

## Spring 2016 Summary of Key Evidence for UCORE: Focus on Seniors [CAPS] Course Assessment Report Results

### Background

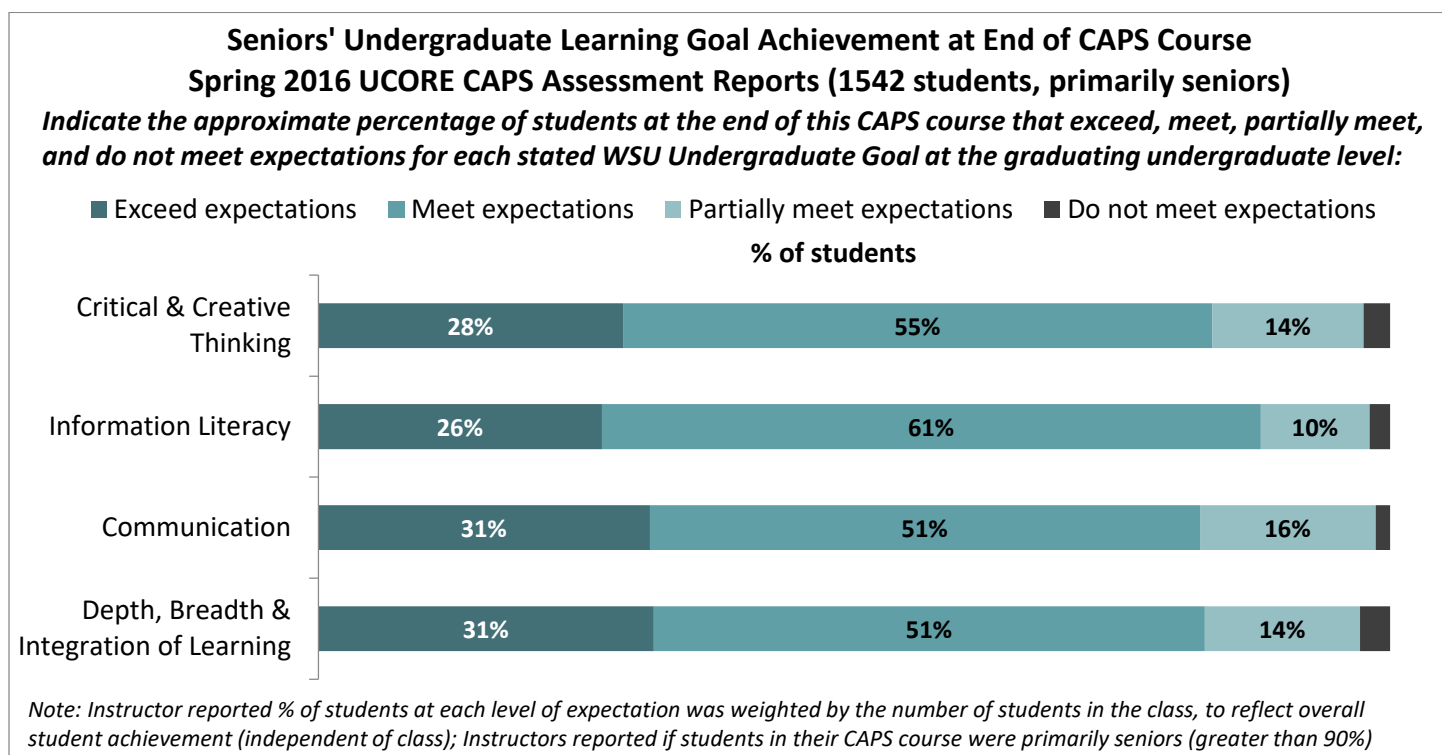
Integrative Capstone [CAPS] courses bring opportunities for integration, application, and closure to the undergraduate experience. Established as part of WSU's new general education curriculum (UCORE) beginning in 2012, [CAPS] courses require students to demonstrate at least four of the seven university learning goals: Critical & Creative Thinking, Information Literacy, Communication, and Depth, Breadth & Integration of Learning (with additional learning goals included as appropriate to the discipline). [CAPS] courses need to be at the 400 level and students need to be at least junior-level.

### Respondents

[CAPS] course instructors were asked to complete a course assessment report form for spring 2016. A total of 69 reports were submitted, which represented an estimated 78% of undergraduate students enrolled in [CAPS] courses. Instructors indicated that 68% of the courses were comprised primarily of seniors (>90% seniors).

### Results – CAPS Courses with Primarily Seniors

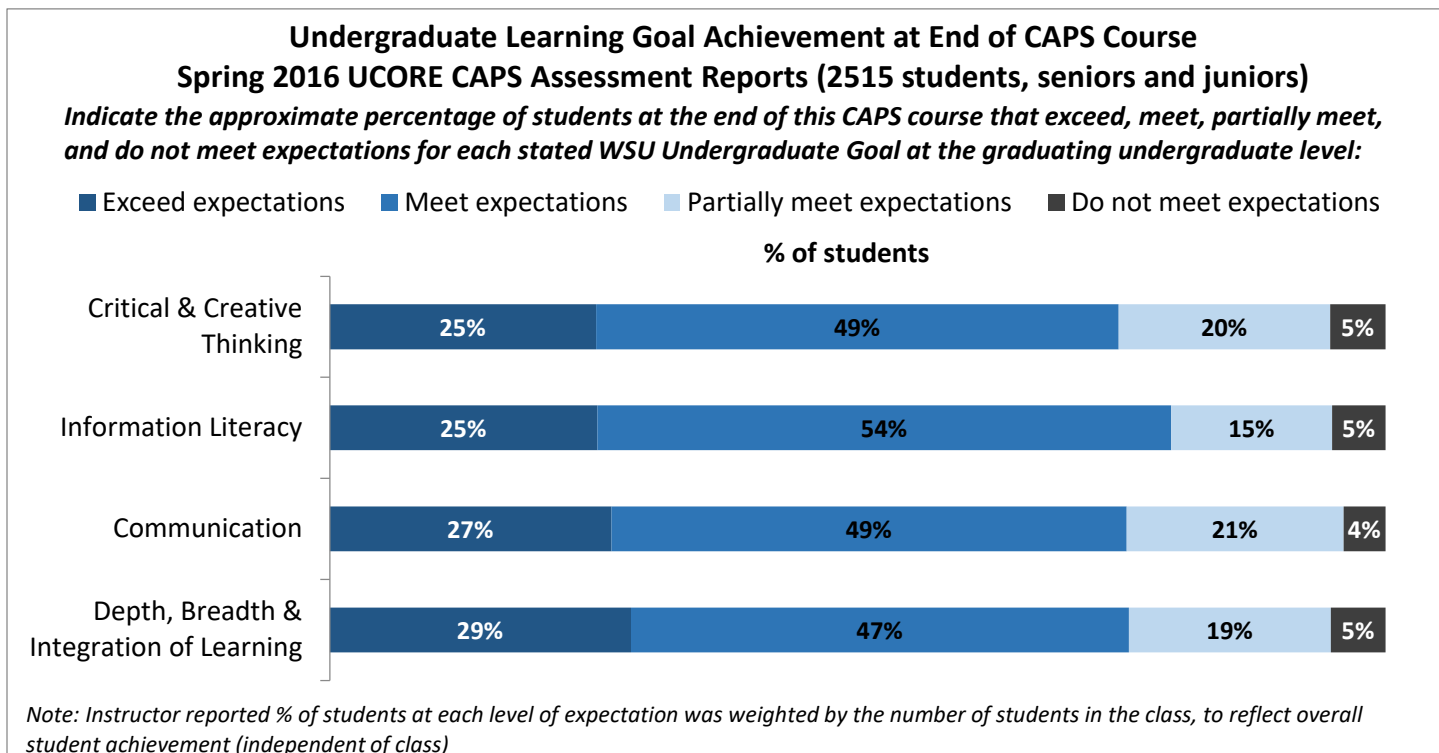
**Learning Goal Achievement:** The form asked instructors to rate students on their ability in each of the four learning goals required in each [CAPS] course. Instructors were asked to base these estimates on students' holistic performance in the course. In courses with primarily seniors, instructors indicated that 83% of students exceeded or met expectations at the graduating undergraduate level for Critical & Creative Thinking, 88% for Information Literacy, 82% for Communication, and 83% for Depth, Breadth & Integration of Learning.



**Student Preparation:** Instructors were also asked to what extent students were prepared by their previous courses for the [CAPS] course. In courses with primarily seniors, instructors indicated that 56% of students were well prepared for Critical and Creative Thinking, 62% for Information Literacy, 60% for Written Communication, 58% for Oral Communication, and 55% for Depth, Breadth & Integration of Learning.

## Results – All Students, All CAPS Courses

Learning Goal Achievement: As noted, in Spring 2016, 68% of [CAPS] courses had primarily seniors enrolled (>90% seniors), and 32% of courses had a mix of seniors and juniors. For all [CAPS] courses, instructors indicated that 75% of students exceeded or met expectations at the graduating undergraduate level for Critical & Creative Thinking, 80% for Information Literacy, 75% for Communication, and 76% for Depth, Breadth & Integration of Learning.



For holistic assessment of student performance, instructors used a variety of evidence, such as course grades, overall instructor impressions, impressions about an assignment, grades on assignments and/or components of an assignment, participation, student self-assessment, and/or peer evaluation.

Student Preparation: For all [CAPS] courses, instructors indicated that 48% of students were well prepared for Critical and Creative Thinking, 53% for Information Literacy, 51% for Written Communication, 44% for Oral Communication, and 46% for Depth, Breadth & Integration of Learning.

## Changes to CAPS Courses Based on Assessment

Overall, 39% of [CAPS] instructors indicated that they had made changes to their course in spring 2016 based on assessments from previous semesters. Most commonly the changes were to assignments or instructional approach.