

UW SOUL ~ Focus Groups

*University of Washington Study of Undergraduate Learning
Office of Educational Assessment*

WINTER 2000

1. You have been asked to go back to your previous school and speak to a group of seniors/transfer students who will be coming to the UW next fall. Thinking about what you were told about the UW, what would you say to this group that you don't think they know?
2. What is important to you? What do you value?
(Personal relationships and public or social issues/causes/concerns)
3. Have these values been affected or shaped in any way by your time at the UW?
4. How concerned are you about the environment?
What do you think the key issues are in terms of the environment?
Are you doing anything to act on your concerns?
5. Let's say a friend of yours in your dorm or house comes to you for advice because he is failing his Math class. He needs to receive at least a B in this class in order to be accepted into his chosen major. What would you recommend that he do?
6. How do you personally define college success?
What do "good grades" mean to you?
7. What has helped your learning in these two quarters?
8. What has hindered your learning?
9. If the UW could do only one thing to improve your learning, what would that be? [Make a list on the board of everything students mention. Then ask students to go up and "vote" for the one they feel is the most important.]

WINTER 2001

1. You have been asked to go back to your previous school and speak to a group of seniors/transfer students who will be coming to the UW next fall. Thinking about what you were told about the UW, what would you say to this group that you don't think they know?
2. What is important to you? What do you value?
(Personal relationships and public or social issues/causes/concerns)
3. Have these values been affected or shaped in any way by your time at the UW?
4. How concerned are you about the environment?
5. What is the one environmental issue that you are the most concerned about?
6. Are you doing anything to act on your concerns?
7. Some people say there are two ways to solve environmental problems. One way is to decrease our consumer needs and decrease our use of technology to control nature. The other way is to push ahead with developing new technology since it is believed that technology will be able to solve the environmental problems. What do you think? Do you favor one way more than another? Why?
8. How do you personally define college success?
9. What do "good grades" mean to you?
10. What has helped your learning in your time here at the UW?
11. What has hindered your learning?
12. If the UW could do only one thing to improve your learning, what would that be? [Make a list on a sheet of paper or a whiteboard. Now come up here and put a mark next to the item that you think would have the most significant impact on your learning.]

WINTER 2002

1. You have been asked to speak to a group of incoming freshmen. Thinking about what you knew then compared with what you know now, what would you say to this group?
2. What is important to you? What do you value?
(Personal relationships and public or social issues/causes/concerns)
3. Have these values been affected or shaped in any way by your time at the UW?
4. What does it mean to be educated?
5. The attacks on the World Trade Center and the Pentagon on Sept 11 affected people in many ways. Were you affected by the Sept. 11 attacks in any way or not? (Personal, education, sense of the world?)
6. Did you attend any of the UW's lectures or talks regarding the September 11 attacks? If so, how did those affect you?
7. How do you personally define college success?
8. What do "good grades" mean to you?
9. Has your understanding of yourself in relation to the university changed over time? If so, how?
10. What has helped your learning in your time here at the UW?
11. What has hindered your learning?
12. If the UW could do only one thing to improve your learning, what would that be? [Make a list on a sheet of paper or a whiteboard. Now come up here and put a mark next to the item that you think would have the most significant impact on your learning.]

WINTER 2003

1. You have been asked to speak to a group of incoming freshmen. Thinking about what you knew then compared with what you know now, what would you say to this group?
2. What is important to you? What do you value?
(Personal relationships and public or social issues/causes/concerns)
3. Have these values been affected or shaped in any way by your time at the UW?
4. Think about yourself now in relation to what you imagine you would be if you hadn't gone to college. How do you think you would be different in regard to:
 - How you think about things?
 - Your interests?
 - Your hopes and dreams?
 - Your values?
5. What does it mean to be educated?
6. Does having gone to college change your role as a citizen
7. Now that many of you are about to graduate, how do you personally define college success?
8. Has your understanding of yourself in relation to the university changed over time? If so, how?
9. What has helped your learning in your time here at the UW?
10. What has hindered your learning?
11. If the UW could do only one thing to improve your learning, what would that be? (Have them come to consensus on this, and write a recommendation.)