

Summary of Key Evidence: AY 2022-23 [CAPS] Assessment Reporting for UCORE UCORE Assessment | Washington State University

Background

Integrative Capstone [CAPS] courses provide a culminating student experience for UCORE, WSU's general education curriculum, by asking students to integrate their learning to address authentic situations. [CAPS] courses are required to advance designator student learning outcomes associated with four of the WSU Undergraduate Learning Goals (Critical and Creative Thinking, Integrative Learning, Information Literacy, and Written Communication). In addition, [CAPS] courses may advance additional applicable designator learning outcomes associated with Quantitative Reasoning, Scientific Literacy, Diversity, and/or Non-Written Communication as appropriate to the course.

[CAPS] courses are 400-level courses and students should have at least junior-level standing as a general prerequisite (senior-level standing is strongly preferred). Each department, school, or program determines its [CAPS] policy for its majors; students may be required to take a [CAPS] course inside or outside the major, or the choice may be left to the student. Given their position as the culminating experience within the UCORE curriculum, [CAPS] courses carry a strong responsibility to provide evidence of student achievement of the learning outcomes of the UCORE general education program (and the associated WSU Learning Goals).

Methods and Responses

[CAPS] instructors were asked to complete [CAPS] Assessment Reports for UCORE for fall 2022 and spring 2023, to help UCORE understand how well students are achieving the [CAPS] designator learning outcomes and associated WSU Learning Goals. The report asked instructors to provide an assessment of student achievement of [CAPS] designator learning outcomes in their course (direct measure, using faculty expert judgement). For AY 2022-23, the [CAPS] report form focused on designator learning outcomes aligned with Information Literacy, Integrative Learning, Quantitative Reasoning, and Scientific Literacy. *Note: The majority of undergraduate courses that had pivoted to distance delivery for AY 2020-21 as a result of the COVID-19 pandemic returned to in-person instruction starting in AY 2021-22. Additionally, many COVID-19 related restrictions began to be lifted in spring 2022.*

A total of 175 reports were submitted by 145 instructors, representing **88%** of [CAPS] classes and **88%** of students enrolled in [CAPS] courses in fall 2022 and spring 2023. In **74%** of reports, instructors indicated that their students were primarily (>90%) seniors. Instructors indicated that their students were primarily (>90%) majors in **73%** of reports. (Approximately 86% of students enrolled in all [CAPS] courses in fall 2022 and spring 2023 were seniors, see the appendix for more information.)

To complement [CAPS] Assessment Reporting for UCORE (direct measure, using faculty expert judgement), [CAPS] course enrollments and C-/D/F/W rates are also monitored (indirect measures, giving information about success and progress through the curriculum) for UCORE assessment (see the [Appendix: Supplemental Focus on Student Enrollment and Course Grades in AY 2022-23 \[CAPS\] Courses](#) for more information).

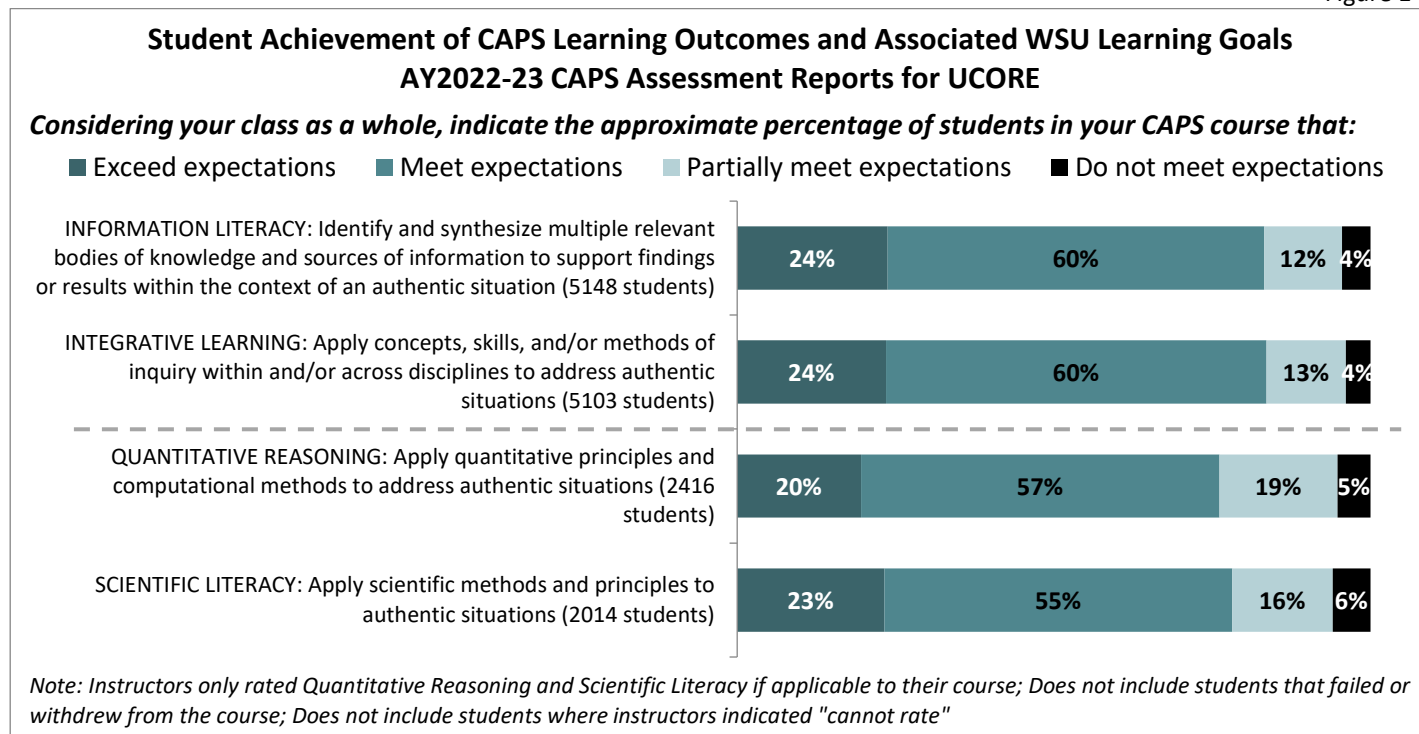
Achievement of [CAPS] Designator Learning Outcomes and Associated WSU Learning Goals

Instructors rated students on their performance on four [CAPS] designator learning outcomes (and associated WSU Undergraduate Learning Goals), providing evaluation as appropriate to their course and its assignments. Instructors only rated the learning outcomes demonstrated in their course.

Required Learning Outcomes. Overall, AY2022-23 [CAPS] instructors indicated that **83%** of students met or exceeded expectations at the graduating undergraduate level on the designator learning outcome associated with **Information Literacy**. Additionally, **84%** of students met or exceeded expectations for **Integrative Learning**. See *Figure 1*.

Additional Applicable Learning Outcomes. In AY2022-23, 46% of reports indicated that the course syllabus required students to demonstrate Quantitative Reasoning and 42% required students to demonstrate Scientific Literacy. In courses where instructors evaluated student learning on these additional applicable learning outcomes, instructors indicated that **76%** of students met or exceeded expectations for **Quantitative Reasoning** and **78%** met or exceeded expectations for **Scientific Literacy**. See *Figure 1*.

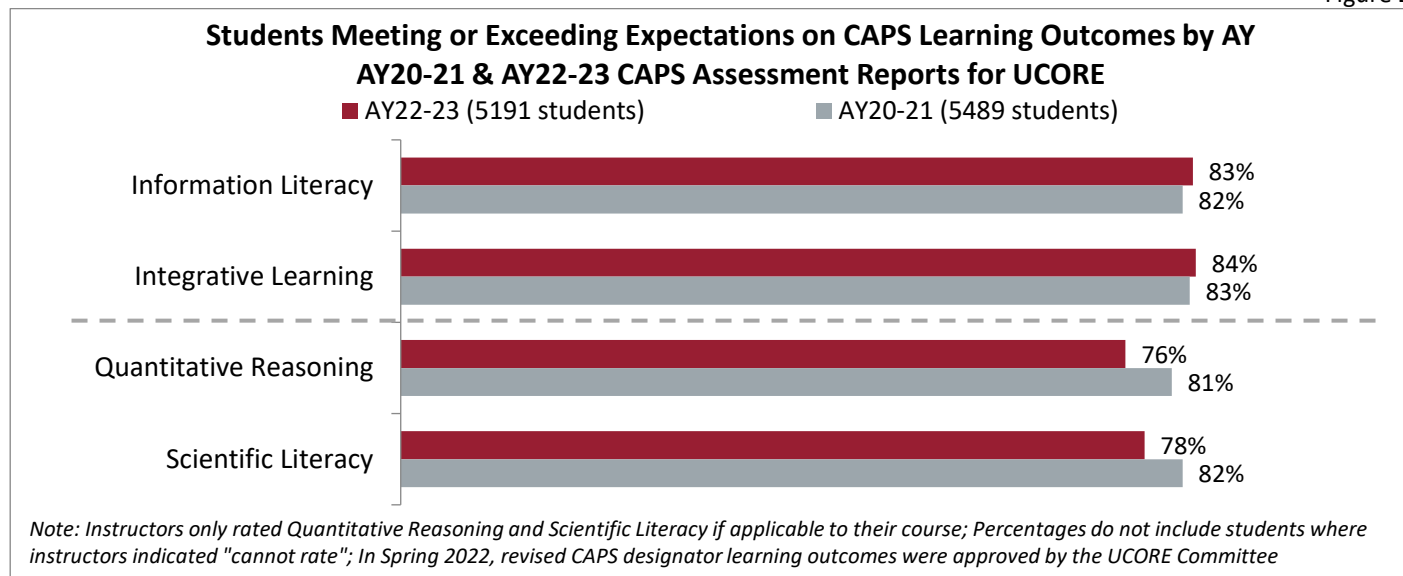
Figure 1



Achievement Over Two Academic Years. The percentage of students meeting or exceeding expectations on learning outcomes associated with Information Literacy and Integrative Learning was generally similar in AY2022-23 and AY2020-21; however, the percentage of students meeting or exceeding expectations on Quantitative Reasoning and Scientific Literacy was slightly lower in AY2022-23. See *Figure 2*.

Note: Instructors only rated Quantitative Reasoning and Scientific Literacy if applicable to their course. Additionally, revised [CAPS] designator learning outcomes were approved by the UCORE Committee in Spring 2022.

Figure 2



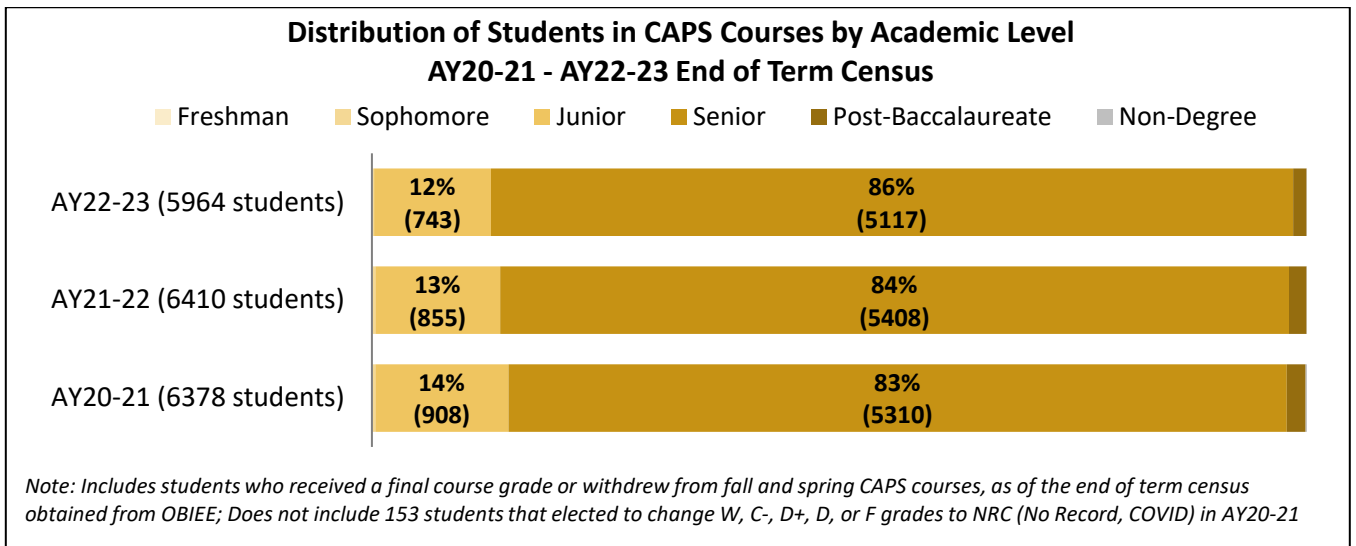
Appendix: Supplemental Focus on Student Enrollment and Course Grades in AY 2022-23 [CAPS] Courses

To complement [CAPS] Assessment Reporting for UCORE (direct measure, using faculty expert judgement), [CAPS] course enrollments and C-/D/F/W rates are also monitored (indirect measures, giving information about success and progress through the curriculum) for UCORE assessment. [CAPS] course enrollments and C-/D/F/W rates for all fall and spring [CAPS] courses are obtained from OBIEE end of term census data.

Note: In spring 2020, WSU made the emergency move to distance education beginning March 23rd as a result of the COVID-19 pandemic. 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. Students enrolled in courses during the fall 2020 and/or spring 2021 semesters could elect to change W, C-, D+, D, or F grades to NRC (No Record, COVID). In [CAPS] courses, 74 students utilized the NRC grade in fall 2020 and 79 students utilized the NRC grade in spring 2021. The majority of undergraduate courses that had pivoted to distance delivery for AY 2020-21 as a result of the COVID-19 pandemic returned to in-person instruction starting in AY 2021-22. Additionally, many COVID-19 related restrictions began to be lifted in spring 2022.

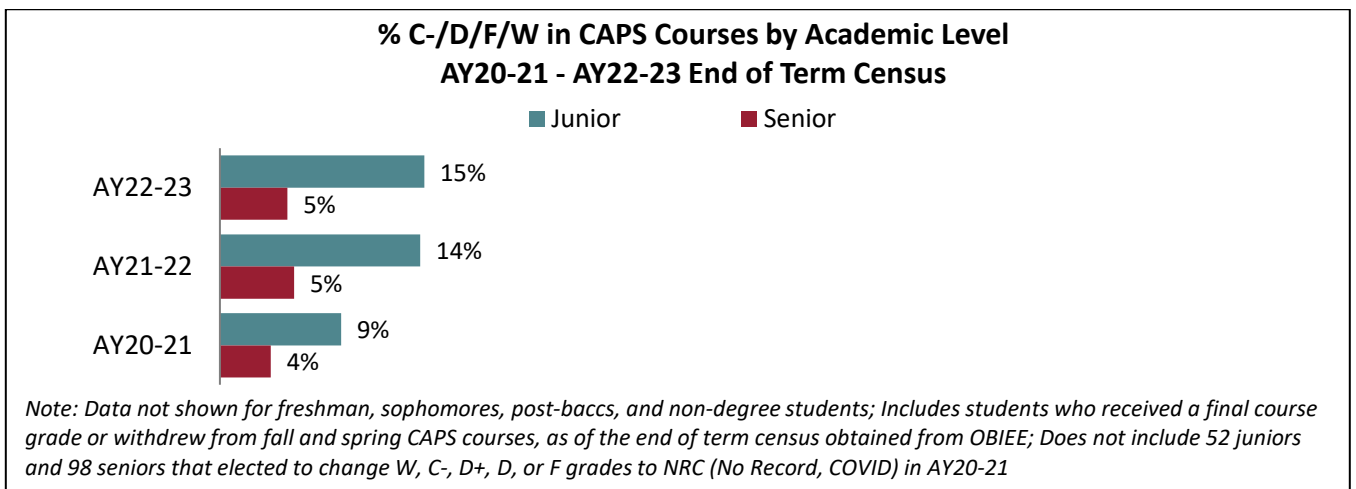
Overall [CAPS] Course Enrollments: Distribution of Students by Academic Level

In AY22-23, roughly 1 in 8 students in [CAPS] courses were juniors:



Overall [CAPS] C-/D/F/W Rates: % C-/D/F/W by Academic Level

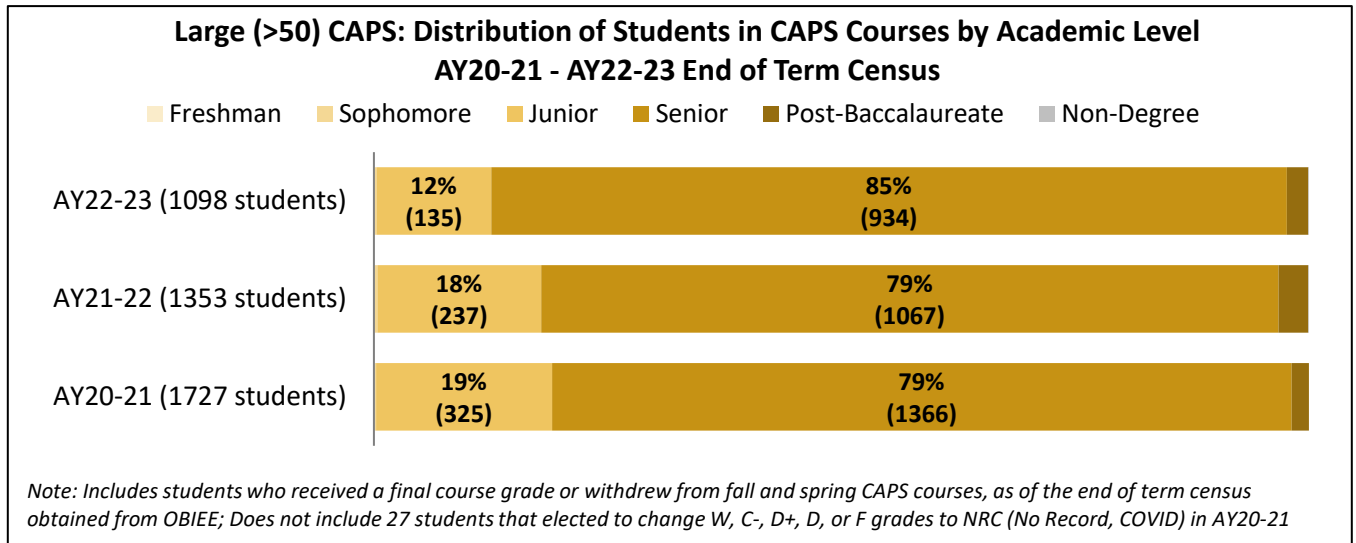
In AY22-23, juniors earned C-/D/F/W grades in [CAPS] courses at three times the rate of seniors:



Large (>50) [CAPS] Course Enrollments: Distribution of Students by Academic Level

As outlined in the [UCORE Policies for Departments](#), ideally [CAPS] courses should keep enrollments to 50 or fewer students. In Fall 2022 and Spring 2023, **1098 students** were enrolled in a large (>50) [CAPS] course, representing **18% of students** enrolled in [CAPS] courses (1098 out of 5964 students).

In AY22-23, roughly 1 in 8 students in large (>50) [CAPS] courses were juniors:



Large (>50) [CAPS] C-/D/F/W Rates: % C-/D/F/W by Academic Level

In AY22-23, juniors earned C-/D/F/W grades in large (>50) [CAPS] courses at nearly seven times the rate of seniors:

