

Summary of Key Evidence for UCORE: Student Learning at the First-Year and Senior Level 2019 National Survey of Student Engagement – WSU-wide

Introduction

The National Survey of Student Engagement (NSSE) annually collects information at hundreds of four-year colleges and universities about first-year and senior student participation in activities and programs that promote their learning and personal development. Since 2000, NSSE has been used at more than 1,500 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis, generally every 2-3 years.

This document summarizes selected 2019 NSSE results related to WSU's Learning Goals of Undergraduate Education in the context of UCORE, as 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. See the [UCORE website](#) for more information.

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. Additional NSSE questions address aspects of the WSU Learning Goals—WSU's complete NSSE results (current and historic) are available on [IR's NSSE survey webpage](#).

Assessment

NSSE assesses the extent to which first-year and senior students engage in educational practices associated with high levels of learning and development. At WSU, NSSE is offered to all first-year and senior students on all WSU campuses every other spring. With the census administration, students receive a survey invitation and reminders by email. The Office of Assessment of Teaching and Learning (ATL), in collaboration with the Office of Institutional Research (IR), coordinates the administration of NSSE at WSU, which many units help promote.

The NSSE instrument, updated in 2013, collects information in five categories: (1) participation in dozens of educationally purposeful activities, (2) institutional requirements and the challenging nature of coursework, (3) perceptions of the college environment, (4) estimates of educational and personal growth since starting college, and (5) background and demographic information. Participating institutions may also append up to two Topical Modules – short question sets on designated topics that allow for deeper exploration based on campus needs.

In 2019, questions on the NSSE survey provided indirect evidence of student learning on six of WSU's Learning Goals of Undergraduate Education (Critical & Creative Thinking, Information Literacy, Communication, Quantitative Reasoning, Diversity, and Depth, Breadth & Integration of Learning).

Note: As with any voluntary survey, response rates and the presence of non-response bias should be considered when evaluating NSSE results. In other words, those who did not respond (non-respondents) may have different views than those who did respond and therefore the results may not be representative of all students.

2019 NSSE Results

Context: 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 16% for seniors and 19% for first-year students at 2018 and 2019 participating institutions that are members of the Association of American Universities (AAU), a non-profit association of 62 preeminent research universities. Where survey results are displayed alongside a peer comparison, the peer comparison includes more than 10,000 seniors from 2018 and 2019 participating AAU institutions (with the exception of topical module results, which only include selected research institutions that also administered the module). Percentages are weighted by institution-reported sex and enrollment status (and institution size for peer groups). Percentages may not sum to 100 due to rounding.

Note: NSSE results are not longitudinal, but represent a cross-section of students. As such NSSE results are not intended to show growth between first-year and senior responses.

SENIORS

WSU SENIOR CONTEXT: During the senior year, it is expected that most students will complete the senior capstone experience course [CAPS] requirement for UCORE, along with upper-division courses towards the major. Seniors may also complete coursework contributing to additional majors, minors, certificates, etc. It is also expected that most students will have completed the majority of their UCORE requirements prior to the senior year (especially the foundational and inquiry-based learning requirements).

Note: Senior eligibility for NSSE participation is primarily based on number of credits completed. As such, participating seniors may or may not complete NSSE in their final semester prior to graduation.

CRITICAL & CREATIVE THINKING:

All UCORE-designated courses are required to advance Critical & Creative Thinking, including the senior capstone experience course [CAPS].

Thus, student experience with Critical & Creative Thinking includes 34 credit hours in UCORE-designated courses that include instruction and/or engagement with Critical & Creative Thinking.

- **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** (Figure 1); additionally, 6% reported having “some” confidence, while 1% reported having “very little”
- **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** (Figure 1); additionally, 6% reported having “some” confidence, while 1% reported having “very little”
- **87%** of seniors 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” (Figure 2); additionally, 10% reported that WSU contributed “some,” while 2% reported that WSU contributed “very little”

Figure 1

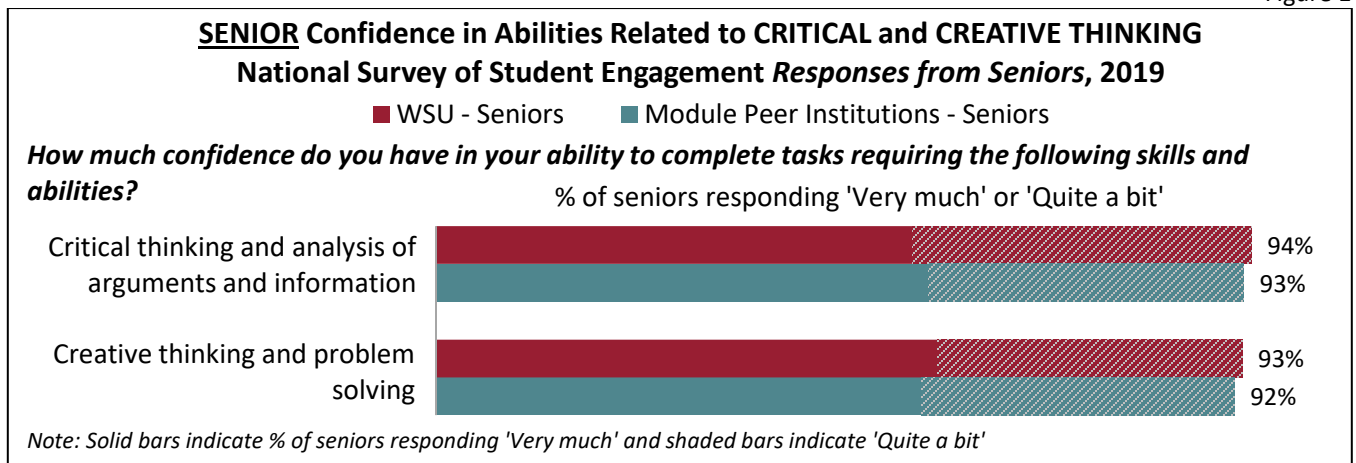
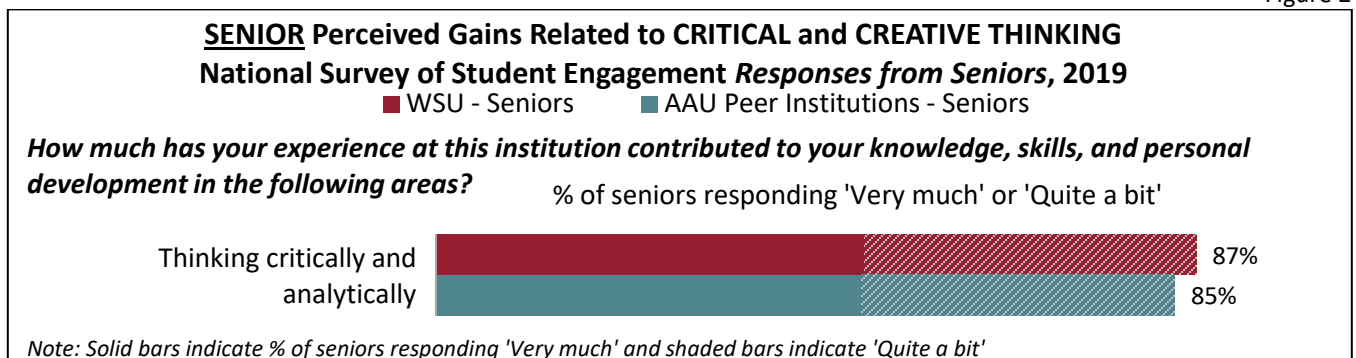


Figure 2



COMMUNICATION, WRITTEN:

All UCORE-designated courses are required to advance Written Communication, a sub-goal of the Communication Learning Goal, including the senior capstone experience course [CAPS].

Thus, student experience with Written Communication includes 34 credit hours in UCORE-designated courses that include instruction and/or engagement with Written Communication.

- **88%** of seniors reported having “very much” or “quite a bit” of confidence in their ability to complete tasks requiring **clear writing** (Figure 3); additionally, 11% reported having “some” confidence, while 1% reported having “very little”
- **72%** 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” (Figure 4); additionally, 22% reported that WSU contributed “some,” while 6% reported that WSU contributed “very little”

Figure 3

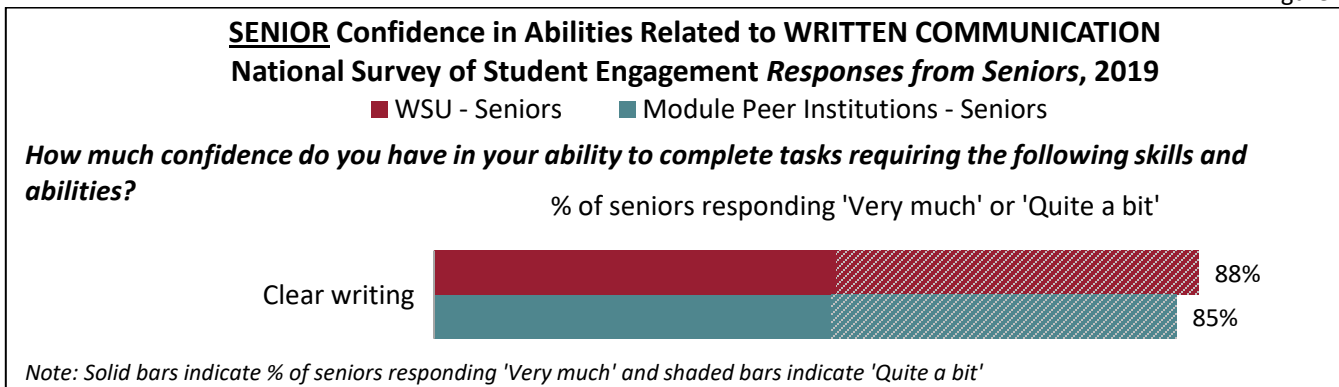
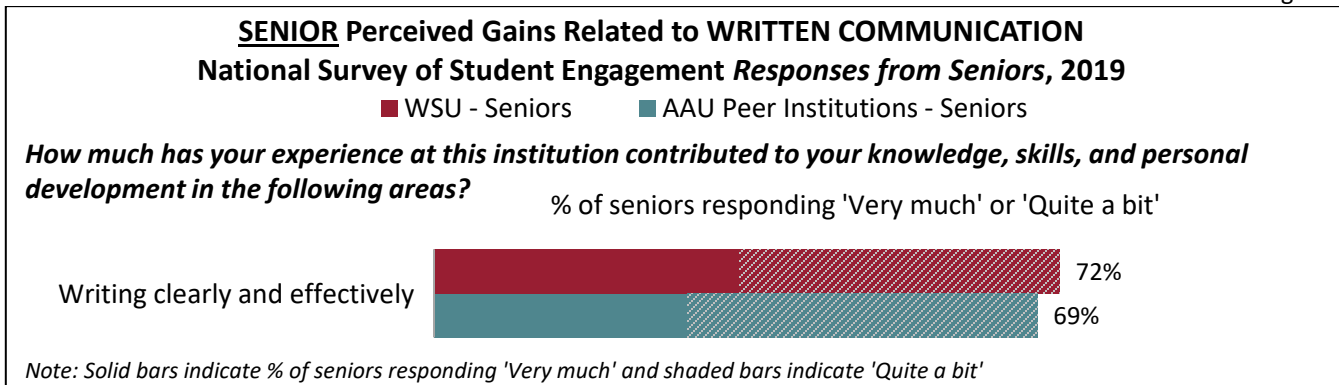


Figure 4



COMMUNICATION, ORAL:

UCORE-designated courses are only required to advance Oral Communication, a sub-goal of the Communication Learning Goal, as appropriate to the designator (see the [UCORE Handbook](#) for more information). Briefly:

- Students develop oral communication skills through small-group discussion and debate in the required first-year experience course [ROOT]
- Students may complete a 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 other UCORE-designated courses as appropriate to the course and discipline

Thus, student experience with Oral Communication varies, with a minimum of three credit hours in UCORE-designated courses that include instruction and/or engagement with Oral Communication.

- **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” (Table 1)

Table 1

| SENIOR Perceived Gains Related to ORAL COMMUNICATION | | | | |
|--|---------------------|--------------------|-------------|--------------------|
| 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 |
| Speaking clearly and effectively | | | | |
| WSU - Seniors | 29% | 36% | 24% | 11% |
| AAU Peer Institutions - Seniors | 29% | 37% | 26% | 8% |

QUANTITATIVE REASONING:

UCORE-designated courses are only required to advance Quantitative Reasoning as appropriate to the designator (see the [UCORE Handbook](#) for more information). Briefly:

- Students complete a foundational Quantitative Reasoning [QUAN] requirement, intended to be completed in the first year
- 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 other UCORE-designated courses as appropriate to the course and discipline

Thus, student experience with Quantitative Reasoning varies, with a minimum of 13 credit hours in UCORE-designated courses that include instruction and/or engagement with Quantitative Reasoning.

- **94%** of seniors reported that their experience at WSU contributed to their knowledge, skills, and personal development in **analyzing numerical and statistical information**, while 6% reported that WSU contributed “very little” (Table 2)

Table 2

| 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 | | | | |
| WSU - Seniors | 39% | 34% | 21% | 6% |
| AAU Peer Institutions - Seniors | 36% | 32% | 24% | 8% |

DIVERSITY:

UCORE-designated courses are only required to advance Diversity as appropriate to the designator (see the [UCORE Handbook](#) for more information). Briefly:

- The required first-year experience course [ROOT] addresses multiple cultural, political, and disciplinary perspectives so that students are capable of engaging with the diversity of the human experience, across both time and space
- Students complete a Diversity course [DIVR] requirement, intended to introduce students to differences and similarities among cultures by exploring the multiplicity of individual and group experiences within and across various historical periods, societies, and cultures
- Diversity may be included in other UCORE-designated courses as appropriate to the course and discipline

Thus, student experience with Diversity varies, with a minimum of six credit hours in UCORE-designated courses that include instruction and/or engagement with Diversity.

- **86%** of seniors reported that their experience at WSU contributed to their knowledge, skills, and personal development in ***understanding people of other backgrounds***, while 14% reported that WSU contributed “very little” (Table 3)

Table 3

| SENIOR Perceived Gains Related to DIVERSITY | | | | |
|---|---------------------|--------------------|-------------|--------------------|
| 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 |
| Understanding people of other backgrounds | | | | |
| WSU - Seniors | 25% | 32% | 28% | 14% |
| AAU Peer Institutions - Seniors | 29% | 35% | 27% | 9% |

DEPTH, BREADTH, & INTEGRATION OF LEARNING:

UCORE-designated courses are only required to advance Depth, Breadth, & Integration of Learning as appropriate to the designator (see the [UCORE Handbook](#) for more information). The required first-year experience course [ROOT] and senior capstone experience course [CAPS] are required to advance Integrative Learning, specifically. However, [CAPS] courses can vary considerably. For example:

- Many [CAPS] courses ask students to demonstrate a depth of knowledge within their chosen academic field of study that integrates its history, core methods, techniques, vocabulary, and unsolved problems
- Other [CAPS] courses require students to apply concepts from their general and specialized studies to personal, academic, service learning, professional, and/or community activities
- Other [CAPS] courses ask students to demonstrate how the methods and concepts of a chosen discipline relate to those of other disciplines through engaging in cross-disciplinary activities

Thus, student experience with Depth, Breadth, & Integration of Learning varies, with a minimum of six credit hours in UCORE-designated courses that include instruction and/or engagement with Integrative Learning, specifically.

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.

- **99%** of seniors reported **connecting ideas from their courses to prior experiences and knowledge** during the academic year, while 1% reported that they “never” did this during the academic year (Table 4)
- **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 (Table 4)

Table 4

| SENIOR Learning Tasks Related to DEPTH, BREADTH and INTEGRATION OF LEARNING | | | | |
|--|---------------------|--------------|------------------|--------------|
| National Survey of Student Engagement Responses from Seniors, 2019 | | | | |
| <i>During the current school year, about how often have you done the following?</i> | % of seniors | | | |
| | Very often | Often | Sometimes | Never |
| Connected ideas from your courses to your prior experiences and knowledge | | | | |
| WSU - Seniors | 38% | 48% | 13% | 1% |
| AAU Peer Institutions - Seniors | 34% | 49% | 16% | 1% |
| Combined ideas from different courses when completing assignments | | | | |
| WSU - Seniors | 32% | 45% | 22% | 2% |
| AAU Peer Institutions - Seniors | 26% | 43% | 27% | 3% |

FIRST-YEAR STUDENTS

WSU FIRST-YEAR STUDENT CONTEXT: During the first-year, it is expected that most students will complete the required first-year experience course [ROOT] requirement for UCORE, along with other UCORE foundational requirements (i.e., Quantitative Reasoning [QUAN], Written Communication [WRTG], and Communication [COMM]¹). First-year students may also complete introductory courses towards the major and may have made progress in completing the inquiry-based learning UCORE requirements.

¹Note: Students can take a second [WRTG] course instead of a [COMM] course.

Note: NSSE 2019 opened to WSU students in late February. As such, first-year student responses are typically based on experiences in fall semester and a portion of spring semester.

CRITICAL & CREATIVE THINKING:

All UCORE-designated courses are required to advance Critical & Creative Thinking, including the required first-year experience course [ROOT] and other UCORE foundational requirements intended for first-year students.

- **97%** of first-year students reported ***applying facts, theories, or methods to practical problems or new situations*** during the academic year, while 3% reported that they did this “very little” during the academic year (Table 5)
- **96%** of first-year students reported ***evaluating a point of view, decision, or information source*** during the academic year, while 4% reported that they did this “very little” during the academic year (Table 5)
- **96%** of first-year students reported ***analyzing an idea, experience, or line of reasoning in depth by examining its parts*** during the academic year, while 4% reported that they did this “very little” during the academic year (Table 5)
- **95%** of first-year students reported ***forming a new idea or understanding from various pieces of information*** during the academic year, while 5% reported that they did this “very little” during the academic year (Table 5)

Table 5

| FIRST-YEAR Skill Development Related to CRITICAL and CREATIVE THINKING | | | | |
|--|---------------------------------|--------------------|-------------|--------------------|
| National Survey of Student Engagement Responses from First-Year Students, 2019 | | | | |
| <i>During the current school year, how much has your coursework emphasized the following?</i> | % 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% |

INFORMATION LITERACY:

All UCORE-designated courses are required to advance Information Literacy, including the required first-year experience course [ROOT] and other UCORE foundational requirements intended for first-year students.

- **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 “no” writing assignments (Table 6)
- **84%** of first-year students reported ***arguing a position using evidence and reasoning*** for at least “some” writing assignments during the academic year, while 12% reported “few” and 4% reported “no” writing assignments (Table 6)

Table 6

| FIRST-YEAR Skill Development Related to INFORMATION LITERACY | | | | | |
|---|---------------------------------|---------------------------------|---------------------------------|--------------------------------|-------------------------------|
| National Survey of Student Engagement Responses from First-Year Students, 2019 | | | | | |
| <i>During the current school year, for how many writing assignments have you done the following?</i> | % 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% |
| Argued a position using evidence and reasoning | 10% | 41% | 33% | 12% | 4% |

COMMUNICATION, WRITTEN:

All UCORE-designated courses are required to advance Written Communication, a sub-goal of the Communication Learning Goal, including the required first-year experience course [ROOT] and other UCORE foundational requirements intended for first-year students. English 101/105 (College Composition), specifically, are key foundational written communication [WRTG] courses in the UCORE curriculum for many first-year students.

- **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 “no” writing assignments (Table 7)
- **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 “no” writing assignments (Table 7)
- **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 “no” writing assignments (Table 7)

Table 7

| FIRST-YEAR Skill Development Related to WRITTEN COMMUNICATION | | | | | |
|--|---------------------------------|---------------------------------|---------------------------------|--------------------------------|-------------------------------|
| National Survey of Student Engagement Responses from First-Year Students, 2019 | | | | | |
| <i>During the current school year, for how many writing assignments have you done the following?</i> | % 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% |

COMMUNICATION, ORAL:

UCORE-designated courses are only required to advance Oral Communication, a sub-goal of the Communication Learning Goal, as appropriate to the designator (see the [UCORE Handbook](#) for more information). Briefly:

- Students develop oral communication skills through small-group discussion and debate in the required first-year experience course [ROOT]
- Students may complete a 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 other UCORE-designated courses as appropriate to the course and discipline

- **96%** of first-year students reported **contributing to course discussions** during the academic year, while 4% reported that they “never” did this during the academic year (Table 8)
- **77%** of first-year students reported **giving a course presentation** during the academic year, while 23% reported that they “never” did this during the academic year (Table 8)

Table 8

| FIRST-YEAR Skill Development Related to ORAL COMMUNICATION | | | | |
|--|---------------------------------|--------------|------------------|--------------|
| National Survey of Student Engagement Responses from First-Year Students, 2019 | | | | |
| <i>During the current school year, about how often have you done the following?</i> | % 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 are only required to advance Quantitative Reasoning as appropriate to the designator (see the [UCORE Handbook](#) for more information). Briefly:

- Students complete a foundational Quantitative Reasoning [QUAN] requirement, intended to be completed in the first year
- 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 other UCORE-designated courses as appropriate to the course and discipline

- **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 during the academic year (Table 9)
- **86%** of first-year students reported *evaluating what others have concluded from numerical information* during the academic year, while 14% reported that they “never” did this during the academic year (Table 9)
- **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 during the academic year (Table 9)

Table 9

| FIRST-YEAR Skill Development Related to QUANTITATIVE REASONING | | | | |
|---|---------------------------------|--------------|------------------|--------------|
| National Survey of Student Engagement Responses from First-Year Students, 2019 | | | | |
| <i>During the current school year, about how often have you done the following?</i> | % 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% |

DIVERSITY:

UCORE-designated courses are only required to advance Diversity as appropriate to the designator (see the [UCORE Handbook](#) for more information). Briefly:

- The required first-year experience course [ROOT] addresses multiple cultural, political, and disciplinary perspectives so that students are capable of engaging with the diversity of the human experience, across both time and space
- Students complete a Diversity course [DIVR] requirement, intended to introduce students to differences and similarities among cultures by exploring the multiplicity of individual and group experiences within and across various historical periods, societies, and cultures
- Diversity may be included in other UCORE-designated courses as appropriate to the course and discipline

- **97%** of first-year students reported ***trying to better understand someone else's views by imagining how an issue looks from his or her perspective*** during the academic year, while 3% reported that they “never” did this during the academic year (Table 10)
- **96%** of first-year students reported ***examining the strengths and weaknesses of their own views on a topic or issue*** during the academic year, while 4% reported that they “never” did this during the academic year (Table 10)
- **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 during the academic year (Table 10)

Table 10

| FIRST-YEAR Skill Development Related to DIVERSITY | | | | |
|--|---------------------------------|--------------|------------------|--------------|
| National Survey of Student Engagement Responses from First-Year Students, 2019 | | | | |
| <i>During the current school year, about how often have you done the following?</i> | % 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, racial/ethnic, gender, etc.) in course discussions or assignments | 15% | 37% | 38% | 10% |

DEPTH, BREADTH, & INTEGRATION OF LEARNING:

UCORE-designated courses are only required to advance Depth, Breadth, & Integration of Learning as appropriate to the designator (see the [UCORE Handbook](#) for more information). For first-year students:

- The required first-year experience course [ROOT] addresses Integrative Learning by introducing students to how historical understanding enriches allied disciplinary approaches to critical global issues that affect human life in the 21st century
- Depth, Breadth, & Integration of Learning may be included in other UCORE-designated courses as appropriate to the course and discipline

- **97%** of first-year students reported ***learning something that changed the way they understand an issue or concept*** during the academic year, while 3% reported that they “never” did this during the academic year (Table 11)
- **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 during the academic year (Table 11)

Table 11

| FIRST-YEAR Skill Development Related to DEPTH, BREADTH and INTEGRATION OF LEARNING | | | | |
|--|---------------------------------|--------------|------------------|--------------|
| National Survey of Student Engagement Responses from First-Year Students, 2019 | | | | |
| <i>During the current school year, about how often have you done the following?</i> | % 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% |