability • Social, political, legal and economic influences on design and construction • Humanities and social sciences parallel to pre-professional development • Graphic communication, both digital and analog, of design ideas • Focus on problems that look at architecture and social equity • How architecture can respond to the grand challenges of the next century <p>Specific goals In the area of personal development include but are not limited to:</p> <ul style="list-style-type: none"> • An ability to visualize three dimensions and think spatially • Graphic skills for design development and presentation including freehand drawing, graphic delineation, pencil, ink, color and computer graphics • A command of language skills written and oral, indispensable for communicating ideas • An ability to think critically and exercise self-criticism 	<ul style="list-style-type: none"> ➤ Analysis – clarity of thought in understanding basic issues and structure of the problem ➤ Concept formation – ability to synthesize program, context and form into a design context ➤ Development – ability to develop alternatives, make judgments about priorities and integrate new data ➤ 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 <p>+ Methods and Manners of Study, including:</p> <ul style="list-style-type: none"> ➤ Attendance and participation and the ability to listen and contribute to the progress of the studio ➤ Receptivity to the comments and ideas of others and ability to respond positively ➤ Expressiveness and the ability to communicate ideas clearly to others, sharing skill, information and experience 	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Architecture (continued)			<ul style="list-style-type: none"> • Course evaluations • 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. • Senior year design studios that emphasize development of work products suitable for a portfolio for employment or graduate school • Quarterly review of student design work by outside reviewers/assessors who are architectural professionals invited to student reviews to speak directly to the student about their current design work. The work in question escalates in complexity, breadth and depth each consecutive quarter and the Department views this continual evaluation and discussion with each student as the equivalent of a "capstone" to students' work. 	

COLLEGE OF BUILT ENVIRONMENTS				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Architecture (continued)			<ul style="list-style-type: none"> Exit surveys Informal feedback from graduates <p>Curricular Assessment/Change Changed Honors Program required GPA from a 3.5 to a 3.6 in all architecture courses to reflect the faculty's decision for a more competitive and exclusive honors cohort.</p>	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Community and Environmental Planning (CEP)	Christopher Campbell ccamp1@uw.	<p>Students completing the BA in CEP will be able to:</p> <p>Learning and Democratic Practice</p> <ul style="list-style-type: none"> 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. <p>Disciplinary Knowledge and Interdisciplinary Practice</p> <ul style="list-style-type: none"> 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. <p>Leadership and Change</p> <ul style="list-style-type: none"> Organize, lead and facilitate group processes in educational, institutional, or community contexts. 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> Classroom assessment, various methods Course evaluations End of quarter in-person faculty/student exit interviews and discussion of student's progress End of quarter student and faculty narrative evaluations on his/her learning and progress End of the academic year reflection and assessment through an online venue (portfolios) and in-person venue (student retreats) and personal revision of academic study plans Senior Capstone Projects, including a formal presentation to professional community members Internship evaluation from supervisor during required internship Participation in UW and community-sponsored academic events such as the Mary Gates Research Symposium Quarterly faculty meeting discussions of students' progress through CEP's core courses. <p><i>Note: CEP does not provide letter grades. Instead, the major requires narrative evaluations of student work and progress.</i></p> <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> Introduced more URBDP faculty and new faculty, to core courses, leading to small changes in the core courses. Added a Senior Project Workshop course for fall and winter to assist seniors in their capstone projects. Developed more structure and curriculum for student governance sessions, focusing on leadership and communication skills, and personal reflection. Began developing a skills-based series to complement theory and practice in the core courses. 	<p>The program will be undergoing a thorough strategic planning process for the major in the 2011-2012 academic year that will establish clear goals, activities, and assessment measures for departmental work on a programmatic level. It will also allow us to revisit and update departmental student learning goals in collaboration with students.</p>

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
CEP (continued)		<ul style="list-style-type: none"> 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. <p>Planning/Management</p> <ul style="list-style-type: none"> 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. <p>Community/Social Structures</p> <ul style="list-style-type: none"> Engage in teamwork, groups and organizations and understand relationships among varying scales of social context from the personal to the global. Be effective actors across different social and institutional environments, i.e. know "which buttons to push." <p>Ethics and Identity</p> <ul style="list-style-type: none"> 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. 		

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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.	<ul style="list-style-type: none"> • Demonstrate an understanding of the organization of the construction industry and apply the fundamentals of accounting, 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. • Demonstrate an understanding of the concepts, roles, responsibilities, and procedures of project management as applied to project delivery systems, contract management, administrative procedures, project planning and control, site analysis, value engineering, project documentation, teamwork, and quality control practices. • Demonstrate appropriate writing, presentation and communications skills for construction managers, with emphasis on letters, e-mails, proposals, presentation, progress reports, research reports, and resolution of difficult project issues. • Demonstrate appropriate ability in data analysis, problem solving, and critical thinking. • Prepare a project cost estimate at different levels of detail including a conceptual estimate based on approximate, historical and order-of-magnitude estimates as well as a detailed estimate based on quantity take-offs, labor and equipment productivity factors, material prices, and a general conditions estimate. 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • 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 survey <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Reduced the number of large team projects to ensure that each student acquires the skills and knowledge in individual courses. • Established an elective course in Virtual Construction. • Incorporated sustainable construction, building information modeling, and lean construction into existing courses in response to recommendations from 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)		<ul style="list-style-type: none"> • 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 and new technologies for managing construction projects. • Understand the ethical dimensions of problems and issues facing construction managers. Understanding professional and ethical responsibility as a construction project manager. 		

COLLEGE OF BUILT ENVIRONMENTS				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Landscape Architecture	<p>Jeffrey Hou, jhou@uw.</p> <p>Julie Johnson, jmjsama@uw.</p>	<p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • 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 <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • As a result of student feedback, moved L ARCH 412 Advanced Communication to the first year in the major in order to create a consecutive and more effective graphic/representation sequence • Because of student feedback, began offering an in-house soil and hydrology course to introduce materials more directly connected to landscape architecture practice. • Moved L ARCH 362 back to the first year while moving the history sequence to second year to create a more coherent theory and history sequence. • Made L ARCH 424 Advanced Planting Design a requirement instead of L ARCH 322 Introduction to Planting Design in light of the existing Planting Design Modules currently offered in the first year of the BLA program. 	

COLLEGE OF BUILT ENVIRONMENTS				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Landscape Architecture (continued)			<ul style="list-style-type: none"> • Introduced a new large-lecture course at the undergraduate level – L ARCH 212 Designing the Future. • Monitored BLA student participation in the BE Labs – a series of College-wide, interdisciplinary studios open to both undergraduate and graduate students in the College of Built Environments. 	

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Aeronautics and Astronautics	<p>Adam Bruckner bruckner@aa.</p> <p>Marlo Anderson, marlo@aa.</p>	<p>The program educational objectives for the Aeronautics and Astronautics Engineering Program can be summarized as:</p> <ul style="list-style-type: none"> • Fundamental knowledge • Meeting the standards of the aerospace industry • Enhancing student confidence to develop along with their careers <p>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:</p> <ul style="list-style-type: none"> • 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 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods, including mid-quarter reviews by CELT and CTL • Course evaluation • Entrance interviews provide information on preparedness • Yearly class surveys on academics performed by CTL • 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. • Alumni and employer surveys • Mentoring provided to undergraduate pre-engineering students by juniors and seniors in the department, developed by student officers of A&A's chapter of the American Institute of Aeronautics & Astronautics (AIAA) <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Reduced the number of offerings of an engineering fundamentals course (AA 210, Statics) from three per regular academic year to two (autumn and winter), by increasing class size and eliminated the lab sections. These changes were forced by the budget cuts of the past two years. The summer offering of this course continues. • Introduced an engineering fundamentals course (AA 260, Thermodynamics) to replace a similar course dropped by Chemical Engineering. The new course is offered once during the regular academic year (spring) and also during the summer. • Discontinued an AA technical elective (AA 480, Systems Dynamics), because of low enrollments. • Reintroduced an AA technical elective (AA/IndE 470, Systems Engineering,) subject 	<p>The undergraduate curriculum will be reviewed from top to bottom to assess what, if any, changes should be made in light of recent and ongoing advances and developments in the aerospace industry.</p> <p>The Department will continue to engage in a continuous process of evaluating and improving its program, following the criteria defined by ABET.</p>

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Aeronautics and Astronautics (continued)			<p>to generating funding through the UWEO's EDGE program to pay the external instructor's salary.</p> <ul style="list-style-type: none"> Continued the assessment of laboratory courses based on feedback from students and faculty to modernize the experiments and create a more effective hands-on lab curriculum. A number of improvements have already been implemented 	

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Bioengineering	Kelli Jayn Nichols bioeng@uw.	<p>The goal of the BS BIOE program is to prepare graduates for industry, graduate programs, and medicine. Students who graduate from the BS BIOE program will:</p> <ul style="list-style-type: none"> Obtain employment in bioengineering related fields, such as medicine, device development, or biotechnology. Pursue opportunities for professional growth and development. Serve their profession and community. Contribute to responsible development of new technical knowledge. Take leadership roles in addressing domestic or global bioengineering related issues. Maintain affiliation with the University of Washington. and UW Bioengineering. <p>Engineering programs must demonstrate that their graduates have:</p> <ul style="list-style-type: none"> An ability to apply knowledge of mathematics, science, and engineering An ability to design and conduct experiments, as well as to analyze and interpret data An ability to design a system, component, or process to meet desired needs An ability to function on multi-disciplinary teams An ability to identify, formulate, and solve engineering problems An understanding of professional and ethical responsibility An ability to communicate effectively The broad education necessary to understand the impact of engineering solutions in a global and societal context A recognition of the need for, and an ability to engage in, life-long learning A knowledge of contemporary issues 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> Classroom assessment, various methods Course evaluations Senior capstone design didactic courses and 2-4 quarter projects; assessment conducted biannually of capstone theses Annual undergraduate meetings with department chair Quarterly Student Advisory Board meetings with Chair Undergraduates serve on Curriculum and Student Affairs Committees Undergraduates invited to present suggestions at CC meetings Use of undergraduate TAs in junior core courses, sophomore intro course CTL evaluation with junior class at end of core sequence CTL 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 Accreditation and Continuous Improvement Committee (ACI) standardizes faculty reporting on individual and aggregate student performance in the courses respective to desired outcomes. The ACI reviews faculty memos and suggest 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. Alumni surveys <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> As a result of evaluation and assessment over the past four years, implemented an entirely new BS BIOE curriculum beginning winter of the 2010-11 academic year. Some highlights: 	<p>Core instructors will meet at the end of each quarter to discuss what was covered and what students mastered. This will be communicated to the following quarter's instructors.</p> <p>The department is considering dropping HCDE 231 from the curriculum based on too much overlap with BIOEN 215 and 401 courses. The revision of BIOEN 401 will be imbedded in a thorough assessment and revision of "writing across the curriculum" in BIOE.</p> <p>BIOE will offer a FIG, including BIOEN 215, for the first time AUT 11.</p>

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Bioengineering (continued)		<ul style="list-style-type: none"> An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice <p>BIOE programs must demonstrate that graduates have:</p> <ul style="list-style-type: none"> 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 system 	<ul style="list-style-type: none"> Introduced BIOEN 215, a new non-technical introductory course about the engineering design process using selected problems in bioengineering. In future years this course will be taught AUT quarters. Changed pre-requisites to include organic chemistry and introduced a BIOE biochemistry course as the first 300-level course to allow more thorough coverage of molecular topics in the core. Used physiological systems as application examples in each core course. Junior core ends with failure analysis of human physiology. Enhanced mathematical content of core throughout. Separated labs from lectures; labs are now two credits and support both core lecture courses using projects that tie together the subject matter. Core instructors are providing students with “expected background” and sample problems at the beginning of core classes to help students “recover” the relevant basic science and math. Began revising and streamlining all ACI processes to match the new core. Changed departmental honors requirements to include a fall seminar and senior project. Beginning AUT 11 there will be further revisions to honors; the seminar and projects will have a leadership focus. Revised and will continue revising BIOEN 401 so that it fits better within the new curriculum. Taught and will revise the new capstone track 403-404-405. Implemented new senior electives in synthetic biology, immunoengineering, and imaging; further electives are scheduled to come on line in imaging and tissue engineering. 	<p>A new Affiliates Program will be launched AUT 11; undergraduate presentations and posters will offer further opportunities for assessment and feedback from the industry constituents.</p> <p>An exit survey of graduating seniors to be implemented SPR 12.</p>

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Chemical Engineering	Eric M. Stuve stuve@uw.	<p>Chemical Engineering graduates must demonstrate that they can:</p> <ul style="list-style-type: none"> • Apply principles of mathematics, science, and engineering in the analysis of 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 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods, including CTL/CELT mid-quarter evaluations • Course evaluations, including assessment of learning outcomes • Capstone courses and public presentation of senior capstone design projects during spring quarter • Senior focus groups, lead by CTL 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 <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Reviewed the <i>role of physical chemistry</i> in ChemE. Student end of program assessment has revealed a long term trend associated with the disconnect between physical chemistry content taught in the chemistry department with the needs of chemical engineers. As a result, the department has altered the lab structure to make the Colloids and Surfaces Lab a replacement for P-Chem Lab, and developed a new "Molecular Engineering" course as a replacement for statistical mechanics as taught by chemistry. • Created a new interdisciplinary degree option in chemical engineering. Chemical engineering is moving towards the science and engineering of nanoscale systems and molecular products. As a result, the department created a newly approved interdisciplinary degree option that is called "Nanoscience and Molecular Engineering", with the course designator NME. This degree track permits students to get a coherent education that complements the major degree curriculum in several departments. 	

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Civil and Environmental Engineering	Greg Miller gmiller@uw.	<p>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:</p> <p>Engineering Quality</p> <ul style="list-style-type: none"> • 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 <p>Lifelong Learning</p> <ul style="list-style-type: none"> • Continue to update skills for analysis, data collection, modeling, project management, professional development, communication, and presentation <p>Leadership</p> <ul style="list-style-type: none"> • 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. <p>Program outcomes are that students have:</p> <ul style="list-style-type: none"> • An ability to apply knowledge of mathematics, science, and engineering • An ability to design and conduct experiments, as well as to analyze and interpret data • An ability to design a system, component, or process to meet desired needs within realistic 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessments, various methods • Course evaluations • Specially developed course evaluations designed to target assessment of specific program outcomes. For example, based on analysis of required course content, the department has developed evaluation rubrics for particular courses that address each learning outcome. 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. • Exit survey of graduating seniors • 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 <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Reviewed the undergraduate curriculum in the past two years based on results from the exit survey of graduates and departmental self-studies, as well as feedback from employer surveys regarding the preparation of graduates. Most recently, the department has been engaged in the process of reviewing the entire junior year curriculum for the BSCE degree. 	<p>Proposed curriculum changes will be discussed at the next faculty retreat.</p>

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Civil and Environmental Engineering (continued)		<p>constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • In order to update undergraduate instruction and expose students to new skills and techniques, purchased and installed new lab equipment (for example, the new equipment in the geotechnical lab for 2D shear tests). 	

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Computer Science and Engineering</p> <p><i>BS Computer Science</i></p> <p><i>BS Computer Engineering</i></p>	Crystal Eney ceney@cs.	<p>The ABET process revolves around program objectives and outcomes. Objectives are long-term goals that the department sets for students, while outcomes are those skills and abilities the department expects students to have when they graduate from the program so they can achieve the objectives.</p> <p>Objectives Include:</p> <ul style="list-style-type: none"> • 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. <p>Outcomes include:</p> <ul style="list-style-type: none"> • An ability to apply knowledge of mathematics, science, and engineering. • An ability to design and conduct experiments, as well as to analyze and interpret data. • An ability to design a 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 	<p>Assessment of Student Learning</p> <p>The combination of all of these metrics provides the leadership of the department (and the faculty) with a multi-faceted picture of the relative strength of the curriculum as seen from the point of view of most constituents.</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations 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. • External committee review of the department • Alumni surveys • Student surveys for individual self-assessment • Midway assessment of specific outcomes fulfilled by each course <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Developed an entirely new 300-level curriculum for majors. This two-year process has led to the creation of 9 new courses and the retirement of 7 old courses, with a major reorganization of material and approximately 30% different material. The result is a more modern curriculum and corresponding degree-requirement changes that are more flexible, allowing students to choose to specialize within an ever-growing field. Transitioning to the new curriculum has been a large effort and the process was applauded by a departmental external review. 	<p>The department hopes to implement TA training for students in the upper division courses in the upcoming year.</p> <p>Now that the department has transitioned to the new 300 level curriculum, it hopes to develop online resources for instructors to track student progress and share course related feedback with future instructors.</p>

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Computer Science and Engineering (continued)		<ul style="list-style-type: none"> 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. <p>http://www.cs.washington.edu/education/ABET/</p>	<ul style="list-style-type: none"> Based on feedback from students who wanted a more flexible Computer Engineering program, proposed to the UW curriculum committee that the department remove the hardware and software tracks from the CE curriculum and replace it with a more flexible single track that will allow students to choose courses that they find most relevant to their diverse career goals. Introduced a one-credit course, CSE 190, for students interested in outreach to local middle and high school students. Students developed their own presentations and have begun taking them on the road to nearby schools. Introduced a new CSE 120 course as a pilot for non-CSE majors. The idea behind 120 is to create a new course that high schools could teach for AP computer science credit. With the hiring of a new faculty member, introduced a new line of synthetic biology courses. 	

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Electrical Engineering	Richard D. Christie richc@uw. Brenda Larson brenda16@uw.	<p>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 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.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • An ability to apply knowledge of mathematics, science and engineering • An ability to design and conduct experiments, as well as to analyze and interpret data • An ability to design a system, component or process to meet desired needs 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, 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • 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 CTL. • 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. <p>Curricular Assessment/Change EE's most recent major undergraduate curriculum revision was implemented in 2006-07. Feedback continues to indicate that the curricular structure works well. Since then:</p> <ul style="list-style-type: none"> • Added a synthetic biology sequence of three courses, in response to the perceived importance of this emerging area. • Based on assessment, curricular changes have included changes in: <ul style="list-style-type: none"> ○ Course content ○ Emphasis on specific portions of course content, sometimes in response to student preparation ○ Design project topics and structure ○ Textbooks ○ Examination format—the weekly quiz is 	<p>Continue to execute the assessment plan and continually improve the undergraduate curriculum using assessment results and faculty initiative.</p> <p>We are considering the extent to which the major topical area of Molecular Engineering will be added to the curriculum.</p>

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Electrical Engineering (continued)		<p>environmental and societal context</p> <ul style="list-style-type: none"> • 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. <p>https://www.ee.washington.edu/operations/advising/abet/index.html</p>	<p>becoming more popular</p> <ul style="list-style-type: none"> ○ The addition of ethics content to capstone design courses ○ Teaching style of individual instructors ○ Simulation software ○ Laboratory equipment ○ Laboratory experiments and instructions 	

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Human Centered Design and Engineering</p> <p><i>Human-Computer Interaction</i></p> <p><i>Technical Communication</i></p>	<p>Gian Bruno gbruno@uw.</p> <p>Stephanie White whitesj@uw.</p>	<p>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:</p> <ul style="list-style-type: none"> 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. 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> Classroom assessment, various methods Course evaluations Exit surveys of graduating seniors 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 <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> Assessed the curricular changes brought about by the significant curricular changes to the BS in Human Centered Design & Engineering (formerly Technical Communication) and changes in faculty whose interests have shifted away from predominately writing/editing to a focus on Human-Computer Interaction. Began work on curricular changes that will take effect in autumn 2012 and that are discussed in the Next Steps section. 	<p>The department is currently planning to make the following changes, based on student and faculty feedback:</p> <ul style="list-style-type: none"> Add more prerequisite coursework to encourage better sequencing of courses, which will help with timely completion of degree and better access to courses. Add coursework on research methodologies and ethics. Restructure the current senior portfolio course to be a capstone experience that will include additional faculty

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Human Centered Design and Engineering (continued)				<p>support in the classroom and more applicable assessment of acquired skills.</p> <ul style="list-style-type: none"> • Survey all graduating students through an exit survey to gauge satisfaction with curriculum and individual courses. • Use the senior capstone 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
Industrial and Systems Engineering	Linda Ng Boyle linda@uw.	<p>Global Goals Graduates will be</p> <ul style="list-style-type: none"> • Successfully employed utilizing industrial engineering skills. • Successful in obtaining graduate degrees. • Good citizens of the world. <p>Objectives</p> <ul style="list-style-type: none"> • 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. 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Exit surveys of graduating seniors • Senior design evaluation • Employer rating of IE graduates • Alumni surveys • Faculty self-evaluations • Formal faculty consideration/conversation about all inputs <p>Curricular Assessment/Change None</p>	<p>ISE will review basic engineering and College of Engineering requirements.</p> <p>Alternatives for some courses that are proving difficult for ISE students to enroll in will be considered.</p>

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Materials Science and Engineering	Lucien Brush brush@uw.	<p>The objectives of the Department of Materials Science and Engineering are to produce graduates who:</p> <ul style="list-style-type: none"> • Have a sound fundamental understanding of the core Materials Science and Engineering principles of structure, processing, properties, performance and selection, and who 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 • Are leaders in their chosen fields and participate in professional societies and organizations to further improve the materials science and engineering profession <p>The objectives are complemented by outcomes that are the attributes that graduates have as they complete the Materials Science and Engineering degree: The Department seeks to graduate students who have:</p> <ul style="list-style-type: none"> • An ability to apply knowledge of mathematics, science and engineering • An ability to design and conduct experiments, as well as to analyze and interpret data • An ability to design a system, component or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability • An ability to function on multi-disciplinary teams • An ability to identify, formulate and solve engineering problems • An understanding of professional and ethical responsibility • An ability to communicate effectively 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • 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 departmental visiting committee • Number of student who participate in professional societies and outreach activities • Evaluation of student writing abilities • Benchmarking with peer departments • Data review by Curriculum Advisory Committee using course evaluations of students • Full curriculum review involving groups of faculty and external committee of industry representatives • Measurement of outcomes for students in all courses with data provided to the Departmental Accreditation and Curriculum Improvement committee for analysis <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Continued adjusting senior level capstone course to reflect expressed student needs and anticipated needs of students in industrial settings. • Modified junior laboratories to allow more focus on key hands-on experiences important in preparing undergraduates for the job market. • Added many new elective courses to allow students more flexibility. • Continued to encourage co-op and internship experiences by helping students integrate them with other courses. • Added two courses: MSE 298 (Introduction to Modern Materials), MSE 273 (Molecular Engineering of Surfaces and Interfaces). 	<p>In the fall of 2011 there will be a comprehensive curriculum review. Courses are divided into groups and the faculty is divided into groups in order to review the different course groupings. An external curriculum committee made up of MSE graduates currently in industry provides input into the review process. The results of this review will be used to make comprehensive adjustments in the MSE curriculum.</p> <p>Course assignments are being redefined and new courses added to take advantage of the expertise of new faculty.</p>

COLLEGE OF ENGINEERING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Materials Science and Engineering (continued)		<ul style="list-style-type: none"> 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 modern engineering practice. <p>The departmental also has specific outcomes based on the ABET Program Criteria for Materials Science and Engineering Programs, and on the department's specific program educational objectives namely that graduates will have:</p> <ul style="list-style-type: none"> The ability to apply advanced science (such as chemistry and physics) and engineering principles to ceramics, metals, polymers and composite materials systems An integrated understanding of the scientific and engineering principles underlying the four major elements of the field: structure, properties, processing and performance related to material systems The ability to apply and integrate knowledge from each of the four major elements of the field to solve materials selection and design problems The ability to utilize experimental, statistical and computational methods consistent with the goals of the program Experience in laboratory work and in research and/or design problem solving Preparation, as appropriate to the student and the area of interest, to enter graduate degree programs. 		A new proposed Nanoscience and Molecular Engineering Option has been developed that includes 8 MSE courses. In some cases course content may be enhanced to meet the needs of this option.

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Mechanical Engineering	John Kramlich kramlich@uw.	<p>Goals/Program Educational Objectives</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Using fundamental science and analysis to solve engineering problems, ○ Successfully executing engineering designs ○ Performing effectively in design teams, in the use of management tools, and through effective oral, written and graphical communication. • Contribution to society. Graduates should be critical thinkers in the tradition of the broad liberal arts education. They succeed in this goal by being able to: <ul style="list-style-type: none"> ○ Think critically, in the sense of broadly educated individuals (i.e., be informed evaluators/consumers of information), ○ Perform independent, informed analysis on issues inside and outside of technology, and ○ Continue lifelong learning. <p>Outcomes Each student receiving a BSME degree from the program will demonstrate:</p> <ul style="list-style-type: none"> • 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 	<p>Assessment of Student Learning Assessment focuses on gathering data from stakeholders (students, employers) as well as self-examination by the faculty.</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluation, 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). 	<p>The department plans a detailed assessment of the design component of its curriculum in the coming year. This includes how the introductory design course (ME 395) is integrated into the capstone course (ME 495). The goal is to create a seamless two-quarter sequence.</p>

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Mechanical Engineering (continued)		<p>ethical conduct, teamwork in the pursuit of a goal and effective communication</p> <ul style="list-style-type: none"> • 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 lifelong learning experiences 	<ul style="list-style-type: none"> • 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. <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Instituted a requirement that all capstone projects involve teams of 3-5 students. Assessment indicated that some students were missing the teamwork outcome. This was principally students who based their capstone on research work done in an individual investigator’s laboratory. • Instituted a requirement that all capstone reports include sections describing (1) risk and liability, (2) ethical issues, (3) impact on society, (4) impact on the environment, and (5) cost and engineering economics. Assessment activities indicated that some of the broader outcomes that are supposed to be associated with the capstone experience were not being applied uniformly across the range of projects done by the students. • Added biomechanics courses to the curriculum to respond to changes in the technical focus of the workplace. 	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Aquatic and Fishery Sciences	Kerry Naish knaish@uw.	<ul style="list-style-type: none"> 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. 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> Classroom assessment, various methods, including team projects Course evaluations—all courses all quarters Capstone course (Fish 493) in which a faculty member helps students design capstone projects 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. Professional assessment of students' internship and research experience. A majority of students (over 70% in a recent survey) participate in internship and research experiences in addition to their capstone projects. Many of these experiences are with outside "worksite supervisors," who are professionals in the field and who guide their work and provide feedback on their performance. These internship/research experiences often lead to initial job placement following graduation <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> Worked with the College curriculum committee to revise the general education requirements for the relatively new College of the Environment. In response to the UW College Honors degree requirements revision, redesigned the Departmental Honors requirements. This revision has led us to create honors "options" in three of the four core courses: Fish 312, 323 and 324 and 340. Honors students are required to take one of these 	<p>Update both current and prospective student webpages to reflect new degree requirements by September 2011.</p> <p>The department is developing a new Scientific Writing course that will be offered for the first time in Winter 2012. The department's aim is that this course will become part of degree requirements, once the course has been piloted and evaluated. The aim is that the course would be taken by students in their sophomore year, with transfer students taking it as soon as they can after entering UW.</p> <p>Revise Fish 323 for Autumn 2012.</p>

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Aquatic and Fishery Sciences (continued)			<ul style="list-style-type: none"> • options for “ad hoc” credit. Additionally, the department created an honors section of Fish 495 and increased academic expectations for those students. • Created a new SAFS undergraduate website, which now includes improved information regarding degree requirements, planning tools for current students, and suggested degree plans for both freshman and transfer entry students. • Created specific webpages for prospective students (freshman, transfers and postbacs) to help them improve their application to the UW; over the last year, the feedback from the current and prospective students has been overwhelmingly positive. • Redesigned the AFS undergraduate degree requirements, effective Summer 2011. The changes reflect a need to enhance the breadth of student knowledge, in response to a growing trend in interdisciplinary research and workplace practices, while maintaining the depth of knowledge promoted by the degree. The changes are as follows: <ul style="list-style-type: none"> ○ Removed “focus area” structure in the degree, which currently requires a flagship course at the 300 level and 12 additional credits in the focus area. Sufficient education in the breadth in the field is best achieved at the 300 level, where the full range of subjects in the Aquatic and Fishery Sciences are offered. Taking a single flagship classes can be overly restrictive to students progressing to 400 level classes, since they are limited to a specific area. ○ Changed requirements for number of classes at the 300 level. The following are required: Fish 310 Biology of 	Offer a 400-level Fish elective in fisheries economics.

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Aquatic and Fishery Sciences (continued)			<p>Shellfishes, Fish 311 Fish Biology and Q Sci 381 (Statistics). These classes provide the natural history and basic biology that form the basis of Aquatic Sciences. Q Sci 381 provides quantitative skills that are necessary for advancement in the degree.</p> <ul style="list-style-type: none"> ○ In addition, added to the degree requirements by requiring students to select three out of the following four classes: Fish 312, 323, 324, 340. This is a significant increase over the current requirement of one class. The classes encompass ecology, evolution, physiology and conservation and management. A survey of at least three courses will provide sufficient breadth while maintaining flexibility for students to pursue main interest areas. ● Changed requirements for the number of classes at the 400 level. The major now requires four classes with a minimum of 16 credits. Rationale: it is necessary to seek a balance between the need to gain sufficient expertise in the field versus the need to graduate in time. In addition, a number of 3 credit classes are predominantly lecture-based, and, as SAFS places a strong emphasis on “experiential learning” in labs, the 16 credit requirement ensures sufficient time spent in lab classes. ● Designated classes that can count towards 400 level credits as follows: <ul style="list-style-type: none"> ○ All Fish 400 level courses where SAFS is the responsible department ○ A maximum of 3 credits of Fish 498, 499 (all independent study/research/internship). ○ Fish 452 (Spatial IT) will count but not Fish 453 (both courses are administered by Oceanography; the latter is a “special topics” course). 	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Aquatic and Fishery Sciences (continued)</p>			<ul style="list-style-type: none"> ○ Q Sci 482 will be counted for non-QSci minors only ○ Students may petition for the following to be counted: Fish 479 Research in Marine Biology; Fish 492 Friday Harbor Labs, maximum of 3 credits • Removed Ecology requirement. The College requires “additional natural world” requirements in addition to SAFS requirements. Removing ecology from the SAFS degree allows students greater choice in this additional subject area – and allows them flexibility for choosing other biological subjects (for example, evolution, physiology or natural history) or related subjects in the physical or quantitative sciences. • Changed requirements for Physics and “Physical World” subjects. One quarter of Physics 114 and two quarters from the following list of classes; Physics 115, Physics 116; Ocean 210 (3) Ocean circulation; Fish 330 (5) Climate Change Impacts on Marine Ecosystems; Geog 205 (5) Intro to Physical Sciences and the Environment; Atm S 211 (5) Climate and Climate Change; Ocean/ESS 230 (3/5) Rivers and Beaches; ESS/ENVIR 315 (5) Environmental Earth Science. This change allows most students to benefit from exposure to applied subjects in the physical sciences. In addition, this list provides flexibility for students to study either the physics subjects or to focus on subjects relevant to the Ocean and Atmospheric Sciences. • Recommended classes for Chemistry include Chem 120 or Chem 142, and Chem 220 (required for entry into Biology 200). We did not recommend Chem 152 because it is less relevant for SAFS majors (focused on energy, quantum mechanics and atomic theory). 	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Aquatic and Fishery Sciences (continued)			<ul style="list-style-type: none"> Established clear criteria for satisfactory progress within the degree and created a Satisfactory Progress/Continuation policy for the first time. Hired new faculty and added the following new undergraduate courses to the curriculum: Fish 477: Marine Biology Seminar (required for marine biology minors) and Fish 479: Marine Biology Research Revised several courses, including Fish 447: River Ecology and Watershed Management; Fish 452: Spatial Information Technology in Ecosystem Sciences; Fish 453: Geospatial Pattern Analysis and Geostatistics 	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Atmospheric Sciences	Samantha Scherer sam@atmos.	<p>Atmospheric Sciences B.S. graduates should:</p> <ul style="list-style-type: none"> • Be prepared for a range of career options in weather forecasting, 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. 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Community assessment of students in off-campus internships, giving valuable feedback to both students and the department • 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 • A faculty mentorship program where each major is paired with a member of the faculty, who will be available to answer questions about coursework, to offer ideas on opportunities in the field, and to provide general guidance in conjunction with continued access to the Student Services Coordinator. • New and improved exit survey for graduating seniors evaluating all aspects of their educational experience <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Based on feedback from undergrads who noted that the current curriculum does not include lower division courses that help freshman and sophomores connect with the major, added a new undergraduate seminar class (ATM S 220) that focuses on current research in the department. It will cover departmental activities on a two-year cycle and be taken winter quarter by both freshman and sophomores. • Added a new class (ATM S 380) on weather and climate prediction with the aid of computer models. 	<p>Continuing to explore new methods for communicating with current and potential undergrads (i.e., 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.</p>

COLLEGE OF THE ENVIRONMENT				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Atmospheric Sciences (continued)			<ul style="list-style-type: none"> • Added a class in probabilistic and ensemble forecasting (ATM S 444), closely tied to concepts evolving in the US Weather Service. This area is the wave of the future in weather forecasting. • Upgraded computer laboratory for undergraduate majors. • 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)	Noell Bernard noelleon@uw.	<ul style="list-style-type: none"> • 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. 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • 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, the annual undergraduate research symposium, and participation in professional and academic conferences • Discussions of student employability with employers in the geoscience fields and tracking of industry recruiting events hosted in the department • Discussions about learning objectives, careers, and student feedback with professional and faculty advisers in one-on-one advising sessions with undergraduate students <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Changed general education requirements because of moving from the College of Arts and Sciences to the College of the Environment as follows: <ul style="list-style-type: none"> ○ Foreign Language is no longer required for graduation with an ESS BA/BS. ○ Reduction of Visual, Literary and Performing Arts (VLPA) credits from 20 to 10 required for graduation. ○ Reduction of Additional Areas of Knowledge credits from 15 to 10 required for graduation. • Changes to the BS major beginning Autumn Quarter 2010 as follows: 	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Earth and Space Sciences (ESS) (continued)			<ul style="list-style-type: none"> ○ Standard Option: 300-level major sequence requirement goes from 2 required courses from ESS 311-314 to 3 required courses; ESS 418 is required for graduation. ○ Biology Option: One course from MATH 126, PHYS 115/118 or 122, BIOL 220, or STAT 311 is now required as a supporting science; 300-level major sequence requirement goes from 2 required courses from 311-314 to 3 required courses; ESS 418 is required for graduation. ○ Physics Option: 300-level major sequence requirement goes from 1 required course from ESS 311-314 to 2 required courses; ESS 418 is required for graduation. ○ Environmental Option: 300-level major sequence requirement goes from 1 required course from ESS 311-314 to 2 required courses; ESS 418 is required for graduation. • Added new classes including: ESS 418: Geoscience Communication to address writing support and skills for undergraduates headed toward the industry and graduate studies and required for graduation with an ESS BS degree; ESS 435: Glacial-Periglacial Geomorphology, which can be taken as an upper-division major elective course for the BS and BA degrees 	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Environmental Studies	Joseph Kobayashi jkob@uw.	<p>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.</p> <p>Students completing the B.A. in Environmental Studies will learn:</p> <ul style="list-style-type: none"> • 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. 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • 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 • 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 • Comment analysis for ENVIR core courses with 50 or more students. With permission of instructors, staff tally positive and negative comments in different categories (e.g., ‘readings’, ‘guest lecturers’) on individual comment sheets and create a chart that identifies common themes about core courses from the comment portions of course evaluations. • ‘Environmental Café, a quarterly lunch with the director open to all current majors to get feedback on major, courses, and proposed curriculum changes. • Weekly ‘Teaching Team’ meetings, Bi-annual Curriculum retreats, and capstone faculty adviser focus groups • Analysis of student records from the student database using reports from the ‘Enterprise Data Warehouse (EDW). For example, when considering potential changes to the list of acceptable statistics courses, the program director considered adding a pre-calculus math requirement. PoE staff used EDW data to 	<p>Revise learning goals in order to match learning goals with revised major requirements and to use learning goals to clarify criteria for course substitution.</p>

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Environmental Studies (continued)		<ul style="list-style-type: none"> 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. 	<p>summarize math and statistics course selection and performance from the transcripts of all current majors.</p> <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> Revised major requirements as follows: <ul style="list-style-type: none"> Added ENVIR 250: Data Types and Collection Methods to the 'core' requirements'. Divided 'Earth Systems Literacy' into two categories (with a course required in each): 'Climate', and 'Land, Water, Atmosphere'. Added 'Other Quantitative Methods' requirement of one course from a list to the 'foundation' requirements. Added one course to the 'values and cultures' requirement, bringing the total to three courses. Implemented satisfactory progress policy, which requires students to create and maintain an academic plan for degree completion with their academic adviser and which allows students to be dropped from the major for lack of communication or low scholarship. Piloted 'Environmental Chemistry' course in spring 2011, a one-quarter course introducing chemistry fundamentals in the context of environmental issues, which was created because of feedback from an 'Environmental Café student lunch with the program director. Created Perspectives Pathways. A 'pathway' is a non-transcriptable menu of courses created in consultation with faculty to get a strong interdisciplinary understanding of a specific environmental issue. Courses chosen for the pathway can be used to fulfill the 'Perspectives and Experiences' requirements of the Environmental Studies major. Piloted a 'Food and the Environment Pathway,' which included courses related to how food is 	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Environmental Studies (continued)			collected and grown; habitat and ecosystem implications of food production; food security and public health; socio-cultural aspects from agribusiness to local organic and slow food movements.	

COLLEGE OF THE ENVIRONMENT				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Forest Resources</p> <p><i>Environmental Science and Resource Management</i></p> <p><i>Bioresource Science and Engineering</i></p>	<p>Michelle Trudeau michtru@uw.</p>	<p>Environmental Science and Resource Management</p> <p>Knowledge Sets</p> <ul style="list-style-type: none"> 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. <p>Skill Sets</p> <ul style="list-style-type: none"> Effectively work in interdisciplinary teams. Effectively communicate to a diversity of audiences using written, oral, and graphic methods. Effectively access, evaluate, and use information and information tools. Recognize research methods used by the social, natural, and design sciences. Effectively apply analytical skills, including basic measurement 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. <p>Developing Comprehension, Integration and Meaning</p> <ul style="list-style-type: none"> Understand interactions among plant, animal, 	<p>Assessment of Student Learning</p> <p>All</p> <ul style="list-style-type: none"> Classroom assessment, various methods Course evaluations <p>Environmental Science and Resource Management</p> <ul style="list-style-type: none"> Exit survey Capstone courses that focus on real-world projects and that are all publicly presented Review of capstone courses Review of senior thesis proposals and senior theses, which allow students to design, analyze, and report on their own research, and are retained in the school library for future assessment Active involvement of students (committee appointment, interviews) in the College's curricular revision process Regular student surveys to get ideas an input for curricular revisions to improve learning Student self-assessment and evaluation of peer performance in small group activities that characterize activities in the four core courses of the major <p>Bioresource Science and Engineering</p> <ul style="list-style-type: none"> Surveys completed by students and faculty for each course that relate to the class meeting targeted outcomes. Summer internships that include a survey of the industry representatives to assess how well students are educated relative to the department's objectives and their needs. Use of an assessment rubric to evaluate writing and design work (which the department defines as open-ended problems solving) periodically throughout a student's course of study. The rubric allows faculty to track a student's progress and identify where the department needs to improve training in writing 	<p>Assessing the transcribed options offered in ESRM, following an extensive student survey and low enrollments in the options.</p> <p>The department continues to assess all course offerings and program requirements for efficiency and relationship to the ESRM learning goals, and expects to make some revisions in the coming biennium.</p>

COLLEGE OF THE ENVIRONMENT				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Forest Resources (continued)		<p>and abiotic features of ecosystems.</p> <ul style="list-style-type: none"> • 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. <p>Bioresource Science and Engineering</p> <p>Graduates will:</p> <ul style="list-style-type: none"> • Be well trained process engineers. They will be able to analyze, operate, control, and design complex processes. They will have a good understanding of product requirements and the interrelationships between raw material qualities, processing conditions, and final product performance including: <ul style="list-style-type: none"> ○ Fiber and paper products. Requires knowledge of fiber processing and physical properties of fiber webs ○ Molecular products. Requires knowledge of processes to breakdown biomass and fractionate components to recover valuable molecules. • Have strong backgrounds in the physical and chemical properties of biomass • Have excellent problem solving skills. Skills developed on open-ended problems that are typical in the production for fiber and molecular products from biomass. <p>The BSE program will be complementary to the Chemical Engineering major. BSE students will be encouraged to take a double degree with Chemical Engineering if interested.</p>	<p>and problem solving.</p> <ul style="list-style-type: none"> • Capstone project, which is a two-quarter sequence and which involves industry professionals who then assess student performance with respect to program outcomes. • Alumni survey to assess outcomes and get curricular feedback. <p>Curricular Assessment/Change</p> <p><i>Environmental Science and Resource Management</i> Updated major requirements for ESRM due to the cancellation of the two-quarter Biology series. All ESRM students are now required to take the three quarter biology series (BIOL 180, 200, and 220).</p> <p>Bioresource Science and Engineering Following creation of a new graduate program in Bioresource Science and Engineering completed three years ago, began restructuring the Paper Science and Engineering undergraduate program into a broader Bioresource Science and Engineering program for undergraduates. Faculty who previously taught in the Paper Science and Engineering (PSE) major offered in this department recognized that conversion of biomass to fuels and chemicals is becoming a major industry. While conversion of biomass to fibers and fiber products will remain a strong international industry, it is anticipated that it will be complemented and then surpassed by conversion processes that make fuels, high value chemicals from biomass. The former PSE faculty are modifying their teaching and research programs in anticipation of this evolving biomass based industry. Curriculum highlights:</p> <ul style="list-style-type: none"> • Freshman Year: Moved BSE 201/202 to Winter quarter to make room for freshman seminar (Introduction to Bioresource Science and Engineering) and to make Autumn quarter 	

COLLEGE OF THE ENVIRONMENT				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Forest Resources (continued)			<p>less demanding.</p> <ul style="list-style-type: none"> • Sophomore Year: Added Math 308 as a requirement to be consistent with College of Engineering requirements in order to offer a joint degree with the Colleges of Engineering and the Environment. • Junior and Senior Year: Expanded natural products chemistry to 5 credits; created Bioresource engineering sequence (Biomass conversion, Biomass fractionation, Modeling and control); Bioresource laboratory (Biomass conversion and fractionation laboratory); expanded papermaking processes course (incorporates material in eliminated classes); created 2 quarter process design sequence based on outcome assessment results calling for expanded design and in order to provide more opportunity to work with ESRM capstone design. • Eliminated 2 courses – Paper physics, Raw materials papermaking. 	

COLLEGE OF THE ENVIRONMENT				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Oceanography	Susan Hautala hautala@uw.	<p>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:</p> <ul style="list-style-type: none"> • 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. <p>Specific goals for student learning include:</p> <p>Analytical</p> <ul style="list-style-type: none"> • 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 <p>Intellectual</p> <ul style="list-style-type: none"> • 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 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • 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 • Individual Education Plan if minimum 2.0 grade in core curriculum is not met. <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Created departmental honors program • Created academic continuation policy • Partnered with Atmospheric Sciences and Earth & Space Sciences to create an interdisciplinary Climate Minor. • Created Ocean 100, Explore Oceanography at UW, to introduce the major and department to interested freshmen and transfer students • Revised Ocean 101 (based on student feedback) to target non-science majors and differentiate it from Ocean 200 for science majors. The goal of Ocean 101 is to promote ocean literacy campus wide. The goal of Ocean 200 is to provide a foundation for future courses in oceanography. Both courses were taught in the same time slot in Spring 2011. An online survey is providing data to assess whether or not this objective has been met. 	<p>Review 200-level and 400-level (capstone) field courses</p> <p>Assess previous online offerings and develop new course(s)</p> <p>Assess student writing experiences in the program and develop supporting curriculum as appropriate</p> <p>Develop mid-point and graduating student surveys</p>

COLLEGE OF THE ENVIRONMENT

MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Oceanography (continued)</p>		<ul style="list-style-type: none"> • Understand interaction of society and the environment, with emphasis on coastal, estuarine, and marine environments <p>Communication</p> <ul style="list-style-type: none"> • Ability to write effectively for both lay and scientific audiences • Ability to speak effectively to both lay and scientific audiences <p>Interpersonal</p> <ul style="list-style-type: none"> • Develop management and leadership skills and capabilities • Ability to work effectively as part of a research team <p>Other</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Revised Ocean 102, updating content to reflect more recent issues at the interface between society and the ocean (learning goal 2c). • Offered two new 2-credit 100-level courses bringing lead ocean researchers and explorers to broad introductory student classrooms: Ocean 121, Deep Sea Exploration: Submarine Volcanoes and Novel Life Forms; Ocean 122, Arctic Change. The goals of these courses are to promote ocean literacy campus wide. • Expanded capacity of Ocean 201 to meet student demand • Expanded capacity of Ocean 210 to meet student demand • Cancelled Ocean 260, Puget Sound Ecosystem (due to elimination of the PRISM program in the next biennial budget) • Created Ocean 455, Introduction to Modeling in Oceanography (previously piloted as a special topics course), related to learning goals 1a, 2a and 5b. • Created Ocean 455 and 477 to provide integrative courses for (respectively) the climate and marine biology minors (learning goal 1c). • Replaced Ocean 442 with Ocean 481 (previously piloted as a special topics course) to reflect changes in content and format related to Puget Sound and Estuarine Oceanography • Formalized a two-quarter special topics course for student editors of Depth magazine. • Piloted several courses using special topics designations: Scientific Process in Practice (200-level), Introduction to Matlab (400-level), Ecosystem Functioning and Biogeochemical Cycles (400-level), Coastal Remote Sensing and Pattern Analysis (400-level). 	

COLLEGE OF THE ENVIRONMENT				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Oceanography (continued)			<ul style="list-style-type: none"> • Offered a new summer field experience (Ocean 494) in connection with the Ocean Observatories Initiative / Regional Scale Node, 2010 and 2011. • Offered Exploration Seminars to Micronesia in Summer 2010 and 2011, "Climate and Culture on Kosrae." 	

FOSTER SCHOOL OF BUSINESS				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Business	Steve Sefcik sefcik@uw.	<p>Upon graduation, students will demonstrate:</p> <ul style="list-style-type: none"> • Strategic thinking skills: <ul style="list-style-type: none"> ○ Students will identify a business problem; propose, analyze and develop viable solutions and defend the position, employing analytical and critical thinking skills. ○ Students will utilize appropriate quantitative and qualitative analysis on a business problem. • Effective communication skills: <ul style="list-style-type: none"> ○ Students will create position papers, memos intended to inform and persuade. ○ Students will cogently and effectively present their ideas in an oral format. ○ Students will effectively interact in a diverse workplace with cultural sensitivity • Leadership skills: <ul style="list-style-type: none"> ○ Students will assume leadership roles, articulating a vision of teams and groups to which they belong. ○ Students will learn to lead and learn to be led. ○ Students will develop good interpersonal skills and team behavior. • Understanding of the ethical environment of business. <ul style="list-style-type: none"> ○ Students will understand their own individual role in a business assuring an ethical environment. ○ Students will recognize and be sensitive to ethical issues. • Understanding a global business perspective: <ul style="list-style-type: none"> ○ Students will identify and the challenges and opportunities associated with conducting business in global markets ○ Students will recognize and understand cross-cultural communication issues. 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • 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 <p>Curricular Assessment/Change None</p>	

FOSTER SCHOOL OF BUSINESS				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Business (continued)		<ul style="list-style-type: none"> • Disciplinary competence of core concepts related to the study of business. <ul style="list-style-type: none"> ○ Competency will be determined for each core class by students completing a set of course-specific assessments tied to individual course goals/objectives. ○ 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.	<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Student self-assessment and peer assessment in classes • 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 public 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 <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Preserved small seminar format for critical core courses during program expansion • Added a lower division service course in Social Networking Technologies (INFO 101) 	<p>Ongoing continuous improvement as follows:</p> <ul style="list-style-type: none"> • Assess and update the Informatics Honors track • Refine the Freshman Direct Admit Program (FDAP) • Develop more University-wide service courses • Create internship seminar course to accommodate student demand for experiential learning

INFORMATION SCHOOL				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	
Informatics (continued)			<ul style="list-style-type: none"> Revised 14 individual courses and reviewed the continued appropriateness of prerequisites Reviewed and revised Capstone course offering format and schedule – converted a single, 8 credit course into a two quarter, sequential experience. 	

SCHOOL OF NURSING

MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Nursing	Betty Gallucci gallucci@uw.	<p><i>UW Bothell, Seattle, and Tacoma: BSN Program Goals (approved in February 2010)</i></p> <p>The BSN Program prepares the graduate to:</p> <ul style="list-style-type: none"> • Integrate concepts from the Arts and Sciences in promoting health and managing complex nursing care situations. • Apply leadership concepts, skills, and decision making in the provision, and oversight of nursing practice in a variety of settings. • Translate principles of patient safety and quality improvement into the delivery of high quality of care. • Appraise, critically summarize and translate current evidence into nursing practice. • Integrate knowledge, processes, and skills from nursing science; information and patient care technologies; and communication tools to facilitate clinical decision-making, and the delivery of safe and effective nursing care. • Describe the effects of health policy, economic, legal, political, and socio-cultural factors on the delivery of and advocacy for equitable health care. • Demonstrate effective professional communication and collaboration to optimize health outcomes. • Deliver and advocate for health promotion and disease prevention strategies at the individual, family, community and population levels. • Demonstrate value-based, professional behaviors that integrate altruism, autonomy, integrity, social justice and respect for diversity and human dignity. • Demonstrate critical thinking, clinical decision making, and psychomotor skills necessary for the delivery of competent, evidence-based, holistic, and compassionate care to patients across the life span. 	<p>Assessment of Student Learning</p> <p>Summary</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Capstone course—transition into professional practice • Final practicum, including outside review of student performance • Exit surveys of graduating seniors and graduates • Student self-assessment <p>BSN Program Evaluation Details</p> <p>In a continued effort to evaluate quality and improved 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 perceptions of competency and their student experience, at the end of the first quarter of the program, at the end of the third quarter, at the end of the final quarter, and one year following graduation.</p> <p>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:</p> <ul style="list-style-type: none"> • Student progress <ul style="list-style-type: none"> ○ Grades in courses ○ Weekly level faculty meetings: Connected Teaching ○ Clinical evaluations every quarter: mid-term and final ○ Essential Behaviors documentation each quarter in clinical courses 	<p>The School is currently engaging in a curriculum revision process. In Spring Quarter 2011, the faculty voted for a 7-quarter BSN curriculum, to be implemented starting Summer Quarter 2013. This change was recommended because of the number of clinicals required by the State Nursing Board and the difficulty of placing students in clinical sites. In the 2011-12 academic year, the revision process will continue, guided by the revised BSN program goals and new AACN Essentials.</p> <p>The School is also participating in the development of a consortium to centralize</p>

SCHOOL OF NURSING

MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Nursing (continued)</p>			<ul style="list-style-type: none"> ○ Student-related issues discussion by BSNCC on quarterly basis • Formative Evaluation <ul style="list-style-type: none"> ○ Weekly faculty level meetings ○ BSNCC monthly meetings ○ BSNCC reports from level meetings and student representatives ○ Annual BSNCC retreat to review gaps and overlaps and other curricular issues ○ Course evaluations by students and peer faculty • Summative Evaluation <ul style="list-style-type: none"> ○ Curriculum changes brought to BSNCC and all faculty meetings as needed ○ End clinical evaluation for transition to professional practice course ○ NCLEX first-time pass rate ○ Program Evaluation Tools, designed to measure specific outcomes related to the program's goals: <ul style="list-style-type: none"> - First Quarter Survey - Third Quarter Survey - Final Quarter Survey - Alumnus Survey - Supervisory Colleague Survey ○ Benchmarks to Assess Outcomes of Students Who Complete the BSN Program <p>A Program Evaluation Report is produced annually and is utilized by BSNCC to create Recommendations for Improvements.</p> <p>Curricular Assessment/Change</p> <p>Program-Wide Actions</p> <ul style="list-style-type: none"> • Revised goals for the BSN curriculum based on new Essentials of Baccalaureate Education for Professional Nursing Practice from the American Association of Colleges of Nursing (the program's accreditation body). • Suspended Graduate Entry Program in Nursing in favor of Accelerated Bachelor of 	<p>clinical placements for all local nursing educational programs. This action was driven by health care clinical partners.</p>

SCHOOL OF NURSING

MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
<p>Nursing (continued)</p>			<p>Science in Nursing, primarily due to the latter program meeting student need for an accelerated BSN program while also allowing flexibility for timing and choice of graduate education.</p> <ul style="list-style-type: none"> • Required undergraduates on the Seattle campus to participate in the All Health Professionals Communication Programs, 8 hours per student per quarter. Nursing students will participate with students from the School of Medicine, School of Pharmacy, and MEDEX program. These programs were instituted because of national recommendations, and requests from students and health care agencies. • Revised Essential Qualifications of Candidates for BSN, ABSN, & Pre-Licensure GEPN Admissions, Continuance & Graduation to add language and a link to the RCW addressing unprofessional conduct for health professionals. • Established a formal protocol for documenting actions taken in response to student feedback: BSNCC chair will first send course feedback to appropriate instructors, and let them know that the feedback is being forwarded to their departmental vice-chairs and chairs. • Approved new "Honors Core" without special School of Nursing restrictions on courses approved by Honors program, for students graduating with Interdisciplinary Honors or College Honors. • Revised Accelerated BSN application requirements to be closer in line with BSN requirements, in order to increase competitive applicant pool while still maintaining high standards for the rigorous accelerated program. The new requirements are intended to remove barriers from students with diverse academic backgrounds who would not necessarily have met the previous requirements, but would still succeed 	

SCHOOL OF NURSING				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Nursing (continued)			<p>Course Specific Actions: Seattle Campus</p> <ul style="list-style-type: none"> • Created NURS 205: Nursing as a Career in Contemporary Society, an elective course for undergraduates, in response to high demand for SON freshman seminars and introductory courses, and to allow students who are potentially interested in nursing to gain a deeper appreciation of the underlying scientific basis for the profession. • Divided the 6-credit, numerically graded NCLIN 409: Partnerships in Community Health, into a 4-credit, credit/no credit clinical course (NCLIN 409) and a 3-credit, numerically graded theory course (NURS 420: Promoting Community in Public Health), in order to solve the shortage of time instructors had for the theory component. • Increased credit for NCLIN 402: Practicum: Care in Illness I and NCLIN 406: Practicum: Care in Illness II to more accurately reflect time students invest in clinical rotations and seminars. • Obtained all-school faculty approval for new course objectives for NCLIN 306: Practicum: Basic Skills of Nursing Practice, as updated during the 2005-7 curriculum revision. • Created a self-study module for students re-entering junior-level clinical courses, to address the lack of resources to offer an individually precepted experience. The module is needed for these students to update their clinical skills after being out of the program for a year. <p>Course Specific Actions: Tacoma and Bothell Campuses</p> <ul style="list-style-type: none"> • Created TNURS 435: Nursing Leadership, as part of the UW Tacoma curriculum revision, which was based on the revised 2010 goals. 	

SCHOOL OF NURSING

MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Nursing (continued)			<ul style="list-style-type: none">• Combined B NURS 408 and B NURS 409 into a single 5-credit course, in response to a mandate to move toward 5-credit courses and as an alternative to increasing the credit amounts of each course.	

SCHOOL OF PUBLIC HEALTH				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Public Health	Sara Mackenzie saramack@uw.	<p>The Public Health program offers undergraduates at the University of Washington an opportunity to be introduced to major public health issues confronting the world, the United States, and local communities. These issues are of major societal concern, and include topics as diverse as health inequities across populations, 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:</p> <ul style="list-style-type: none"> • 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 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods • Course evaluations • Senior Project (the capstone undergraduate thesis, INDIV 493) • 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 • Tracking graduates into graduate study and public health positions <p>Curricular Assessment/Change</p> <ul style="list-style-type: none"> • Added HSERV 481 (3) Contemporary Issues in Public Health as a required course. • Modified the social science course requirement. Students were required to complete one 5-credit social science course from each of the following departments: Psychology, Sociology, Anthropology, and Geography. However, because GEOG 280 (5) Introduction to the Geography of Health and Health Care was already a required course for Public Health Majors, the social science course in Geography was replaced with a social science course in Political Science, which is very relevant to public health practice. • Expanded the list of pre-approved statistics courses that could be taken to fulfill the Public Health Major's statistics requirement. • Updated the list of pre-approved electives. 	<p>The School of Public Health has requested formally for the Public Health Major to be transferred from the College of Arts and Sciences to the School of Public Health.</p> <p>The School of Public Health is studying the following critical issues that will assist in planning for the future of the Public Health Major and undergraduate education in the School as a whole. Those issues are:</p> <ul style="list-style-type: none"> • 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)		<ul style="list-style-type: none"> involved in environmental health protection and explain their basic responsibilities, programs and problems; List and describe new and emerging bacterial and viral diseases in the U.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; and Describe and discuss examples of how the following disciplines can be useful in understanding the complex nature of public health: Anthropology, Sociology, Psychology, Chemistry, Biology, Ecology and Botany. 		<p>undergraduate studies program?</p> <ul style="list-style-type: none"> How would the School of Public Health's undergraduate studies be funded adequately under activity based budgeting? Based on the answers to the above questions, how many students would be enrolled in the Public Health Major? <p>These are currently being framed as issues to be resolved during the 20011-13 academic years.</p>

SCHOOL OF SOCIAL WORK				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Social Welfare	Mary Lou Balassone marylou@uw.	<p>Program Objectives for the BASW program:</p> <ul style="list-style-type: none"> • 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. 	<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • Classroom assessment, various methods, including structured assessment of particular social work skills (such as interviewing skills) • 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: both self-assessment by instructors and assessment by the BASW Program Committee to determine how the course content facilitates mastery of curriculum • Practicum Instructor Evaluation: Practicum instructors complete a quarterly evaluation of student's attainment of field learning objectives. • Exit survey, asks for students' assessment of their experience in the program and knowledge of core competencies and learning goals. • Informal meetings with students and focus groups: quarterly meetings with both juniors (first year) and seniors (second year) are held. These allow students to share their experiences, concerns, and to recommend changes to the program and/or individual courses. <p>Curricular Assessment/Change</p> <p>The BASW curriculum has undergone significant change based on assessment data collected over the last few years. Both student feedback (through informal meetings and focus groups) as well as faculty and practicum instructor assessment of the old curriculum and student learning provided the impetus for curriculum change. Specific curriculum changes included:</p> <ul style="list-style-type: none"> • Redesigned BASW syllabi to incorporate coverage of the competencies. • Moved the social work practice sequence to the junior year (Soc Wf 310, 311, and 312). 	<p>The BASW Program is instituting new assessment activities to document student mastery of the practice competencies. This will include portfolio assessment, exit surveys in each year of the program, field supervisor evaluation of the competencies and classroom assessment of the competencies covered in each specific class.</p>

SCHOOL OF SOCIAL WORK				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Social Welfare (continued)		<ul style="list-style-type: none"> 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. <p>In addition to the BASW Program Objectives, the department has added a set of social work practice competencies that all BASW must meet prior to graduation. These competencies are required by the Council on Social Work Education, the program's national accrediting body; they are:</p> <ul style="list-style-type: none"> Identify as a professional social worker and conduct oneself accordingly Apply social work ethical principles to guide professional practice Apply critical thinking to inform and communicate professional judgments Engage diversity and difference in practice Advance human rights and social and economic justice Engage in research-informed practice and practice-informed research Apply knowledge of human behavior and the social environment Engage in policy practice to advance social & economic well-being and to deliver effective social work services Respond to context that shapes practice 	<ul style="list-style-type: none"> Added two new courses to the senior year in order to strengthen the practice skills of students (Soc Wf 435:Skills Lab and Soc Wf 465:Capstone Course). Reorganized the Soc Wf 315 (Community Service Learning) and Soc Wf 405 (Field Seminar) courses to better integrate practicum (Field) learning with classroom learning. 	

SCHOOL OF SOCIAL WORK				
MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Social Welfare (continued)		<ul style="list-style-type: none"> Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities 		