

Summary of Key Evidence for UCORE: AY 2020-21 [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.

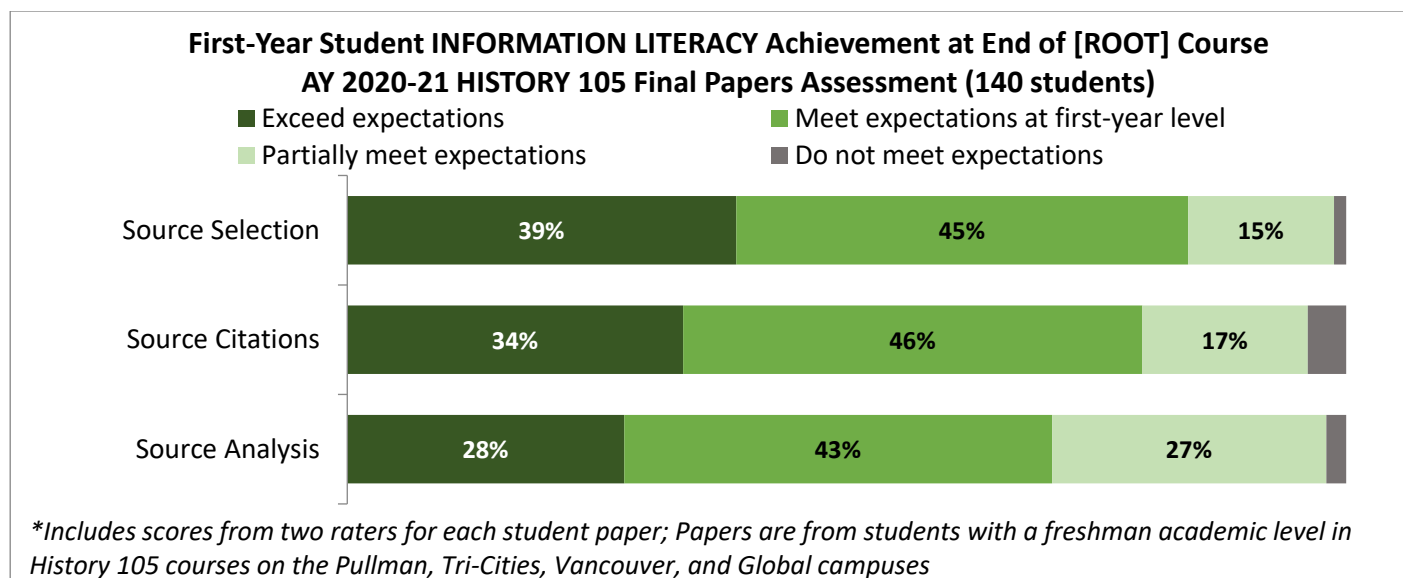
Final Papers Assessment

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 2020-21 Final Papers Assessment Project focused on assessing WSU’s Information Literacy, Integrative Learning, and Critical Thinking learning goals. *Note: For fall 2020 and spring 2021, undergraduate courses at WSU were delivered at a distance and completed remotely, with extremely limited exceptions for in-person instruction, due to the COVID-19 pandemic.*

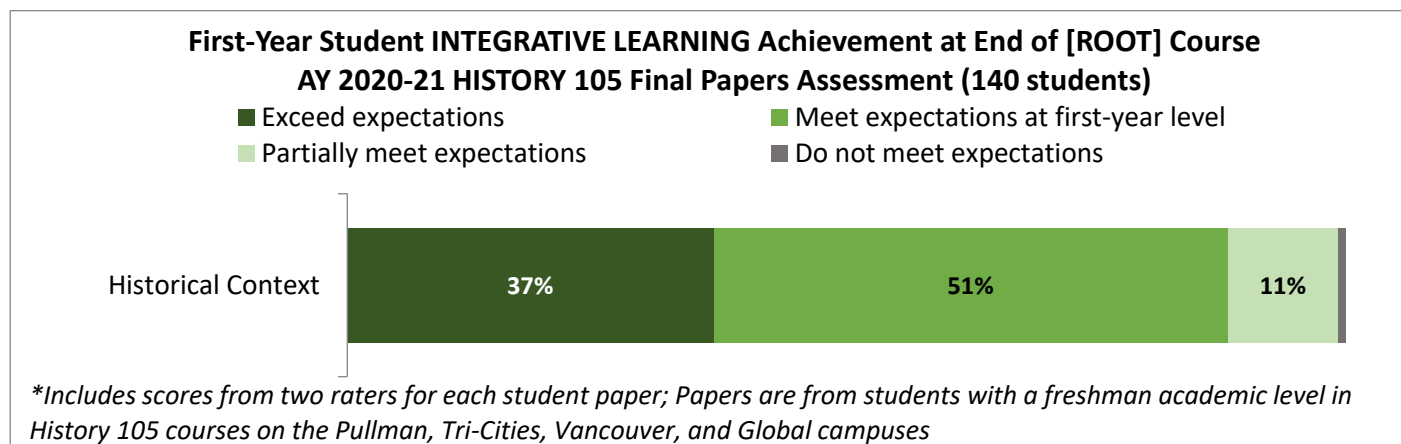
Each academic year since AY 2012-13, [ROOT] faculty have evaluated a random sample of students’ papers from all campuses using a faculty-developed rubric. [ROOT] Assessment includes the *Final Papers Assessment Project* (aligned with WSU’s Critical & Creative Thinking, Information Literacy, Communication, 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 for Curricular Effectiveness (ACE), coordinates the assessment, reporting, and data analysis for the *Roots of Contemporary Issues Final Papers Assessment Project*.

Results—First-Year Students

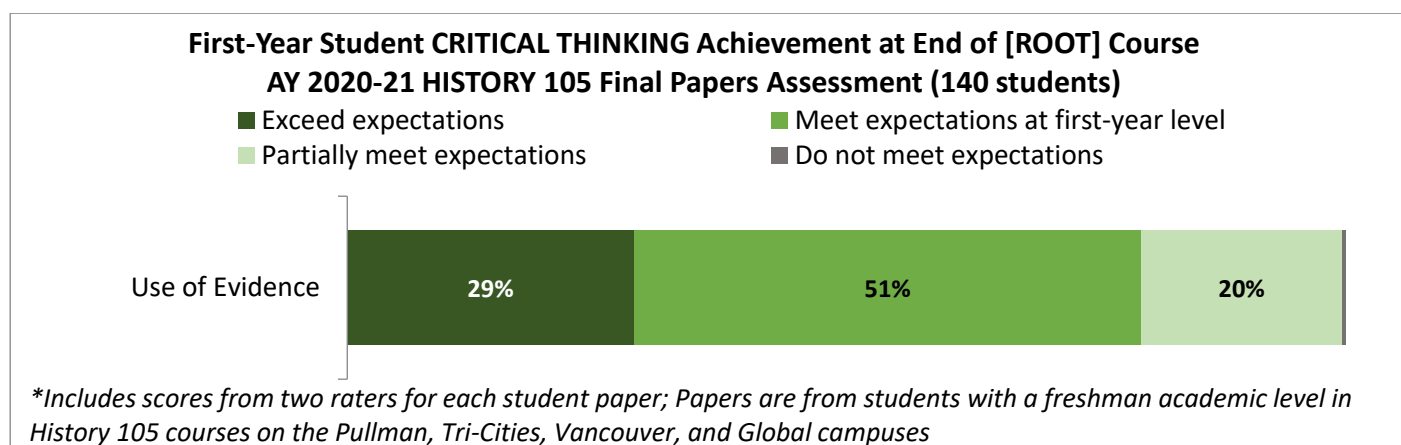
INFORMATION LITERACY. Results from the AY 2020-21 *Roots of Contemporary Issues Final Papers Assessment Project* indicated that **84%** of first-year students met or exceeded expectations at the first-year undergraduate level for *selecting sources appropriate to a research paper* at the end of their UCORE first-year experience course [ROOT]. Additionally, **80%** met or exceeded expectations for *using a citation system that suggests they accurately referenced their evidence* and **71%** met or exceeded expectations for *showing awareness of the relationship between the nature of sources and the kinds of conclusions drawn from them*.



INTEGRATIVE LEARNING. Results from the AY 2020-21 *Roots of Contemporary Issues Final Papers Assessment Project* indicated that **88%** of first-year students met or exceeded expectations at the first-year undergraduate level for *situating an issue, problem, or debate in relevant and accurate historical context*.



CRITICAL THINKING. Results from the AY 2020-21 *Roots of Contemporary Issues Final Papers Assessment Project* indicated that **80%** of first-year students met or exceeded expectations at the first-year undergraduate level for *using evidence to support historical contextualization*.



RESULTS COMPARED TO AY 2018-19. The percentage of students meeting or exceeding expectations at the first-year level was larger (average +11%) in AY2020-21 compared to AY2018-19 for the three Information Literacy elements assessed. The percentage of students meeting or exceeding expectations at the first-year level was larger (20%) in AY 202021 compared to AY2018-19 for the Integrative Learning element assessed.

