2017 UCORE Assessment Summary of Student Achievement of WSU's Seven Learning Goals of Undergraduate Education

Prepared by the Office of Assessment of Teaching and Learning, Washington State University

Contents

Scope

This document is intended to summarize results of UCORE-related student learning assessment on WSU's Seven Learning Goals of Undergraduate Education, using data collected through 2017 and available to the UCORE Assessment Subcommittee in Spring 2018. Audiences include the UCORE committee, WSU faculty and administration, students, university accreditors, and the public. The summary offers a general picture of student achievement and perceptions at the senior and first-year levels, intended to provide an overview related to these learning goals; the results reported are not longitudinal, but represent a cross-section of students. 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 outside the scope of this report.

Executive Summary

FOCUS ON SENIORS, 2017: This summary is intended to offer a general picture of student achievement and perceptions related to WSU's Seven Learning Goals of Undergraduate Education at the <u>senior</u> level, providing information about what students are able to achieve near the end of their undergraduate experience.

CRITICAL and CREATIVE THINKING

- Most <u>seniors</u> **(79%)** exceed or meet faculty expectations at the graduating undergraduate level for Critical and Creative Thinking in their UCORE capstone courses.
- Nearly all <u>seniors</u> responding to NSSE report that they have very much or quite a bit of confidence in their ability to complete tasks requiring creative thinking **(92%)** and critical thinking **(91%)**.

INFORMATION LITERACY

- Most <u>seniors</u> **(81%)** exceed or meet faculty expectations at the graduating undergraduate level for Information Literacy in their UCORE capstone courses.

DEPTH, BREADTH and INTEGRATION OF LEARNING

- Most <u>seniors</u> **(80%)** exceed or meet faculty expectations at the graduating undergraduate level for Depth, Breadth and Integration of Learning in their UCORE capstone courses.
- Most <u>seniors</u> **(86%)** responding to NSSE report that they connect ideas from their courses to prior experiences and knowledge very often or often.

COMMUNICATION

- Most <u>seniors</u> **(79%)** exceed or meet faculty expectations at the graduating undergraduate level for written communication in their UCORE capstone courses.
- In *pilot* assessments*, most <u>seniors</u> **(86%)** exceed or meet faculty expectations at the graduating undergraduate level for oral communication in their UCORE capstone courses.
- Most <u>seniors</u> responding to NSSE report that they have very much or quite a bit of confidence in their ability to complete tasks requiring clear writing **(84%)** and persuasive speaking **(67%)**.

SCIENTIFIC LITERACY

- In *pilot* assessments*, most <u>seniors</u> **(79%)** exceed or meet faculty expectations at the graduating undergraduate level for Scientific Literacy in their UCORE capstone courses.

QUANTITATIVE REASONING

- In *pilot* assessments*, most <u>seniors</u> **(81%)** exceed or meet faculty expectations at the graduating undergraduate level for Quantitative Reasoning in their UCORE capstone courses.
- Most <u>seniors</u> **(70%)** responding to NSSE report that their WSU experience contributed to the development of their ability to analyze numerical and statistical information very much or quite a bit.

DIVERSITY

- In *pilot* assessments*, most <u>seniors</u> **(88%)** exceed or meet faculty expectations at the graduating undergraduate level for Diversity in their UCORE capstone courses.
- More than half of <u>seniors</u> **(57%)** responding to NSSE report that their WSU experience contributed to their development in understanding people of other backgrounds very much or quite a bit.

* In AY 2016-17, UCORE piloted assessments of these additional learning goals in [CAPS] courses (see page 16). These assessments represent fewer courses and students, as not all students are required to demonstrate these goals in their [CAPS] course. Offered to all seniors, NSSE results related to these learning goals may come from a broader sample of students than [CAPS] enrollments.

Introduction: UCORE Assessment of Student Learning on WSU's Seven Learning Goals

Seven Learning Goals of Undergraduate Education. All bachelor's degree requirements are rooted in WSU's Seven Learning Goals of Undergraduate Education: Critical and Creative Thinking; Information Literacy; Depth, Breadth and Integration of Learning; Communication; Scientific Literacy; Quantitative Reasoning; Diversity.

University Common Requirements (UCORE). WSU's general education program, known as UCORE, is the centerpiece of the undergraduate curriculum supporting WSU's Seven Learning Goals. While the greater part of students' courses of study is devoted to their major fields, the UCORE curriculum provides balance between the specialized focus of the major and the broader traditional objectives of higher education.

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. 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 website for details.

Direct Measures of Student Learning

Measures of students' performances or work products that demonstrate the students' skills and knowledge.

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2016-17

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 capstone level work. In AY 2016-17, 92 reports were submitted for UCORE capstone courses *with primarily seniors enrolled* (>90% seniors in the CAPS course or section), which represented nearly 2,800 seniors and roughly 60% of seniors enrolled in [CAPS] courses on all campuses. In 77 of the 92 reports, instructors indicated that their students were also primarily majors (>90% majors in the [CAPS] course or section). Not all [CAPS] courses assess all of the WSU Learning Goals; AY 2016-17 was the first year that instructors had the option to a) report on Scientific Literacy, Quantitative Reasoning, and/or Diversity and b) distinguish separate levels of achievement for written and oral communication.

First-Year Experience [ROOT] Faculty Evaluation of Student Work, AY 2016-17

The Roots of Contemporary Issues Final Papers Assessment Project is intended to provide [ROOT] faculty with information for program improvement, as well as gauge student learning on three of WSU's Learning Goals at the first-year level. [ROOT] faculty evaluate a random sample of students' final research papers from all campuses using a faculty-developed rubric. In AY 2016-17, 189 first-year students' papers were evaluated.

English 101 [WRTG] Pilot Faculty Assessment of Student Portfolios, Fall 2017

Fall 2017 was the first semester the pilot English 101 Holistic Skills Assessment was collected, intended to gauge student learning on written communication for UCORE, as well as provide English 101 faculty with information for program improvement. English 101 faculty submitted a short report of holistic student achievement of course outcomes, as demonstrated in students' final portfolios. In Fall 2017, 16 reports were submitted for 30 English 101 course sections on the Pullman, Vancouver, and Tri-Cities campuses, which represented approximately 650 students and roughly 46% of students enrolled in English 101. Approximately 77% of students enrolled in all Fall 2017 English 101 course sections were first-year students.

Indirect Measures of Student Learning

Indirect measures provide Information associated with student learning, motivation, perceived success, or satisfaction.

National Survey of Student Engagement, 2017

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 2017 and is typically administered every other year on all campuses. In 2017, 1,205 seniors and 1,175 first-year students responded to the survey at WSU. The WSU response rate was 22% for seniors and 27% for first-year students, compared to the average national response rate of 22% for participating institutions with undergraduate enrollments of 10,000 or more.
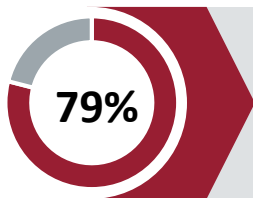
CRITICAL and CREATIVE THINKING

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 capstone courses. Additionally, nearly all seniors responding to NSSE report that they have very much or quite a bit of confidence in these skills.

UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17

79%

79% of <u>seniors</u> exceeded or met expectations for *Critical and Creative Thinking* at the graduating undergraduate level at the end of their UCORE capstone [CAPS] course
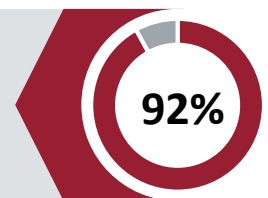
87%
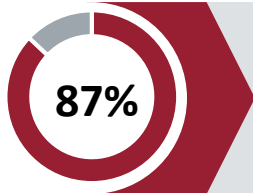
87% of <u>seniors</u> were well or somewhat prepared by previous courses for their [CAPS] coursework related to *Critical and Creative Thinking*
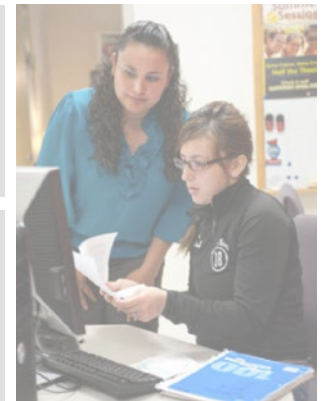
National Survey of Student Engagement *Responses from Seniors*, 2017

92% of <u>seniors</u> reported having "very much" or "quite a bit" of confidence in their ability to complete tasks requiring *creative thinking and problem solving*

92%

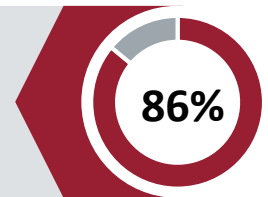**91% of <u>seniors</u>** reported having "very much" or "quite a bit" of confidence in their ability to complete tasks requiring *critical thinking and analysis of arguments and information*
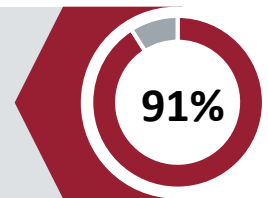
91%

86% of <u>seniors</u> reported that their experience at WSU contributed to their knowledge, skills, and personal development in *thinking critically and analytically* "very much" or "quite a bit"

86%

UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17

SENIOR Achievement of CRITICAL and CREATIVE THINKING at End of [CAPS] Course UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17			
% of seniors			
Exceed expectations at graduating level	Meet expectations at graduating level	Partially meet expectations	Do not meet expectations
20%	60%	17%	4%

SENIOR Preparedness for CRITICAL and CREATIVE THINKING at Beginning of [CAPS] Course UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17			
% of seniors			
Well prepared	Somewhat prepared	Not prepared	Cannot Rate
53%	34%	9%	4%

National Survey of Student Engagement *Responses from Seniors*, 2017

| SENIOR Confidence in Abilities Related to CRITICAL and CREATIVE THINKING National Survey of Student Engagement *Responses from Seniors*, 2017				
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
Creative thinking and problem solving	53%	39%	7%	1%
Critical thinking and analysis of arguments and information	53%	38%	8%	0%

SENIOR Perceived Gains Related to CRITICAL and CREATIVE THINKING National Survey of Student Engagement *Responses from Seniors*, 2017				
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	48%	38%	12%	3%

FIRST-YEAR: *Evidence of Student Learning*

SUMMARY: In their UCORE first-year experience course, students are introduced to and practice applying evidence to support arguments – a skill where faculty assessments indicate that nearly all first-year students exceed, meet, or partially meet faculty expectations at the first-year level. Additionally, nearly all first-year students responding to NSSE report that their coursework emphasizes evaluating information, analyzing reasoning, and forming new ideas.
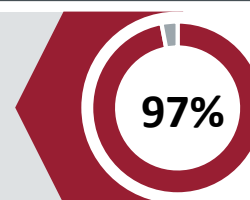
First-Year Experience [ROOT] *Faculty Evaluation* of Student Work, AY 2016-17

99%
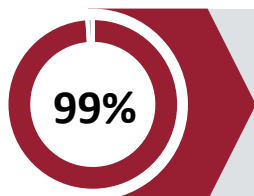
99% of <u>first-year students</u> exceeded, met or partially met expectations for *using evidence to support arguments* at a first-year undergraduate level at the end of their UCORE first-year experience [ROOT] course

National Survey of Student Engagement *Responses from First-Year Students*, 2017

97% of <u>first-year students</u> reported *forming a new idea or understanding from various pieces of information* during the academic year

97%

First-Year Experience [ROOT] *Faculty Evaluation* of Student Work, AY 2016-17

FIRST-YEAR Achievement Related to CRITICAL and CREATIVE THINKING at End of [ROOT] Course First-Year Experience [ROOT] *Faculty Evaluation* of Student Work, AY 2016-17				
	% 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**
Using evidence to support arguments	11%	49%	40%	1%

National Survey of Student Engagement *Responses from First-Year Students*, 2017

FIRST-YEAR Skill Development Related to CRITICAL and CREATIVE THINKING National Survey of Student Engagement *Responses from First-Year Students*, 2017				
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**
Evaluating a point of view, decision, or information source	22%	50%	25%	3%
Applying facts, theories, or methods to practical problems or new situations	22%	49%	27%	2%
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	21%	48%	27%	3%
Forming a new idea or understanding from various pieces of information	21%	47%	28%	3%

INFORMATION LITERACY

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 capstone courses.
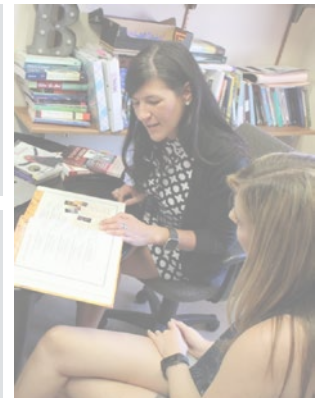
UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17

81%
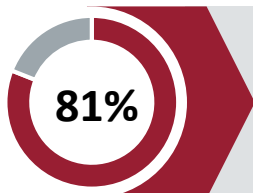
81% of seniors exceeded or met expectations for *Information Literacy* at the graduating undergraduate level at the end of their UCORE capstone [CAPS] course

83%
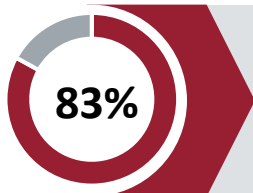
83% of seniors were well or somewhat prepared by previous courses for their [CAPS] coursework related to *Information Literacy*

UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17

SENIOR Achievement of INFORMATION LITERACY at End of [CAPS] Course UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17			
% of seniors			
Exceed expectations at graduating level	Meet expectations at graduating level	Partially meet expectations	Do not meet expectations
20%	62%	15%	4%

SENIOR Preparedness for INFORMATION LITERACY at Beginning of [CAPS] Course UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17			
% of seniors			
Well prepared	Somewhat prepared	Not prepared	Cannot Rate
52%	31%	10%	8%

FIRST-YEAR: *Evidence of Student Learning*

SUMMARY: In their UCORE first-year experience course, students are introduced to and practice developing a set of sources relevant to their research topic – a skill where faculty assessments indicate that all first-year students exceed, meet, or partially meet faculty expectations at the first-year level.

First-Year Experience [ROOT] *Faculty Evaluation* of Student Work, AY 2016-17

100%

100% of <u>first-year students</u> exceeded, met or partially 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

First-Year Experience [ROOT] *Faculty Evaluation* of Student Work, AY 2016-17

| FIRST-YEAR Achievement Related to INFORMATION LITERACY at End of [ROOT] Course First-Year Experience [ROOT] *Faculty Evaluation* of Student Work, AY 2016-17				
	% 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**
Developing a set of sources relevant to the research topic	27%	43%	30%	0%

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. *Graduates may demonstrate depth, breadth and 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 capstone courses. Additionally, most seniors responding to NSSE report that they make connections between, and combine ideas from, different courses very often or often.

UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17

80%
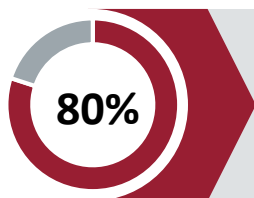
80% of seniors exceeded or met expectations for *Depth, Breadth and Integration of Learning* at the graduating undergraduate level at the end of their UCORE capstone [CAPS] course

77%
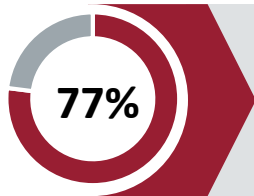
77% of seniors were well or somewhat prepared by previous courses for their [CAPS] coursework related to *Depth, Breadth and Integration of Learning*

National Survey of Student Engagement *Responses from Seniors*, 2017

86% of seniors reported *connecting ideas from their courses to prior experiences and knowledge* "very often" or "often" during the academic year

86%
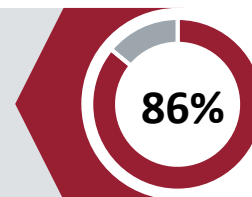
76% of seniors reported *combining ideas from different courses when completing assignments* "very often" or "often" during the academic year

76%

UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17

SENIOR Achievement of DEPTH, BREADTH and INTEGRATION OF LEARNING at End of [CAPS] Course UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17			
% of seniors			
Exceed expectations at graduating level	Meet expectations at graduating level	Partially meet expectations	Do not meet expectations
23%	57%	16%	3%

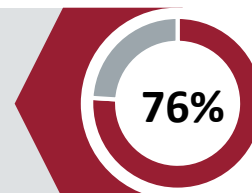| SENIOR Preparedness for DEPTH, BREADTH and INTEGRATION OF LEARNING at Beginning of [CAPS] UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17			
% of seniors			
Well prepared	Somewhat prepared	Not prepared	Cannot Rate
46%	31%	10%	13%

National Survey of Student Engagement *Responses from Seniors*, 2017

SENIOR Learning Tasks Related to DEPTH, BREADTH and INTEGRATION OF LEARNING National Survey of Student Engagement *Responses from Seniors*, 2017				
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	37%	49%	13%	1%
Combined ideas from different courses when completing assignments	29%	47%	22%	2%

FIRST-YEAR: *Evidence of Student Learning*

SUMMARY: Nearly all first-year students responding to NSSE report that they have opportunities to make connections among ideas and perspectives.

National Survey of Student Engagement *Responses from First-Year Students*, 2017

93% of <u>first-year students</u> reported *connecting their learning to societal problems or issues* during the academic year

93%

National Survey of Student Engagement *Responses from First-Year Students*, 2017

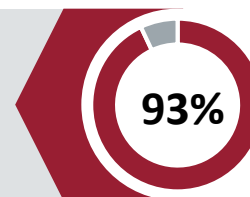| FIRST-YEAR Skill Development Related to DEPTH, BREADTH and INTEGRATION OF LEARNING National Survey of Student Engagement *Responses from First-Year Students*, 2017				
During the current school year, about how often have you done the following?	% of first-year students			
	Very often	**Often**	**Sometimes**	**Never**
Learned something that changed the way you understand an issue or concept	20%	48%	29%	3%
Connected your learning to societal problems or issues	15%	40%	38%	7%

COMMUNICATION

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.
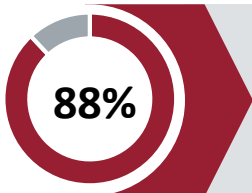
WRITTEN COMMUNICATION

SENIORS: Evidence of Student Learning

SUMMARY: Faculty assessments indicate that most seniors exceed or meet faculty expectations for written communication in their UCORE capstone courses. Additionally, most seniors responding to NSSE report that they have very much or quite a bit of confidence in their ability to write clearly.

UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17
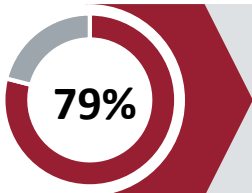
79%

79% of seniors exceeded or met expectations for *written communication* at the graduating undergraduate level at the end of their UCORE capstone [CAPS] course

88%

88% of seniors were well or somewhat prepared by previous courses for their [CAPS] coursework related to w*ritten communication*

National Survey of Student Engagement *Responses from Seniors*, 2017

84% of seniors reported having "very much" or "quite a bit" of confidence in their ability to complete tasks requiring *clear writing*

84%
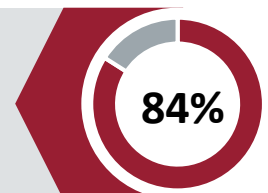
69% of seniors reported that their experience at WSU contributed to their knowledge, skills, and personal development in *writing clearly and effectively* "very much" or "quite a bit"
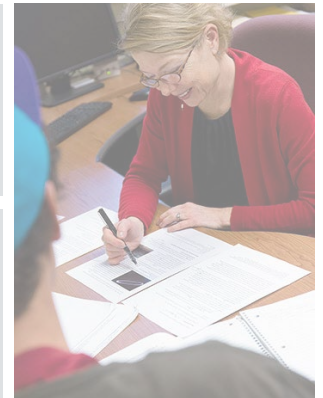
69%

UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17

SENIOR Achievement of WRITTEN COMMUNICATION at End of [CAPS] Course UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17			
% of seniors			
Exceed expectations at graduating level	**Meet expectations at graduating level**	**Partially meet expectations**	**Do not meet expectations**
19%	60%	16%	5%

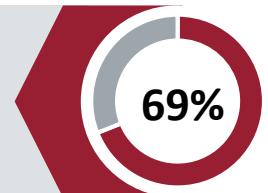| SENIOR Preparedness for WRITTEN COMMUNICATION at Beginning of [CAPS] Course UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17			
% of seniors			
Well prepared	**Somewhat prepared**	**Not prepared**	**Cannot Rate**
56%	32%	10%	2%

National Survey of Student Engagement *Responses from Seniors*, 2017

SENIOR Confidence in Abilities Related to WRITTEN COMMUNICATION National Survey of Student Engagement *Responses from Seniors*, 2017				
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	40%	44%	14%	2%

SENIOR Perceived Gains Related to WRITTEN COMMUNICATION National Survey of Student Engagement *Responses from Seniors*, 2017				
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	29%	40%	24%	6%

FIRST-YEAR: *Evidence of Student Learning*

SUMMARY: In their UCORE first-year experience and foundational writing courses, students are introduced to and practice developing written communication skills – an area where faculty assessments indicate that nearly all first-year students exceed, meet, or partially meet faculty expectations. Additionally, most first-year students responding to NSSE report that they have opportunities to practice written communication.

Pilot First-Year Experience [ROOT] *Faculty Evaluation* of Student Work, AY 2016-17

99% of <u>first-year students</u> exceeded, met or partially met expectations for *following written conventions* at a first-year undergraduate level at the end of their UCORE first-year experience [ROOT] course

Pilot English 101 [WRTG] *Faculty Assessment* of Student Portfolios, Fall 2017

92% of <u>English 101 students</u> exceeded, met or partially 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*, 2017

84% of <u>first-year students</u> reported being assigned three or more *papers, reports, or other writing tasks* of up to 5 pages in length during the academic year

84%
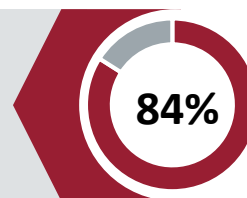
Pilot First-Year Experience [ROOT] *Faculty Evaluation* of Student Work, AY 2016-17[1]

FIRST-YEAR Achievement Related to WRITTEN COMMUNICATION at End of [ROOT] Course Pilot First-Year Experience [ROOT] *Faculty Evaluation* of Student Work, AY 2016-17				
	% 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	35%	54%	11%	1%

[1]AY 2016-17 is the first year that the Final Papers Assessment Project included an evaluation of written communication.

Pilot English 101 [WRTG] *Faculty Assessment* of Student Portfolios, Fall 2017[2]

FIRST-YEAR Achievement of WRITTEN COMMUNICATION at End of English 101 [WRTG] Course Pilot English 101 [WRTG] *Faculty Assessment* of Student Portfolios, Fall 2017			
% of English 101 students			
Exceed expectations targeted for English 101	**Meet expectations targeted for English 101**	**Partially meet expectations**	**Do not meet expectations**
35%	45%	12%	8%

[2]Fall 2017 was the first semester the pilot English 101 Holistic Skills Assessment was collected. Approximately 77% of students enrolled in Fall 2017 English 101 course sections were first-year students.

National Survey of Student Engagement *Responses from First-Year Students*, 2017

FIRST-YEAR Skill Development Related to WRITTEN COMMUNICATION National Survey of Student Engagement *Responses from First-Year Students*, 2017				
During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned?	% of first-year students			
	More than 10 papers	**6-10 papers**	**3-5 papers**	**Less than 3 papers**
Up to 5 pages	27%	27%	30%	16%
Between 6 and 10 pages	4%	7%	19%	71%
11 or more pages	1%	2%	3%	93%

Pilot Assessments of Additional Learning Goals in Selected [CAPS] Courses

ORAL COMMUNICATION   **SCIENTIFIC LITERACY**   **QUANTITATIVE REASONING**   **DIVERSITY**

All UCORE capstone [CAPS] courses are required to include written communication, while oral communication is part the Communication goal in many, but not all, [CAPS] courses. Three additional learning goals – Scientific Literacy, Quantitative Reasoning, and Diversity – are optional in [CAPS] courses, depending on the student project, discipline, and course. Therefore, not all students are required to demonstrate these goals in their [CAPS] course.

In AY 2016-17, UCORE piloted assessments of these additional learning goals in [CAPS] courses. Faculty could choose to assess student performance on oral communication, Scientific Literacy, Quantitative Reasoning, and/or Diversity, if the faculty member found enough elements to evaluate student learning. These assessments represent fewer courses and students than assessments of Critical and Creative Thinking, Information Literacy, Depth, Breadth and Integration of Learning, and written communication, required in all [CAPS] courses.

Initial observations

These pilot assessment results show strong student achievement in these areas compared to student perceptions reported on NSSE, suggesting that students in [CAPS] courses which include a focus in these skills have closer encounters with these learning goals and more opportunities to deepen understanding and skills. Offered to all seniors, NSSE results related to these learning goals may come from a broader sample of students than [CAPS] enrollments. Preliminary review of these pilot data from AY 2016-17 also generated discussions about the need to gather other assessments of student work which draw from a broader range of students.

Learning Goals and Participating Courses

ORAL COMMUNICATION: This pilot [CAPS] assessment for oral communication includes 81 of the 92 reports submitted for primarily seniors (>90% seniors) [CAPS] courses, which represents roughly 2,545 seniors. In 68 of the 81 reports evaluating oral communication, instructors reported that their students were also primarily majors (>90% majors). Courses in which faculty found enough oral communication elements to evaluate student learning included these course prefixes: AFS, AMDT, ANIM_SCI, ANTH, BIO_ENG, BIOLOGY, CE, CES, CHE, CHEM, COMSOC, CPT_S, CRM_J, CROP_SCI, CS, E_E, ECE, ECONS, ENGR, ENTRP, ENVR_SCI, FINE_ART, FOR_LANG, FRENCH, H_D, HBM, HISTORY, HORT, I_D, KINES, LND_ARCH, MATH, MBIOS, ME, MECH, MGMT, NATRS, NEUROSCI, NURS, PSYCH, SHS, SOC, TCH_LRN, VIT_ENOL, and WOMEN_ST.

SCIENTIFIC LITERACY: This pilot [CAPS] assessment for Scientific Literacy includes 59 of the 92 reports submitted for primarily seniors (>90% seniors) [CAPS] courses, which represents roughly 2,149 seniors. In 51 of the 59 reports evaluating Scientific Literacy, instructors reported that their students were also primarily majors (>90% majors). Courses in which faculty found enough Scientific Literacy elements to evaluate student learning included these course prefixes: AFS, AMDT, ANIM_SCI, ANTH, BIO_ENG, BIOLOGY, CE, CHE, CHEM, CPT_S, CRM_J, CROP_SCI, CS, E_E, ECE, ENGR, ENTRP, ENVR_SCI, FRENCH, H_D, HBM, HORT, KINES, MBIOS, ME, MECH, MGMT, NATRS, NEUROSCI, NURS, PSYCH, SOC, TCH_LRN, VIT_ENOL, and WOMEN_ST.

QUANTITATIVE REASONING: This pilot [CAPS] assessment for Quantitative Reasoning includes 54 of the 92 reports submitted for primarily seniors (>90% seniors) [CAPS] courses, which represents roughly 1,876 seniors. In 49 of the 54 reports evaluating Quantitative Reasoning, instructors reported that their students were also primarily majors (>90% majors). Courses in which faculty found enough Quantitative Reasoning elements to evaluate student learning included these course prefixes: AFS, AMDT, ANIM_SCI, BIO_ENG, BIOLOGY, CE, CHE, CHEM, CPT_S, CROP_SCI, CS, E_E, ECE, ECONS, ENGR, ENTRP, ENVR_SCI, HBM, KINES, LND_ARCH, MATH, MBIOS, ME, MECH, MGMT, NURS, PSYCH, SHS, SOC, and VIT_ENOL.

DIVERSITY: This pilot [CAPS] assessment for Diversity includes 32 of the 92 reports submitted for primarily seniors (>90% seniors) [CAPS] courses, which represents roughly 1,156 seniors. In 26 of the 32 reports evaluating Diversity, instructors reported that their students were also primarily majors (>90% majors). Courses in which faculty found enough Diversity elements to evaluate student learning included these course prefixes: AFS, AMDT, ANTH, BIOLOGY, CES, COMSOC, CPT_S, FOR_LANG, FRENCH, H_D, HBM, HISTORY, KINES, MECH, MGMT, NATRS, NURS, PSYCH, SOC, TCH_LRN, and WOMEN_ST.

ORAL COMMUNICATION

SENIORS: Evidence of Student Learning

SUMMARY: In UCORE capstone courses where faculty found elements of oral communication, pilot faculty assessments indicate that most seniors exceed or meet faculty expectations for oral communication. Additionally, most seniors responding to NSSE report that they have very much or quite a bit of confidence in their speaking skills.

Pilot UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17

86% of <u>seniors</u> in participating capstones exceeded or met expectations for *oral communication* at the graduating undergraduate level at the end of their UCORE capstone [CAPS] course

90% of <u>seniors</u> in participating capstones were well or somewhat prepared by previous courses for their [CAPS] coursework related to *oral communication*
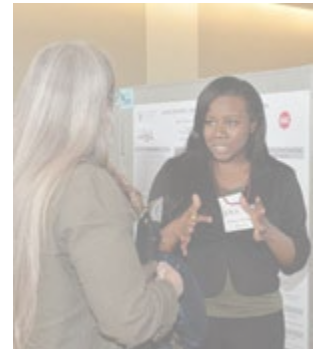
National Survey of Student Engagement *Responses from Seniors*, 2017

67% of <u>seniors</u> reported having "very much" or "quite a bit" of confidence in their ability to complete tasks requiring *persuasive speaking*

67%
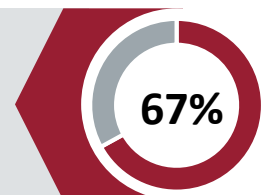
59% of <u>seniors</u> reported that their experience at WSU contributed to their knowledge, skills, and personal development in *speaking clearly and effectively* "very much" or "quite a bit"

59%
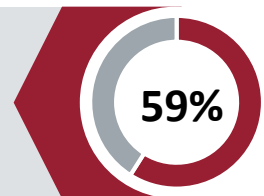
Pilot UCORE Capstone [CAPS] *Faculty Assessment* **of Student Learning, AY 2016-17[3]**

SENIOR Achievement of ORAL COMMUNICATION at End of [CAPS] Course Pilot UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17			
% of seniors			
Exceed expectations at graduating level	Meet expectations at graduating level	Partially meet expectations	Do not meet expectations
24%	62%	12%	2%

SENIOR Preparedness for ORAL COMMUNICATION at Beginning of [CAPS] Course Pilot UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17			
% of seniors			
Well prepared	Somewhat prepared	Not prepared	Cannot Rate
59%	31%	8%	2%

[3]AY 2016-17 is the first year that instructors had the option to report on oral communication (a sub-goal of Communication) if students were asked to demonstrate it in their course. This pilot [CAPS] assessment for oral communication includes 81 of the 92 reports submitted for primarily seniors (>90% seniors) [CAPS] courses, which represents roughly 2,545 seniors. In 68 of the 81 reports evaluating oral communication, instructors reported that their students were also primarily majors (>90% majors). Courses in which faculty found enough oral communication elements to evaluate student learning included these course prefixes: AFS, AMDT, ANIM_SCI, ANTH, BIO_ENG, BIOLOGY, CE, CES, CHE, CHEM, COMSOC, CPT_S, CRM_J, CROP_SCI, CS, E_E, ECE, ECONS, ENGR, ENTRP, ENVR_SCI, FINE_ART, FOR_LANG, FRENCH, H_D, HBM, HISTORY, HORT, I_D, KINES, LND_ARCH, MATH, MBIOS, ME, MECH, MGMT, NATRS, NEUROSCI, NURS, PSYCH, SHS, SOC, TCH_LRN, VIT_ENOL, and WOMEN_ST.

Since [CAPS] courses may include oral communication as appropriate to the course and discipline, not all students are required to demonstrate oral communication in their [CAPS] course. Results from NSSE (below) may represent seniors from a broader sample of students than [CAPS] enrollments.

National Survey of Student Engagement *Responses from Seniors*, **2017**

SENIOR Confidence in Abilities Related to ORAL COMMUNICATION National Survey of Student Engagement *Responses from Seniors*, 2017				
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
Persuasive speaking	27%	40%	29%	4%

SENIOR Perceived Gains Related to ORAL COMMUNICATION National Survey of Student Engagement *Responses from Seniors*, 2017				
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	23%	36%	31%	10%

FIRST-YEAR: *Evidence of Student Learning*

SUMMARY: Most first-year students responding to NSSE report they have opportunities to practice oral communication in their courses.

National Survey of Student Engagement *Responses from First-Year Students*, 2017

71% of first-year students reported *giving a course presentation* during the academic year
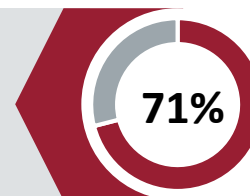
71%

National Survey of Student Engagement *Responses from First-Year Students*, 2017

FIRST-YEAR Skill Development Related to ORAL COMMUNICATION National Survey of Student Engagement *Responses from First-Year Students*, 2017				
During the current school year, about how often have you done the following?	% of first-year students			
	Very often	**Often**	**Sometimes**	**Never**
Given a course presentation	6%	18%	47%	29%

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. *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 capstone courses where faculty found elements of Scientific Literacy to evaluate, pilot faculty assessments indicate that most seniors exceed or meet faculty expectations.

Pilot UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17

79% of seniors in participating capstones exceeded or met expectations for *Scientific Literacy* at the graduating undergraduate level at the end of their UCORE capstone [CAPS] course

89% of seniors in participating capstones were well or somewhat prepared by previous courses for their [CAPS] coursework related to *Scientific Literacy*

Pilot UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17[4]

SENIOR Achievement of SCIENTIFIC LITERACY at End of [CAPS] Course Pilot UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17			
% of seniors			
Exceed expectations at graduating level	Meet expectations at graduating level	Partially meet expectations	Do not meet expectations
20%	58%	17%	5%

SENIOR Preparedness for SCIENTIFIC LITERACY at Beginning of [CAPS] Course Pilot UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17			
% of seniors			
Well prepared	Somewhat prepared	Not prepared	Cannot Rate
58%	31%	10%	2%

[4]AY 2016-17 is the first year that instructors had the option to report on Scientific Literacy if students were asked to demonstrate it in their course. This pilot [CAPS] assessment for Scientific Literacy includes 59 of the 92 reports submitted for primarily seniors (>90% seniors) [CAPS] courses, which represents roughly 2,149 seniors. In 51 of the 59 reports evaluating Scientific Literacy, instructors reported that their students were also primarily majors (>90% majors). Courses in which faculty found enough Scientific Literacy elements to evaluate student learning included these course prefixes: AFS, AMDT, ANIM_SCI, ANTH, BIO_ENG, BIOLOGY, CE, CHE, CHEM, CPT_S, CRM_J, CROP_SCI, CS, E_E, ECE, ENGR, ENTRP, ENVR_SCI, FRENCH, H_D, HBM, HORT, KINES, MBIOS, ME, MECH, MGMT, NATRS, NEUROSCI, NURS, PSYCH, SOC, TCH_LRN, VIT_ENOL, and WOMEN_ST.

QUANTITATIVE REASONING

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 capstone courses where faculty found elements of Quantitative Reasoning to evaluate, pilot faculty assessments indicate that most seniors exceed or meet expectations for Quantitative Reasoning. Additionally, most seniors responding to NSSE report that their WSU experience contributed very much or quite a bit to the development of their ability to analyze numerical and statistical information.

Pilot UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17

81% of <u>seniors</u> in participating capstones exceeded or met expectations for *Quantitative Reasoning* at the graduating undergraduate level at the end of their UCORE capstone [CAPS] course

86% of <u>seniors</u> in participating capstones were well or somewhat prepared by previous courses for their [CAPS] coursework related to *Quantitative Reasoning*

National Survey of Student Engagement *Responses from Seniors*, 2017

70% of <u>seniors</u> reported that their experience at WSU contributed to their knowledge, skills, and personal development in *analyzing numerical and statistical information* "very much" or "quite a bit"

70%
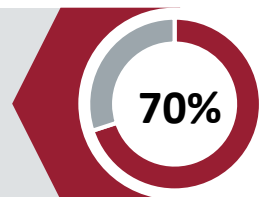
Pilot UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17[5]

SENIOR Achievement of QUANTITATIVE REASONING at End of [CAPS] Course Pilot UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17			
% of seniors			
Exceed expectations at graduating level	Meet expectations at graduating level	Partially meet expectations	Do not meet expectations
21%	60%	15%	4%

SENIOR Preparedness for QUANTITATIVE REASONING at Beginning of [CAPS] Course Pilot UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17			
% of seniors			
Well prepared	Somewhat prepared	Not prepared	Cannot Rate
56%	30%	10%	4%

[5]AY 2016-17 is the first year that instructors had the option to report on Quantitative Reasoning if students were asked to demonstrate it in their course. This pilot [CAPS] assessment for Quantitative Reasoning includes 54 of the 92 reports submitted for primarily seniors (>90% seniors) [CAPS] courses, which represents roughly 1,876 seniors. In 49 of the 54 reports evaluating Quantitative Reasoning, instructors reported that their students were also primarily majors (>90% majors). Courses in which faculty found enough Quantitative Reasoning elements to evaluate student learning included these course prefixes: AFS, AMDT, ANIM_SCI, BIO_ENG, BIOLOGY, CE, CHE, CHEM, CPT_S, CROP_SCI, CS, E_E, ECE, ECONS, ENGR, ENTRP, ENVR_SCI, HBM, KINES, LND_ARCH, MATH, MBIOS, ME, MECH, MGMT, NURS, PSYCH, SHS, SOC, and VIT_ENOL.

Since [CAPS] courses may include Quantitative Reasoning as appropriate to the course and discipline, not all students are required to demonstrate Quantitative Reasoning in their [CAPS] course. Results from NSSE (below) may represent seniors from a broader sample of students than capstone enrollments.

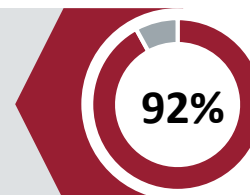**National Survey of Student Engagement *Responses from Seniors*, 2017**

SENIOR Perceived Gains Related to QUANTITATIVE REASONING National Survey of Student Engagement *Responses from Seniors*, 2017				
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
Analyzing numerical and statistical information	35%	35%	23%	8%

FIRST-YEAR: *Evidence of Student Learning*

SUMMARY: Nearly all first-year students responding to NSSE report that they practice quantitative reasoning skills in the courses they take.

National Survey of Student Engagement *Responses from First-Year Students*, 2017

92% of first-year students reported *reaching conclusions based on their own analysis of numerical information* during the academic year

92%

National Survey of Student Engagement *Responses from First-Year Students*, 2017

FIRST-YEAR Skill Development Related to QUANTITATIVE REASONING National Survey of Student Engagement *Responses from First-Year Students*, 2017				
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.)	15%	41%	36%	8%
Evaluated what others have concluded from numerical information	15%	42%	34%	9%

DIVERSITY

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 capstone courses where faculty found elements of Diversity to evaluate, pilot faculty assessments indicate that most seniors exceed or meet expectations for Diversity. Additionally, over half of seniors responding to NSSE report that their WSU experience contributed very much or quite a bit to the development of knowledge and skills they can use to participate in a diverse society.

Pilot UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17

88% of seniors in participating capstones exceeded or met expectations for *Diversity* at the graduating undergraduate level at the end of their UCORE capstone [CAPS] course

91% of seniors in participating capstones were well or somewhat prepared by previous courses for their [CAPS] coursework related to *Diversity*

National Survey of Student Engagement *Responses from Seniors*, 2017

57% of seniors reported that their experience at WSU contributed to their knowledge, skills, and personal development in *understanding people of other backgrounds* "very much" or "quite a bit"

57%
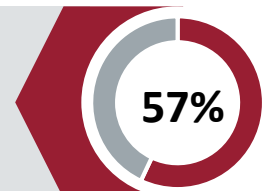
55% of seniors reported that their experience at WSU contributed to their knowledge, skills, and personal development in *developing or clarifying a personal code of values and ethics* "very much" or "quite a bit"

55%
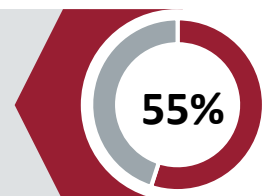
Pilot UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17[6]

SENIOR Achievement of DIVERSITY at End of [CAPS] Course Pilot UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17			
% of seniors			
Exceed expectations at graduating level	**Meet expectations at graduating level**	**Partially meet expectations**	**Do not meet expectations**
24%	64%	10%	2%

SENIOR Preparedness for DIVERSITY at Beginning of [CAPS] Course Pilot UCORE Capstone [CAPS] *Faculty Assessment* of Student Learning, AY 2016-17			
% of seniors			
Well prepared	**Somewhat prepared**	**Not prepared**	**Cannot Rate**
60%	30%	9%	1%

[6]AY 2016-17 is the first year that instructors had the option to report on Diversity if students were asked to demonstrate it in their course. This pilot [CAPS] assessment for Diversity includes 32 of the 92 reports submitted for primarily seniors (>90% seniors) [CAPS] courses, which represents roughly 1,156 seniors. In 26 of the 32 reports evaluating Diversity, instructors reported that their students were also primarily majors (>90% majors). Courses in which faculty found enough Diversity elements to evaluate student learning included these course prefixes: AFS, AMDT, ANTH, BIOLOGY, CES, COMSOC, CPT_S, FOR_LANG, FRENCH, H_D, HBM, HISTORY, KINES, MECH, MGMT, NATRS, NURS, PSYCH, SOC, TCH_LRN, and WOMEN_ST.

Since [CAPS] courses may include Diversity elements and related outcomes as appropriate to the course and discipline, not all students are required to demonstrate Diversity in their [CAPS] course. Results from NSSE (below) may represent seniors from a broader sample of students than capstone enrollments.

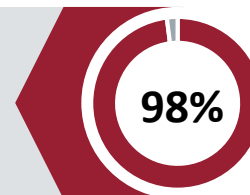## National Survey of Student Engagement *Responses from Seniors*, 2017

SENIOR Perceived Gains Related to DIVERSITY National Survey of Student Engagement *Responses from Seniors*, 2017				
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.)	22%	35%	32%	12%
Developing or clarifying a personal code of values and ethics	22%	33%	30%	15%

FIRST-YEAR: *Evidence of Student Learning*

SUMMARY: Nearly all first-year students responding to NSSE report that they have opportunities to develop an understanding of difference and diversity.

National Survey of Student Engagement *Responses from First-Year Students*, 2017

98% of <u>first-year students</u> reported *trying to better understand someone else's views by imagining how an issue looks from his or her perspective* during the academic year

98%

National Survey of Student Engagement *Responses from First-Year Students*, 2017

FIRST-YEAR Skill Development Related to DIVERSITY National Survey of Student Engagement *Responses from First-Year Students*, 2017				
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%	48%	27%	2%
Examined the strengths and weaknesses of your own views on a topic or issue	18%	49%	29%	4%
Included diverse perspectives (political, religious, racial/ ethnic, gender, etc.) in course discussions or assignments	15%	38%	38%	8%