

UNIVERSITY OF WASHINGTON  
COLLEGE OF ENGINEERING

COE Freshman Admissions  
Discussion Draft

Last update: August 25, 2005

- What:** Freshman admission to COE with moderate curriculum revision and opportunity to do more major revision.
- How:**
- Change admissions process
  - New Intro to Engr course (e.g., ENGR 100, required)
  - Active engagement in extra-curricular activities to promote diversity and cohort development (e.g., with student professional societies)
  - New courses in business for engrs., global experience (exchanges), entrepreneurship (these would be electives)
  - Interdisciplinary capstone design (as parallel track and option-out of traditional capstone design)
  - Keep traditional track for junior year transfers from A&S and CCs
- Who:**
- Students and prospective students
  - A diverse student body
- Why:**
- Create a Community of Innovators
  - A diverse community of students and faculty
  - A technically integrated and expert community
  - Stronger identification of students with COE leads to stronger identification with departments
  - Promote lifelong learning

**Groups/People to Consult**

1. Department Chairs (consultations begin September 2005).
2. Other Deans (A&S, SOM, B-school)
3. Provost
4. Registrar
5. UW Admissions
6. Students (lots of work here)
7. Affected student groups (e.g., SWE, NSBE, AISES, ASME, AIChE, etc.)
8. Departments and faculty
9. Council on Educational Policy
10. Staff (dept. advisers)
11. Department advisory boards (establish, if needed)
12. Industry affiliates
13. Alumni
14. Partners in articulation agreements (CCs)

### **Positive Deviant Behaviors/Benchmarking**

1. What are other schools doing?
2. How does this work at public institutions? At private institutions?
3. What schools have attempted large scale curriculum revision?
  - College-wide or university wide
  - Shifts from quarters to semesters
  - Other changes
4. How were the major barriers overcome? What worked and what didn't?

### **Task Force**

1. Who at the UW should be involved (specific names)?
2. Who outside the UW should be involved?
3. Who should be hired?

### **Assessment**

1. How will we know it's working or not working?
2. What are the early results that can reinforce the program?

### **Random Ideas**

1. Get industrial support and promotion of diversity activities
2. Industry support for capstone design projects
3. Industrial commitment to co-op programs
4. Engage/expand UW Worldwide for global exchange opportunities
5. Service learning: apply engineering practices & technology to address poverty
6. Get faculty to write proposals to NSF, DoEd, etc. to support capstone design projects
7. Add reward and P&T criteria to support faculty involvement and expansion of capstone design experiences
8. Use this plan to stimulate industrial/alumni support for a college-wide building to house student research projects
9. What are keystones and cornerstones needed and how can we affect those?
10. Develop peer mentoring systems to promote cohort development
11. Encourage use of student portfolios

### **Communication**

Need to get the word out to ...

- Current students
- Prospective students
- Alumni
- Faculty
- Engineering community (e.g, ASEE)
- Central administration
- Funding agencies
- Industry