UNIVERSITY OF WASHINGTON
Academic Policy Committee (APC)
Minutes
Meeting May 26, 2009

The meeting called to order at 12:35 p.m.

Attendance: Chair George Mobus, Kathy Beaudoin, Erin Casey, Greg Noronha, Deirdre Raynor, Cathy Tashiro

Guest: Bobbe Miller-Murray

1) Academic Assessment at UWT, Ginger MacDonald[1]
   a. The UW Tacoma campus will eventually be accredited; this is an attempt to set a foundation for accreditation.
   b. Units will be assessed in two areas, *Accountability* and *Excellence*.
   c. Deirdre Raynor suggested that new faculty should be introduced to these concepts at the beginning of the hiring stage. MacDonald noted that this is intended to be a non-threatening process for faculty. Greg Noronha suggested that units should develop policy that prepares for accreditation.
   d. The committee suggested that there might be a series of workshops and "best practices" in order to inculcate faculty; that this reinforces the message that units shape policies; and this idea links to the campus-wide strategic plan of shared governance.

2) BS in Environmental Engineering feedback, Jim Gawel
   Jim Gawel was present to clarify to APC their previous suggestions.

   Action: After clarifying the suggestions the APC unanimously approved to forward both the BS and MS in Environmental Sciences.

3) Appeals update, Bobbe Miller-Murray
   Current situation: If a letter of appeal is returned prior to the end of the year the APC will meet to review the letter.
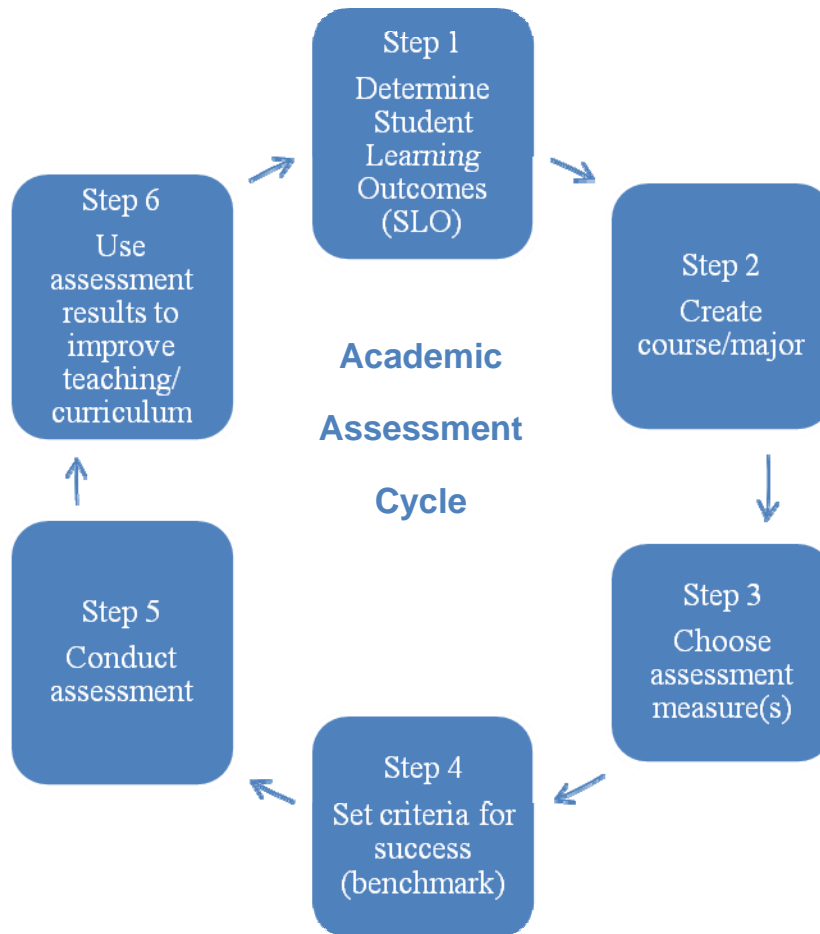
   Action: No further action at this time

4) Nominations for Chair, 2009-2010
   George Mobus asked the committee to think about nominations for the 2009-2010 APC Chair.

5) The meeting adjourned at 1:50 p.m.

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[1] Please reference attachment A and B.

**Exhibit A:**



Step 1:  What knowledge or skill should they have when they leave?

Step 2: What/how should I teach that will help them learn this?

Step 3: What should I do to determine if they know it and/or can do it?

Step 4: What level of proficiency do I expect?

Step 5: Measure according to 3 & 4.

Step 6: Look at results, reflect, consult, make changes as necessary.

THEN:  Document the process.

## Course Outcome Planning
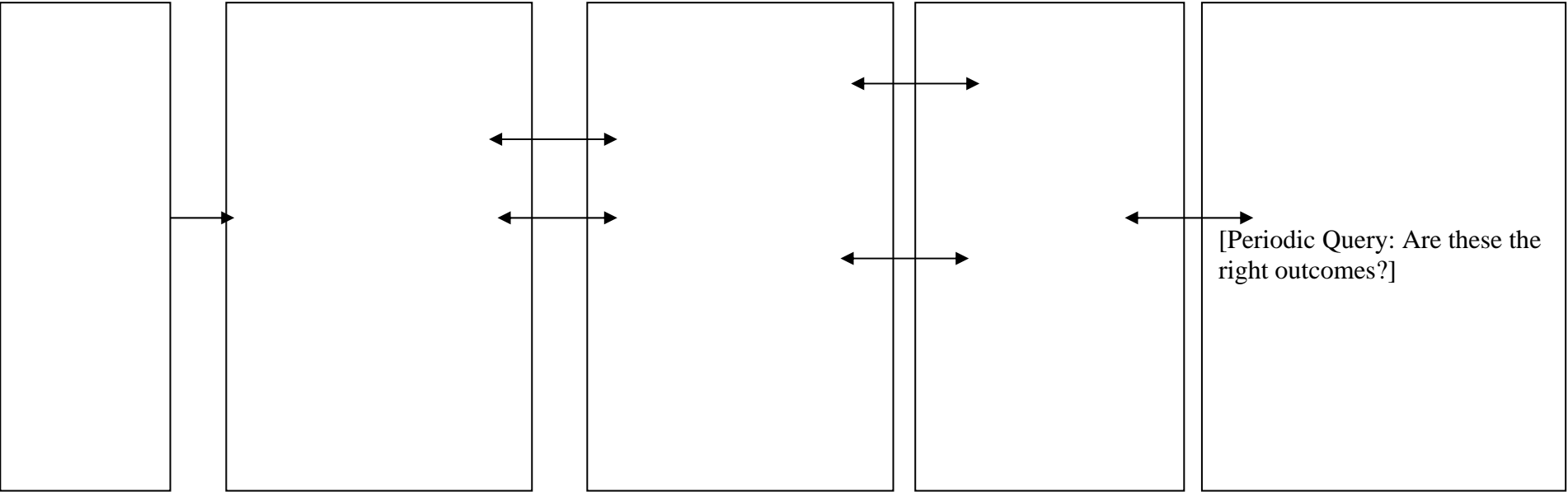
Model designed after: Stiehl, R. & Lewchuk.L (2008)

| Prerequisite knowledge & skill | Knowledge : Concepts and Issues | Skills | Assessments of Knowledge and Skills | Intended Outcomes |
|---|---|---|---|---|
| | | | | [Periodic Query: Are these the right outcomes?] |

Periodic Queries:  Is this course in t

What must students know & be able to do prior to entry?

What knowledge must students master to show outcomes?

What skills must student master to show outcomes?

What will students do—at what level of proficiency— to produce evidence of the outcomes?

What do students need to be able to DO as a result of this course?

Periodic Queries:   Is this course in the right place in the program sequence?
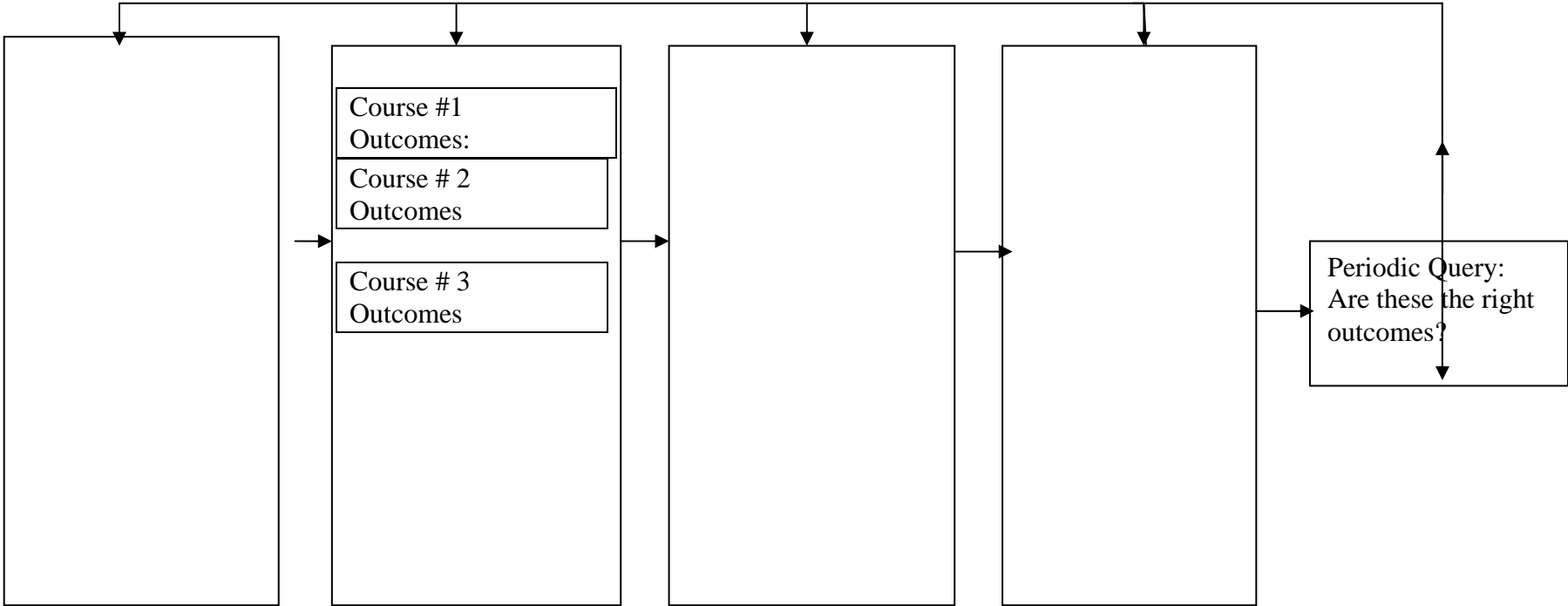
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# Majors/Program Outcome Planning

Model designed after: Stiehl, R. & Lewchuk.L (2008)

| **4**<br>**Prerequisites** | **3**<br>**Courses** | **2**<br>**End of Program**<br>**Assessment of Student**<br>**Knowledge and Skill** | **1**<br>**Intended Outcomes** |
|---|---|---|---|

Course #1
Outcomes:

Course # 2
Outcomes

Course # 3
Outcomes

Periodic Query:
Are these the right
outcomes?

What must the student know and be able to do prior to entry?

What UWT courses are necessary to provide knowledge and skills for the students?

What will the students do to show final evidence of achieving the program/major outcome?

What do students need to be able to do after UWT as a result of this program?

4

**Exhibit B:**

From the 2008 Interim report of the NWCCU: (page 5 on the report, which is available here: http://www.washington.edu/about/accreditation/uw_reg_eval_s08.pdf)

## Recommendation 2.

The Committee commends the University's multiple strategies for academic assessment, but still it must be noted that the University of Washington remains far from the objective of setting learning objectives for all students and measuring progress toward those objectives to facilitate continuous improvement. The Committee recommends continuing accelerated efforts toward these ends (Standard 2.B.1, 2.B.2, and 2.B.3, and Policy 2.2).

During the period of the 2003 Full Scale Evaluation, the UW-Seattle campus was developing a Student Learning Objectives (SLO) assessment program, a project which at the time showed potential, which the Team then noted. However, because it was top down and not department based, the one size fits all approach did not gain the faculty support necessary to sustain it. With the utility of SLO in doubt, The Faculty Council on Academic Standards and the Faculty Council on Instructional Quality supported an approach to student learning assessment that grew out of a longitudinal research study conducted by the University's Office of Education. That study, the " UW Study of Undergraduate Learning" (UW SOUL), considered student learning in terms of writing, critical thinking, quantitative reasoning, information technology and literacy, understanding and appreciating diversity, and personal growth from the perspective of students' major area of concentration. The organization of the University is based on a comprehensive College of Arts & Sciences, plus a sizeable number of professional schools and colleges. In the College of Arts & Sciences approximately 90% of the departments have student learning objectives in place. The University is engaged in mainly successful efforts to implement UW SOUL across academic departments but much yet needs to be done to achieve the goal of measuring the progress all students are making and then using that information to introduce changes to the curriculum.

At the UW-Bothell campus, an Office of Institutional Research is being piloted during the current academic year with a decision as to its future some time off. The role of that office in coordinating assessment is unclear. The initial class of freshmen enrolled at UW-Bothell in 2006 and a learning assessment plan will need to be developed to cover four year programs. While there is evidence of some learning outcomes assessment at UW-Bothell, those activities are typically course based and not yet comprehensive across all courses and all programs. This is an area that requires attention.

At UW-Tacoma student learning objectives are individual degree program specific. Similarly, the manner in which learning objectives are assessed remains either with the program or the individual instructor. There is evidence of discussions about learning assessment but a cohesive plan is not yet in place. This, too, requires attention.

The 2008 Interim Accreditation Report includes the observation that with regard to assessment "we understand that this work is far from complete." The Evaluation Team agrees and while noting that promising steps have been taken, expresses a concern that without a focused, coordinated effort on each of its campuses, the University will not meet the challenge set forth by the 2003 Team in Recommendation 2.