

## Summary of Key Evidence for UCORE: AY 2018-19 [ROOT] Final Papers Assessment UCORE Assessment | Washington State University

### Background

Roots of Contemporary Issues [ROOT] courses are foundational first-year experience courses for UCORE. The courses introduce students to five of WSU’s Seven Learning Goals of the Undergraduate Education (Critical & Creative Thinking, Information Literacy, Communication, Diversity, and Depth, Breadth & Integration of Learning) by asking students to explore and understand the historical and global roots of various issues facing the world today.

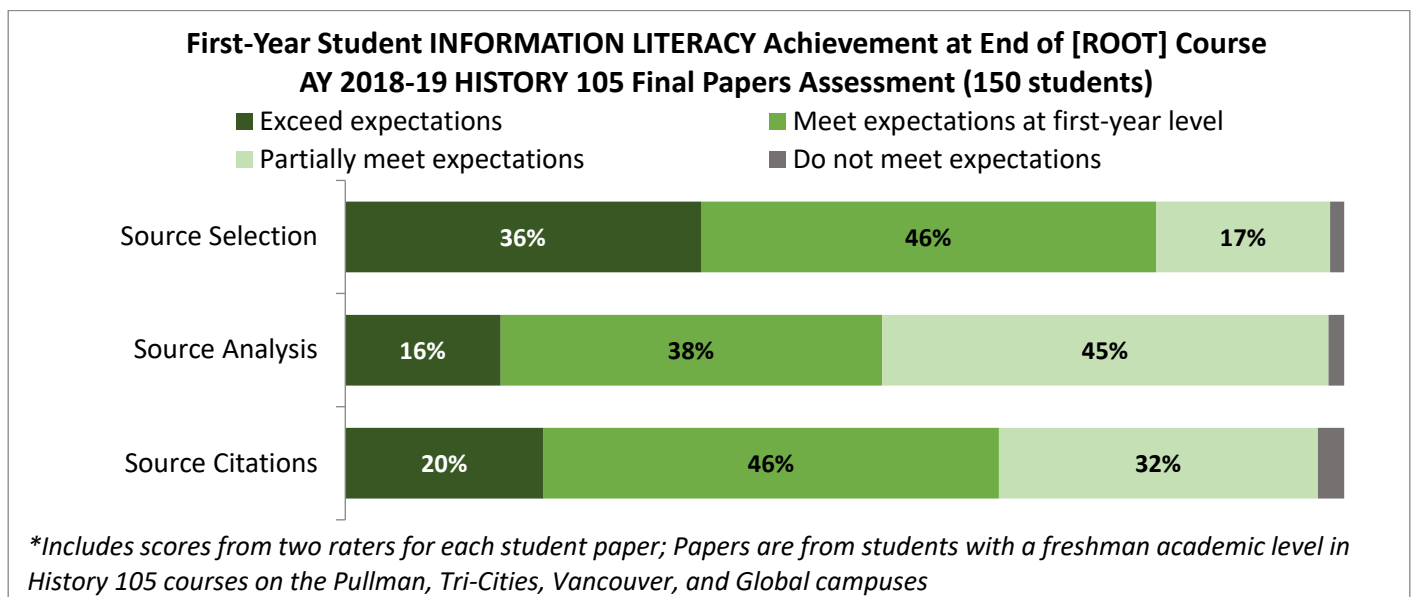
### Final Papers Assessment

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 WSU’s Learning Goals at the first-year level. The AY 2018-19 Final Papers Assessment Project focused on assessing WSU’s Information Literacy and Depth, Breadth, & Integration of Learning goals.

Each academic year since AY 2012-13, [ROOT] faculty have evaluated a random sample of students’ papers from all campuses using a faculty-developed rubric. [ROOT] Assessment includes the *Final Papers Assessment Project* (aligned with WSU’s Critical & Creative Thinking, Information Literacy, Communication, and Depth, Breadth, & Integration of Learning goals) and the *Diversity & Inequality Papers Assessment Project* (aligned with WSU’s Diversity and Communication goals), conducted biennially in alternating years starting in AY 2016-17. The Roots of Contemporary Issues program, in collaboration with the WSU Libraries and Office of Assessment of Teaching and Learning (ATL), coordinates the assessment, reporting, and data analysis for the *Roots of Contemporary Issues Final Papers Assessment Project*.

### Results—First-Year Students

**INFORMATION LITERACY.** Results from the AY 2018-19 *Roots of Contemporary Issues Final Papers Assessment Project* indicated that **81%** of first-year students met or exceeded expectations at the first-year undergraduate level for *selecting sources appropriate to a research paper* at the end of their UCORE first-year experience course [ROOT]. Additionally, **54%** met or exceeded expectations for *using sources in a way that suggests they understood the relationship between the nature of the source and the kinds of conclusions they could draw from it* and **65%** met or exceeded expectations for *using a citation system that suggests they accurately referenced their evidence*.



**DEPTH, BREADTH, AND INTEGRATION OF LEARNING.** Results from the AY 2018-19 *Roots of Contemporary Issues Final Papers Assessment Project* indicated that **59%** of first-year students met or exceeded expectations at the first-year undergraduate level for *identifying or reflecting on the significance of conclusions* at the end of their UCORE first-year experience course [ROOT]. Additionally, **68%** met or exceeded expectations for *situating an issue, problem, or debate in relevant and accurate historical context* and **72%** met or exceeded expectations for *providing evidence beyond one’s own contemporary or cultural context*.

