

2019 Biennial UCORE Assessment Summary of Student Achievement of WSU's Seven Learning Goals of Undergraduate Education

UCORE Assessment | Washington State University

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Scope

This document summarizes AY 2017-18 and AY 2018-19 results of student learning assessment on WSU's Seven Learning Goals of Undergraduate Education in the context of the UCORE curriculum (Note: As outlined in the [UCORE Assessment Plan, 2015-2023](#), UCORE Assessment Summaries of Student Achievement of WSU's Seven Learning Goals of Undergraduate Education switched to a biennial format starting in 2019, to better align with key UCORE assessments). Audiences include UCORE committees, WSU faculty and administration, students, university accreditors, and the public. All UCORE-designated courses require students to demonstrate Critical & Creative Thinking, Information Literacy, and Written Communication (a sub-goal of the Communication goal), while Oral Communication (another Communication sub-goal), Quantitative Reasoning, Scientific Literacy, Diversity, and Depth, Breadth, & Integration of Learning are advanced in UCORE courses as appropriate to the designator (see UCORE's [Curriculum webpages](#) for more information). As UCORE is bookended by a required first-year course [ROOT] and a senior capstone experience [CAPS], this summary offers a general picture of student achievement and perceptions at the senior and first-year levels, intended to provide an overview related to WSU's Learning Goals; the results reported are not longitudinal, but represent a cross-section of students. For more information, including past summaries, see the [UCORE Assessment Website](#) or contact the Office of Assessment of Teaching and Learning.

Note that other assessment of student learning on WSU's Learning Goals, such as assessment by degree programs or majors, is outside the scope of this report.

FOCUS ON WSU SENIORS: This executive summary offers a general picture of student achievement and perceptions related to WSU's Seven Learning Goals of Undergraduate Education at the senior level in the context of the UCORE curriculum, providing information about student achievement near the end of their undergraduate experience. [CAPS] courses require students to demonstrate Critical & Creative Thinking, Information Literacy, Written Communication, and Integrative Learning, with other WSU Learning Goals included as appropriate to the course and discipline.

CRITICAL and CREATIVE THINKING

- Most seniors (**82%**) exceed or meet faculty expectations at the graduating undergraduate level for Critical and Creative Thinking in their UCORE capstone [CAPS] courses.
- Nearly all seniors responding to NSSE report that they have considerable confidence in their ability to complete tasks requiring critical thinking (**94%**) and creative thinking (**93%**).

INFORMATION LITERACY

- Most seniors (**82%**) exceed or meet faculty expectations at the graduating undergraduate level for Information Literacy in their UCORE capstone [CAPS] courses.

WRITTEN COMMUNICATION

- Most seniors (**82%**) exceed or meet faculty expectations at the graduating undergraduate level for Written Communication in their UCORE capstone [CAPS] courses.
- Most seniors responding to NSSE report that they have considerable confidence in their ability to complete tasks requiring clear writing (**88%**).

DEPTH, BREADTH, and INTEGRATION OF LEARNING

- Most seniors (**82%**) exceed or meet faculty expectations at the graduating undergraduate level for Depth, Breadth and Integration of Learning in their UCORE capstone [CAPS] courses.

ORAL COMMUNICATION*

- In [CAPS] that include Oral Communication, most seniors (**85%**) exceed or meet faculty expectations at the graduating undergraduate level for Oral Communication in their UCORE capstone [CAPS] courses.
- Most seniors (**89%**) responding to NSSE report that their WSU experience contributed to the development of their ability to speak clearly and effectively.

QUANTITATIVE REASONING*

- In [CAPS] that include Quantitative Reasoning, most seniors (**80%**) exceed or meet faculty expectations at the graduating undergraduate level for Quantitative Reasoning in their UCORE capstone [CAPS] courses.
- Nearly all seniors (**94%**) responding to NSSE report that their WSU experience contributed to the development of their ability to analyze numerical and statistical information.

SCIENTIFIC LITERACY*

- In [CAPS] that include Scientific Literacy, most seniors (**86%**) exceed or meet faculty expectations at the graduating undergraduate level for Scientific Literacy in their UCORE capstone [CAPS] courses.

DIVERSITY*

- In [CAPS] that include Diversity, nearly all seniors (**92%**) exceed or meet faculty expectations at the graduating undergraduate level for Diversity in their UCORE capstone [CAPS] courses.
- Most seniors (**86%**) responding to NSSE report that their WSU experience contributed to their development in understanding people of other backgrounds.

**Not all UCORE [CAPS] courses require students demonstrate these WSU Learning Goals. Offered to all seniors, NSSE results related to these WSU Learning Goals may come from a broader sample of students.*

WSU's Seven Learning Goals of Undergraduate Education

All undergraduates, regardless of major, are expected to meet WSU's Seven Learning Goals of Undergraduate Education, which identify core skills and knowledge that all students should develop through their undergraduate studies. WSU's Learning Goals of Undergraduate Education are faculty developed and expressed broadly so as to frame study in the major as well as in general education.

**Critical and Creative Thinking | Information Literacy | Communication
Quantitative Reasoning | Scientific Literacy | Diversity
Depth, Breadth, and Integration of Learning**

UCORE

WSU's general education program, known as UCORE, provides balance between the specialized focus of the major and the broader traditional objectives of higher education. UCORE is bookended by a required first-year course [ROOT] and a senior capstone experience [CAPS]. Additionally, UCORE includes foundational courses, inquiry-based learning courses in the disciplines, and a diversity course requirement.

While all WSU undergraduate degrees align their [program-level student learning outcomes](#) with WSU's Seven Learning Goals of Undergraduate Education (with some variation based on disciplinary focus), UCORE is the centerpiece of the undergraduate curriculum supporting the advancement of WSU's Learning Goals. All UCORE-designated courses require students to demonstrate Critical & Creative Thinking, Information Literacy, and Written Communication (a sub-goal of the Communication goal), while Oral Communication (another Communication sub-goal), Quantitative Reasoning, Scientific Literacy, Diversity, and Depth, Breadth, & Integration of Learning are advanced in UCORE courses as appropriate to the designator (see UCORE's [Curriculum webpages](#) for more information).

UCORE Assessment

UCORE Assessment is intended to help faculty, departments, and university leadership determine to what extent undergraduates are achieving WSU's Seven Learning Goals in the context of the UCORE curriculum. Faculty participate on UCORE's sub-committee for assessment and also contribute to assessment of UCORE-designated courses and assessment of student learning. Assessment processes and data sources differ, as best fits particular Learning Goals. See the [UCORE Assessment website](#) for details.



Direct Measures of Student Learning

Direct measures are evaluations of students' performances or work products (by faculty or other professionals) that provide evidence of student learning on particular skills and knowledge.

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18

UCORE Capstone [CAPS] Course Assessment Reports are intended to gauge student learning on WSU's Learning Goals at the graduating undergraduate level. [CAPS] faculty submit a short report of holistic student achievement of the WSU Learning Goals demonstrated in their course, as well as information about student preparedness for [CAPS] level work. Not all [CAPS] courses assess all of the WSU Learning Goals; Quantitative Reasoning, Scientific Literacy, Diversity, and/or Oral Communication may be assessed as appropriate to the discipline or course. In AY 2017-18, 87 reports were submitted for UCORE [CAPS] courses *with primarily seniors enrolled* (>90% seniors in the [CAPS] course or section), which represented nearly 2,700 seniors and roughly 55% of seniors enrolled in [CAPS] courses on all campuses. In these reports, instructors indicated that roughly 78% of these seniors were in [CAPS] courses *with primarily majors enrolled* (>90% majors in the [CAPS] course or section). In AY 2018-19, the [CAPS] report form was revised to improve future [CAPS] assessment by providing descriptors of student performance for meets expectations for graduating senior. Testing of the revised form focused on a different subset of the Learning Goals each term, yielding incomplete information about student achievement of the Learning Goals across [CAPS] courses for AY 2018-19.

First-Year Experience [ROOT] Faculty Evaluation of Student Work, AY 2017-18 & 2018-19

Roots of Contemporary Issues Assessment is intended to provide [ROOT] faculty with information for program improvement, as well as gauge student learning on WSU's Learning Goals at the first-year level in the context of the UCORE curriculum. [ROOT] faculty evaluate a random sample of students' papers from all campuses using a faculty-developed rubric. [ROOT] Assessment includes the Final Papers Assessment (aligned with Information Literacy and Integration of Learning in AY 2018-19) and the Diversity & Inequality Papers Assessment (aligned with Diversity and Written Communication in AY 2017-18), conducted biennially in alternating years starting in AY 2016-17. In AY 2018-19, 150 first-year students' final papers were evaluated. In AY 2017-18, 161 first-year students' papers were evaluated.

English 101 [WRTG] Faculty Assessment of Student Portfolios, AY 2017-18 & 2018-19

AY 2017-18 was the first year the English 101 Holistic Skills Assessment was collected, intended to gauge student learning on Written Communication for UCORE assessment, as well as to provide English 101 faculty with information for program improvement. Each semester, English 101 faculty submitted a short report of holistic student achievement of course outcomes, as demonstrated in students' final portfolios. In AY 2017-18 & 2018-19, 77 reports were submitted for 141 English 101 course sections on the Pullman, Vancouver, and Tri-Cities campuses, which represented more than 3,000 students, or roughly half of students enrolled in English 101. Approximately 80% of students enrolled in all AY 2017-18 & 2018-19 English 101 course sections were first-year students.

Indirect Measures of Student Learning

Indirect measures include perspectives, input, experiences, or indicators (from students or others) providing evidence associated with learning, motivation, perceived success, or satisfaction.

National Survey of Student Engagement, 2019

The National Survey of Student Engagement assesses the extent to which students engage in educational practices associated with high levels of learning and development. This survey was administered at WSU in 2019 and is typically administered every other year on all campuses. In 2019, 1,427 seniors and 1,198 first-year students responded to the survey at WSU. The WSU response rate was 24% for seniors and 26% for first-year students, compared to the average national response rate of 21% for participating institutions with undergraduate enrollments of 10,000 or more. NSSE results are weighted by institution-reported sex and enrollment status, and may not sum to 100% due to rounding.

Note: NSSE is an externally developed survey administered by the University of Indiana (Bloomington). As such, questions on the NSSE survey are not specifically tailored to WSU and/or UCORE.

CRITICAL and CREATIVE THINKING

All UCORE-designated courses are required to advance Critical & Creative Thinking, totaling 34 credit hours in UCORE-designated courses that include instruction and/or engagement with Critical & Creative Thinking. As such, the required first-year experience course [ROOT], other first-year foundational requirements, and the senior capstone experience course [CAPS] are required to advance Critical & Creative Thinking.

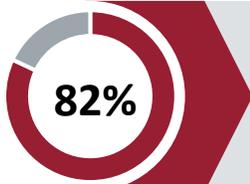
WSU Learning Goal: Graduates will use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways. *Graduates may demonstrate critical and creative thinking by:*

- Defining, analyzing, and solving problems.
- Integrating and synthesizing knowledge from multiple sources.
- Assessing the accuracy and validity of findings and conclusions.
- Examining how one thinks, reasons, and makes value judgments, including ethical and aesthetic judgments.
- Identifying diverse viewpoints, including different philosophical and cultural perspectives.
- Combining and synthesizing existing ideas, images, or expertise in original ways.
- Thinking and working in imaginative ways characterized by innovation, divergent thinking, and risk-taking.

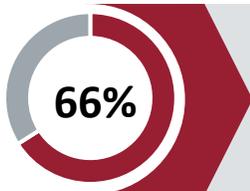
SENIORS: Evidence of Student Learning

SUMMARY: Faculty assessments show that most seniors exceed or meet faculty expectations for Critical and Creative Thinking in their UCORE [CAPS] courses. Additionally, nearly all seniors responding to NSSE report that they have considerable confidence in these skills.

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18



82% of seniors exceeded or met expectations for Critical and Creative Thinking at the graduating undergraduate level at the end of their UCORE capstone [CAPS] course



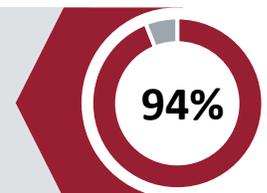
66% of seniors were well prepared or prepared by previous courses for their [CAPS] coursework related to Critical and Creative Thinking



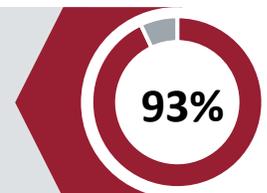
National Survey of Student Engagement Responses from Seniors, 2019



94% of seniors reported having “very much” or “quite a bit” of confidence in their ability to complete tasks requiring *critical thinking and analysis of arguments and information*



93% of seniors reported having “very much” or “quite a bit” of confidence in their ability to complete tasks requiring *creative thinking and problem solving*



UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18

SENIOR Achievement of CRITICAL and CREATIVE THINKING at End of [CAPS] Course UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18			
% of seniors			
Exceed expectations at graduating level	Meet expectations at graduating level	Partially meet expectations	Do not meet expectations
21%	61%	15%	3%

SENIOR Preparedness for CRITICAL and CREATIVE THINKING at Beginning of [CAPS] Course UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18				
% of seniors				
Well prepared	Prepared	Somewhat prepared	Not prepared	Cannot Rate
27%	39%	27%	7%	0%

National Survey of Student Engagement Responses from Seniors, 2019

SENIOR Confidence in Abilities Related to CRITICAL and CREATIVE THINKING National Survey of Student Engagement Responses from Seniors, 2019				
How much confidence do you have in your ability to complete tasks requiring the following skills and abilities?	% of seniors			
	Very much	Quite a bit	Some	Very little
Critical thinking and analysis of arguments and information	55%	39%	6%	1%
Creative thinking and problem solving	58%	35%	6%	1%

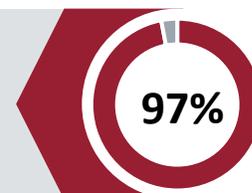
SENIOR Perceived Gains Related to CRITICAL and CREATIVE THINKING National Survey of Student Engagement Responses from Seniors, 2019				
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	% of seniors			
	Very much	Quite a bit	Some	Very little
Thinking critically and analytically	49%	38%	10%	2%

FIRST-YEAR: Evidence of Student Learning

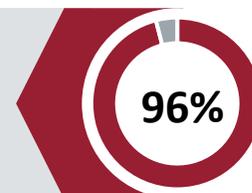
SUMMARY: Nearly all first-year students responding to NSSE report that their coursework emphasizes applying facts, theories, or methods to practical problems or new situations, as well as evaluating points of view, decisions, or information sources.

National Survey of Student Engagement Responses from First-Year Students, 2019

97% of first-year students reported that their coursework emphasized *applying facts, theories, or methods to practical problems or new situations* during the academic year, while 3% reported that they did this “very little”



96% of first-year students reported that their coursework emphasized *evaluating a point of view, decision, or information source* during the academic year, while 4% reported that they did this “very little”



National Survey of Student Engagement Responses from First-Year Students, 2019

FIRST-YEAR Skill Development Related to CRITICAL and CREATIVE THINKING National Survey of Student Engagement Responses from First-Year Students, 2019				
During the current school year, how much has your coursework emphasized the following?	% of first-year students			
	Very much	Quite a bit	Some	Very little
Applying facts, theories, or methods to practical problems or new situations	22%	50%	26%	3%
Evaluating a point of view, decision, or information source	22%	47%	27%	4%
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	21%	47%	28%	4%
Forming a new idea or understanding from various pieces of information	20%	50%	25%	5%

Note: *First-Year Experience [ROOT] Faculty Evaluation of Student Work* includes the Final Papers Assessment (aligned with Critical & Creative Thinking, Information Literacy, Communication, and Depth, Breadth, & Integration of Learning) and the Diversity & Inequality Papers Assessment (aligned with Diversity and Communication), with Learning Goals assessed on an alternating basis. *First-Year Experience [ROOT] Faculty Evaluation of Student Work* most recently included Critical & Creative Thinking in AY 2016-17, see the [AY 2016-17 \[ROOT\] Final Papers Assessment Summary of Key Evidence for UCORE](#) for more information.

INFORMATION LITERACY

All UCORE-designated courses are required to advance Information Literacy, totaling 34 credit hours in UCORE-designated courses that include instruction and/or engagement with Information Literacy. As such, the required first-year experience course [ROOT], other first-year foundational requirements, and the senior capstone experience course [CAPS] are required to advance Information Literacy.

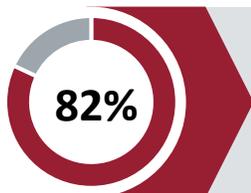
WSU Learning Goal: Graduates will effectively identify, locate, evaluate, use responsibly and share information for the problem at hand. *Graduates may demonstrate information literacy by:*

- Determining the extent and type of information needed.
- Implementing well-designed search strategies.
- Accessing information effectively and efficiently from multiple sources.
- Assessing credibility and applicability of information sources.
- Using information to accomplish a specific purpose.
- Accessing and using information ethically and legally.

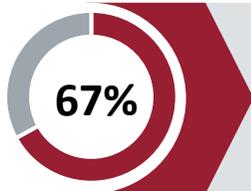
SENIORS: Evidence of Student Learning

SUMMARY: Faculty assessments show that most seniors exceed or meet faculty expectations for Information Literacy in their UCORE [CAPS] courses.

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18



82% of seniors exceeded or met expectations for Information Literacy at the graduating undergraduate level at the end of their UCORE capstone [CAPS] course



67% of seniors were well prepared or prepared by previous courses for their [CAPS] coursework related to Information Literacy



UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18

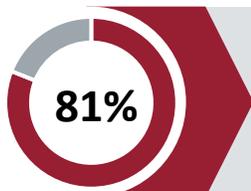
SENIOR Achievement of INFORMATION LITERACY at End of [CAPS] Course UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18			
% of seniors			
Exceed expectations at graduating level	Meet expectations at graduating level	Partially meet expectations	Do not meet expectations
19%	63%	15%	3%

SENIOR Preparedness for INFORMATION LITERACY at Beginning of [CAPS] Course UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18				
% of seniors				
Well prepared	Prepared	Somewhat prepared	Not prepared	Cannot Rate
26%	41%	25%	7%	0%

FIRST-YEAR: Evidence of Student Learning

SUMMARY: In their UCORE [ROOT] course, students find and evaluate primary and secondary sources relevant to their research topic – faculty assessments show that most first-year students exceed or meet faculty expectations for selecting sources appropriate to a research paper at the first-year level. Additionally, most first-year students responding to NSSE report that a number of their writing assignments require analyzing or evaluating something they read, researched, or observed.

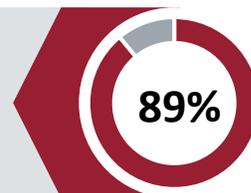
First-Year Experience [ROOT] Faculty Evaluation of Student Work, AY 2018-19



81% of first-year students exceeded or met expectations for selecting sources appropriate to a research paper at a first-year undergraduate level at the end of their UCORE first-year experience [ROOT] course

National Survey of Student Engagement Responses from First-Year Students, 2019

89% of first-year students reported analyzing or evaluating something they read, researched, or observed for at least “some” writing assignments during the academic year, while 10% reported “few” and 1% reported “none”



First-Year Experience [ROOT] Faculty Evaluation of Student Work, AY 2018-19

FIRST-YEAR Achievement Related to INFORMATION LITERACY at End of [ROOT] Course First-Year Experience [ROOT] Faculty Evaluation of Student Work, AY 2018-19				
	% of first-year students			
	Exceed expectations at first-year level	Meet expectations at first-year level	Partially meet expectations at first-year level	Do not meet expectations
Selecting sources appropriate to a research paper	36%	46%	17%	1%
Using a citation system to accurately reference evidence	20%	46%	32%	3%
Understanding the relationship between the nature of sources and drawing conclusions	16%	38%	45%	2%

National Survey of Student Engagement Responses from First-Year Students, 2019

FIRST-YEAR Learning Tasks Related to INFORMATION LITERACY National Survey of Student Engagement Responses from First-Year Students, 2019					
During the current school year, for how many writing assignments have you done the following?	% of first-year students				
	All writing assignments	Most writing assignments	Some writing assignments	Few writing assignments	No writing assignments
Analyzed or evaluated something you read, researched, or observed	15%	49%	25%	10%	1%

WRITTEN COMMUNICATION

All UCORE-designated courses are required to advance Written Communication, a sub-goal of the Communication Learning Goal, totaling 34 credit hours in UCORE-designated courses that include instruction and/or engagement with Written Communication. As such, the required first-year experience course [ROOT], other first-year foundational requirements, and the senior capstone experience course [CAPS] are required to advance Written Communication; English 101 (College Composition), specifically, is a key written communication foundational competency [WRTG] course in the UCORE curriculum for many first-year students.

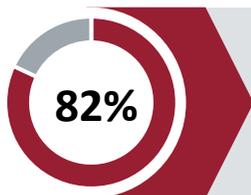
WSU Learning Goal: Graduates will communicate successfully with audiences through written, oral, and other media as appropriate for the audience and purpose. *Graduates may demonstrate communication skills by:*

- Analyzing how circumstances, background, values, interests and needs shape communication sent and received.
- Tailoring messages to audiences according to purpose, occasion, and technology used.
- Expressing concepts, propositions, and beliefs in coherent, concise, and technically correct form.
- Choosing appropriate communication media and technology.
- Speaking confidently and effectively in front of groups.
- Following social & disciplinary norms for individual and small group interactions, which includes active listening.

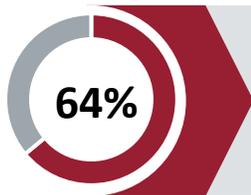
SENIORS: Evidence of Student Learning

SUMMARY: Faculty assessments indicate that most seniors exceed or meet faculty expectations for Written Communication in their UCORE [CAPS] courses. Additionally, most seniors responding to NSSE report that they have considerable confidence in their ability to write clearly.

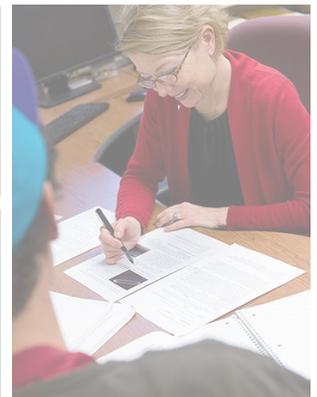
UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18



82% of seniors exceeded or met expectations for *Written Communication* at the graduating undergraduate level at the end of their UCORE capstone [CAPS] course



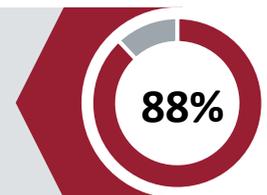
64% of seniors were well prepared or prepared by previous courses for their [CAPS] coursework related to *Written Communication*



National Survey of Student Engagement Responses from Seniors, 2019



88% of seniors reported having “very much” or “quite a bit” of confidence in their ability to complete tasks requiring *clear writing*



UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18

SENIOR Achievement of WRITTEN COMMUNICATION at End of [CAPS] Course UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18			
% of seniors			
Exceed expectations at graduating level	Meet expectations at graduating level	Partially meet expectations	Do not meet expectations
21%	61%	14%	4%

SENIOR Preparedness for WRITTEN COMMUNICATION at Beginning of [CAPS] Course UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18				
% of seniors				
Well prepared	Prepared	Somewhat prepared	Not prepared	Cannot Rate
25%	39%	27%	8%	1%

National Survey of Student Engagement Responses from Seniors, 2019

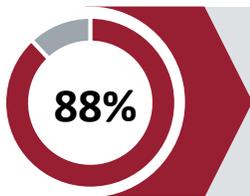
SENIOR Confidence in Abilities Related to WRITTEN COMMUNICATION National Survey of Student Engagement Responses from Seniors, 2019				
How much confidence do you have in your ability to complete tasks requiring the following skills and abilities?	% of seniors			
	Very much	Quite a bit	Some	Very little
Clear writing	46%	42%	11%	1%

SENIOR Perceived Gains Related to WRITTEN COMMUNICATION National Survey of Student Engagement Responses from Seniors, 2019				
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	% of seniors			
	Very much	Quite a bit	Some	Very little
Writing clearly and effectively	35%	37%	22%	6%

FIRST-YEAR: Evidence of Student Learning

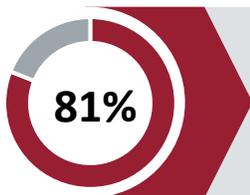
SUMMARY: In their UCORE [ROOT] and foundational writing [WRTG] courses, students are introduced to and practice developing written communication skills – faculty assessments show that most first-year students exceed or meet faculty expectations for written communication skills at the first-year level. Additionally, most first-year students responding to NSSE report that a number of their writing assignments require summarizing material they read and writing in the style of a specific field. Roughly two-thirds of first-year students responding to NSSE report that a number of their writing assignments require addressing a real or imagined audience.

First-Year Experience [ROOT] Faculty Evaluation of Student Work, AY 2017-18



88% of first-year students exceeded or met expectations for *following written conventions* at a first-year undergraduate level in their UCORE first-year experience [ROOT] course

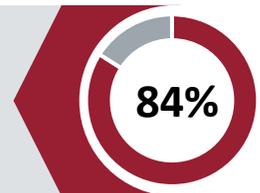
English 101 [WRTG] Faculty Assessment of Student Portfolios, AY 2017-18 & 2018-19



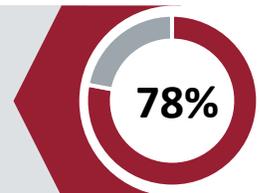
81% of English 101 students exceeded or met expectations for *Written Communication* at a first-year undergraduate level at the end of their English 101 [WRTG] course

National Survey of Student Engagement Responses from First-Year Students, 2019

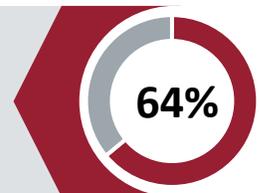
84% of first-year students reported *summarizing material they read* for at least “some” writing assignments during the academic year, while 13% reported “few” and 3% reported “none”



78% of first-year students reported *writing in the style and format of a specific field* for at least “some” writing assignments during the academic year, while 15% reported “few” and 7% reported “none”



64% of first-year students reported *addressing a real or imagined audience* for at least “some” writing assignments during the academic year, while 22% reported “few” and 14% reported “none”



First-Year Experience [ROOT] Faculty Evaluation of Student Work, AY 2017-18

FIRST-YEAR Achievement Related to WRITTEN COMMUNICATION in [ROOT] Course First-Year Experience [ROOT] Faculty Evaluation of Student Work, AY 2017-18				
	% of first-year students			
	Exceed expectations at first-year level	Meet expectations at first-year level	Partially meet expectations at first-year level	Do not meet expectations
Following written conventions	33%	55%	12%	0%
Including an organizational structure	16%	56%	27%	1%
Stating an argument	18%	52%	26%	4%

English 101 [WRTG] Faculty Assessment of Student Portfolios, AY 2017-18 & 2018-19

FIRST-YEAR Achievement of WRITTEN COMMUNICATION at End of English 101 [WRTG] Course English 101 [WRTG] Faculty Assessment of Student Portfolios, AY 2017-18 & 2018-19			
% of English 101 students			
Exceed expectations targeted for English 101	Meet expectations targeted for English 101	Partially meet expectations	Do not meet expectations
32%	49%	12%	8%

Note: Approximately 80% of students enrolled in AY 2017-18 & 2018-19 English 101 course sections were first-year students.

National Survey of Student Engagement Responses from First-Year Students, 2019

FIRST-YEAR Learning Tasks Related to WRITTEN COMMUNICATION National Survey of Student Engagement Responses from First-Year Students, 2019					
During the current school year, for how many writing assignments have you done the following?	% of first-year students				
	All writing assignments	Most writing assignments	Some writing assignments	Few writing assignments	No writing assignments
Summarized material you read such as articles, books, or online publications	9%	40%	36%	13%	3%
Written in the style and format of a specific field (engineering, history, etc.)	14%	33%	31%	15%	7%
Addressed a real or imagined audience such as your classmates, a politician, non-experts, etc.	7%	24%	33%	22%	14%

DEPTH, BREADTH, and INTEGRATION OF LEARNING

UCORE-designated courses advance Depth, Breadth, & Integration of Learning as appropriate to the designator, with a minimum of six credit hours in UCORE-designated courses that include instruction and/or engagement with Integrative Learning (see UCORE's [Curriculum webpages](#) for information). The required first-year experience course [ROOT] and senior capstone experience course [CAPS] are required to advance Integrative Learning, specifically.

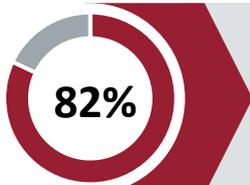
WSU Learning Goal: Graduates will develop depth, breadth, & integration of learning for the benefit of themselves, their communities, their employers, and for society at large. *Graduates may demonstrate depth, breadth, & integration of learning:*

- Through broad study in the sciences, mathematics, social sciences, humanities, history, languages, and the arts.
- By demonstrating a depth of knowledge within the chosen academic field of study based on integration of its history, core methods, techniques, vocabulary, and unsolved problems.
- By applying the concepts of the general and specialized studies to personal, academic, service learning, professional, and/or community activities.
- By understanding how the methods and concepts of the chosen discipline (major) relate to those of other disciplines and by engaging in cross-disciplinary activities.
- By synthesizing multiple bodies of knowledge to address real-world problems and issues.
- By reflecting upon changes in learning and outlook over time and by making personal, professional, and civic plans based on that self-reflection.

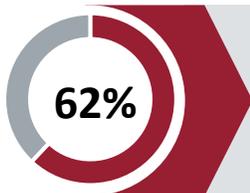
SENIORS: Evidence of Student Learning

SUMMARY: Faculty assessments indicate that most seniors exceed or meet faculty expectations for Depth, Breadth, and Integration of Learning in their UCORE [CAPS] courses. Additionally, nearly all seniors responding to NSSE report that they connect ideas from courses to prior experiences and combine ideas from different courses when completing assignments during their senior year.

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18



82% of seniors exceeded or met expectations for Depth, Breadth, and Integration of Learning at the graduating undergraduate level at the end of their UCORE capstone [CAPS] course



62% of seniors were well prepared or prepared by previous courses for their [CAPS] coursework related to Depth, Breadth, and Integration of Learning



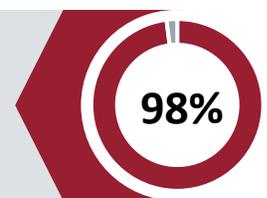
National Survey of Student Engagement Responses from Seniors, 2019



99% of seniors reported connecting ideas from courses to prior experiences and knowledge during the academic year, while 1% reported that they “never” did this during the academic year



98% of seniors reported combining ideas from different courses when completing assignments during the academic year, while 2% reported that they “never” did this during the academic year



UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18

SENIOR Achievement of DEPTH, BREADTH and INTEGRATION OF LEARNING at End of [CAPS] Course UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18			
% of seniors			
Exceed expectations at graduating level	Meet expectations at graduating level	Partially meet expectations	Do not meet expectations
20%	62%	15%	3%

SENIOR Preparedness for DEPTH, BREADTH and INTEGRATION OF LEARNING at Beginning of [CAPS] UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18				
% of seniors				
Well prepared	Prepared	Somewhat prepared	Not prepared	Cannot Rate
27%	35%	27%	9%	3%

National Survey of Student Engagement Responses from Seniors, 2019

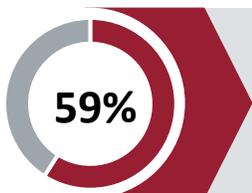
SENIOR Learning Tasks Related to DEPTH, BREADTH and INTEGRATION OF LEARNING National Survey of Student Engagement Responses from Seniors, 2019				
During the current school year, about how often have you done the following?	% of seniors			
	Very often	Often	Sometimes	Never
Connected ideas from your courses to your prior experiences and knowledge	38%	48%	13%	1%
Combined ideas from different courses when completing assignments	32%	45%	22%	2%

Note: NSSE does not ask seniors about their confidence or perceived gains related to Depth, Breadth, & Integration of Learning. However, NSSE does ask seniors to report how often they completed learning tasks related to Depth, Breadth, & Integration of Learning in the current school year.

FIRST-YEAR: Evidence of Student Learning

SUMMARY: In their UCORE [ROOT] course, students work over the course of the semester to identify the historical and global roots of a contemporary issue facing the world – faculty assessments show more than half of first-year students exceed or meet faculty expectations for identifying or reflecting on historical and/or contemporary significance at the first-year level. Additionally, nearly all first-year students responding to NSSE report that they connect their learning to societal problems or issues.

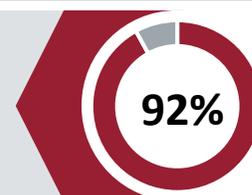
First-Year Experience [ROOT] Faculty Evaluation of Student Work, AY 2018-19



59% of first-year students exceeded or met expectations for identifying or reflecting on historical and/or contemporary significance at a first-year undergraduate level at the end of their UCORE [ROOT] course

National Survey of Student Engagement Responses from First-Year Students, 2019

92% of first-year students reported connecting their learning to societal problems or issues during the academic year, while 8% reported that they “never” did this



First-Year Experience [ROOT] Faculty Evaluation of Student Work, AY 2018-19

FIRST-YEAR Achievement Related to INTEGRATION OF LEARNING at End of [ROOT] Course First-Year Experience [ROOT] Faculty Evaluation of Student Work, AY 2018-19				
	% of first-year students			
	Exceed expectations at first-year level	Meet expectations at first-year level	Partially meet expectations at first-year level	Do not meet expectations
Providing evidence beyond one’s own contemporary or cultural context	22%	50%	25%	3%
Situating an issue, problem, or debate in historical context	19%	49%	31%	2%
Identifying or reflecting on historical and/or contemporary significance	12%	47%	41%	1%

National Survey of Student Engagement Responses from First-Year Students, 2019

FIRST-YEAR Skill Development Related to DEPTH, BREADTH and INTEGRATION OF LEARNING National Survey of Student Engagement Responses from First-Year Students, 2019				
During the current school year, about how often have you done the following?	% of first-year students			
	Very often	Often	Sometimes	Never
Learned something that changed the way you understand an issue or concept	20%	45%	31%	3%
Connected your learning to societal problems or issues	14%	40%	37%	8%

ORAL COMMUNICATION

UCORE-designated courses advance Oral Communication, a sub-goal of the Communication Learning Goal, as appropriate to the designator, with a minimum of three credit hours in UCORE-designated courses that include instruction and/or engagement with Oral Communication (see UCORE's [Curriculum webpages](#) for more information). Students develop Oral Communication skills through small-group discussion and debate in the required first-year experience course [ROOT] and students may complete a first-year foundational Communication [COMM] course, which focus on non-written mediums (note: students can take a second [WRTG] course instead of a [COMM] course). Oral Communication may be included in the senior capstone experience course [CAPS] as appropriate to the course and discipline.

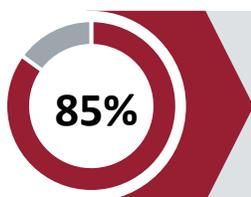
WSU Learning Goal: Graduates will communicate successfully with audiences through written, oral, and other media as appropriate for the audience and purpose. *Graduates may demonstrate communication skills by:*

- Analyzing how circumstances, background, values, interests and needs shape communication sent and received.
- Tailoring messages to audiences according to purpose, occasion, and technology used.
- Expressing concepts, propositions, and beliefs in coherent, concise, and technically correct form.
- Choosing appropriate communication media and technology.
- Speaking confidently and effectively in front of groups.
- Following social & disciplinary norms for individual and small group interactions, which includes active listening.

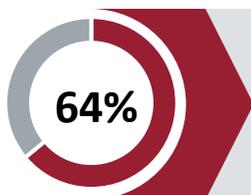
SENIORS: Evidence of Student Learning

SUMMARY: In UCORE [CAPS] courses that include Oral Communication, faculty assessments indicate that most seniors exceed or meet faculty expectations for Oral Communication. Additionally, most seniors responding to NSSE report that the WSU experience contributes to knowledge, skills, and development in speaking clearly and effectively.

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18



In [CAPS] that include Oral Communication,* **85% of seniors exceeded or met expectations** for *Oral Communication* at the graduating undergraduate level at the end of their UCORE capstone [CAPS] course



64% of seniors* were well prepared or prepared by previous courses for their [CAPS] coursework related to *Oral Communication*

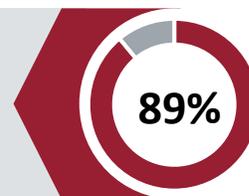
*See details for seniors on following page



National Survey of Student Engagement Responses from Seniors, 2019



89% of seniors reported that their experience at WSU contributed to their knowledge, skills, and personal development in *speaking clearly and effectively*, while 11% reported that WSU contributed “very little”



UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18

SENIOR Achievement of ORAL COMMUNICATION at End of [CAPS] Course UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18			
% of seniors			
Exceed expectations at graduating level	Meet expectations at graduating level	Partially meet expectations	Do not meet expectations
22%	63%	12%	3%

SENIOR Preparedness for ORAL COMMUNICATION at Beginning of [CAPS] UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18				
% of seniors				
Well prepared	Prepared	Somewhat prepared	Not prepared	Cannot Rate
28%	36%	25%	7%	3%

Note: Not all UCORE [CAPS] courses require students demonstrate Oral Communication. Offered to all seniors, NSSE results related to Oral Communication (below) may come from a broader sample of students.

This AY 2017-18 [CAPS] assessment for Oral Communication includes 72 of the 87 reports submitted for primarily senior [CAPS] courses (>90% seniors), which represents approximately 2,372 seniors. In these reports, instructors indicated that roughly 79% of these seniors were in [CAPS] courses with primarily majors enrolled (>90% majors in the [CAPS] course or section). AY 2017-18 primarily senior [CAPS] courses (>90% seniors) that required students to demonstrated Oral Communication included these course prefixes: AMDT, ANIM_SCI, ANTH, ARCH, BIO_ENG, BIOLOGY, CHE, CHEM, COM, CPT_S, CRM_J, CS, CST_M, E_E, ECONS, ENGLISH, ENGR, ENTRP, FINE_ART, FRENCH, GERMAN, HBM, HORT, I_D, KINES, LND_ARCH, MATH, MBIOS, ME, MECH, MGMT, NATRS, NEP, NEUROSCI, NURS, PSYCH, SHS, SOC, SPMGT, TCH_LRN, VIT_ENOL, and WOMEN_ST.

National Survey of Student Engagement Responses from Seniors, 2019

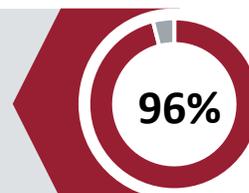
SENIOR Perceived Gains Related to ORAL COMMUNICATION National Survey of Student Engagement Responses from Seniors, 2019				
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	% of seniors			
	Very much	Quite a bit	Some	Very little
Speaking clearly and effectively	29%	36%	24%	11%

FIRST-YEAR: Evidence of Student Learning

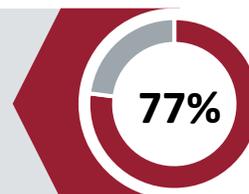
SUMMARY: Nearly all first-year students responding to NSSE report that they contribute to course discussions, while most first-year students responding to NSSE report that they give course presentations.

National Survey of Student Engagement Responses from First-Year Students, 2019

96% of first-year students reported contributing to course discussions during the academic year, while 4% reported that they “never” did this



77% of first-year students reported giving a course presentation during the academic year, while 23% reported that they “never” did this



National Survey of Student Engagement Responses from First-Year Students, 2019

FIRST-YEAR Skill Development Related to ORAL COMMUNICATION				
National Survey of Student Engagement Responses from First-Year Students, 2019				
During the current school year, about how often have you done the following?	% of first-year students			
	Very often	Often	Sometimes	Never
Asked questions or contributed to course discussions in other ways	16%	34%	45%	4%
Given a course presentation	6%	21%	50%	23%

QUANTITATIVE REASONING

UCORE-designated courses advance Quantitative Reasoning as appropriate to the designator, with a minimum of 13 credit hours in UCORE-designated courses that include instruction and/or engagement with Quantitative Reasoning (see UCORE's [Curriculum webpages](#) for more information). Students complete a first-year foundational Quantitative Reasoning [QUAN] requirement. Inquiry in the Social Sciences [SSCI] and Natural Sciences [BSCI][PSCI][SCI] courses are also required to advance the Quantitative Reasoning Learning Goal. Quantitative Reasoning may be included in the senior capstone experience course [CAPS] as appropriate to the course and discipline.

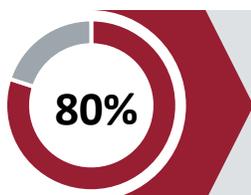
WSU Learning Goal: Graduates will solve quantitative problems from a wide variety of authentic contexts and everyday life situations. Graduates may demonstrate quantitative and symbolic reasoning by:

- Explaining information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, and words).
- Converting relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, and words).
- Applying quantitative principles and methods in the solution of problems.
- Making judgments and drawing appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.
- Identifying and evaluating important assumptions in estimation, modeling, and data analysis.
- Expressing quantitative evidence in support of the argument or purpose of work (in terms of what evidence is used and how it is formatted, presented, and contextualized).

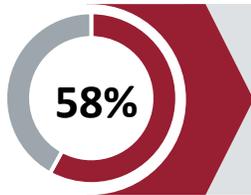
SENIORS: Evidence of Student Learning

SUMMARY: In UCORE [CAPS] courses that include Quantitative Reasoning, faculty assessments indicate that most seniors exceed or meet faculty expectations for Quantitative Reasoning. Additionally, nearly all seniors responding to NSSE report that the WSU experience contributes to knowledge, skills, and development in analyzing numerical information.

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18



In [CAPS] that include Quantitative Reasoning, * **80% of seniors exceeded or met expectations** for *Quantitative Reasoning* at the graduating undergraduate level at the end of their UCORE capstone [CAPS] course



58% of seniors* were well prepared or prepared by previous courses for their [CAPS] coursework related to *Quantitative Reasoning*

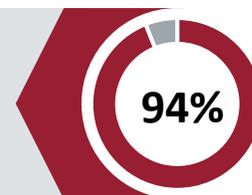


*See details for seniors on following page

National Survey of Student Engagement Responses from Seniors, 2019



94% of seniors reported that their experience at WSU contributed to their knowledge, skills, and personal development in *analyzing numerical information*, while 6% reported that WSU contributed “very little”



UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18

SENIOR Achievement of QUANTITATIVE REASONING at End of [CAPS] Course UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18			
% of seniors			
Exceed expectations at graduating level	Meet expectations at graduating level	Partially meet expectations	Do not meet expectations
17%	63%	16%	4%

SENIOR Preparedness for QUANTITATIVE REASONING at Beginning of [CAPS] UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18				
% of seniors				
Well prepared	Prepared	Somewhat prepared	Not prepared	Cannot Rate
23%	35%	22%	12%	7%

Note: Not all UCORE [CAPS] courses require students demonstrate Quantitative Reasoning. Offered to all seniors, NSSE results related to Quantitative Reasoning (below) may come from a broader sample of students.

This AY 2017-18 [CAPS] assessment for Quantitative Reasoning includes 46 of the 87 reports submitted for primarily senior [CAPS] courses (>90% seniors), which represents approximately 1,558 seniors. In these reports, instructors indicated that roughly 79% of these seniors were in [CAPS] courses with primarily majors enrolled (>90% majors in the [CAPS] course or section). AY 2017-18 primarily senior [CAPS] courses (>90% seniors) that required students to demonstrated Quantitative Reasoning included these course prefixes: AMDT, ANIM_SCI, ANTH, BIO_ENG, BIOLOGY, CHE, COM, CPT_S, E_E, ECONS, ENGR, ENTRP, HBM, LND_ARCH, MATH, ME, MECH, MGMT, NEP, NURS, PSYCH, SHS, SPANISH, SPMGT, and TCH_LRN.

National Survey of Student Engagement Responses from Seniors, 2019

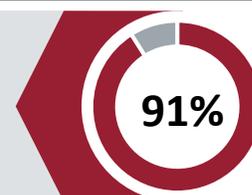
SENIOR Perceived Gains Related to QUANTITATIVE REASONING National Survey of Student Engagement Responses from Seniors, 2019				
<i>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</i>	% of seniors			
	Very much	Quite a bit	Some	Very little
Analyzing numerical and statistical information	39%	34%	21%	6%

FIRST-YEAR: Evidence of Student Learning

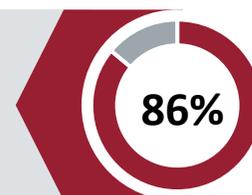
SUMMARY: Nearly all first-year students responding to NSSE report that they reach conclusions based on their own analysis of numerical information, while most first-year students responding to NSSE report that they evaluate what other have concluded and use numerical information to examine real-world problems.

National Survey of Student Engagement Responses from First-Year Students, 2019

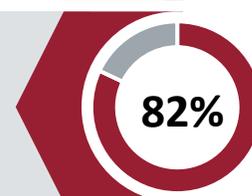
91% of first-year students reported *reaching conclusions based on their own analysis of numerical information* during the academic year, while 9% reported that they “never” did this



86% of first-year students reported *evaluating what others concluded from numerical information* during the academic year, while 14% reported that they “never” did this



82% of first-year students reported *using numerical information to examine a real-world problem* during the academic year, while 18% reported that they “never” did this



National Survey of Student Engagement Responses from First-Year Students, 2019

FIRST-YEAR Skill Development Related to QUANTITATIVE REASONING National Survey of Student Engagement Responses from First-Year Students, 2019				
During the current school year, about how often have you done the following?	% of first-year students			
	Very often	Often	Sometimes	Never
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	13%	41%	37%	9%
Evaluated what others have concluded from numerical information	10%	32%	43%	14%
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	11%	33%	39%	18%

SCIENTIFIC LITERACY

UCORE-designated courses advance Scientific Literacy as appropriate to the designator, with a minimum of seven credit hours in UCORE-designated courses that include instruction and/or engagement with Scientific Literacy (see UCORE's [Curriculum webpages](#) for more information). Inquiry in the Natural Sciences [BSCI][PSCI][SCI] courses are required to advance the Scientific Literacy Learning Goal. Scientific Literacy may be included in the senior capstone experience course [CAPS] as appropriate to the course and discipline.

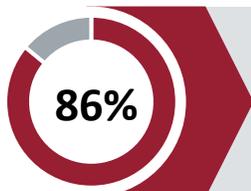
WSU Learning Goal: Graduates will have a basic understanding of major scientific concepts and processes required for personal decision-making, participation in civic affairs, economic productivity and global stewardship. *Graduates may demonstrate scientific literacy by:*

- Identifying scientific issues underlying global, national, local and personal decisions and communicating positions that are scientifically and technologically informed.
- Evaluating the quality of scientific and health-related information on the basis of its source and the methods used to generate it.
- Posing and evaluating arguments based on evidence and applying conclusions from such arguments.
- Recognizing the societal benefits and risks associated with scientific and technological advances.

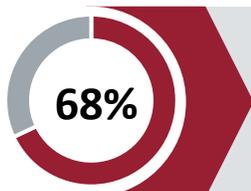
SENIORS: Evidence of Student Learning

SUMMARY: In UCORE [CAPS] courses that include Scientific Literacy, faculty assessments indicate that most seniors exceed or meet faculty expectations for Scientific Literacy.

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18



In [CAPS] that include Scientific Literacy,* **86% of seniors exceeded or met expectations** for *Scientific Literacy* at the graduating undergraduate level at the end of their UCORE capstone [CAPS] course



68% of seniors* were well prepared or prepared by previous courses for their [CAPS] coursework related to *Scientific Literacy*



*See details for seniors on following page

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18

SENIOR Achievement of SCIENTIFIC LITERACY at End of [CAPS] Course			
UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18			
% of seniors			
Exceed expectations at graduating level	Meet expectations at graduating level	Partially meet expectations	Do not meet expectations
22%	64%	12%	2%

SENIOR Preparedness for SCIENTIFIC LITERACY at Beginning of [CAPS]				
UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18				
% of seniors				
Well prepared	Prepared	Somewhat prepared	Not prepared	Cannot Rate
26%	42%	24%	7%	0%

Note: Not all UCORE [CAPS] courses require students demonstrate Scientific Literacy. This AY 2017-18 [CAPS] assessment for Scientific Literacy includes 51 of the 87 reports submitted for primarily senior [CAPS] courses (>90% seniors), which represents approximately 1,601 seniors. In these reports, instructors indicated that roughly 76% of these seniors were in [CAPS] courses with primarily majors enrolled (>90% majors in the [CAPS] course or section). AY 2017-18 primarily senior [CAPS] courses (>90% seniors) that required students to demonstrated Scientific Literacy included these course prefixes: AMDT, ANIM_SCI, ANTH, BIO_ENG, BIOLOGY, CHE, CHEM, COM, CPT_S, E_E, ECONS, ENGR, ENTRP, HBM, HORT, KINES, LND_ARCH, MATH, MBIOS, ME, MECH, MGMT, NATRS, NEP, NEUROSCI, NURS, PSYCH, SHS, SOC, SPANISH, SPMGT, TCH_LRN, and VIT_ENOL.

DIVERSITY

UCORE-designated courses advance Diversity as appropriate to the designator, with a minimum of six credit hours in UCORE-designated courses that include instruction and/or engagement with Diversity (see UCORE's [Curriculum webpages](#) for more information). The required first-year experience course [ROOT] is required to advance the Diversity Learning Goal and students also complete a [DIVR] course requirement. Diversity may be included in the senior capstone experience course [CAPS] as appropriate to the course and discipline.

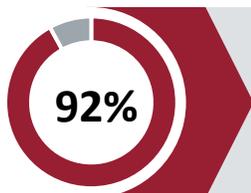
WSU Learning Goal: Graduates will understand, respect and interact constructively with others of similar and diverse cultures, values, and perspectives. *Graduates may demonstrate their recognition of diverse cultures, values, and perspectives by:*

- Moving beyond perception-based comparisons, prior knowledge, and individual experiences to understand how social positioning and cultural differences and/or interrelations are constructed.
- Recognizing how factors including history; politics; economics; systems of discrimination and inequality; structures of power and privilege; and/or cultural values, beliefs, and practices determine social and cultural conditions.
- Using vocabulary, language, concepts, and/or theoretical models to engage and analyze how social realities are shaped and how stereotypes are created by cultural and socio-economic differences in the US and/or globally.
- Analyzing and critiquing the cultural and social underpinnings of knowledge claims about individuals and groups and their relations to one another.
- Assessing one's own core values, cultural assumptions, and biases in relation to those held by other individuals, cultures, and societies.

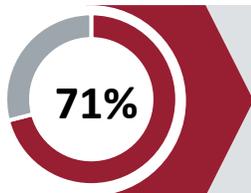
SENIORS: Evidence of Student Learning

SUMMARY: In UCORE [CAPS] courses that include Diversity, faculty assessments indicate that nearly all seniors exceed or meet faculty expectations for Diversity. Additionally, most seniors responding to NSSE report that the WSU experience contributes to knowledge, skills, and development in understanding people of other backgrounds.

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18



In [CAPS] that include Diversity,* **92% of seniors exceeded or met expectations for Diversity** at the graduating undergraduate level at the end of their UCORE capstone [CAPS] course



71% of seniors* were well prepared or prepared by previous courses for their [CAPS] coursework related to Diversity

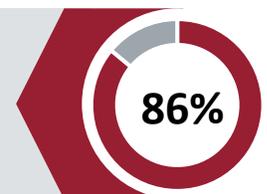


*See details for seniors on following page

National Survey of Student Engagement Responses from Seniors, 2019



86% of seniors reported that their experience at WSU contributed to their knowledge, skills, and development in *understanding people of other backgrounds*, while 14% reported that WSU contributed “very little”



UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18

SENIOR Achievement of DIVERSITY at End of [CAPS] Course UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18			
% of seniors			
Exceed expectations at graduating level	Meet expectations at graduating level	Partially meet expectations	Do not meet expectations
37%	55%	6%	1%

SENIOR Preparedness for DIVERSITY at Beginning of [CAPS] UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2017-18				
% of seniors				
Well prepared	Prepared	Somewhat prepared	Not prepared	Cannot Rate
44%	26%	16%	6%	7%

Note: Not all UCORE [CAPS] courses require students demonstrate Diversity. Offered to all seniors, NSSE results related to Diversity (below) may come from a broader sample of students.

This AY 2017-18 [CAPS] assessment for Diversity includes 28 of the 87 reports submitted for primarily senior [CAPS] courses (>90% seniors), which represents approximately 858 seniors. In these reports, instructors indicated that roughly 76% of these seniors were in [CAPS] courses with primarily majors enrolled (>90% majors in the [CAPS] course or section). AY 2017-18 primarily senior [CAPS] courses (>90% seniors) that required students to demonstrated Diversity included these course prefixes: AMDT, ANTH, BIO_ENG, COM, CPT_S, CRM_J/WOMEN_ST, ENGLISH, ENGR, FRENCH, HBM, KINES, LND_ARCH, ME, NURS, PSYCH, SHS, SPANISH, SPMGT, and TCH_LRN.

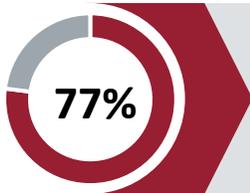
National Survey of Student Engagement Responses from Seniors, 2019

SENIOR Perceived Gains Related to DIVERSITY National Survey of Student Engagement Responses from Seniors, 2019				
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	% of seniors			
	Very much	Quite a bit	Some	Very little
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	25%	32%	28%	14%

FIRST-YEAR: Evidence of Student Learning

SUMMARY: In their UCORE [ROOT] course, students address themes of inequality and diverse ways of thinking – faculty assessments show that most first-year students exceed or meet faculty expectations for demonstrating an understanding of cultural/social positioning/perspectives at the first-year level. Additionally, nearly all first-year students responding to NSSE report that they include diverse perspectives in course discussions or assignments.

First-Year Experience [ROOT] Faculty Evaluation of Student Work, AY 2017-18



77% of first-year students exceeded or met expectations for demonstrating an understanding of cultural/social positioning/perspectives at a first-year undergraduate level in their UCORE [ROOT] course

National Survey of Student Engagement Responses from First-Year Students, 2019

90% of first-year students reported including diverse perspectives in course discussions or assignments during the academic year, while 10% reported that they “never” did this



First-Year Experience [ROOT] Faculty Evaluation of Student Work, AY 2017-18

FIRST-YEAR Achievement Related to DIVERSITY in [ROOT] Course First-Year Experience [ROOT] Faculty Evaluation of Student Work, AY 2017-18				
	% of first-year students			
	Exceed expectations at first-year level	Meet expectations at first-year level	Partially meet expectations at first-year level	Do not meet expectations
Understanding of cultural/social positioning/perspectives	23%	54%	20%	4%
Understanding of cultural worldview frameworks	14%	53%	32%	1%
Using discipline-appropriate vocabularies/concepts	9%	57%	24%	9%

National Survey of Student Engagement Responses from First-Year Students, 2019

FIRST-YEAR Skill Development Related to DIVERSITY National Survey of Student Engagement Responses from First-Year Students, 2019				
During the current school year, about how often have you done the following?	% of first-year students			
	Very often	Often	Sometimes	Never
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	23%	47%	27%	3%
Examined the strengths and weaknesses of your own views on a topic or issue	18%	48%	30%	4%
Included diverse perspectives (political, religious, gender, racial/ethnic, etc.) in course discussions or assignments	15%	37%	38%	10%