VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Academic Performance/Student Outcomes

This presentation is for information only.

Learning Goals – Five Majors*

Astronomy majors will:

- Use quantitative reasoning to understand the principle findings, common applications, and current problems within Astronomy as a scientific discipline
- Be versed in the computational methods and software resources utilized by professional Astronomers
- Have experience operating modern Astronomical instrumentation and analyzing a range of experimental data
- Be able to assess, communicate and reflect their understanding of Astronomy and the results of Astrophysical experiments in both oral and written formats
- Learn in a diverse environment with a variety of individuals, thoughts and ideas.

http://www.astro.washington.edu/undergrad/undergrad.html#goals

At the end of their studies, graduating **Chemistry and Biochemistry** majors should:

- Have a general knowledge of the basic areas of chemistry working knowledge of at least one area. A working knowledge is demonstrated by the ability to apply formal knowledge in a problem-solving environment.
- Be proficient in basic laboratory skills (e.g., preparing solutions, chemical synthesis techniques, chemical and instrumental analysis and laboratory safety).
- Have the ability to formulate and carry out strategies for solving scientific problems.
- Have some understanding of the principles and applications of modern instrumentation, computation, experimental design, and data analysis.
- Have had the opportunity to gain experience with a research project as part of an upper level course and the opportunity to participate in active, individual laboratory research within the university or another appropriate setting.
- Have the ability to communicate scientific information clearly and precisely, both orally and in writing.
- Have the ability to read, understand, and use scientific literature.
- Have some awareness of the broader implications of chemical processes (e.g., resource management, economic factors, and ecological considerations).
- Have had the opportunity to work with others as part of a team to solve scientific problems.
- Have had an introduction to the opportunities in, and requirements for, careers available to those with training in chemistry.

http://depts.washington.edu/chem/undergrad/departmentgoals.html
https://www.washington.edu/students/gencat/academic/biochem.html

Chemical Engineering graduates must demonstrate that they can:

- Apply principles of mathematics, science, and engineering in the analysis of chemical systems
- Design and construct experiments and analyze and interpret data
- Design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- Function on multi-disciplinary teams
- Identify, formulate, and solve engineering problems
- Understand professional and ethical responsibility
- Communicate effectively
- Understand the impact of engineering solutions in a global, economic, environmental, and societal context
- Recognize the need for, and to engage in, life-long learning
- Know and understand contemporary issues.
- Use the techniques, skills, and modern engineering tools necessary for an engineering practice

At the end of the major, **Dance** students will:

- Understand dance as a cultural practice that reflects and impacts local communities and global cultures.
- Develop and practice analytic, evaluative, and contextual skills requisite to critical thinking, kinesthetic understanding, and personal growth.
- Develop and practice skills in rhythmic, movement and compositional analysis.
- Develop effective communication and research skills to promote and articulate a deeper understanding of dance practice and theory.
- Engage in personal assessment and reflective practices that encourage self-directed learning.
- Understand how basic principles of dance science and teaching methodologies can be applied to technical and aesthetic development.
- Recognize and expand creative, artistic, and intellectual potentials.

http://depts.washington.edu/uwdance/undergrad.html

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

**http://www.washington.edu/oea/pdfs/reports/AssessmentChart201113.pdf*

Assessing Teaching & Learning at the University of Washington

Institutional Approaches

Accreditation ~ NW Commission on Colleges & Universities

Regional/National Evaluation

Institutional Data & State Accountability Measures

Includes grad & retention rates and other measures
http://www.washington.edu/admin/factbook/

1. Focused Studies of Teaching & Learning

- 2012: UW Growth in Faculty Teaching Study (UW GIFTS)
  (*Inside the Undergraduate Teaching Experience,* Beyer, Taylor, & Gillmore, SUNY Press, forthcoming)
- 2009: UW Senior Research Study (UW SRS)
- 2007: UW Study of Undergraduate Learning (UW SOUL)
  (Inside the Undergraduate Experience, Beyer, Gillmore, & Fisher, Jossey-Bass/Anker 2007)

Surveys of Students, Alumni (1, 5, & 10 Yrs Post Grad) & Faculty

http://www.washington.edu/oea/pdfs/reports/OEAReport1101.pdf

Biennial Departmental Assessment Charts

Reports from UW Departments
http://www.washington.edu/oea/pdfs/reports/OEAReport1102.pd

Specialized & National Studies

For example, the National Survey of Student Engagement
http://www.washington.edu/oea/pdfs/reports/OEAReport0905.pdf

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Departmental Approaches

2. Learning Goals for Majors

All UW departments offering undergraduate degrees have learning goals for majors available at:
http://www.washington.edu/oea/pdfs/reports/OEAReport1102.pdf

Curricular Mapping & Review

Identifying where in the curriculum students learn the knowledge and develop the skills listed in the departmental learning goals

3. Performance-based Measures

Using capstone courses, portfolio assessment, national exams, projects in targeted courses, performances, and other authentic student work to assess learning

Perception-based Measures

- Aggregate course evaluations, exit surveys, focus groups, review by external/community parties & input from employer advisory boards/groups
- 2011-12 Exit Survey Initiative – helping departments create exit surveys that aid their assessment work

Information about Faculty

Research, publications, awards, specialties, and other information

UW Ten-Year Academic Review Process & National Departmental Accreditation Processes

Course-based Approaches

Classroom Assessment Techniques

Use of in-class activities and out-of-class assignments to monitor student learning.

Course Evaluations & Peer Review

- Peer review of faculty teaching
- Course evaluation ~ 13 forms suitable for a variety of kinds of courses + comment sheets
- Challenge Index ~ information from course evaluations on student perceptions of rigor

Faculty Development

- Center for Teaching and Learning
- A wide range of teaching training opportunities, Including Faculty Fellows, Large Lecture Collegium, Institute for Teaching Excellence, and many others

Other

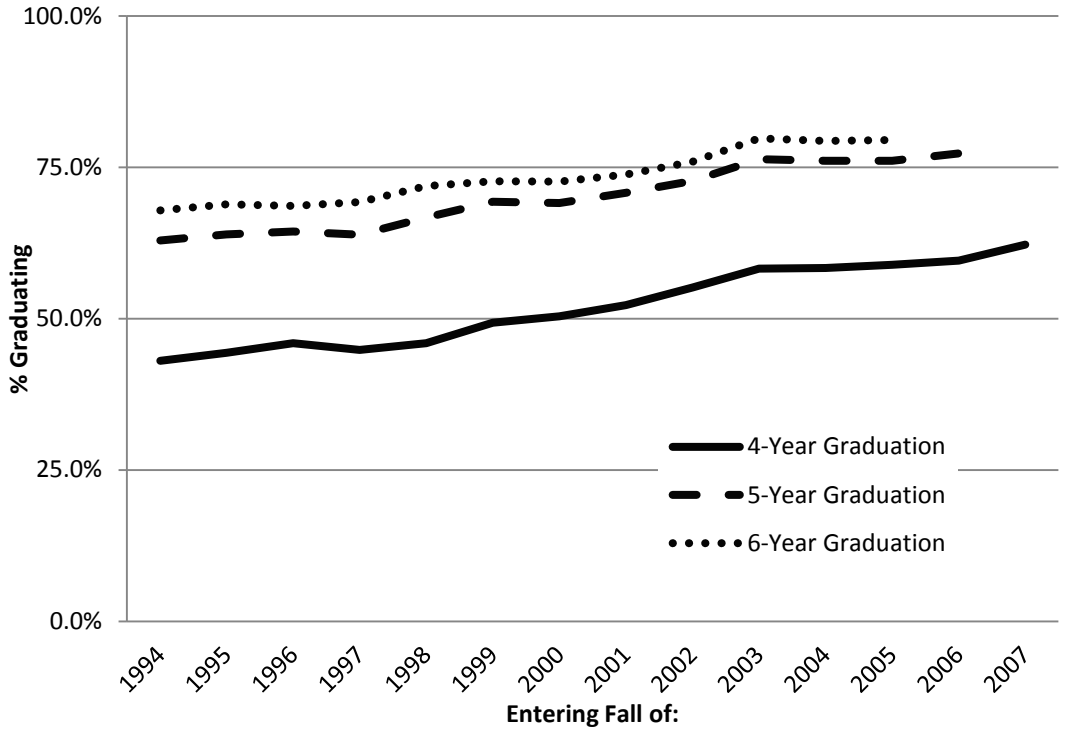
Mentoring ~ Formal and Informal

Conversations, Books, & Articles on Learning across Institutions

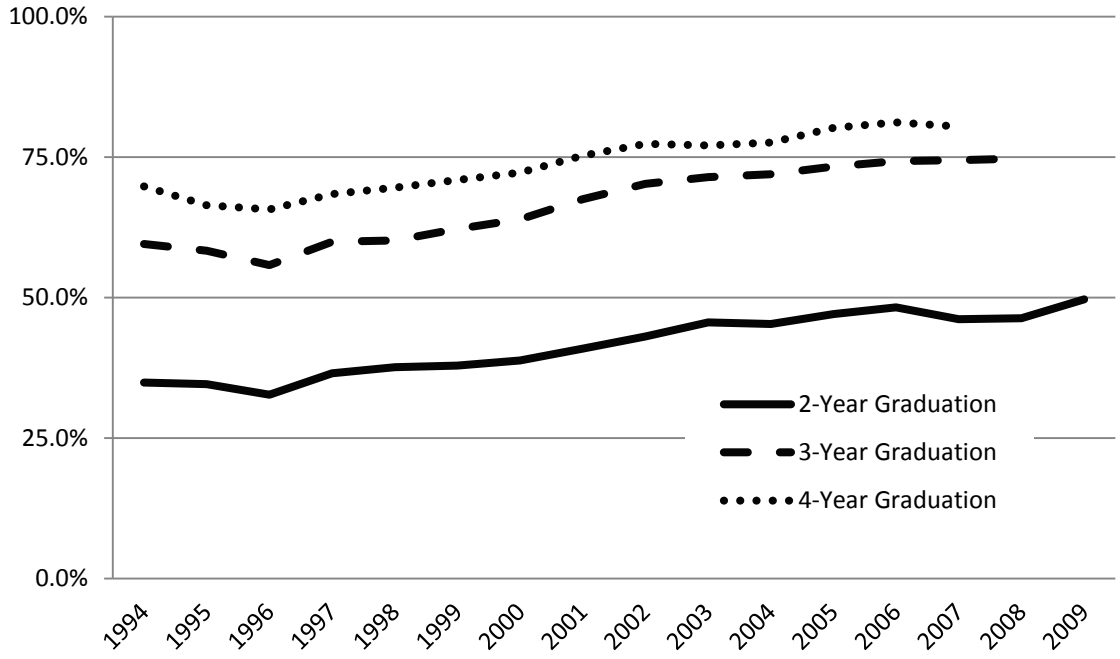
Conversations with Students ~ Formal and Informal

Undergraduate Academic Affairs
Office of Educational Assessment, 2012

UW Seattle Freshman Graduation Rates



UW Seattle
Community College Transfer Student Graduation Rates



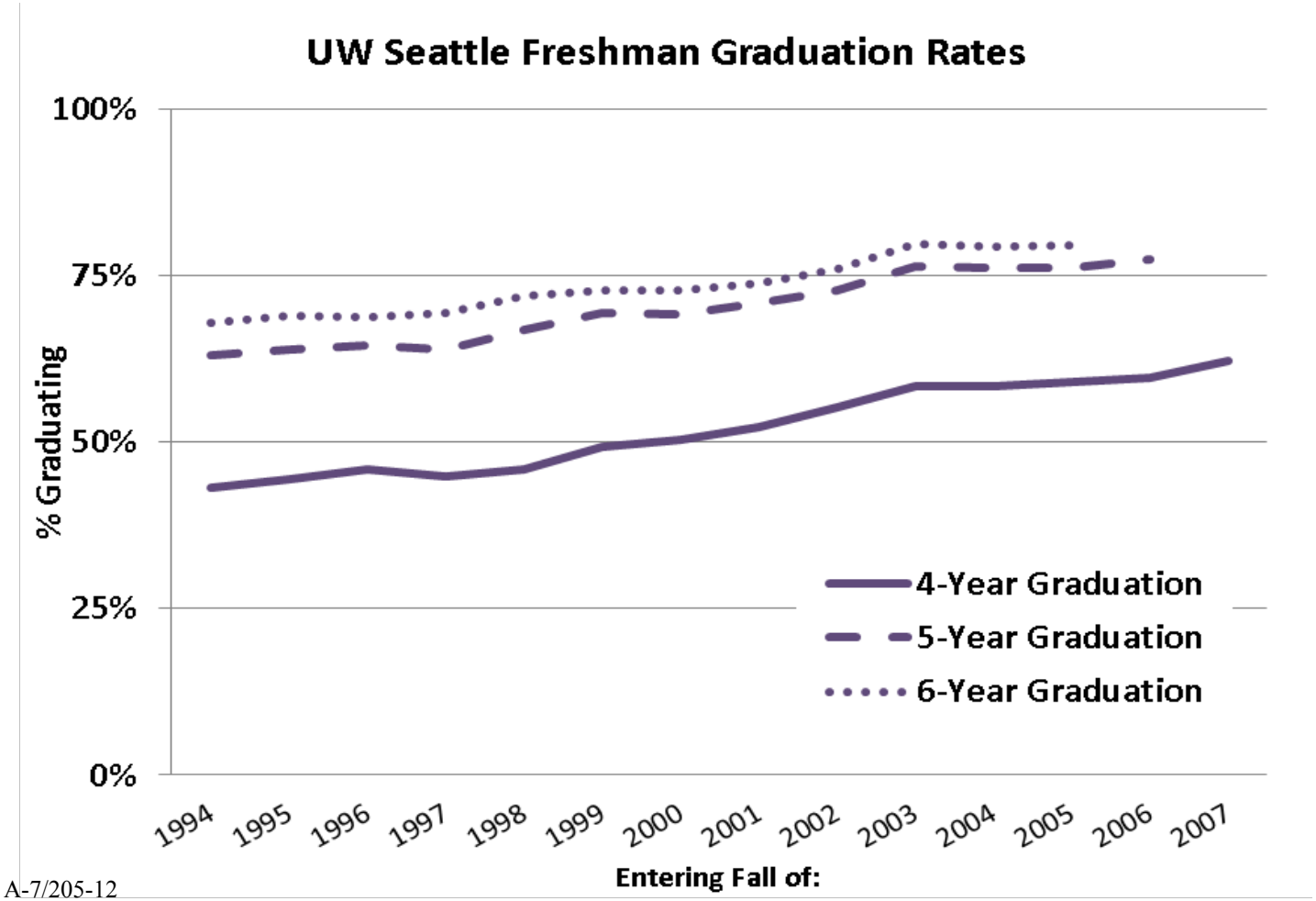
Graduation & Retention

May 3, 2012

UNIVERSITY of WASHINGTON | OFFICE OF PLANNING & BUDGETING

GRADUATION & RETENTION – FRESHMAN ENTRANTS

- 92% to 93% of incoming freshmen return for a second year
- 6-year graduation rate has increased to 80%



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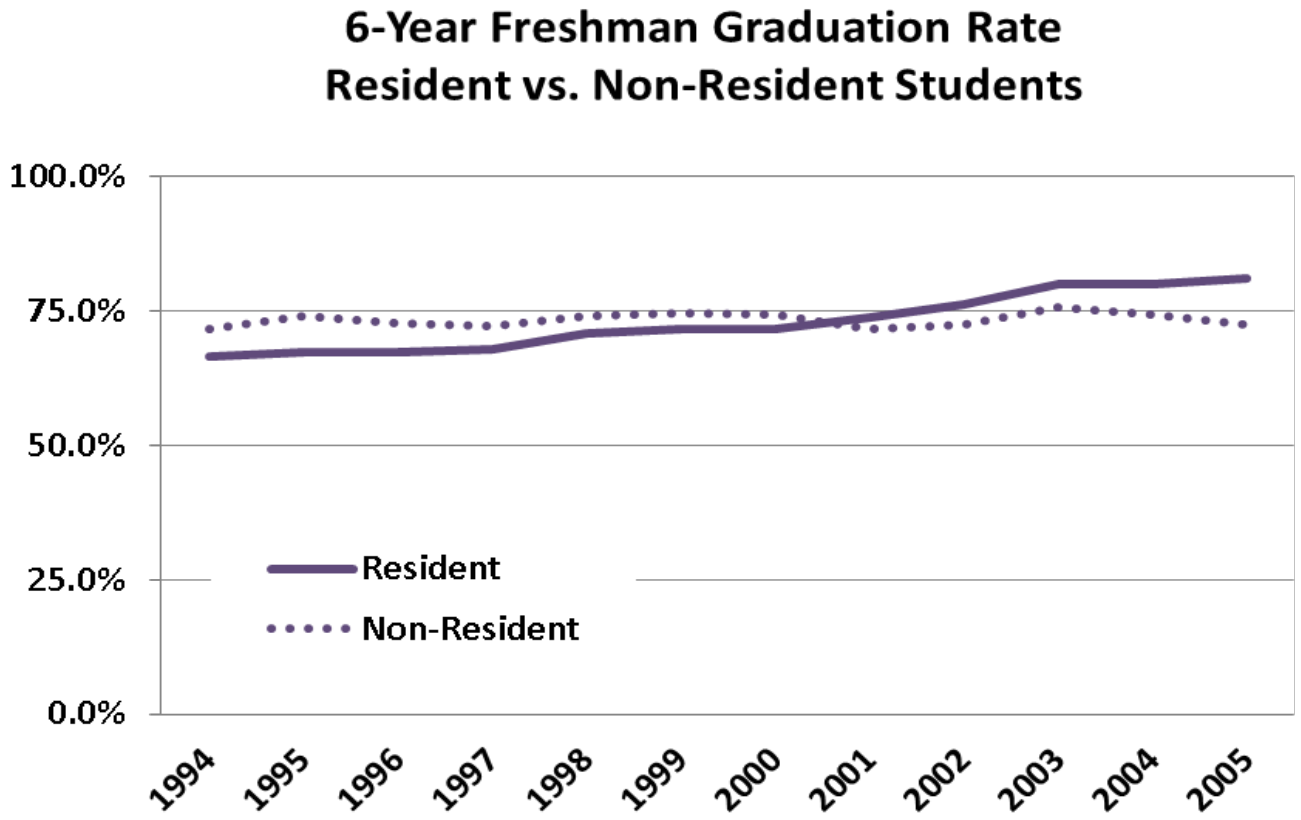
GRADUATION & RETENTION – FRESHMAN ENTRANTS

- Freshman 6-year graduation rate increased from 68% to 80%
- Residents: 66% to 81%
- Non-Residents: 72% to 73%



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GRADUATION & RETENTION – FRESHMAN ENTRANTS

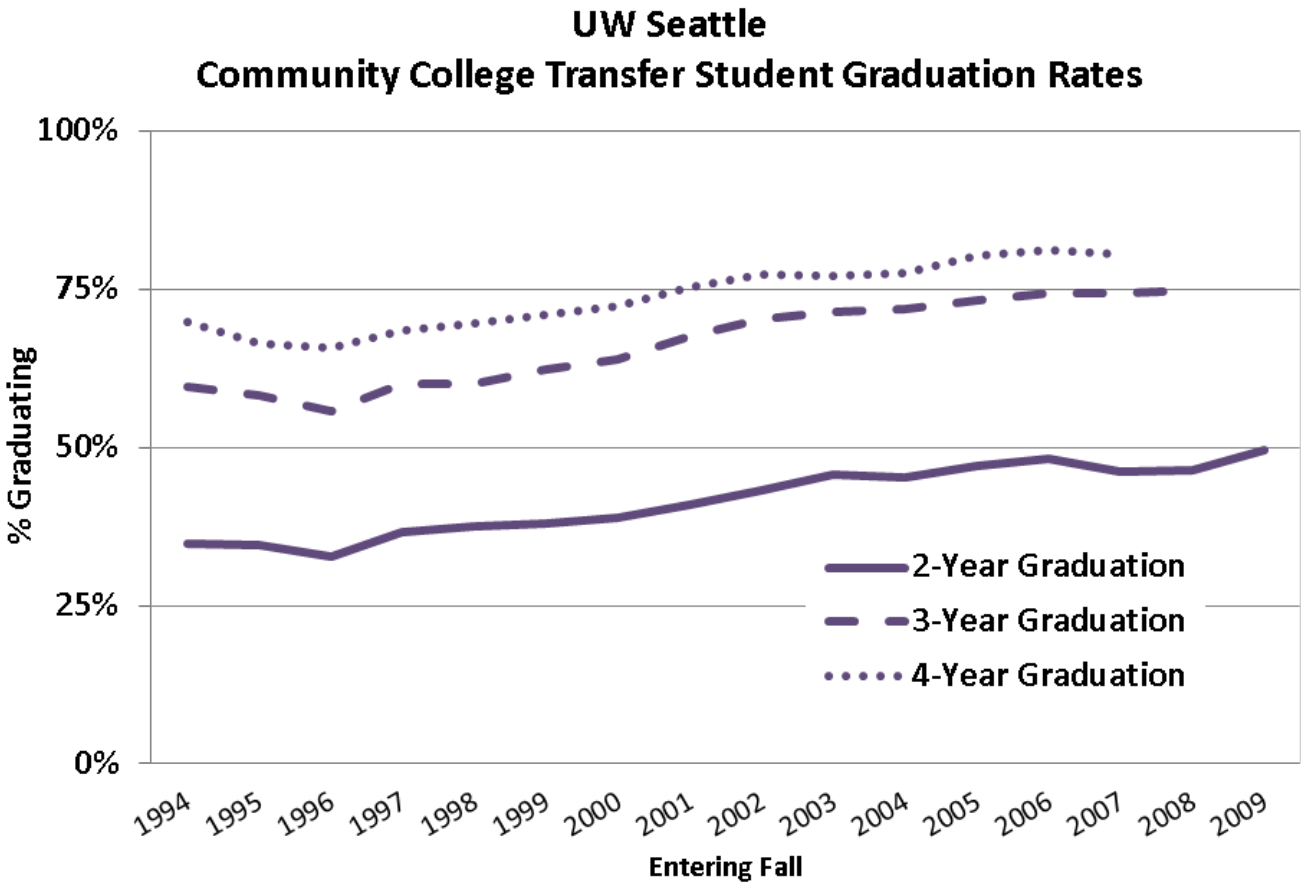
How do Pell-Eligible Students Compare?

- 1-Year Retention & 6-Year Graduation:
  - Increased at greater rate than non-Pell
  - Now equal

- 4-Year Graduation
  - Still lag

GRADUATION – CC TRANSFERS

- The 4-year graduation rate for community college transfers equals the 6-year graduation rate for students entering as freshmen



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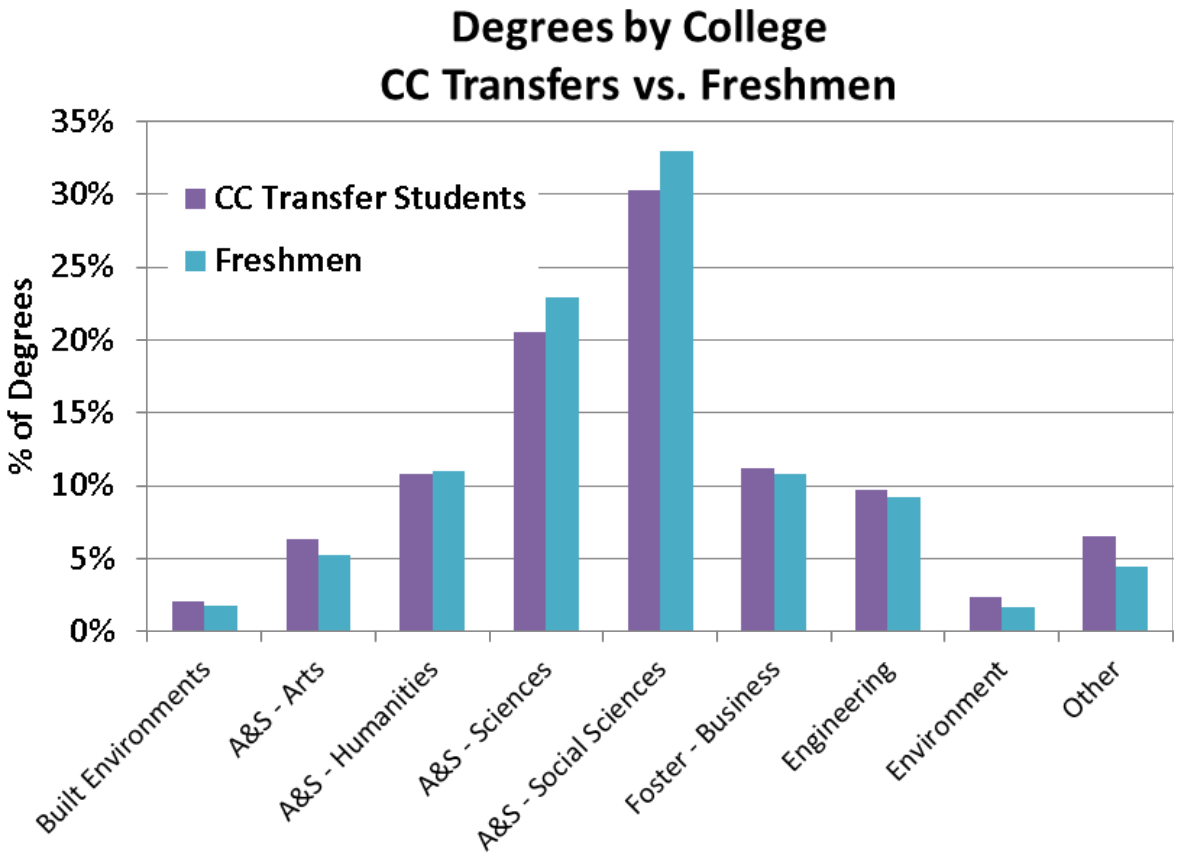
DISTRIBUTION OF DEGREES BY ENTERING STATUS

- There are no dramatic differences in the distribution of degrees between students entering as freshmen and those entering as community college transfers



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