UNIVERSITY OF WASHINGTON
SEATTLE CAMPUS
ASSESSMENT IN THE MAJORS, 2015-2017

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 Program and Departmental Reports
Submitted to

Ed Taylor
Dean and Vice Provost, Undergraduate Academic Affairs

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2015

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*	Juan C. Guerra jguerra@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 **Curricular Assessment/Change**** • Reviewed and revised existing courses. • Developed new courses dedicated to ensuring that the student learning goals are being met.	Academic Advisor will conduct exit surveys for graduating seniors. Discuss how to better assess learning goals – ongoing.

* 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 or students who study abroad) 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 to 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	Christopher Teuton teuton@uw.	The American Indian Studies Department advances and promotes knowledge integral to Native peoples using a decolonized, community based, and global perspective. Students engage in the interdisciplinary study of Indigenous peoples with the collective goal of fostering Indigenous wellness, political sovereignty, cultural revitalization, and cross-cultural understanding. Learning objectives include: • Students will gain an understanding of the incredible diversity of American Indian communities, histories, languages, societies, cultures, and governments. • Students will learn to engage American Indian Studies content with American Indian systems of belief, conceptual frameworks, understandings of history, languages, pedagogies and ways of knowing at the center of their inquiry. • Students will learn how colonial systems of belief, conceptual frameworks, historical understandings, and ways of knowing have shaped governmental policies and dominant perceptions of American Indian peoples. • Students will explore American Indian responses to Euro-American colonialism. • Students will have studied how categories and concepts such as nation, race, class, sexuality, and gender, civilization, the "primitive," sovereignty, citizenship, and identity continue to effect American Indian experience. • Students will study the diverse histories of American Indian peoples across North America and beyond. • Students will explore American Indian socio-cultural theories, practices, and cultural revitalization movements. • Students will explore American Indian material cultures and expressive cultures.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Capstone course assessment **Curricular Assessment/Change** • Began redevelopment of the major, minor, and course offerings to take into account retirements, new hires, and a new chair. • Incorporated courses focused on Indigenous relationships with the natural world and on social psychology. • Connected classroom experiences with wəɬəbʔaltxʷ (Intellectual House) and the land of the campus.	AIS plans to develop an assessment tool, such as an exit interview, to evaluate student experience in the major.

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American Indian Studies (continued)		• Students will study how various American Indian tribal communities are governed. • Students will learn about American Indian environments and ecologies. • AIS majors will have developed: o The ability to think critically, analyze information, and generate well-supported arguments. o The ability to write creatively, persuasively, and critically. o The capacity to exchange ideas through conversation and to communicate effectively with others regarding complex topics. o The ability to initiate and complete independent research.		

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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 • Anthropology Student Experience Survey, providing information used to guide ongoing curriculum review. **Curricular Assessment/Change** • Removed entry restrictions on the major, so that it is now an open major for any student who wishes to declare. • Removed the competitive-entry requirements for the Medical Anthropology and Global Health track. • Implemented a new fourth track option in Human Evolutionary Biology.	

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Applied and Computational Mathematics (*sponsored by the Applied Math, Computer Science, Mathematics, and Statistics Departments*)	Marina Meila 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** Implemented a continuation policy that encourages students in the ACMS program to complete their degree requirements in a timely manner and prevents bottlenecks in the core courses in the ACMS program.	

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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* *Drawing & Painting* *BA* *Drawing & Painting* *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 **Division of Art** • Weekly one-on-one consultations with faculty • Peer and faculty critiques (assessment of students' work and student participation in assessment of their own and others' work) of studio work • Evaluation of classroom discussion, review of individual research and written statements involving the development of the individual student's creative vision and voice. • Demonstration of individual communication and writing skills through oral presentations and written submissions • Mid-term and final portfolio review by faculty in consultation with the student • Exhibition of graduating students' work in one of four public Thesis Exhibitions in the Jacob Lawrence Gallery. In addition, 3D4M students regularly exhibit work in the 3D4M Gallery. IVA majors exhibit across campus in venues like OGUL, The Sandpoint Gallery, and public spaces near campus. Photomedia students are required to present their senior work in the Photomedia and Skinny Galleries. Drawing and Painting majors join with graduate students in public exhibitions in the Sandpoint Gallery. • BFA student submission of professional practice materials (resume, artwork documentation and artist statement) for faculty review.	All three divisions in the School are presently working on curriculum changes that will strengthen classroom and studio learning by creating more interdisciplinary and cross-disciplinary moments. At the same time, the School is continuing to develop experiences for students that grow out of classroom practice and learning and promote professionalism as they move from classroom to career. Within two years the School should have student feedback concerning the success of these changes.

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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 written assignments demonstrating facility with the quality of research, concepts, methodologies, vocabulary and problem-solving techniques widely utilized by artists, art historians and scholars of visual culture • 400-level 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 and practicum projects with galleries, museums, non-profit arts organizations and other community partners **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 • Portfolios and professional materials (resumes, cover letters and promotions) reviewed and evaluated by faculty and design professionals during courses, workshops, and seminars on professional practice every spring quarter • Student participation and success in national and international workshops, seminars, and design competitions • Student success in individual internships with professional design companies • Alumni surveys Student feedback and alumni surveys indicate that learning in these disciplines is keeping pace with industry standards and expectations for students interested in employment in this professional	

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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.	degree. Additionally, feedback suggests that the core learning goals that design places on innovation, research, collaboration, and communication coupled with a focus on social justice, environmental and human rights issues provides students with the tools they need to contribute to solutions to the big problems of today and the future. **Curricular Assessment/Change** **All Divisions** • Created the Student Voice Project. A major advantage of learning in the visual arts is that students quickly learn to engage and participate in one-on-one and group critique, team projects, casual and formal discussions of issues, public exhibitions of work and ideas, and frequent formal presentations of research. Students and alumni report that this kind of proactive, living-out-loud learning contributes to their ability to value diversity of thought and expression, recognize potential in themselves and others, and develop the kind of flexible mentality that will allow them to embrace possibilities and find solutions to challenges in their future. In 2015-16, the School developed a new center known as the Student Voice Project to help undergraduates recognize that the dynamic learning offered in the visual arts is a powerful force in developing the diverse and limitless potential to find jobs and build careers into the future. Student feedback indicates that after attending events such as Alumni Meet-ups, targeted job and internship workshops, and panel discussions with professionals, students feel more confident in and are more articulate about their learning in the visual arts and how it will contribute directly to a successful future.	

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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	• Launched a partnership with the Seattle Art Museum. Members of SAM's curatorial and conservation staff will become adjunct faculty and the students, faculty and staff in the School will receive free SAM memberships. Professionals in a major art museum will become familiar members of the department's community, faculty will be able to take their classes to the Museum to give students first hand experiences with art, and students will be able to visit the SAM as often as they like and learn from exhibitions, lectures and events. Historically the School has had a similar relationship with The Henry Gallery and the Burke Museum. These partnerships extend classroom learning and create a seamless connection for students from classroom into the professional art world. • In response to three years of student feedback, reimagined the mission of the Jacob Lawrence Gallery and hired a Director with a substantial professional profile and extensive experience. This year the goals for the gallery center on providing a professional space for students and faculty to exhibit selected work and a forum where the larger community of the arts comes together with students to experience unique exhibitions and events. • Established an internship program offering students the opportunity to learn gallery theory and operations. **Division of Art** • In response to student feedback, national shifts in the practice and teaching of Art, the success of the new Art 101 (Narratives in Art and Design), a 100+ freshman gateway class revised and revitalized undergraduate requirements in the four majors in the Art Division to encourage more cross-disciplinary opportunities for majors.	

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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:
		Ability to acutely and accurately observe and research topics, subjects, issues and audiences
		• Ability to synthesize visual and verbal information into new forms, both 2-D and 3-D, static and interactive
		• Ability to analyze and apply critical thinking to problems and concepts
			• Hired new faculty to support this stronger link between art disciplines in the areas of research, practice, and teaching.
			• Reviewed and revised the curricula and teaching schedules of each program to accommodate cross-disciplinary work.
			• In response to growing demand from non-majors across campus for course work in art at the 100- and 200-level, created five classes designed to enroll 60-150 students and added an on-line course with unlimited enrollment capacity.
			• Revised study abroad programs in Florence, Rome, Leon, and London to coordinate, complement, and maintain the patterns of the curriculum offered by the Art Division on campus.
			• In order to extend learning beyond the classroom, support the academic goals of students, and contribute to students' personal development, expanded the experiential nature of learning in studio art by offering new, faculty-supported activities, events, and experiences outside of the classroom, including:
			  o 10-15 quarterly exhibitions of student work in five student-centered exhibition/gallery spaces
			  o Faculty review of as many as 100 student applications a quarter for juried shows, calls for work, fellowships, workshop opportunities, conferences, symposia, and scholarships
			  o An annual lecture series that brings nationally and internationally recognized artists to Seattle
			  o Out-of-the-classroom opportunities for students to meet and talk with local artists, gallery owner, curators, and critics.	

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Art (continued)		• Ability to translate/manifest ideas into tangible designs • Ability to understand what constitutes the creative/design process, and the ability to work through such a process • Ability to write and design persuasive visual/oral presentations. http://art.washington.edu/design/	○ Support for numerous internships that allow students to experience work as artist assistants and in arts organizations **Division of Art History** The loss of four faculty and the hiring of new faculty coupled with falling enrollments, a national trend that has plagued the Humanities and Social Sciences, was the catalyst for an innovative and energetic re-envisioning of teaching and learning in art history. In addition, the loss of teaching assistant positions has eroded traditional teaching patterns and opened the door to new ways for graduate students to support undergraduate education in art history. As a result, the Art History Division has: • Eliminated art history classes that are no longer taught and/or no longer meet the present standards of scholarship and learning in the field. • Revised coursework and designed new classes at all levels. • Created new curricula for majors and minors. • Adopted an interdisciplinary curriculum for the study abroad program in Rome and initiated a new study abroad program in Amsterdam. • Added community building and professional development events for art history majors. • Prepared to institute six new thematically designed gateway courses at the 200-level that reflect the division's belief that more writing courses need to be offered to freshmen and sophomores, including *Picasso; Art Now; Art: Cleopatra to Lady Gaga; Michelangelo; Imperial Art of China;* and *Paris in Film.* Led by faculty with the support of one TA, they will enroll 65-150+ students, and assignments will focus on developing writing skills and satisfy "W" credits for all students. • Strengthened 400-level capstone courses by combining enrollment with graduate-level	

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Art (continued)			courses—for example, linking AH 480, *Art Museums: History, Theory, Practice* with AH 525, *Topics in Modern and Contemporary Art* and encouraging advanced undergrads and graduate students to share the learning experience and build community. • Developed three on-line art history classes to be offered in 2016, including: AH 270, *Art/Identity/Politics: Issues of Representation in Contemporary Art;* AH 271, *The Art and Philosophy of the Impressionists;* AH 272, *The Innovators: Artists and Science in the 19th C.* Based on student and community feedback, these courses are designed not only for majors but for students in other disciplines and individuals outside the UW who have a passion for learning about the power of images and the practice of creating them. **Division of Design** • In response to the rapidly changing nature of design practice and the needs of industry and society for quality designers, re-designed the sophomore curriculum to give the entry level students an enhanced foundation in the philosophy and practice of ID, IXD and VCD. Changes include earlier introduction to materials, techniques, and skills that should smooth the way for students to select one of the fields to pursue in the junior and senior years. • Prepared to re-design course work at the junior and senior level to create avenues for cross-disciplinary work within the three design fields. Changes will address dramatic shifts in the traditional concept and practice of design that is rapidly moving away from siloed practices to embrace a cross-disciplinary approach to design thinking and problem solving.	

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Asian Languages and Literature
 	
Chinese Language & Literature
 	
Japanese Language & Literature
 	
Korean Language & Literature
 	
South Asian Language & Literature
	Paul S. Atkins
	patkins@uw.
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		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
			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
			
			Curricular Assessment/Change
			No major changes.	

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Asian Languages and Literature (continued)		• Write routine social correspondence using the appropriate conventions, and write connected essays of several paragraphs in length in an appropriate linguistic register. **Linguistics** A student **minoring** in one of the languages 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		

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Asian Languages and Literature (continued)		• Understanding the historical and cultural contexts of major literary forms and works • Understanding the roles of literary works and literary activity within the culture • Utilizing basic research skills 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	Scott Anderson sfander@uw. Christine Edgar cedgar@uw. Paula Szkody szkody@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. Please note that in the table of learning goals that accompanies this table, Astronomy does not have a check by ethics, but the department does cover some ethics of publishing in ASTR 482 and if the program is able to implement a data science ethics seminar, which will add more work in ethics to the program. 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 **Curricular Assessment/Change** • Made ASTR 300 (Introduction to Programming for Astronomical Applications) a requirement for the major and continued to update the software for that course. • Introduced an ASTR 497 Special Topics course called Big Data in Astronomy to meet the needs of students for cutting edge techniques for research and for their future employment prospects.	The department is considering implementing a transcriptable option for data science that will include statistics, machine learning, and an ethics course.

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Biology	Toby Bradshaw toby@uw. Jennifer Ruesink Ruesink@uw. Ben Wiggins benlw@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:
		
		1. **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
			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
			• Investigating best practices for active learning in high volume courses via two NSF-sponsored research programs
			• Assessment instruction provided to instructors interested in assessing student outcomes in their own courses by the Biology Education Research Group
			• For selected courses, small focus groups of current students are recruited to give feedback on instructional improvement.
			
			Curricular Assessment/Change
			• Increased staff positions to better support introductory students. For example, hired professional instructors for labs at the introductory level in order to improve consistency and quality of lab teaching.
			• Continued to expand the use of active learning in all classes (most significantly at the introductory level).
			• Underwent an eight-month Systematic Review of the Introductory Series to best align the
				In 2016, the department will undertake a Systematic review of 300-level courses.
				
				In 2016, the first work will start on the UW HHMI 'Stem Dawgs' grant, in which authentic research experiences will be designed into introductory labs (a first for university science).
				
				In 2017, the department will undertake a Systematic review of 400-level courses.
				
				In 2017, the department will begin work on a document linking skills practiced in specific classes with potential jobs and careers using feedback from alumni surveys.

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

Biology (continued)		alternative hypotheses
		• 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
		
		2. **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
			courses with each other and with overall departmental goals which will result in future curriculum changes.
			• In response to outgoing senior demand, developed new hands-on or lab courses in Herpetology, Field Zoology, and Local Impacts of Climate Change.
			• Developed a new authentic research course in Functional Genomics (BIOL402).
			• Dedicated new building space for office hours providing more consistency for locations of student resources.
			• Providing teaching opportunities to post-docs both in specialty topic courses and in large introductory courses as part of funded mentored teaching experiences.
			• Added current graduate and undergraduate students to hiring committees for teaching faculty in order to help diversify interview questions and hiring opinions.
			• In response to student feedback and feedback from Arts and Sciences, collaborated with Chemistry to institute a streamlined method for students to parse Biology perquisites, so that starting in Winter 2016, Biology students will be able to smoothly complete the Intro Series in their first year without the break that was enforced by needing additional Chemistry. (The department gives credit and thanks to Chemistry for working on this aim.)
			• In response to increased pressure on student schedules from Satisfactory Progress, expanded summer course offerings.
			• In response to demand from students as collected by the Biology advisors, continued to broaden the curriculum by adding courses that address problems and concerns of modern biology and society, such as Game Theory in Biology, Biomedical Ethics, and Data Science.
			• Expanded the curriculum by partnering with the STEP program in which advanced post-
				In 2017-2018, the BIOMAPS curricular assessment tools will be completed and in use both at UW and across the country.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Biology (continued)		○ *400-level:* Use advanced searches and critically evaluate sources • Consult primary biological literature for information ○ *Intro level:* Read a general article and evaluate the information/ sources on which it is based, be familiar with structure of a scientific paper, read an introduction/ abstract and summarize topic of paper ○ *300-level:* Read a scientific paper, evaluate methods and conclusions and limits of the paper, relate findings to the big picture, realize that not all is known ○ *400-level:* Read a complex paper, assess information from raw data and put it in a larger context, evaluate support for hypothesis, critique methods chosen to address the hypothesis, identify unanswered question/ future directions for research, propose new experiments to test hypothesis **3. 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 ○ *300-level:* Write a short analytical paper, write an introduction, methods and conclusion section to a scientific paper, oral presentation of new information to a group, summarize results of a discussion ○ *400-level:* Present a cogent argument with evidence to support your conclusion,	doctoral researchers teach senior seminars in specialty fields while being mentored in teaching practices. • Continued to work with linked writing courses through the Interdisciplinary Writing Program. • Continued to work with TriBeta tutors to offer tutoring to students in introductory biology series all four quarters of the year.	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Biology (continued)		be comfortable writing all sections of a scientific paper, present complicated ideas to the class alone or in a group • Work in a group ○ *Intro level:* Work collaboratively as part of a team in lab, work together in supervised groups to address specific well-defined problems ○ *300-level:* Delegate tasks and accomplish goals with little supervision, objectively evaluate the contributions of self and other group members to the project (peer and self-evaluations) ○ *400-level:* Trouble-shoot and solve group problems, research complex problems and compile information into clear, concise summary **4. Social responsibility- Modern biology is deeply intertwined with societal issues, from genetic engineering to health care to global change. Students explore the social implications of biological discoveries.** • Application/ Bioethics ○ *Intro level:* Examine a social issue and assess which biological concepts are relevant and if biological information is accurately communicated, develop an awareness of the interface of biology with society ○ *300-level:* Use biological information to discuss controversial issues, distinguish between "is" and "ought" ○ *400-level:* Interpret biology in a social context, evaluate the social implications of biological research		

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Chemistry and Biochemistry	Gary Drobny drobny@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	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Exit survey • Curriculum review conducted by the American Chemical Society every five years. **Curricular Assessment/Change** • Revised the curriculum of CHEM 142/152/162 to better serve the needs of students not only to majoring in chemistry but also in other disciplines, such as biology and engineering. The revised curriculum will introduce atomic structure and molecular bonding at an earlier stage in Chem 142. • Planned a Chemistry placement exam to be administered in Fall 2016 for incoming students in order to place students in Chem 110, a preparatory/alternative course for the 142/152/162 main sequence, or in Chem 142 • Reduced class sizes in most of the 100- and 200-level courses to improve the ability of instructors to address individual student needs. • Began offering Chem 237/238/239 and lab courses Chem 241/242 every quarter to increase access. • Developing an enhanced TA training program to better prepare graduate TA's to manage and instruct quiz/discussion sections. • Collaborating with Dr. Scott Freeman on an HHMI grant to enhance achievement and retention of STEM major students of all backgrounds. • Exploring new active learning pedagogical approaches in introductory chemistry courses, in the organic chemistry series, and in the physical chemistry series. The faculty doing this work recently received the Distinguished Teaching Award for Innovation with Technology.	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Chemistry and Biochemistry (continued)			• Introduced an accelerated version of CHEM 452 and 453 into the summer program where the entire 6 unit physical chemistry requirement for the BA and BS Biochemistry degree programs is completed in nine weeks. In addition, students in the BS Chemistry degree program must take physical chemistry courses 456 and 457, which were offered only once during the regular academic year. Now these two courses can also be completed in nine weeks during the summer quarter. • Added a lecture period to Chem 461in order to better communicate statistical methods of analysis to students taking the advanced physical chemistry lab. Also, implemented the MatLab software platform as the main data analysis tool. • Redesigned Chem 436 from a previous focus on molecular enzymology to a general course in Chemical Biology. • In addition to Chem 484, introduced new courses in materials Chemistry, including Chem 484, Chem 485 (Electronic Structure and the Application of Materials), and Chem 486 (Electronic Dynamics in Organic and Inorganic Materials).	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Classics *Classics* *Classical Studies* *Greek* *Latin*	Catherine Connors cconnors@uw.	All majors in the Department of Classics will: • Acquire fundamental language skills in Latin and/or 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 orally and 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 yearly at the University's Rome Center)	**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** • In response to the department's tracking of time-to-degree for undergraduate majors, reorganized upper division Latin and Greek course offerings (shifting to five credit courses rather than three credit courses) in the major to facilitate timely progress toward the degree. • In response to departmental review of the feasibility for students to complete a minor in Latin, Greek, or Classical Studies, revised the courses that can count toward completion of a 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. Andrea Otanez aotanez@uw. Felicia Ishino, fishino@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. In order to support advising efforts, the Communication Department renovated the advising office into a new student center and hired additional student support staff including two new advisors and a Coordinator of Student Relations • 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 • Evaluations of student internships • Exit surveys with graduating seniors **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 or the Society for Professional Journalists awards • Alumni surveys about student performance in the workplace • Supervisor evaluations at the conclusion of internships	**Communication** The department is beginning group advising sessions in AUT 15 in an effort to reach more students, establish clearer expectations, and better prepare them for the challenges in the major. The department is switching from paper forms and applications to more interactive, online formats. The admission and internship applications are online, and the scholarship process is entirely online.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
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. **Journalism** The program develops analytical and communication skills and a commitment to professional excellence in students who want to pursue careers in media industries. Students: • Understand and apply principles and laws of freedom of speech and press and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances • Demonstrate an understanding of the history and role of professionals and institutions in shaping communications • Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relations to mass communications • Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society • Understand concepts and apply theories in the use and presentation of images and information • Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity	• 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.) • Portfolios created and evaluated through a quarter-long class • Aggregate internship evaluations • Exit interviews with students conducted online every quarter and face to face in spring quarter • Surveys of visiting professionals **Curricular Assessment/Change** **Communication** • Revised admissions standards. Communication now requires that students complete 15 COM credits (up from 10) with a minimum GPA of 2.5 before applying. • Revised the areas of the COM major. Communication updated the structure of the major. The Department had identified six conceptual areas over ten years ago, which were no longer reflective of the actual course offerings. After much deliberation, the Department developed three new, more accurate, conceptual areas for the major. • In support of the new conceptual areas, improved the tracking of all course offerings to ensure a distribution of courses in different sub-specialties. • Developed more low credit classes aimed at augmenting academic offerings with opportunities for professional skill development (i.e., one credit seminars on video editing). • Host a quarterly departmental open house/new student orientation to prepare students for the major.	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Communication (continued)		• Think critically, creatively and independently • Conduct research and evaluate information by methods appropriate to the communications professions in which they work • Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve • Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness • Apply basic numerical and statistical concepts • Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world	**Journalism** After an extensive assessment of the Communication-Journalism curriculum, a new curriculum that emphasizes multiplatform, immersive, entrepreneurial journalism that engages communities was adopted in 2013. In spring 2014, the program fine-tuned its assessment measures, which are reflected above. The list below is a reflection of the program's ongoing implementation of the new curriculum: • In response to student self-assessments and exit surveys that pointed toward the need for more and continued emphasis on new communication technologies, created a list of competencies for each core class and added key advanced-skills courses and workshops, including data journalism. • In response to student assessment of the inaugural year of portfolio courses that pointed to the value of the student/professional mentor relationship, the program is broadening the range of professional mentors to choose from to build on this success. • Continue the emphasis on immersive experiences in newsrooms and/or students completing most of their work for publication as a result of professional and student feedback that show that immersive experiences are critical to students' success. • Overhauled the Olympia Legislative Reporting program, in which students move to Olympia to cover the legislature for regional news outlets, based on student and professional assessments. That program now more effectively prepares students for the complexities of covering the Legislature, including the use of social media and an understanding of the legislative processes in the State of Washington.	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Comparative History of Ideas (CHID)	María Elena García meg71@uw.	• Students will engage in rigorous and comparative cultural analysis in order to participate in a world that is both increasingly connected 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. • Students will interrogate critically categories of analysis and their own position in the production of knowledge. • Students will discuss, debate, and understand the ethics of research and representation.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Student self-assessment • Senior thesis/ capstone project (10-15 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 whom they may want to have advise their thesis projects. The grades for these projects are assigned both by the faculty thesis advisor and by the instructor for the CHID 491 thesis course, with the CHID advisor calculating and submitting the final grade. Students must formally present their thesis projects at an event that is open to the public. • Student representation at the quarterly CHIDposium committee meeting. **Curricular Assessment/Change** • Changed senior thesis requirement from minimum of 5 credits (CHID 491) to a minimum of 10 credits (CHID 491 and CHID 493) because of noticeably less rigorous final projects resulting from 5-credit projects. Requiring a ten-credit senior thesis is intended to help resolve this issue. • Increased the total number of required credits for the major from 55 to 60 to accommodate the increase in the thesis requirement. • Changed CHID 490 Research Seminar so that it no longer meets the thesis requirement. • Added two new courses: CHID 120/JSIS S 120 Yoga: Past and Present and CHID 437/LSJ 437/DIS ST 437 Crime, Law, and Mental Illness.	Implement the Exit Survey designed in collaboration with the Office of Educational Assessment in 2012.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Comparative Literature, Cinema, and Media *Comparative Literature* *Cinema Studies*	Eric Ames eames@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. • Awareness of how language shapes the world and who we are and our perceptions of both.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Exit interviews with graduating seniors • Capstone course **Curricular Assessment/Change** • Based on numbers of majors in each of the departmental tracks, implemented new courses for an anticipated major in Cinema and Media Studies (as it stands, Cinema Studies is a track within the Comparative Literature major). • Began to plan a reshaping and perhaps renaming of the Comparative Literature major (as distinct from "Cinema and Media Studies").	Plan to implement new surveys about the undergraduate experience in the next biennium.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Dance *Creative Studies* *Dance Studies*	Jennifer Salk jsalk@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://dance.washington.edu/major-program	**Assessment of Student Learning** • Classroom assessment: various methods (with a 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 • Exit survey • Student self-assessment of learning • Students in the major meet with and discuss progress and experience with technique instructors in their courses, choreography advisors and/or faculty mentors • End of term student technique and choreography showings required for all; studio-based courses in the creative studies major also have showings • Senior Seminar offered as capstone course for Creative Studies majors. Final projects and processes presented at the end of quarter • Capstone experience for Dance Studies majors—an independent research project via Dance 416. Culmination of research (often involving IRB process) is presentation of work at the Undergraduate Research Symposium • End of quarter oral presentations for Dance 251, 350 and Dance 344 and 345 • Panel of outside, initially anonymous artists view undergraduate choreography performed during Dance Majors Concert and provide feedback afterward • Observation of students rehearsing and performing in faculty creative research, specifically in Dance Program concerts • Two public showings of the work of students choreographing for the Dance Majors Concert where critiques are given. Those who are participating have been required to take three quarters of composition to qualify for DMC. • Students enrolled in Dance Teaching Methods teach technique courses at private studios,	The department is currently revising its exit survey to reflect the new BA revisions.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Dance (continued)			community centers and public schools. Their 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 in an effort to make expectations and technique grading more transparent • Initial placement classes occur the first week of every quarter for all technique classes 103 and above. Newly designed criteria that help instructors prepare students for the next level of technique have been created in an effort to be more consistent with how the department prepares students, considering the variety of teachers teaching technique classes. **Curricular Assessment/Change** Revised the dance major in order to accomplish several objectives: to encourage more students to study dance and become majors; to increase the breadth of dance studied; to tailor a portion of the major course work to the specific interests of the student as a way to honor the reality that most students who study Dance are attempting to double major. These changes allow the program to use its smaller size to help students keep dance within their field of interest but also encourage them toward a lifelong vocation. Changes offer more flexibility along with breadth and depth in schedule and course options. Specific changes: • As a way of helping students move into and through the major efficiently, continued to require Dance 250 and Dance 251 for the major, but no longer required that students take them before declaring the major. The new plan allows a student to declare the major once they have taken any combination of six credits from the required core courses required for the major.	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Dance (continued)			• Reduced the number of credits required for the major to a more manageable and realistic number (in alignment with other BA programs around the country). • Retained some technical proficiency requirements but think more broadly about what "technique" means in dance by allowing many cultural dance forms to count toward "technique requirement" (Salsa, Swing, Tango, African, Improvisation, etc.). • Approached electives more broadly in order to work with students to support particular interests and career goals. For example, a person who is double majoring in biology and dance may be able to take courses to help them prepare, ultimately for a career in physical therapy.	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Drama *Performance* *Design* *History/Criticism*	Todd London, tlondon@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://drama.washington.edu/bachelor-arts-drama	**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, as well as the School's Executive Director **Curricular Assessment/Change** • Added additional sections of the distance-learning class Drama 103, "theatre appreciation," in some quarters. • Changed the order of required theory and history courses, so that students have a grounding in the field's history and practice before addressing theoretical concerns. • After assessing the pilot of the Cinemedia program, offered some on-camera and dramatic narrative courses as needed for the Cinema Studies program.	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Drama (continued)			• Continued with Dance and Music to offer the interdisciplinary Musical Theatre major, with program head to reside in Drama, though he will continue to teach as part of the Dance faculty.	

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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 interactions between these main macroeconomic measures: output, employment, and inflation and macroeconomic measures: output, employment, and inflation • Understand what causes economic activity to	**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 • Mentorship program sponsored by alumni from the Department of Economics • Twice-monthly meetings with the EUB where various departmental issues may be raised • Participation of a member of the Economics Undergraduate Board (EUB) in meetings of the Undergraduate Committee	To strengthen the bonds with Economics alumni and take advantage of their expertise, the department has designed a new course along the same lines as the course entitled "Topics in Financial Economics," which is co-taught by Economics alumni in the financial sector. The new course, titled "Topics in Law and Economics," will rely on the numerous alumni who went on to law school. It is awaiting confirmation by the relevant committees. Given the fact that an increasing number of Economics students are double majoring with Psychology

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Economics (continued)		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 • Develop awareness of diversity issues in the world through looking at poverty, inequality, and economic development • Understand the importance of cross-disciplinary knowledge and the contribution of other fields to economics and vice-versa **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 specialized software and computer programs to analyze economic data and models (software include E-Views, Stata, R, and several others) • Analyze big data sets with machine learning methods • Use elements of game theory to explain the strategic choices of individuals or organizations • Explore how insights from economics (and finance) can be used to design policies and formulate strategies to solve important real life problems • 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	**Curricular Assessment/Change** In response to recent keen interest in big data, introduced new course, Data Sciences and Machine Learning for Economists (Econ 484) an advanced undergraduate course teaching students how to use R and STATA to analyzelarge data sets with a variety of statistical tools. • Introduced new course, Analytical Framework for Policy and Decisions (Econ 405) for advanced students in Economics to teach them how to construct modelling strategies aimed at designing solutions to real life issues. • Introduced three new online courses for the Integrated Social Science (ISS) program: Using Econometrics—A Practical Approach (Econ 282), Principles of Microeconomics (Econ 200), and Principles of Macroeconomics (Econ 201). • Cross listed a course with School of Aquatic and Fishery Sciences, titled, "Economics of Fisheries and Oceans" (Econ 230/FISH 230). • Cross listed a course with Health Services, titled, "Using Economics to Solve Today's Health Care Problems" (Econ 346/HSERV 346). • Listed regularly offered Population and Economics (Econ 448) as a Diversity Course. Additionally, another regularly offered course, Issues in Economic Development (Econ 491) also discusses diversity issues from an economic point of view. • Created a study abroad course at the 300-level (ECON 315) to add flexibility for students taking courses abroad that are not advanced enough for ECON 415 equivalencies. • To ensure that students majoring in the department of economics at the University of Washington take most of their classes in the department, limited which courses and how many courses can be taken out of residency	and doing research in behavioral economics, the department is considering a new course in this area. The department is planning to invite a member of the Economics Undergraduate Board (EUB) to attend the meetings of the Undergraduate Committee.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Economics (continued)		• 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 • Be able to work in a team to research an economic issue and develop leadership skills in team setting • Develop skills for effective online communication and discussion of economic analysis and policy related issues http://econ.washington.edu/undergrad/learning-goals	waivers are considered. • To acknowledge the interest of the department's large Asian student population, initiated a new study abroad exchange agreement with Hitotsubashi University in Tokyo.	

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English
 	
Literature and Language
 	
Creative Writing
	Colette Moore
	cvmoore@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
			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.
			• Portfolio-based assessment of expository writing program courses (English 111, 121, 131) that includes a reflective essay
			• 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
			• Distribution areas in the major require students to take at least one class in the following areas:
			   ○ Theories/Methods
			   ○ Forms/Genres/Media
			   ○ Histories
			Faculty receive an email message every term that they are teaching one of these distribution requirements, reminding them of the shared goals for the curriculum. Learning goals for each area may be found on the English web site at:
			   ○ http://depts.washington.edu/engl/ugrad/ug theories13.php
			   ○ http://depts.washington.edu/engl/ugrad/ug forms13.php
			   ○ http://depts.washington.edu/engl/ugrad/ug histories13.php
			
			Curricular Assessment/Change
			• Because of falling enrollments in the course and in an attempt to get freshmen and
				Change the writing link course that is currently attached to the gateway to the major course (ENGL 202) from a required to an optional course. Introduce a new Writing minor aimed at students who want concentrated study of and practice in writing, language, and rhetoric. Create a set of shared learning outcomes for senior capstone classes that complete the English major. Outcomes would include a self-reflective writing assignment that would assess student experience in the major, and would perhaps link to other self-reflective writing

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
English (continued)		• Use information technology and other methods to conduct scholarly research. Integrate primary and secondary sources into essays. • 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	sophomores into the major, renumbered the gateway course from an upper-division number (301) to a lower-division number (202). • Introduced the new English minor. • Revised catalog descriptions and submitted applications for courses that would fit well with the new University diversity requirement (DIV courses). • Revised out-of-date catalog descriptions for upper-division courses, and submitted course change forms for these. • Changed required number of credit hours for the major from 55 to 60 to be more in keeping with other departments and in the hopes that it would boost enrollments in classes that did not fit major requirements. • Working to create and promote some larger-format lecture classes including the new course number Popular Fiction and Media (204). A problem in offering such courses is getting classrooms for them. • Created several new courses: 204 (Popular Fiction and Media), 206 (Rhetoric in Everyday Life), 259 (Literature and Social Difference *DIV), 265 (Introduction to the Environmental Humanities *DIV), 266 (Introduction to Textual and Digital Studies), 277 (Introduction to Children's and Young Adult Literature). • Created and will pilot an international student seminar that is designed to welcome international students to the English major or minor, to help them develop skills for the discipline, and to support them in the program.	completed at different times in the major.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
French & Italian Studies	Sabrina Tatta sabri@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 • Demonstrate an ability to articulate their transferable skills.	**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 **Curricular Assessment/Change** • Updated and streamlined French 304-305-306 Survey Literature courses. • Eliminated French 307. • Replaced Italian Survey Literature courses such as Italian 401, 402, 403, 404, 405, 406 with Italian 304,305,306, which will focus on Issues and Perspectives in Italian Studies and Texts and Traditions. • Reworked Italian 351 and 352. • Developing several new French 200-level elective/outreach courses (for example, French 229 Immigrant Cultural Production, and French 226 on French/European cinema). • Added Italian 127, a 2-credit "Survival Italian" course for non-language students headed to the UW Rome Center to study with the Business School or Engineering.	To help students learn to articulate their transferable skills, the department has begun to encourage students to apply to KORU and offered to cover 50% of the cost (http://www.joinkoru.com/uwcas). KORU helps students learn how to articulate what their transferable skills are and helps prepare them for the job market. The department is looking into donor funding beyond what it is currently able to offer. The department hopes to some day add a 2-credit capstone project.

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Gender, Women, & Sexuality Studies	Shirley J. Yee sjyee@uw.	• Learn how to identify and apply interdisciplinary scholarship about social difference, including issues of gender, sexuality, race, class, nation, ability, etc. • Analyze gender as it intersects with other relationships of power. • Study, critique, and extend feminist scholarship through effective written, visual, and spoken work. • Study, critique, and extend social justice theories and movements based on feminist activism and research. • Understand the politics of knowledge production, different modes of inquiry, and related ethical considerations. • Develop the capacity to link understandings of one's life and the skills developed in GWSS courses to careers and non-academic and academic communities.	**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 internship class to self-evaluate and reflect with faculty on student learning in major and application to practical situations and to ethical practice. • Evaluation of student by internship sponsors • Catalyst polling of students to assess level of learning and experience in various GWSS courses during the major • Undergraduate student representation on GWSS Departmental committee and 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 **Curricular Assessment/Change** • Because of student assessment of high learning in GWSS 200: Introduction to Women Studies, added a number of 200 level offerings such as GWSS 251: Introduction to Gender and Popular Culture. • As a result of 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.	The department completed its 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**
Geography	James Baginski, jbag@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 • Understand causes and implications of spatial variability (for example, in housing, law enforcement, immigrant incorporation into US society, regional economic growth, etc.) • Understand the causes and implications of spatial interaction & movement patterns • Understand and put into practice spatial scale: ways in which localized, regional, national, and global processes interact • Develop and use basic geographic skills such as map reading and analysis; map making; landscape analysis via use of multiple analytical methods • Think relationally about such key intertwined concepts as community and economy, society and environment, and citizenship and globalization • Seek relationships among historical and, economic development, and globalization • Develop information literacy about representations of locational relationships • Understand the relationships among regional economy, health, and well-being in regards to sustainability • Pose important geographic research questions, appreciate what makes those questions important, and design reasonable research approaches to them 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 **Curricular Assessment/Change** Designed many new courses and substantially revised several others in response to student comments in exit surveys, advising meetings, and new faculty member arrivals. These include: 205 Our Global Environment (new); 236 Development and Challenges in Greater China (revised); 245 Geodemographics: Population, Diversity and Place (revised); 272 Geographies of Environmental Justice (new); 277 Geography of Cities (revised); 295 for fall 2015 (to be 203) Introduction to Migration (new); 370 Environmental Conservation: Theory, Practice and Politics (new); 475 Geographies of Energy and Sustainability (new); 472 Race, Nature and Power (new).	Conducting more dependable strengths workshops. Working with Career Services to better prepare students for life after graduation. Listing dept. learning goals on course evaluation forms. Conducting student focus groups on learning goals and outcomes.

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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 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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Germanics	Brigitte Prutti, triest@uw. Ellwood Wiggins, wiggins1@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 seminars: students are required to do research on a topic related to the seminar theme and write a research paper or complete several shorter writing assignments. Usually several drafts are required, with extra guidance from the instructor and sometimes peer-editing as well. 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 • Public presentation of team projects, showcasing of collaborative learning efforts • Informal assessment during regular opportunities of conversation outside the classroom **Curricular Assessment/Change** • Developed and offered new courses in English, widely cross-listed: 2014: Sympathy for the Devil; 2015: Film Noir. • Rearticulated/developed new courses in accordance with diversity requirement (Winter 2016: Cultures of Extinction: Challenges to Diversity; Spring 2016: Urban Humanities/ Urban Diversity: Berlin).	Further development of diversity courses and establishment of diversity criteria in all courses. Consider Senior Project or Majors Portfolio. Language skill assessment: consider using standardized exit exams. Further coordination of 400-level literature and culture series to include medieval/early modern. Revisit core course requirements 311/312. Revisit overall number of credits required (in comparison to other Humanities majors).

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History	Tracy Maschman Morrissey tmasch@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 intellectual curiosity about the world. • Become knowledgeable and engaged citizens. • Develop skills in 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. • View all information through a critical and informed lens. 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, which asks students 1) about the difficulty and challenge of courses required for the major; 2) to evaluate their capstone courses (the junior and senior seminars, where students really learn to think like historians); 3) to consider the impact of the History major on their growth and development beyond academics (for example, exploring surroundings with a more critical eye); 4) to reflect on the impact of the History major on strengthening the skills identified in the department's learning goals, assessing the department's role in shaping those goals. Feedback on the exit survey has been extremely positive regarding coursework, faculty and students' development of learning goals for the major. **Curricular Assessment/Change** The department conducted an extended study of the History curriculum, making many changes including the following: • In response to exit survey results that showed that students felt the breadth requirement privileged Western history at the expense of a more global focus, streamlined the history breadth requirement for majors and added new course prefixes to more accurately represent the regions discussed in the History	The department plans to implement a more formal evaluation form for History Fellows to assess student learning and growth over time. The department is working on ways to provide an extra incentive for students to complete its exit survey as student response rates have been quite low.

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History (continued)			courses, allowing students to find these courses more easily and also to help implement other major changes brought on at the same time.
			• Changed major requirements to include 69 credits as follows:
			  o At least one 5-credit course in four of the following six fields: Asia; Europe; Latin America and the Caribbean; Middle East and Africa; United States and Canada; and Comparative and Transregional.
			  o At least 10 credits in pre-modem history and 10 credits in modern history At least 30 upper-division History credits completed in residence at the UW
			  o 5 credits of HIST 388, to be completed no later than within two quarters of declaring the major
			  o 5 credits of undergraduate senior seminar (as designated by the department)
			  o Approved electives to reach 60 credits.
			  o Beyond the required subjects, the student may or may not specialize, depending upon personal interests and career plans.
			  o A minimum GPA of 2.25 for all history courses and minimum grade of2.0 in all history courses taken to fulfill requirements for the major.
			• Changed prefixes as follows:
			  o HSTCMP: Comparative and transregional history = most courses came out of HIST, but a few from HSTEU
			  o HSTAFM: History of Africa and the Middle East = all came out of HIST
			  o HSTLAC: History of Latin America & the Caribbean = all came out of HSTAA
			  o HSTAA: History of North America (USA and Canada) = all Latin American and Caribbean courses were removed, and the prefix was changed from "History of the Americas"	

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History (continued)			○ HSTRY: History seminars and independent studies = all came out of HIST; undergrad and grad ○ HIST: gone; no courses to be offered after summer 2014 ○ HSTAM: (HIST 111 and HIST 112 moved into this prefix) Ancient and Medieval History ○ HSTEU: (HIST 113 moved into this prefix)) Modern European History ○ HSTAS: History of Asia • Created four thematic minors: ○ Empire and Colonialism, which explores the historical development of imperial and colonial formations around the world, from ancient times to the current era of neoliberalism and globalization. ○ Religion and Society, which explores the development of religious traditions worldwide, asking how religious beliefs, practices, and institutions have helped shape culture, politics, and ideology from pre-modern times to the present. ○ Race, Gender, and Power, which explores the centrality of race and gender in shaping and reproducing hierarchical relations of power around the world. ○ War and Society, which explores experiences of civil and international wars as a means to question how violence, conflict, and other traumatic acts have shaped political, social, and cultural formations in the past and present. • In response to exit survey results where students stated that they were not sure what to do professionally with their degrees, and after noticing that History students were discussing careers in advising and wanted more guidance on this topic, developed a new internship course—History Fellows (HSTRY 495)—to offer internships and professionalization skills to majors. This is a three-quarter cohort-based	

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History (continued)			program where students work with History Advising and the Career Center on articulating their skills and strengths, defining career and internship goals and participating in internships. Some internships are more traditional settings for History students while other sites are less directly related to history but utilize students' transferrable skills.	

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Integrated Sciences	Meghan Oxley what@uw.	• Build a strong foundation in multiple core sciences
		  o Understand and apply basic science concepts within and across disciplines
		  o Recognize shared and discipline-specific approaches and perspectives across diverse disciplines
		  o Develop specialized knowledge and skills within a selected disciplinary track
		• Understand the nature of science and recognize the value of the scientific process
		  o Understand critical elements of scientific practice, including the construction and testing of models and theories, through the exploration of historical and contemporary case studies
		  o Construct reflective learning communities centered on exploring research culture, analyzing scientific results, and practicing effective scientific communication
		  o Conduct authentic scientific research through a year-long, mentored capstone research experience
		• Develop strategies for career exploration and professional development
		  o Gain awareness of the variety of career paths available in the sciences through networking with professionals, conducting informational interviews, and participating in practicum experiences
		  o Reflect on one's own career-related strengths and areas for ongoing professional development
		  o Develop skills for making informed decisions about careers, including strength articulation and informational interviewing
		• Apply scientific knowledge, skills, and leadership to problems in science and society
			Assessment of Student Learning
			• Classroom assessment, various methods
			• Course evaluations
			• Peer review of teaching
			• Student-instructor conferences
			• Reflections on experiential learning
			• Capstone presentations
			
			Curricular Assessment/Change
			• In order to allow students to apply to the major earlier in the degree, reduced the number of completed basic science and math credits required to apply to the major from 45 to 25 credits.
			• Also to allow for earlier application to the major, changed the requirement that students must have at least one 15-credit sequence completed to apply to the major to a requirement that they must have completed at least 10 credits within one field.
			• Updated the course title and description for INTSCI 301 to better reflect the course content
			• Updated the course description for INTSCI 401 and changed the course from credit/no credit to standard grading.
			• Created three new courses, including a lower-division special topics course (INTSCI 197), an independent study course (INTSCI 498), and a lower-division survey course (INTSCI 200).
			• Included two courses, INTSCI 197 and INTSCI 200, in first-year interest groups (FIGS).
				In collaboration with the Center for Teaching and Learning, conduct focus groups with senior Integrated Sciences majors to gather feedback regarding the program.
				
				Design and implement an exit survey for graduating seniors.
				
				Create a Departmental Honors option for Integrated Sciences majors.
				
				Review Integrated Sciences major admission requirements and revise as necessary.
				
				Review the curriculum for the research capstone series and make

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Integrated Sciences (continued)		o Learn to situate science within societal contexts o Collaborate and communicate effectively on science issues, including facilitation of scientific discussions with diverse audiences in a variety of formats o Gain confidence in applying interdisciplinary approaches to complex problems, including issues of science communication, education, ethics, law, and policy		revisions based on feedback from courses offered in 2014-2016. Update departmental website design and revise content to be more student-oriented (i.e., provide more information about courses, current students, alumni, and careers). Review recruitment efforts to date (for both the major and for 400-level courses) and revise recruitment plan as necessary.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Integrated Social Sciences	Mel Wensel, wensel@uw.	Integrated Social Science program learning goals for majors include: • Explain social scientific research in terms of questions, theories, methods and findings • Construct, debate, and communicate arguments about social phenomena • Evaluate, integrate and critique information • Collaborate with diverse communities Course-specific learning objectives are included with course information.	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Eportfolios of student work in three courses, including the ISS capstone in order to track students' learning over time in the major • Entry and exit surveys • Student learning plans created in consultation with academic advisers. • Learning analytics. This online degree program allows for the collection and analysis of data about students' activity, persistence, and academic performance. Students leave a digital "trace" every time they interact with Canvas (the program's Learning Management System), and those traces can be accessed, displayed, and examined in various ways by instructors, advisers, and instructional designers. Course-specific analytics created by Canvas provide the program with valuable early warnings on students who fall behind on watching lectures, doing readings, making discussion posts, and completing assignments. **Curricular Assessment/Change** Added learning analytics to assessment of learning practices.	The program is working with UWEO to harness still more continuous and easily accessed assessment possibilities through the development of learning analytics dashboards. During 2014-15, UWEO contracted with *Decisive Data* to create these dashboard tools to show student progress in courses. The program is planning to conduct a beta test of these dashboards during Autumn Quarter, 2015, and will enlist a small set of instructors and advisers to help identify possible problems and how the use of these tools enables the program to better support students.

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Integrated Social Sciences (continued)				The program has been transparent with students about its use of these tools and has stated from the outset that its purpose in using the dashboards is not to "spy" on students or to penalize them, but rather to support them in their academic work. Information about students' progress towards a degree can inform the work of both instructors and advisers, and the program has stressed that it does not want to make consequential decisions about a student's progress based solely on quantitative data from the dashboards.

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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 and Caribbean Studies*	Wolfram Latsch latsch@uw.	The Jackson School of International Studies (JSIS) is dedicated to interdisciplinary teaching of, and research on, social, political, economic, and cultural aspects of regions and countries as well as international and global interactions and issues. Upon graduation, JSIS undergraduates will be able to: • Explain a variety of disciplinary approaches and analytical frameworks in the study of regional and global issues and challenges • Apply different theories and approaches to the analysis of specific international and global issues • Employ a variety of analytical tools from the social sciences in research and writing about international and global issues • Synthesize information on, and analysis of, specific international and global issues from a wide variety of sources • Critically compare, information on and analyses of specific international and global issues • Evaluate competing and complementary interpretations and analyses of international and global issues • Communicate clearly, in speaking and writing, critical analysis of and policy recommendations on international and global issues	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Senior Seminar capstone courses in International Studies, Latin American and Caribbean Studies, European Studies. These courses follow a graduate seminar model in which students are required to absorb and synthesize a wide variety of readings, present their own interpretations of these readings, and discuss and debate these interpretations. • Senior Research Paper requirements in Asian Studies, Latin American and Caribbean Studies and Jewish Studies. This requirement means that students are paired with faculty advisers on course-related papers involving critical literature reviews and discussion and evaluation of specific issues (15-25 pages) • Task Force capstone classes in International Studies, limited to 16 students. Working with expert instructors, teams of students collaborate to produce detailed reports on current-affairs global issues, crafting policy recommendations that are reviewed by and formally presented to outside expert evaluators • Exit survey of recent graduates • Encouragement of students to participate in a wide variety of forums to present their research and writing, sponsored by faculty advisers: Undergraduate Library Research Awards, Undergraduate Research Symposium **Curricular Assessment/Change** As a result of assessment processes, JSIS initiated undergraduate program changes in the International Studies (General) and European Studies majors as follows: • Proposed name change to the International Studies major (Global Studies).	During 2015-17 biennium the Jackson School will direct efforts to a possible expansion of the department's largest and most popular undergraduate major, International Studies, soon to be renamed Global Studies. As part of this expansion, the School will reassess the status of its seven undergraduate majors with a view to streamlining degree and offering Task Force experiences to a larger group of students. JSIS assessments have shown that these Task Force capstone classes are a highly successful and desirable component of the JSIS "brand" among current

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Jackson School of International Studies (continued)			• Simplified the International Studies major structure allowing for greater modularity and flexibility. • Based on instructor and student feedback, which called for quantitative and qualitative research methods courses, proposed more methods classes that provide students with specific tools to evaluate and conduct research. This includes a new required class, Claims and Evidence, in addition to a second methods class from an approved list (e.g. Statistics for Social Sciences, courses on interviews and ethnographic methods, qualitative research, or participant observation). • Proposed elimination of the study abroad requirement for the European Studies major. • Simplified the structure of the major, including aligning the language requirement with that of other JSIS majors (two years) and reducing the number of capstone/senior seminar classes from two to one. • To address student concerns that study abroad credits be applicable to specific JSIS majors in a more predictable ways, increased the number of JSIS-specific study abroad programs, especially in Rome and Athens. Working with instructors proposing study abroad programs; creating new JSIS-prefixed courses (Athens Study Abroad) and appropriate packages of JSIS courses (Rome Center Study Abroad) that would appeal to students who, in their senior year of study, need to make every course count in their major; and offering Task Force capstone classes as part of JSIS-specific study abroad programs—all would help us achieve this goal and lead to greater accessibility of study abroad experiences for JSIS majors. • Expanded and regularized the International Studies major offerings for the senior year	and prospective students, due to their quasi-professional nature and their tight connection to future career paths related to international studies. The School will also work to expand the Applied Research Project offerings, working with the department's career services adviser to identify promising clients and projects. Students have consistently identified professional development opportunities as a key part of their Jackson School experience, and as an important value added component of their JSIS degrees.

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Jackson School of International Studies (continued)			Applied Research Project. These projects, which are sponsored and evaluated by real-world clients (including Starbucks, Microsoft, and williamsworks), are open to highly-recommended students that have completed their Task Force capstone class. Students selected for these projects are given the opportunity to apply their Task Force experiences to real-world settings, producing research and policy recommendations on real issues identified by clients. • In addition to changes proposed to these majors, dedicated a full-time advising position to assist students in career and professional development.	

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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 **Curricular Assessment/Change** Introduced an annual "mixed enrollment" course that combines LSJ students with incarcerated students in a departmental seminar taught at the Washington State Reformatory.	Implement revised exit survey.

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Linguistics
 	
Linguistics
 	
Romance Linguistics
	Katie Langr
	lingadv@uw.
	
	Allison Germain
	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
			• Annual Linguistics Department Undergraduate Research Colloquium
			
			Curricular Assessment/Change
			• Established a criterion for declaring a linguistics major: 2.0 or higher in LING 200: Introduction to Linguistics. This criterion was established to ensure that students in the major are sufficiently prepared to succeed in and benefit from 400 level courses in the major.
			• Added career-related resources section on the department website.
				The Linguistics Department plans to implement a regular exit survey and add career-related resources to the department website.

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Mathematics	Brooke Miller miller@math.	Graduates will have a broad exposure to the major disciplines within the study of mathematics, together with exposure and extensive practice with mathematical proofs. Depending on the particular track selected, graduates focus on building a strong foundation for graduate school, professional school, industry business, government, and teacher preparation. The Departmental student learning objectives vary depending on the level of course and whether the student plans to major or minor in mathematics. At the 100 level, including a number of 300 level service courses (e.g. Math 307, Math 324), these objectives are primarily: • Development of computational skills • Development of problem-solving skills • Development of reasoning skills • Development of an overall vision of the usefulness of mathematics as a tool in the modern world Some 300 level courses (e.g. Math 327/328) and many 400 level courses shift toward objectives of the following sort: • Development of abstract reasoning skills • Development of theoretical understanding • Development of proof writing skills	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Exit survey of graduating seniors **Curricular Assessment/Change** • Concluded the testing of Webassign in Math 308 and adopted its uniform use. • Introduced online versions of Math 124/5/6 • (Calculus I,II,III). • Reintroduced the teaching of Math 340 (Abstract linear algebra) and Math 301(Elementary number theory) during the regular academic year. • Tested a version of Math 326 as a topics course (Math 380) looking into whether it makes sense to create a Math 329 course for the material in the future.	Assess the effectiveness of online courses with the help of OEA. Assess whether Math 340 and 301 are meeting the prerequisite needs of majors. Assess whether the department needs to resurrect math 326 in some form.

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Music	Richard Karpen karpen@uw. Joël Durand jdurand@uw.	The School of Music offers a multidisciplinary curriculum that exposes students to the study of the creative, performative, and cultural/theoretical aspects of music in the world and throughout history. Students are offered the opportunity to develop in equal measure the ability to become scholars, performers, and composer 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.
		• Performance: Students will receive intensive coaching on their instrument/voice, in order to develop abilities to perform in a wide range of historical and modern music 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
			• Created three new programs designed to bring more students into the major and to invite faculty from across different areas of the School to teach and mentor students, as follows:
			  o A new BA in American Music Studies that will accept students in Fall 2015. MA and PhD degrees will follow.
			  o A BA degree in Ethnomusicology. Both this program and the new BA in American Music Studies allow students to become Music majors without auditioning on an instrument or voice.
			  o A proposal for a BA in Music Science and Technology, which will be ready to admit students in 2016.
				Continue to foster regionally, nationally, and internationally for the School's students the kind of "big city" cultural diversity that peers at conservatories in larger urban centers readily have as part of their artistic training. This involves bringing in guest artists and scholars from around the world on a regular basis and for extended residencies.

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Music (continued)			• Continued to develop new online offerings in order to increase access to non-major. courses by as many UW students as possible. • Developed powerful relationships with regional organizations such as the Seattle Symphony, Pacific MusicWorks, and others, giving students opportunities to perform and study with some of the world's leading musicians and scholars beyond those who are regular faculty at the UW.	

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Near Eastern Languages and Cultures *Languages and Civilization* *Culture and Civilization* *Comparative Islamic Studies* *Biblical and Ancient Near East*	Selim S. Kuru selims@uw.	The Department of Near Eastern Languages and Civilization provides liberal arts education skills, drawing on scholarship developed around the history and cultures of the Near East and Central Asian regions of the world. Apart from providing a detailed and critical knowledge of ancient and modern languages of these regions, the curriculum also offers classes to help students appreciate the rich cultural heritages, converging and diverging histories and modern realities of particular communities living in the region. Learning goals include: • Development of language skills, including proficiency in ancient and modern languages of the Near East and Central Asia, including all relevant language skills (speaking, writing, reading, and listening) • Development of critical thinking and analytical skills necessary to understand and appreciate the cultural diversity through study of languages, literature, religious, and other cultural aspects of the ancient and modern Near East and Central Asia through (1) close textual and hermeneutic studies of ancient languages and texts, (2) analyses of classical and modern literary texts and modern media in original languages and translation, (3) practice of methodological, bibliographical and rhetorical skills • Employment of digital humanities perspectives into the studies of the region • Basic understanding of ancient, classical and modern histories of particular societies with a focus on their cultural production http://depts.washington.edu/nelc/studentgoals.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** Starting in 2013 a departmental curriculum committee eliminated older classes, introduced new ones, and adapted a new numbering system that identified clear learning goals for each course level. The new curriculum is being launched in 2015-2016 and it includes the following changes:	With the addition of three new faculty members, curriculum and assessment in the Ancient Near East, Persian studies and especially Islamic studies programs will develop to create further congruity among the distinct fields of study that is covered by the NELC department. Thanks to recent support for Digital Humanities, the department will develop new ways to incorporate DH methodologies and techniques to the curriculum

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Near Eastern Languages and Cultures (continued)			- Retired the "Comparative Islamic Studies" track combining the topics included in it within the new Comparative Civilizations major. - Revised requirements and modified names for the former major tracks; - Languages and Cultures (was "Languages and Civilization")—increased credits from 69 to 72. - Comparative Civilizations (was "Culture and Civilization")—reduced credits from 73 to 72. - Hebrew Bible and Ancient Near Eastern Studies (was "Biblical and Ancient Studies")—reduced credits from 73 to 72. - Increased credits for the NELC Minor from 25 to 30. - Revised curriculum numbering system in the various language prefixes by lowering undergraduate language courses to the 100 and 200 level and adding joint graduate courses at the 500 level. - Revised NEAR E courses by dropping outdated NEAR E courses, modifying existing NEAR E courses to fit new curriculum system, and adding new NEAR E courses for new major requirement (the collaboratively taught new gateway class NEAR E 101). - Added several new language prefixes (BIBHEB, GE'EZ, KAZAKH, KYRGYZ, MOBHEB, TURKIC, UYGUR, and UZBEK). - Retired several language prefixes (AKKAD, HEBR, and TKIC).	

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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** • Modified the undergraduate requirements giving students more options for satisfying core requirements. • Developed a new website to be more user friendly. • Increased role of the department's curriculum committee to review all curriculum changes and requests. • Hired new lecturer with administrative commitment to focus on teaching and curriculum.	Update and modify information on undergraduate on the new department website. Evaluate feedback from 2014-15 exit survey. Request new course number for honors capstone. .

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Physics	Robert S. Van Dyck, Jr. vandyck@phys.	A student graduating from the University of Washington with a BS degree in physics should possess: **Knowledge of Physics** • Know the basic laws of physics (e.g. Newton's laws, Maxwell's equations, conservation of energy and momentum, etc) and where they are relevant. Have a qualitative understanding of the way the laws of physics govern how things work (e.g. un-balanced forces determine acceleration, time-varying electric fields produce magnetic fields, when and how things are quantized etc). • Understand experimental evidence that supports the basic laws and the role that measurements play in science • Be able to integrate disconnected bits of knowledge learned in the classroom into a coherent picture of the way the real world works • Have a general awareness of current research in the fields of physics • Know career paths that are available for a BS degree in physics **Problem Solving Skills** • Identify important concepts and ignore irrelevant data • Use simple techniques (e.g. dimensional analysis, limiting cases, symmetry, order of magnitude estimates) for guidance toward and tests of more detailed solutions • Incorporate physical intuition into an expectation for the character of a solution • Translate physical concepts into symbolic mathematical language • Use self-consistent reasoning and detect flaws in logic	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Undergraduate participation on various committees and in faculty meetings • Annual advising of all majors • Required independent research • Exit surveys and interviews of graduating seniors • Annual evaluation by the faculty of the undergraduate program of the Department • Aggregate review of transcript data **Curricular Assessment/Change** • As a result of program assessment that focused on student performance and relevance of material to the career paths of students, removed Physics 226, "Particles and Symmetries", as required course for majors in the Applied Physics and the Biological Physics tracks to allow students to choose from a menu of options. • Due to departmental assessment of the impact that recent changes in some of the course prerequisites have had on the requirements for the physics minor, created a new course called the "Applications of Quantum Mechanics" (PHYS 248). which can be used as a substitute for PHYS 225 (Modern Physics), one of the core-courses in the physics minor. This became necessary because PHYS 225 now has PHYS 227 as a prerequisite, but only one of the three minor-options require this latter course.	The department will assess the feasibility of separating large core courses in the physics major into smaller sections. It is also likely that the department will assess the feasibility and, if warranted, establish specific academic requirements for declaring a physics major.

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

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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 • Exit survey of graduating seniors. Data collected since 2007 were aggregated in summer 2014, reviewed by the department's Undergraduate Program Committee and faculty, and guided priorities for the undergraduate program. • Presentations by students of their research at the Annual UW Research Symposium. Required for students participating in the American Politics and Public Policy Fellows Program or earning the department's new Certificate in Advanced Political Studies and Research • Site supervisor assessment and student self-evaluation for students participating in the Washington State Legislative Internship Program in Olympia, internships in Washington, D.C, and individual internships **Curricular Assessment/Change** • Implemented a new application process to the major in which students complete an online application by the 2nd Friday of the quarter and meet later for group orientations in place of rolling admission through the quarter and individual meetings with advisers. The purpose of this change is to provide a way for students to meet one another outside class and to prompt reflection. In addition to writing about their interest in the major and what they would like to experience while they are students at UW, they are asked to review their progress toward their degrees. • In response to the types of classes students wrote in exit surveys that they would like the department to offer, added new 100-level courses including Pol S 110, Political	Undergraduate Program Committee review of departmental learning goals and current assessment practices.

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Political Science (continued)			Argumentation, which focuses on developing skill with studying and making persuasive oral arguments and Pol S 120, Perspectives on Contemporary Public Policy Issues, which introduces students to current issues and how political scientists approach and understand those issues. These courses may be taken by majors and non-majors. • In response to student and faculty feedback, revised criteria for student internship credit, including integration of hours students are expected to spend on academic work given the credits they earn, clearer criteria on the writing projects students complete, and check-in guidelines with the faculty supervisor during the quarter. • Created the Certificate in Advanced Political Studies and Research in response to exit survey feedback from students who are interested in more rigorous study. • Effective Autumn 2016, revised the structure of major requirements based on feedback from the student exit survey, faculty, and TAs to create a broader learning experience and better integrate learning.	

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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. **Curricular Assessment/Change** • Revamped the senior exit survey and moved from a paper based to a computer based instrument, allowing the department to gather feedback from students just prior to the end of their studies rather than two quarters before graduating. • With input from laboratory course supervisors and following a discussion by the Departmental Curriculum Committee, dropped the Writing designation for three of four laboratory courses (PSYCH 330, 332, and 334) in order to focus on a more visually oriented presentation of data and scientific findings. The Writing designation was retained for PSYCH 331. • Increased the number of admitted majors by a small percentage in order to improve access to the undergraduate major. • Related to the increase in majors, also increased the number of seats available in select 300-level courses and increased the number of 400-level electives offered. • Increased capacity in 200-level general service (non-majors), classes.	

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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		

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

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

Scandinavian Studies	Andrew Nestingen akn@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://scandinavian.washington.edu/about#slo
			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
			• Maintained and developed 100-level language offerings by seeking to more fully use technology in language learning, including building a data-bank of activities and materials available to language instructors, aimed at facilitating effective use of successful learning tools and authentic language-learning material.
			• In response to student interest and demand, offered new course on Eco-Capitalism (SCAND 479).
			• Developed pedagogical and curricular approaches to better combine departmental offerings of large-enrollment courses (SCAND 100, SCAND 275, SCAND 367, SCAND 370) and smaller courses, upper level courses, seeking to augment instructional quality while serving large numbers of students.
			• Engaged in self-study (questionnaires, exit surveys) to better understand motivation for undergraduate enrollment in departmental language courses.
			• Worked with PCE to develop and offer on-line version of SCAND 270, which launched successfully autumn quarter 2015.
				Initiate undergraduate curriculum self-evaluation, with methods to include student questionnaires, comparative study of peer institutions' undergraduate programs, and alumni follow-up. Goal is to identify areas for improvement in current curriculum and design a plan for addressing these through curriculum redesign.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Scandinavian Studies (continued)			• Redesigned and improved interdepartmental team-teaching model (SCAND 275/GERMAN 275/C LIT 270) to better serve students in this large-enrollment course. • In response to student interest and demand, continued to develop and improve SCAND 150-series, courses taught in English on the literature and culture of specific Nordic and Baltic Countries. Courses serve students with interest in one of the countries, but who may not have the time to study the language. Courses added to series: SCAND 152, 153, 154, 155 (with plans to add 156). • Developed and offered combined 400/500 advanced seminars, to better serve departmental majors.	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
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 as well as for students completing second-year Bosnian/Croatian/Serbian and Polish languages • Exit survey of graduating majors **Curricular Assessment/Change** • Initiated a number of course changes, some involving merely a change of title (RUSS 322,323, SLAV 101,110), some involving a change in the course description (POLSH 401,402,403,404,405, 406, RUSS 322,323, 324, SLAV 210,223,351, 425,426,551, one involving a change of prerequisites (SLAV 351), another in the number of credits (SLAV 565), and another which was made joint with another department (SLAV 130). • Created a number of new courses (RUSS 111,112,113,314,316,320,321,340,SLAV 101,130,200,370), some of which were created to meet the students' desire to learn Russian for 'practical purposes,' i.e., medical Russian, business Russian and STEM Russian.	The department is planning to create a third departmental major with a "practical Russian focus" that will also appeal to transfer students who must complete their coursework in fewer than four years.

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

Sociology	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:
		   ○ Ability to identify and assess the logic of an argument (or research design)
		   ○ Familiarity with methods for systematic observation of the social world
		   ○ Basic quantitative fluency
		• Possess the oral and written communication skills necessary to effectively convey, explain, and evaluate sociological arguments and the empirical evidence relevant to them.
		• Be prepared for meaningful careers in occupations that draw on a sociological background. This means being aware of both career options and the types of skills, experiences, and further education necessary to pursue them. Examples of such occupations can be found within education, government service, law, social service agencies, human relations, marketing, public policy, the criminal justice system, and international development, as well as in academically-oriented social science.
		• Be thoughtful citizens of the world. At a minimum this means being critical consumers of information from media and other sources. More broadly, this means drawing on sociological knowledge for understanding and participating in a global world.
		https://soc.washington.edu/undergraduate-programs
			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
			
			Curricular Assessment/Change
			• Successfully redeveloped and launched the new "Sociology in Practice" program (replacing the Practica). The redeveloped courses with their new course titles better emphasize the uniqueness of each of the three experiential learning opportunities.
			• Continue to strengthen existing external partnerships (ACLU, HUD, OFCCP, and The King County Sexual Assault Resource Center, City of Seattle) as well as developing partnerships with new organizations.
				With two new faculty, the department anticipates being able to develop additional new courses in the coming biennium.
				
				Conversations are under way about how to better track and engage alumni.

COLLEGE OF ARTS & SCIENCES				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Spanish and Portuguese Studies	Suzanna Martinez martis9@uw.	• Students will demonstrate oral, writing, and reading proficiency at the Advanced Level as defined by ACTFL standards. *Means of assessment* include modified oral proficiency exam and writing and reading assignments in 400-level courses evaluated using ACTFL standards. • Students will demonstrate knowledge of the cultures of Spain, Spanish America and US Latinos. *Means of assessment* include course assignments at the 400 level. • Students will demonstrate linguistic and cultural proficiency in the 5 Cs for language studies in Spanish as defined by the National Foreign Language Standards. *Means of assessment* include demonstration of ability to comply with NFLS requirements at the 400 level, as assessed by Spanish faculty. • Students will demonstrate knowledge of terminology and concepts related to the study of literature and literary criticism and will be able to apply them to the critical analysis of works from Spain, Spanish America, and US Latinos. *Means of assessment* includes critical essays submitted in 400 level courses. • Students will demonstrate the ability to interact compassionately, intelligently, and insightfully with other cultures, particularly those of the Spanish-speaking world. *Means of assessment* includes survey on attitudes for seniors and survey of alumni on attitudes and experiences after graduation. • Students will demonstrate competence necessary for continued graduate study and/or employment in a variety of fields related to the Spanish language and literary and cultural studies. *Means of assessment* includes alumni surveys regarding placement. http://spanport.washington.edu/learning-goals	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Exit surveys • Oral proficiency exam and writing and reading assignments in 400-level courses evaluated using ACTFL standards. • Alumni survey *See also "means of assessment" for learning goals: http://spanport.washington.edu/learning-goals* **Curricular Assessment/Change** • Reduced the number of 300-level prerequisite courses for the 400-level courses from four to two to allow Spanish students to facilitate their degree progress. • Added a Spanish sociolinguistics course to the 400-level curriculum to be offered in 2016. Sociolinguistics has been an important area of research for about 10 years, and the department did not have a course that addressed this topic. • Created two new literary studies courses to be offered in winter 2016. One is at the 400 level, focusing on Latin American myth in film and literature; and the other, at the 300 level, focuses on the works of Argentine writer, Julio Cortázar.	The Department has decided not to implement the Cervantes Institute's Spanish Competency Certification exam (DELE) as a capstone. However, some faculty members have expressed an interest in implementing a different type of capstone project for undergraduate majors. There will likely be discussion on this topic during Undergraduate Studies Committee meetings during 2015-16.

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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. • 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. • 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. • Develop written and oral communication skills, especially those related to assessment, treatment, and communicating about typical and disordered communication across varied audiences (e.g. clients, families, other professionals, etc.).	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations, including work with CTL • Peer review of teaching • Focus groups with current majors • Exit surveys and focus groups of graduating seniors **Curricular Assessment/Change** • Due to growth of the clinical Doctor of Audiology (Au.D.) program and faculty deployment considerations, discontinued offering SPHSC 391 Undergraduate Audiology Practicum (guided clinical observations). • Identified several areas of redundancy in the six areas of hearing and audiology that are required for majors and requested a reduction in SPHSC 471 credits from 5 to 4 effective Autumn 2014. • In response to the UW's new undergraduate Diversity Requirement, offered SPHSC 308 Social-Cultural Aspects of Communication for approval as a new DIV in Autumn 2015. • In response to increasing application and major numbers, developed and submitted for approval a new continuation and progress policy for the major effective Winter 2016. • Due to increasing demand from students for content related to autism spectrum disorders, developing three special course offerings for the 2015-2016 academic year. Data from these initial offerings will inform future actions (e.g., permanent course additions, course adjustments, etc.). Courses are: SPHSC 449: Peer Mentoring for UW Students with Autism Spectrum Disorder (ASD), SPHSC 449: Special Studies: Introduction to Autism, and SPHSC 449: Special Studies: Behavior Therapy for Autism	The department will continue its evaluation of its undergraduate degree programs in an effort to reshape the curriculum to reflect new scientific and clinical insights in the field including the hereditary underpinnings of speech and language disorders, the neurocognitive mechanisms associate with children who fail to acquire language, and advances in the science of treatment implementation.

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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 • Exit interviews with graduating students **Curricular Assessment/Change** • As a result of increased demand in the competitive major, established progress goals and requirements. • Revised the Statistics minor in order to offer the minor to students in the social sciences, engineering, and other majors who are seeking to broaden their education. • Streamlined curriculum offerings and pre-requisite process to ensure more timely and coherent entry into major and progress to degree. • Invested teaching resources in offering other 400-level elective course to meet the demand of Statistics undergraduate majors.	

COLLEGE OF BUILT ENVIRONMENTS				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Architecture *Architecture* *Architectural Design*	Rob Peña rbpena@uw.	The **Bachelor of Arts in Architecture** is an undergraduate degree program in architecture that can prepare students for graduate study in architecture and related fields such as construction management, landscape architecture, real estate, and urban planning, as well as careers in other fields. The goal for students in the Architecture major is to develop a liberal arts foundation in the discipline of architecture, which covers spatial reasoning, aesthetics, political and economic structures, socio-cultural influences, urbanism, landscape, and ecology and gives students the opportunity to concentrate their studies through history and theory, materials and making or sustainable technologies. Specific goals for student learning include an understanding of: • The sequence and history of human building activities • Social, political, legal and economic influences on design and construction • Various architectural theories and current thought about the aesthetics of design • Construction materials and their properties: wood, masonry, concrete and steel • Relationships of buildings to their sites and ecological contexts • Sustainable technologies used in building construction • Graphic communication, both digital and analog, of buildings and environments • How architecture can respond to the grand challenges of the next century • Humanities and social sciences parallels • Integration and cross-disciplinary learning of different programs and disciplines throughout the college	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Annual or twice yearly meetings between students and the Undergraduate Program Coordinator or Undergraduate Academic Advisor to discuss progress toward graduation • Requested meetings each quarter with students failing to maintain a 2.5 grade average • An annual career fair, conducted by the Department's student organization, AIAS, brings 40-50 architecture firms to campus to display their firm's work, accept student resumes, and interview students, which allows students to measure their progress towards employment after graduation. • Job related workshops that address how to develop a portfolio and/or work samples for either graduate school or job interviews; how to prepare a good resume; how to handle a job interview; what qualities are looking for in interns • Capstone • Exit survey of graduating students • Information about the success of graduates in applying to Graduate Programs throughout the country **Curricular Assessment/Change** • Planned to continue a student-led initiative in which junior class representatives counseled and advised pre-major students who were getting prepared for application into the Department in a series of evening meetings. This initiative was very successful. • Created a new major, called a Bachelor of Arts in Architecture and changed the name of the Bachelor of Arts in Architectural Studies to Bachelor of Arts in Architectural Design.	Over the next two years the department is going to conduct a comprehensive review of the Bachelor of Arts in Architectural Design curriculum as it adjusts to the existence of two undergraduate majors in the department. This assessment will take place hand in hand with the initial evaluations of the new Bachelor of Arts in Architecture program and in particular a new initiative to take freshman admissions.

COLLEGE OF BUILT ENVIRONMENTS				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Architecture (continued)		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 including freehand drawing, graphic delineation, pencil, ink, color and computer two and three dimensional representation • A command of language skills written and oral, indispensable for communicating ideas • The development of research skills as related to architecture and the built environment • An ability to think critically and exercise self-criticism The **Bachelor of Arts in Architectural Design** 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 Architectural Design 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,	• Currently working on applying for changes in the course requirements for the BA in Architectural Design with the goals of creating greater synergy between the two programs and improving student performance in research and writing.	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Architecture (continued)		where architectural problems are emphasized and other courses are strongly integrated into and as resources for 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 • 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		

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Architecture (continued)		• 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 two and three dimensional representation • A command of language skills written and oral, indispensable for communicating ideas • An ability to think critically and exercise self-criticism		

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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:
		• Practice consensus and democratic decision making to:
		   o Apply concepts and practices of direct democracy and understand the connections between collaborative learning and democratic practice
		   o Construct and sustain strong learning communities
		   o Connect academic and experiential learning in a variety of contexts including primary research, seminars, field work, planning projects, internships, study abroad, and service
		   o Work as self-directed, reflective, inquiry-based learners. Value reflection and self-critique
		   o Appreciate and practice both critical and reflective thinking
		   o Communicate complex ideas through in a variety of formats, including writing, speaking, and visual display
		• Understand disciplinary knowledge and interdisciplinary practice to:
		   o Demonstrate proficiency in a selected field of disciplinary knowledge and its associated methods in relation to community, environment, and planning
		   o Appreciate and be able to integrate the contributions and overlaps among fields of study and practice, particularly those concerned with community and environment
		   o Collaborate with others, practice with a variety of disciplinary languages and ways of knowing
			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
			• Required 6 credits of CEP's unique practice of student governance (CEP 400) for graduation. Students agreed upon a CR/NC grading policy	

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

CEP (continued)		• Engage in leadership and change to:
		   o Organize, lead, and facilitate group processes in educations, institutional, or community contexts
		   o Value and know how to engage and incorporate multiple voices and experiences
		   o Demonstrate proficiency in deliberation and discourse, consensus process and decision-making, conflict resolution, compromise and small group processes, cooperation and collaboration, active listening, agenda setting and action-taking, facilitation and patience
		 • Practice planning and management to:
		   o Practice plan making: Understand the relationship between vision, analysis and action; know how to set goals and assess progress using measurable objectives
		   o Strategize and organize by being able to see a whole system and the role of practices and values within a group
		   o Identify, define, and address a problem through research, community-based action, or practice-based processes
		 • Understand community and social structures to:
		   o Engage in teamwork, groups, and organizations to understand relationships among varying scales of social context from the personal to the global
		 • Learn ethics and identities to:
		   o Appreciate the dialectic of personal freedom and communal responsibility; take responsibility, give responsibility, be accountable and hold others accountable
			for CEP 400 that is based on attendance, participation, peer review, and self-evaluation
			 • Added two required courses, CEP 490: Senior Project Prep Seminar I: Project and Scoping and CEP 491: Senior Project Prep Seminar II: Methods and Actualization in order to teach research methods, personal accountability, project management and evaluation.	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
CEP (continued)		- 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 personal ethics • Appreciate diversity to: - Understand how community, environment, and planning are related to issues of diversity including backgrounds, age, class, privilege, disability, education, gender, sexual orientation, national origin and ethnicity, culture, and beliefs		

COLLEGE OF BUILT ENVIRONMENTS				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Construction Management	Bill Bender wbender@uw.	• Create written communications appropriate to the construction discipline • Create oral presentations appropriate to the construction discipline • Create a construction project safety plan. • Create construction project cost estimates. • Create construction project schedules. • Analyze professional decisions based on ethical principles • Analyze construction documents for planning and management of construction processes • Analyze methods, materials, and equipment used to construct projects. • Apply construction management skills as a member of a multidisciplinary team. • Apply electronic-based technology to manage the construction process. • Apply basic surveying techniques for construction layout and control. • Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process. • Understand construction risk management. • Understand construction accounting and cost control. • Understand construction quality assurance and control. • Understand construction project control processes. • Understand the legal implications of contract, common, and regulatory law to manage a construction project. • Understand the basic principles of sustainable construction. • Understand the basic principles of structural behavior. • Understand the basic principles of mechanical, electrical and piping systems.	**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 • Accreditation by American Council for Construction Education • Curricular map of learning goal assessment (see the following pages) **Curricular Assessment/Change** • Removed ARCH 322 and replaced with CM 420 Temporary Structures. • Added a class in Sustainability CM 335 and Lean Construction CM 434. • Deleted a CM 4 credit elective and reduced two classes to 2 credits from 3: CM 320 and CM 412.	The department is currently revising its assessment plan to reflect assessment of student learner outcomes with direct measures.

COLLEGE OF BUILT ENVIRONMENTS																					
Construction Management (continued)		The following table provides a guide for when and how student learning outcomes are assessed. Each student learning outcome is assessed at least twice and at least one of these assessments is a direct assessment. DA = Direct Assessment, IA = Indirect Assessment																			
		1 WRITE	2 ORAL	3 SAFE	4 EST	5 SCH	6 ETHIC	7 DOCS	8 METHOD	9 MULIT TEAM	10 TECH	11 SURVEY	12 DELIVERY	13 RISK	14 ACCT	15 QC	16 CONTROL	17 LAW	18 SUSTAIN	19 STRUCT	20 MEP
CM 301	Write	DA																			
CM 310	Intro						DA						DA					DA			
CM 311	Docs							DA													
CM 312	Acct														DA						
CM 313	Meth								DA										DA		
CM 321	Mech																				DA
CM 322	Elect																				DA
CM 323	Meth 2								DA							DA					
CM 332	Equip								DA												
CM 331	Est 1		DA		DA		DA														
CM 333	Safe			DA											DA						
CM 334	Survey											DA									
CM 335	Sustain																		DA		
CM 410	Est 2				DA					DA											
CM 411	Sched					DA											DA				
CM 412	Practice						DA								DA						
CM 420	Temp Str																			DA	
CM 421	PM											DA			DA	DA					
CM 422	Comp App										DA						DA				
CM 423	Law																	DA			

COLLEGE OF BUILT ENVIRONMENTS																					
Construction Management (continued)	The following table provides a guide for when and how student learning outcomes are assessed. Each student learning outcome is assessed at least twice and at least one of these assessments is a direct assessment. DA = Direct Assessment, IA = Indirect Assessment																				
CM 431	Capstone		DA	DA		DA															
CM 432	Soils	DA																			DA
CM 433	Labor																				
CM 434	Lean															DA					
ARCH 321	Structures								DA												
Exit Survey		IA	IA	IA	IA	IA	IA	IA	IA	IA	IA	IA	IA	IA	IA	IA	IA	IA	IA	IA	IA

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 • Accreditation by the Landscape Architecture Accreditation Board **Curricular Assessment/Change** No major changes.	The department has been focusing on carefully implementing previous changes and monitoring results. The BLA program has successfully been re-accredited by Landscape Architecture Accreditation Board for another six years, and received high marks from the review team.

COLLEGE OF EDUCATION				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Early Childhood and Family Studies (ECFS)	Lynn Dietrich, Lynn76@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** Significant increases in enrollments in the ECFS major and in the online ECFS degree program have brought 1) a greater diversity of interests and goals from students in ways of working with children and families, and 2) a need to provide deeper, content-related preparation for students interested in teaching and learning. Based on student feedback and assessment, the department has: • Revised required courses in the original major and allowed students additional elective credits in order to facilitate double majors whose focuses are not only teaching and learning but are also in policy and advocacy, in health related professions, and in the pursuit of research activities related to the science of early learning and development and the development of policies and programs focused on quality environments for young children. • Added courses in Language and Literacy; Mathematics, Science, and Technology (STEM); Positive Behavioral Support; Engaging Interactions & Environments; and Individualized Instruction, along with extended field experiences working with young children for an option in Teaching and Learning in the ECFS major.	

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Aeronautics and Astronautics	Kristi A. Morgansen, morgansen @aa. J. Edward Connery, econnery@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 student learning and skills 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 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, 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 In addition to the advanced technical training of future engineers, the undergraduate Bachelor of Science in Aeronautical & Astronautical Engineering program aims to produce graduates who will serve the region, the nation, the profession, and society at large. This objective for	**Assessment of Student Learning** • Classroom assessment, various methods, including mid-quarter reviews by CTL as needed • Course evaluation • Peer review of teaching • Entrance surveys and one-on-one interviews to 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 surveys • Industry and employer surveys • Department visiting committee surveys and program review. • Accredited by Accreditation Board for Engineering and Technology (ABET) **Curricular Assessment/Change** • To allow better oversight and continuity of programs and ensure that advising needs are covered at all times (e.g., staff vacations and travel), changed the academic advising structure has changed from an Assistant Director of Academic Services, a graduate advisor and an undergraduate advisor to a Director of Academic Services (DAS), two advisors (one lead for undergraduate and one lead for graduate), and a program administrator. The DAS and two advisors are all cross-trained in both graduate and undergraduate advising capabilities.	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**
Aeronautics and Astronautics (continued)		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.	• Created the position of faculty Associate Chair of Academics to provide oversight and program integration and development across K-12 through graduate level. • In response to student feedback regarding a desire for industry mentors and industry-informed projects, added an industry-sponsored team project to the two existing capstone design options (space and flight). The new team design option will be based on an industry-based project assigned to smaller teams (5-7 students), supervised by an industry technical mentor and a department faculty advisor. The addition of this capstone option allows the department to increase its cohort size and graduate larger numbers of highly skilled aerospace engineers, as well as to provide a broader range of design topics to the students, who have expressed an increasingly diverse array of interests within the broad field of aerospace engineering. • In response to survey results from students, faculty, alumni, industry representatives, and visiting committee members, revised the focus of the senior capstone course on space from an analytical study to work that includes a hardware product such as a CubeSat that will be launched. • Added a third quarter of preparatory material to the senior capstone design sequence The additional quarter is a common course for all senior-level students, held before the current two-quarter design capstone. It will provide students with basic computational tools, such as finite element analysis, computational fluid dynamics, and Simulink. The course is 1-2 credits and is based on an existing special topics course that has been used for the flight design class on an optional basis. This course was added as a result of student exit survey feedback, course evaluation comments, and	

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Aeronautics and Astronautics (continued)			senior design faculty feedback, which indicated the need for more applied use of tools in courses and/or high level introduction to material specifically focused on design problems. • Integrated specific projects that (a) support one or more of the in-progress or planned senior design courses and (b) help prepare students for their upcoming senior design capstone experience into the spring quarter of the junior level required lab course. This change is the result of student exit survey feedback, faculty feedback, industry feedback, alumni feedback, visiting committee feedback, and engineering educational literature, which all indicate the need for project-based education that is specific to the field being studied. • Created a minor in Aeronautics & Astronautics in response to industry feedback, which has indicated a need for students who have multidisciplinary training (e.g., primary training in computer science or in planetary sciences with focused knowledge of area in which discipline will be applied). • Created degree options (a.k.a. concentrations) that will appear on student transcripts in response to industry feedback indicating a need for graduates who have clear focuses in the broadly defined Bachelor of Science in Aeronautical and Astronautical Engineering. Options allow the department more flexibility in creating the desired clarity than creating separate degrees would provide.	

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
		
		By the time they graduate, the department expects students to have attained:
		• 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, Course evaluations, including assessment of learning outcomes
			• Peer review of teaching
			• Capstone courses and public presentation of senior capstone design projects during spring quarter
			• Direct assessment of student outcomes and sub-outcomes is assigned to individual faculty teaching specific courses. These faculty are responsible for defining performance indicators (PIs) for each outcome or sub-outcome, rubrics for judging student attainment of each PI, and administering assessment tools that measure the PIs. In general the department utilizes 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 (in May) 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 evaluations, written comments from the students on each course, as well as observations by the faculty who taught each undergraduate course.
			This integrated approach has proven to be very effective at identifying problems in the curriculum, including causes of any upsets or gaps in student outcomes. 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	

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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	outcome data. • Focus group surveys of graduating seniors the assess how well the curriculum prepared them with respect to student learning outcomes, to rank the strengths and weaknesses of the department, and to identify any issues not revealed by the outcome data. Combined information regarding student outcomes, faculty peer review recommendations, and Senior Survey results are presented and discussed at the September All Day Faculty Meeting (ADFM). It is usually at this 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. • Accredited by Accreditation Board for Engineering and Technology (ABET) **Curricular Assessment/Change** No major 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 including mentor/peer assessment • 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 key step 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 • Capstone projects and capstone sponsor feedback • Results of success of alumni on the Professional License Exam by specialty area **Curricular Assessment/Change** Instituted major curricular changes in 2012-13. No major changes since then.	

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		

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	**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 Curricular Assessment/Change - Based on feedback received from students in various ways (end of program surveys) and faculty analysis, solidified a change to the Computer Engineering curriculum to cross list several courses with the Electrical Engineering Department. Re-designed and re-numbered a series of courses that are now jointly listed with CSE/EE: 469, 470, 474, and 475. - Removed CSE 352, and added two new courses, CSE 369 and 371 to give students a better pathway into the hardware side of	The department will be adding a data science track to the undergraduate program in 2016-2017. The department plans to create four new 400-level courses over the next two years to broaden opportunities for both majors and non-majors: Cryptography, Natural Language Processing, Machine Learning, and Data Visualization. The program plans to create a new capstone course that meets the DIV requirements, demonstrating the role computing plays in understanding and improving diverse populations.

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Computer Science and Engineering (continued)		• An ability to identify, formulate, and solve computer engineering problems An understanding of professional and ethical responsibility • An ability to communicate effectively the broad education necessary to understand the impact of computer engineering solutions in a global, economic, environmental, and societal context • A recognition of the need for, and an ability to engage in life-long learning, knowledge of contemporary issues, an ability to use the techniques, skills, and modern computer engineering tools necessary for engineering practice http://www.cs.washington.edu/education/ABET/	Computer Engineering. • In response to faculty and student feedback that showed the need for a clearer set of electives for Computer Engineering, as well as to ABET accreditation suggestions, instituted a re-design of the advanced CE requirements to include a set of system electives. • Moved the department's direct admission and transfer admission selection process from the department to the UW Admissions Office to stream-line admissions and make it more consistent with UW practice. • Added CSE 160 as a permanent course in response to students in other majors wanting a more science-focused introduction to programming. • Added CSE 414, a non-majors version of the database course due to high demand requested from other departments' students. • Added CSE 512, a visualization course, to broaden the major's Human Computer Interaction courses. • Added CSE P 517, natural language processing, based on faculty and student demand. • Added CSE 495, a project practicum course, to increase the number of non-capstone project courses offered.	

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Electrical Engineering	John Sahr jdsahr@uw.	The following student outcomes are expressed through the accreditation language provided by ABET (Accreditation Board for Engineering & Technology) • 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, 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	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations, including questions on educational outcomes • Peer review of teaching • Exit survey of graduating seniors • Formal rubric analysis to support ABET accreditation. One faculty member is tasked with coordinating accreditation efforts with the support of advising office • All students complete a design and build project as a part of their capstone experience. • Annual assessment of capstone courses to determine how well the courses meet the needs of the specified learning outcomes conducted by CTL **Curricular Assessment/Change** • Redesigned all capstone courses to include a 70% design and build component, which was a result of feedback from ABET review • Created EE 205, which is offered to computer engineering majors, to emphasize computer electronics, as opposed to the traditional EE 215, which covers analog topics • Created EE 393, a course emphasizing technical writing skills for electrical engineers as a result of changes in HCDE. • Created an EE leadership seminar series, which occurs as a winter quarter colloquium open to all EE students. • Redesigned and reorganized the Electro-magnetics course sequence to accommodate both a large donation of equipment, and to make sure courses can be taught regularly with existing faculty resources. • Redesigned the embedded systems course sequence, to offer course jointly with computer engineering and create easier access for students due to high demand.	The department has a formal and regular program to assess the department's curriculum as prescribed by ABET.

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Human Centered Design and Engineering	Alex Llapitan alex310@uw	Through a deep understanding of people and their contexts, students in the Bachelor of Science in HCDE build a strong foundation in: • Designing user-experiences and interfaces • Creating information visualizations • Conducting user-research, designing for the web, and building web technologies Expected Outcomes: HCDE BS graduates contribute to society by applying design and engineering processes to solve problems though a deep understanding of people and their contexts. In particular, they are leaders in: • Investigating people and systems, using quantitative and qualitative methods, to identify opportunities for new systems and strengths and weaknesses of existing systems • Designing, building, and evaluating systems according to a variety of perspectives, with an emphasis on understanding the relationships between social and technical elements of systems • Bringing ideas to actualization through expertise in design strategy and processes, effective communication and collaboration skills, and ethical perspectives • Identifying and learning new skills, perspectives, and tools that will help them and others accomplish their goals	**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** • Revised HCDE core and elective option requirements for greater degree program flexibility including more elective options, more opportunity for study abroad, improved course sequencing and prerequisite chains, and adjustments in program requirements based on trends in the field and feedback from alumni and their employers. • Added a revised HCDE 301 to the core (further written communication skills). • Removed HCDE 303 (relevant course content moved to HCDE 322). • Added HCDE 308 (introduction of visual communication, filling a gap in curriculum). • Added HCDE 322 (introduction of teamwork and leadership competencies). • With the exceptions of HCDE 492, 493, 495, and 496, moved all 400-level coursework to the standard option elective pool. • Developed and implemented a continuation policy. • Revised BS degree objectives.	HCDE will continue to evaluate and measure student progress and success with regards to the new curriculum, course sequence changes, and elective option revisions, by monitoring time-to-degree and program attrition. HCDE is currently in the process of developing three new courses: an introduction to HCDE for non-major freshmen and sophomores; an elective for majors in prototyping; an elective for majors in physical computing. HCDE is also developing a Data Science degree option.

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Human Centered Design and Engineering (continued)			• Updated credit requirement for Human-Computer Interaction (HCI) option to match standard option credit requirement (minimum 25 credits).	

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Industrial and Systems Engineering	Linda Ng Boyle linda@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. **UW ISE Student 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	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations • Peer review of teaching • Exit surveys of graduating seniors • Senior design capstone • 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. • Senior Design Rubrics administered annually in IND E 495 **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. • Added modules/assignments in the senior design class to enhance opportunities to learn about ethics, including an ethics assignment, presentation, and a new grading rubric for the ethics assignment. • To enhance awareness of societal and ethical considerations, included an Internal Review Board certification for IND E 351 as part of the class requirements. This class is a technical elective as part of the Design category.	

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Industrial and Systems Engineering (continued)		• 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. • An understanding of the integrated, inter-disciplinary nature of the discipline	• Enhanced the "team" aspect of senior design.	

COLLEGE OF ENGINEERING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Materials Science and Engineering	Alex K-Y. Jen ajen@uw. Fumio S. Ohuchi ohuchi@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 • A three-level review process that includes 1) a first level review of all individual course offerings by the faculty instructors, who evaluate the appropriateness of the outcomes they have assigned to their courses, assess and evaluate the student achievement of the objectives and submit their data to the Departmental Accreditation and Curriculum Improvement (ACI) committee; 2) evaluation of course groupings by teams of faculty, which includes a report to the ACI committee from each group for evaluation and to identify needs and to recommend changes in the curriculum; and 3) an overall curriculum review that is carried out by the faculty and the MSE Department's external curriculum review (ECR) committee, that includes input from the departmental advisory board, and that provides recommendations addressing the overall direction of the curriculum and methods for improving the student preparedness for careers. • 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 **Curricular Assessment/Change** • Increased the number of technical elective credits in Electrical, Chemical, Bio- and Mechanical Engineering, Applied Mathematics, Chemistry, Physics, and Business that students may take to reflect the	The MSE department will have the 10-year review in 2016, for which current requirements and contents of the courses will be reviewed. In addition, to accommodate the next ABET review scheduled in 2020, the department will prepare an interim three-level review (as described) in 2017-8.

COLLEGE OF ENGINEERING				
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	multidisciplinary nature of the program. • Increased work with industry to provide useful engineering experiences for students, including presentations from practicing professionals, visits to industrial plants, participation of engineers in teaching and project supervision, and co-op and summer employment opportunities for undergraduate students. Credit for student co-op participation has been implemented. • Because of the elimination of HCDE 333: Advanced Technical Writing and Oral Presentations, added a heavier writing emphasis in the junior laboratory sequence (MSE 311/312/313) and increased each laboratory course from 2 to 3 credits, in consultation with the Center for Engineering Learning and Teaching in order to make the transition successful. • Acquired a number of research quality instruments to provide undergraduates with a junior lab experience, where students gain unique experience that affords them practical applications for further research in their senior year as well as improving their prospects in the job market.	

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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 plans on applying assessment to its overall capstone design sequence. One of the strengths of the program is the many ways students can fulfill the capstone requirement. These range from large projects involving the order of 50 students to individual projects involving one faculty member and teams of 3-5 students. There is a need to ensure that all students passing through the capstone sequence achieve the required educational outcomes. The department plans on assessing projects to evaluate whether it needs

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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
			• Based on assessment results that suggested that the achievement of learning objectives associated with the laboratories in the required courses was not optimal (partly due to a substantial increase in undergraduate enrollment that has strained the capacity of the current labs and the need for new content in some of the labs):
			  ○ Added new laboratory content to the courses in series, starting with ME 323 (Thermodynamics)
			  ○ Hired a laboratory technician
			  ○ Developed a new senior-level course that combines the laboratories from the energy and fluids classes into a single course
			These changes will allow the students to experience interdisciplinary labs that bridge over the material in several courses and to revisit the material after they have finished the original courses in which it was introduced, leading to improved understanding.
			• Because an increasing number of the department's undergraduates are employed in the health care industry, implemented a year-long undergraduate degree option in Engineering Innovation in Medicine, which includes a formal course in (ME 414) covering design methodology and the role of engineering in solving health care problems and a capstone project involving medical professionals with teams of 3-5 students.
				to have a more rigorous structure in place to ensure that all projects sponsored by the department meet the educational outcome requirements.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Aquatic and Fishery Sciences	Kerry Naish knaish@uw. Andre Punt aepunt@uw. Samantha Scherer iamsams@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. We will achieve this goal by developing student learning in four key areas (each with indicators of success, summary given here); • *Acquisition and synthesis of knowledge* (includes acquisition of interdisciplinary and supporting knowledge in the aquatic sciences, interpreting fundamental points in scientific writing, synthesizing and applying knowledge to new situations) • *Communication skills* (includes presenting scientific information through written and verbal presentations) • *Research skills* (includes understanding and applying scientific methodology through experiential learning, developing skills in the use of advanced techniques and technologies, development and application of research skills, data analysis, advanced quantitative reasoning, and effective reporting and synthesis of findings) • *Critical thinking, problem solving and attitude* (includes ability to differentiate fact and opinion, development of inferential skills, development of skills in self-reflection and assessment, understanding of research ethics, recognizing the role of scientists in local communities and global societies, develop responsiveness to multicultural issues)	**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 performance in the capstone is used to assess achievement in overall SAFS goals. • Student representation on departmental committees • Exit survey • Professional assessment: Many students work with outside worksite supervisors, who are professionals in the field and who provide feedback on student performance. • Curricular oversight, guidance and review of newer classes, or classes undergoing revision • Ad hoc assessment of classes by Chair of the Curriculum Committee, on request of instructor **Curricular Assessment/Change** • Working with College of Environment units and Biology on developing a new major in Marine Biology. This work has meant extensive curricular oversight on the learning goals of the new major and adjusting the major to minimize overlap with the SAFS major. Thus far in this project the department has:	Develop a 100-level intro course/seminar designed to introduce new and prospective majors to research and opportunities in the AFS major; will also engage students in self-reflection/assessment and introduce basic professional skills. Create and distribute social climate survey to assess students' experience in the major with regards to diversity and inclusion. Incorporate new chemistry and physics classes offered by Oceanography into degree requirements. Conduct biennial assessment of student performance in the major.

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Aquatic and Fishery Sciences (continued)			o Created several new courses with the MARBIO prefix to attain learning goals, particularly in communication and capstone research o Created new course Fish/Ocean/Marbio 270 in Aquatic Ecophysiology, which serves as the third quarter of introductory biology for students in the three majors, delivered by SAFS. o Created new course Fish/Ocean/Marbio 370 in Marine Evolutionary Biology, which serves as a core requirement class for Marine Biology majors, but is delivered by SAFS o As many SAFS classes will serve the new major, provided oversight on resource support • As a result of assessment on need for student preparation in the workforce, partnered with Oceanography to offer a one credit career prep/skills assessment course, Fish 300 (Exploring Career Opportunities in Marine and Aquatic Sciences), aimed at preparing juniors and seniors to enter the workforce with a better understanding of how to assess and apply the skills and knowledge they have gained in the major towards a future career (broadly defined). • Developed a new class, Fish 230 (Economics of Fisheries and Oceans), to achieve learning goals in societal awareness, global thinking and diversity. • Developed a new class, Fish 260 (Recreational Fisheries), to achieve learning goals in introductory resource management, outreach to broader management community, and non-majors. • Developed an online learning version of Fish 454 (Ecological Modelling) aimed at exploring future course offerings in quantitative	Evaluate impact of Marine Biology major on degree offering.

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Aquatic and Fishery Sciences (continued)			fisheries science to external audiences. - Redesigned Fish 458 (Modelling and Estimation in Conservation and Resource Management) following instructor change, and emphasis on a broader audience outside SAFS. - Revised Fish 493 (Introductory Capstone Course) to achieve learning goals in research project development and communication. - Moved Fish classes taught at Friday harbor to Friday Harbor (FHL) prefix, which permitted annual Curriculum Committee oversight on classes not controlled by SAFS. - Hired new Teaching Associate position to achieve the major's learning goals in larger and newer classes. - Renovated some laboratory space to achieve learning goals in experiential learning; further renovations are being planned.	

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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** • Based on feedback from undergrads who noted that the current curriculum does not include lower division courses that help freshman and sophomores connect with new courses that bridge the gap between them, offered ATM S 220 (a 1-credit lecture series) every quarter including successfully summer quarter, for the first time.	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. Create new survey courses to widen the reach of the department across campus. Ensure opportunities for internships and research within the department for interested majors.

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Atmospheric Sciences (continued)			• Upgraded classrooms to accommodate department growth including undergraduate majors. • Continued early and frequent emails with students at other schools as well as those still working on prerequisites to the major to help them stay on track in order to graduate in a timely manner. • Conducting outreach to local community colleges that offer atmospheric sciences coursework to reach students interested in the major. Since courses must be taken in sequence, early tracking is essential to success.	

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Earth and Space Sciences (ESS) *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 **Curricular Assessment/Change** • Revised exit survey of graduating seniors, including greatest intellectual challenges, what made those activities challenging, what enabled students to meet those challenges, and what students learned from completing those challenging activities. • Changed ESS 454, Hydrogeology, from 3 to 4 credits based on its inclusion as a part of WA State Licensure requirements, rigor, and student experience.	Based on the model set by the UW Academic Challenge and Engagement Study (UW ACES), ESS will continue to interview graduating seniors and do a qualitative analysis of their experiences within the department and their educational success and achievement.

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Earth and Space Sciences (ESS) (continued)			• Added a joint-listed course ESS 449/BIOL 475A, Paleontology Field Methods and Research because it is an appropriate field course for ESS majors in the Biology BS option and to reconcile co-listing the course with a department in another college. • Proposed adding an I&S endorsement to ESS 101, Introduction to Geological Sciences, as it has evolved to directly address the relevance of geological processes and their importance and relevance to human life and society as a whole. • Proposed a new course ESS 425/525, Tectonic Geomorphology, as a course to build on and deepen the understandings students have of topics addressed in other ESS coursework (326, 403, 463, 427, 426) and to provide rigorous and comprehensive application of geologic principles relevant to disciplinary research and real-world applications.	

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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 *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 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	**Environmental Science and Terrestrial Resource Management** The department is seeking accreditation for two options (Sustainable Forest Management and Landscape Ecology and Conservation) in ESRM by the Society of American Foresters. The accreditation process will likely result in further curricular assessment.

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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
		
		The following are the Bioresource Science and Engineering Program educational objectives and the student outcomes that support them:
		• Engineering excellence: Our graduates will engage in successful careers demonstrating engineering excellence.
		   ◦ Students will have the ability to apply knowledge of mathematics, science, and engineering.
		   ◦ Students will have the ability to apply knowledge of fiber and paper physics, chemistry, and chemical engineering as it pertains to the bioresource, paper, and allied industries.
		   ◦ Students will have the ability to design and conduct experiments, as well as to statistically analyze and interpret data.
		   ◦ Students will have the 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.
		   ◦ Students will have the ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.
			study. The rubric allows faculty to track each course that relate to the class meeting 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
			No major changes.
			
			Bioresource Science and Engineering
			Following the ABET site visit and assessment of the BSE curriculum, adjusted the program requirements in the following ways:
			• Dropped the Chemical Engineering course requirements and replacing them with two new core BSE courses
			• Added Applied Math 351 and 352 as alternatives to Math 307 and 308
			• Added AA 260 as a lower-division requirement
			• Increased the engineering topics requirement from 8 credits to 15.
			These changes allow for greater incoming transfer student flexibility and should reduce time to degree, as well as refining the curricular focus to align with the current research in the BSE program. The increase in engineering electives will also ensure that BSE students are well rounded engineers when they graduate.	

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EFS (continued)		- Students will have the ability to communicate effectively, orally and written. - Industry leaders: Our graduates will be leaders in identifying and creatively resolving--using sound professional judgment--significant bioresource issues. - Students will be able to pose well-defined, solvable problems from complicated and loosely defined scenarios similar to those found in the bioresource and paper industries. - Students will be able to apply scientific and engineering principles in open-ended projects, such as designing processes or solving product and production problems. - Students will be able to generate alternative solutions and designs, and then use sound professional judgment to choose between alternatives in open-ended projects. - Students will be able to evaluate and communicate the results of completed tasks in open-ended projects. - Intellectual maturity: Our graduates will develop the intellectual maturity to serve their profession and community. - Students will have an ability to function on and lead multidisciplinary teams. - Students will have an understanding of professional and ethical responsibilities. - Students will have the broad education necessary to understand the impact of engineering solutions in global, economic, environmental, and social contexts. - Students will have knowledge of contemporary issues relevant to the bioresource, paper, and allied industries. - Students will have the knowledge that life-long learning is a necessity for maintenance of professional competency, and will have the capabilities to engage in life-long learning.		

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MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Environmental Studies	Ana Wieman wieman@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 • Peer review of teaching • All majors are required to complete a three-quarter Capstone Project, which includes the following: 1) feedback from the capstone instructor; 2) evaluation by site supervisors specific to their individual projects, which is shared both with the student and the capstone instructor and is incorporated into the final grade for the class; 3) presentations of projects orally or in the form of a poster at the departmental "Capstone Symposium," at which students are given feedback from their instructors and evaluations of their presentations by guest judges including volunteer UW faculty, alumni, staff, site partners, and professionals from the community; and 4) student self-assessment and reflection, required for completion of the Post-Capstone Seminar (ENVIR 492). • Exit survey; results are reviewed by the Director, student services staff and teaching team. • Weekly Teaching Team meetings with core course teachers to discuss teaching strategies, evaluation approaches, and other topics related to teaching effectiveness • Bi-annual lunch for community site partner capstone supervisors: notes taken from discussion facilitated by Director and capstone instructor provide feedback about student performance, best practices for site partners, and suggestions for improving the capstone. • Alumni survey **Curricular Assessment/Change** • As a result of students desiring concrete examples of how they could structure and design their course of study in the major,	Review (and potentially revise) requirements for departmental honors. Develop and implement more formal (eg; pre and post, learning outcomes) learning assessment in core courses (ENVIR 100; ENVIR 200; ENVIR 250; ENVIR 300). Develop and implement capstone assessment process for ENVIR 490, 491, 492. Expand alumni survey to include six months post-graduation survey.

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Environmental Studies (continued)		- Teamwork: Collaborate as members of teams, effectively working with multiple stakeholders from various backgrounds to address environmental issues. - History of Environmental Inquiry: Understand and reflect critically on the intellectual and cultural history of environmental studies including the history of environmental preservation and conservation. - Temporal Scales: Understand various temporal scales inherent in environmental studies and situate themselves on the continuum of geologic time, evolutionary history, human environmental history, and decision-making for future generations. - Spatial Scales: Understand various spatial scales inherent in environmental studies, spanning the continuum from the local/bioregional to the international/global. - Diversity: Understand how environmental perspectives, policies, and decisions are related to issues of diversity, privilege, and power. - Technical Knowledge: Be familiar with some of the technological tools commonly used to address environmental challenges. - Professional Development: Understand how their education will serve them as environmental professionals.	developed concentrations to provide sample pathways and focus areas, including: Food Studies; Sustainability; Environmental Policy & Planning; Environmental Education & Communication; Conservation of Living Systems; Climate & Society. - In response to student course evaluations that indicated uncertainty about the course's goals and objectives, revised the core course, ENVIR 300, to incorporate systems analysis framework and revised learning goals. - In response to capstone site supervisor and alumni surveys that indicated that skills in analyzing and presenting data would be useful, revised the core course, ENVIR 250, to include lab activities focusing on analysis and presentation of data in a variety of ways; use of Excel and other programs to assist in data presentation. - In response to student demand for sustainability and skills based courses, as well as in response to the new UW Diversity requirement, developed the following courses: - ENVIR 460: Power Privilege and Preservation (Diversity course) - ENVIR 485: Environmental Planning and Permitting in Practice - ENVIR 431: Ecopsychology - ENVIR 239: Sustainability: Personal Choices, Broad Impacts - ENVIR 439: Attaining a Sustainable Society - ENVIR 240: The Urban Farm - ENVIR 495: Grant Proposal Practicum (Campus Sustainability Fund) - In order to improve student understanding of major requirements, and better reflect the selection of courses used to complete the major, completed minor revisions to rename and reorganize some requirement categories, which will primarily affect the Foundations	

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Environmental Studies (continued)			courses and include separating the "Biology" requirement into two categories—BIOL 180 and Biological Systems, creating a set of restricted electives; changing "Quantitative Methods" to "Statistics;" consolidating "Earth Systems Literacy: Climate" and "Earth Systems Literacy: Land, Water or Atmosphere;" creating "Economics" category; updated selection for "Values & Cultures;" and creating "Analytical Methods." • Added ENVIR 489, Peer Teaching Assistant in Environmental Studies, as an additional option for the Departmental Honors Requirement.	

COLLEGE OF THE ENVIRONMENT				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Oceanography	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 or online surveys on specific aspects of the required curriculum • The undergraduate administration team meets regularly to review individual student progress, and to meet the department policy requiring an individual education plan if a minimum 2.0 grade in any core course is not met. • Students in the new Ocean Technology program create portfolios spanning these activities throughout their time at UW. These portfolios are reviewed by the relevant course faculty. **Curricular Assessment/Change** • Reviewed and redesigning the four-year B. S. curriculum. 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,	Develop mid-point and graduating student surveys. Review of 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). Consider developing assessments associated with new threads in the 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	communications skills and critical thinking) and a broad course structure has been developed. The first major change is additional required courses at the 200-level (replacing some basic science credits) targeted at quantitative applications of key concepts from the basic sciences to oceanography, and the development of technical skills such as programming, data analysis and ocean instrumentation. A second major change is the a shift from discipline-specific core courses (Ocean 400, 410, 420, 430) to a new interdisciplinary three-quarter required 300 level sequence prior to beginning the capstone sequence. During 2014/15, the 200 level courses were implemented and 300 level courses entered the design phase. A new advanced special topics course on marine pollution was also developed and taught. During 2015/16, the 300 level core sequence will be developed and taught by interdisciplinary faculty pairs. A full transition to the new curriculum is expected to be in place by 2016/2017. • Created a new Ocean Technology program. Curriculum (currently 4 courses) for the Ocean Technology program has been implemented, with offerings at the 200, 300, and 400 levels. This program was developed in response to student and alumni feedback asking for more technical job-relevant skills, as well as in support of better-staged learning goals in the new degree requirements building toward the experimental senior thesis project (one 3-credit course will be required). • Modified team teaching structure for the senior thesis, to enhance writing and critical thinking A new teaching model was developed for the capstone project involving a dedicated instructor that meets weekly with small groups of students in tutorials. This structure helps students discuss and understand conceptual	

COLLEGE OF THE ENVIRONMENT				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Oceanography (continued)			issues associated with the development of tractable senior thesis questions, experimental design and literature synthesis. These groups also support the development of scientific writing skills with detailed individual instructor feedback and peer review. This change was implemented in response to student difficulties as reviewed by senior thesis team faculty and the undergraduate academic affairs committee during the 2011/12 assessment (see prior years' reports). • Developed online introductory offerings. The online blended version of Ocean 102 is operational and is currently being assessed and revised by the instructor in collaboration with advanced course TAs. It is offered in both Summer and Winter quarters. • Designed and implemented a new 300 level credit/no-credit career readiness seminar to help juniors interface with the career center and think about fine-tuning their courses for what comes after graduation. Need for his course was suggested by the popularity of an existing 100 level advising seminar, and by student requests for more job preparedness. • Developed a new fall early start introduction to oceanography for transfer students so that they can more easily graduate in two years, especially given requirements associated with the new curriculum. It was taught for the first time in late Summer 2015. • Converted TA assessment to an online system, with greater flexibility for course-specific TA evaluations. A dedicated staff person works with TAs in understanding their evaluations.	

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:
		  o Students will identify a business problem; propose, analyze and develop viable solutions and defend the position, employing analytical and critical thinking skills.
		  o Students will utilize appropriate quantitative and qualitative analysis on a business problem.
		• Effective communication skills:
		  o Students will create position papers, memos intended to inform and persuade.
		  o Students will cogently and effectively present their ideas in an oral format.
		  o Students will effectively interact in a diverse workplace with cultural sensitivity.
		• Leadership skills:
		  o Students will assume leadership roles, articulating a vision of teams and groups to which they belong.
		  o Students will learn to lead and learn to be led.
		  o Students will develop good interpersonal skills and team behavior.
		• Understanding of the ethical environment of business.
		  o Students will understand their own individual role in a business assuring an ethical environment.
		  o Students will recognize and be sensitive to ethical issues.
		• Understanding a global business perspective:
		  o Students will identify and the challenges and opportunities associated with conducting business in global markets Students will recognize and understand cross-cultural communication issues.
			Assessment of Student Learning
			• Classroom assessment, various methods, including the use of common final projects or case studies and shared rubrics for evaluating them for courses linked to specific learning goals
			• Course evaluations
			• 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
			
			Curricular Assessment/Change
			No major changes.	

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.		

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INFORMATION SCHOOL				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Informatics Program	Cris Fowler 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 1000 people in 2015—up from 700 in 2013) 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 Advisory Board • Two student representatives in the Student Leadership Cabinet • Student representation on the Informatics Program Committee **Curricular Assessment/Change** • Added one new university wide service course, INFO 102 Gender and Information Technology. • Expanded class size and number of offerings for university wide service course, INFO 200 Intellectual Foundations of Informatics.	Expand the iSchool's commitment to diversity, with an emphasis on recruitment of more women to the major. Establish a new transcriptable option in data science. Establish a minor in Informatics. Re-Implement the Freshman Direct Admit Program.

INFORMATION SCHOOL				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	
Informatics (continued)			• Created new courses to establish data science option (INFO 370 Introduction to Data Science) and increase offerings for the Human Computer Interaction and Information Architecture options (INFO 362 Visual Information Design, INFO 466 Immersive Information Environments, INFO 474 Interactive Information Visualization, INFO 433 Content Strategy in Information Architecture). • Edited prerequisites for INFO 320 Technical and Social Perspectives on Search and INFO 344 Server-Side Development to ensure adequate student preparation for course content. • Edited course titles and descriptions of INFO 320, INFO 343, INFO 344, and INFO 330 to better reflect course content and relevance to industry standards. • Created INFO 386 Professionalism in Informatics to help students with professional development. • Created INFO 467 Immersive Information Environment Design to add depth to student understanding of immersive virtual environments.	

SCHOOL OF MEDICINE				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Bioengineering	Alyssa Taylor actaylor@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 • Assessment of student competency in achieving assigned ABET learning outcomes for capstone conducted annually via capstone advisor survey • Quarterly Student Advisory Board meetings with Chair • Undergraduates serve on Curriculum, Diversity, 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	

SCHOOL OF MEDICINE				
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 prepare graduates with experience in: • Applying principles of engineering, biology, human physiology, chemistry, calculus-based physics, mathematics (through differential equations), and statistics • Solving bio/biomedical engineering problems, including those associated with the interaction between living and non-living systems • Analyzing, modeling, designing and realizing bio/biomedical engineering devices, systems, components, or processes • Making measurements on and interpreting data from living systems	if the student learning outcome data demonstrates a problem. • Implemented new senior design symposium; solicit feedback from audience members (including industry reps) for student improvement • Periodic survey of alumni • Exit survey of graduating seniors **Curricular Assessment/Change** • Piloted a peer review system for capstone proposal drafts and a figure design workshop in the capstone course to enhance student communication skills in the context of their capstone reports. • Developed a menu of options to fulfill research requirement. • Revised required writing course (BIOEN 401). • Better integrated physiology in curriculum. • Integrated professional portfolio and professional development and self-assessment exercises throughout curriculum. • Re-educated faculty about the grading rubrics for capstone courses; goal is transparency for students and better adherence to uniform grading standards.	

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 • Capstone—performance on Library Research Project (Microm 496, required course) • Exit survey of graduating seniors • Participation in undergraduate research **Curricular Assessment/Change** No major changes.	

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

Nursing	Margaret 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	

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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 UWS 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 For UWB and UWT program evaluation tools designed to measure specific outcomes related to program goals: - Exit survey - Alumni survey - Supervisor surveys - 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.	

SCHOOL OF NURSING				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Nursing (continued)			**Curricular Assessment/Change** • Restarted the BSN Honors Program at UWS. • Course-specific changes made at the Seattle, Bothell, and Tacoma campuses.	

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*	Trina Sterry ehug@uw. Scott Meschke jmeschke@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 Undergraduate Task Force, comprised of faculty, students, and practitioners in the field. to determine what curriculum changes might be needed in order to increase the number of students in the environmental health major and minor and ensure that they continue to provide the necessary training to allow graduates to be competitive in the job market. • Proposed changes to the minor to make the minor more accessible to non-science students.	The department will continue to use information collected from alumni and exit surveys, and from the advisory committee to evaluate the curriculum. The department held its first quarterly meeting with current undergraduates in spring 2015. The goal of these meetings is to ensure that the department is getting their feedback about the curriculum while they are still in the program. The department plans to continue these meetings in the next academic year, and provide a summary of the feedback to the advisory group

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		and the curriculum committee.

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 Public Health is a school-wide liberal arts major, leading to a Bachelor of Arts or Bachelor of Science, which uses public health questions, concepts, and tools to teach critical thinking skills. Students learn to ask questions, challenge assumptions, and explore answers to promote the health and well-being of communities, locally, nationally, and globally. The major develops competencies in Assessment & Measurement, Communication, Environment, Ethics & Social Justice, Natural Science, Population Health, Policy & Politics, and Social Science with particular emphasis on collaboration and critical thinking across these domains. Upon satisfactory completion of the BA/BS in Public Health, graduates will be able to meet the following competencies: Population Health • Explain the historical development of public health • Analyze the evolution of global public health	**Assessment of Student Learning** • Classroom assessment, various methods • Course evaluations (including initial survey to identify student goals and expectations, qualitative midway facilitated discussion, UW course evaluations, and faculty and steering committee review of core courses) • Peer review of teaching • Entering student survey • Mid-way student survey • Center for Teaching and Learning (CTL)-led mid-way program assessment • Exit survey • Capstone • Alumni survey • Quarterly meetings with student leadership organization • Faculty review of assessment reports at annual instructor retreat • Steering committee review of assessment reports at start of annual meeting schedule • Faculty review of program assessment reports at summer instructor retreat • Steering committee review of program assessment reports annually **Curricular Assessment/Change** In direct response to assessment completed over the years and years of faculty development: • Created and began teaching the four 5-credit integrated core sequence courses, which replaced previous Public Health Foundation courses. • Revised BS requirements to better meet expectations of health sciences graduate and professional schools. • Revised BA requirements to include policy, health promotion, communication, ethics, social justice as opposed to the absence of science.	The department's qualitative and quantitative assessment process is iterative and ongoing for core courses and the program. The department plans to add a portfolio project in future as a way for students to self-quantify and measure their progress.

SCHOOL OF PUBLIC HEALTH				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Public Health (continued)		• systems and structures to address population health • Analyze interactions between the key determinants of human health • Analyze disease trends over time, by geographic distribution, and across racial groups • Examine the interactions between health behavior, behavior change and health promotion and how these factors contribute to health and wellbeing • Distinguish between individual and population health; prevention and treatment; and health and healthcare Natural Science • Explain applications of biology, chemistry, nutrition and genomics in population health • Explain the role of biomedical innovation, implementation and evaluation in population health • Explain the biology of major infectious diseases and chronic diseases of public health significance • Apply a life course approach to identify critical periods in human development Environment • Compare and contrast the physical and the built environment including how each impacts health • Explain how exposure to physical, chemical and biological agents in the environment influence health • Examine strategies to address environmental health issues Social Science • Explain basic concepts of population	• Increased number of upper division electives as more options are developed for undergraduates in the School. • Collaborated with UW Carlson Leadership and Public Service Center to revise and update service learning sites and academic activities for senior capstone in response to service site and student feedback. • Renewed commitment to EPI 320 Intro to Epidemiology course as foundation course as it increased from 3 to 4 credits. Additional work resulted from assessment of need of more hands-on assignments. • Separated admission requirements into an early admission option for students who have found the Public Health Major early in their academic careers and an upper division admission option for all other students. Changes made in response to adviser assessment of student needs.	

SCHOOL OF PUBLIC HEALTH				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Public Health (continued)		dynamics and demographic change • Examine theories of behavior change and demonstrate application in public health • Explain how political and economic theories influence public health Ethics and Social Justice • Analyze the value system or ethics of public health • Integrate social justice framework into practice • Apply ethical frameworks to decision-making in public health • Debate the role of legal systems including how they enable and constrain public health practice (and individual actions/behaviors?) • Integrate principles of ethical research into public health practice Policy and Politics • Develop a public health policy brief • Consider the range of influence of public health policy initiatives • Identify the role of politics in determining delivery of public health • Describe the role of economics in health policy decision making Communication • Demonstrate effective use of written and oral communication • Successfully collaborate within a diverse team • Participate in advocacy and civic engagement • Apply health communication tools to improve information literacy and public health knowledge for a defined audience • Demonstrate skill in interdisciplinary collaboration and community partnerships		

		SCHOOL OF PUBLIC HEALTH		
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Public Health (continued)		• Create visual representations of micro and macro explanations of health Assessment & Measurement • Compare and contrast a range of measures and tools to assess health of populations • Apply the scientific method and thinking to complex questions • Use evidence-based decision-making and critical thinking to identify public health problems and solutions • Identify appropriate qualitative and quantitative practices and methods to assess specific public health research questions • Explain the strengths and weaknesses of different study designs • Compare and contrast the application of clinical research, population research, and program evaluation in public health • Apply integrative, systems thinking to solve public health problems		

SCHOOL OF SOCIAL WORK				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Social Welfare	Amelia Gavin, gavina@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) as well as classroom instructor assessment of the extent to which students have mastered the course content, professional social work standards, and competencies • 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 objectives • Practicum Instructor Evaluation: practicum instructors complete a quarterly evaluation of student's attainment of field learning objectives. • Exit survey asking for students' assessment of their experience in the program, their knowledge of core competencies and learning goals, and degree of satisfaction with the learning environment • Focus groups with students: end of year meetings with both juniors (first year) and seniors (second year) are held, allowing students to share their experiences, concerns, and to recommend changes to the program and/or individual courses. **Curricular Assessment/Change** ▪ Based on student and instructor feedback the decision, created two sections of Soc Wf 390—an accelerated section and a normal paced section. ▪ Introduced a departmental honors program for BASW students in their senior year and developed an honors seminar to accompany it	In addition to continuing the above, ongoing assessment activities, the department hopes to implement an alumni survey within the next two years.

SCHOOL OF SOCIAL WORK				
MAJOR	**CONTACT**	**GOALS FOR STUDENT LEARNING**	**ASSESSMENT AND RESULTS**	**NEXT STEPS**
Social Welfare (continued)		• Understand and critically apply theoretical frameworks to understand individual development and behavior across the lifespan and the interactions among individuals and social systems (i.e. families, groups, organizations, tribes, and communities) • Demonstrate knowledge and skills in social work research methods used to develop and evaluate interventions and social service delivery systems • Understand, use and promote evidence-based methods in generalist social work practice • Use effective oral and written communication skills with a range of client populations, colleagues, and members of the community 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		

SCHOOL OF SOCIAL WORK				
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		