

Draft

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FROM: Lower-Division Planning Task Force

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RE: Final report

The charge of the committee

The committee was charged “to develop specific recommendations for how the campus should organize lower division programs from three perspectives:

- The curriculum
- The structure for administering the program
- The support services that will be needed from Student Affairs, Academic Services, the Library, and other units.

The committee was also charged with the task of “recommending a timeline for accomplishing critical tasks between Summer 2005 and Fall 2006.” At the beginning of the committee’s deliberations, it was unclear exactly what the mandate of the legislature would be during this year’s legislative session, so we tried to build into our conversations a good deal of flexibility. By the end of April, the budget was passed by the legislature designating 125 FTE for lower division on the Bothell campus, starting in fall 2006.

Statement of the opportunity

The five branch campuses of WSU and UW were created in 1990 to provide opportunities for time-bound, place-bound, and work-bound students. Because the state of Washington has 32 community colleges providing lower-division classes, the expectation was that the branch campuses would provide a place for community-college graduates to continue their studies. Although these campuses have succeeded in meeting a significant proportion of the student demand for upper-division and graduate-level education, the state of Washington has still remained near the bottom in national rankings

of access to four-year educational institutions. This is due in part to an accelerating supply of high-school graduates, which will increase dramatically by the fall of 2007. Unfortunately, there are currently not enough slots for them. State legislators have therefore directed that some of the new campuses created in the 1990s begin offering lower-division classes to accommodate this future increase. Our specific target for the upcoming biennium is the group of students who are qualified for admission to the Seattle campus but are currently being denied for lack of space. We therefore propose to create a new institutional structure, to be known as the Lower Division Program, with the express mission of providing an integrated and meaningful experience for freshmen and sophomores at the University of Washington, Bothell.

Statement of the mission and philosophy of lower-division curriculum

General remarks

- The central thread or organizing principle running through the lower-division curriculum can be expressed in two over-arching concepts: relationships and leadership.
 - Relationships. In *intellectual* terms, the concept of relationships translates into interdisciplinary approaches to learning that treat theory and practice as complementary activities (on the general principle that when students understand the relevance of what they study to their own experience, they learn more effectively). In *institutional* terms, the concept of relationships translates into cultivating connections with the surrounding community, including businesses, biotechnology and computing research facilities, social service agencies, schools, and health centers, to name a few. In *pedagogical* terms, it translates into a focus on learning communities that help students to integrate knowledge, to develop friendships that deepen and enrich their total experience, and to cultivate a sense of compassion and responsibility toward the world around them. In *organizational* terms, it means treating students as whole persons who typically live in a complex network of family and work relationships that significantly influence their educational experience on our campus. In *ecological* terms, it translates into the principle of sustainability that incorporates long-term as well as short-term perspectives. In *ethical* terms, it incorporates the principle of reciprocity that lies at the heart of all human concepts of social justice.
 - Leadership. The long-term goal of this curriculum is to educate our students for a lifetime of leadership within their respective social, professional, and geographic communities. Leadership requires an understanding not just of the disciplinary divisions of knowledge, but also of the interdisciplinary interactions that occur naturally in the practical world of experience to form a complex whole. Leadership unifies life and thought, individual and community, learning and action, minority and majority, mind and body.

Specific purposes

- Focused on the clarity of curricular choices

- The committee wishes to emphasize the need to be cognizant of exactly what we can do with the limited resources we have at the present time. Given those constraints, we need to focus our resources efficiently, while at the same time recognizing that as the institution grows in size, it will be able to offer a greater variety of curricular choices. We therefore would like to stress the need for clarity of definition when we explain our programs to the community, so that students are not confused about the ultimate goal of the pathways available to them at any given point in the evolution of the institution.
- Focused on the student experience
 - We propose a specific academic experience that recruits and prepares students for the demands of upper-division work in programs on this campus.
 - We also propose a general core academic experience that prepares students for the demands of the broadest possible range of opportunities at the upper-division level.
 - The above two purposes are, to some degree, in opposition to each other, the former focused on preparation for targeted upper-division programs, the latter on a broader range of upper-division “majors.” Part of our challenge will be to find a way to satisfy both of these very different purposes. On the one hand, we don’t want to track students from the moment they arrive, and on the other hand we don’t want to provide a curriculum so general in nature that students are not prepared for upper-division work in the specific programs we have on this campus.
- Focused on the institutional experience
 - Build a sense of community
 - Develop transdisciplinary perspectives of faculty
 - Foster unique identity for this campus

Timetable

We anticipate that it will take at least one year for the process of planning the curriculum, hiring new faculty, and organizing specific courses. Stages in the process are as follows:

- Curriculum and faculty hiring.
 - After the report is discussed in the campus community in May, and refined, we propose the formation of “curriculum development circles,” with some modest funding, to be formed this summer to develop the core interdisciplinary courses and the other required courses for the lower division program. This process will involve a great deal of collaboration with the GFO, upper division programs, Academic Services, Student Affairs, and the Vice-Chancellor for Academic Affairs to insure that all perspectives are included.
 - We will need to advertise positions by late summer/early fall, and hire in the winter quarter 2006.
 - We may enter into discussions with the community colleges and UWS for specialty courses and course partnerships.

- We envision that the bulk of the new courses opening in the fall of 2006 will be taught by existing faculty. The new FTE will make it possible for almost every program to hire at least one additional faculty member. We propose that the decision about whom to hire will remain, as before, with each program, but that the decision should also include input from the Lower Division Program. Ideally, new hires will have the capability of teaching in both the lower division and upper division programs.
- Accreditation. Paperwork must go through the HEC Board and the Northwest Commission on Colleges and Universities, which is the accreditation agency for all colleges and universities in the seven-state northwest region (since this new program will constitute a change in our accreditation status and an extension of our mission).
- Student Affairs
 - We will need to develop recruitment messages and finalize themes (with faculty input).
 - Complete recruitment materials by fall (??)
 - Update web site for prospective freshmen
 - Complete data report on regional high schools
 - Develop school visitation schedule
 - Develop outreach efforts
 - Develop periodic reports to track recruitment result (web hits, prospects, applicants, academic status of admitted students, etc.)
 - Develop preliminary course schedule for academic year 2006-2007.
 - Develop budget proposals for new and expanded programs by December 1, 2005.
- Academic Services
 - Identify and develop special technology needs, for lower division courses and assessment
 - Develop plan for writing and quantitative skills centers
 - Make budget proposals for new and expanded programs by December 1, 2005.
 - Design and test communications systems for lower division students and faculty
- Lower division structure administrative structure
 - Appoint acting lower division director.
 - Develop draft charter for lower division (establishing the structure of the program, defining responsibilities and authorities of the director, establishing a faculty advisory committee, setting framework for relationships with other academic units, etc.).
 - Charter reviewed by GFO EC, Academic Council, Cabinet, and approved by the Chancellor.
- Program evaluation
 - Have summer retreat for planning and evaluation
 - Develop program quality and efficiency measures
 - Start data collection and reporting
 - Develop measures that operationalize the faculty's "do no harm" criterion.

- Communication plan
 - Develop and schedule advertisements
 - Prepare media releases to be distributed periodically during the recruitment cycle
 - Work with Programs, Student Affairs, and Development to create overall marketing strategy (ads, web, communication, speakers)

Guidelines

- These are the overall guidelines we followed and recommend for the next stage of the project:
 - Integrate curriculum with the overall mission and unique identity of the campus. We need to encourage the campus community, once again, to clarify and articulate what the essential center and core of our identity is, since that understanding will significantly affect the choices we make in designing our lower-division curriculum and hiring future faculty.
 - Integrate the lower-division curriculum with a coherent understanding of what an educated person ought to know, with what we know about educating for leadership in a democratic community, and with a clear vision of academic integrity.
 - Given that we will have students entering our campus at four levels—freshmen, sophomore, junior, and senior (in the case of Nursing students) we need to give some thought to developing a common experience that can integrate students into the campus community. For example, can we develop an electronic community for each cohort of students that is integrated with their academic progress as well, such as the development of a portfolio over time.
 - Articulate as clearly as possible why students should come to UWB as early as possible, e.g., to receive a UW, four-year education. A strong lower division program will serve to ease the transition to upper-division programs.
 - Integrate curriculum with existing curriculum and strengths on campus.
 - Make the lower-division program understandable to our target audience.
 - Base the program on the quality of teaching and learning.
 - Integrate the lower-division program with the community surrounding the campus.
 - Integrate the curriculum with service learning, civic engagement, and internship projects when possible, giving students opportunities to join theory and practice, and to cultivate leadership skills as they move through their program.
 - Consider a recruitment and mentoring system between UWB students and local high school students.
 - Focus on synergies with UW Seattle and UW Tacoma.
 - Coordinate with Cascadia Community College to minimize duplication of effort (e.g., organic chemistry could be offered to both UWB and Cascadia students under a co-enrollment agreement) in low-demand courses. That would help satisfy the need for some core disciplinary courses required by

upper-division programs at UWB, while freeing up other slots for more interdisciplinary classes. Cascadia also offers learning communities, some of which we could cooperate with. Cooperating with Cascadia will provide UWB students with a comprehensive set of course offerings, including those areas UWB does not choose to offer.

- Insure that the implementation of the program is such as to include incentives for all programs and faculty to participate.
- Ground our vision for this initiative in reality, that is, we need to make sure that students actually want the courses we propose. At this point we must strive to align what students *need* with what they *want*. Otherwise we face potential enrollment shortfalls that will have a significant effect on the overall success of the lower-division experiment. (To put it another way, we need to listen very carefully to what students say they want.)
- Insure that adequate intake and support structures are created, thereby insuring high rates of student retention and success and academic performance. For example, we could develop a mentoring system among students who are already on the campus. We should also have a regular and comprehensive series of orientation sessions for all incoming students.
- Start out with daytime classes, until we reach enrollment levels sufficient to fill classes in both time slots.
- Recommend that only tenure-track or permanent, full-time senior lecturers teach in the lower-division program.

Curriculum

- Learning objectives might include the following, and might each be aided by specific tutorial software:
 - Critical thinking
 - Writing
 - Diversity
 - Global awareness
 - Cultural competency
 - Technology literacy
 - Leadership and teamwork
 - Oral presentation skills
 - Quantitative reasoning
 - Information literacy
 - Interdisciplinary and transdisciplinary perspectives
 - Study and collaborative learning skills
 - Service-learning, community engagement, and internships
 - Undergraduate research
 - Integrative experience
- Content. Here again we find ourselves with a dual mission of preparing students for upper-division work in our own programs on the one hand, and of preparing them more generally for a wider variety of upper-division work if they choose to explore options elsewhere. Given our present size and resource constraints, we recommend focusing at first primarily on preparing students for upper-division

work on our own campus, and expanding toward a more general education as we grow to 3000 or more students. Themes (problems, project orientations) for learning communities would integrate faculty, programs, skills, etc., and arise out of faculty collaborations and interests. Possible courses might include the following:

- Interdisciplinary Arts and Sciences
 - There are no true prerequisites to the IAS program, other than the overall UW campus admission requirements. IAS does give precedence to courses that are relevant to an interdisciplinary program. (This issue of relevancy turns out to be significant because many community college students will take performing arts, speech, nutrition, vocational/technical courses because they are perceived as “easier” than academic writing and research classes.) Some possibilities include the following:
 - Human rights
 - Environmental sustainability
 - Technology and living
 - Economics in a global society
 - Global agenda for the twenty-first century
- Environmental Science
 - Chemistry sequence (3 quarters)
 - Advanced composition
 - Calculus I (Calculus II recommended)
 - Biology sequence (2 or 3 quarters)
 - Statistics (can take BIS 315)
- Nursing
 - Inorganic chemistry
 - QSR above intermediate algebra, or logic course
 - Statistics (BIS 315 will satisfy)
 - Foreign language
 - Introduction to some of the basic principles in microbiology
 - Anatomy and physiology (10-12 credits)
 - English composition
- Education (Teaching Certification)
 - Composition
 - Literature
 - Speech
 - Fine arts
 - Two college-level math (Math for Teachers; college algebra)
 - Geography, physical geography
 - Life science
 - Physical science, geology, or oceanography
 - U.S. history
- Computing and Software Systems
 - Calculus I
 - Calculus II

- Expository writing
- Intermediate expository writing
- Advanced composition or technical writing
- Computer programming I (C++ or JAVA)
- Computer programming II (in sequence with I)
- Statistics
- Business
 - Business Calculus
 - Statistics (BIS 315 will NOT satisfy)
 - Foreign language
 - Advanced composition
 - Introduction to law
 - Micro and macro economics
 - Introduction to accounting
 - Financial accounting
 - Managerial accounting
- We envision that the actual planning of the curriculum would be done, beginning in the summer of 2005, by “curriculum development circles” that would receive some financial support.
- Distribution portrait of lower-division curriculum

Discovery Core Courses: (10 credits each)

During the first year, the following three core courses would be offered asking students to think about the question: “*Who am I in relationship to self and others in the world?*”

Each of the core courses will fulfill two distribution requirements. In addition, EVERY core course would include the key objectives: critical thinking, writing, information literacy, blackboard technology, diversity, interdisciplinary and transdisciplinary perspectives, study and collaborative learning skills, leadership and teamwork. Each core course would have 5 faculty members and approximately 100 students. These courses are required.

<p>DISCOVERY CORE 1: Who am I in relation to the natural world?</p> <p>Distribution: Natural Science, Communication</p> <p>Additional objectives: Quantitative Reasoning</p>	<p>DISCOVERY CORE 2: Who am I in relation to society?</p> <p>Distribution: Social Science, Communication</p> <p>Additional objectives: Global awareness, Cultural competency</p>	<p>DISCOVERY CORE 3: Who am I as an individual?</p> <p>Distribution: Arts and Humanities, Social Science</p> <p>Additional objectives: Oral presentation skills</p>
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Sophomore Core: This course, which would provide a common experience for students entering as sophomores, would also include an emphasis on service learning and/or undergraduate research.

Assessment, FIG Courses: (1 credit)

The advising seminars in the first year will be opportunities for students to develop a close relationship with a faculty member, and will also enable the student to begin to develop his or her own portfolio, assessment, and self-assessment tools.

Single Courses: (5 credits each)

In addition to the core, students would choose one of the following courses each quarter. In order for them to be able to meet distribution requirements, we propose that at least one course from each of the following categories be offered each quarter resulting in a total of 4-5 single courses being offered each quarter. Some of these courses may be offered during the sophomore year instead.

ARTS & HUMANITIES	SOCIAL SCIENCES	NATURAL and PHYSICAL SCIENCES	QUANTITATIVE
Literature History Philosophy Art Drama Language (we hope to become excellent in one language such as Chinese or Spanish)	Ethnic studies Psychology Anthropology Intro to law Intro to business Economics	Chemistry Biology Computer Science I Computer Science II	Statistics Calculus I Calculus II Quantitative Reasoning (a sexy math course for those who need a Q course but don't necessarily need one of the above courses)

Lower Division Curriculum: Time Schedule Portrait

	First Year	Second Year
Fall	Discovery Core 1 Freshman Experience Course A&H Course SS Course NS Course Q Course	Sophomore Core A&H Course SS Course NS Course Q Course
Winter	Discovery Core 2 Freshman Experience Course A&H Course SS Course NS Course Q Course	12 to 15 five-credit courses offered to fulfill distribution and prepare for upper division program
Spring	Discovery Core 3 Freshman Experience Course A&H Course SS Course NS Course Q Course	12 to 15 five-credit courses offered to fulfill distribution and prepare for upper division program

Lower Division Curriculum: An sample student view

	First Year	Second Year
Fall	Discovery Core 1 Freshman Experience Course Arts & Humanities Course*	Sophomore Core Social Science Course*
Winter	Discovery Core 2 Freshman Experience Course Quantitative Course*	Arts & Humanities Course* Natural Science Course* Elective or program preparation course*
Spring	Discovery Core 3 Freshman Experience Course Natural Science Course*	3 Elective or program preparation courses*

* Starred courses are just examples of what a student might take. The starred courses could be rearranged to meet a student’s needs, interests, and availability during a specific quarter.

- **Additional suggestions and guidelines**

- The essential skills of writing, information literacy, and quantitative reasoning (math) should be introduced early and repeated often in deliberate and explicit ways.
- Our current model of including Student Affairs and Academic Services staff in both planning and delivering curricula should be maintained. In particular, the following key learning objectives require Academic Services involvement because we have extensive knowledge in these areas and the librarians in particular have 5+ years of experience working with lower division curricula:
 - Critical Thinking
 - Writing
 - Oral presentation skills
 - Quantitative reasoning
 - Study and learning skills
 - Service-learning and community engagement
 - Undergraduate research
 - Information literacy
 - Teambuilding
 - Orientation
- In addition, an extensive use of technology including e-portfolios, blackboard, media, and online tutorials will require coordination with both Information Systems and Educational Technology.
- Provide an academic space for students to meet in groups explicitly for learning. A place to build an “intellectual community” is cited in many of the best freshmen programs around the country as being key.
- Students should have an opportunity to be advised/mentored by faculty in the program they are thinking about going into.

- Some thought should be given to workshops that help students adapt to college life (e.g., study skills, introduction to services, time management, etc.). This may be accomplished as part of orientation, open workshops for anyone, or part of the mentoring sessions. We need to do as much as possible to foster responsible independence, realizing many of these students are just weeks away from graduating high school.

Structure for administering the program

- Director of the Lower Division Program
 - Should have a faculty appointment in one of the existing UWB programs
 - Member of the Academic Council
 - Report to the Vice-Chancellor for Academic Affairs
 - Responsibilities
 - Schedules lower division classes
 - Conducts annual assessment of lower division core courses
 - Staffs lower division core courses
 - Conducts annual assessment of instruction in lower division core courses
 - Coordinates articulation between lower division and upper division
 - Oversees advising of lower division students
 - Reviews lower division faculty performance
 - Maintains lower division student records
 - Assesses lower division student progress
 - Coordinates design of lower division program literature
 - Teaches one lower division core course per academic year
 - Chairs Lower Division Advisory Committee
 - Coordinates liaison, with Student Affairs, with high school counselors, principals, etc.
 - Coordinates service learning opportunities
 - Maintain close liaison with the Chair of the General Faculty Organization
- Appropriate support structure for the Director
 - Program Assistant
 - Advisor
- Lower Division Advisory Committee
 - The Lower-Division Task Force realized early on that its mandate did not include deciding on exactly which courses or exactly which overall problems learning communities might choose to focus their specific courses around (beyond the obvious task of identifying courses that are often needed by students as prerequisites for admission into upper-division courses). This is because the actual courses have to reflect faculty interest and enthusiasms or they won't be successful. If the faculty don't *own* the courses, they will not thrive. We can talk about overall goals and structures and guidelines and learning objectives, but the actual courses should be decided in consultation with the Lower Division Advisory Committee.

- We further recommend that this committee be named and set to work as soon as possible after the work of the Lower-Division Task Force ends.
- The Lower Division Advisory Committee should seek input and guidance from the community as well.
- Composition of the committee
 - Chaired by Director of Lower Division Program
 - Six lower division faculty members
 - Student Affairs representative
 - Academic Services representative
- A great deal of collaboration and cooperation between the various upper-division programs and the Lower Division Program will be necessary. The details will be developed through memoranda of understanding between the individual program directors and the Director of Lower Division. Decisions as to who teaches in the Lower Division Program should be made at the program level (in cooperation with the Director of the Lower Division Program, since they will affect the staffing of upper-division courses).

Support Services required

- Student Affairs will use the following framework to guide planning. Work groups will be convened around each of these areas, and broad-based representation will be sought:
 - Recruitment/Pre-Admission Advising
 - Assessment of Skills/Preparedness
 - Admissions/Registration
 - Financial Aid/Scholarships/Financial Resources
 - Orientation
 - Student Life/Student Support/Retention
 - Assessment/Research
- Academic Services
 - Timeline/Issues:
 - June/July. If there is to be an **electronic portfolio** used for assessment, we will need to begin planning immediately. We will need to participate in faculty discussion about desired functionality. Examine options: purchase, shareware, develop locally (Summer). If purchase/shareware-we will need to acquire in time to experiment (January 06) and for faculty and support staff to develop expertise. If locally developed, we will need to begin immediately to work with faculty on functional specifications (Summer-Fall 05). Hire developer late Summer/ early Fall 05 to produce prototype by January 06. Work with faculty and staff to refine software and develop expertise.
 - Test Spring/Summer 06. Virtual learning community tools? Current version of Blackboard or more customized/flexible? IF not current BB, see development schedule above. Other tools that should be developed to support a virtual learning community include skills tutorials (writing, math, information literacy, etc)

that are linked to the course management system. Better integration of visual literacy tools.

- To what extent will transition courses be needed for math/writing? Will Academic Services staff assume a teaching load associated with such courses? If so, course development funding should be made available. We will also need to revisit the percent of effort formula for WC and QSC directors.
- Timetable below based on expected staffing.

Key

Blue = permanent dollars

Green = temporary dollars

Black = no new funds needed

- **Summer 05**
 - Decide and **begin planning for virtual tools**
 - Software designer hired**
 - Begin recruiting redesign of webpage w/Student Affairs?**
- **Fall 05**
 - QSC Director Search
 - Librarian Search
 - Decide **and begin planning for QSC move**
- **Winter 06**
 - QSC Coordinator Search
 - Library Acquisitions begin (some could be temp \$)**
 - STF proposals (Jan '06)
 - Skills (IT) training software
 - Express computer stations in public areas (UW1 & UW2) to delay need for additional drop-in lab
- **Spring 06**
 - QSC Coordinator hired to begin Spring**
 - QSC Director hired to begin July**
 - Librarian Hired to begin July**
- **Summer 06**
 - Library reserves technician hired**
 - Media Technician hired**
 - Help desk technician hired**
 - QSC move complete
 - Visual resources hourly staff added**
 - WC tutors hired**
 - QSC tutors hired**
 - Lower division support training institute for tutors**
- **Fall 06**
 - QSC opens in new location
 - Eportfolio functional
 - Virtual learning community software functional
 - Library Resources and Ereserves in place

Communication plan: concepts and messages

What Will You Experience? <i>“Learning through Relationships”</i>		Why Will You Want to Engage? <i>“Passion”</i>		What’s the Result? <i>“Knowledge Applied”</i>	
Guiding Concepts	Sample Message	Guiding Concepts	Sample Message	Guiding Concepts	Sample Message
Relationships: <ul style="list-style-type: none"> • With faculty • With students • Between campus and community • Across courses and subjects 	“Your UW degree is closer than you think”	-Passion for subjects -Passion for learning and teaching -Passion about recurring themes: <ul style="list-style-type: none"> • Sustainability • Human rights • Entrepreneurship • Ethics of care • Technology and society 	“I was inspired to...”	<ul style="list-style-type: none"> • Holistic perspectives • Networked • Experienced • Prepared for work and advanced study • Broad perspectives 	<ul style="list-style-type: none"> • 360° view • Prepared to shape the region’s future while building their own”

Assessment

- We envision creating an Assessment planning group or “circle” that would develop the learning objectives and assessment tools to be used, including pre- and post-assessment of learning, that are tied to clear cognitive outcomes, and that are used in order to improve and enhance the educational experience. One of these mechanisms, for example, might include e-portfolios. They might require each student to write a personal assessment of what has been learned each quarter, in light of the specific learning objectives associated with that particular quarter. Also need to develop a mechanism for periodic evaluation of the program as a whole.
 - What are the long-term student outcomes?
 - Will credits transfer?
 - Does it provide pathways that students need?

Appendices

- List of guidelines recommended by the GFO task force
 - Maintain quality and excellence
 - Use concept of “learning communities” or “university college”
 - Allow students to enter at different stages of their education
 - Use resources efficiently to maximize existing funding:
 - Use non-faculty academic resources for specific skills
 - Use tenure-track and non-tenure-track faculty
 - Explore outside funding
 - Use educational technology
 - Give lower-division structural identity separate from any given program
 - Develop “hybrid” structure, with the stipulation that only tenure-track faculty serve in the lower-division program
 - Small number of dedicated faculty—possibly rotating in and out—with joint appointments in other programs
 - Share cross-programmatic resources
 - Design relationship with existing programs that
 - Encourages lower-division students to continue on into upper-division courses
 - Has a procedure that manages FTE with existing programs so that no one is short-changed
 - Distinguishes between courses that would benefit many upper-division programs (e.g., economics) and those that would benefit primarily one program (e.g., accounting).
 - Reach a balance between staffing the program in the evening in order to meet the needs of non-traditional students on the one hand, and the realities of both enrollment and budget on the other.
 - Work with other institutions to supplement courses in the lower-division curriculum that may be in demand but are not offered because the program is so small at the beginning. Articulate the relationship with dual enrollment policies.
 - Plan for scaling up the program in the future, including recommending a point in the future at which the design needs to be reevaluated and modified for changed circumstances.
 - Develop a reservoir of “best practice” from other institutions that have done the same job.
 - Develop processes for assessment.

- Primary pathways into UW Bothell (Student Affairs)

- Memo from Academic Services on Lower-Division Planning

- List of individuals consulted

- Sandra Fowler-Hill, Executive Dean for Student Learning, Cascadia Community College.
- Jane Roland Martin, Professor Emerita, University of Massachusetts
- “Hallmarks of Excellence” from The Policy Center on the First Year of College, 2002 National Survey: (<http://www.brevard.edu/fyc/>)
 1. Approaches the first year in ways that are intentional, explicit, and based on clear philosophy/rationale for students’ first year.
 2. Seeks to engage students in the collegiate experience both in and out of class.
 3. Ensures that all first-year students encounter diverse ideas, viewpoints, and people.
 4. Serves all first-year students, including various segments of the first-year student population, according to their needs.
 5. Has organizational structures and policies that provide a comprehensive, coordinated approach to the first year.
 6. Uses a variety of quantitative and qualitative designs and methods to examine all aspects of students’ first-year experience and to evaluate and understand the impact of institutional policies, strategies, and interventions

Teams visited each campus to learn how they became “excellent” at serving first-year students. Lessons Learned:

- Most “excellent” programs took 10 years or more to build.
- None started out with a holistic plan – they were built incrementally
- Most had direct involvement of both faculty and the chief academic officer (CAO).

Their conclusion:

What matters in the first year? Are certain structures, systems, policies, and programs better than others, and where do we turn for guidance on these most important questions? ... we would also like to emphasize what we believe is a strong link between a number of these findings and the often-cited “Seven Principles for Good Practice in Undergraduate Education” (Chickering & Gamson, 1987). We would argue that “what’s good for undergraduates” with respect to the quality of their educational experience—including, but not limited to retention—is essential for first-year students. Of the seven principles, the first six are particular relevant to this research. They are as follows:

1. Encourages Contact between Students and Faculty
2. Develops Reciprocity and Cooperation among Students
3. Encourages Active Learning
4. Gives Prompt Feedback
5. Emphasizes Time on Task
6. Communicates High Expectations

We believe that small classes taught by experienced faculty and involving, whenever possible, upper-level students as co-teachers, are more likely to result in high levels of interaction, cooperation among students, and active learning (Principles 1, 2, & 3). These factors also communicate to students that the institution cares and invests in them and has high expectations, in turn, for their academic and social development (Principle 6). Feedback given to students via

mid-term grades (Principle 4), direct, face-to-face advising assistance (Principle 1), and out-of-class contact with faculty (Principle 1) are particularly important in the first year. We believe that time on task (Principle 5) begins with class attendance, and we urge colleges and universities to take more seriously the mandating of attendance, especially in the first year. The implicit bargain many institutions strike with first-year students—“Don’t expect too much of us and we won’t expect too much of you”—will only be broken when faculty are reinforced and rewarded for teaching first-year students and when institutions design and manage the first year intentionally with an understanding of its importance either as a launching pad and framework for collegiate success or one year out of four (or fewer) that is wasted.

- Admissions process recommendations

Freshmen minimum admission requirements for the University are established by the HECB. The following information details minimum high school core course requirements as established by the Board in 1987. These requirements would apply to any student who graduated from high school in 2005 or a prior year.

- English - four years, including three year of literature and composition
Examples: English 9, English 10, English 11, English 12; AP English, Literature, Shakespeare, Chicano Literature, sports fiction, drama as literature. ONE YEAR of ESL. Not accepted: Yearbook annual, newspaper, drama (acting/theater); more than 1 year of ESK, anything listed a developmental or resource room.

- Mathematics - three years, including algebra, geometry, and advanced mathematics. Examples: Algebra, Geometry, Algebra II, Integrated Math I, Integrated Math II, Integrated Math III. Not accepted: Applied math, calculator math, math matters, Pre-Algebra, Integrated .5, 1.5, 2.5, or anything listed as developmental or resource room
- Social Science - three years. Examples: PNW History, US History, Psychology, Contemporary World Problems.
- Science: Two years, including one year of laboratory science. Examples: biology, Chemistry, Physics, Principles of Technology, or Agricultural Science/Horticulture (may count as half)
- Foreign Language - two years of the same foreign language, Native American language, or American Sign Language. Examples: Any language that the student can take, whether or not it is offered
- Fine, Visual, or Performing Arts - one year or electives from other required subjects

The HECB is recommending new admissions standards that will take effect in fall of 2008. Additional information about these recommendations can be found at <http://www.hecb.wa.gov/press/index.asp?id=89>. In addition to the academic standards indicate above, we recommend that the lower-division program use the Freshmen Admission Review (FAR) Process. Details related to this process can be found at <http://www.washington.edu/students/uga/fr/reqs/selectfrclass.htm>. Discussion among our group members continued with respect to admission of non-traditional students as freshmen. There is more discussion that needs to be

held with Seattle about the amount of flexibility afforded with respect to the freshman admissions process. We strongly recommend that locally-developed writing and math assessment tools be developed, to be used by non-traditional applicants and those applicants who may be unsure of their skills at the time of admission. A proposed model for the writing assessment process would include a lecture session, discussion, and a writing assignment. UWS is reviewing their math assessment and this work will serve to inform and influence an assessment process selected for UWB. Further clarification needs to be provided with respect to the level of flexibility afforded when admitting non-traditional students as freshmen. Both the Writing and Quantitative Skills Center are eager to support development of these assessment tools.

For those students returning to the University after a period of time or who are unsure of their writing and math skills it may be advisable to offer a writing and quantitative skills refresher/strengthening course. More discussion is needed with respect to how and when this course might be offered.

While not a formal part of the admission/assessment discussion, the following information is also offered:

- There is a great opportunity for a required learning community that provides a quantitative reasoning/writing pairing. This makes sense for many reasons some of which are (1) QR and writing are essential skills for all of our students regardless of major and something that needs to be introduced to all at the college level; and (2) UWB has faculty with extensive background mixing writing with QR. There is support available to develop the initial course, and the result would be something many of our faculty would be able to team teach. This subject pairing could easily be adapted to fit any "theme" for the program.
- In addition to assessment for admission to the program, thought needs to be given to incoming assessments in writing and math for all students. First, it will help with "placement" so to speak. Even if all the freshmen are in the same class, instructors will know where their students are college-prepared. Second, it will provide a comparison to the ongoing assessment we hope to build in as a strong component of the lower division program. If the assessment process is well-developed and organized prior to admitting the first students, this will be a perfect start for some initial assessment and research related to both the student learning experience and effectiveness of the program and its courses.