UNIVERSITY OF WASHINGTON
ASSESSMENT IN THE MAJORS, 2013-2015

College of Arts & Sciences	College of Built Environments	College of Education	College of Engineering	College of the Environment	Foster School of Business	School of Information	School of Medicine	School of Nursing	School of Public Health	School of Social Work

Compiled from Biennial Departmental Reports
Submitted to

Ed Taylor
Dean and Vice Provost, Undergraduate Academic Affairs

Prepared by the Office of Educational Assessment
2013

COLLEGE OF ARTS & SCIENCES

MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
American Ethnic Studies *African American Studies* *Asian/Pacific Islander American Studies* *Chicano Studies* *Comparative American Ethnic Studies*	Erasmo Gamboa gamboae@uw.	The Department of American Ethnic Studies is a research and teaching unit dedicated to providing knowledge, introducing comparative and interdisciplinary theories and methodologies, and attaining practicum experience in the study of race and ethnicity in the United States. Through the department's four curricula comprised of courses in African American Studies, Asian/Pacific Islander American Studies, Chicano Studies, and Comparative American Ethnic Studies, students learn: • Interdisciplinary, ethnic specific, and comparative concepts, theories, and methods of inquiry and understanding which shape the cultural, literary, social, historical, economic, political, and past and present character of African Americans, Asian/Pacific Islander American, and Chicano and other selected U.S. ethnic communities. • How to conduct primary and secondary social science research, organize information, and practice and demonstrate these skills. • To think critically, analyze information, and generate cogent arguments. • To write creatively, persuasively, and critically about topics and issues in the field of American Ethnic Studies. • To practice civic engagement and citizenship. American Ethnic Studies majors acquire an extensive intellectual capacity through lower level	**Assessment of Student Learning*** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Exit surveys of study abroad experience **Curricular Assessment/Change**** • Periodic review and revisions of existing courses • Development of new courses dedicated to ensuring that the student learning goals are being met	

* 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 (such as honors students) are not included in this section.

***Please note here and throughout this chart: In addition to regular ongoing curricular assessment processes conducted by **departmental undergraduate and curricular committees,** every academic program at the UW participates in the **Academic Program Review** process, a 10-year review of a department's undergraduate and graduate programs that involves an intensive self-study, evidence of program effectiveness, and evaluation by internal and external reviewers. External evaluators are usually peers in the discipline from other academic institutions. This section of the chart does not include references either of these processes, but both are crucial in departments' ongoing assessment of learning and curriculum.*

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American Ethnic Studies (continued)		and more advanced ethnic specific and comparative course work. Students also gain practical lifelong interpersonal skills and perspectives that are essential to civic participation and quality of life in increasingly diverse racial and ethnic neighborhoods, communities, and the larger global world. This aptitude is further strengthened through learning opportunities provided by study abroad classes and course work in the Education Minor and Disability Minor presently housed in the American Ethnic Studies Department. In addition, American Ethnic Studies majors are prepared to draw on this knowledge and academic skill enabling them to pursue advanced degrees in ethnic studies, other related disciplines, and professional schools.		

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American Indian Studies	Tom Colonnese buffalo@uw.	The primary goal of the American Indian Studies major is to offer a multidisciplinary curriculum that exposes students to areas of knowledge, theory, and methods specific to the study of American Indian, Alaska Native, First Nations, and other indigenous cultures. Within the courses of study students will learn about: • The pre-Columbian Americas • The development of historical and contemporary Native cultures • The history and effects of European conquest • The ability of Native peoples to maintain culture and sovereignty • Ongoing challenges to Native peoples and communities • Native knowledge, worldview, and spirituality • Native art forms The major provides students with the benefits of a liberal arts education by exposing them to an understanding of human differences and similarities, while developing critical analytical skills, intellectual capacity, communication and interpersonal skills, a facility with both team-based and individual research methods, and a familiarity with modern technology. Students are engaged in research that contributes to the understanding, strengthening, and support of indigenous communities. **Learning Objectives** • Development of analytical skills ~ American Indian Studies classes build a student's capacity to think, to understand basic principles, to reason, and to locate and critically analyze information. In the most advanced classes, students use information to develop their own theories and arguments and create original research on topics related to American Indian Studies.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Capstone course assessment • Participation in the UW Academic Challenge and Engagement Study (UW ACES), an interview study that asked seniors what work in the major presented them with their greatest intellectual challenges, what made those activities challenging, what enabled students to meet those challenges, and what students learned from completing those challenging activities. **Curricular Assessment/Change** None	

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

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Anthropology	Janelle Taylor jstaylor@uw	• 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	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Exit survey • Participation in the UW Academic Challenge and Engagement Study (UW ACES), an interview study that asked seniors what work in the major presented them with their greatest intellectual challenges, what made those activities challenging, what enabled students to meet those challenges, and what students learned from completing those challenging activities. **Curricular Assessment/Change** • Implemented a new track option in Archaeological Sciences, which offers focused training in scientific archaeology to undergraduate anthropology majors who may wish to pursue careers in archaeology. This track emphasizes the rigorous study of archaeological methods and theory that concentrates on the relationships between the material traces of human activity and the actions and natural processes that result in these traces. This is a non-competitive option and no application is necessary. • Established a Writing Center within the department, staffed by knowledgeable and specially trained anthropology graduate students, and open 30 hours each week for students enrolled in any anthropology class to come seek free advice and help with writing.	

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Applied and Computational Mathematics (*sponsored by the Applied Math, Computer Science, Mathematics, and Statistics Departments*)	Brooke Miller miller@math.	The Bachelor of Science Program in Applied and Computational Mathematical Sciences (ACMS) offers multidisciplinary, flexible educational pathways that emphasize the practical and computational aspects of pure and applied mathematics, statistics, and computer science. It is designed for students interested in the application of mathematical and computational concepts and tools to problems in research or in the business world. Fundamental concepts at the core of the ACMS program are: • Critical thinking, problem solving, and modeling—casting a real world problem in a way that makes it amenable to mathematical, statistical, or computational analysis, and assessing the merits of the proposed solution • The abilities to communicate and function on multi-disciplinary teams	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching **Curricular Assessment/Change** • Received approval to implement a continuation policy, effective Autumn 2013 to encourage students in the ACMS program to complete their degree requirements in a timely manner and to prevent bottlenecks in the core courses in the ACMS program. • To facilitate students' progress through the program, added selected Applied Mathematics and Computer Science courses to the elective options in both the Discrete Mathematics and Scientific Computing pathways.	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Art *Division of Art* *BFA – 3D4M(Ceramics, Glass, Sculpture); Photomedia, Painting & Drawing* *BA – Painting & Drawing; Interdisciplinary Visual Art* ***Division of Art History*** *BA – Art History* ***Division of Design*** *BDes – Industrial Design; Visual Communication Design; Interaction Design*	Judith Clark jclark@uw.	**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: • 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	**Assessment of Student Learning** ***All Divisions*** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Participation in the UW Academic Challenge and Engagement Study (UW ACES), an interview study that asked seniors what work in the major presented them with their greatest intellectual challenges, what made those activities challenging, what enabled students to meet those challenges, and what students learned from completing those challenging activities. • Quarterly evaluation of student learning via peer and faculty critique of individual creative work and portfolio review ***Division of Art*** • 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, continuous evaluation of classroom discussion, review of individual research and written statements involving the development of the individual student's creative vision and voice. • Research, oral and written source presentations scheduled quarterly and reviewed by faculty and peers. • Juried and required exhibitions and thesis presentations for all seniors in the four art majors. Students exhibit their work for evaluation in three exhibition spaces - the Jacob Lawrence Gallery, the 3D4M Gallery, the Photomedia Gallery. • Professional practice materials (resume, artwork documentation and artist statement) submitted by seniors for faculty review.	Introduce a new learning and visual practices center/laboratory in the SoA. Presently under construction and consideration, it will offer faculty, staff, students, alumni, guests, and community partners a place to engage in the explorations of learning and the sharing of ideas outside the formality of the classroom, studio, and auditorium. Build an understanding and visual library of "the student voice" through student explorations of the SoA captured and published in video format. Create an exit survey administered by Academic Advising in the SoA.

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Art (continued)		*Bachelor of Arts (BA)*: 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. *Bachelor of Fine Arts (BFA)*: 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: Ceramics, Glass, Sculpture or Photomedia. 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. http://art.washington.edu/art/ **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	***Division of Art History*** • Completion of writing assignments measuring facility with the concepts, methodologies, vocabulary and problem-solving techniques widely utilized by artists, art historians and scholars of visual culture • Capstone classes designed to develop and test writing, research, presentation, and observational skills essential for many professional and vocational fields • Coordination and evaluation of student work in internships with galleries, museums, non-profit arts organizations and other community partner's groups. ***Division of Design*** • 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 (see http://art.washington.edu/design/student-work/). • 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 • Student participation and success in national and international design competitions • Student success in individual internships with professional design companies	In collaboration with the College of Arts and Sciences (Liberal Learning Course Project) and the departments of Drama, Philosophy and Communications, create a Design class to help UW students develop conceptual problem solving skills through liberal learning experiences and design methodologies. In partnership with other departments in the College of Arts and Sciences welcome transfer students to the College and SoA via targeted orientations with deans, faculty, advisers and students.

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Art (continued)		contexts), research methods, and the relationships between visual form and expressions of meaning. Learning goals for this division in the Art major are: • Develop skills that provide the basis for life-long use of visual, verbal and written literacy, analytical insight and investigation, critical reading and reasoning, synthesizing of information and material, visual observation and research, writing and persuasive presentation. • Examine conceptions of human creativity and ways in which diverse cultures define art, the artist, and creative practice. • Understand and articulate how visual images and material culture communicate information, define cultures, and contribute to new and innovative ways to understand the past and present. • Learn and use key concepts, vocabularies, methodologies, and problem-solving techniques central to analyzing and articulating the technologies, traditions, and values of understanding and giving meaning to art and visual culture. • Examine and understand art and visual culture through the observation and investigation of formal and stylistic qualities, iconography, 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.	• Faculty/student collaborations and research in the private sector. **Curricular Assessment/Change** *Division of Art* • Revised the SoA freshman curriculum around a set of conjoined gateway courses that enrolled 100 entering students in a combination of large lecture (Art 101 held in the Henry Art Gallery) and five 20-student studio classes in both art and design. A collaboration between faculty, academic advisers, Henry staffers, graduate students, and undergraduate interns, Art 101 uses a combination of panel discussions, individual and team assignments, faculty interviews and small critique groups, to encourage students to explore the breadth of programs in the SoA. • Created The Nebula Project, an SoA collaboration with The New Foundation Seattle and the College of Arts and Sciences, to fund visiting artists, scholars, and curators to teach classes, create new work, and organize exhibits to expose SoA students to new voices and fresh perspectives. As part of this project, ART 361, Critical Ideas in Contemporary Art will be offered every winter quarter. This course brings national and internationally recognized artists to present their work and research in a venue that includes students, faculty, alumni and partners in the arts community. • Established an honors program in the Interdisciplinary Visual Art major to challenge students to learn, create, and complete exceptional undergraduate work through a series of experiences in Art 400 and Art 499. The program culminates with an annual exhibition of work in the Jake Lawrence Gallery.	

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Art (continued)		• 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. http://art.washington.edu/art-history/ **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), Interaction Design (IxD). These competencies include: • The skills of problem identification, research and information gathering, analysis, generation of alternative solutions, prototyping, user testing and evaluation of outcomes • The ability to describe and respond to the audiences and contexts that design solutions must address, including recognition of the physical, cognitive, cultural and social human	• Made changes in the Photomedia program to ensure that transfer students can complete the degree in two years and entering freshman can complete in four years. This adjustment also encourages students to participate in related course work in DXARTS, Anthropology, Communications, and CHID. • Formally closed the BFAs in Fiber, Printmaking and Metal. Fiber and Printmaking classes remain a strong curriculum focus in the Division of Art. These classes satisfy requirements and electives in all the Art majors. • Created three new study abroad programs to provide students with guided art experiences connected to the classroom learning processes and goals in the SoA - Leon, Spain, London, England, and Florence/Venice, Italy. ***Division of Art History*** • Introduced a series of new courses on the art and visual culture of India, which contributes to the program's well-established scholarship and teaching of the arts of Japan and China. It also opens up new opportunities for students to participate in internships and research at the Seattle Asian Art Museum. • Funding from a new endowment has enriched the study of American art through a series of special topics classes, public lectures, and coordinated research offered by visiting scholars. This has been coordinated with the establishment of the new focus on American art at the Seattle Art Museum. • Established an annual public forum for the presentation of research by art history honors students. • Established a new study abroad program in the Netherlands and Belgium. Curriculum is tied to issues in Northern Renaissance and Baroque art as well as to the art and visual culture of the 19th and early 20th C.	

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Art (continued)		factors that shape design decisions and the overall user experience of a design
		• 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:
		  o Ability to acutely and accurately observe and research topics, subjects, issues and audiences
		  o Ability to synthesize visual and verbal information into new forms, both 2-D and 3-D, static and interactive
		  o Ability to analyze and apply critical thinking to problems and concepts
		  o Ability to translate/manifest ideas into tangible designs
			• Revising the study abroad program in Rome based on the changing demographics at UW and in the School of Art.
			
			Division of Design
			• Completed a review and revision of Division of Design programs, which changed the title of the degree offered in this division of the SoA from Bachelor of Fine Art to Bachelor of Design. This change is in keeping with a national trend to separate the activities of art education and learning from those of design.
			• Created a Master of Design degree.
			• Added a new major area of focus in Interaction Design (IXD) to the existing majors in Industrial Design (ID) and Visual Communication Design (VCD). Interaction Design is a discipline that is compatible (even considered "in-between") the older disciplines of ID and VCD. It has a strong pedagogical fit in the program and addresses student and market demand for learning in this rapidly growing new field of knowledge and expertise.
			• Initiated a collaboration with the UW Career Center to connect classroom experience and learning with internship and career opportunities for students.
			• Continued and expanded the educational collaborations between the Division of Design, CSE, HCDE and the iSchool. Developed courses to enroll students in all four disciplines allowing undergrad teams to share information and ideas and to develop strategies for successful resolution of problems and issues.
			• Developed a new online one-credit course ("Designing Effective Figures") in UW Canvas that will be required for all UW College of Engineering undergraduate majors.
			• Continued to bring design professionals into the classroom to participate in the active teaching of undergraduates.	

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Art (continued)		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. http://art.washington.edu/design/	• Include undergrads in faculty collaborations to design projects for corporate, municipal and non-profit organizations. This client-based work builds understanding of professional practice for students while giving them the opportunity to apply their skills in an educational context.	

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Asian Languages and Literature
 	
Chinese Language
 	
Japanese Language
 	
Korean Language & Literature
 	
South Asian Language & Literature
	William G. Boltz boltzwm@uw. . .	Majors and minors in the various programs within the Department will develop competencies in three primary areas: language, linguistics, and literature.
		
		Language
		A student of one of the languages taught in the Department will achieve competency in speaking, listening, reading, and writing. Specific skills to be acquired for the **minor** include the ability to:
		• Manage a variety of simple spoken communicative tasks and social situations
		• Understand sentence-length utterances on a variety of familiar topics in face-to-face situations
		• Read simple connected texts dealing with a variety of personal and social topics
		• Write short essays on familiar topics grounded in personal experience and immediate surroundings
		
		Specific skills to be acquired for the **major** include the ability to:
		• Manage a variety of spoken communicative tasks, including:
		  o Discussion of topics of common interest
		  o Description and narration
		  o Expression of personal viewpoints
		  o Presentation and support of an argument
		• Understand the main idea and important details of connected spoken discourse on a variety of topics, in situations ranging from face-to-face situations to radio and TV broadcasting
		• Understand the main idea and important details of written texts in a range of styles and registers and covering a variety of topics
		• Write routine social correspondence using the appropriate conventions, and write
			Assessment of Student Learning
			• Classroom assessment, various methods
			• Course evaluations and conferences with the Chair about student learning and teaching evaluations
			• Peer review of teaching
			• 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
			• Participation in the UW Academic Challenge and Engagement Study (UW ACES), an interview study that asked seniors what work in the major presented them with their greatest intellectual challenges, what made those activities challenging, what enabled students to meet those challenges, and what students learned from completing those challenging activities.
			
			Curricular Assessment/Change
			Engaged in careful, department-wide scrutiny of the Dean's proposal for "modular majors" and planned ways that this can best be implemented in AL&L majors once the plan is authorized.	

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Asian Languages and Literature (continued)		connected essays of several paragraphs in length in an appropriate linguistic register. **Linguistics** A student with a **minor** in one of the languages taught in the Department will achieve competency in: • Understanding the basic structure of the language, including its grammatical forms, writing system, and phonology • Recognizing the language's historical relationships with other languages in its geographical region • Understanding the structured and hierarchical nature of linguistic systems A student with a **major** in one of the languages taught in the Department will additionally achieve competency in: • Understanding basic linguistic concepts and terminology in such fields as syntax, morphology, and phonology, and applying them to the analysis of the linguistic structures of the language • Understanding the historical development of the language, including its historical linguistic features and dialectal development • Recognizing the relationship between linguistic structures and literary forms and devices **Literature** A student with a **minor** in one of the languages taught in the Department will achieve competency in: • Identifying major works and forms within the literary tradition • Understanding the place of selected literary texts within the ongoing tradition • Understanding the historical and cultural contexts of major literary forms and works		

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Asian Languages and Literature (continued)		• Understanding the roles of literary works and literary activity within the culture • Utilizing basic research skills A student with a **major** in one of the languages taught in the Department will additionally achieve competency in: • Reading selected literary texts in the original • Employing linguistic and philological analysis as tools for understanding literary texts • Performing formal analysis of literary texts • Analyzing literary texts with reference to relevant literary traditions and intertextual dynamics • Analyzing literary texts with reference to their historical background and broader cultural context • Practicing critical reading of primary and secondary texts • Employing research and writing skills to produce formal written analysis of literary texts		

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Astronomy	Christopher Laws laws@astro. Sarah Garner sterrs@astro.	Astronomy majors will: • Use quantitative reasoning to understand the principle findings, common applications, and current problems within astronomy as a scientific discipline • Be versed in the computational methods and software resources utilized by professional astronomers • Have experience operating modern astronomical instrumentation and analyzing a range of experimental data • Be able to assess, communicate and reflect their understanding of astronomy and the results of Astrophysical experiments in both oral and written formats • Learn in a diverse environment with a variety of individuals, thoughts and ideas. http://www.astro.washington.edu/undergrad/undergrad.html#goals	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Quarterly undergraduate meetings • Student self-assessment • Three quarter capstone course option and required senior research project that includes experiential learning • Weekly department undergraduate emails • Undergraduate representatives to the department • Exit survey • Analysis of student database reports • Participation in the UW Academic Challenge and Engagement Study (UW ACES), an interview study that asked seniors what work in the major presented them with their greatest intellectual challenges, what made those activities challenging, what enabled students to meet those challenges, and what students learned from completing those challenging activities. **Curricular Assessment/Change** • Completed a comprehensive quantitative comparison study of the pre-major in Astronomy Program (Pre-MAP) using data from the UW Student Database. Pre-MAP serves a higher percentage of underrepresented minorities and equal percentages of women compared to entering freshmen classes at UW. Additionally, Pre-MAP has a higher percentage of degree completion with higher average GPA's and similar time to completion when compared to UW as a whole and other STEM majors, particularly with students that place into lower-level math courses (such as basic algebra or pre-calculus). These results directly impact the department's goal #5 for student learning.	Address increasing need for additional astronomy computing curriculum. Continue to assess the broader impact of the Pre-Major in Astronomy Program (Pre-MAP) which was established in 2005. Consider evaluating the preparedness of majors for graduate studies.

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Astronomy (continued)			• Using a combination of senior exit surveys and independent study/research, ASTR 300 has changed programming languages in the past two years to better reflect the languages used in astronomical research (Goal 2). A Fundamentals of Programming portion has also been added to the curriculum since many students were coming into the class with no prior programming experience. • Through ASTR 270, students are trained for outreach activities and presentations. These opportunities were expanded this past year due to the opening of the mobile planetarium. Students now have more venues to communicate Astronomy (Goal 4).	

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Biology	Toby Bradshaw toby@uw. Joe Ammirati cort@uw. Eileen O'Connor eoc@uw.	The biology curriculum committee identified four primary areas of expertise for majors: scientific reasoning, information literacy/technology fluency, communication, and social responsibility. The department has subdivided each of these areas into specific learning goals indicating what students should know and be able to do, as follows: **Scientific reasoning –requires the ability to define and solve problems.**
		• Organize biological information
		   o *Intro level:* Summarize and organize information systematically, including lecture, lab and field materials, explore connections between different systems/levels
		   o *300-level:* Prioritize and connect different pieces of information
		   o *400-level:* Use content to build complex biological concepts (i.e. relate one piece of information to several layers of larger context), test concepts, and use results to refine and further understand them
		• Understand the process of biological science
		   o *Intro level:* Understand and test a hypothesis, distinguish experimental from correlational tests, understand the importance of controls, graphically represent raw data
		   o *300-level:* Break a complex problem into manageable parts, analyze graphs and summarize major point, graph data in several ways and know which is most appropriate for a given situation, begin to evaluate support for a hypothesis
		   o *400-level:* Synthesize results from several different experiments to answer complex questions, evaluate methods and interpretations of data, evaluate support for a hypothesis, develop alternative hypotheses
			Assessment of Student Learning
			• Classroom assessment, various methods both formative and summative
			• Course evaluations
			• Peer review of teaching
			• Mid-quarter assessments in selected classes, including CTL small group instructional diagnoses (particularly in classes being offered for the first time)
			• 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
			• Feedback from academic counselors
			• Exit survey of graduating seniors
			• Participation in the UW Academic Challenge and Engagement Study (UW ACES), an interview study that asked seniors what work in the major presented them with their greatest intellectual challenges, what made those activities challenging, what enabled students to meet those challenges, and what students learned from completing those challenging activities. **Curricular Assessment/Change**
			• Responded to requests for earlier access to Biology courses by greatly expanding enrollments in the Introductory Biology sequence (BIOL 180-200-220)
			• Continued to increase student participation in 'actively doing' biology by:
			   o Developing a new 400 level laboratory course in Developmental Biology (Biol 413)
			   o Revamping the 400 level course on techniques in Plant Physiology (Biol 425)
			   o Adding two new laboratory courses in Histology (Biol 360 and Biol 403)
				Several lecturers and staff have received NSF grants to develop assessment tools for introductory courses including one grant to design assessment tools to measure student progress through the curriculum and a second grant to understand active learning in large lecture classes

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

Biology (continued)		• Become a practicing biologist
		  o *Intro level:* Apply known principles to closely related but novel problems
		  o *300-level:* Examine data and propose a hypothesis to explain it, propose experiments to test the hypothesis, relate different types of information, identify missing information
		  o *400-level:* Propose a hypothesis (creativity/ synthesis of ideas), prepare a cogent argument to support or refute hypothesis (logic), evaluate alternative hypotheses and design experiments to distinguish between them
		
		Information literacy/ technological fluency– provide students with the ability to effectively integrate biological information into society, using discipline-specific methods and technologies, including computer programs, genetic techniques, sampling techniques, sophisticated instrumentation, etc.
		• Identify gaps in knowledge/ self-assessment
		  o *Intro level:* Determine if material is mastered or additional help is needed
		  o *300-level:* Assess one's own knowledge with respect to what is known
		  o *400-level:* Identify gaps in knowledge and use resources to find information, learn independently, identify existing gaps in scientific knowledge
		• Use available resources to answer questions
		  o *Intro level:* Master use of glossary and index, know how to obtain library resources, begin to evaluate sources of information (e.g. Google results)
		  o *300-level:* Know how to find information from original literature using database searches
		  o *400-level:* Use advanced searches and critically evaluate sources
			o Adding a laboratory component to the Biomechanics course (Biol 427)
			• Continued to broaden the curriculum by the addition of courses that address problems and concerns of modern biology and society:
			  o A 400 level course on the Pathobiology of Emerging Diseases (Biol 466)
			  o A 400 level course in Mammalogy (Biol 448)
			  o A 400 level course in Reproductive Biology of Vertebrates (Biol 417)
			  o A 400 level course in Ecological and Evolutionary Physiology (Biol 421)
			  o A 300 level course in Introductory Neuroscience (Biol 300)
			  o A 300 level course on the Biological Impacts of Climate Change (Biol 315)
			  o A 300 level course on Biomedical Advances and Society (Biol 380)
			• Continued to offer senior seminars by postdoctoral fellows mentored by Biology faculty
			• Worked with the English department to develop a linked writing program for Biology majors
			• Continued to work with TriBeta tutors to offer tutoring to students in introductory biology series all four quarters of the year
			• Greatly expanded access to TA office hours for Introductory Biology students
			• Offered an exploration seminar to Peru
			• Continued expansion of summer course offerings, with a focus on upper division classes
			• Continued development of the biology internship program to foster student career exploration and direct application of skills learned	

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Biology (continued)		• Consult primary biological literature for information
		  o *Intro level:* Read a general article and evaluate the information/ sources on which it is based, be familiar with structure of a scientific paper, read an introduction/ abstract and summarize topic of paper
		  o *300-level:* Read a scientific paper, evaluate methods and conclusions and limits of the paper, relate findings to the big picture, realize that not all is known
		  o *400-level:* Read a complex paper, assess information from raw data and put it in a larger context, evaluate support for hypothesis, critique methods chosen to address the hypothesis, identify unanswered question/ future directions for research, propose new experiments to test hypothesis
		
		Communication–progress in biology builds on the incorporation of prior results. Students learn to discuss biology with team members and disseminate outcomes in written and oral forms.
		• Communicate knowledge
		  Intro level: Write a logical, clear answer to short essay exam questions, learn oral presentation of results of a small group discussion (e.g. in lab), prepare post of gathered information/experiments
		  o *300-level:* Write a short analytical paper, write an introduction, methods and conclusion section to a scientific paper, oral presentation of new information to a group, summarize results of a discussion
		  o *400-level:* Present a cogent argument with evidence to support your conclusion, be comfortable writing all sections of a scientific paper, present complicated		

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Biology (continued)		ideas to the class alone or in a group
		• Work in a group
		  o *Intro level:* Work collaboratively as part of a team in lab, work together in supervised groups to address specific well-defined problems
		  o *300-level:* Delegate tasks and accomplish goals with little supervision, objectively evaluate the contributions of self and other group members to the project (peer and self-evaluations)
		  o *400-level:* Trouble-shoot and solve group problems, research complex problems and compile information into clear, concise summary
		
		Social responsibility- Modern biology is deeply intertwined with societal issues, from genetic engineering to health care to global change. Students explore the social implications of biological discoveries.
		• Application/ Bioethics
		  o *Intro level:* Examine a social issue and assess which biological concepts are relevant and if biological information is accurately communicated, develop an awareness of the interface of biology with society
		  o *300-level:* Use biological information to discuss controversial issues, distinguish between "is" and "ought"
		  o *400-level:* Interpret biology in a social context, evaluate the social implications of biological research		

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Chemistry and Biochemistry	Paul Hopkins chair@chem.	At the end of their studies, graduating chemistry and biochemistry majors should:
		• Have a general knowledge of the basic areas of chemistry working knowledge of at least one area. A working knowledge is demonstrated by the ability to apply formal knowledge in a problem-solving environment.
		• Be proficient in basic laboratory skills (e.g., preparing solutions, chemical synthesis techniques, chemical and instrumental analysis and laboratory safety).
		• Have the ability to formulate and carry out strategies for solving scientific problems.
		• Have some understanding of the principles and applications of modern instrumentation, computation, experimental design, and data analysis.
		• Have had the opportunity to gain experience with a research project as part of an upper level course and the opportunity to participate in active, individual laboratory research within the university or another appropriate setting.
		• Have the ability to communicate scientific information clearly and precisely, both orally and in writing.
		• Have the ability to read, understand, and use scientific literature.
		• Have some awareness of the broader implications of chemical processes (e.g., resource management, economic factors, and ecological considerations).
		• Have had the opportunity to work with others as part of a team to solve scientific problems.
		• Have had an introduction to the opportunities in, and requirements for, careers available to those with training in chemistry.
		
		http://depts.washington.edu/chem/undergrad/departmentgoals.html
		https://www.washington.edu/students/gencat/academic/biochem.html
			Assessment of Student Learning
			• Classroom assessment, various methods
			• Course evaluations
			• Peer review of teaching
			• Exit survey
			
			Curricular Assessment/Change
			• Revised the curriculum of CHEM 142/152/162. It was decided that the topic coverage in Chemistry 142 was too extensive with too much material covered in too short a time. Therefore about 16% of the course material in CHEM 142 was removed and distributed into CHEM 152 and 162 whose curricula in turn were revised to accommodate the material from CHEM 142.
			• As a substitute for assigning and grading large volumes of traditional homework in CHEM 142/152/162, adopted the software package ALEKS. ALEKS (Assessment and Learning in Knowledge Spaces) is an on-line learning environment for general chemistry and is based on artificial intelligence. Rather than a static set of homework problems that everybody does, ALEKS adapts to the learning needs of each student. ALEKS has two components:
			   o Working problems to develop skills
			   o Assessment of learning and continual assessment as students progress through the course
			• Reduced class sizes in the lecture sections of most 100- and 200-level were reduced to improve the ability of instructors to address individual student needs.
			• Expanded CHEM 241, organic laboratory, from a single 4-hour per week meeting to two 3-hours sessions to both reduce student stress in completing the assigned experiments, as well as to allow for an expansion of the required work to pre-financial recession levels.	

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Chemistry and Biochemistry (continued)			- Adopted the learning management software Canvas (i.e. canvas.uw.edu) to manage course materials in 1X2 chemistry courses and in some upper division chemistry courses. - In collaboration with the Biology department, developed on-line tutorials for students preparing to take BIOL 200 that reinforce concepts in atomic structure and bonding in order to clarify how these topics relate to the structure of biological molecules. - Exploring new pedagogical approaches involving active learning for the introductory organic chemistry series - Assigned permanent staffing (by TAs) to the organic chemistry (sophomore level) undergraduate study center, replacing temporary funding. - Halved class sizes in CHEM 452 and 453 to improve the ability of instructors to work one-on-one with students in this highly quantitative course material. - CHEM 464, a course that teaches programming techniques in instrumental analysis based on the software package Lab-View has been instituted. This course is intended to give students experience in how to develop software for data analysis and data acquisition. - CHEM 428, bioanalytical laboratory, was reintroduced after a multi-year hiatus. - CHEM 484, materials chemistry, was offered twice, after several years of not being offered. - CHEM 436 will move to annual (rather than biennial) offering, and will be paired with CHEM 532 to create a two course sequence in chemical biology available to both undergraduate and graduate students. The curriculum of both courses will be revamped to work as a two-course sequence, and renumbered to reflect the change. - Curriculum is reviewed by the American Chemical Society every 5 years	

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Classics *Classics* *Classical Studies* *Greek* *Latin*	Alain M. Gowing, alain@uw.	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: • 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. Majors in Classics, Latin or Greek will in addition: • Demonstrate substantial expertise in Latin and/or ancient Greek and engage in advanced analysis of ancient texts in the original language(s). http://depts.washington.edu/clasdept/learninggoals.html	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Senior essays • Departmental review of senior essay outcomes • Exit surveys given to graduating seniors • Annual Undergraduate Essay Awards (papers are nominated by faculty) • Regular and thorough tracking of post-graduation career paths **Curricular Assessment/Change** • Reviewed and made significant revisions to the requirements for earning departmental honors (voted on and approved at final faculty meeting June 2012). Clarified procedures and gave the program a bit more 'heft' (e.g., requiring submission of a proposal for a Mary Gates Scholarship or a paper for presentation at the Undergraduate Research Symposiums)—the result of recent experience with students attempting honors. For details on revised program see: http://classics.washington.edu/undergraduate-honors-program • Undertook an examination of the 'minors' track, and faculty are in the process of revising to expand the sorts of courses acceptable toward the minor, in effect making pursuing a minor (in Latin, Greek, or Classical Studies) more feasible for more students..	Continue work begun on the minor.

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Communication *Communication* *Journalism*	David Domke domke@uw. Matt McGarrity mcgarrit@uw. David Sherman shermand@uw . .	**Communication** The Department of Communication seeks to contribute to the quality of its students' lives by cultivating an understanding of the complexity of communication, an appreciation of the diverse world of people and ideas, and the desire to participate productively and ethically in civic life. This pursuit is reflected in the undergraduate learning objectives, as follows: • A Communication major should be able to explain how communication practices, structures and technologies relate to their societal contexts. • A Communication major should be able to explain key communication concepts, theories, and methodologies, and use this understanding to analyze social, political, and cultural texts and situations. • A Communication major should demonstrate critical thinking through an ability to read, interpret, analyze, critique, and judge communication messages and processes. • A Communication major should be able to explain communication issues in terms of their appropriate historical and contemporary social, political and legal contexts. • A Communication major should be able to communicate effectively. More specifically, a major should be able to clearly and confidently articulate his or her ideas, construct sound arguments, speak and write across a range of communication genres, and participate effectively in groups of diverse people and ideas. • A Communication major should be self-reflective about her own communication and be able to use this self-reflexivity to improve her interactions across a range of public and private contexts.	**Assessment of Student Learning** ***Communication*** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Quarterly meetings with academic advisers to assess academic progress. Hired an additional adviser in autumn 2011to better serve majors. • Assessment of students' public speaking skills in oral communication courses through the department's Public Speaking Center • Recognition and celebration of outstanding work through annual Excellence in Communication event • Exit surveys with graduating seniors ***Communication-Journalism*** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • 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 published, posted or broadcast if it were judged to be of poor quality.)	**Communication** The structure and requirements of the Communication undergraduate major have been in place for over a decade and the coming year will be an opportunity to assess the curriculum in depth, including revisiting undergraduate major requirements and areas of emphasis. These areas reflect the research/concept ual areas of the Department. Majors must complete at least three courses in one area of emphasis. The department's current list of six areas of study (Communication and Culture; Communication Technology and Society; Global Communication; Political Communication; Rhetoric and Critical/Cultural Studies; and

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Communication (continued)		• A Communication major should demonstrate competence in reading, designing, conducting, and disseminating communication research.
		• A Communication major should be prepared to pursue advanced academic study or begin professional work in his chosen communication-related field.
		
		Communication-Journalism
		The program develops analytical and communication skills and a commitment to professional excellence in students who wish to pursue careers in media industries. Students learn:
		• To gather, synthesize, and disseminate information across a range of media platforms
		• The importance of the public service mission of journalism and the media's role in nurturing a democratic society. With this in mind the journalism program teaches students how to engage thoughtfully with publics who consume their media messages, and at least 75% of a journalism student's curriculum must come from liberal arts courses, ideally to provide them with a strong context for journalism.
		• To understand and apply First Amendment principles and the law appropriate to professional practice
		• To demonstrate an understanding of the diversity of groups in a global society in relationship to communications
		• To work ethically in pursuit of truth, accuracy, fairness and diversity
		• To think critically, creatively and independently
		• To critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
			• Consultation with mentors about student strengths, weaknesses
			• Exit surveys of graduating seniors
			
			Curricular Assessment/Change
			
			Communication
			• Currently updating the curriculum and admissions process for the Communication major.
			• In the 2013 spring quarter, the faculty approved three specific changes to the admissions process in order to ensure that students are better prepared for advanced coursework in the major:
			   o Increased the minimum number of Communication credits required to apply to the major from 5 to 15. These prerequisite courses now include: COM 201 and COM 202 (the introductory sequence) and one other COM course.
			   o Established a minimum cumulative COM GPA of 2.5.
			   o Established a minimum GPA of 2.5 for the two required COM introductory courses.
			
			Communication-Journalism
			• Engaged in an extensive assessment of the Communication-Journalism curriculum, speaking with students, evaluating the assessment materials from recent years, meeting with local professionals and alumni, evaluating the curriculum, and building a new set of core classes. This revision emphasizes these goals, all driven by a range of assessment mechanisms:
			• Creation of a curriculum that emphasizes *multi-platform* journalism, in which students think from moment one about producing stories about the same news via a range of media. This is more than multi-media facility;
				Social Interaction, with journalism as the seventh area) may need revising to better reflect the Department's current faculty composition.
				
				Journalism
				Implement the new curriculum developed over the past two years.

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Communication (continued)		• To apply basic numerical and statistical concepts	this is about reporting in ways that fit the media to be employed. • Creation of a curriculum that emphasizes *immersive* learning experiences in which students practice journalism in a public context earlier, rather than later, in intensive practicums. The department wants to offer students opportunities throughout the program to publish content for public audiences via the internet and new technologies, under the mentorship of faculty and allied professionals. • Creation of a curriculum that emphasizes an *entrepreneurial* mindset among students, in which they both practice journalism anywhere, anytime, *and* do it in technologically creative ways. Anyone with a phone can be a journalist, if s/he is mentally prepared to identify news and pursue it. • Creation of a curriculum that emphasizes *engagement* with publics and audiences, rather than the model of journalists as un-connected to the people they cover and inform. Engagement in the civic arena is an essential responsibility for journalists in the 21st century, both to inform publics and to attract readers and viewers. • Further integration of digital media dynamics into curriculum, both in core courses and in specialized advanced electives. These are now essential in journalism. • Expansion of partnerships with community news organizations, built on the model of the program's long-time partnership with *The Seattle Times*, to broadcast and online news organizations. Students want and need multi-platform experiences, and increased range of partnerships would facilitate these experiences.	

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Communication (continued)			• Overhaul the Olympia Legislative Reporting program, in which students move to Olympia to cover the legislature for regional news outlets, with three realities in mind: (a) to prepare students more effectively for the complexities of covering the legislature; (b) to create content that is most helpful for an economically challenged news business; and (c) to prepare students to employ digital technologies effectively	

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Comparative History of Ideas (CHID)	Amy Peloff apeloff@uw.	• Students will engage in rigorous and comparative cultural analysis in order to participate in a world that is both increasingly unified and persistently diverse. • Students will explore various systems of belief, conceptual frameworks, paradigms, historical understandings, and ways of knowing. • Students will learn the ways in which categories like gender, race, class, sexuality, and religion structure the terrain of social orders and struggles. • Students will demonstrate writing skills in various formats, using professional writing conventions (e.g. grammar, audience awareness, and style) appropriate to the purpose and context. • Students will participate in discussions and give formal and informal presentations (using appropriate technology, such as PowerPoint) on topics in the field. • Students will work collaboratively as members of a democratic learning community. • Students will identify and solve specific intellectual problems, ensuring a form of specialization that goes beyond simply a narrowing of academic focus.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Student self-assessment • Senior thesis/ capstone project (5-15 credits), in which each student produces a unique senior project under the supervision of a faculty advisor. Students prepare for this project as soon as they enter the major in the required CHID 101 course, in which they produce a short description of a potential thesis topic and identify two faculty members that they may want to have advise their thesis projects. These capstone projects are presented formally at an event that is open to the public. • Occasional exit survey of graduates **Curricular Assessment/Change** • Requested a change in the number of credits possible for CHID 470: CHID Study Abroad in order to accommodate A- and B-Term summer study abroad programs, which require a 1-credit course. • Created CHID 399 Internship course after developing a summer internship program for CHID students. • Refined the process for approved proposed CHID 496 Focus Groups and further articulated the responsibilities for faculty mentors. • Refined curriculum planning in terms of identifying themes among popular courses and ensuring courses in those areas were offered throughout the academic year.	Implement new exit survey

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Comparative Literature
 	
Comparative Literature
 	
Cinema Studies
	Miceal Vaughan miceal@uw.
	
	Marcia Feinstein-Tobey maf@uw.
		Students will leave the major with:
		• The ability to critically analyze primary texts (both written and visual)
		• An understanding of how historical and cultural contexts bear upon the meaning of texts
		• Exposure to several different cultural/national traditions
		• Skill in analytical writing
		• Familiarity with basic procedures and strategies for research
		• Networking skills so students may avail themselves of opportunities for further international study, internships and practical experience in affiliate fields.
			Assessment of Student Learning
			• Classroom assessment, various methods
			• Course evaluations
			• Peer review of teaching
			• Exit surveys that evaluated student satisfaction nearing graduation by assessing pre-/post-capstone experiences.
			• Capstone course
			•
			Curricular Assessment/Change
			• In response to consistent findings from past graduation assessment, voted to change the current foreign-language requirement in both tracks of the major (but *not* in Honors) to bring it into line with the College's basic requirement in this area.
			• Currently addressing a number of matters in the department's undergraduate program, including:
			  ○ Revising the Cinema Studies 'track' to become a stand-alone Cinema and Media Studies major
			  ○ Discussing a modular major that would include units in both literature and film
			  ○ Revising honors degree requirements. From informal entry/exit interviews with their advisors, those students who inquire about, enter, and complete honors are under the impression they will be more impressive on paper both in the job market and in their graduate school applications. (Current economic realities may be driving this impulse to achieve more.) Because some students still feel ill prepared for graduate/ professional degrees, the department will turn its attention to gathering information from those students who have completed honors degrees (see Next Steps).
				Revise the honors degree requirements. Gather views, and data from honors students in order to better understand the increased interest in honors degrees; the distribution of interest in honors and graduate school between the two degree tracks; what aims students have in pursuing master's degrees, and doctoral studies; and particularly in the Cinema and Media Studies area, what their practical needs are, involving apprenticeships and other ways of developing the applied and technical skills required for professional certification. Because those students who do not complete

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Comparative Literature (continued)				Honors, but instead avail themselves of as many credits of internship and study abroad as possible, echo the sentiments of those who complete honors, the department will add a similar entry/exit interview to their completion requirements.

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Dance *Creative Studies* *Dance Studies*	Betsy Cooper bcoop@uw.	For majors in both creative and dance studies: • Understand dance as a cultural practice that reflects and impacts local communities and global cultures. • Develop and practice analytic, evaluative, and contextual skills requisite to critical thinking, kinesthetic understanding, and personal growth. • Develop and practice skills in rhythmic, movement and compositional analysis. • Develop effective communication and research skills to promote and articulate a deeper understanding of dance practice and theory. • Engage in personal assessment and reflective practices that encourage self-directed learning. • Understand how basic principles of dance science and teaching methodologies can be applied to technical and aesthetic development. • Recognize and expand creative, artistic, and intellectual potentials. http://depts.washington.edu/uwdance/undergrad_prospective.html	**Assessment of Student Learning** ***All Majors*** • 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 • Peer review of teaching • Student self-assessment of learning • Dance 350 and Dance 344 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 students rehearsing and performing in faculty creative research, specifically in Dance Program concerts. • Students choreographing for Dance Majors Concert participate in two public showings of the work where critiques are given • Students enrolled in Dance Teaching Methods teach technique courses at private studios, community centers and public schools. 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. • Ongoing assessment of students in dance technique courses with shared assessment criteria and grading profile making expectations and technique grading more transparent. • Newly revised exit surveys given to graduating seniors and results reviewed by faculty and staff to determine if curricular changes or additional assessments measures are needed.	Faculty are likely to revisit the Dance Technique Grading Policy to assess efficacy. The department will continue to discuss and refine admissions policy and faculty advising for the Dance Studies Option.

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Dance (continued)			• Focus groups conducted by the Office of Educational assessment with majors in 2013 showed extremely close alignment between faculty goals for student learning and student perceptions of their learning ***Creative Studies*** • End of term student technique and choreography showings required for all studio-based courses in the creative studies major • Senior Seminar offered as capstone course. • Final projects and processes presented at the end of quarter. ***Dance Studies:*** • Capstone experience--an independent research project via Dance 416 (often involving IRB process) • Presentation of work at the Undergraduate Research Symposium **Curricular Assessment/Change** • Added Dance Composition II (Dance 266) to Creative Studies required courses. Several years ago Dance 166, Dance 266 and Dance 366 (the dance composition sequence) was required for all students who wanted to choreograph for the Dance Majors Concert. The faculty later decided to loosen this requirement to help students traverse through the degree requirements with greater ease. Faculty evaluated that change and decided that dance majors really need the experience provided by three full quarters of dance composition. Dance 266 also provides specific content that relates dance to musical structures (ABA, Rondo, Theme and Variations, etc.) This information is really crucial to the education of all dancers and aspiring choreographers, which is why faculty decided to make it a requirement rather than an elective.	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Dance (continued)			• Added an undergraduate dance production course (Dance 410) to allot credit to undergraduates rehearsing, understudying and performing with Chamber Dance Company. • Created a new course for undergraduates and graduates (Dance 414/514): Dance Research Symposium. Effort to share new modes of inquiry and research findings in dance studies through a series of lectures with invited speakers. • Created Dance 271 to align with Dance 270: Historically, the Dance Program offered Dance 270 to students performing, choreographing or working as crewmembers for a dance program concert in Meany Studio Theatre or Meany Hall. Faculty decided this year to divide these activities and create a new course: Dance 271. Dance 270 awards credit to students who perform or choreograph for a dance program concert. Its corollary is Dance 271, which offers credit to students who serve as production crew (stage management, sound and light operators, running crew, costume crew) for the concert. With the addition of Dance 271 to the list of electives (along with Dance 270) students (majors and minors) can receive credit for performance, choreography and backstage crew experiences, and have these different learning experiences reflected accurately on their transcripts. Creative Studies majors are required to take at least one credit each of Dance 270 and Dance 271. • Created a Dance Internship Course (Dance 450): To foster more professional/job training opportunities for undergraduates. Dance 450 will help the department to establish a more formal engagement with professional arts organizations, dance education organizations and dance medicine institutions in the region. In the past dance majors have volunteered or interned with local performing arts groups and received credit through independent study	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Dance (continued)			(Dance 499) or through the Carlson Center. Dance 450 will make these types of vocational learning activities visible on their transcripts. • Changed description of Dance 102: In a previous curricular change, the program altered the description of Dance 102 and eliminated the prerequisite: Dance 101. Faculty also changed the entire course description for Dance 101, which had been a studio course and is now the course number for an on-line dance course titled, "Dance and the American Experience." The new version of Dance 102 is a movement fundamentals course (with optional lectures) for students with no prior experience in dance. It has replaced Dance 101 as the entry-level course for non-dancers in the program. The course is geared to general education students seeking to satisfy a VLPA requirement. It is remedial work, and thus, not appropriate as a course that would count toward the Dance Technique requirement for the Dance Studies or Creative Studies options. • Dance 100 and Dance 101 (Dance 101 was previously offered as Dance 120): These courses are fully on-line and offer substantive content in creative process and dance history, address issues of race, class and gender. Each is five credits, and incorporates outside reading and writing assignments. Each has received very strong student evaluations of teaching. These courses will serve the Dance minors academic coursework requirement well. • Created program in Musical Theatre with Schools of Drama and Music and offered through Individualized Studies, to commence autumn 2013. At present, students go out of state to study Musical Theatre because there are no in-state options.	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Dance (continued)			• Changed requirement to Dance Studies Option: Eliminated Senior Seminar (Dance 480) as a requirement and added Dance 480 to the menu of electives for the Dance Studies option. Require 3-additional credits of interdisciplinary coursework for completion of the Dance Studies option. Rationale: After two years, the department is assessing the efficacy of the Dance Senior Seminar experience for students pursuing the Dance Studies option and realized it does not necessarily complement their particular course of study. Senior Seminar students develop resumes, cover letters and create a digital portfolio of creative work, along with a mock grant application. Faculty have observed that the majority of Dance Studies students are at a different stage of thinking in terms of career and educational goals than Creative Studies majors. By spring quarter, Dance Studies students have already completed the capstone experiences for the Dance Studies option (Dance 415 & 416 Research Methods I & II) involving guided research projects with interdisciplinary content, and are in the midst of working on presentations for the undergraduate research symposium. Given these observations, the faculty believe it is best to allow Dance Studies students to consider Dance 480 as an elective experience. The department proposes to replace these credits with additional interdisciplinary coursework in support of students' research projects. • Changed admissions policy to dance studies option/dance major. The Dance Studies major has a rigorous research/writing component and requires strong time management skills and an aptitude for self-directed/independent learning. Faculty have discerned that some students opting for the Dance Studies major are not fully aware of its research intensive focus and would be more suited to pursue the	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Dance (continued)			Creative Studies major. The department changed the admissions requirements to the Dance Studies option in an effort to provide more effective and successful advising to pre-majors. The change to admission into the Dance Studies involves the following steps: a formal written application process and faculty review of Dance 250 student portfolios. The portfolio would contain key exams and written assignments. Faculty continue to discuss this issue and will likely continue to refine it.	

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Digital Arts **No longer offers an undergraduate major.**				

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Drama *Performance* *Design*	Sarah Nash Gates sngates@uw.	All areas of Drama contribute to the learning goals for the department's undergraduate students. These goals include the development of: • Analytical skills, so students are able to have a full understanding of dramatic literature which then allows full use of their imaginative and emotional responses, which the department regards as essential to make good art. • Collaborative skills necessary to produce theatre work • Writing and oral presentation skills, so students can articulate and communicate their thoughts about the art form • Problem solving, so that students understand how the tools of intellectual curiosity and creativity may be applied throughout their lives. The department's goal is to teach them what questions to ask/how to do their own assessment. • Acquisition of strong technique and the development of imaginative response • Ability to create work, to have ideas and fortitude to see projects to their end. The School is concerned about teaching *a process*, not only achieving *a result*. Program values are listed at: http://depts.washington.edu/uwdrama/about/mission.shtml	**Assessment of Student Learning** • Classroom assessment, various methods including auditions for intermediate and advanced acting classes • Course evaluations • Peer review of teaching • 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. **Curricular Assessment/Change** • Offered the distance-learning class Drama 103, "theatre appreciation," for the first time in winter 2013 • Created a new three-quarter theatre history sequence to provide all undergrads with an overview of the entire field, with smaller seminars focusing on particular subjects to begin fall 2013. The core curriculum is now the same for all options. • Completed two years of Cinemedia, an interdisciplinary pilot program, and are taking a year off to assess the program. • Along with Dance and Music, offering a new interdisciplinary Musical Theatre major.	.

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MAJOR	CONTACT	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Economics	Haideh Salehi-Esfahani haideh@uw. Michelle Turnovsky mturn@uw.	The Department of Economics has several educational goals for the students who take economics courses. Most importantly, the department wants 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: **Fundamental Knowledge** • Understand and be able to use basic economic terminology • Understand how individuals and firms make themselves as well off as possible in a world of scarcity • Understand that the highest-valued alternative foregone is the opportunity cost of what is chosen • Understand how prices inform decisions about which goods and services to produce, how to produce them, and who gets them • Understand how market structures, institutions, and government policies influence the allocation of resources in a market economy • Understand how aggregate economic activity is measured at the level of a nation Understand how basic models of the economy summarize and explain the interactions between these main macroeconomic measures: output, employment, and inflation and macroeconomic measures: output, employment, and inflation	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations, two systems • Peer review of teaching • 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 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; economics majors tutoring in the ELL center; undergraduate researchers assisting faculty and graduate students with their research; 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. • Informal comparison to partner universities abroad via the five study abroad programs. • Participation in the UW Academic Challenge and Engagement Study (UW ACES), an interview study that asked seniors what work in the major presented them with their greatest intellectual challenges, what made those activities challenging, what enabled students to meet those challenges, and what students learned from completing those challenging activities.	To meet the demand for the flexibility offered by an on-line degree, the department is developing and introducing in 2014 three on-line courses for the A&S interdisciplinary Social Science degree: ECON 200, ECON 201, and ECON 382

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Economics (continued)		• Understand what causes economic activity to fluctuate over time • Understand the role of government in trying to smooth out these fluctuations • Understand the links between the domestic economy and the rest of the world **Professional Applications** • Use economic data, graphs, and charts to analyze and forecast economic activity • Use economic models to understand and explain economic events and other social phenomena • Use computer software to analyze economic data and models • Use elements of game theory to explain the strategic choices of individuals or organizations • Evaluate economic policy proposals • Assess critically the economic content of articles or presentations **Personal Applications and Skills** • Appreciate the usefulness of economic reasoning in personal decision-making • Understand that one's social or economic position may influence one's view of economic policies • Be able to read economics texts and articles • Be able to write a congruent essay based on an article or a text • Be able to use available information in the construction of knowledge • Be able to express ideas to others-visually, verbally, and in writing http://econ.washington.edu/undergrad/learning-goals/	**Curricular Assessment/Change** • Created and introduced a new course, Introduction to Econometrics (ECON 382), required for BA majors. Previously, only students in the BS had to take econometrics, but departmental assessment indicated that BA students were well aware that all economics majors should be familiar with regression techniques. The econometric courses offered at the 400-level were quantitatively too challenging for BA students who are admitted to the department with lower quantitative prerequisites, hence the creation of a new lower level econometric course for BA students. • As a competitive entry major, clarified the continuation policy for applicants to the department. • With a thriving departmental study abroad program, created a new course at the 400-level (Study Abroad ECON 415) for students taking courses in partner universities that do not have exact equivalencies in the department. Also added flexibility to the existing 200-level study abroad course in order to facilitate the granting of UW equivalencies and make students' experience abroad less worrisome. • Named a Director of the Honors Program for the department In order to harmonize the four-quarter long length of study for honors students (involving 3 different courses. • In order to permit the Honors students to assess their progress in writing and critical thinking, switched the first course in the Honors series (Honor Research Seminar) to a numerically graded course. Created a course entitled Macroeconomics of Emerging Markets to respond to the interest of international students mainly from Asia.	

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

English
 	
Literature and Language
 	
Creative Writing
	Colette Moore
	eungrad@uw.
		Skills
		• 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 and others' conclusions, 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 essays
			Assessment of Student Learning
			• Classroom assessment, various methods
			• Course evaluations
			• Peer review of teaching
			• 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. With implementation of a new Satisfactory Progress Policy in AUT 2012, the time-to-degree information yielded by the online application has proved to be particularly valuable. Students who now apply to the major with 135+ credits earned are asked to engage in degree planning with an English adviser prior to admission. As a result, students who are unlikely to complete the major in a timely fashion may shift direction earlier, and students who require highly structured degree plans can make them as soon as possible.
			• Portfolio-based assessment of expository writing program courses (English 111, 121, 131) that includes a reflective essay
			• 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 During 2011-12, the Under-graduate Education Committee graphed data collected regarding student learning in the gateway courses, which showed changes in how students rate the courses in terms of meeting the following objectives:
			  ○ Generate greater interest in studying literature
			  ○ Improve close analytical reading skills
			  ○ Improve critical writing skills
			  ○ Introduce diverse critical, historical, and theoretical approaches to English study
				ENGL 301/297: Although some doubts expressed in the last biennium assessment report about the outcomes of the paired gateway courses were quelled by review conducted throughout 2011-2013, renewed attention will be focused on them in light of dropping enrollment. Given the current numbers in the gateway courses, in upper-division English courses, and in the major overall, maintaining the large lecture with writing link format may not be the most effective or most economical means of delivery. Other pedagogical designs will be studied, including avenues for

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
English (continued)		• Use MLA conventions for citation of sources **Content** • 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	o Provide a sense of relevant historical shifts and debates about the study of literature and culture o Introduce useful ways of thinking about the question, "What is literature?" o Create a better understanding of the value of literature The charts indicate a clear trend of improvement across all metrics during the period documented. Similarly, information was gathered concerning student perceptions of the quality of learning in the major by course/area. Results were graphed regarding student perceptions of learning in ENGL 301, 297, 302, English "distribution" courses, and senior capstones. Although the capstone information remained relatively stable, there was marked improvement across the other courses. • Senior capstone/thesis experience • 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 review of the English Honors program. The overall assessment included a quarterly survey completed by all honors students over a 4-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, including in 2011-2012, expectations surrounding thesis supervision. These expectations include greater uniformity in content and design of ENGL 496 and closer collaboration among members of the annual Honors faculty team. • Participation in the UW Academic Challenge and Engagement Study (UW ACES), an interview study that asked seniors what work in the major presented them with their greatest	creating meaningful opportunities for writing within the discipline. Other laudable goals expressed in the last biennium assessment report were temporarily set aside in order to perform the important work of assessing and revising the distribution requirement and developing/ revising courses to support it. These goals, including a thorough assessment of the 400-level capstone courses and creating published learning goals for all courses, may be resumed in 2013-15. English minor: Given the relief of pressure on the English

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English (continued)			• intellectual challenges, what made those activities challenging, what enabled students to meet those challenges, and what students learned from completing those challenging activities. Preliminary results indicate that ENGL 302, 400-level capstone courses, and Honors courses are significant touch points for academic challenge in English.
			
			Curricular Assessment/Change
			• Made significant changes to the English distribution requirement, which were approved for autumn 2013 implementation. These changes were the direct result of assessment, including formal and informal conversations with department faculty over a two-year period, beginning with a full-day department retreat in spring 2011. The nearly unanimous conclusions were that the purposes of the distribution courses were insufficiently defined, and that the lengthy lists of courses allowed to satisfy these requirements lacked coherence and consistency in their ability to meet whatever goals were articulated. New descriptions for the English distribution areas, along with clear course learning goals, were approved by the faculty in 2012-13. The distribution areas are now known as:
			  o Theories/Methods
			  o Forms/Genres/Media
			  o Histories
			The new descriptions and learning goals may be found on the English web site at:
			  o http://depts.washington.edu/engl/ugrad/ug theories13.php
			  o http://depts.washington.edu/engl/ugrad/ug forms13.php
			  o http://depts.washington.edu/engl/ugrad/ug histories13.php
				major, it is probable that an academic minor is on the horizon. Such a minor would undoubtedly prove very popular with students and beneficial to the liberal learning mission of Arts & Sciences.

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English (continued)			- Reduced the number of credits required in the three distribution areas reduced 25 to 15 (one 5-credit course in each area). - Identified 11-19 specific courses that satisfy the requirement in each area. - Matched each course selected for inclusion with on learning goals prescribed for these requirement areas. Increased elective credits from 10 to 20, maximizing student opportunities for individualized, intentional learning in the major. - In order to support the curricular changes, a significant number of courses were renamed/revised so that they match up with revised requirement descriptions/learning goals, and new courses were developed as follows: - ENGL 307: Cultural Studies (renamed/revised from Cultural Studies: Literature and the Age) - ENGL 344: Studies in Drama (renamed/revised from Twentieth Century Dramatic Literature) - ENGL 346: Studies in Short Fiction (revised) - ENGL 347: Studies in Non-Fiction Prose (renamed/revised from The Art of Prose) - ENGL 348: Studies in Popular Culture (renamed/revised from Studies in Drama) - ENGL 315/C LIT 320: Literary Modernism (revised) - ENGL 322: English Literature: The Elizabethan Age (renamed/revised from The Age of Queen Elizabeth) - ENGL 366: English Literature: Early Twentieth Century (renamed/revised from The Early Modern Period) - ENGL 340: Anglo-Irish Literature (renamed/revised from Modern Anglo-Irish Literature) - ENGL 341: Studies in the Novel (new)	

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English (continued)			- ENGL 360: American Literature and Culture (renamed/revised from American Political Culture to 1865) - ENGL 369: Research Methods in Language and Rhetoric (new) - ENGL 375: Rhetorical Theory Genre and Practice (new) - ENGL 378: Special Topics in Theories/Methods (new) - ENGL 379: Special Topics in Forms/Genres/Media (new) - ENGL 380: Special Topics in Histories (new) - ENGL 385: Modernism/Modernity (new) • Proposed new courses/course changes: ENGL 2XX: Introduction to Rhetoric; ENGL 3XX: Critical Race Theory; ENGL 3XX: Professional and Workplace Writing or Multimodal Compositions; ENGL 3XX: Studies in Poetry	

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French & Italian Studies Program	Albert Sbragia sbragia@uw.	Upon completion of their course of study, majors in French/Italian will:
		• Demonstrate linguistic fluency in French/Italian and a broad knowledge of French & Francophone/Italian language, literature, and culture(s)
		• Demonstrate knowledge of terminology and concepts related to the study of literature and literary criticism and will be able to apply them to the critical analysis of works from the French & Francophone/Italian literary canon
		• Understand how to conduct research in French/Italian literary and cultural studies and develop skills of analytical and integrative thinking, critical reading and writing
		• Demonstrate competence necessary for continued graduate study and/or employment in a variety of fields related to the French/Italian language and literary and cultural studies
		• Demonstrate awareness and sensitivity to other languages and cultures
		
		http://depts.washington.edu/frenital/undergrad/learning_goals.htm
			Assessment of Student Learning
			• Classroom assessment, various methods
			• Course evaluations
			• Peer review of teaching
			• Exit survey
			• Experiential learning credit under guidance of a faculty coordinator
			• The public presentation of seniors' honors projects will be expanded to all majors in future years.
			• Participation in the UW Academic Challenge and Engagement Study (UW ACES), an interview study that asked seniors what work in the major presented them with their greatest intellectual challenges, what made those activities challenging, what enabled students to meet those challenges, and what students learned from completing those challenging activities.
			
			Curricular Assessment/Change
			• As a result of student feedback, continued the implementation of new 200-level courses to provide earlier and broader access for students to interdisciplinary "content" courses, typically taught in English, or preparatory courses for the major, including:
			  o French 228: The Water Crisis in Literature and Cinema, an Environmental Humanities course on the changing symbolic function of water in an era of pollution, privatization, and scarcity (previously a special-topics course that is now offered annually)
			  o Italian 261: Italian Cities, introducing Italian culture by focusing on the past and present of five of the nation's most important cities: Rome, Florence, Venice, Milan, and Naples. Taught in English (joint status added in WIN 2012 - ART H 261)
			  o Italian 262 - Dante and the Middle Ages, which introduces the major currents of
				In the forthcoming biennium, the department plans to institute a senior capstone project for majors in French and Italian. This work will either be performed in the context of a course or as structured independent study, with public presentation of projects.

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`**French & Italian Studies Program (continued)**			thirteenth-century Italian Poetry and explores Dante's Divine Comedy as an encyclopedic compendium of medieval thought as well as a very personal vision of the individual's place in the universe. Taught in English (effective Winter 2013)
			• In light of success of the French 103 hybrid sections (language course in which three of five session per week are conducted f2f and two sessions online), the following courses are being modified to be taught in similar fashion:
			   o French 250: History of French Cinema Cinema course modified to take full advantage of Canvas interface, with "screenings" online; hybrid format will be amplified next year (offered as a new course titled The Idea of Europe in Cinema in subsequent years)
			   o Italian 103: hybrid format introduced
			• In response to strong student demand, added two courses designed to provide qualifications for work in an emerging professional field:
			   o French 473: Introduction to Localization and Project Management, covering basic concepts of translation, localization, and internationalization. Explores rationales for localizing products; history and future of the industry; workflows, professional roles, and localization tools. Includes the application of central concepts of localization to real-life situations; and introduction to the basics of localization project management (effective Summer 2013; joint w/ JSIS D 473)
			   o French 474: Localization: Technology and Tools, covering basic concepts of localization and internationalization. Examines how technology and tools are applied to solving translation and localization scenarios in the real world. Includes daily tasks and basic steps; machine translation; community localization; and experience with actual	

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French & Italian Studies Program (continued)			o localization tools (effective Summer 2013; joint w/ JSIS D 474) • Seeking approval for Italian 353: Language and Cultural Identity, which investigates the connection between Italian language and cultural identity, from Dante's linguistic theories in the early 14th C to 19th C nationalist myths and today's transformations in Italian society (taught in Italian).	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Gender, Women, & Sexuality Studies	Priti Ramamurthy priti@uw. .	• Students learn the body of theoretical knowledge that constitutes global studies of women and gender. • Students generate significant, meaningful, and innovative scholarship. • Students learn to think creatively and critically reflect on the politics of knowledge production. • Students learn different modes of inquiry and practice methodological rigor. • Students participate in research, internships, and service learning opportunities for active and student-centered learning that contribute to social justice. • Students are prepared for engaged citizenship in an increasingly diverse, technological, and global society.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Capstone class with review of core learning in the major and reflection of learning goals in the focused capstone research paper. • Required experiential internships and intern-ship class to self-evaluate and reflect with faculty on student learning in major, as well as its application to practical situations and to ethical practice. • External evaluation of student by internship sponsors • Survey of students to assess level of learning and experience in various GWSS courses during the major. • Undergraduate student representation on GWSS Departmental committee & Undergraduate Education Committee to offer assessment and feedback on student learning • Faculty committee review and monetary rewards for Best Graduating Major, Best Undergraduate Research Paper, Best Student Activist awards • Student self-evaluations and faculty review of specialized learning in the major through the Verizon (domestic violence) and Yee (gender and disability) awards. • Exit survey • Participation in the UW Academic Challenge and Engagement Study (UW ACES), an interview study that asked seniors what work in the major presented them with their greatest intellectual challenges, what made those activities challenging, what enabled students to meet those challenges, and what students learned from completing those challenging activities.	Scheduled a faculty retreat in Fall 2013 for further discussion of several curricular changes based on student assessment. Initiated a self-study as part of the 10-year departmental review that may lead to new assessment plans.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
			Curricular Assessment/Change • In response to student's high ratings of their learning in GWSS 200: Introduction to Women Studies, added new 200 level offerings, such as GWSS 251: Introduction to Gender and Popular Culture • In response to student assessment of learning through visual pedagogies, integrated visual materials in GWSS 251 and GWSS 290: New Geographies of Feminist Art, which were also designated VLPA courses.	

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

Geography	Rick Roth rroth@uw.	The Geography department's learning goals are that students develop an:
		• Ability to understand and use key concepts constituting a geographic perspective: context, scale, cartographic, tabular, process, flow and outcome, and the holistic and integrative character of a spatial perspective
		• Ability to understand causes and implications of spatial variability (for example, in housing, law enforcement, immigrant incorporation into US society, regional economic growth, etc)
		• Ability to understand the causes and implications of spatial interaction & movement patterns
		• Ability to understand and put into practice spatial scale: ways in which localized, regional, national, and global processes interact
		• Ability to develop and use basic geographic skills such as map reading and analysis; map making; landscape analysis via use of multiple analytical methods
		• Ability to think relationally about such key intertwined concepts as community and economy, society and environment, and citizenship and globalization
		• Ability to seek relationships among historical development, economic development, & globalization
		• Ability to develop information literacy about representations of locational relationships
		• Ability to understand the relationship among regional economy, health, and well-being in regards to sustainability
		• Ability to pose important geographic research questions, appreciate what makes those questions important, and design reasonable
		
		Additionally, students gain the following general, social science concepts and skills:
		• Ability to foster awareness of cross-national
			Assessment of Student Learning
			• Classroom assessment, various methods
			• Course evaluations
			• Peer review of teaching
			• Exit surveys
			• Departmental undergraduate research symposium presentations
			• Review of presentations at annual undergrad research symposium
			• Participation in the UW Academic Challenge and Engagement Study (UW ACES), an interview study that asked seniors what work in the major presented them with their greatest intellectual challenges, what made those activities challenging, what enabled students to meet those challenges, and what students learned from completing those challenging activities.
			•
			Curricular Assessment/Change
			• Designed new courses in response to student comments in exit surveys, advising meetings, and emails:
			  o Geog 258, Digital Geographies
			  o Geog 495, GIS programming & big data
			  o Geog 331, Poverty, Care & responsibility
			  o Geog 381, Maps & Health
			  o Geog 180, Intro to Global Health
			  o Geog 317, GIS & Statistics
			• Redesigned Geog 315, Explanation and Understanding in Geography to be more applied and grounded in a concrete research proposal, which is the final product for the course.
				Listing dept. learning goals on course evaluation forms
				
				Updating course keyword guides
				
				Creating keyword word clouds
				
				Conducting faculty portfolio assessment of student work
				
				Conducting student focus groups on learning goals & outcomes
				
				Continuing UW ACES interviews
				
				Conducting more dependable strengths workshops

COLLEGE OF ARTS & SCIENCES				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Geography (continued)		and cross-cultural perspectives and realities, and developing trans-disciplinary ways of understanding 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 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) http://depts.washington.edu/geog/learning-goals/		

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Germanics	Sabine Wilke, wilke@uw. .	The Germanics department goals for student learning are: • To acquire linguistic fluency in German and broad knowledge of German/ Austrian/ Swiss language, literature, and culture. • To increase critical awareness and sensitivity to other languages and cultures as well as to one's own • To develop skills of analytical and integrative thinking, critical reading and writing. • To communicate clearly and concisely both in written and spoken form. • To understand how to do research in German literary and cultural studies. http://germanics.washington.edu/learning-goals	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • 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 **Curricular Assessment/Change** • Continued to offer a new, streamlined major, emphasizing advanced language skills, more writing, and the study of culture. This change, although driven by an 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 a new joint-listed course on the 200-level: Crime Stories	Increase number of students on the 200-level with German 298, Topics of German Literature and Culture, to be cross-listed with new cross-disciplinary divisional designation "Literature." Increase number of students on the 300-level through more aggressive cross-listings

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Germanics (continued)			• Developed and offered new 200-level courses, designated for cross-listing • Developed and offered new cross-listed courses on the 300-level: Literature and the Environment (with Program on the Environment), and The Telenovel (with Communications etc.) • Developed and offered core course in European Studies.	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
History	Matt Erickson histadv@uw.	The History Department believes that the primary value of historical study does not lie in the retention of particular dates, but is rather to be measured in terms of a lifetime of intellectual curiosity and good citizenship. If History majors are still wondering about the world around them as they progress through their lives, if they approach whatever they read with a skepticism grounded in their previous experience with dissenting points of view, if they write persuasively about things they have discovered through their own research, then the History faculty have done their job. The department works with students to help them: • Cultivate skills of critical reading, critical thinking, critical writing, and historical research. • Understand the attitudes and actions of diverse peoples in different times and places—especially peoples unlike themselves. • Bring historical perspective to the understanding of developments in both the past and the present in order to understand the contingent and complex nature of the world. Faculty members in History observe and encourage the development of these skills in class discussions, research papers, written critiques of primary sources and secondary works, different kinds of exams, and other assignments.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • 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 • Participation in the UW Academic Challenge and Engagement Study (UW ACES), an interview study that asked seniors what work in the major presented them with their greatest intellectual challenges, what made those activities challenging, what enabled students to meet those challenges, and what students learned from completing those challenging activities. **Curricular Assessment/Change** • Undergraduate Studies Committee began making changes in both major and minor requirements to organize the degree requirement around themes that span beyond time and geography; some of these changes were issues raised by student responses from the exit survey • Submitted changes to the Department for assessment and planning for submission in 2013-14 for curricular review/approval	Plan to unveil new exit survey to gain more insight into students' reaching learning goals, as well as being able to articulate strengths and skills associated with the history major.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Jackson School of International Studies *Asian Studies* *Canadian Studies* *Comparative Religion* *European Studies* *International Studies* *Jewish Studies* *Latin American Studies*	James Donnen jdonnen@uw.	The Jackson School of International Studies is dedicated to interdisciplinary and comparative teaching and research about the peoples, cultures, and religions of the world and their interactions with one another. Upon graduation, JSIS undergraduates will have: • Deep understanding of change and continuities in global systems and how these relate to cultural, political, social and economic conditions and processes in major world regions • Comprehension of major global issues and problems • Sophisticated oral communication, writing, and analytical skills	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • 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 **Curricular Assessment/Change** • Completed 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 majors • Added a variety of new courses, most of them highly topical and responsive to current developments in world affairs (e.g., "International Negotiation Simulation," "International Trade and Security," "Nuclear Nonproliferation and International Safeguards," "Electoral Systems"). • Expanded the number of Winter Task Force (JSIS 495) sections taught by professionals and practitioners; continued to explore options for extending Task Force opportunities to students in all seven JSIS majors.	Complete systematic revisions to undergraduate curriculum, with an eye to greater access to and improved efficiency across International Studies and the regional majors. Consider further expansion of Task Forces with in-country modules. Consider implementation of on-line application process for International Studies major. Continue work on development of student identity in the School. Continue full scale assessment project conducted with the UW Office of Educational Assessment to track the •

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Jackson School of International Studies (continued)			• Continued efforts to provide School-sponsored study-abroad opportunities and to provide opportunities for JSIS students to interact with international students on UW campus, including by having students in the major mix with international students from Asian universities who are enrolled in special programs organized together with Educational Outreach Office	• School's role in the "transformation of the student personally and academically through the duration of their studies."

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Law, Societies, & Justice Program (LSJ)	Steve Herbert skherb@uw.	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: • 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.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • 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. Senior seminars often serve as capstone experiences and typically require a comprehensive paper assignment that challenges students to draw upon a wide range of literature and skills. • LSJ 401, Internship, required of all seniors, 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 • Exit survey • Participation in the UW Academic Challenge and Engagement Study (UW ACES), an interview study that asked seniors what work in the major presented them with their greatest intellectual challenges, what made those activities challenging, what enabled students to meet those challenges, and what students learned from completing those challenging activities. **Curricular Assessment/Change** Introduced a new "group honors" option in 2012, enabling qualified students to conduct intensive research, but in a collective setting with active faculty supervision. This change was prompted by the low numbers of students who were enrolling in independent honors. This course has proven to be quite successful.	Implement revised exit survey.

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Linguistics
 	
Linguistics
 	
Romance Linguistics
	Meghan Oxley
	Katie Langr
	lingadv@uw.
		• Develop appreciation of general properties of language, including:
		  o systematicity of language
		  o how language can spread geographically; how languages change over time
		  o common cross-linguistic patterns; language universals
		  o scientific importance of all languages/dialects
		  o properties of signed as well as spoken languages
		  o understanding the potential effects of social factors
		  o value of describing language as a formal system
		• Learn ways to study language in a scientific way :
		  o gathering data and making observations
		  o hypothesis formation and testing
		  o making predictions about possible vs. impossible patterns
		  o empirical advantages of working with large amounts of data
		• Develop competence in linguistic analysis, including :
		  o analysis of sound, word, and sentence structures of individual languages
		  o modeling language as a formal system
		• Improve general academic skills:
		  o writing skills
		  o reasoning skills
		  o ability to focus on/pinpoint a problem
		
		http://depts.washington.edu/lingweb/Learning_Goals.php
			Assessment of Student Learning
			• Classroom assessment, various methods
			• Course evaluations
			• Peer review of teaching
			• Student self-assessment
			• Peer evaluation of student work
			• Senior project for Romance Linguistics majors
			• Periodic surveys of majors
			• Participation in the UW Academic Challenge and Engagement Study (UW ACES), an interview study that asked seniors what work in the major presented them with their greatest intellectual challenges, what made those activities challenging, what enabled students to meet those challenges, and what students learned from completing those challenging activities.
			
			Curricular Assessment/Change
			• Expanded undergraduate research opportunities and added list of available opportunities to department website
			• Established annual Linguistics Department Undergraduate Research Colloquium
				The Linguistics Department plans to implement a regular exit survey and add career-related resources to the department website.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Mathematics	Brooke Miller miller@math.	Graduates will have a broad exposure to the major disciplines within the study of mathematics, together with exposure and extensive practice with mathematical proofs. Depending on the particular track selected, graduates focus on building a strong foundation for graduate school, professional school, industry business, government, and teacher preparation. The Departmental student learning objectives vary depending on the level of course and whether the student plans to major or minor in mathematics. At the 100 level, including a number of 300 level service courses (e.g. Math 307, Math 324), these objectives are primarily: • Development of computational skills • Development of problem-solving skills • Development of reasoning skills • Development of an overall vision of the usefulness of mathematics as a tool in the modern world Some 300 level courses (e.g. Math 327/328) and many 400 level courses shift toward objectives of the following sort: • Development of abstract reasoning skills • Development of theoretical understanding • Development of proof writing skills	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Exit survey of graduating seniors • Participation in the UW Academic Challenge and Engagement Study (UW ACES), an interview study that asked seniors what work in the major presented them with their greatest intellectual challenges, what made those activities challenging, what enabled students to meet those challenges, and what students learned from completing those challenging activities. **Curricular Assessment/Change** 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**
Music	Richard Karpen karpen@uw. Joël Durand jdurand@uw.	The School of Music offers a multidisciplinary curriculum that exposes students to the study of the theoretical as well as the practical aspects of music in the world and throughout history. Students are offered the opportunity to develop in equal measure the ability to become scholars and performers in a large variety of styles. Majors and minors in the various programs within the School of Music will develop competencies in the following primary areas: music theory, music history, music composition, jazz studies, music education, ethnomusicology, instrumental and vocal performance. **Music theory**: Students will achieve competency in the analysis and practice of tonal harmony, counterpoint, as well as the developments that followed in the 20th and 21st centuries. They will also develop their aural skills **Music history**: students will review in depth the major musical trends of the western musical culture from the middle ages to the current period. Students will develop basic skills of scholarship and research. **Music composition**: Students will learn to develop a critical assessment of their own work through guided mentorship, by exploring a number of the most recent compositional techniques and aesthetics. **Music education**: Students will (1) develop pedagogical skills for teaching music to children and adolescents in ensemble and classroom contexts; (2) become familiar with key resources and materials appropriate for school music instruction; (3) develop curricular, instructional and professional practices reflecting Washington State K-12 learning goals. **Performance**: Students will get intensive coaching on their instrument, in order to develop abilities to perform in public settings, as soloist as well in instrumental or vocal ensembles.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Entrance auditions that students must pass before becoming music majors. • "Jury" examinations that students must pass each year before continuing to the next year of study. A jury is a panel of faculty who listens to the student performing music; this is a sort of re-audition each year. • Independent research • Public performances in the form of recitals and ensemble performances; required junior and senior recitals (capstone projects). • Quarterly presentations of works (for composition majors) • For performance majors as well as composition majors, the weekly private lessons provide constant feedback and support. • Exit survey for graduating seniors. **Curricular Assessment/Change** • After having put the new financial model in place in 2012, staffed positions in teaching instruments in novel ways, such as through regular residency invitations to world-renowned guest artists, and through stronger connections with the Seattle Symphony. • Worked on School organization, governance, and curriculum. • Developed a comprehensive set of new financial models. • On-going work on significant changes in the content and forms of delivery of the core curriculum. • Implemented a number of online courses for non-music majors.	With the new funding models getting in place this year and in the next few years, the School is going to keep working at reinvigorating 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.

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

Near Eastern Languages and Cultures
 	
Languages and Civilization
 	
Culture and Civilization
 	
Comparative Islamic Studies
 	
Biblical and Ancient Near East
	Scott Noegel
	snoegel@uw.
		The Department of Near Eastern Languages and Civilization provides a liberal arts education in new global realities and their connections specifically to history of culture in the Near East and Central Asia. A detailed and critical knowledge of ancient and modern languages of these regions is of utmost importance for a better understanding of their rich cultural heritages, and development of language skills requires cultural-historical knowledge. This includes the following:
		• Development of language skills, including proficiency in ancient languages of the Near East, and proficiency in modern foreign languages of the Near East and Central Asia, involving all four language skills (speaking, writing, reading, and listening).
		• Expansion of student understanding of cultural diversity through study of languages, literature, religious, and other cultural aspects of the ancient and modern Near East and Central Asia:
		  o Close textual and hermeneutic studies of ancient languages and texts.
		  o Classical and modern literature.
		  o History of culture.
		
		Additionally, NELC focuses on the development of student abilities in:
		• Critical analyses of texts.
		• Thorough understanding of historical and cultural contexts.
		• Integrative and critical thinking.
		• Analytical writing.
		• Research procedures and strategies.
		
		http://depts.washington.edu/nelc/undergraduate.html
			Assessment of Student Learning
			• Classroom assessment-various methods
			• Course evaluations
			• Peer review of teaching
			• Senior essays and essay evaluations
			• In Arabic: achievement and proficiency tests, including the ACTFL Oral Proficiency Interview (OPI).
			• 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 grant funding for the program was received. These evaluations include on-site visits from time to time by an SSRC representative.
			• Rate of success by NELC students in competition for placement in advanced language programs such as the Center for Arabic Study Abroad, Middlebury, AUC (Cairo), Fez and Al-Akhawayn, Morocco
			• Success of graduates applying for acceptance and fellowship support to excellent graduate programs
			• Exit surveys to determine student satisfaction with their programs, courses, and instructors and information for improvement
			
			Curricular Assessment/Change
			None
				With the hiring of new faculty members, renew the effort to revise the entire departmental curriculum

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Philosophy	Michael Rosenthal rosentha@uw. Gina Gould gsgould@uw.	The Department of Philosophy at the University of Washington provides its students with: • 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. Specifically, the Department of Philosophy aims to: • Provide courses that develop and enhance the rational, critical, and creative abilities of the students who enroll in them. • Train the next generation of philosophers through its graduate and undergraduate programs. • Provide courses, both undergraduate and graduate, that serve and complement other University of Washington academic units. Learning outcomes/goals for individual courses are listed on the web during the registration period prior to the quarter.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Exit survey of graduating seniors **Curricular Assessment/Change** • Conducted a review of undergraduate program which included: 　o Reviewing undergraduate philosophy programs at peer institutions 　o Examining (websites and interviews) other social science and humanities programs on campus for best practices and challenges 　o Expanding the exit survey given to 2012 seniors 　o Interviewing a focus group of graduating seniors • Based on the 2012/2013 review of the undergraduate program, the department is: 　o Modifying the undergraduate requirements. The department's logic requirement is being expanded to include practical reasoning. 　o Offering courses in the late afternoon and evenings to accommodate working and commuting students. These courses are meeting for longer session two days per week. 　o Providing some office hours via Skype later in the day. 　o Developing a new website to be more user friendly • Increased the number of "w" courses offered by the department	Establishing an online learning committee to focus on developing and evaluating online and hybrid philosophy courses as part of UWEO and the online integrated social science degree completion program Working with UWEO to develop a more tailored evaluation for online courses. Increase the work and scope of the department's curriculum committee to include assuring consistency of content and standards within the department's courses.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Physics	Robert S. Van Dyck, Jr. vandyck@phys.	A student graduating from the University of Washington with a BS degree in physics should possess: **Knowledge of Physics** - Know the basic laws of physics (e.g. Newton's laws, Maxwell's equations, conservation of energy and momentum, etc) and where they are relevant. Have a qualitative understanding of the way the laws of physics govern how things work (e.g. un-balanced forces determine acceleration, time-varying electric fields produce magnetic fields, when and how things are quantized etc). - Understand experimental evidence that supports the basic laws and the role that measurements play in science - Be able to integrate disconnected bits of knowledge learned in the classroom into a coherent picture of the way the real world works - Have a general awareness of current research in the fields of physics - Know career paths that are available for a BS degree in physics **Problem Solving Skills** - Identify important concepts and ignore irrelevant data - Use simple techniques (e.g. dimensional analysis, limiting cases, symmetry, order of magnitude estimates) for guidance toward and tests of more detailed solutions - Incorporate physical intuition into an expectation for the character of a solution - Translate physical concepts into symbolic mathematical language - Use self-consistent reasoning and detect flaws in logic	**Assessment of Student Learning** - Classroom assessment, various methods - Course evaluations - Peer review of teaching - Undergraduate participation on various committees and faculty meeting - Annual advising of all majors - Required independent research - Exit surveys and interviews of graduating seniors **Curricular Assessment/Change** With the creation of four physics majors "tracks" and the need to advise students differently in the tracks, the Department has adopted a new committee structure whereby the previous Majors Committee has been divided into Majors Curriculum Committee and an Undergraduate Advising Committee. These committees work with a Diversity and Climate Committee to assess the majors program.	The Department will assess the effectiveness of pre-requisite requirements for physics courses and modify the pre-requisites as needed.

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

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Political Science	Meera Roy meroy@uw.	• Via coursework requirements for the major, be exposed to study of at least three different political science subfields • Learn and practice using political theories to analyze events and behavior • Learn how political structures and institutions function • Understand the meaning of political concepts • Understand the significance of historical background for interpreting political events, processes and behavior • Learn to critically evaluate competing theories • Learn to make arguments and support them with evidence	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • 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 • Participation in the UW Academic Challenge and Engagement Study (UW ACES), an interview study that asked seniors what work in the major presented them with their greatest intellectual challenges, what made those activities challenging, what enabled students to meet those challenges, and what students learned from completing those challenging activities. **Curricular Assessment/Change** • Assessed Pol S honors student preparedness to write a thesis through one-on-one interviews. In response, expanded Writing Center support by adding graduate student tutors and offering honors-specific workshops and tutoring. • In response to exit surveys about career preparedness, offered career-oriented workshops to help students better understand how skills they have developed in their coursework connect to their post-undergraduate aspirations, both professional and academic.	Evaluate student feedback data from the exit surveys and ACES study Using the ACES format, set up an adviser-administered survey in 2013-14. Topic TBD. Evaluate the experience of international students in the major. Update information for undergraduates on the Political Science website.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Psychology	Carrie Perrin cyoung@uw.	**Content: Students will demonstrate familiarity with major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. They will be able to:** • Characterize the scientific and applied nature of psychology • Explain several major historical perspectives of psychology (e.g., from among behavioral, biological, cognitive, humanistic, psychodynamic, and sociocultural) • Explain how psychologists study behavior at several levels of analysis (e.g., biological, intrapersonal, environmental) • Demonstrate knowledge and understanding representing appropriate breadth and depth in at least two selected domains of psychology (e.g., animal behavior, abnormal psychology, behavioral neuroscience, cognitive psychology, developmental psychology, perception, personality, social/cultural psychology) **Methods: Students will understand and use scientific research methods. They will be able to:** • Understand the role of hypothesis testing in theory building and testing and the role of statistical methods in psychological research • Design and conduct studies, including question generation, selection of an appropriate research design, appropriate operationalization of variables, data collection, data analysis, graphical display of data and results, and interpretation of statistical results • Draw on and evaluate research evidence, including evaluating quantitative and graphical evidence to assess the strength of statistical support for scientific claims • Use appropriate technology (such as MS	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Exit survey of graduating seniors. Results are shared with all faculty and graduate students. • Participation in the UW Academic Challenge and Engagement Study (UW ACES), an interview study that asked seniors what work in the major presented them with their greatest intellectual challenges, what made those activities challenging, what enabled students to meet those challenges, and what students learned from completing those challenging activities. **Curricular Assessment/Change** • Revamped the senior exit survey and moved from a paper based to a computer based instrument • Continue to monitor and consider ways to refine required small stand-alone laboratory courses (students take one after they have completed the required statistics courses) which serve as a capstone course. These courses require using methods, information-literacy skills, data analysis, and communication skills (writing, data presentation, and spoken presentation) and working in groups. The department continues to consider ways to evaluate student performance in these courses for assessment of learning in the major. The revision of Psychology 332, with a shift in focus to neurobehavior, was a great success and provides an excellent option for students.	Continue to refine the exit survey and also to consider ways to increase the number of responses received.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**		**NEXT STEPS**
Psychology (continued)		Excel, SPSS, and PowerPoint) for data collection, management, analysis, summary, and presentation • Understand and comply with ethical guidelines in the process of carrying out and reporting the results of psychological research **Critical Thinking: Students will think about and view behavior through a psychological lens, i.e., using empirical information to understand the causes, correlates, logic, and consequences of behavior. They will be able to:** • Demonstrate scientific fluency by gathering information from scientific and/or popular sources, evaluating it (the validity, authoritativeness, relevance and usefulness of sources), synthesizing it, and using it • Use data to predict something about behavior: infer and extrapolate • Understand the tentative nature of knowledge; tolerate ambiguity and use skeptical inquiry • Be epistemologically aware—understand how psychologists come to know things • Reflect on information from the discipline and apply it to their lives **Diversity and Multicultural Awareness: Students will recognize, understand and appreciate the ways diversity, perspective, culture, and family affect individual behaviors. They will be able to:** • Understand the ways culture and experience affect how knowledge is constructed • Demonstrate tolerance of multiple individual perspectives Understand how privilege, power, and oppression may affect prejudice, discrimination, and inequity		

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Psychology (continued)		• Understand aspects of human behavior that are shared across or may differ according to cultural, ethnic, gender, geographic, or other boundaries **Communication: Students will be able to communicate effectively in a variety of formats. They will be able to:** • Use scientific writing to represent the scientific method • Formulate a written argument that is logical and coherent, that relies on scientific evidence, and that draws appropriate conclusions from that evidence • Demonstrate writing skills in various formats, using professional writing conventions (e.g. grammar, audience awareness, and style) appropriate to the purpose and context • Locate, select, read, and evaluate relevant sources. Summarize and synthesize resources effectively • Communicate findings from complex sets of data in writing. Provide clear and appropriate rationale for the information conveyed in charts, tables, and figures • Participate in discussions and give formal and informal presentations (using appropriate technology, such as PowerPoint) on topics in the field http://web.psych.washington.edu/psych.php#p=49 Learning goals for individual courses are also on the Psychology Department web page in the Undergraduate Section and can be accessed from side menus as well as from the Mountain Logo that has drop down menus covering different categories of courses. http://web.psych.washington.edu/psych.php#p=13 3		

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Scandinavian Studies	Jan Sjåvik sjavik@uw.	Graduates:
		• Have an advanced level of proficiency in at least one Scandinavian, Finno-Ugric, or Baltic language; they are able
		   o To speak about a wide range of concrete topics in a sustained conversation
		   o To interpret and write about literary texts, non-fiction, and other media
		• Demonstrate knowledge of major figures, ideas, and institutions in the Baltic and Nordic cultures, history, literature, and politics in a manner that informs a global perspective
		• Are able to research and synthesize source material in their target languages
		• Can produce a scholarly essay in English on a topic within their areas of concentration.
		
		http://depts.washington.edu/scand/information.php
			Assessment of Student Learning
			• Classroom assessment, various methods
			• Course evaluations
			• Peer review of teaching
			• 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
			
			Curricular Assessment/Change
			None	

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Slavic Languages and Literature *Russian Language and Literature* *East European Languages, Literature, and Culture*	Shosh Westen shoshw@uw.	Slavic Languages and Literature fosters student knowledge and understanding of the Slavic cultures and allows students the opportunity to succeed in an increasingly diverse, multi-cultural and global community where knowledge of various languages and cultures plays a significant role. Graduates of the program will: • Complete the degree with a solid background in fundamental content knowledge • Gain basic competency in languages other than English • Have adequate opportunities to write, both generally for informed and rational humanistic discourse, and specifically for well-argued discussion • Be encouraged to participate in meaningful learning outside the classroom (e.g. internship, research project, community service) • Be encouraged to participate in international study opportunities	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Exit exams for students completing fourth-year Russian and second-year Bosnian/Croatian/Serbian, Czech and Polish languages • Exit survey of graduating seniors • Participation in the UW Academic Challenge and Engagement Study (UW ACES), an interview study that asked seniors what work in the major presented them with their greatest intellectual challenges, what made those activities challenging, what enabled students to meet those challenges, and what students learned from completing those challenging activities. **Curricular Assessment/Change** • Dropped a number of courses (ROMN 401, 402,403,404,405,406;, RUSS 321, 351, 352, 452,461; SLAV 420), primarily because of faculty retirement. • Clarified course focus and prerequisites for a number of courses in order to help students be better prepared for future required coursework (RUSS 120,230,323,324,421,422,430,451; SLAV 223,351,423; and SLVN 401). • Created a number of new courses (RUSS 210,221,223,240; SLAV 110,210,320,323; UKR 320). Several of these were film courses, reflecting increasing student interest and the needs of majors and minors, as well as of students in Cinema Studies and Comparative Literature. SLAV 110, a lower-level linguistics course, was created to meet students' need for a deeper understanding of the languages they study, and SLAV 210, the only lower-level course on bilingualism in the College of Arts & Sciences, was introduced to meet the needs of department majors and students throughout	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Slavic Languages and Literature (continued)			the college and reflects this widespread societal phenomenon. • All of these changes necessitated changes to majors and minors to reflect the dropped and new courses	

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Sociology	Susanna Hansson susanna@uw.
	
	Autumn Yoke ayoke@uw.
		• 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:
		  o Ability to identify and assess the logic of an argument (or research design)
		  o Familiarity with methods for systematic observation of the social world
		  o Basic quantitative fluency
		• Possess the oral and written communication skills necessary to effectively convey, explain, and evaluate sociological arguments and the empirical evidence relevant to them.
		• Be prepared for meaningful careers in occupations that draw on a sociological background. This means being aware of both career options and the types of skills, experiences, and further education necessary to pursue them. Examples of such occupations can be found within education, government service, law, social service agencies, human relations, marketing, public policy, the criminal justice system, and international development, as well as in academically-oriented social science.
		• Be thoughtful citizens of the world. At a minimum this means being critical consumers of information from media and other sources. More broadly, this means drawing on sociological knowledge for understanding and participating in a global world.
		http://www.soc.washington.edu/academics/undergrad_program/new_ug_home.htm
			Assessment of Student Learning
			• Classroom assessment, various methods
			• Course evaluations
			• Peer review of teaching
			• 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
			• Participation in the UW Academic Challenge and Engagement Study (UW ACES), an interview study that asked seniors what work in the major presented them with their greatest intellectual challenges, what made those activities challenging, what enabled students to meet those challenges, and what students learned from completing those challenging activities.
			
			Curricular Assessment/Change
			• Continued to strengthen the practicum courses while working with existing external partners (ACLU, HUD, OFCCP, and The King County Sexual Assault Resource Center) as well as developing partnerships with new organizations, the most recent partner being the City of Seattle and the Third Ave downtown project.
			• Launched several new introductory sociology courses within the Soc 201 Special Topics course number. Topics include "The City", "Sociology of Rock & Roll", and "Stability and Change in American Life".
			• Developed a new course on health related issues, Soc 230: "Introduction to Racial and Ethnic Health Disparities in the United States"
				Practicum courses have evolved into three distinctly different learning experiences for students. To help students more easily identify and distinguish between them, the department will give each practicum course a unique course number.
				
				Similarly, the department will submit requests for unique course numbers for the three introductory special topics courses.
				
				The department will be working on extending participation in the annual Sociology Undergraduate Research Symposium to non-honors majors.

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Spanish and Portuguese Studies	Suzanna Martinez martis9@uw.	• Students will demonstrate oral, writing, and reading proficiency at the Advanced Level as defined by ACTFL standards. *Means of assessment* include modified oral proficiency exam and writing and reading assignments in 400-level courses evaluated using ACTFL standards. • Students will demonstrate knowledge of the cultures of Spain, Spanish America and US Latinos. *Means of assessment* include course assignments at the 400 level. • Students will demonstrate linguistic and cultural proficiency in the 5 Cs for language studies in Spanish as defined by the National Foreign Language Standards. *Means of assessment* include demonstration of ability to comply with NFLS requirements at the 400 level, as assessed by Spanish faculty. • Students will demonstrate knowledge of terminology and concepts related to the study of literature and literary criticism and will be able to apply them to the critical analysis of works from Spain, Spanish America, and US Latinos. *Means of assessment* includes critical essays submitted in 400 level courses. • Students will demonstrate the ability to interact compassionately, intelligently, and insightfully with other cultures, particularly those of the Spanish-speaking world. *Means of assessmen*t includes survey on attitudes for seniors and survey of alumni on attitudes and experiences after graduation. • Students will demonstrate competence necessary for continued graduate study and/or employment in a variety of fields related to the Spanish language and literary and cultural studies. *Means of assessment* includes alumni surveys regarding placement. http://depts.washington.edu/spanport/home/LearningGoals.html	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Exit surveys *See also "means of assessment" for learning goals:* http://depts.washington.edu/spanport/home/LearningGoals.html **Curricular Assessment/Change** • Successfully implemented a curriculum at the first-year level using the task-based curriculum approach of the textbook "Gente" • Successfully implemented the same task-based approach in SPAN 201. • Changed the curriculum in the other 200 level courses so that they follow a similar approach, offering a smoother transition to the 300 level, facilitating the balanced development of written and oral skills, and using a new textbook with more current and relevant cultural topics, *IMAGINA*. • No longer offer SPAN 310, but allow students to register concurrently for SPAN 301 & 302. • As a result of funding from the Center for West European Studies and the Center for Global Studies, continue efforts to expand the Portuguese program at the 300 level. In addition, a new program called "Teletandum" was introduced at all levels, in all courses except PORT 110. Once a week students from different Portuguese levels meet for 50 minutes at the UW Language Learning Center for a one-to-one Skype interaction with a Brazilian university student in Brazil. This free program was developed by UNESP (Sao Paulo State University) and soon became the most popular class activity among Portuguese students.	Continue looking for ways to implement the Cervantes Institute's Spanish Competency Certification exam (DELE) as a capstone, so students will graduate with an internationally recognized certificate of competence in Spanish.

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MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Speech and Hearing Science	Julie Leonardo jleon626@uw.	Speech and Hearing Science students should: • Have a general knowledge of the mechanisms involved in speech, language and hearing. • Have an understanding of normal acquisition of speech and language. • Have the ability to analyze language in terms of its auditory, phonetic, phonological, morphological and syntactic properties. • Understand the etiology and nature of communication disorders across the lifespan. • Understand the principles and procedures for the diagnosis and treatment of speech, language and hearing disorders. • Have the ability to carry out strategies for solving scientific problems. • Have an ability to read and understand relevant literature. • Have an awareness of the societal implications of language differences and of disorders of speech, language and hearing. • Have had the opportunity to gain experience with a research project. • Have had an introduction to the opportunities in, and requirements for, careers available to those in the speech and hearing sciences. • Understand the manner in which context (specifically, situational, social/interpersonal and cultural context) influences communication and disorders. • Understand the social-cultural aspects of communication development and disorders.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations, including work with CIDR • Peer review of teaching • Focus groups with current majors • Exit surveys and focus groups of graduating seniors **Curricular Assessment/Change** • In response to student and faculty input, adjusted the undergraduate honors program to better distinguish honors theses from other types of undergraduate independent study/research activities, to expedite approval of honors program projects by supervising faculty, and to improve the ease and efficiency of awarding honors credit to students. o Replaced the ad hoc process with a dedicated honors research course (SPHSC 498) o Discontinued the credit/no credit option for the Honors program (only available for non-thesis projects). • In response to the department's Academic Program Review and student input, converted SPHSC 461 into a hybrid (classroom/online) course through the Teaching Technology Fellow Institute. • Changed out-of-department coursework requirements in basic science and math to reflect the revised professional standards set by the program's accreditation and certification body, the American Speech-Language-Hearing Association (ASHA). With 95% of SPHSC majors applying to graduate professional programs in speech-language pathology and audiology, it is important that the major reflects the most current basic science and math standards for the field. o Basic science requirements: 1 biological science course in human or animal biology; 1 social/behavioral science	In conjunction with the 2013 academic program review and results from student exit surveys/ focus groups, the department will complete a full evaluation of the undergraduate degree program. The goal is to reshape the B.S. curriculum to reflect new insights in the field including the hereditary underpinnings of speech and language disorders, the neurocognitive mechanisms associated with children who fail to acquire language, and advances in the science of treatment implementation. In addition to infusing scientific and clinical advancements into the curriculum, the focus of revision will be on

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Speech and Hearing Science (continued)			course in psychology, sociology, anthropology, or public health; 1 physical science course in physics or chemistry. o Math requirements: 1 statistics course that is computational versus methodological in nature • To accommodate non-majors and recruit to the major, moved some popular classes (SPHSC 371 & 425) into larger campus classroom to open them up to non-majors. Also opened all undergraduate SPHSC courses to non-majors during the priority 2 registration period to streamline and improve ease of registration. • Based on student feedback, enhanced the undergraduate clinical observation policy/ requirement for students observing in the UW Speech and Hearing Clinic and community. Also, updated the observation hour documentation form for students to reflect the revised ASHA professional knowledge and skills areas.	possible new course offerings, eliminating redundancy, enhancing course sequencing, bringing consistency to credit/workload, while continuing to provide an innovative program that balances basic science with clinical application. Develop an internal student tracking database to collect data on current students and alumni to better inform student recruitment, admissions, advising, graduate next steps, and alumni communications

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Statistics	Mee Ling Hon mhon@stat.	The Bachelor of Science program in Statistics at the University of Washington offers broad based, flexible educational pathways emphasizing the theoretical, practical, or computational aspects of statistics, data analysis and modeling, and probability. The program serves the needs of future statisticians in science, industry, business, and government, as well as provides the necessary background and stimulation for graduate study.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching **Curricular Assessment/Change** Together these changes have established two strong annual cohorts of undergraduate majors progressing together in 2011-13, and the department expects this to continue: • Streamlined curriculum offerings and pre-requisite process, to ensure more timely and coherent entry into major and progress to degree. • To meet greatly increased demand, established progress goals and requirements, and are gathering data on current and incoming majors in order to begin a competitive admission process. • Re-invested teaching capacity in core seniors STAT 421 class that had been taught jointly with a graduate class due to economic downturn. • Invested teaching resources in offering other 400-level elective courses, to meet demand and strengthen curriculum.	

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

Architecture	Kathryn Rogers Merlino krm@uw.	Architectural Studies, a Bachelor of Arts major in the Department of Architecture, is a pre-professional degree designed to prepare students with a broad framework of knowledge for advanced standing in a two-year Master of Architecture professional degree program. The major also prepares students for an array of career opportunities in other design fields that affect the built environment. These include aspects of planning, research, government, development, construction and management.
		
		The goal for students in the Architecture Studies major is to develop a broad liberal arts foundation followed by a focus on entry level courses in architectural design, theory, the technology of human comfort, building systems, assemblies and materials, structural engineering and upper-division electives in those areas. In addition, students must have exposure to and some mastery of non-architecture disciplines affecting design solutions: the arts, the behavioral and natural sciences, and economics, to name a few. A concentration of time and credit hours – over 1/3 of the student's time – is spent in sequential architectural design studios, one per quarter, wherein architectural problems are emphasized and all other discrete course material is integrated into problem solutions.
		
		Specific goals for student learning include an understanding of:
		• Organization of three-dimensional space in response to specific human needs
		• The sequence and history of human building activities
		• 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
			Assessment of Student Learning
			• Classroom assessment, various methods, including:
			   o An intensive system of daily observation and faculty critique in the Design Studios at the student's desk for feedback on the student's design process to observe and test critical thinking, ability to synthesize numerous elements, ability to take suggestions and self-evaluate;
			   o Each studio has one student chosen to be representative in 'end of year show' which highlights excellent work in that studio.
			   o 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;
			   o Presenting all course work of a three-dimensional nature several times to peers within a course or studio and at mid and final point of development to invited guests, experts in the topic.
			   o 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:
			     + Design Process and Abilities, including:
				The department is currently assessing the possibility of a two stream major in Architecture, one in Architectural Design and one in Architectural Studies.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Architecture (continued)		• 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 Specific goals In the area of personal development include but are not limited to: • An ability to visualize three dimensions and think spatially • Graphic skills for design development and presentation including freehand drawing, graphic delineation, pencil, ink, color and computer graphics • A command of language skills written and oral, indispensable for communicating ideas • An ability to think critically and exercise self-criticism	➢ 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 + Methods and Manners of Study, including: ➢ Attendance and participation and the ability to listen and contribute to the progress of the studio ➢ Receptivity to the comments and ideas of others and ability to respond positively ➢ Expressiveness and the ability to communicate ideas clearly to others, sharing skill, information and experience	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Architecture (continued)			• Course evaluations • Peer review of teaching • 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. • Exit surveys • Informal feedback from graduates **Curricular Assessment/Change** None	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Community and Environmental Planning (CEP)	Christopher Campbell ccamp1@uw.	Students completing the BA in CEP will be able to: **Learning and Democratic Practice** • Apply concepts and practices of direct democracy and understand the connections between collaborative learning and democratic practice. • Construct and sustain strong learning communities. • Connect academic and experiential learning in a variety of contexts including primary research, seminars, field work, planning projects, internships, study abroad, and service. • Work as self-directed, reflective, inquiry-based learners. Value reflection and self-critique. • Appreciate and practice both critical and reflective thinking. • Communicate complex ideas through in a variety of formats, including writing, speaking, and visual display. **Disciplinary Knowledge and Interdisciplinary Practice** • Understand and demonstrate proficiency in a selected field of disciplinary knowledge and its associated methods in relation to community, environment and planning. • Appreciate and be able to integrate the contributions and overlaps among fields of study and practice, particularly those concerned with community and environment. • Collaborate with others, practice with a variety of disciplinary languages and ways of knowing. **Leadership and Change** • Organize, lead and facilitate group processes in educational, institutional, or community contexts.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • 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. *Note that historically CEP did not provide letter grades in any of its core classes, preferring to reply on written evaluations and exit interviews with faculty. Since autumn 2012, CEP has offered students the choice of being graded on the standard 4.0 scale or receiving a narrative evaluation for core courses.* **Curricular Assessment/Change** • Developed a new grading policy that provides the option of being graded on the standard 4.0 scale in core courses. This was done so that students can meet the needs of university honors, and to reduce the workload for faculty post- ABB as enrollments in the major increase.	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
CEP (continued)		• Value and know how to engage and incorporate multiple voices and experiences. • Demonstrate proficiency in deliberation and discourse, consensus process and decision-making, conflict management, compromise and small group processes, cooperation and collaboration, active listening, agenda setting and action -taking, facilitation and patience **Planning/Management** • Practice plan making: Understand the relationship between vision, analysis and action; know how to set goals and assess progress using measurable objectives. • Strategize and organize by being able to see a whole system and the role of practices and values within a group. • Identify, define and address a problem through research, community-based action or practice-based processes. **Community/Social Structures** • Engage in teamwork, groups and organizations and understand relationships among varying scales of social context from the personal to the global. • Be effective actors across different social and institutional environments, i.e. know "which buttons to push." **Ethics and Identity** • Appreciate the dialectic of personal freedom and communal responsibility; take responsibility, give responsibility, be accountable and hold others accountable. • Understand the basis of social justice. • Appreciate the relationship between social context and personal identity and in particular how social, cultural, and personal contexts influence a personal ethics.	• Moved from paper senior portfolios to eportfolios in 2012 to reduce costs and, potentially, increase the usefulness of the portfolios as a learning tool.	

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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.		

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Construction Management	John Schaufelberger jesbcon@uw.	• 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.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • 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 **Curricular Assessment/Change** • Established an elective course in Sustainable Building Design and Construction Practice to provide more in-depth coverage of sustainable construction practices. • Increased the minimum grade requirement for the Capstone course from 0.7 to 2.0 to ensure that students understand the importance of the course as an outcome assessment instrument. • Incorporated discussion of alternative project delivery methods, 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. Seek recommenda-tions from industry advisory council regarding contemporary construction management issues that should be incorporated into the curriculum.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Construction Management (continued)		• Interpret WISHA and OSHA appropriate safety standards and develop/execute a construction safety plan that conforms to mandatory procedures, training, and record keeping requirements. • Utilize industry-accepted software for project management, planning and scheduling, and estimating 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	Jeffrey Hou, jhou@uw. Julie Johnson, jmjsama@uw..	The BLA program has a long record of successfully preparing undergraduates to enter the profession and advance with careers of increasing responsibility as public and private sector landscape architects and in design/build and construction practice. The department's focus of "Urban Ecological Design" permeates the curriculum, with the key areas of 'ecological infrastructure', culturally-based place-making', and 'design for ecological literacy' integrated in the students' design education. Central to this focus, the department utilizes participatory design processes in its community planning and design studios. The urban ecological design focus, key area, and participatory design processes provide a robust foundation for emerging professional, social, and environmental needs and respond to the interests that students request for their education. Learning goals include: • An understanding of urban ecological design in the region and its global context • The ability to test state-of-the-art knowledge through design inquiry • Creativity, flexibility, and the capacity to navigate through ambiguous and complex situations • The ability to collaborate in diverse teams.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations and informal mid-quarter assessments in some courses • Peer review of teaching • 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 integrate the knowledge acquired during the program through one quarter designing a site through a community-based process and one quarter physically building their design. • Student creation of professional portfolios • Surveys and exit interviews with graduating seniors; these provide ideas for curricular change **Curricular Assessment/Change** • Introduced a new, required pre-term session on digital and hand graphics in response to student and faculty feedback • 352 and 353 became 5 credits, and both became pre-requisites, along with BIOL 331 to enable students to complete the BLA program in 2 years. • Removed 362 and 412 from required courses, as the content is covered elsewhere in the curriculum. • Created a 2-year plus one summer quarter path (4 years plus one summer quarter at UW) for students who would otherwise go through a 3-year program (5 years at UW)	In 2013-14, the BLA program will be undergoing its re-accreditation process by the Landscape Architecture Accreditation Board (LAAB), which occurs every six years. This process involves the development of a Self Evaluation Report, through which the faculty respond to questions regarding aspects of the BLA program, including curriculum. This process enables a rigorous review of the program.

COLLEGE OF BUILT ENVIRONMENTS				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Landscape Architecture (continued)			• Revised introductory studios (301, 302, 303) to be 6 credits, consistent with other studio courses, and integrating planting design within the studio. • Courses in the construction sequence (331, 332, and 433) to become 3-credit, consistent with other lecture/seminar courses, and integrating selected materials within the studios.	

COLLEGE OF EDUCATION				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Early Childhood and Family Studies	Gail Joseph, gjoseph@uw. Carol Davis, cadavis1@uw.	The Learning Outcomes for the major are: • Read and evaluate research • Translate research findings to solve practical issues of early childhood/learning • Understand neurological, behavioral, social/cultural influences on child development including bio-behavioral aspects and family systems • Recognize community-based needs for informing research and policy directions • Understand risk factors affecting child development • Recognize indicators of typical child development and examples of atypical development • Understand process for impacting social policy • Demonstrate knowledge and skill in early childhood practices in applied settings	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • End of year student survey • Senior Project (paper and formal presentation) with year-long seminar that moves students successfully through the process of selection, development, research, and presentation **Curricular Assessment/Change** • In response to student feedback (and growth in the enrollment in the major), offered more than one section of required courses in the major, also reducing course section enrollment size by half. • Eliminated two required courses outside the department (Nutrition 300 & Social Cultural Aspects of Communication SPHSC 308) and added their content to increased credits in ECFS 302, Infants & Children at Risk, and in EdSpe 419 Families & Community Influences on the Young Child. • Developed ECFS Departmental Honors option for students • Developed & established study abroad departmental exchange with Queen Maud University in Trondheim, Norway • Hired two tenure line faculty in response to increased student enrollment (from 8 in 2007 to 210 in 2013-14) in the major • Began curriculum audit to review course content as aligned to learning outcomes of the major and diversification of student interests • Proposed (and was approved) to deliver the ECFS degree in an online format (Early Childhood Family Studies degree completion program).	Continue the curriculum audit, with consideration of a reduced credit 'core' major and optional additional 'track' in teaching and learning Launch the Early Childhood Family Studies online completion degree Launch new website platform as part of greater College of Education redesign; make better use of social networking technologies with both current students and alumni

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Aeronautics and Astronautics	Adam Bruckner bruckner@aa. Marlo Anderson, marlo@aa.	The education of engineers is one of the key missions of the William E. Boeing Department of Aeronautics & Astronautics. The department prepares graduates to be successful and highly valued engineers in local, national, and international industry, as well as in government organizations and institutions of higher learning. The objectives of the program are for graduates to serve the region, the nation, the profession, and society at large. The program educational objectives for the Aeronautics and Astronautics Engineering Program can be summarized as: • Graduates will be engineers who solve critical technical problems related to aerospace engineering, and who devise innovative ways to develop and apply new technologies. • Graduates will contribute knowledge to and participate in the identification and solution of problems facing society. • Graduates will engage in a lifetime of continuous learning and contribution to all areas of aerospace engineering. The student outcomes are: • 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	**Assessment of Student Learning** • Classroom assessment, various methods, including mid-quarter reviews by CTL as needed • Course evaluation • Peer review of teaching • One-on-one entrance interviews provide information on preparedness • Student self-assessment after the second quarter in the major • Yearly class surveys on academics performed by CTL • Formal and informal conversations with students • 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). The juniors and seniors in the department are paired with those pre-engineers who are interested in the AA Department, and also with freshmen and sophomores already in the department, and help to guide them in their studies. **Curricular Assessment/Change** • Updated the three junior-level laboratory courses (AA 320, 321, 322) and turned AA 322 in spring quarter into an independent laboratory projects offering. • Incorporated the seven additional credits of the University's writing requirements into the junior-level laboratory classes, which have extensive report-writing requirements.	The Department will continue to engage in a continuous process of evaluating and improving its program, following the criteria defined by ABET.

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
		• 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 • Knowledge of contemporary issues • An ability to use the techniques, skills and modern engineering tools necessary for engineering practice		

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Bioengineering	Kelli Jayn Nichols bioeng@uw. .	**Program Objectives** The goal of the BS BIOE program is to prepare graduates for industry, graduate programs, and medicine. The University of Washington Bioengineering undergraduate program will enable its graduates to: • Earn advanced degrees and/or obtain employment in bioengineering-related fields such as medicine, device development, or biotechnology. • Advance their careers by obtaining appropriate educational & professional qualifications. • Serve their profession and community. • Contribute to responsible development of new technical knowledge. • Take leadership roles in addressing domestic or global bioengineering-related issues. **ABET Engineering Learning Outcomes** *Engineering programs* must demonstrate that their graduates have: • An ability to apply knowledge of mathematics, science and engineering • An ability to design and conduct experiments, as well as to analyze and interpret data • An ability to design a system, component or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability • An ability to function on multi-disciplinary teams • An ability to identify, formulate, and solve engineering problems • An understanding of professional and ethical responsibility • An ability to communicate effectively • The broad education necessary to understand the impact of engineering solutions in a global and societal context	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations, including mid-quarter evaluations in some departments • Peer review of teaching • 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 • 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. Assessment data are collected for the first three years following the implementation of each new course, then once every three years following that. However, it is important to note that this assessment schedule can and will be adjusted if the student learning outcome data demonstrates a problem. It should be noted	Continue to execute the assessment plan and continually improve the undergraduate curriculum using assessment results and faculty initiative.

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Bioengineering (continued)		• 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 (i.e. computer and analytical equipment) ***BIOE programs*** must demonstrate that their graduate have: • 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 interaction between living and non-living materials and systems	that Capstone courses (BIOEN 402, 403, 404,405) are assessed every year • Alumni surveys • Exit survey of graduating seniors **Curricular Assessment/Change** • Revised and streamlined all ACI processes to match the new core. • Implemented new senior electives in imaging, tissue engineering, and advanced drug delivery. New electives are planned in imaging, vascular engineering, and mechanobiology. • Launched the Bioengineering Affiliates Program in AUT 2011; launched new career prep workshops such as interview skills and poster session presentations. Undergraduate presentations and posters will offer further opportunities for assessment and feedback from the industry constituents • BIOE began offering a FIG, including BIOEN 215 in AUT 2011 • Removed HCDE 231 from BIOE curriculum based on too much overlap with BIOEN 215 and 401. The revision of BIOEN 401 will be imbedded in a thorough assessment and revision of "writing across the curriculum" in BIOE. • In response to student feedback and growing interest in industry positions following graduation, UW BIOE is developing a seminar course for freshmen and sophomores introducing them to careers in industry.	

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

Chemical Engineering	Bradley Holt holt@cheme.	The UW undergraduate Chemical Engineering program seeks to provide a well-balanced education that prepares students for diverse careers, professional success, creative contributions, and responsible global citizenship. These goals are embodied in the following educational objectives:
		
		Within 3-5 years of graduation, alumni will:
		• Apply knowledge, tools, and skills learned during the program in their chosen professional career path.
		• Advance in a career as a chemical engineer in industry or government, and/or succeed in advanced graduate or professional training.
		• Contribute professionally to growing areas of technology and the economy
		
		The department expects students, by the time they graduate, to have attained the following s*tudent outcomes*:
		• An ability to apply knowledge of mathematics, science, and engineering to:
		   o Molecular Properties and Collective Behavior
		   o Physical and Chemical Equilibria
		   o Transport Phenomena
		   o Process Dynamics and Control
		   o Interfacial Phenomena
		• 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 multidisciplinary teams.
		• An ability to identify, formulate, and solve engineering problems related to:
		   o Materials and Energy Balances
		   o Reaction Engineering
			Assessment of Student Learning
			• Classroom assessment, various methods, including CTL/CELT mid-quarter evaluations
			• Course evaluations, including assessment of learning outcomes
			• Peer review of teaching
			• Capstone courses and public presentation of senior capstone design projects during spring quarter
			• Senior focus groups, led 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
			• Student representation on departmental committees
			• Participation in the UW Academic Challenge and Engagement Study (UW ACES), an interview study that asked seniors what work in the major presented them with their greatest intellectual challenges, what made those activities challenging, what enabled students to meet those challenges, and what students learned from completing those challenging activities.
			• Integrated assessment process begins with faculty identifying student performance indicators for outcomes in specific courses, designing assessment rubrics for each indicator, and using them to measure indicators in an embedded assessment strategy, which employs tools that are already part of the course (such as a problem on an exam or the final). The collected outcome data is presented and discussed every year by the Junior and Senior Curriculum Review Committees as part of the yearly faculty peer review process. These two committees examine the outcome data at the same time that they review student teaching	

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Chemical Engineering (continued)		o Fluid Flow o Heat Exchange] o Continuous and Staged Separations o Molecular or nanoscale phenomena o Process Hazards • 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	evaluations, written comments from the students on each course, as well as observations by the faculty who taught each undergraduate course. One or more members of the Senior Curriculum Review (which meets first) reports to the Junior Curriculum Review, insuring that issues raised in in the senior course review are also discussed in relation to the junior courses. These two committees summarize their findings, and make recommendations to the faculty as a whole, including recommendations based on ABET Outcome data. Information from this process and from the senior focus groups conducted by CTL is presented and discussed at the September All Day Faculty Meeting, where the faculty decide on recommended changes in the curriculum or discuss improvements to courses intended to improve student outcomes or solve other problems in the curriculum. **Curricular Assessment/Change** • In response to 2011 assessment, worked with instructors to ensure a better hand-off from Chem E 325 to 326. Subsequent feedback from the students on teaching evaluations showed that this problem was fixed. • Reviewed Chem E 435 outcomes and the links between it and Chem E 330, a prerequisite course, and suggested improvements in the two courses to optimize teaching efficiency. • In response to results from student focus groups, raised funds for and purchased new computers and introduced new computing tools in a revised Chem E 375. Seniors have not raised concerns about computing since these changes.	

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Civil and Environmental Engineering	Greg Miller gmiller@uw.	Program objectives and outcomes are based on the guidelines of the Engineering Accreditation Commission of ABET (Accreditation Board for Engineering and Technology) and the American Society of Civil Engineers. Objectives are long-term goals that the department sets for students 3-5 years past graduation, while outcomes are those skills and abilities the program expects students to have when they graduate so that they can achieve the objectives. Objectives are classified into three broad areas: **Engineering Quality** • Apply fundamental mathematical, scientific, and engineering principles in formulating and solving civil engineering problems • Apply their academic experience to designing systems and components in civil and environmental applications in both individual and team contexts **Lifelong Learning** • Continue to update skills for analysis, data collection, modeling, project management, professional development, communication, and presentation **Leadership** • Develop an understanding of professional and social issues suitable for participation and leadership in their communities; • Develop the capacity to think critically and communicate effectively to a broad audience. Program outcomes are that students have: • An ability to apply knowledge of mathematics, science, and engineering • An ability to design and conduct experiments, as well as to analyze and interpret data • An ability to design a system, component, or process to meet desired needs within realistic	**Assessment of Student Learning** • Classroom assessments, various methods • Course evaluations • Peer review of teaching • 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 **Curricular Assessment/Change** In the 2012-13 academic year, instituted a major curriculum revision, particularly in regards to the required junior-year core set of courses. Changed to a smaller number of higher-credit courses in order to provide more opportunities for integration of material and to augment lecture-mode courses	Proposed curriculum changes will be discussed at the next faculty retreat in September.

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Civil and Environmental Engineering (continued)		constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability • An ability to function on multi-disciplinary teams • An ability to identify, formulate, and solve engineering problems • An understanding of professional and ethical responsibility • An ability to communicate effectively • The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context • A recognition of the need for, and an ability to engage in life-long learning • A knowledge of contemporary issues • An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice • Proficiency in mathematics through differential equations, probability and statistics, calculus-based physics, and general chemistry • Proficiency in a minimum of four (4) recognized major civil engineering areas • An understanding of professional practice issues such as: procurement of work, bidding versus quality-based selection processes, how the design professionals and the construction professions interact to construct a project • An understanding of the importance of professional licensure and continuing education	with labs and quiz sections to support additional learning activities. The department will be using various accreditation-driven mechanisms for learning outcomes assessment to monitor the effects of these changes, and to further tune the new offerings as needed.	

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Computer Science and Engineering *BS Computer Science* *BS Computer Engineering*	Crystal Eney ceney@cs.	The ABET process revolves around program objectives and outcomes. Objectives are long-term goals that 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. Objectives Include: • Engineering Quality: Graduates will engage in the productive practice of computer engineering to identify and solve significant problems across a broad range of application areas. • Leadership: Graduates will engage in successful careers in industry, academia, and public service, providing technical leadership for their business, profession and community. • Economic Impact: Graduates will enhance the economic well-being of Washington State through a combination of technical expertise, leadership and entrepreneurship. • Lifelong Learning: Graduates will adapt to new technologies, tools and methodologies to remain at the leading edge of computer engineering practice with the ability to respond to the challenges of a changing environment. Outcomes include: • An ability to apply knowledge of mathematics, science, and engineering. • An ability to design and conduct experiments, as well as to analyze and interpret data. • An ability to design a computing system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability. • An ability to function on multi-disciplinary teams. • An ability to identify, formulate, and solve computer engineering problems	**Assessment of Student Learning** The combination of all of these metrics provides the leadership of the department (and the faculty) with a multi-faceted picture of the relative strength of the curriculum as seen from the point of view of most constituents. • Classroom assessment, various methods • Course evaluations that target assessment of specific outcomes • Peer review of teaching • 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 • Participation in the UW Academic Challenge and Engagement Study (UW ACES), an interview study that asked seniors what work in the major presented them with their greatest intellectual challenges, what made those activities challenging, what enabled students to meet those challenges, and what students learned from completing those challenging activities. **Curricular Assessment/Change** • Based on feedback received from students in various ways (end of program surveys) and faculty analysis, solidified a change to the	The department will be adding prereq of 312 to 427. The department will be adding prereqs of EE courses to 477 to allow more flexibility between majors taking those courses.

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Computer Science and Engineering (continued)		• An understanding of professional and ethical responsibility. • An ability to communicate effectively the broad education necessary to understand the impact of computer engineering solutions in a global, economic, environmental, and societal context. • A recognition of the need for, and an ability to engage in life-long learning, knowledge of contemporary issues, an ability to use the techniques, skills, and modern computer engineering tools necessary for engineering practice. http://www.cs.washington.edu/education/ABET/	Computer Engineering program removing the software and hardware tracks, which unifies the program under one pathway. • Because faculty and course evaluations showed the need to change prerequisites of 400 level courses now that the new curriculum at the 300 level is in place, added 333 as prereq for 451 and 461 • In response to the discontinuation in HCDE 333, replaced that writing requirement with a UW Writing Course. • Piloted having capstone courses include optional writing link, which worked well. Students need more practice writing and this could be a good way to introduce technical writing into the curriculum. • 458 the first animation course was added as a Core Course. • Added a 143 prereq to most of CSE 300 level courses. • Removed Accelerated Admission as a pathway into the major because it was becoming unsustainable as the enrollment numbers in CSE 143 increased at such a high pace. • Added two more official capstone options for Computer Engineering students, CSE 460 (animation) and 441 (HCI). • Based on student and faculty interest, added CSE 452: Introduction to Distributed Systems to the core course options. • Based on student and faculty interest, added CSE 486:Introduction to Synthetic Systems to the core course options.	The department will be adding prereq of 312 to 427. The department will be adding prereqs of EE courses to 477 to allow more flexibility between majors taking those courses.

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COLLEGE OF ENGINEERING

MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Electrical Engineering	R. Bruce Darling, bruced@uw.	The objective of the Department of Electrical Engineering at the University of Washington is to produce alumni who contribute to society and to the economic base of the Puget Sound region and beyond to the best of their abilities. The department recognizes that its students have very diverse interests and talents, and although the majority may find employment in one of the many specialties or interdisciplinary activities in industry or academe to which electrical engineers traditionally gravitate, some alumni will build careers in business, law, health care, government or other professions. Regardless of the intended career, the department's educational objective is to see them succeed, to use the analytical discipline and problem-solving skills of their undergraduate education in creative endeavors as professionals and to avail themselves of opportunities to learn new skills and advance their careers through continuing education. Outcomes: • An ability to apply knowledge of mathematics, science and engineering • An ability to design and conduct experiments, as well as to analyze and interpret data • An ability to design a system, component or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability • An ability to function on multi-disciplinary teams • An ability to identify, formulate and solve engineering problems • An understanding of professional and ethical responsibilities • An ability to communicate effectively • The broad education necessary to understand the impact of engineering solutions in a global, economic,	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations, including questions on educational outcomes • Peer review of teaching • 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 curriculum committee review of assessment results and course reports for each major concentration area on an annual basis. • Annual feedback from an Industrial Advisory Board on student preparation for the workforce. **Curricular Assessment/Change** • Introduced a Nanoscience and Molecular Engineering (NME) degree option • Introduced a new technical writing course specifically for Electrical Engineering students, as a replacement for an HCDE course that was discontinued • Revised and updated several laboratories, which were previously only simulation into hardware measurement laboratories through various industrial gifts and collaborations • Expanded new courses in embedded computing systems, largely based upon student demand	Continue to execute the assessment plan and continually improve the undergraduate curriculum using assessment results and faculty initiative. Plan to develop several new courses at the freshman and sophomore levels to address the needs of increasing direct freshman admits.

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Electrical Engineering (continued)		environmental and societal context • A recognition of the need for, and an ability to engage in life-long learning • Knowledge of contemporary issues • An ability to use the techniques, skills and modern engineering tools necessary for engineering practice • Knowledge of probability and statistics, including applications appropriate to electrical engineering • Knowledge of differential equations, linear algebra, complex variables and discrete mathematics • Knowledge of mathematics through differential and integral calculus, basic sciences, computer science, and engineering sciences necessary to analyze and design complex electrical and electronic devices, software, and systems containing hardware and software components, as appropriate to program objectives. https://www.ee.washington.edu/operations/advising/abet/index.html https://www.ee.washington.edu/operations/advising/abet/outcomes_list.html	• Increased use of the "flipped classroom" model in which students read lecture material outside of class and lecture time is devoted to group problem solving; student feedback has generally been quite positive • Made small adjustments to credits, pre-requisites, satisfactory progress policy, and admission mechanics • Changed several capstone design courses to two-quarter sequences, providing greater depth and focus • Engaged in continuous updating and innovation of existing course content and delivery methods by individual instructors	

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Human Centered Design and Engineering	Stephanie White whitesj@uw.	Students in the HCDE Bachelor of Science in Human Centered Design & Engineering (BSHCDE) program build a strong foundation in: • Designing user experiences and interfaces • Creating information visualizations • Conducting user research, designing for the web, and building web technologies.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations and mid-term evaluations • Peer review of teaching • 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 projects. 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. • Capstone senior design project **Curricular Assessment/Change** • Removed the Technical Communication degree option • Added CSE 140 or 142 as a prerequisite • Changed required course sequencing (HCDE 400 and 410 are now 300 and 310), creating a 300 level, junior track • Added a user research course (HCDE 313) • Changed the required portfolio course to a required capstone and made the portfolio a 2 credit seminar	HCDE is planning to monitor student progress and success by evaluating time to degree with new course sequencing and academic success in courses with new prerequisites. HCDE is also exploring adding additional degree options over the next two years.

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Industrial and Systems Engineering	Richard L. Storch, rlstorch@uw. .	**Objectives** • Careers: Graduates will be employed in productive careers utilizing Industrial Engineering skills and will pursue graduate degrees. • Engineering Expertise: Graduates will demonstrate a broad knowledge of the various modern Industrial Engineering methods and tools associated with manufacturing and service systems. They will apply engineering design methods and tools to represent, integrate and solve important problems, and their work will reflect an appreciation of the non-deterministic nature of engineering systems and devices. • Professionalism: Graduates will exhibit the following professional behaviors: leadership, ethics, social responsibility of engineers, the ability to work collaboratively with others, and an appreciation for other disciplines. • Lifelong Learning: Graduates will strive to remain at the leading edge of the Industrial Engineering discipline and to respond to the challenges of an ever-changing environment with the most current knowledge and technology. The following are IE program's student outcomes. • An ability to apply knowledge of mathematics, science and engineering appropriate to the discipline • An ability to design and conduct experiments, 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	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Exit surveys of graduating seniors • Peer review of teaching • Senior design evaluation • Employer feedback to IE students via mock interviews, recruiting events, the senior design poster session, and professional society presentations • Alumni surveys and other reviews of program educational objectives through the Visiting Committee • Review of student performance in core courses. Instructors teaching core courses provide assessment data to the departmental administrator, who compiles the data in an assessment information database. The faculty ABET coordinator takes the data that has been collected from the preceding academic years, analyzes and presents it to the faculty at the annual faculty retreat, held in September of each year prior to the beginning of the Autumn Quarter (the start of the new academic year). The faculty discuss the results and identify if any action is to be pursued to improve the attainment of the student outcomes. • Faculty consideration/conversation about all inputs, regular reviews of assessment data and program objectives and outcomes, and interactions with undergraduates on research **Curricular Assessment/Change** • As a result of the assessment review of core courses, concluded that the curriculum is currently performing well, and major curricula changes are not required. However, some course related improvements were considered and some potential improvements to the assessment tools were also considered.	

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Industrial and Systems Engineering (continued)		• An ability to communicate effectively • The broad education necessary to understand the impact of engineering solutions in a societal context • A recognition of the need for, and an ability to engage in life-long learning • A knowledge of contemporary issues • An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice • An understanding of the integrated, inter-disciplinary nature of the discipline	• Based on assessment and previous improvements to the senior design course, added grading of "lean/green" components to the project proposal assignment, which is submitted at the end of winter quarter (IND E 494); updated the lecture that focuses on these considerations; and moved the lecture to early in the course with the goal of having students include this in their work earlier. • As a result of assessment of data from the senior design rubric and the senior survey questions about the opportunities in the curriculum to understand ethical issues, added modules/assignments in the Senior Design Class to enhance opportunities to learn about ethics, including an ethics assignment and presentation. Also, created a new grading rubric for the ethics assignment in order to help students better frame the problem. • To further advance consideration of societal and ethical issues and to bring such consideration into the curriculum earlier, added an Internal Review Board certification process to course requirements in IND E 351 (Human Factors). • Integrated additional information about globalization to IND E 337. • Given how important the ability to function on a team is to the success of IND graduates, added team based activities to IND E 337 to provide an additional team activity earlier in the curriculum; integrated content on the cognitive benefits of team based learning into the senior design course, and required design students to develop peer assessment tools that they used to evaluate the team's performance, as well as the performance of individuals on the team. • Continue to require that instructors who regularly teach the same class meet to discuss student issues, grading, access to the computer lab, and course design.	

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Materials Science and Engineering	Lucien Brush brush@uw.	The objectives of the Department of Materials Science and Engineering are to produce graduates who: • 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 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: • 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	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Capstone course and senior project • Exit survey of graduating seniors • Faculty self-critique and measurement of outcomes for students in all courses with data provided to the Departmental Accreditation and Curriculum Improvement Committee for analysis. The Department Accreditation and Curriculum Improvement committee works to ensure the ABET guidelines are being met by development and implementation of the process for assessing undergraduate students outcomes and performance • 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 • Full curriculum review involving groups of faculty and external committee of industry representatives. • Participation in the UW Academic Challenge and Engagement Study (UW ACES), an interview study that asked seniors what work in the major presented them with their greatest intellectual challenges, what made those activities challenging, what enabled students to meet those challenges, and what students learned from completing those challenging activities. • **Curricular Assessment/Change** • Currently undergoing an entire review of courses and curriculum that involves faculty groups reviewing groups of courses. This effort includes reviews carried out by the department's External Curriculum Review committee, a committee comprised of three	In the fall of 2013 there will be an ABET review of the Materials Science and Engineering Department. Future plans will include continuing the improvement of the department's process for student achievement of outcomes listed in this document under "Goals for Student Learning," and the results of both the ABET visit and the curriculum review will be key in guiding this effort.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Materials Science and Engineering (continued)		• 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. The department 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: • 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.	• alumni employed at various levels by three companies. This review helps the department ensure that graduates are being exposed to a curriculum that will allow them to be successful in the job market of today and of tomorrow, or in graduate work. • Annually the Departmental Accreditation and Continuous Improvement committee reviews the results of the input from many constituents to make changes. The following are examples of changes that have been made in the past two years: • In order to answer an increasing demand for MSE as a major, the number of undergraduate students accepted into the department has increased significantly in the past two years. • There have been a number of new faculty joining the department and some have left/retired. Therefore, many course assignments are being redefined to take advantage of the new expertise, for example, in courses such as Materials Processing and Thermodynamics. • A Nanoscience and Molecular Engineering Option that includes 8 MSE courses has been implemented for undergraduates. • Credit for student co-op participation has been implemented.	

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Mechanical Engineering	John Kramlich kramlich@uw.	**Goals/Program Educational Objectives**
		• Success in the Profession. Success for graduates in industry, research, and academic careers by virtue of skills and attributes learned in the Mechanical Engineering program, including:
		  o Using fundamental science and analysis to solve engineering problems,
		  o Successfully executing engineering designs
		  o Performing effectively in design teams, in the use of management tools, and through effective oral, written and graphical communication.
		• Contribution to society. Graduates should be critical thinkers in the tradition of the broad liberal arts education. They succeed in this goal by being able to:
		  o Think critically, in the sense of broadly educated individuals (i.e., be informed evaluators/consumers of information),
		  o Perform independent, informed analysis on issues inside and outside of technology, and
		  o Continue lifelong learning.
		
		Outcomes
		Each student receiving a BSME degree from the program will demonstrate:
		• Background in mathematics, science and engineering principles
		• Ability to apply background knowledge to the formulation and solution of Mechanical Engineering problems
		• Ability to design thermal and mechanical components to achieve a desired goal
		• Ability to develop, conduct, and analyze experiments or tests that may aid in the design process
		• Understanding of the necessary professional abilities of a practicing engineer including
			Assessment of Student Learning
			Assessment focuses on gathering data from stakeholders (students, employers) as well as self-examination by the faculty.
			• Classroom assessment, various methods
			• Course evaluation, with each of the outcomes listed mapped onto course offerings. This allows each course to be evaluated in terms of its ability to provide the outcome goals.
			• Peer review of teaching
			• 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 projects, evaluated with a project rubric that allows external evaluation of capstone projects relative to the outcomes expected from the projects. This review is performed by an external jury.
			• Selected capstone projects, evaluated via a national competition
			• 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
				The department is continuing a review of its design sequence. This includes how the introductory design course (ME 395) is integrated into the capstone design course (ME 495). The goal is to create a seamless two- or three-quarter sequence.

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Mechanical Engineering (continued)		ethical conduct, teamwork in the pursuit of a goal and effective communication • Ability to conduct computer based design and analysis in engineering applications • Exposure to a general educational program that aids in the understanding of and increase the appreciation of the "non-technical" world • Realization of the business environment in which engineering is practiced • Awareness and necessity of continuing education, graduate study and other lifelong learning experiences	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). • Industrial advisory board review of the curriculum, as well as suggested changes. Many of the department's students start their careers in the kinds of firms these members represent. **Curricular Assessment/Change** • Instituted a leadership seminar series in which alumni who have distinguished themselves come back to campus to speak with students about career pathways and approaches to success. This was taken in response to an assessment result (focus group) that asked for more information on post-graduation career pathways. • Implemented formal degree options in both Mechatronics and in Nanotechnology. These were partly a response to an assessment result in which it became apparent that the coursework in these areas should be consolidated into a coherent sub-curriculum. • Changed the writing requirement such that the bulk of the technical writing instruction is being brought back into the department. Previously, this was covered by two College service courses (HDCE 231 and 333). The 333 will be dropped and its writing content is being placed into a department course (ME 354). The goal is to make the writing experience more relevant by performing it within the context of the students' chosen technical specialization. • In a similar vein, moved the required numerical methods course from CSE 142 to AMATH 301 as the programming language in the latter (MATLAB) is much more relevant to the Mechanical Engineering discipline than the JAVA language covered in the CSE course.	

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Aquatic and Fishery Sciences	Kerry Naish knaish@uw. Andre Punt aepunt@uw.	The goal of the School of Aquatic and Fishery Sciences undergraduate degree program is for students to develop foundational knowledge and skills that are relevant to understanding biological systems in aquatic environments, solving problems by applying sound scientific principles, applying critical scientific analysis to environmental issues, and communicating the results. The program will achieve this goal by developing student learning in four key areas, each with indicators of success, as follows: **Acquisition and synthesis of knowledge** • Acquire interdisciplinary knowledge within the aquatic sciences; specifically, major themes of aquatic ecology, conservation and management, and aquatic biology and culture. • Acquire supporting knowledge relevant to the biological sciences in physical sciences, law and policy, ethics and economics. • Identifying and interpreting fundamental points in scientific writing • Synthesize and apply knowledge to new situations **Communication skills** • Be competent in written communication • Present and discuss scientific concepts verbally, using effective visual displays of information **Research skills** • Understand the role of science and its methodology in acquiring knowledge • Develop fundamental research skills in data collection and analysis in a variety of settings – for example, in field, laboratory and computational environments • Apply research skills to develop hypotheses and design experiments	**Assessment of Student Learning** • Classroom assessment, various methods, including guided research, scientific writing and presentations, personal response devices (clickers), team projects. • Course evaluation • Peer review of teaching (all courses every three years and all courses given by Assistant Professors annually) • Capstone Research: All students complete a "Capstone Project," which includes a presentation to a larger community (Undergraduate Research Symposium, Departmental Symposium, etc.) A "Capstone Instructor" provides additional support and guidance to students. This person also teaches Fish 493 (Capstone Preparation). • Student representation on departmental committees • Exit survey • Professional assessment: A majority of students conduct additional internship and research experiences in addition to their capstone project. Many of these experiences are with outside "worksite supervisors", who are professionals in the field and who provide feedback on student performance. • Faculty workshop on learning in the major, guided by the Office of Educational Assessment that used student performance in their capstone research to assess whether the program's learning goals were being met. (See also Next Steps.) • Participation in the UW Academic Challenge and Engagement Study (UW ACES), an interview study that asked seniors what work in the major presented them with their greatest intellectual challenges, what made those activities challenging, what enabled students to meet those challenges, and what students learned from completing those challenging activities.	The faculty workshop on assessment of learning in the major led to prioritization of the following areas: • Review and revise skill development in the 300- and 400-level classes to ensure that students gain the necessary breadth and depth to support independent enquiry • Expand the educational experience to enhance early student motivation, develop student awareness of the bigger picture in their research and assess

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Aquatic and Fishery Sciences (continued)		• Analyze research data using appropriate quantitative methods • Effectively synthesize and report research findings **Critical thinking, problem solving and attitude** • Learn to differentiate between fact and opinion, evaluate author bias and rhetoric, and understand the limitations of science • Develop inferential skills by assessing elements of an issue and testing solutions based on the best information and methodology available • Understand the role of scientists in the broader field • Develop a sound basis in research ethics	**Curricular Assessment/Change** • Reviewed and revised learning goals, in anticipation of the School's 10 year Academic Review in AY 2013/14 • Used new learning goals to assess learning in the major during faculty assessment workshop on learning in the major (see Assessment of Student Learning and Next Steps) • Developed a 200-level writing skill class in response to the assessment of student performance in communication in all upper division classes • Changed degree requirements to include the new 200 level writing class • Introduced a new 400-level class "Arctic Vertebrate Marine Ecology" in anticipation of increased demand for Arctic-based subjects and the development of an Arctic Minor • Participated in the development of an Integrated Sciences Degree, across the College of Environment and the College of Arts and Sciences • Revised three courses, Fish 323 (Conservation and Management of Aquatic Resources), Fish 454 (Ecological Modeling) and Fish 458 (Modeling and Estimation in Conservation and Resource Management) following changes in faculty instructors • Revised how TAs are allocated to SAFS classes • Developed a peer TA (undergraduate TA) course	effective-ness of the new writing class Review existing classes, and develop new classes (currently, Environmental Economics, Recreational Fishing, and River Ecology and Management), with a view to increasing content related to diversity Develop cross-university courses in quantitative sciences, using online approaches, although likely at graduate level first. Anticipate changes in degree and enrolment relevant to likely creation of the Marine Biology major in the College of the Environment

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Atmospheric Sciences *Meteorology* *Climate* *Chemistry*	Melissa P. Pritchard chaelan@uw. .	Atmospheric Sciences B.S. graduates should: • Be prepared for a range of career options in weather forecasting, air pollution and environmental meteorology, climate studies, TV weathercasting, or research. • Possess a strong background in physics and mathematics. • Be eligible for the rating of professional meteorologist given by the United States Civil Service Commission. • Possess strong skills in computer science and in analyzing geophysical data. • Understand the basic structure and physics of the atmosphere. • Have an appreciation of the interaction of the atmosphere with the oceans and land surface.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Community assessment of internships and research both on- and off-campus, providing valuable feedback and tracking for students and department • Quarterly community building events to foster a sense of belonging between upper and lower division classes, as well as helping them to plan for internships/employment/further schooling after graduation and allowing a platform to discuss the program in a casual setting • 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 advisor program within each of the three options within the major (meteorology, climate and chemistry) who are available to answer questions about coursework, to offer ideas on opportunities in the field or directed research, and to provide general guidance in conjunction with continued access to the Student Services Coordinator • Exit survey for graduating seniors evaluating all aspects of their educational experience **Curricular Assessment/Change** • Updated undergraduate degree from tracks to transcripted options in Meteorology, Climate, and Chemistry. This will help future employers and graduate schools identify a student's area of interest within the atmospheric sciences discipline. • 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	Continuing to expand undergraduate coursework and offerings to reach new audiences and enrich current undergraduate students. Exploring new methods of communication and outreach through social media interaction

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Atmospheric Sciences (continued)			added new courses that bridge the gap. In addition to the successful launch of ATM S 220, added a new undergraduate weather challenge course (ATM S 290) that encourages students from all classes to work together as part of team participating in a national weather forecasting contest. The department also expanded its existing ATM S 490 Weather Discussion course to include non-majors as well as majors two quarters a year. • In order to expand the department's non-major course presence, created ATM S 103 Hurricanes and Severe Thunderstorms, a 3-credit large survey course that will offer students the opportunity to track weather events and their societal impact in real time when it is offered in spring quarter. • Upgraded computer laboratory for undergraduate majors due to continued growth in the major • 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. Conducting outreach to local community colleges that offer atmospheric science coursework to reach students interested in the major. Since courses must all be taken sequentially, early tracking is essential to success. • Creation of ATM S 497 Internship and ATM S 499 Independent Research, along with tracking documents, to raise awareness and tracking of opportunities for individual student involvement within the major.	

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Earth and Space Sciences (ESS) *Geology* *Geobiology* *Geophysics* *Environmental*	Noell Bernard noelleon@uw.	The faculty in the Department of Earth and Space Sciences have identified the following student learning goals, what they want students to know and what they want them to be able to do with that knowledge by the time that they graduate with an undergraduate degree in Earth and Space Sciences. Students who graduate with an undergraduate degree in Earth and Space Sciences, will have achieved these learning goals. • Have a general knowledge of the basic areas of solid earth geology and geophysics, geobiology, surface processes, space physics and analogues of processes within the solar system. • Be proficient in one of the core disciplines through the completion of the requirements of one of four options: standard (geology) option, (geo)biology option, (geo)physics option, and environmental option. • Think critically and obtain quantitative predictions using skill sets that involve multiple disciplines and all the core sciences. • Have obtained hands-on experience from extensive field work and/or laboratory experience. • Have the ability to communicate scientific information clearly and precisely, both orally and in writing. • Have the ability to read, understand, and use scientific literature.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Grade distribution studies of the required major courses used as direct measures of student learning and success • Awards and scholarship program where student skill sets can be evaluated in detail from both course experience and from faculty interaction • Student participation in undergraduate research projects, Undergraduate Research Symposium, ESS Research Gala, and professional and academic conferences • Discussion of student employability with employers in the geoscience and space science fields and tracking of industry recruiting events hosted in the department • Discussion about learning objectives, careers, and student feedback with professional and faculty advisers in one-on-one advising sessions with undergraduate students • Inclusion of undergraduate student representatives on faculty-based committees, such as curriculum, to voice student learning, concerns, challenges, and desires. • Exit survey of graduating seniors • Participation in the UW Academic Challenge and Engagement Study (UW ACES), an interview study that asked seniors what work in the major presented them with their greatest intellectual challenges, what made those activities challenging, what enabled students to meet those challenges, and what students learned from completing those challenging activities.	

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Earth and Space Sciences (ESS) (continued)			**Curricular Assessment/Change** • Added a WA State Licensing endorsement track for ESS majors to tack on to their BA/BS studies to connect students better with career pathways in the local economy • Created a Bachelor of Science option for Geology to comply with WA State licensing preference for a "geology" degree • Created ESS 420: Introduction to Geological Geographic Information Systems to address technologies relevant to the local industry, which can be taken as an upper-division elective, and is a pre-req for ESS 400B • Created ESS 447: Engineering Geology: Methods and Application to address technologies relevant to the local industry, which can be taken as an upper-division elective • Created a "B" section of ESS 400: Field Geology, which is half field/half GIS to address technologies relevant to the local industry • Revised ESS 102: Space and Space Travel, to reflect more interface between society and space travel to include an "I&S" designation with regard to General Education Requirements • Created ESS 310: Mathematical Methods in Earth Sciences as a parallel requirement for 3rd quarter calculus (required by certain BS tracks) which can be filled by ESS 310 or Math 126—created as a result of studying ESS major grade outcomes for MATH 126 • Implemented a Satisfactory Progress Policy which requires students to create and maintain an academic plan for degree completion, maintain a 2.0 GPA in major core courses • Created an Applied Masters (5th Year) program to address a desire by ESS undergraduate students to be prepared to work in the local geosciences industry	

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Environmental and Forest Sciences (EFS) *Environmental Science and Terrestrial Resource Management* *Bioresource Science and Engineering*	Michelle Trudeau michtru@uw.	**Environmental Science and Terrestrial Resource Management** ***Knowledge Sets*** • Understand social, ecological, and economic theory, concepts, and processes at a variety of spatial, temporal, and institutional levels. • Understand biological, physical, and chemical processes. • Understand professional and environmental ethics. • Understand application of ecosystem and social concepts along the urban to wildland gradient. • Understand the processes of science, design, and management; the process models used to describe and communicate them; and their role in contemporary environmental issues. ***Skill Sets*** • Effectively work in interdisciplinary teams. • Effectively communicate to a diversity of audiences using written, oral, and graphic methods. • Effectively access, evaluate, and use information and information tools. • Recognize research methods used by the social, natural, and design sciences. • Effectively apply analytical skills, including basic measurement and monitoring skills, and use of appropriate technology. • Effectively complete at least one of the following: devise and conduct a scientifically sound inquiry; design an environmental system or a component of an environmental system; or devise a management plan, including plans for its implementation. ***Developing Comprehension, Integration and Meaning*** • Understand interactions among plant, animal,	**Assessment of Student Learning** ***All*** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Senior capstone thesis or project • Exit survey • Participation in the UW Academic Challenge and Engagement Study (UW ACES), an interview study that asked seniors what work in the major presented them with their greatest intellectual challenges, what made those activities challenging, what enabled students to meet those challenges, and what students learned from completing those challenging activities. ***Environmental Science and Resource Management*** • Public poster presentation of research for 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 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. Changes made according to this input are described below • Student self-assessment and evaluation of peer performance in small group activities that characterize activities in the courses of the major ***Bioresource Science and Engineering*** • Surveys completed by students and faculty for each course that relate to the class meeting	**Environmental Science and Terrestrial Resource Management** Further assessment of current options, including possible Society of American Foresters Accreditation for two options. This will involve establishment of courses to accommodate SAF accreditation at BS level. Survey of alumni to be administered regularly, especially focusing on 5 and 10 years beyond graduation, to determine satisfaction, placement, long term learning and skill sets. **Bioresource Science and Engineering** Development of a new course series to replace

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EFS (continued)		and abiotic features of ecosystems.
		• Understand business, ecological, and social tradeoffs inherent in natural resource management and use.
		• Understand and evaluate policy in context with cultural and historical heritage.
		• Understand the expected consequences of implementing a research, design, or management plan and be able to explain them.
		
		Bioresource Science and Engineering
		
		Graduates will:
		• 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:
		   o Fiber and paper products. Requires knowledge of fiber processing and physical properties of fiber webs
		   o 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.
		
		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.
			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 and problem solving.
			• 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.
			
			Curricular Assessment/Change
			
			Environmental Science and Resource Management
			• Added "Terrestrial" to the major name to clarify differences between the program and others in the College of the Environment.
			• Because of students' exit survey responses, eliminated the HCDE 231 Technical Writing course and kept writing courses within the major courses.
			• Changed option courses to locally-maintained lists of courses. This will allow ESRM to be quickly flexible as faculty and course offerings change since approval is not required outside the unit.
			• Added "recommended" core course prerequisites to most 300 and 400 level courses in response to faculty and student input about course sequencing.
				the three quarter Chemical Engineering series, complete with an assessment rubric.
				
				ABET accreditation visit and assessment in 2013-14 may result in further curricular changes.

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EFS (continued)			***Bioresource Science and Engineering*** • In response to students' exit surveys, updated and increased "engineering topics" courses from 6 to 8 credits to give students more exposure to engineering courses. • Added clarity to the Business Option as an additional requirement as a result of student confusion about the requirements	

COLLEGE OF THE ENVIRONMENT

MAJOR	CONTACT	GOALS FOR STUDENT LEARNING	ASSESSMENT AND RESULTS	NEXT STEPS
Environmental Studies	Joseph Kobayashi jkob@uw.	The Environmental Studies major at the University of Washington offers a rigorous, interdisciplinary, experiential curriculum designed to prepare future environmental leaders to respond to bioregional and global environmental opportunities and challenges. It seeks to take full advantage of the extraordinary environmental research at the University of Washington, and make that social, scientific, humanistic, and professional expertise accessible to students in innovative ways. Students completing the B.A. in Environmental Studies will learn: • Earth Systems Knowledge: Understand the structure, function, and integration of the Earth and its inhabitants and its four major spheres: land, water, living things, and air. • Interdisciplinary Approach: Use an interdisciplinary approach to the study of the environment, knowledgeably integrating multiple kinds of information, tools, methods, and scholarship from a variety of disciplines to analyze and construct arguments about complex environmental issues. • Experiential Learning: Understand the connections between classroom and experiential learning and successfully practice multiple forms of hands-on, real-world applications. • Communication: Demonstrate proficiency in multiple modes of communication (writing for different audiences and purposes and using a range of disciplinary norms, oral presentations and public speaking, online publishing, and the visual display of environmental information). • Public Policy & Decision-Making: Understand how uncertainty, risk, law, politics, ethics, economics and culture interact with environmental public policy and decision-making.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • 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. • Peer review of teaching • Capstone course – a 3-course/quarter series that often includes experiential learning. In addition to feedback from the 'capstone instructor', students also are evaluated by site supervisors and faculty advisors specific to their individual projects. This feedback is shared with the student and the PoE capstone instructor and is incorporated into the final grade for the ENVIR 491: Capstone class. • All students are required to present capstone projects orally or in the form of a poster at a departmental 'Capstone Symposium'. In addition to feedback from the instructor, students receive evaluations of their presentations by guest 'judges' including volunteer UW faculty, alumni, staff, and site partners. • 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 • Weekly 'Teaching Team' meetings, Bi-annual Curriculum retreats, and capstone faculty adviser focus groups • Bi-annual lunch hosted by PoE for community site partner capstone supervisors: notes taken from a discussion facilitated by PoE Director and Capstone instructor to get feedback about	Develop survey for representatives of 'community site partner' organizations that host senior capstone projects. Survey site partners about desired skills necessary for entry-level positions in their organizations. Commit to surveying alumni in controlled intervals after graduation. Follow up the exit survey completed immediately after graduation with a survey of the entire graduating class after one year. Compare and contrast survey results immediately after graduation with those at later times in terms of the perceived value

COLLEGE OF THE ENVIRONMENT				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Environmental Studies (continued)		• Teamwork: Collaborate as members of teams, effectively working with multiple stakeholders from various backgrounds to address environmental issues. • History of Environmental Inquiry: Understand and reflect critically on the intellectual and cultural history of environmental studies including the history of environmental preservation and conservation. • Temporal Scales: Understand various temporal scales inherent in environmental studies and situate themselves on the continuum of geologic time, evolutionary history, human environmental history, and decision-making for future generations. • Spatial Scales: Understand various spatial scales inherent in environmental studies, spanning the continuum from the local/bioregional to the international/global. • Diversity: Understand how environmental perspectives, policies, and decisions are related to issues of diversity, privilege, and power. • Technical Knowledge: Be familiar with some of the technological tools commonly used to address environmental challenges. • Professional Development: Understand how their education will serve them as environmental professionals.	student performance on site, collect best practices for site partners, and hear suggestions for improving the capstone series. • Exit survey of graduating seniors • Participation in the UW Academic Challenge and Engagement Study (UW ACES), an interview study that asked seniors what work in the major presented them with their greatest intellectual challenges, what made those activities challenging, what enabled students to meet those challenges, and what students learned from completing those challenging activities. **Curricular Assessment/Change** Developed new course: ENVIR 280: Natural History and added this to the list of courses potentially used to fulfill the 'biology' requirement for the Environmental Studies major.	of different aspects of the program, achievement of goals, and evaluation of the program. Explore additional set intervals to survey alumni (three or five years after graduation). Review (and potentially revise) requirements for departmental honors.

COLLEGE OF THE ENVIRONMENT				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Oceanography	Robert Morris morrisrm@uw. Susan Hautala hautala@uw.	Every major acquires the knowledge, develops the skills, and applies critical thinking through hypothesis formulation to carry out and present the results from a team-based practical experience at sea and/or in the lab. Oceanography majors: • Demonstrate a command of basic science and can integrate ideas, concepts and results from the physical, chemical, geological and biological sciences • Apply complex and interacting science concepts to oceanographic questions • Make practical observations, relate the results to theory, evaluate the results within current scientific understanding and present the findings in structured oral and written presentations. • Work in collaboration with other students to solve immediate technical and practical challenges in a challenging, collaborative group-based learning structure where a research question must be answered. Specific learning goals include: ***Analytical*** • Ability to define, address, and solve problems in oceanography • Ability to locate information needed for scientific research, problem solving, and decision making • Ability to critically analyze scientific data and information in papers and reports ***Intellectual*** • Understand and apply quantitative principles in the conduct of oceanographic research • 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	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • 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 (3 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. **Curricular Assessment/Change** • Reviewed and revised the 400-level capstone course. Assessment tools included a survey of graduating seniors, recent graduates and alumni, course faculty interviews and broad faculty discussion. As a result, the capstone experience was expanded to encompass a full year, distributing the 8 credits of coursework as 3-2-3 rather than 3-5, and renaming courses/updating catalog descriptions to more appropriately reflect course content and scope. The capstone experience was broadened to support multiple group platforms in addition to a dedicated student cruise. In 2013/2014 the department will pilot a portfolio-based technology development / engineering oriented group platform. A review of the 200-level field course will be conducted during the next biennium.	Develop mid-point and graduating student surveys Review the sophomore field course (Ocean 220) and its relationship to the new curriculum Develop individual student assessments with two comparison points: the sophomore field course (Ocean 220) and the senior thesis (Ocean 443-444-445). Develop learning assessments that are integrated with the new curriculum

COLLEGE OF THE ENVIRONMENT				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Oceanography (continued)		• Understand and apply scientific principles and methods in the conduct of oceanographic research • Understand interaction of society and the environment, with emphasis on coastal, estuarine, and marine environments • Ability to work independently to advance habits of lifelong learning ***Communication*** • Ability to write effectively for both lay and scientific audiences • Ability to speak effectively to both lay and scientific audiences • Ability to work effectively as part of a research team	• Assessed previous online offerings and developed new course(s). A team of two faculty members and a graduate student worked during 2012/2013 to review online instruction and developed an online version of Ocean 102 for pilot in Winter 2014. The techniques and platforms developed will be applicable to a broad range of potential online offerings. • As a result of capstone assessment, developed writing support for student writing experiences in the program. During assessment of the capstone sequence, it became clear that writing development in the existing curriculum was not sufficient to support learning goals for the senior thesis. In 2013/2014, a dedicated writing faculty instructor will be added to the capstone team to lead a process of small group tutorials throughout the year to mentor writing. Writing development has also been identified as a key area that needs greater support in a curriculum revision that is underway (see below), and experiences with this pilot are expected to lead to instructional techniques and tools that can be applied at all levels. • Began major revision of four-year Bachelor of Science curriculum. Assessment of the capstone sequence revealed weaknesses in curricular support for knowledge and skills that 400-level students need in order to be successful. During 2012/2013, the Undergraduate Academic Affairs Committee, with broad input from the faculty, began a major revision of the curriculum for the Bachelor of Science degree. A four-year concept map across several threads (Oceanography key concepts, technical skills, communications skills and critical thinking) and a broad course structure has been developed. The process of developing the detailed course learning goals and curriculum will continue	

COLLEGE OF THE ENVIRONMENT				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Oceanography (continued)			through the next biennium. Key changes are additional required credits at the 200-level (replacing some basic science credits) targeted at quantitative understanding of key concepts and the development of technical skills, and a distillation of the core courses (Ocean 400, 410, 420, 430) that will be required at the 300 level prior to beginning the capstone sequence. Because the number of credits is reduced in the new "core", 3 additional credits in special/advanced topics courses drawn from parts of the current sequence will be developed and required at the 400 level.	

FOSTER SCHOOL OF BUSINESS				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Business	Steve Sefcik sefcik@uw.	Upon graduation, students will demonstrate: • Strategic thinking skills: ○ 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: ○ 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: ○ 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. ○ 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: ○ Students will identify and the challenges and opportunities associated with conducting business in global markets Students will recognize and understand cross-cultural communication issues.	**Assessment of Student Learning** • Classroom assessment, various methods, including the use of common final projects or case studies and shared rubrics for evaluating them for courses linked to specific learning goals • Course evaluations • Peer review of teaching • 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 • Participation in the UW Academic Challenge and Engagement Study (UW ACES), an interview study that asked seniors what work in the major presented them with their greatest intellectual challenges, what made those activities challenging, what enabled students to meet those challenges, and what students learned from completing those challenging activities. **Curricular Assessment/Change** Based on feedback from corporate recruiters and advisory boards for the School the following changes to the curriculum were introduced. • Added new option in Operations and Supply Change Management. • Created a business minor in entrepreneurship designed for UW undergraduates who pursue non-business degrees. Business majors and minors will be enrolled in joint sections of courses allowing for cross-disciplinary interaction. The Buerk Center for Entrepreneurship Advisory Board (comprised of regional business leaders) strongly encouraged creation of this minor. • Added a required case competition to the capstone course (MGMT 430) to complement the Foster School's emphasis on strategic	

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

Business (continued)		• Disciplinary competence of core concepts related to the study of business.
		  o Competency will be determined for each core class by students completing a set of course-specific assessments tied to individual course goals/objectives.
		  o Students will apply functional area concepts and theories appropriately.
			thinking and leadership. Ultimately all Foster undergraduates will participate in a case competition allowing them to incorporate theory learned in the classroom into a practical and real business situation.	

INFORMATION SCHOOL				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Informatics Program	Cris Mesling, crism@uw.	All informatics courses are designed to produce the following outcomes through a rigorous experiential learning approach that emphasizes technology, projects, collaborative work, writing, oral presentations and research. Informatics student learning goals include the abilities to: • Communicate effectively orally and in writing • Work effectively individually and as part of a team • Manage projects • Innovate • Act as a leader • Reason quantitatively and qualitatively • Understand the research process and its implication for information systems design and use • Assess information needs • Understand information behavior • Design information systems to meet organizational and human needs • Build working systems • Understand, utilize and create systems using a wide-variety of information technologies • Evaluate the impact of information technologies on people and organizations • Understand the ethical and social dimensions of technology • Organize and manage information	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • 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 and 491). All capstone students publicly present their projects for external review (orally and/or through an interactive poster session) at the Annual iSchool Capstone Presentation, held each year in spring. This pubic event (attended by approximately 700 people in 2013--up from 300 in 2009) attracts industry representatives, community members, prospective students, and UW faculty and staff • Quarterly student meetings with the Chair. • Informal feedback from alumni on application of coursework and Informatics experience to careers in industry. • Exit survey • 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 iSchool Academics Council • Two student representatives in the Student Leadership Cabinet • Three student representatives on the Informatics Program Committee, including one from the Women in Informatics (Winfo) student group • Participation in the UW Academic Challenge and Engagement Study (UW ACES), an interview study that asked seniors what work in the major presented them with their greatest intellectual challenges, what made those	Expand the iSchool's commitment to diversity, with an emphasis on recruitment of more women to the major Establish the first tri-campus transcriptable option with UWB and UWT in information assurance and cybersecurity (IAC) Establish a new transcriptable option in data science Assess and revise the Informatics Honors track Refine the Freshman Direct Admit Program (FDAP) Develop additional University-wide service courses Create a service learning course to accommodate student demand

INFORMATION SCHOOL				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	
Informatics (continued)			activities challenging, what enabled students to meet those challenges, and what students learned from completing those challenging activities. **Curricular Assessment/Change** • Added 2 new university wide service courses in databases for non-majors (INFO 240 and 245) • Added a new informatics study abroad course (INFO 497) • Expanded existing service courses in social networking technologies (INFO 101) and the intellectual foundations of informatics (INFO 200) • Reviewed and update the core course in research methods (INFO 470) • Dropped 8 unnecessary or no longer relevant courses after a review of the catalog • Added a foundational course for a new transcriptable option in information assurance and cybersecurity (INFO 310), in collaboration with UWB and UWT	for experiential learning

SCHOOL OF MEDICINE				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	
Microbiology	James J. Champoux champoux@uw.	The learning goals of the BS degree program are: • Critical thinking • Problem solving • Quantitative reasoning • The fundaments of the field of microbiology • An understanding of the key microbiological and infectious disease concepts • An understanding of the scientific method and how to use it • The ability to engage in scientific discourse, both oral and written • The ability to consult the primary literature • An understanding of the role of microbiology in industry and society.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Performance on Library Research Project (Microm 496) • Exit survey • Students' participation in undergraduate research **Curricular Assessment/Change** • Fully implemented a major overall of the requirements for the BS degree in the 2012-2013 academic year. This new curriculum will enable students to better tailor their course work to their interests and future goals. The required courses fall into three areas: a core sequence of three classes (8 credits), a distribution requirement with courses chosen from four sub-disciplines within the field and which includes a required number of laboratory courses (15 credits), and a series of elective courses chosen from a list of approved classes (13 credits). • In response to student suggestions and to further expand on the diversity of offered courses, introduced a special one-credit topics course. • Restructured the Library Research Course (Microm 496) to incorporate a didactic component to better explain the expectations of the course and to familiarize the students with the resources available to them.	

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

Nursing	Maggie Baker mwbaker@uw. .	***UW Bothell, Seattle, and Tacoma: BSN Program Goals (approved in February 2010)***
		
		The BSN Program prepares the graduate to:
		• 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.
			Assessment of Student Learning
			
			Summary
			• Classroom assessment, various methods
			• Course evaluations
			• Peer review of teaching
			• Capstone course—transition into professional practice
			• Final practicum, including outside review of student performance
			• Exit surveys of graduating seniors and graduates
			• Student self-assessment
			
			BSN Program Evaluation Details
			In a continued effort to evaluate quality and 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.
			
			Multiple sources of evaluation data are used, including students, faculty, graduates, and work supervisors of graduates. BSNCC reviews program evaluation data annually, assessing outcomes of students who complete the program against specific benchmarks, and, when indicated, appoints work groups to address areas of desired curricular change. The three main components of BSN program evaluation are:
			• Student progress
			  o Grades in courses
			  o Weekly level faculty meetings: Connected Teaching
			  o Clinical evaluations every quarter: mid-term and final	

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

Nursing (continued)			o Essential Behaviors documentation each quarter in clinical courses
			o Student-related issues discussion by BSNCC on quarterly basis
			• Formative Evaluation
			o Weekly faculty level meetings
			o BSNCC monthly meetings
			o BSNCC reports from level meetings and student representatives
			o Annual BSNCC retreat to review gaps and overlaps and other curricular issues
			o Course evaluations by students and peer faculty
			• Summative Evaluation
			o Curriculum changes brought to BSNCC and all faculty meetings as needed
			o End clinical evaluation for transition to professional practice course
			o NCLEX first-time pass rate
			o Program Evaluation Tools, designed to measure specific outcomes related to the program's goals:
			  - First Quarter Survey
			  - Third Quarter Survey
			  - Final Quarter Survey
			  - Alumnus Survey
			  - Supervisory Colleague Survey
			o Benchmarks to Assess Outcomes of Students Who Complete the BSN Program
			A Program Evaluation Report is produced annually and is utilized by BSNCC to create Recommendations for Improvements.
			
			Curricular Assessment/Change
			• Paused the Honors Program for BSN students and reopened it in 2013.
			• Course-specific changes taken at the Seattle, Bothell, and Tacoma campuses	

SCHOOL OF PUBLIC HEALTH				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Public Health	Sara Mackenzie saramack@uw. Susan Inman susani@uw.	Competencies for all undergraduate students in the School of Public Health, regardless of degree program: • Compare and contrast prevention vs. treatment and health vs. healthcare. • Discuss the determinants of health and illness and the contribution health care and public health make to the health status of the population with particular attention to inequities in and among populations. • Describe the history and structure of public health systems. • Describe the role of advocacy and civic engagement in public health. • Practice teamwork, interdisciplinary collaboration, and community partnerships. The Public Health Undergraduate Major teaches students knowledge, attitudes and skills that allow them to become critical and creative thinkers prepared to work collaboratively and identify, investigate and apply solutions to address complex health problems faced by human populations. The learning objectives are organized around eight domains or broad areas of focus. Upon satisfactory completion of the BA/BS in Public Health, graduates will be able to meet the following competencies: **Health** • Describe key determinants of human health, including genetics, behavior, nutrition, social, geographic and environmental factors and how they interact. • Describe the major diseases that afflict people and how these change over time; • Identify tools and interpret results to assess population health. • Describe role of health behavior, behavior change and health promotion.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Capstone • Focus groups • Exit survey • Participation in the UW Academic Challenge and Engagement Study (UW ACES), an interview study that asked seniors what work in the major presented them with their greatest intellectual challenges, what made those activities challenging, what enabled students to meet those challenges, and what students learned from completing those challenging activities. **Curricular Assessment/Change** • Moved Public Health Major into the School of Public Health. • Adopted general education requirements for all majors in the School of Public Health. • Removed G H 201 from Public Health Foundation (a student feedback decision) • Added NUTR 300 and G H 101 into the Public Health Foundation • Created the Public Health Capstone • Increased sciences requirements for BS students • Updated admission requirements to improve access • Established continuation policy, adding BIOST 310: Biostatistics for the Health Sciences as preferred statistics requirement (this course was developed and added to the program as a direct response to student feedback). • Added public health genetics course to list of possible admission requirements • Moved geography from Public Health Foundation into Social Science breadth in order to increase flexibility during growth of the program	Develop four 5-credit integrative courses to take the place of all current Public Health Foundation courses. Revise BS requirements to better meet expectations of health sciences graduate and professional schools. Revise BA requirements to include policy, health promotion, communication, ethics, social justice as opposed to the absence of science. Increase number of upper division electives as more options are developed for undergraduates in the School. Continue with exit surveys and focus groups in

SCHOOL OF PUBLIC HEALTH				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Public Health (continued)		• Compare individual and population health, prevention and treatment, health and healthcare. **Ethics and Social Justice** • Explain and use core concepts of social justice as they relate to health rights. • Describe health inequalities and major strategies for addressing them. • Discuss historical roots, geographic variations and public health theories of institutionalized oppression and structural violence. • Explain how legal systems both enable and constrain public health. **Social Science** • Explain basic concepts of population dynamics and demographic change. • Identify the full breadth of social science research tools. • Explain political, economic, and social theories and how they account for variations in public health. • Discuss historical-geographic variations in the contexts of health and disease. • Explain how cultural traditions differ and affect health and health care. **Natural Science** • Describe the application of biology, chemistry, nutrition in population health; • Demonstrate basic knowledge of genetic and genomic influence; • Identify new and emerging communicable diseases; and • Identify major chronic diseases influencing population health. **Policy and Politics** • Explain the history and structure of health care and public health systems.	• Added additional option for completion of capstone (a two quarter service learning / writing course, which better matches accreditation expectations and student needs). • Revised department honors requirements in order to increase selectivity and create cohort model (as requested by students)	order to continually get feedback from students. Working with a PhD student in the School of Public Health, design an assessment tool for the integrative core courses that will be at the center of the public health curriculum.

SCHOOL OF PUBLIC HEALTH				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Public Health (continued)		• Compare health care and public health care systems. • Explain how health reform relates to neoliberalism, structural adjustment and other global policy regimes. • Discuss how economic and legal forces influence both health inequality and processes of biomedical innovation, implementation and evaluation. **Environment** • Define and differentiate between the physical environment and the built environment and impacts on health. • Describe how food systems and other human-environment relationships influence health. • Describe how exposure to physical, chemical, biological agents in the environment influence health. • Discuss issues of climate change, food security, access to water, sanitation, pollution, and impact on health of populations. **Communication** • Demonstrate effective use of written and oral communication • Practice cultural competency and understand cultural studies work on identity formation and misrepresentation. • Describe and demonstrate advocacy and civic engagement. • Identify uses of media, social marketing, public health education, and the development of information literacy. • Practice team work, interdisciplinary collaboration, and community partnerships. • Develop ability of students to work collaboratively to integrate micro and macro		

SCHOOL OF PUBLIC HEALTH				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Public Health (continued)		explanations of health. **Tools** • Apply scientific method and thinking to complex questions. • Use both evidence-based decision making and critical thinking. • Recognize qualitative practices used in public health, such as interviews, participant observation and media analysis. • Recognize quantitative practices used in public health, such as epidemiology, biostatistics, statistical sampling and analysis. • Describe, analyze and evaluate different methods of study design and evaluation. • Describe, develop and use integrative, systems thinking.		

SCHOOL OF PUBLIC HEALTH				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Environmental Health *Biomedical Sciences* *Health and Environmental Sciences* *Environmental Public Health Practices*	John Kissel, kisselj@uw. Trina Sterry, ehug@uw.	In the Bachelor of Science program in Environmental Health, students learn to identify, prevent, and control environmental factors that threaten human health. Students choose one of three interest areas: biomedical sciences, health and environmental sciences, or environmental public health practice. The coursework introduces students to basic principles of environmental health regulation, environmental sampling, microbiology, epidemiology, toxicology and risk assessment. The program prepares students for admission to graduate programs and professional programs, such as medical school. Graduates are also prepared for direct entry into careers such as Environmental Health Specialist, Occupational Health and Safety Manager, and Public Health Adviser. The program is accredited by the: National Environmental Health Science & Protection Accreditation Council. As an undergraduate program within the School of Public Health, the Environmental Health curriculum ensures that students achieve the following school-wide competencies, as outlined by the Council on Education for Public Health: • Compare and contrast prevention vs. treatment and health vs. healthcare • Discuss the determinants of health and illness and the contribution health care and public health make to the health status of the population with particular attention to inequities in and among populations. • Describe the history and structure of public health systems • Describe the role of advocacy and civic engagement in public health • Practice teamwork, interdisciplinary collaboration, and community partnerships The learning goals below are specific to the B.S. in Environmental Health, and are taken from the	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Quarterly review of individual students' academic progress to ensure student compliance with departmental continuation policy • Required 400 hour internship for all students with public health agencies or private companies and evaluation of interns by employer site supervisors, and feedback from employers to program • Yearly External Advisory Committee meeting to review efficacy of curriculum with industry and public sector representatives • Exit surveys • Alumni surveys **Curricular Assessment/Changes** • Created an early admission option to bring students into the major earlier, bringing the program in line with most competitive admission majors on campus. Early admission benefits degree efficiency by enabling the department to work with students on course planning earlier. Also, it brings students into departmental and community activities sooner. • Changed the program requirement from two of five environmental health area courses to three of nine course options and reduced elective requirements from 30 to 27 credits. These changes allow students to select more courses linked to professional practice as identified by the three departmental interest areas. The changes also better align the curriculum to meet breadth and depth standards of the National Environmental Health Science and Protection Accreditation Council.	Continue to use information collected from alumni and exit surveys, and from the advisory committee to evaluate the curriculum. I Conduct a program review in Autumn 2013, which will include a comprehensive assessment of the current curriculum.

SCHOOL OF PUBLIC HEALTH				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Environmental Health (continued)		2011 self -study for the program's accreditation by the National Environmental Health Science & Protection Accreditation Council: • Making use of current technology and research-based evidence, define current environmental health needs and problems for the community • Implement environmental health changes through application of technical, quantitative, legal, ethical, and behavioral knowledge and skills • Provide comprehensive solutions to environmental health problems • Recognize and become involved in opportunities for gaining public support for environmental health changes • Understand organizational structures in order to work effectively and efficiently within the boundaries of appropriate organizations to promote internal functioning		

SCHOOL OF SOCIAL WORK				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Social Welfare	Ratnesh Nagda ratnesh@uw.	Program Objectives for the BASW program: • Apply entry level social work practice skills to individuals, families, groups, communities, tribes, and organizations. • Demonstrate an ethical and just professional use of self and the ability to use supervision and consultation. • Practice effectively within agencies & delivery systems and identify, plan, and pursue needed agency and system changes aimed at promoting social and economic justice. • Demonstrate knowledge of and commitment to social work values and ethics through effective social work practice. • Demonstrate understanding and appreciation for differences based on gender, ethnicity, race, religious creed, sexual orientation, class, and physical and developmental disabilities. • Identify the ways in which oppression, colonization, privilege, discrimination, and social and economic disadvantage contribute to complex human welfare problems. • Understand the strengths and empowerment perspectives in social work practice, policy and research in order to promote social and economic justice. • Understand and describe the comparative history of social welfare and social work systems in the United States as well as the emergence of social work as a professional. Understand the growing prevalence of economic inequality, the distribution of poverty and societal remedies to resolve these problems. • Analyze the impact of social policies on people (both clients and workers), agencies, communities, service systems, and nations including American Indian and Alaska Tribal Nations.	**Assessment of Student Learning** • Classroom assessment, various methods, 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. • Peer review of teaching • 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. **Curricular Assessment/Change** • Began discussions about developing rubrics for each course (or specific assignments) aligned with course goals and program competencies in order to provide consistent expectations across courses and clarity of expectations within courses. Because developing mastery of knowledge, skills and values is a developmental process, the rubrics will also take into consideration the developmental trajectory within each course and across the two-year span of the program.	The BASW Program is instituting new assessment activities to document student learning over the two years, as follows: ***Integrative Student Learning*** (classroom, program and field learning): evaluation of student learning that will include multiple points of assessment over the two years (for example, surveys and/or focus groups at entrance, end of junior year and at the end of senior year as well as post-graduation follow up). In addition, Practicum instructor surveys and/or interviews/focus groups to determine classroom-field

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Social Welfare (continued)		• Understand and critically apply theoretical frameworks to understand individual development and behavior across the lifespan and the interactions among individuals and social systems (i.e. families, groups, organizations, tribes, and communities). • Demonstrate knowledge and skills in social work research methods used to develop and evaluate interventions and social service delivery systems • Understand, use and promote evidence-based methods in generalist social work practice • Use effective oral and written communication skills with a range of client populations, colleagues, and members of the community. 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: • 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	• Redesigned the BASW syllabi to incorporate coverage of the competencies (listed earlier) • Moved the social work practice sequence to the junior year (Soc Wf 310, Soc Wf 311, and Soc 312), increased the credit load from 3 credits to 5 credits, and rescheduled courses to meet twice a week instead of once a week. Both student and faculty feedback has suggested that this redesign will allow for more theory-to-practice linkages. • Restructured the Soc Wf 410 to increase its focus on evidence-based practice and to integrate better with the Soc Wf 390 • 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.	integration for enhancing student practice competencies. ***Project/ Learning Activity Assessment,*** e.g., capstone portfolio assessment, and learning and applications about diversity and justice.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Social Welfare (continued)		• Respond to context that shapes practice • Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities		