

# 2015 UCORE Assessment Summary of Student Achievement Of WSU's Seven Learning Goals of the Baccalaureate

*Scope: This document is intended to summarize results of UCORE-related student learning assessment on the Seven Learning Goals of the Baccalaureate for WSU faculty, leadership, and other stakeholders, using data collected through 2015 and available to the subcommittee in Spring 2016 in UCORE's Assessment SharePoint site. For more information, see the [UCORE Assessment Website](#) or contact the Office of Assessment of Teaching and Learning. Note that other assessment of student learning on these goals, such as assessment by degree programs or majors, is beyond the scope of this report.*

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### **WSU's Seven Learning Goals of the Baccalaureate**

**CRITICAL and CREATIVE THINKING** - *Graduates will use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways.*

**QUANTITATIVE REASONING** - *Graduates will solve quantitative problems from a wide variety of authentic contexts and everyday life situations.*

**SCIENTIFIC LITERACY** - *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.*

**INFORMATION LITERACY** - *Graduates will effectively identify, locate, evaluate, use responsibly and share information for the problem at hand.*

**COMMUNICATION** - *Graduates will write, speak and listen to achieve intended meaning and understanding among all participants.*

**DIVERSITY** - *Graduates will understand, respect and interact constructively with others of similar and diverse cultures, values, and perspectives.*

**DEPTH, BREADTH, AND INTEGRATION OF LEARNING** - *Graduates will develop depth, breadth, and integration of learning for the benefit of themselves, their communities, their employers, and for society at large.*

## A. Introduction: UCORE Assessment of Student Learning on WSU’s Seven Learning Goals

In Spring 2016, UCORE appointed a subcommittee to assist in prioritizing planning, data collection and analysis for its assessment of student learning on WSU’s Seven Learning Goals of the Baccalaureate. This committee inventoried available assessment data collected for UCORE (through 2015) and developed initial findings and recommendations for improvements to assessment. Subcommittee Members: Bill Davis, Lisa Guerrero, Corey Johnson, Xyanthe Neider, Tahira Probst, Cliff Stratton, Sam Swindell, Kimberly Green, Elizabeth Carney, Becky Dueben, Lindsey Kimble, Briana Morrison

## B. Preliminary Evaluation of Student Success on WSU’s Seven Learning Goals

The committee examined results from a variety of measures. Where data were available, most learning goals showed initial positive results. Determination of success was based on comparison to a presumed reasonable benchmark (e.g., percentage that “exceeds” or “meets” expectations on UCORE Capstone [CAPS] Faculty Assessment of Student Learning) and/or comparison to legislative peers (e.g., for National Survey of Student Engagement and Science Literacy Concept Inventory results).

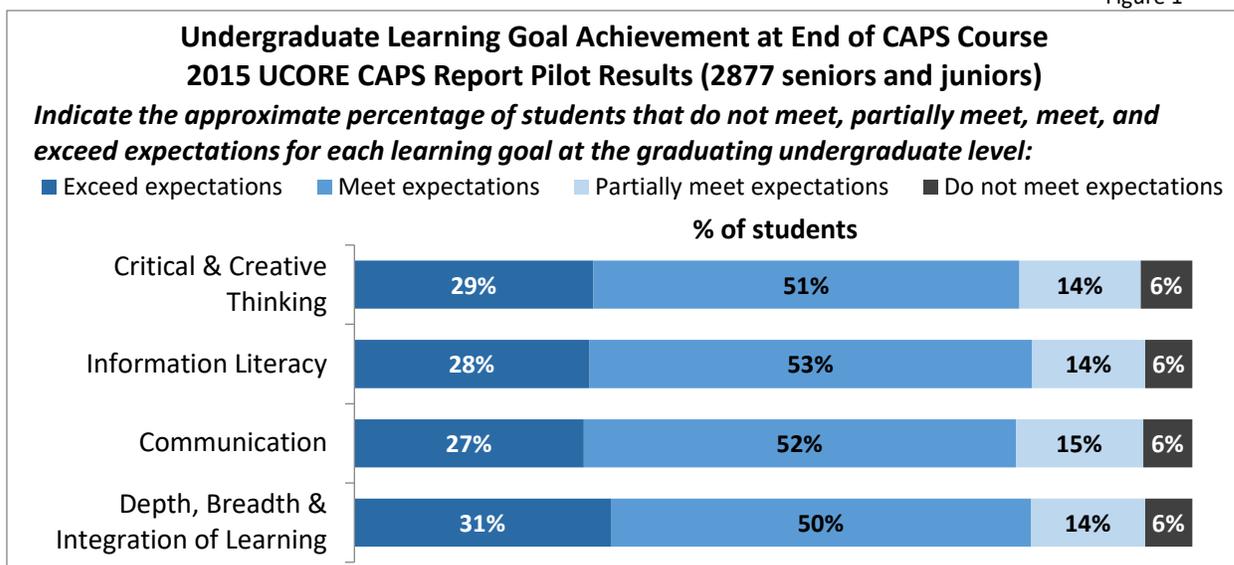
**1. Near Graduation -- Direct Measures on Five Learning Goals:** A high priority for UCORE, the initial direct measure data for near graduation-level achievement are positive for five learning goals.

- **Critical & Creative Thinking; Information Literacy; Communication; Depth, Breadth & Integration of Learning:** UCORE Capstone [CAPS] Course Assessment Reports gauge holistic student achievement and preparedness for WSU’s Learning Goals at the near graduation-level. Faculty submitted a total of 79 reports in the 2015 pilot, representing an estimated 66% of undergraduate students enrolled in [CAPS] courses.

UCORE capstone [CAPS] faculty reported that overall, approximately:

- **79% of students in [CAPS] courses exceeded or met expectations** for Critical & Creative Thinking, **81%** for Information Literacy, **79%** for Communication, and **81%** for Depth, Breadth & Integration of Learning at the graduating undergraduate level at the end of the [CAPS] course (Figure 1).
- **68% of reports indicated that most students were prepared** by previous courses for the capstone course work related to those goals.

Figure 1



- **Scientific Literacy:** The Science Literacy Concept Inventory (SLCI) measures the degree to which students recognize science as a way of knowing and employ science’s framework of reasoning under circumstances that a citizen may encounter in everyday life. The SLCI was developed and validated by a multi-disciplinary team, from four California State University campuses, and has been used across the nation to assess 12 concepts associated with citizen-level science literacy. At WSU nearly 500 unique seniors participated in the SLCI as part of a course in 2013-2015.
  - **WSU seniors had an average overall score of 77%**, which was three percentage points higher than seniors at national peers (national study, 2011-2013).
  - **WSU senior-level science majors scored higher (80%)** than senior-level non-science major (73%).

**2. Near Graduation -- Indirect Measures on Four Capstone Learning Outcomes:** The National Survey of Student Engagement (NSSE) assesses the extent to which students engage in educational practices associated with high levels of learning and development. In 2014, 1,372 seniors responded to the survey at WSU. The overall response rate was 19%, compared to the average national response rate of 22% for institutions with enrollments of 10,000 or more.

*Note: NSSE 2014 results for WSU seniors include students who completed UCORE requirements along with students that completed the prior General Education Requirements (GERs), as UCORE was established beginning in 2012 for entering first-year students and 2013 for transfer students.*

Indirect measure data from the 2014 NSSE for seniors are positive for four capstone learning outcomes:

- **Critical & Creative Thinking:** Of WSU seniors, **84%** reported that WSU contributed to their knowledge, skills, and personal development in *thinking critically and analytically* “very much” or “quite a bit”. Additionally, **69%** of WSU seniors reported *forming a new idea or understanding from various pieces of information* “very much” or “quite a bit” during the current academic year.
- **Information Literacy:** Of WSU seniors, **84%** reported that WSU contributed to their knowledge, skills, and personal development in *using information effectively* “very much” or “quite a bit”.
- **Communication:** Of WSU seniors, **70%** reported that WSU contributed to their knowledge, skills, and personal development in *writing clearly and effectively* “very much” or “quite a bit” and **61%** reported that WSU contributed to their knowledge, skills, and personal development in *speaking clearly and effectively*.
- **Depth, Breadth & Integration of Learning:** Of WSU seniors, **76%** reported that they *combined ideas from different courses when completing assignments* “very often” or “often” during the current academic year. Additionally, **84%** of WSU seniors reported that they *connected ideas from [their] courses to [their] prior experiences and knowledge* “very often” or “often”.

**3. Other Learning Goals at the Near Graduation-level:** *Diversity* and *Quantitative Reasoning* lacked clear senior-level direct measures for UCORE. In addition, the subcommittee recommends refining the *Diversity* and *Communication* learning goals to improve their assessability. The subcommittee’s offered related recommendations for potential data sources and other improvements to assessment (see Table 1, page 4).

**4. First Year Students -- Direct and Indirect Measures:** Initial data from the SLCI and first-year experience [ROOT] course final papers rubric scores (direct measures), and NSSE (indirect measure), provided information about student learning for most of WSU’s Seven Learning Goals during or at the end of the first year (see [UCORE Assessment Website](#)).

## C. Conclusion

As noted, where data are available, most learning goals show initial positive results. Results from the 2015 [CAPS] Course Assessment Reports indicate that for the learning goals of Critical & Creative Thinking, Information Literacy, Communication, and Depth, Breadth & Integration of Learning, most students are prepared *at the beginning of the course* for capstone coursework for key outcomes, and most students are meeting or exceeding expectations *at the end of the [CAPS] course*. Results for Scientific Literacy from the SLCI at the senior-level also appear positive.

Across the university there are many potential additional sources of data, and improvements can be made in UCORE’s data collection and analysis. In its *UCORE Assessment Subcommittee Report on 2016 Activities, Results, and Recommendations*, the subcommittee offers recommendations to improve assessment for all outcomes, such as 1) identify benchmarks or acceptable ranges, 2) clarify purposes for assessment – improvement or accountability, 3) refine reporting and expand or better utilize existing data sources – see Table 1, page 4, and 4) re-define the Diversity and Communication learning goals to improve assessability. The *UCORE Assessment Subcommittee Report on 2016 Activities, Results, and Recommendations* also adds specifics related to data for each learning goal, preliminary findings, limitations of the data available in Spring 2016, and additional recommendations.

**Table 1: Current and Potential Data Sources for WSU’s Learning Goal Assessment (as of Spring 2016)**

- **Data Sources reviewed or used** in the 2015 UCORE Assessment Summary Report are listed in black (For more information, see the [UCORE Assessment Website](#) or contact the Office of Assessment of Teaching and Learning)
- **Potential data sources** for review are listed in red and italicized
- Note that other sources of data may also be available

Seven Goals of Baccalaureate	Direct Measures		Indirect Measures	
	First Year	Near Graduation	First Year	Near Graduation
Critical & Creative Thinking	*ROOTS Rubric Score (annual) <i>*English 101</i>	*CAPS Report (annual) <i>*Existing data from degree program assessment</i>	*2014 NSSE <i>*2014 &amp; 2015 Combined NSSE</i> <i>*2017 NSSE</i>	*2014 NSSE <i>*2014 &amp; 2015 Combined NSSE</i> <i>*2017 NSSE</i>
Quantitative Reasoning	<i>*Quant course report based on Quant Literacy Value Rubric</i> <i>*ALEKS scores</i>	*CAPS Report (annual) <i>*Existing data from degree program assessment</i>	*2014 NSSE <i>*2014 &amp; 2015 Combined NSSE</i> <i>*2017 NSSE</i>	*2014 NSSE <i>*2014 &amp; 2015 Combined NSSE</i> <i>*2017 NSSE</i>
Scientific Literacy	*Science Literacy Concept Inventory (SLCI) Score (annual)	*Science Literacy Concept Inventory (SLCI) Score (annual) <i>*CAPS Report (annual)</i> <i>*Existing data from degree program assessment</i>	<i>*Perception questions added to end of SLCI</i>	<i>*Perception questions added to end of SLCI</i>
Information Literacy	*ROOTS Rubric Score (annual) <i>*English 101 Libraries Assessment</i>	*CAPS Report (annual) <i>*Existing data from degree program assessment</i>	*2014 NSSE Information Literacy Topical Module	*2014 NSSE Information Literacy Topical Module
Communication	<i>*ROOTS Rubric Score (annual)</i> <i>*Writing Placement Data (5-yr placement report by campus)</i> <i>*English 101</i> <i>*Comm 102</i>	*CAPS Report (annual) <i>*Writing Program Biennial Reports</i> <i>*M-Course Assessment of Student Learning</i> <i>*Existing data from degree program assessment</i>	*2014 NSSE <i>*2014 &amp; 2015 Combined NSSE</i> <i>*2017 NSSE</i>	*2014 NSSE <i>*2014 &amp; 2015 Combined NSSE</i> <i>*2017 NSSE</i>
Diversity	*ROOTS Rubric Score (annual)	<i>*CAPS Report (annual)</i> <i>*Existing data from degree program assessment</i>	*2014 NSSE <i>*2014 &amp; 2015 Combined NSSE</i> <i>*2017 NSSE</i>	*2014 NSSE <i>*2014 &amp; 2015 Combined NSSE</i> <i>*2017 NSSE</i>
Depth, Breadth & Integration of Learning	<i>*ROOTS-short essays and Historical Context portion of ROOTS Rubric Score (annual)</i> <i>*First Year Focus Instructor reports</i>	*CAPS Report (annual) <i>*Existing data from degree program assessment</i>	*2014 NSSE <i>*2014 &amp; 2015 Combined NSSE</i> <i>*2017 NSSE</i>	*2014 NSSE <i>*2014 &amp; 2015 Combined NSSE</i> <i>*2017 NSSE</i>