

2021 Biennial UCORE Assessment Summary of Student Achievement of WSU's Seven Learning Goals of Undergraduate Education

UCORE Assessment | Washington State University

Contents

Executive Summary.....	2
Introduction: UCORE Assessment of Student Learning on WSU's Seven Learning Goals.....	3
Direct Measures of Student Learning.....	4
Indirect Measures of Student Learning.....	4
<u>UCORE Assessment Results: Senior and First-Year Achievement of WSU's Learning Goals</u>	
<i>WSU Learning Goals Required in Senior [CAPS] & First-Year [ROOT] UCORE Courses:</i>	
CRITICAL and CREATIVE THINKING	5
INFORMATION LITERACY	9
WRITTEN COMMUNICATION.....	11
DEPTH, BREADTH, and INTEGRATION OF LEARNING	15
<i>WSU Learning Goals Advanced in UCORE Courses as Appropriate to Designator:</i>	
ORAL COMMUNICATION.....	19
QUANTITATIVE REASONING.....	22
SCIENTIFIC LITERACY	25
DIVERSITY.....	27

Scope

This document summarizes AY 2019-20 and AY 2020-21 results of student learning assessment on WSU's Seven Learning Goals of Undergraduate Education in the context of the UCORE curriculum. (Please note that other assessment of student learning on WSU's Learning Goals, such as assessment by degree programs or majors, is outside the scope of this report.) Audiences include UCORE committees, WSU faculty and administration, students, university accreditors, and the public. All UCORE-designated courses require students to demonstrate Critical & Creative Thinking, Information Literacy, and Written Communication (a sub-goal of the Communication goal), while Oral Communication (another Communication sub-goal), Quantitative Reasoning, Scientific Literacy, Diversity, and Depth, Breadth, & Integration of Learning are advanced in UCORE courses as appropriate to the designator (see UCORE's [Curriculum webpages](#) for more information). As UCORE is bookended by a required first-year course [ROOT] and a senior capstone experience [CAPS], this summary offers a general picture of student achievement and perceptions at the senior and first-year levels, intended to provide an overview related to WSU's Learning Goals; the results reported are not longitudinal, but represent a cross-section of students. For more information, including past summaries, see the [UCORE Assessment Website](#) or contact the Office of Assessment for Curricular Effectiveness (formerly the Office of Assessment of Teaching and Learning).

Note: In spring 2020, WSU made the emergency move to distance education beginning March 23 as a result of the COVID-19 outbreak. 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.

FOCUS ON WSU SENIORS: This executive summary offers a general picture of student achievement and perceptions related to WSU's Seven Learning Goals of Undergraduate Education at the senior level in the context of the UCORE curriculum, providing information about student achievement near the end of their undergraduate experience. [CAPS] courses require students to demonstrate Critical & Creative Thinking, Information Literacy, Written Communication, and Integrative Learning, with other WSU Learning Goals included as appropriate to the course and discipline.

CRITICAL and CREATIVE THINKING

- Most seniors (**87%**) meet or exceed faculty expectations at the graduating undergraduate level for Critical and Creative Thinking in their UCORE capstone [CAPS] courses.
- Most seniors responding to NSSE report that they have considerable confidence in their ability to complete tasks requiring creative thinking (**93%**) and critical thinking (**92%**).

INFORMATION LITERACY

- Most seniors (**87%**) meet or exceed faculty expectations at the graduating undergraduate level for Information Literacy in their UCORE capstone [CAPS] courses.

WRITTEN COMMUNICATION

- Most seniors (**84%**) meet or exceed faculty expectations at the graduating undergraduate level for Written Communication in their UCORE capstone [CAPS] courses.
- Most seniors responding to NSSE report that they have considerable confidence in their ability to complete tasks requiring clear writing (**87%**).

DEPTH, BREADTH, and INTEGRATION OF LEARNING

- Most seniors (**88%**) meet or exceed faculty expectations at the graduating undergraduate level for Integrative Learning in their UCORE capstone [CAPS] courses.

ORAL COMMUNICATION*

- In [CAPS] that include Oral Communication, most seniors (**89%**) meet or exceed faculty expectations at the graduating undergraduate level for Oral Communication in their UCORE capstone [CAPS] courses.
- Most seniors (**91%**) responding to NSSE report that their WSU experience contributed to the development of their ability to speak clearly and effectively.

QUANTITATIVE REASONING*

- In [CAPS] that include Quantitative Reasoning, most seniors (**84%**) meet or exceed faculty expectations at the graduating undergraduate level for Quantitative Reasoning in their UCORE capstone [CAPS] courses.
- Most seniors (**94%**) responding to NSSE report that their WSU experience contributed to the development of their ability to analyze numerical and statistical information.

SCIENTIFIC LITERACY*

- In [CAPS] that include Scientific Literacy, most seniors (**85%**) meet or exceed faculty expectations at the graduating undergraduate level for Scientific Literacy in their UCORE capstone [CAPS] courses.

DIVERSITY*

- In [CAPS] that include Diversity, most seniors (**91%**) meet or exceed faculty expectations at the graduating undergraduate level for Diversity in their UCORE capstone [CAPS] courses.
- Most seniors (**88%**) responding to NSSE report that their WSU experience contributed to their development in understanding people of other backgrounds.

**Not all UCORE [CAPS] courses require students demonstrate these WSU Learning Goals. Offered to all seniors, NSSE results related to these WSU Learning Goals may come from a broader sample of students.*

WSU's Seven Learning Goals of Undergraduate Education

All undergraduates, regardless of major, are expected to meet WSU's Seven Learning Goals of Undergraduate Education, which identify core skills and knowledge that all students should develop through their undergraduate studies. WSU's Learning Goals of Undergraduate Education are faculty developed and expressed broadly so as to frame study in the major as well as in general education.

**Critical and Creative Thinking | Information Literacy | Communication
Quantitative Reasoning | Scientific Literacy | Diversity
Depth, Breadth, and Integration of Learning**

UCORE

WSU's general education program, known as UCORE, provides balance between the specialized focus of the major and the broader traditional objectives of higher education. 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.

While all WSU undergraduate degrees align their [program-level student learning outcomes](#) with WSU's Seven Learning Goals of Undergraduate Education (with some variation based on disciplinary focus), UCORE is the centerpiece of the undergraduate curriculum supporting the advancement of WSU's Learning Goals. All UCORE-designated courses require students to demonstrate Critical & Creative Thinking, Information Literacy, and Written Communication (a sub-goal of the Communication goal), while Oral Communication (another Communication sub-goal), Quantitative Reasoning, Scientific Literacy, Diversity, and Depth, Breadth, & Integration of Learning are advanced in UCORE courses as appropriate to the designator (see UCORE's [Curriculum webpages](#) for more information).

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 in the context of the UCORE curriculum. Faculty participate on UCORE's sub-committee for assessment and also contribute to assessment of student learning in UCORE-designated courses. Assessment processes and data sources differ, as best fits particular Learning Goals. See the [UCORE Assessment website](#) for details.



Direct Measures of Student Learning

Direct measures are evaluations of students' performances or work products (by faculty or other professionals) that provide evidence of student learning on particular skills and knowledge.

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2019-20 & 2020-21

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. [CAPS] assessment reporting switched to a rotating format starting in AY 2019-20, with four Learning Goals evaluated per year, using a revised version of the report form that includes descriptors of student performance for "meeting expectations for graduating seniors." Not all [CAPS] courses assess all WSU Learning Goals; Quantitative Reasoning, Scientific Literacy, Diversity, and/or Oral Communication are optionally assessed as appropriate to the discipline or course. For AY 2019-20, [CAPS] assessment reporting focused on Critical and Creative Thinking, Written Communication, Oral Communication (optional), and Diversity (optional). In AY 2019-20, 104 reports were submitted for [CAPS] courses *with primarily seniors enrolled* (>90% seniors in the [CAPS] course or section), which represented nearly 3,400 seniors and roughly 66% of seniors enrolled in [CAPS] courses on all campuses. In these reports, instructors indicated that roughly 84% of these seniors were in [CAPS] courses *with primarily majors enrolled* (>90% majors in the [CAPS] course or section). For AY 2020-21, [CAPS] assessment reporting focused on Information Literacy, Integrative Learning, Quantitative Reasoning (optional), and Scientific Literacy (optional). In AY 2020-21, 109 reports were submitted for [CAPS] courses with primarily seniors enrolled (>90% seniors in the [CAPS] course or section), which represented nearly 3,500 seniors and roughly 65% of seniors enrolled in [CAPS] courses on all campuses. In these reports, instructors indicated that roughly 80% of these seniors were in [CAPS] courses with primarily majors enrolled (>90% majors in the [CAPS] course or section).

First-Year Experience [ROOT] Faculty Evaluation of Student Work, AY 2019-20 & 2020-21

Roots of Contemporary Issues Assessment 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 in the context of the UCORE curriculum. [ROOT] faculty evaluate a random sample of students' papers from all campuses using a faculty-developed rubric. [ROOT] Assessment includes the Final Papers Assessment (aligned with Critical Thinking, Information Literacy, and Integration of Learning in AY 2020-21) and the Diversity & Inequality Papers Assessment (aligned with Diversity and Written Communication in AY 2019-20), conducted biennially in alternating years starting in AY 2016-17. In AY 2019-20, 153 first-year students' papers were evaluated. In AY 2020-21, 140 first-year students' final papers were evaluated.

Indirect Measures of Student Learning

Indirect measures include perspectives, input, experiences, or indicators (from students or others) providing evidence associated with learning, motivation, perceived success, or satisfaction.

National Survey of Student Engagement, 2021

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 2021 and is typically administered every other year on all campuses. In 2021, 1,473 seniors and 1,038 first-year students responded to the survey at WSU. The WSU response rate was 24% for seniors and 27% for first-year students, compared to the average national response rate of 21% for participating institutions with undergraduate enrollments of 10,000 or more. NSSE results are weighted by institution-reported sex and enrollment status, and may not sum to 100% due to rounding. *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.*

CRITICAL and CREATIVE THINKING

All UCORE-designated courses are required to advance Critical & Creative Thinking, totaling 34 credit hours in UCORE-designated courses that include instruction and/or engagement with Critical & Creative Thinking. As such, the required first-year experience course [ROOT], other first-year foundational requirements, and the senior capstone experience course [CAPS] are required to advance Critical & Creative Thinking.

WSU Learning Goal: 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 (87%) meet or exceed faculty expectations at the graduating undergraduate level for Critical and Creative Thinking in their UCORE capstone [CAPS] courses. Additionally, most seniors responding to NSSE report that they have considerable confidence in their ability to complete tasks requiring creative thinking (93%) and critical thinking (92%).

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2019-20

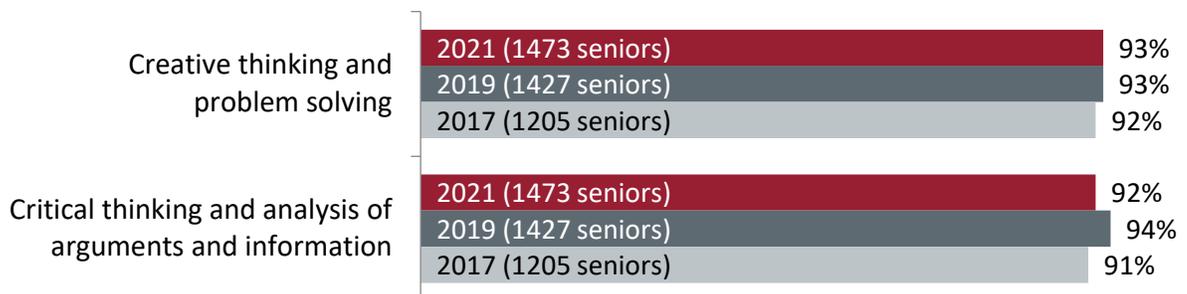
% of SENIORS Meeting or Exceeding Expectations for CRITICAL and CREATIVE THINKING



Note: In AY19-20, instructors used a revised version of the CAPS report form that included descriptors of student performance for meets expectations for graduating senior; AY18-19 results (not shown) are incomplete due to testing of the descriptors

National Survey of Student Engagement Responses from Seniors, 2021

% of SENIORS with Confidence in Abilities Related to CRITICAL and CREATIVE THINKING



Note: Includes seniors that responded "quite a bit" or "very much"

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2019-20

SENIOR Achievement of CRITICAL and CREATIVE THINKING at End of [CAPS] Course UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2019-20			
% of seniors			
Exceed expectations at graduating level	Meet expectations at graduating level	Partially meet expectations	Do not meet expectations
30%	57%	11%	3%

National Survey of Student Engagement Responses from Seniors, 2021

SENIOR Confidence in Abilities Related to CRITICAL and CREATIVE THINKING National Survey of Student Engagement Responses from Seniors, 2021				
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	55%	37%	7%	0%
Critical thinking and analysis of arguments and information	54%	38%	7%	0%

SENIOR Perceived Gains Related to CRITICAL and CREATIVE THINKING National Survey of Student Engagement Responses from Seniors, 2021				
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	47%	38%	12%	2%

FIRST-YEAR: Evidence of Student Learning

SUMMARY: In their UCORE [ROOT] course, students are introduced to and practice applying evidence to support historical contextualization – faculty assessments show that most first-year students (80%) meet or exceed faculty expectations for using evidence to support historical contextualization at the first-year level. Additionally, nearly all first-year students responding to NSSE report that their coursework emphasizes applying facts, theories, or methods to problems or new situations (96%), as well as evaluating points of view, decisions, or information sources (96%).

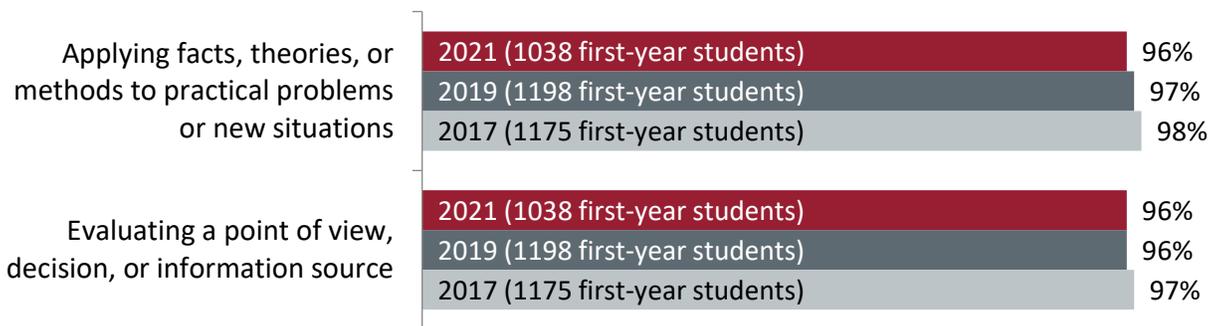
First-Year Experience [ROOT] Faculty Evaluation of Student Work, AY 2020-21

% of FIRST-YEARS Meeting or Exceeding Expectations for CRITICAL and CREATIVE THINKING



National Survey of Student Engagement Responses from First-Year Students, 2021

% of FIRST-YEARS Completing Learning Tasks Related to CRITICAL and CREATIVE THINKING



Note: Includes first-year students that responded "some," "quite a bit," or "very much"

First-Year Experience [ROOT] Faculty Evaluation of Student Work, AY 2020-21

FIRST-YEAR Achievement Related to CRITICAL and CREATIVE THINKING at End of [ROOT] Course First-Year Experience [ROOT] Faculty Evaluation of Student Work, AY 2020-21				
	% 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 historical contextualization	29%	51%	20%	0%

National Survey of Student Engagement Responses from First-Year Students, 2021

FIRST-YEAR Learning Tasks Related to CRITICAL and CREATIVE THINKING National Survey of Student Engagement Responses from First-Year Students, 2021				
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
Applying facts, theories, or methods to practical problems or new situations	19%	45%	32%	4%
Evaluating a point of view, decision, or information source	20%	49%	27%	4%
Forming a new idea or understanding from various pieces of information	19%	49%	28%	4%
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	20%	43%	31%	5%

INFORMATION LITERACY

All UCORE-designated courses are required to advance Information Literacy, totaling 34 credit hours in UCORE-designated courses that include instruction and/or engagement with Information Literacy. As such, the required first-year experience course [ROOT], other first-year foundational requirements, and the senior capstone experience course [CAPS] are required to advance Information Literacy.

WSU Learning Goal: 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 (87%) meet or exceed faculty expectations at the graduating undergraduate level for Information Literacy in their UCORE capstone [CAPS] courses.

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2020-21

% of SENIORS Meeting or Exceeding Expectations for INFORMATION LITERACY



Note: In AY20-21, instructors used a revised version of the CAPS report form that included descriptors of student performance for meets expectations for graduating senior; AY18-19 results (not shown) are incomplete due to testing of the descriptors

Details: UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2020-21

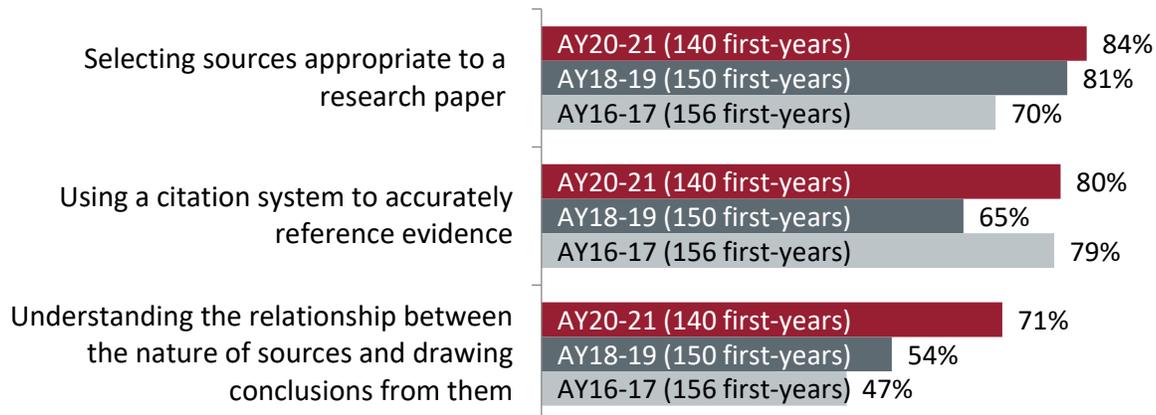
SENIOR Achievement of INFORMATION LITERACY at End of [CAPS] Course			
UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2020-21			
% of seniors			
Exceed expectations at graduating level	Meet expectations at graduating level	Partially meet expectations	Do not meet expectations
27%	59%	8%	5%

FIRST-YEAR: Evidence of Student Learning

SUMMARY: In their UCORE [ROOT] course, students find and evaluate primary and secondary sources relevant to their research topic – faculty assessments show that most first-year students (84%) meet or exceed faculty expectations for selecting sources appropriate to a research paper at the first-year level.

First-Year Experience [ROOT] Faculty Evaluation of Student Work, AY 2020-21

% of FIRST-YEARS Meeting or Exceeding Expectations for INFORMATION LITERACY



Details: First-Year Experience [ROOT] Faculty Evaluation of Student Work, AY 2020-21

FIRST-YEAR Achievement Related to INFORMATION LITERACY at End of [ROOT] Course First-Year Experience [ROOT] Faculty Evaluation of Student Work, AY 2020-21				
	% 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
Selecting sources appropriate to a research paper	39%	45%	15%	1%
Using a citation system to accurately reference evidence	34%	46%	17%	4%
Understanding the relationship between the nature of sources and drawing conclusions	28%	43%	27%	2%

WRITTEN COMMUNICATION

All UCORE-designated courses are required to advance Written Communication, a sub-goal of the Communication Learning Goal, totaling 34 credit hours in UCORE-designated courses that include instruction and/or engagement with Written Communication. As such, the required first-year experience course [ROOT], other first-year foundational requirements, and the senior capstone experience course [CAPS] are required to advance Written Communication.

WSU Learning Goal: 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:*

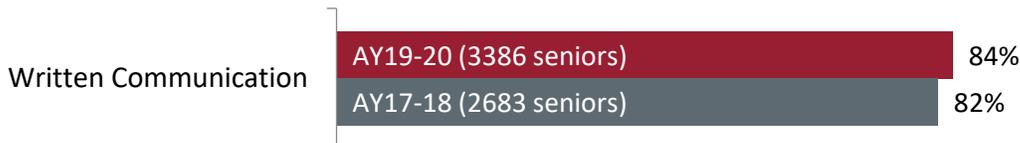
- Analyzing how circumstances, background, values, interests and needs shape communication sent and received.
- Tailoring messages to audiences according to purpose, occasion, and technology used.
- Expressing concepts, propositions, and beliefs in coherent, concise, and technically correct form.
- Choosing 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.

SENIORS: Evidence of Student Learning

SUMMARY: Faculty assessments show that most seniors (84%) meet or exceed faculty expectations at the graduating undergraduate level for Written Communication in their UCORE capstone [CAPS] courses. Additionally, most seniors (87%) responding to NSSE report that they have considerable confidence in their ability to write clearly.

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2019-20

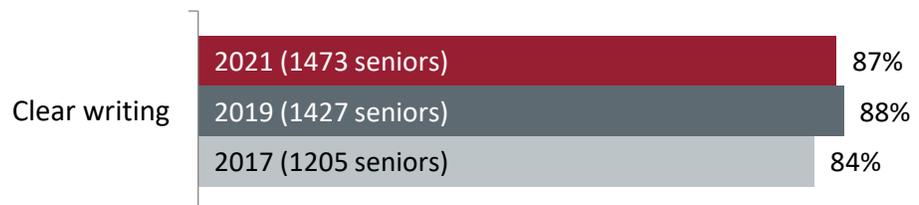
% of SENIORS Meeting or Exceeding Expectations for WRITTEN COMMUNICATION



Note: In AY19-20, instructors used a revised version of the CAPS report form that included descriptors of student performance for meets expectations for graduating senior; AY18-19 results (not shown) are incomplete due to testing of the descriptors

National Survey of Student Engagement Responses from Seniors, 2021

% of SENIORS with Confidence in Abilities Related to WRITTEN COMMUNICATION



Note: Includes seniors that responded "quite a bit" or "very much"

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2019-20

SENIOR Achievement of WRITTEN COMMUNICATION at End of [CAPS] Course UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2019-20			
% of seniors			
Exceed expectations at graduating level	Meet expectations at graduating level	Partially meet expectations	Do not meet expectations
30%	53%	13%	3%

National Survey of Student Engagement Responses from Seniors, 2021

SENIOR Confidence in Abilities Related to WRITTEN COMMUNICATION National Survey of Student Engagement Responses from Seniors, 2021				
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	45%	42%	12%	1%

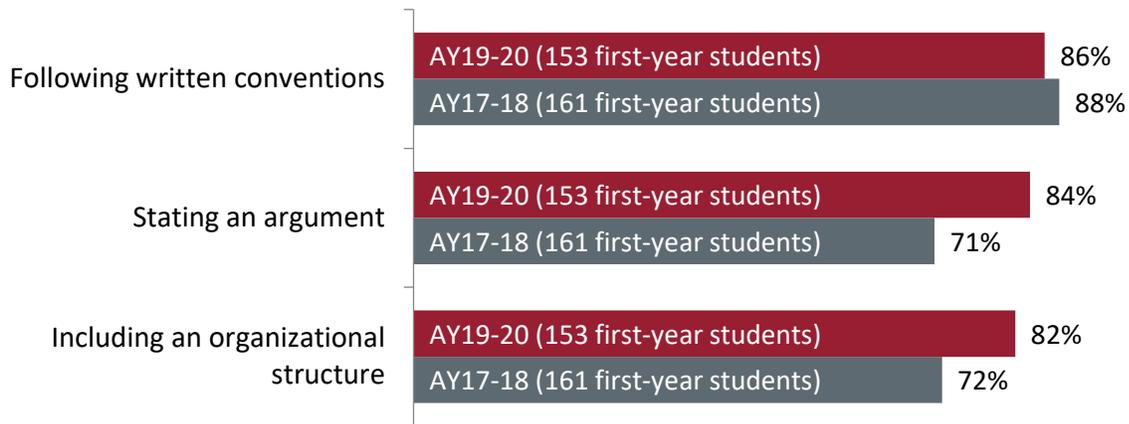
SENIOR Perceived Gains Related to WRITTEN COMMUNICATION National Survey of Student Engagement Responses from Seniors, 2021				
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	% of seniors			
	Very much	Quite a bit	Some	Very little
Writing clearly and effectively	34%	39%	22%	5%

FIRST-YEAR: Evidence of Student Learning

SUMMARY: In their UCORE [ROOT] course, students are introduced to and practice developing written communication skills – faculty assessments show that most first-year students (86%) meet or exceed faculty expectations for following written conventions at the first-year level. Additionally, most first-year students (78%) responding to NSSE report being assigned three or more papers, reports, or other writing tasks of up to 5 pages in length.

First-Year Experience [ROOT] Faculty Evaluation of Student Work, AY 2019-20

% of FIRST-YEARS Meeting or Exceeding Expectations for WRITTEN COMMUNICATION



National Survey of Student Engagement Responses from First-Year Students, 2021

% of FIRST-YEARS Completing Learning Tasks Related to WRITTEN COMMUNICATION



First-Year Experience [ROOT] Faculty Evaluation of Student Work, AY 2019-20

FIRST-YEAR Achievement Related to WRITTEN COMMUNICATION in [ROOT] Course First-Year Experience [ROOT] Faculty Evaluation of Student Work, AY 2019-20				
	% 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	46%	39%	14%	0%
Stating an argument	33%	51%	15%	0%
Including an organizational structure	31%	51%	18%	0%

National Survey of Student Engagement Responses from First-Year Students, 2021

FIRST-YEAR Learning Tasks Related to WRITTEN COMMUNICATION National Survey of Student Engagement Responses from First-Year Students, 2021				
<i>During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned?</i>	% of first-year students			
	More than 10 papers	6-10 papers	3-5 papers	Less than 3 papers
Up to 5 pages	28%	24%	26%	22%
Between 6 and 10 pages	5%	6%	18%	71%
11 or more pages	3%	2%	3%	92%

DEPTH, BREADTH, and INTEGRATION OF LEARNING

UCORE-designated courses advance Depth, Breadth, & Integration of Learning as appropriate to the designator, with a minimum of six credit hours in UCORE-designated courses that include instruction and/or engagement with Integrative Learning (see UCORE's [Curriculum webpages](#) for information). The required first-year experience course [ROOT] and senior capstone experience course [CAPS] are required to advance Integrative Learning, specifically.

WSU Learning Goal: Graduates will develop depth, breadth, & integration of learning for the benefit of themselves, their communities, their employers, and for society at large. *Graduates may demonstrate depth, breadth, & 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 show that most seniors (88%) meet or exceed faculty expectations at the graduating undergraduate level for Integrative Learning in their UCORE capstone [CAPS] courses. Additionally, nearly all seniors responding to NSSE report that they connect ideas from courses to prior experiences (98%) and combine ideas from different courses when completing assignments (96%) during their senior year.

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2020-21

% of SENIORS Meeting or Exceeding Expectations for INTEGRATIVE LEARNING



Note: In AY20-21, instructors used a revised version of the CAPS report form that included descriptors of student performance for meets expectations for graduating senior; AY18-19 results (not shown) are incomplete due to testing of the descriptors

National Survey of Student Engagement Responses from Seniors, 2021

% of SENIORS Completing Learning Tasks Related to INTEGRATIVE LEARNING



Note: Includes seniors that responded "sometimes," "often," or "very often"

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2020-21

SENIOR Achievement of INTEGRATIVE LEARNING at End of [CAPS] Course UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2020-21			
% of seniors			
Exceed expectations at graduating level	Meet expectations at graduating level	Partially meet expectations	Do not meet expectations
32%	56%	8%	4%

National Survey of Student Engagement Responses from Seniors, 2021

SENIOR Learning Tasks Related to INTEGRATIVE LEARNING National Survey of Student Engagement Responses from Seniors, 2021				
During the current school year, about how often have you done the following?	% of seniors			
	Very often	Often	Sometimes	Never
Connected ideas from courses to prior experiences and knowledge	36%	49%	14%	2%
Combined ideas from different courses when completing assignments	28%	43%	25%	4%

Note: NSSE does not ask seniors about their confidence or perceived gains related to Integrative Learning. However, NSSE does ask seniors to report how often they completed learning tasks related to Integrative Learning in the current school year.

FIRST-YEAR: Evidence of Student Learning

SUMMARY: In their UCORE [ROOT] course, students work over the course of the semester to identify the historical and global roots of a contemporary issue facing the world – faculty assessments show that most first-year students (88%) meet or exceed faculty expectations for situating an issue, problem, or debate in relevant and accurate historical context at the first-year level. Additionally, nearly all (96%) first-year students responding to NSSE report that they learned something that changed the way they understood an issue or concept, and most (92%) report that they connect their learning to societal problems or issues.

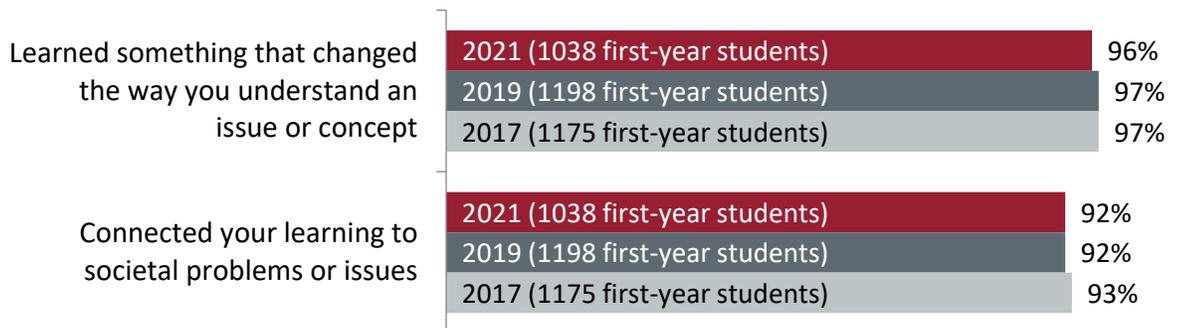
First-Year Experience [ROOT] Faculty Evaluation of Student Work, AY 2020-21

% of FIRST-YEARS Meeting or Exceeding Expectations for INTEGRATIVE LEARNING



National Survey of Student Engagement Responses from First-Year Students, 2021

% of FIRST-YEARS Completing Learning Tasks Related to INTEGRATIVE LEARNING



Note: Includes first-year students that responded "sometimes," "often," or "very often"

First-Year Experience [ROOT] Faculty Evaluation of Student Work, AY 2020-21

FIRST-YEAR Achievement Related to INTEGRATIVE LEARNING at End of [ROOT] Course First-Year Experience [ROOT] Faculty Evaluation of Student Work, AY 2020-21				
	% 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
Situating an issue, problem, or debate in historical context	37%	51%	11%	1%

National Survey of Student Engagement Responses from First-Year Students, 2021

FIRST-YEAR Learning Tasks to INTEGRATIVE LEARNING National Survey of Student Engagement Responses from First-Year Students, 2021				
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	19%	45%	31%	4%
Connected your learning to societal problems or issues	15%	36%	42%	8%

ORAL COMMUNICATION

UCORE-designated courses advance Oral Communication, a sub-goal of the Communication Learning Goal, as appropriate to the designator, with a minimum of three credit hours in UCORE-designated courses that include instruction and/or engagement with Oral Communication (see UCORE's [Curriculum webpages](#) for more information). Students develop Oral Communication skills through small-group discussion and debate in the required first-year experience course [ROOT] and students may complete a first-year 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 the senior capstone experience course [CAPS] as appropriate to the course and discipline.

WSU Learning Goal: 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.

SENIORS: Evidence of Student Learning

SUMMARY: In UCORE [CAPS] courses that include Oral Communication, faculty assessments show that most seniors (89%) meet or exceed faculty expectations at the graduating undergraduate level for Oral Communication. Additionally, most seniors (91%) responding to NSSE report that the WSU experience contributes to knowledge, skills, and development in speaking clearly and effectively.

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2019-20

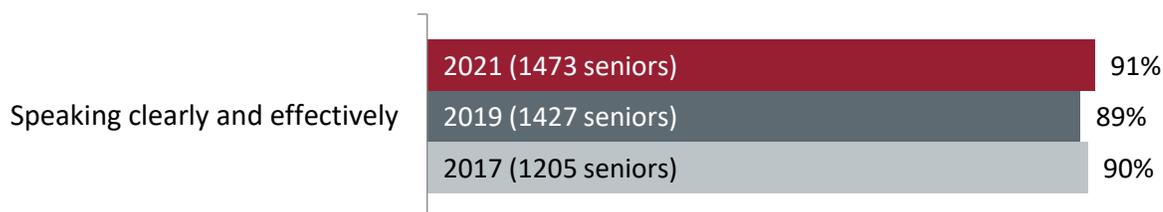
% of SENIORS Meeting or Exceeding Expectations for ORAL COMMUNICATION



Note: In AY19-20, instructors used a revised version of the CAPS report form that included descriptors of student performance for meets expectations for graduating senior; AY18-19 results (not shown) are incomplete due to testing of the descriptors

National Survey of Student Engagement Responses from Seniors, 2021

% of SENIORS Perceiving Gains Related to ORAL COMMUNICATION



Note: Includes seniors that responded "some," "quite a bit," or "very much"

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2019-20

SENIOR Achievement of ORAL COMMUNICATION at End of [CAPS] Course UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2019-20			
% of seniors			
Exceed expectations at graduating level	Meet expectations at graduating level	Partially meet expectations	Do not meet expectations
30%	59%	9%	2%

Note: Not all UCORE [CAPS] courses require students demonstrate Oral Communication. Offered to all seniors, NSSE results related to Oral Communication (below) may come from a broader sample of students.

This AY 2019-20 [CAPS] assessment for Oral Communication includes 83 of the 104 reports submitted for primarily senior [CAPS] courses (>90% seniors), which represents approximately 2,764 seniors. In these reports, instructors indicated that roughly 87% of these seniors were in [CAPS] courses with primarily majors enrolled (>90% majors in the [CAPS] course or section). AY 2019-20 primarily senior [CAPS] courses (>90% seniors) that required students to demonstrated Oral Communication included these course prefixes: AFS, AG_ED, AMDT, ANIM_SCI, ANTH, BIO_ENG, BIOLOGY, CHE, COM, COMSOC, CPT_S, CS, DTC, E_E, ECE, ECONS, ENGR, ENTRP, H_D, HBM, HISTORY, I_D, KINES, LND_ARCH, MATH, MBIOS, ME, MECH, MGMT, NEP, NEUROSCI, NURS, POL_S, SHS, SOC, SOE, SPMGT, TCH_LRN, VIT_ENOL.

National Survey of Student Engagement Responses from Seniors, 2021

SENIOR Perceived Gains Related to ORAL COMMUNICATION National Survey of Student Engagement Responses from Seniors, 2021				
<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	27%	38%	26%	9%

FIRST-YEAR: Evidence of Student Learning

SUMMARY: Nearly all first-year students (96%) responding to NSSE report that they contribute to course discussions, and most (64%) report that they give course presentations.

National Survey of Student Engagement Responses from First-Year Students, 2021

% of FIRST-YEARS Completing Learning Tasks Related to ORAL COMMUNICATION



Note: Includes first-year students that responded "sometimes," "often," or "very often"

Details: National Survey of Student Engagement Responses from First-Year Students, 2021

FIRST-YEAR Learning Tasks Related to ORAL COMMUNICATION National Survey of Student Engagement Responses from First-Year Students, 2021				
During the current school year, about how often have you done the following?	% of first-year students			
	Very often	Often	Sometimes	Never
Asked questions or contributed to course discussions in other ways	17%	34%	45%	4%
Given a course presentation	4%	13%	47%	36%

QUANTITATIVE REASONING

UCORE-designated courses advance Quantitative Reasoning as appropriate to the designator, with a minimum of 13 credit hours in UCORE-designated courses that include instruction and/or engagement with Quantitative Reasoning (see UCORE's [Curriculum webpages](#) for more information). Students complete a first-year foundational Quantitative Reasoning [QUAN] requirement. Inquiry in the Social Sciences [SSCI] and Natural Sciences [BSCI][PSCI] courses are also required to advance the Quantitative Reasoning Learning Goal. Quantitative Reasoning may be included in the senior capstone experience course [CAPS] as appropriate to the course and discipline.

WSU Learning Goal: 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 [CAPS] courses that include Quantitative Reasoning, faculty assessments show that most seniors (84%) meet or exceed faculty expectations at the graduating undergraduate level for Quantitative Reasoning. Additionally, most seniors (94%) responding to NSSE report that the WSU experience contributes to knowledge, skills, and development in analyzing numerical information.

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2020-21

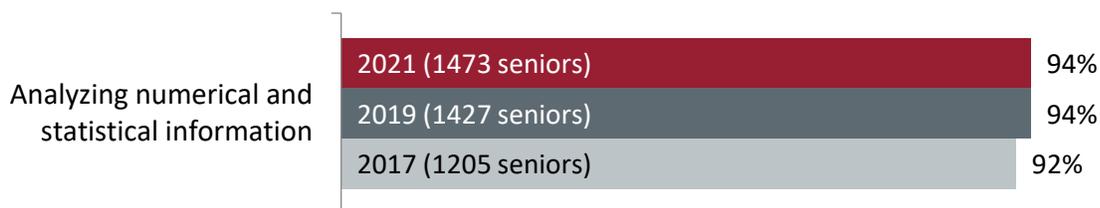
% of SENIORS Meeting or Exceeding Expectations for QUANTITATIVE REASONING



Note: In AY20-21, instructors used a revised version of the CAPS report form that included descriptors of student performance for meets expectations for graduating senior; AY18-19 results (not shown) are incomplete due to testing of the descriptors

National Survey of Student Engagement Responses from Seniors, 2021

% of SENIORS Perceiving Gains Related to QUANTITATIVE REASONING



Note: Includes seniors that responded "some," "quite a bit," or "very much"

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2020-21

SENIOR Achievement of QUANTITATIVE REASONING at End of [CAPS] Course UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2020-21			
% of seniors			
Exceed expectations at graduating level	Meet expectations at graduating level	Partially meet expectations	Do not meet expectations
26%	58%	11%	5%

Note: Not all UCORE [CAPS] courses require students demonstrate Quantitative Reasoning. Offered to all seniors, NSSE results related to Quantitative Reasoning (below) may come from a broader sample of students.

This AY 2020-21 [CAPS] assessment for Quantitative Reasoning includes 57 of the 109 reports submitted for primarily senior [CAPS] courses (>90% seniors), which represents approximately 2,055 seniors. In these reports, instructors indicated that roughly 81% of these seniors were in [CAPS] courses with primarily majors enrolled (>90% majors in the [CAPS] course or section). AY 2020-21 primarily senior [CAPS] courses (>90% seniors) that required students to demonstrated Quantitative Reasoning included these course prefixes: AMDT, ANIM_SCI, ASTRONOM, BIO_ENG, BIOLOGY, CHE, COM, COMSOC, CPT_S, CROP_SCI, CS, DATA, E_E, ECE, ECONS, ENGR, ENTRP, FINE_ART, HBM, HORT, KINES, MATH, MBIOS, ME, MECH, MGMT, NURS, PSYCH, SOE, VIT_ENOL.

National Survey of Student Engagement Responses from Seniors, 2021

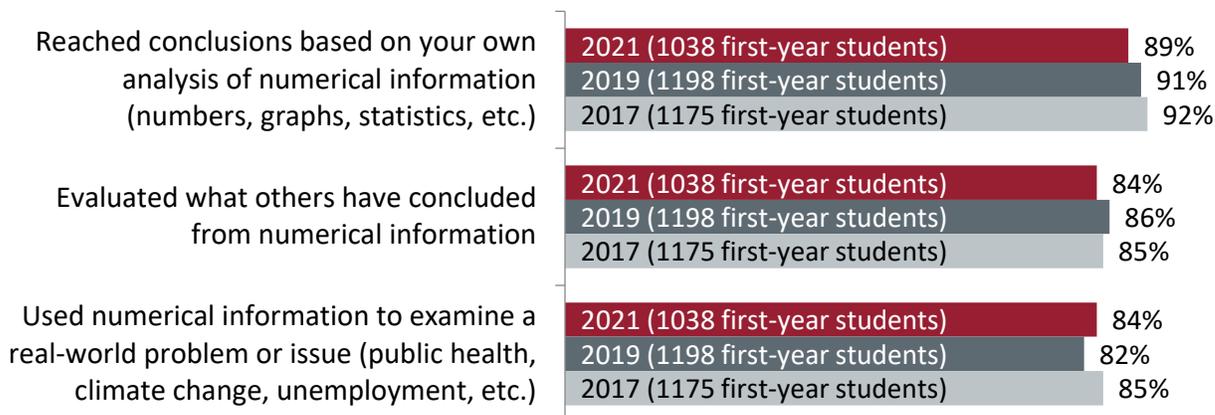
SENIOR Perceived Gains Related to QUANTITATIVE REASONING National Survey of Student Engagement Responses from Seniors, 2021				
<i>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</i>	% of seniors			
	Very much	Quite a bit	Some	Very little
Analyzing numerical and statistical information	36%	36%	22%	6%

FIRST-YEAR: Evidence of Student Learning

SUMMARY: Most first-year students responding to NSSE report that they reach conclusions based on their own analysis of numerical information (89%), evaluate what other have concluded from numerical information (84%), and use numerical information to examine real-world problems (84%).

National Survey of Student Engagement Responses from First-Year Students, 2021

% of FIRST-YEARs Completing Learning Tasks Related to QUANTITATIVE REASONING



Note: Includes first-year students that responded "sometimes," "often," or "very often"

Details: National Survey of Student Engagement Responses from First-Year Students, 2021

FIRST-YEAR Learning Tasks Related to QUANTITATIVE REASONING National Survey of Student Engagement Responses from First-Year Students, 2021				
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.)	14%	38%	37%	11%
Evaluated what others have concluded from numerical information	8%	30%	46%	16%
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	10%	30%	43%	16%

SCIENTIFIC LITERACY

UCORE-designated courses advance Scientific Literacy as appropriate to the designator, with a minimum of seven credit hours in UCORE-designated courses that include instruction and/or engagement with Scientific Literacy (see UCORE's [Curriculum webpages](#) for more information). Inquiry in the Natural Sciences [BSCI][PSCI] courses are required to advance the Scientific Literacy Learning Goal. Scientific Literacy may be included in the senior capstone experience course [CAPS] as appropriate to the course and discipline.

WSU Learning Goal: 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:*

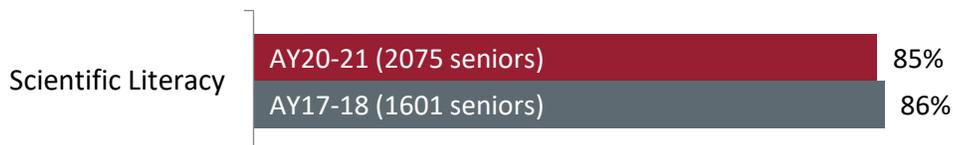
- Identifying scientific issues underlying global, national, local and personal decisions and communicating positions that are scientifically and technologically informed.
- Evaluating the quality of scientific and health-related information on the basis of its source and the methods used to generate 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 [CAPS] courses that include Scientific Literacy, faculty show that most seniors (85%) meet or exceed faculty expectations at the graduating undergraduate level for Scientific Literacy.

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2020-21

% of SENIORS Meeting or Exceeding Expectations for SCIENTIFIC LITERACY



Note: In AY20-21, instructors used a revised version of the CAPS report form that included descriptors of student performance for meets expectations for graduating senior; AY18-19 results (not shown) are incomplete due to testing of the descriptors

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2020-21

SENIOR Achievement of SCIENTIFIC LITERACY at End of [CAPS] Course UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2020-21			
% of seniors			
Exceed expectations at graduating level	Meet expectations at graduating level	Partially meet expectations	Do not meet expectations
27%	58%	12%	3%

Note: Not all UCORE [CAPS] courses require students demonstrate Scientific Literacy. This AY 2020-21 [CAPS] assessment for Scientific Literacy includes 62 of the 109 reports submitted for primarily senior [CAPS] courses (>90% seniors), which represents approximately 2,075 seniors. In these reports, instructors indicated that roughly 86% of these seniors were in [CAPS] courses with primarily majors enrolled (>90% majors in the [CAPS] course or section). AY 2020-21 primarily senior [CAPS] courses (>90% seniors) that required students to demonstrated Scientific Literacy included these course prefixes: AG_ED, AMDT, ANIM_SCI, ANTH, ASTRONOM, BIO_ENG, BIOLOGY, CHE, CHEM, COM, COMSOC, CPT_S, CROP_SCI, CS, DATA, DTC, E_E, ECE, ECONS, ENGR, ENTRP, HBM, HORT, KINES, MBIOS, ME, MGMT, NEP, NEUROSCI, NURS, PSYCH, SOC, SOE.

DIVERSITY

UCORE-designated courses advance Diversity as appropriate to the designator, with a minimum of six credit hours in UCORE-designated courses that include instruction and/or engagement with Diversity (see UCORE's [Curriculum webpages](#) for more information). The required first-year experience course [ROOT] is required to advance the Diversity Learning Goal and students also complete a [DIVR] course requirement. Diversity may be included in the senior capstone experience course [CAPS] as appropriate to the course and discipline.

WSU Learning Goal: 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 [CAPS] courses that include Diversity, faculty assessments show that most seniors (91%) meet or exceed faculty expectations at the graduating undergraduate level for Diversity. Additionally, most seniors (88%) responding to NSSE report that the WSU experience contributes to knowledge, skills, and development in understanding people of other backgrounds.

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2019-20

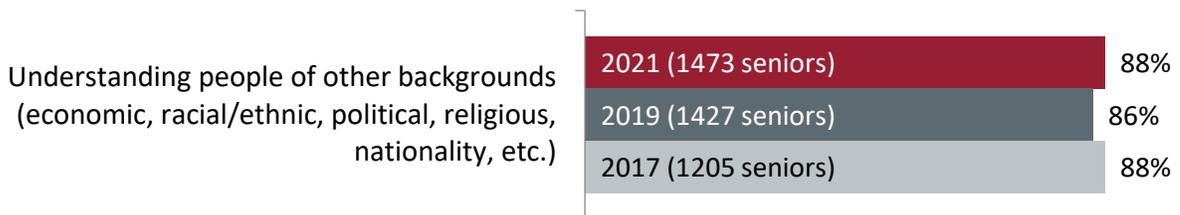
% of SENIORS Meeting or Exceeding Expectations for DIVERSITY



Note: In AY19-20, instructors used a revised version of the CAPS report form that included descriptors of student performance for meets expectations for graduating senior; AY18-19 results (not shown) are incomplete due to testing of the descriptors

National Survey of Student Engagement Responses from Seniors, 2021

% of SENIORS Perceiving Gains Related to DIVERSITY



Note: Includes seniors that responded "some," "quite a bit," or "very much"

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2019-20

SENIOR Achievement of DIVERSITY at End of [CAPS] Course UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2019-20			
% of seniors			
Exceed expectations at graduating level	Meet expectations at graduating level	Partially meet expectations	Do not meet expectations
40%	51%	7%	2%

Note: Not all UCORE [CAPS] courses require students demonstrate Diversity. Offered to all seniors, NSSE results related to Diversity (below) may come from a broader sample of students.

This AY 2019-20 [CAPS] assessment for Diversity includes 50 of the 104 reports submitted for primarily senior [CAPS] courses (>90% seniors), which represents approximately 1,708 seniors. In these reports, instructors indicated that roughly 82% of these seniors were in [CAPS] courses with primarily majors enrolled (>90% majors in the [CAPS] course or section). AY 2019-20 primarily senior [CAPS] courses (>90% seniors) that required students to demonstrated Diversity included these course prefixes: AG_ED, AMDT, ANIM_SCI, ANTH, COM, COMSOC, CRM_J, DTC, E_E, ECE, ENTRP, FINE_ART, H_D, HBM, HISTORY, KINES, MBIOS, ME, MGMT, NEP, NURS, PSYCH, SHS, SOC, SOE, SPMGT, TCH_LRN, WOMEN_ST.

National Survey of Student Engagement Responses from Seniors, 2021

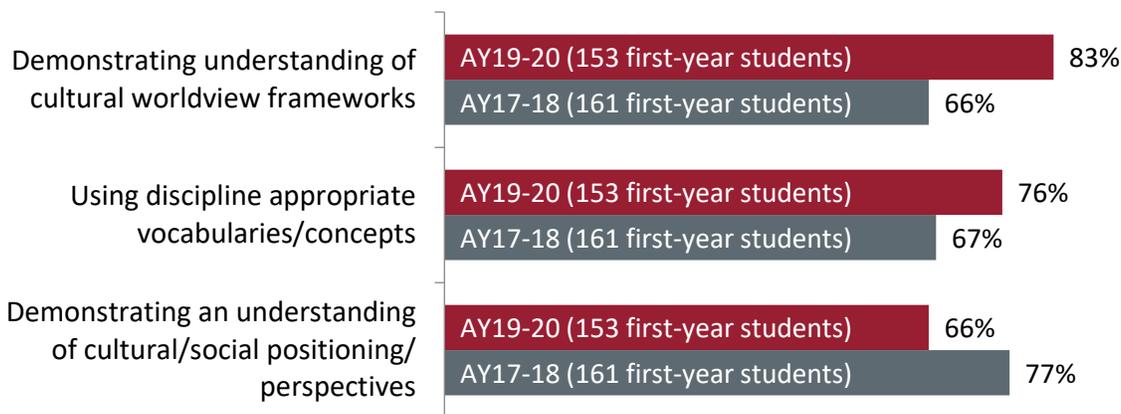
SENIOR Perceived Gains Related to DIVERSITY National Survey of Student Engagement Responses from Seniors, 2021				
<i>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</i>	% of seniors			
	Very much	Quite a bit	Some	Very little
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	28%	32%	28%	12%

FIRST-YEAR: Evidence of Student Learning

SUMMARY: In their UCORE [ROOT] course, students address themes of inequality and diverse ways of thinking – faculty assessments show that most first-year students (83%) meet or exceed faculty expectations for demonstrating an understanding of cultural worldview frameworks at the first-year level. Additionally, most first-year students (91%) responding to NSSE report that they include diverse perspectives in course discussions or assignments.

First-Year Experience [ROOT] Faculty Evaluation of Student Work, AY 2019-20

% of FIRST-YEARS Meeting or Exceeding Expectations for DIVERSITY



National Survey of Student Engagement Responses from First-Year Students, 2021

% of FIRST-YEARS Completing Learning Tasks Related to DIVERSITY



Note: Includes first-year students that responded "sometimes," "often," or "very often"

First-Year Experience [ROOT] Faculty Evaluation of Student Work, AY 2019-20

FIRST-YEAR Achievement Related to DIVERSITY in [ROOT] Course				
First-Year Experience [ROOT] Faculty Evaluation of Student Work, AY 2019-20				
	% 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
Understanding of cultural worldview frameworks	33%	50%	16%	1%
Using discipline-appropriate vocabularies/concepts	21%	54%	22%	2%
Understanding of cultural/social positioning/perspectives	20%	46%	31%	3%

National Survey of Student Engagement Responses from First-Year Students, 2021

FIRST-YEAR Learning Tasks Related to DIVERSITY				
National Survey of Student Engagement Responses from First-Year Students, 2021				
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	22%	32%	43%	3%
Examined the strengths and weaknesses of your own views on a topic or issue	17%	45%	34%	6%
Included diverse perspectives (political, religious, gender, racial/ethnic, etc.) in course discussions or assignments	18%	35%	38%	9%