

2023 Biennial Summary of Student Achievement of UCORE Learning Outcomes

UCORE Assessment | Washington State University

Contents

| | |
|--|----|
| Executive Summary | 2 |
| Introduction: Assessment of UCORE Learning Outcomes (and Associated WSU Learning Goals)..... | 3 |
| Direct Measures of Student Learning | 4 |
| Indirect Measures of Student Learning | 4 |
| <u>UCORE Assessment Results: Senior-level Achievement of UCORE Learning Outcomes</u> | |
| <i>Learning Outcomes Required in UCORE [CAPS] Courses:</i> | |
| CRITICAL and CREATIVE THINKING | 5 |
| INFORMATION LITERACY | 7 |
| WRITTEN COMMUNICATION..... | 8 |
| INTEGRATIVE LEARNING | 10 |
| <i>Learning Outcomes Advanced in UCORE [CAPS] Courses as Appropriate to Course/Discipline:</i> | |
| NON-WRITTEN COMMUNICATION | 12 |
| QUANTITATIVE REASONING | 14 |
| SCIENTIFIC LITERACY | 16 |
| DIVERSITY..... | 18 |

Scope

This document summarizes AY 2021-22 and AY 2022-23 results of UCORE assessment on the learning outcomes of the UCORE general education program (and the associated WSU Undergraduate Learning Goals). Audiences include UCORE committees, WSU faculty and administration, students, university accreditors, and the public.

For 2023, this summary provides information about senior-level student achievement and perceptions related to the learning outcomes of the UCORE general education program (and the associated WSU Undergraduate Learning Goals). New direct assessment measures that were piloted in AY 2021-22 and AY 2022-23, including pilot assessments for [ROOT], [BSCI], and [PSCI] courses, are not included in this summary as they are still in the process of scaling up. As such, first-year student perceptions related to the UCORE learning outcomes (obtained from the 2023 NSSE survey) are not presented here, but are available on the [UCORE Assessment Website](#). (Note: In May 2022, [revised designator learning outcomes](#) were approved by the UCORE Committee to help clarify what students, regardless of major, should be able to know and do upon the successful completion of a course in that designator.)

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. The majority of undergraduate courses that had pivoted to distance delivery for AY 2020-21 returned to in-person instruction starting in AY 2021-22. Additionally, many COVID-19 related restrictions began to be lifted in spring 2022.

SENIOR-LEVEL FOCUS: This executive summary provides information about senior-level student achievement and perceptions related to the learning outcomes of the UCORE general education program (and the associated WSU Undergraduate Learning Goals) near the end of the undergraduate experience. UCORE [CAPS] courses require students to demonstrate designator learning outcomes associated with four of the WSU Undergraduate Learning Goals (Critical & Creative Thinking, Information Literacy, Written Communication, and Integrative Learning). 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.

CRITICAL and CREATIVE THINKING

- In [CAPS] courses, most students (**85%**) met or exceeded faculty expectations at the graduating undergraduate level on designator learning outcomes associated with Critical and Creative Thinking.
- Most seniors responding to NSSE reported having considerable confidence in their ability to complete tasks requiring critical thinking (**93%**) and creative thinking (**93%**).

INFORMATION LITERACY

- In [CAPS] courses, most students (**83%**) met or exceeded faculty expectations at the graduating undergraduate level on designator learning outcomes associated with Information Literacy.

WRITTEN COMMUNICATION

- In [CAPS] courses, most students (**83%**) met or exceeded faculty expectations at the graduating undergraduate level on designator learning outcomes associated with Written Communication.
- Most seniors responding to NSSE reported having considerable confidence in their ability to complete tasks requiring clear writing (**87%**).

INTEGRATIVE LEARNING

- In [CAPS] courses, most students (**84%**) met or exceeded faculty expectations at the graduating undergraduate level on designator learning outcomes associated with Integrative Learning.

NON-WRITTEN COMMUNICATION*

- In [CAPS] that included Non-Written Communication, most students (**86%**) met or exceeded faculty expectations at the graduating undergraduate level on designator learning outcomes associated with Non-Written Communication.

QUANTITATIVE REASONING*

- In [CAPS] that included Quantitative Reasoning, most students (**76%**) met or exceeded faculty expectations at the graduating undergraduate level on designator learning outcomes associated with Quantitative Reasoning.
- Most seniors (**94%**) responding to NSSE reported that their WSU experience contributed to their development in analyzing numerical and statistical information.

SCIENTIFIC LITERACY*

- In [CAPS] courses that included Scientific Literacy, most students (**78%**) met or exceeded faculty expectations at the graduating undergraduate level on designator learning outcomes associated with Scientific Literacy.

DIVERSITY*

- In [CAPS] courses that included Diversity, most students (**91%**) met or exceeded faculty expectations at the graduating undergraduate level on designator learning outcomes associated with Diversity.
- Most seniors (**91%**) responding to NSSE reported that their WSU experience contributed to their development in understanding people of other backgrounds.

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

UCORE Curriculum

WSU's general education program, known as UCORE, helps undergraduate students acquire broad knowledge and transferable skills to complement their major programs of study. While the greater part of students' courses of study is devoted to their major fields, the UCORE curriculum offers a wide variety of elective choices and provides many individual pathways through the curriculum, including introductory, advanced, and integrative forms of learning.

The [UCORE Curriculum](#) is bookended by a required first-year course [ROOT] and a senior capstone experience [CAPS], complemented by foundational courses and inquiry-based learning in the disciplines. The program's structure includes coursework in contemporary issues, social sciences, humanities, creative or professional arts, quantitative reasoning, natural sciences, diversity, and equity and justice, as well as communication, computation, and human relations.

Note: Effective Fall 2023, [UCORE added the \[EQJS\] designator](#) to the "Ways of Knowing" component of the curriculum, with the requirement that students complete courses in at least six of the seven Ways of Knowing designators.

UCORE Learning Outcomes (and Associated WSU Undergraduate Learning Goals)

UCORE is the centerpiece of the undergraduate curriculum supporting the advancement of the [WSU Undergraduate Learning Goals](#). Each UCORE course designator includes a set of student learning outcomes, aligned with the WSU Undergraduate Learning Goals, that articulate what students are expected to achieve as they complete a course in that designator. All UCORE course designators require students to demonstrate learning outcomes aligned with Critical Thinking, Information Literacy, and Written Communication, while other learning goals are advanced in UCORE courses as appropriate to the course designator (see the [UCORE Curriculum Map](#) and [UCORE Curriculum webpages](#) for more information) and course/discipline.

Note: Announced in May 2022, [revised designator learning outcomes were approved](#) by the UCORE Committee to help clarify what students, regardless of major, should be able to know and do upon the successful completion of a course in that designator.

UCORE Assessment

UCORE Assessment is intended to help faculty, departments, and university leadership determine to what extent undergraduates are achieving the learning outcomes of the UCORE general education program (and the associated WSU Undergraduate Learning Goals). Overseen by the UCORE Director and UCORE Committee, faculty participate on UCORE's Subcommittee for Assessment and also assess student learning in key programs and courses. Assessment processes and data sources differ, as best fits particular course designators. 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 2021-22 & 2022-23

UCORE's Capstone [CAPS] Course Assessment Reports are intended to gauge student learning on [CAPS] designator learning outcomes (and associated WSU Undergraduate Learning Goals) at the near-graduation level. Each semester, [CAPS] instructors are asked to submit a short report providing an assessment of student achievement of [CAPS] designator learning outcomes in their course (direct measure, using faculty expert judgement). [CAPS] assessment reporting switched to a rotating format starting in AY 2019-20, with four learning outcomes evaluated per year. All UCORE [CAPS] courses are required to advance and assess designator learning outcomes associated with four of the WSU Undergraduate Learning Goals (Critical & Creative Thinking, Information Literacy, Written Communication, and Integrative Learning). In addition, [CAPS] courses may advance and assess additional applicable designator learning outcomes associated with Quantitative Reasoning, Scientific Literacy, Diversity, and/or Non-Written Communication as appropriate to the course. For AY 2021-22, [CAPS] assessment reporting focused on outcomes aligned with Critical and Creative Thinking, Written Communication, Non-Written Communication, and Diversity. In AY 2021-22, 141 reports were submitted, representing nearly 5,100 students and roughly 80% of students enrolled in [CAPS] courses across all campuses. In 72% of reports, instructors indicated that their students were primarily (>90%) seniors. Instructors indicated that their students were primarily (>90%) majors in 75% of reports. For AY 2022-23, [CAPS] assessment reporting focused on outcomes aligned with Information Literacy, Integrative Learning, Quantitative Reasoning, and Scientific Literacy. In AY 2022-23, 175 reports were submitted, representing nearly 5,200 students and roughly 88% of students enrolled in [CAPS] courses across all campuses. 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.

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, 2023

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 spring 2023 and is typically administered every other year on all campuses. In 2023, 2,130 seniors and 1,361 first-year students responded to the survey at WSU. The WSU response rate was 29% for seniors and 33% for first-year students, compared to the average national response rate of 19% 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 courses require students to demonstrate designator learning outcomes that advance WSU's Critical & Creative Thinking Learning Goal, totaling a minimum of 34 credit hours in UCORE-designated courses that include instruction and/or engagement with Critical Thinking and a minimum of three credit hours in UCORE-designated courses that include instruction and/or engagement with Creative Thinking (see the [UCORE Curriculum webpages](#)). At the senior-level, the senior capstone experience course [CAPS] advances Critical & Creative Thinking.

CRITICAL and CREATIVE THINKING [CAPS] Learning Outcome: Students, regardless of major, who successfully complete a [CAPS] course should be able to conceptualize a substantial, culminating project that requires the application of key concepts, methods, and skills to address authentic situations. *As fits the CAPS course context and assignments/audiences, students meeting expectations at the graduating undergraduate level may:*

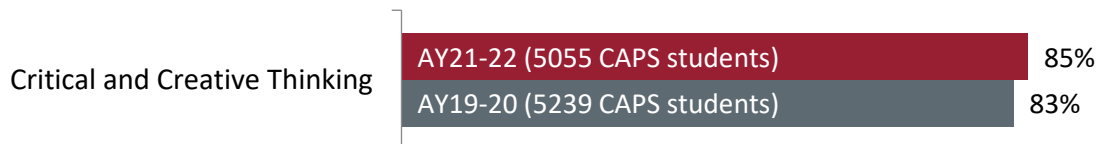
- Offer a thesis/hypothesis/position/perspective that considers the complexities of issue or task.
- Synthesize knowledge from multiple sources and diverse perspectives, relevant to task/issue/problem, and use it appropriately to explore or support position.
- Assess accuracy and validity of findings/conclusions; identify bias and/or assumptions in information/evidence used.
- Address a task/issue/problem in new or creative ways, which resonate with disciplinary conventions.
- Create a novel or nuanced idea, position, question, format, process, product, or performance.
- Reflect on one's own thinking, reasoning, and value judgments, including ethical and/or aesthetical judgments.

SENIOR-LEVEL: Evidence of Student Learning

SUMMARY: In [CAPS] courses, most students (85%) met or exceeded faculty expectations at the graduating undergraduate level on designator learning outcomes associated with Critical & Creative Thinking. Additionally, most seniors responding to NSSE reported having considerable confidence in their ability to complete tasks requiring critical thinking (93%) and creative thinking (93%).

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2021-22

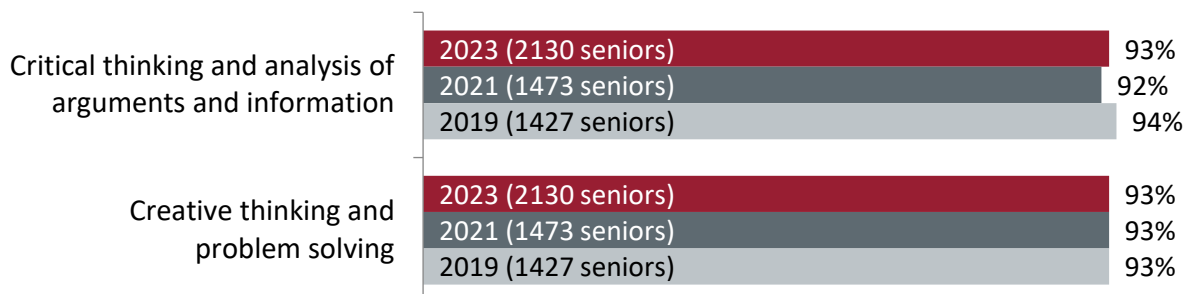
SENIOR-LEVEL: % Meeting or Exceeding Expectations for CRITICAL and CREATIVE THINKING



Note: Does not include students where instructors indicated "cannot rate"

National Survey of Student Engagement Responses from Seniors, 2023

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



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

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2021-22

| SENIOR-LEVEL Achievement of CRITICAL and CREATIVE THINKING [CAPS] Learning Outcomes UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2021-22 | | | |
|---|-------------------|-----------------------------|--------------------------|
| % of CAPS students | | | |
| Exceed expectations | Meet expectations | Partially meet expectations | Do not meet expectations |
| 24% | 61% | 12% | 4% |

National Survey of Student Engagement Responses from Seniors, 2023

| SENIOR Confidence in Abilities Related to CRITICAL and CREATIVE THINKING National Survey of Student Engagement Responses from Seniors, 2023 | | | | |
|--|--------------|-------------|------|-------------|
| 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 |
| Critical thinking and analysis of arguments and information | 55% | 38% | 7% | 0% |
| Creative thinking and problem solving | 56% | 37% | 7% | 0% |

| SENIOR Perceived Gains Related to CRITICAL and CREATIVE THINKING National Survey of Student Engagement Responses from Seniors, 2023 | | | | |
|--|--------------|-------------|------|-------------|
| 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 | 49% | 38% | 12% | 2% |

INFORMATION LITERACY

All UCORE courses require students to demonstrate designator learning outcomes that advance WSU's Information Literacy Learning Goal, totaling a minimum of 34 credit hours in UCORE-designated courses that include instruction and/or engagement with Information Literacy (see the [UCORE Curriculum webpages](#)). At the senior-level, the senior capstone experience course [CAPS] advances Information Literacy.

INFORMATION LITERACY [CAPS] Learning Outcome: Students, regardless of major, who successfully complete a [CAPS] course should be able to identify and synthesize multiple relevant bodies of knowledge and sources of information to support findings or results within the context of an authentic situation. *As fits the CAPS course context and assignments/audiences, students meeting expectations at the graduating undergraduate level may:*

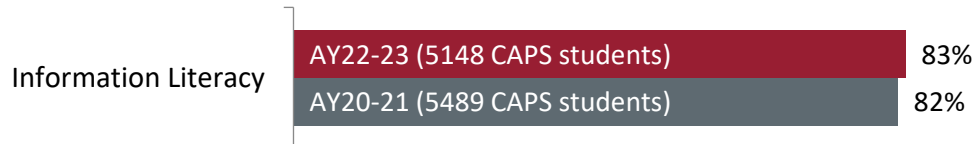
- Select valid, credible information or sources relevant to a research question/problem/task/purpose.
- Organize and synthesize information drawn from multiple sources accurately.
- Use information literacy strategies and practices, as appropriate to the task, such as:
 - Using citations and references; paraphrasing, summary, or quotations.
 - Distinguishing common knowledge from that requiring attribution.
 - Using information true to original context.
 - Respecting ethical/legal restrictions on use of published, confidential, and/or proprietary sources.

SENIOR-LEVEL: Evidence of Student Learning

SUMMARY: In [CAPS] courses, most students (83%) met or exceeded faculty expectations at the graduating undergraduate level on designator learning outcomes associated with Information Literacy.

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2022-23

SENIOR-LEVEL: % Meeting or Exceeding Expectations for INFORMATION LITERACY



Note: Does not include students where instructors indicated "cannot rate"

Details: UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2022-23

| SENIOR-LEVEL Achievement of INFORMATION LITERACY [CAPS] Learning Outcomes UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2022-23 | | | |
|---|-------------------|-----------------------------|--------------------------|
| % of CAPS students | | | |
| Exceed expectations | Meet expectations | Partially meet expectations | Do not meet expectations |
| 24% | 60% | 12% | 4% |

WRITTEN COMMUNICATION

All UCORE courses require students to demonstrate designator learning outcomes that advance Written Communication, a sub-goal of WSU's Communication Learning Goal, totaling a minimum of 34 credit hours in UCORE-designated courses that include instruction and/or engagement with Written Communication (see the [UCORE Curriculum webpages](#)). At the senior-level, the senior capstone experience course [CAPS] advances Written Communication.

WRITTEN COMMUNICATION [CAPS] Learning Outcome: Students, regardless of major, who successfully complete a [CAPS] course should be able to communicate findings in written forms appropriate to the discipline and to 400-level course expectations. As fits the CAPS course context and assignments/audiences, students meeting expectations at the graduating undergraduate level may:

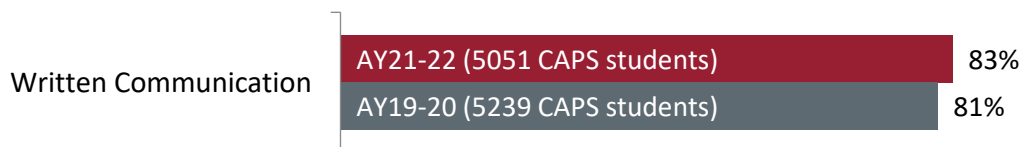
- Employ intentional organization strategies, such as sequencing, transitions, or repetition.
- Choose and effectively use elements of style, tone, and syntax that are appropriate to intended audience, genre, and purpose.
- Offer a central message that is clear and appropriately repeated.
- Provide supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, etc.) that advance the central message and/or establish credibility on the topic.

SENIOR-LEVEL: Evidence of Student Learning

SUMMARY: In [CAPS] courses, most students (83%) met or exceeded faculty expectations at the graduating undergraduate level on designator learning outcomes associated with Written Communication. Additionally, most seniors responding to NSSE reported having considerable confidence in their ability to complete tasks requiring clear writing (87%).

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2021-22

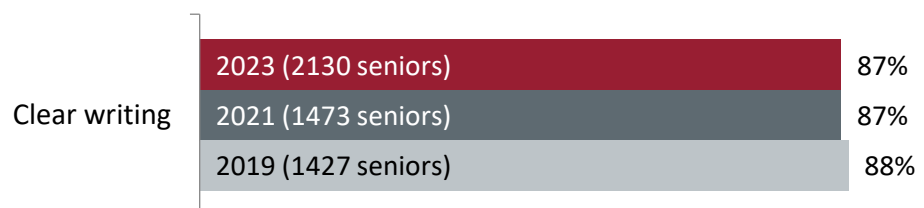
SENIOR-LEVEL: % Meeting or Exceeding Expectations for WRITTEN COMMUNICATION



Note: Does not include students where instructors indicated "cannot rate"

National Survey of Student Engagement Responses from Seniors, 2023

% of SENIORS with Confidence in Abilities Related to WRITTEN COMMUNICATION



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

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2021-22

| SENIOR-LEVEL Achievement of WRITTEN COMMUNICATION [CAPS] Learning Outcomes UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2021-22 | | | |
|--|-------------------|-----------------------------|--------------------------|
| % of CAPS students | | | |
| Exceed expectations | Meet expectations | Partially meet expectations | Do not meet expectations |
| 23% | 60% | 13% | 4% |

National Survey of Student Engagement Responses from Seniors, 2023

| SENIOR Confidence in Abilities Related to WRITTEN COMMUNICATION National Survey of Student Engagement Responses from Seniors, 2023 | | | | |
|---|--------------|-------------|------|-------------|
| 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 | 46% | 42% | 12% | 1% |

| SENIOR Perceived Gains Related to WRITTEN COMMUNICATION National Survey of Student Engagement Responses from Seniors, 2023 | | | | |
|--|--------------|-------------|------|-------------|
| 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 | 35% | 41% | 20% | 5% |

INTEGRATIVE LEARNING

UCORE courses require students to demonstrate designator learning outcomes that advance WSU's Depth, Breadth, & Integration of Learning Goal 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 the [UCORE Curriculum webpages](#)). At the senior-level, the senior capstone experience course [CAPS] advances Integrative Learning.

INTEGRATIVE LEARNING [CAPS] Learning Outcome: Students, regardless of major, who successfully complete a [CAPS] course should be able to apply concepts, skills, and/or methods of inquiry within and/or across disciplines to address authentic situations. *As fits the CAPS course context and assignments/audiences, students meeting expectations at the graduating undergraduate level may:*

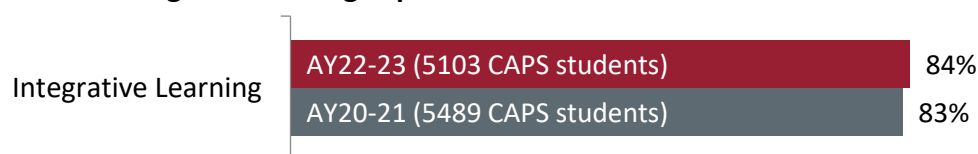
- Apply methods, theories, and/or examples from more than one discipline to explore new issues or solve unfamiliar problems.
- Apply methods, theories, and/or examples within a discipline to explore new issues or solve unfamiliar problems.
- Apply concepts of general and/or specialized studies to personal, academic, professional, and/or community activities.
- Evaluate changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks); may be evident in self-assessment, reflective, or creative work.

SENIOR-LEVEL: Evidence of Student Learning

SUMMARY: In [CAPS] courses, most students (84%) met or exceeded faculty expectations at the graduating undergraduate level on designator learning outcomes associated with Integrative Learning. Additionally, nearly all seniors responding to NSSE reported connecting ideas from courses to prior experiences (99%) and combining ideas from different courses when completing assignments (98%) during their senior year.

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2022-23

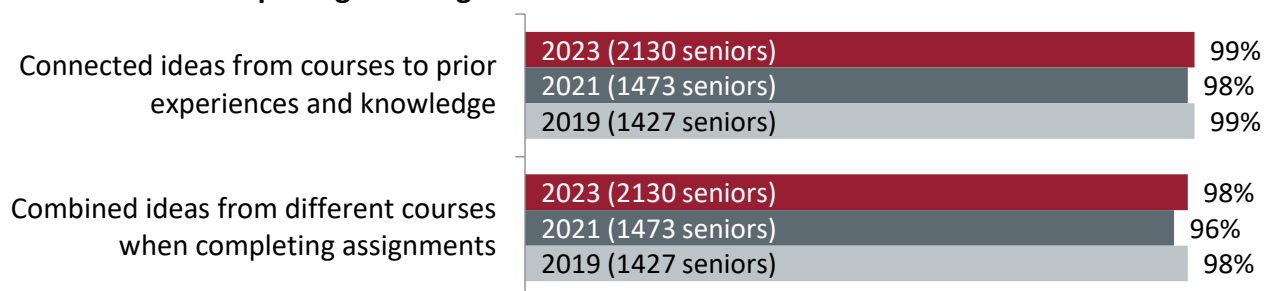
SENIOR-LEVEL: % Meeting or Exceeding Expectations for INTEGRATIVE LEARNING



Note: Does not include students where instructors indicated "cannot rate"

National Survey of Student Engagement Responses from Seniors, 2023

% of SENIORS Completing Learning Tasks Related to INTEGRATIVE LEARNING



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

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2022-23

| SENIOR-LEVEL Achievement of INTEGRATIVE LEARNING [CAPS] Learning Outcomes UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2022-23 | | | |
|---|-------------------|-----------------------------|--------------------------|
| % of CAPS students | | | |
| Exceed expectations | Meet expectations | Partially meet expectations | Do not meet Expectations |
| 24% | 60% | 13% | 4% |

National Survey of Student Engagement Responses from Seniors, 2023

| SENIOR Learning Tasks Related to INTEGRATIVE LEARNING National Survey of Student Engagement Responses from Seniors, 2023 | | | | |
|---|--------------|-------|-----------|-------|
| 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 | 40% | 46% | 13% | 1% |
| Combined ideas from different courses when completing assignments | 34% | 43% | 22% | 2% |

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 during the current school year.

NON-WRITTEN COMMUNICATION

UCORE courses require students to demonstrate designator learning outcomes that advance Non-Written Communication as appropriate to the designator (see the [UCORE Curriculum webpages](#)). At the senior-level, Non-Written Communication may be required in the senior capstone experience course [CAPS] as appropriate to the course and discipline.

NON-WRITTEN COMMUNICATION [CAPS] Learning Outcome: If applicable to the course context, students who successfully complete a [CAPS] course should be able to communicate effectively as relevant to the mode of non-written communication (e.g., public speaking; musical expression; interpersonal, intercultural, or visual communication; multi-media authoring; conversational foreign language). *As fits the CAPS course context and assignments/audiences, students meeting expectations at the graduating undergraduate level may:*

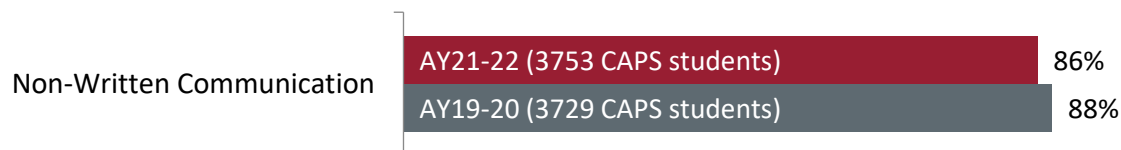
- Employ intentional organization strategies, such as sequencing, transitions, or repetition.
- Choose elements of style, tone, media, and delivery that are appropriate to intended audience and purpose.
- Offer a central message that is clear and appropriately repeated.
- Provide supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, etc.) that advance the central message and/or establish credibility on the topic.

SENIOR-LEVEL: Evidence of Student Learning

SUMMARY: In [CAPS] that included Non-Written Communication, most students (86%) met or exceeded faculty expectations at the graduating undergraduate level on designator learning outcomes associated with Non-Written Communication. Additionally, most seniors (92%) responding to NSSE reported that their WSU experience contributed to their development in speaking clearly and effectively.

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2021-22

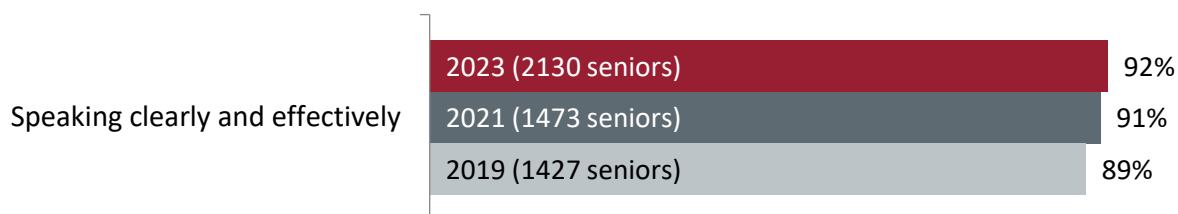
SENIOR-LEVEL: % Meeting or Exceeding Expectations for NON-WRITTEN COMMUNICATION



Note: Does not include students where instructors indicated "cannot rate"

National Survey of Student Engagement Responses from Seniors, 2023

% of SENIORS Perceiving Gains Related to NON-WRITTEN COMMUNICATION



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

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2021-22

| SENIOR-LEVEL Achievement of NON-WRITTEN COMMUNICATION [CAPS] Learning Outcomes UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2021-22 | | | |
|--|-------------------|-----------------------------|--------------------------|
| % of CAPS students | | | |
| Exceed expectations | Meet expectations | Partially meet expectations | Do not meet expectations |
| 25% | 61% | 10% | 3% |

Note: Not all UCORE [CAPS] courses require to demonstrate learning outcomes associated with Non-Written Communication. Offered to all seniors, NSSE results related to Non-Written Communication (below) may come from a broader sample of students.

This AY 2021-22 [CAPS] assessment for Non-Written Communication includes 121 of the 168 reports, which represents 3,753 CAPS students. In 80% of these reports, instructors indicated that their students were primarily (>90%) seniors. Instructors indicated that their students were primarily (>90%) majors in 82% of these reports. AY 2021-22 [CAPS] courses that required students to demonstrate learning outcomes associated with Non-Written Communication included these course prefixes: AFS; AG_ED; AMDT; ANIM_SCI; ANTH; ARCH; ASTRONOM; BIO_ENG; BIOLOGY; CE; CES; CHE; COM; COMSOC; CPT_S; CRM_J; CROP_SCI; CS; CST_M; DTC; E_E; ECE; ECONS; ENGLISH; ENGR; ENTRP; FINE_ART; FOR_LANG; H_D; HBM; HISTORY; HORT; I_D; KINES; LND_ARCH; MATH; MBIOS; ME; MECH; MGMT; MUS; NEP; NEUROSCI; NURS; PHIL; POL_S; PSYCH; SHS; SOC; SOE; SPANISH; SPMGT; TCH_LRN; VIT_ENOL; WGSS.

National Survey of Student Engagement Responses from Seniors, 2023

| SENIOR Perceived Gains Related to NON-WRITTEN COMMUNICATION National Survey of Student Engagement Responses from Seniors, 2023 | | | | |
|--|--------------|-------------|------|-------------|
| 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 |
| Speaking clearly and effectively | 29% | 38% | 25% | 8% |

QUANTITATIVE REASONING

UCORE courses require students to demonstrate designator learning outcomes that advance WSU's Quantitative Reasoning Learning Goal as appropriate to the designator, with a minimum of seven credit hours in UCORE-designated courses that include instruction and/or engagement with Quantitative Reasoning (see the [UCORE Curriculum webpages](#)). At the senior-level, Quantitative Reasoning may be required in the senior capstone experience course [CAPS] as appropriate to the course and discipline.

QUANTITATIVE REASONING [CAPS] Learning Outcome: If applicable to the course context, students who successfully complete a [CAPS] course should be able to apply quantitative principles and computational methods to address authentic situations. As fits the CAPS course context and assignments/audiences, students meeting expectations at the graduating undergraduate level may:

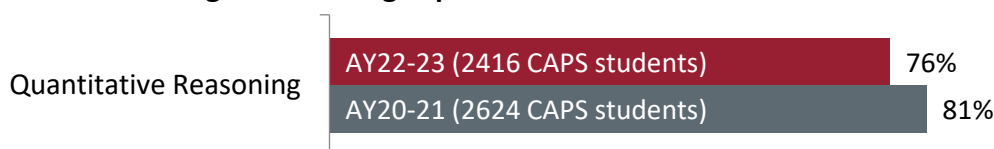
- Solve problems using successful and sufficiently comprehensive calculations.
- Provide accurate explanations of information presented in mathematical forms (e.g., trends in a graph).
- Convert information into appropriate mathematical portrayals (e.g., equations, graphs, diagrams, tables, words).
- Select and appropriately use quantitative information (format, presentation, context) to justify an argument.
- Use the quantitative analysis of data to make competent judgments and draw reasonable conclusions.
- Describe assumptions in estimation, modeling, and/or data analysis, and provide a compelling rationale for why those assumptions are appropriate.

SENIOR-LEVEL: Evidence of Student Learning

SUMMARY: In [CAPS] that included Quantitative Reasoning, most students (76%) met or exceeded faculty expectations at the graduating undergraduate level on designator learning outcomes associated with Quantitative Reasoning. Additionally, most seniors (94%) responding to NSSE reported that their WSU experience contributed to their development in analyzing numerical and statistical information.

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2022-23

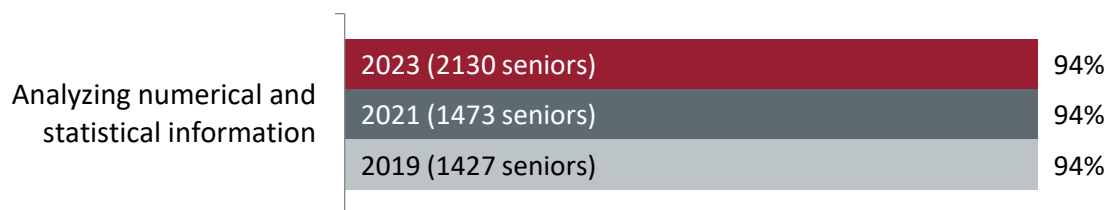
SENIOR-LEVEL: % Meeting or Exceeding Expectations for QUANTITATIVE REASONING



Note: Does not include students where instructors indicated "cannot rate"

National Survey of Student Engagement Responses from Seniors, 2023

% of SENIORS Perceiving Gains Related to QUANTITATIVE REASONING



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

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2022-23

| SENIOR-LEVEL Achievement of QUANTITATIVE REASONING [CAPS] Learning Outcomes UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2022-23 | | | |
|---|-------------------|-----------------------------|--------------------------|
| % of CAPS students | | | |
| Exceed expectations | Meet expectations | Partially meet expectations | Do not meet expectations |
| 20% | 57% | 19% | 5% |

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

This AY 2022-23 [CAPS] assessment for Quantitative Reasoning includes 80 of the 175 reports, which represents 2,416 CAPS students. In 89% of these reports, instructors indicated that their students were primarily (>90%) seniors. Instructors indicated that their students were primarily (>90%) majors in 84% of these reports. AY 2022-23 [CAPS] courses that required students to demonstrate learning outcomes associated with Quantitative Reasoning included these course prefixes: AMDT; ANIM_SCI; ANTH; ASTRONOM; BIO_ENG; BIOLOGY; CE; CHE; CHEM; COM; CPT_S; CRM_J; CS; CST_M; E_E; ECE; ECONS; ENGLISH; ENGR; ENTRP; FINE_ART; H_D; HBM; KINES; LND_ARCH; MATH; MBIOS; ME; MGMT; PSYCH; SOC; SOE; SPMGT; TCH_LRN.

National Survey of Student Engagement Responses from Seniors, 2023

| SENIOR Perceived Gains Related to QUANTITATIVE REASONING National Survey of Student Engagement Responses from Seniors, 2023 | | | | |
|--|--------------|-------------|------|-------------|
| 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 |
| Analyzing numerical and statistical information | 38% | 36% | 20% | 6% |

SCIENTIFIC LITERACY

UCORE courses require students to demonstrate designator learning outcomes that advance WSU's Scientific Literacy Learning Goal as appropriate to the designator, with a minimum of four credit hours in UCORE-designated courses that include instruction and/or engagement with Scientific Literacy (see the [UCORE Curriculum webpages](#)). At the senior-level, Scientific Literacy may be required in the senior capstone experience course [CAPS] as appropriate to the course and discipline.

SCIENTIFIC LITERACY [CAPS] Learning Outcome: If applicable to the course context, students who successfully complete a [CAPS] course should be able to apply scientific methods and principles to authentic situations. *As fits the CAPS course context and assignments/audiences, students meeting expectations at the graduating undergraduate level may:*

- Identify and communicate scientific issues that underlie global, national, local and/or personal decisions.
- Use scientific reasoning and evidence to pose or evaluate an argument by accurately:
 - Distinguishing testable (falsifiable) from non-testable claims.
 - Evaluating whether the method(s) used are appropriate for the question(s) asked.
 - Identifying potential sources of bias in the source, collection, and/or analysis of the data.
 - Drawing appropriate conclusions based on the nature of the data (e.g., whether the sample is representative and sufficient in size; recognizing correlation between two variables is insufficient for concluding there is a causal relationship).
- Understand the differences between science and technology and the risks (i.e., ethics) and benefits associated with advancements in each realm.

SENIOR-LEVEL: Evidence of Student Learning

SUMMARY: In [CAPS] courses that included Scientific Literacy, most students (78%) met or exceeded faculty expectations at the graduating undergraduate level on designator learning outcomes associated with Scientific Literacy.

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2022-23

SENIOR-LEVEL: % Meeting or Exceeding Expectations for SCIENTIFIC LITERACY



Note: Does not include students where instructors indicated "cannot rate"

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2022-23

| SENIOR-LEVEL Achievement of SCIENTIFIC LITERACY [CAPS] Learning Outcomes | | | |
|---|--------------------------|------------------------------------|---------------------------------|
| UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2022-23 | | | |
| % of CAPS students | | | |
| Exceed expectations | Meet expectations | Partially meet expectations | Do not meet expectations |
| 23% | 55% | 16% | 6% |

Note: Not all UCORE [CAPS] courses require students to demonstrate learning outcomes associated with Scientific Literacy. This AY 2022-23 [CAPS] assessment for Scientific Literacy includes 73 of the 175 reports, which represents 2,014 CAPS students. In 77% of these reports, instructors indicated that their students were primarily (>90%) seniors. Instructors indicated that their students were primarily (>90%) majors in 78% of these reports. AY 2022-23 [CAPS] courses that required students to demonstrate learning outcomes associated with Scientific Literacy included these course prefixes: ANIM_SCI; ANTH; ASTRONOM; BIO_ENG; BIOLOGY; CHE; CHEM; COM; CPT_S; CRM_J; E_E; ECE; ECONS; ENGR; ENTRP; H_D; HBM; HISTORY; KINES; LND_ARCH; MATH; MBIOS; ME; MGMT; NEUROSCI; NURS; PHIL; POL_S; PSYCH; SOE; SPMGT; WGSS.

DIVERSITY

UCORE courses require students to demonstrate designator learning outcomes that advance WSU's Diversity Learning Goal 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 the [UCORE Curriculum webpages](#)). At the senior-level, Diversity may be required in the senior capstone experience course [CAPS] as appropriate to the course and discipline.

DIVERSITY [CAPS] Learning Outcome: If applicable to the course context, students who successfully complete a [CAPS] course should be able to analyze the complexity of elements important to similar and diverse cultures, values, and perspectives. *As fits the CAPS course context and assignments/audiences, students meeting expectations at the graduating undergraduate level may:*

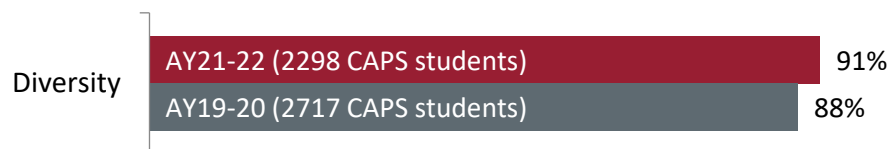
- Analyze how history, values, politics, communication styles, economy, cultural practices, or beliefs shape group differences or experiences.
- Connect structures of power and privilege to unequal social positioning and/or unethical worldviews or ideologies.
- Use evidence-based or theoretical scholarship to evaluate claims or information about cultural variation or differences in social experiences.
- Use evidence-based or theoretical scholarship to evaluate claims or information about how social constructions produce privilege and oppression.
- Explain how self-perceptions, prior knowledge, and group/individual experiences shape cultural and/or social positioning.

SENIOR-LEVEL: Evidence of Student Learning

SUMMARY: In [CAPS] courses that included Diversity, most students (91%) met or exceeded faculty expectations at the graduating undergraduate level on designator learning outcomes associated with Diversity. Additionally, most seniors (91%) responding to NSSE reported that their WSU experience contributed to their development in understanding people of other backgrounds.

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2021-22

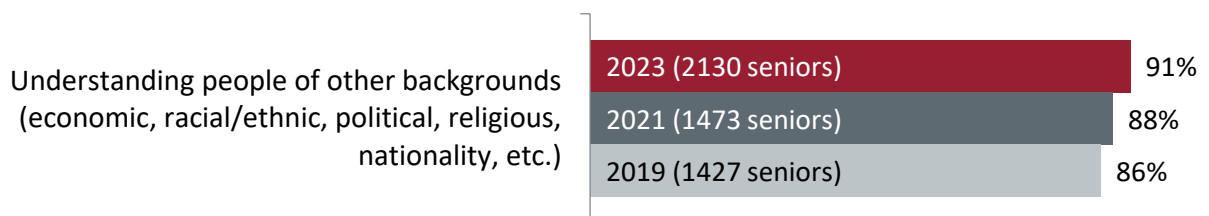
SENIOR-LEVEL: % Meeting or Exceeding Expectations for DIVERSITY



Note: Does not include students where instructors indicated "cannot rate"

National Survey of Student Engagement Responses from Seniors, 2023

% of SENIORS Perceiving Gains Related to DIVERSITY



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

UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2021-22

| SENIOR-LEVEL Achievement of DIVERSITY [CAPS] Learning Outcomes | | | |
|---|--------------------------|------------------------------------|---------------------------------|
| UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2021-22 | | | |
| % of CAPS students | | | |
| Exceed expectations | Meet expectations | Partially meet expectations | Do not meet expectations |
| 31% | 60% | 6% | 3% |

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

This AY 2021-22 [CAPS] assessment for Diversity includes 74 of the 168 reports, which represents 2,298 CAPS students. In 61% of these reports, instructors indicated that their students were primarily (>90%) seniors. Instructors indicated that their students were primarily (>90%) majors in 62% of these reports. AY 2021-22 [CAPS] courses that required students to demonstrate learning outcomes associated with Diversity included these course prefixes: AG_ED; AMDT; ANIM_SCI; ANTH; BIO_ENG; BIOLOGY; CE; CES; COM; COMSOC; CRM_J; CST_M; ENGLISH; ENGR; FOR_LANG; H_D; HISTORY; I_D; KINES; MGMT; MUS; NURS; POL_S; PSYCH; SHS; SOC; SOE; SPANISH; SPMGT; TCH_LRN; WGSS.

National Survey of Student Engagement Responses from Seniors, 2023

| SENIOR Perceived Gains Related to DIVERSITY | | | | |
|--|---------------------|--------------------|-------------|--------------------|
| National Survey of Student Engagement Responses from Seniors, 2023 | | | | |
| <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.) | 29% | 34% | 27% | 9% |