Introduction

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

This document summarizes selected 2023 NSSE results in the context of the UCORE curriculum. UCORE's 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. As such, for UCORE Assessment, NSSE questions provide indirect evidence of student learning on the outcomes of the UCORE general education program (and the associated WSU Undergraduate Learning Goals) at the first-year and senior levels.

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. WSU's complete NSSE results (current and historic) are available on IR's NSSE survey webpage.

Assessment

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

Participating institutions may also append up to two Topical Modules – short question sets on designated topics that allow for deeper exploration. In 2023, questions on the NSSE survey provided indirect evidence of student learning on UCORE learning outcomes related to: Critical & Creative Thinking, Information Literacy, Written Communication, Non-Written Communication, Quantitative Reasoning, Diversity, and Integrative Learning.

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

2023 NSSE Results

Context: 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. Where survey results are displayed alongside a peer comparison, the comparison includes more than 5,000 seniors from six public doctoral universities with undergraduate enrollments over 10,000, from states in the Western Interstate Commission for Higher Education (WICHE), that administered NSSE in 2022 or 2023 (with the exception of topical module results, which only include selected research institutions that also administered the module).

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

In these results, percentages are weighted by institution-reported sex and enrollment status (and institution size for peer groups) and may not sum to 100 due to rounding.

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

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

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. Additionally, 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.

Note: Senior eligibility for NSSE participation is primarily based on the number of credit hours completed (a minimum of 90 cumulative credit hours) as of the beginning of the prior fall term. As such, participating seniors may or may not complete NSSE in their final semester prior to graduation.
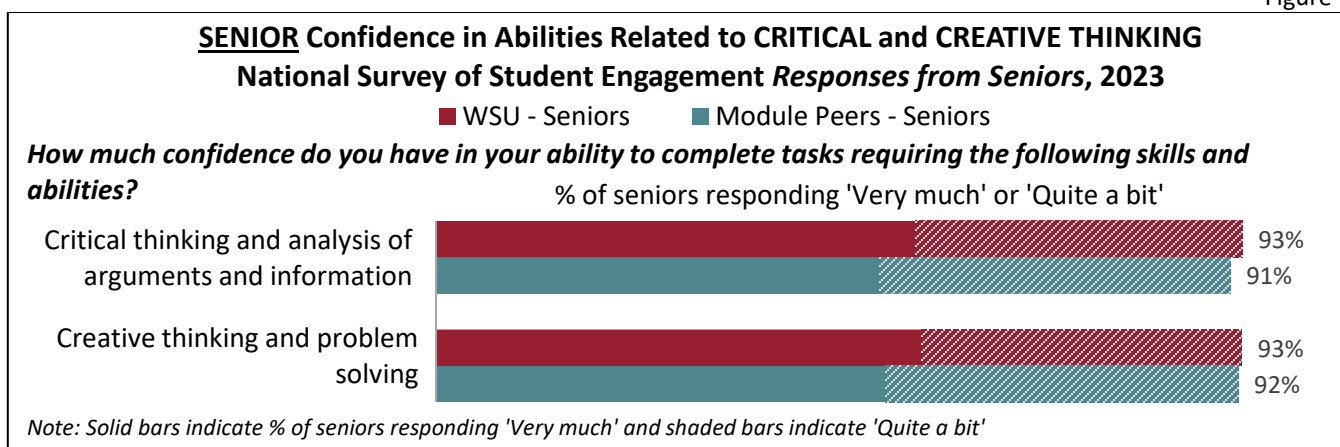
CRITICAL & CREATIVE THINKING

UCORE'S CONTRIBUTION: All UCORE courses require students to demonstrate designator learning outcomes that advance WSU's Critical & Creative Thinking Learning Goal, including the senior capstone experience course [CAPS].

Specifically, the student experience with Critical & Creative Thinking includes 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 for more information).

2023 NSSE RESULTS:

- **93%** of seniors reported having "very much" or "quite a bit" of confidence in their ability to complete tasks requiring ***critical thinking and analysis of arguments and information*** (Figures 1 and 3); additionally, 7% reported having "some" confidence, while 0% reported having "very little"

- **93%** of seniors reported having "very much" or "quite a bit" of confidence in their ability to complete tasks requiring ***creative thinking and problem solving*** (Figures 1 and 3); additionally, 7% reported having "some" confidence, while 0% reported having "very little"

- **87%** of seniors reported that their experience at WSU contributed to their knowledge, skills, and personal development in ***thinking critically and analytically*** "very much" or "quite a bit" (Figures 2 and 4); additionally, 12% reported that WSU contributed "some," while 2% reported that WSU contributed "very little"

Figure 1

SENIOR Confidence in Abilities Related to CRITICAL and CREATIVE THINKING
National Survey of Student Engagement *Responses from Seniors*, 2023

■ WSU - Seniors   ■ Module Peers - Seniors

How much confidence do you have in your ability to complete tasks requiring the following skills and abilities?

% of seniors responding 'Very much' or 'Quite a bit'

Critical thinking and analysis of arguments and information	93%
	91%
Creative thinking and problem solving	93%
	92%

Note: Solid bars indicate % of seniors responding 'Very much' and shaded bars indicate 'Quite a bit'

2023 NSSE RESULTS, continued:

Figure 2

SENIOR Perceived Gains Related to CRITICAL and CREATIVE THINKING
National Survey of Student Engagement *Responses from Seniors*, 2023
■ WSU - Seniors ■ Peers - Seniors

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? % of seniors responding 'Very much' or 'Quite a bit'

Thinking critically and analytically — 87% (WSU), 83% (Peers)

Note: Solid bars indicate % of seniors responding 'Very much' and shaded bars indicate 'Quite a bit'

YEAR-TO-YEAR NSSE RESULTS:

Figure 3

YEAR-TO-YEAR: SENIOR Confidence in Abilities Related to CRITICAL and CREATIVE THINKING
National Survey of Student Engagement *Responses from Seniors*, 2019-2023

How much confidence do you have in your ability to complete tasks requiring the following skills and abilities?

Critical thinking and analysis of arguments and information
- 2023 (2130 seniors): 93%
- 2021 (1473 seniors): 92%
- 2019 (1427 seniors): 94%

Creative thinking and problem solving
- 2023 (2130 seniors): 93%
- 2021 (1473 seniors): 93%
- 2019 (1427 seniors): 93%

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

Figure 4

YEAR-TO-YEAR: SENIOR Perceived Gains Related to CRITICAL and CREATIVE THINKING
National Survey of Student Engagement *Responses from Seniors*, 2019-2023

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Thinking critically and analytically
- 2023 (2130 seniors): 87%
- 2021 (1473 seniors): 86%
- 2019 (1427 seniors): 87%

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

WRITTEN COMMUNICATION

UCORE'S CONTRIBUTION: All UCORE courses require students to demonstrate designator learning outcomes that advance Written Communication, a sub-goal of WSU's Communication Learning Goal, including the senior capstone experience course [CAPS].

Thus, the student experience with Written Communication includes a minimum of 34 credit hours in UCORE-designated courses that include instruction and/or engagement with Written Communication (see the UCORE Curriculum webpages for more information).

2023 NSSE RESULTS:

- **87%** of seniors reported having "very much" or "quite a bit" of confidence in their ability to complete tasks requiring **clear writing** (Figures 5 and 7); additionally, 12% reported having "some" confidence, while 1% reported having "very little"
- **75%** of seniors reported that their experience at WSU contributed to their knowledge, skills, and personal development in **writing clearly and effectively** "very much" or "quite a bit" (Figure 6 and 8); additionally, 20% reported that WSU contributed "some," while 5% reported that WSU contributed "very little"
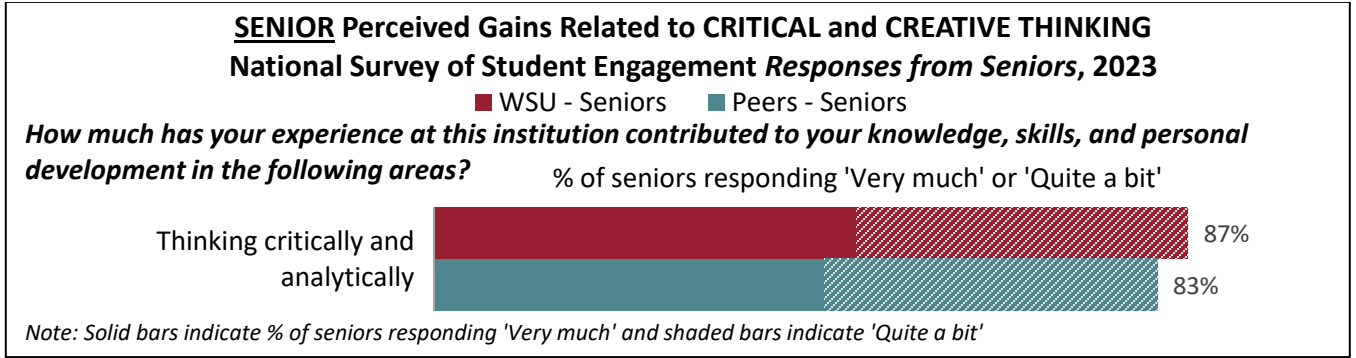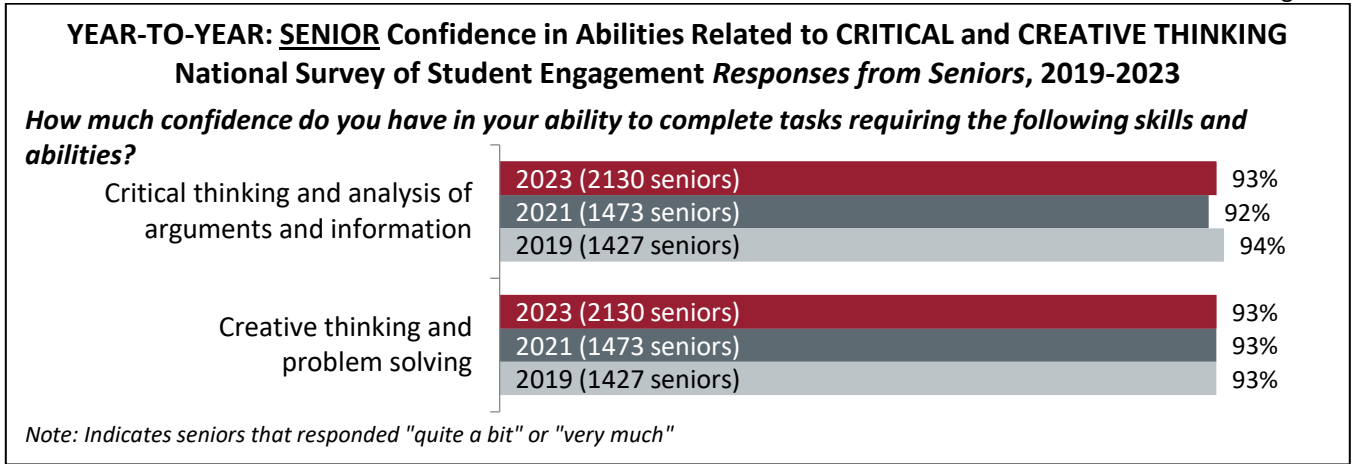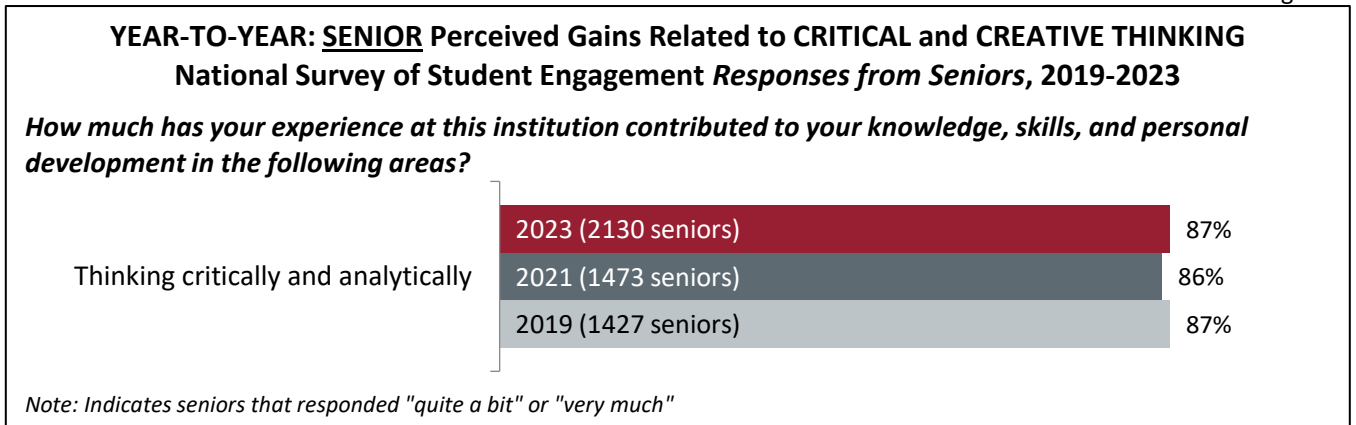
Figure 5

SENIOR Confidence in Abilities Related to WRITTEN COMMUNICATION
National Survey of Student Engagement *Responses from Seniors*, 2023
■ WSU - Seniors   ■ Module Peers - Seniors

How much confidence do you have in your ability to complete tasks requiring the following skills and abilities?

% of seniors responding 'Very much' or 'Quite a bit'

Clear writing — 87% / 85%

Note: Solid bars indicate % of seniors responding 'Very much' and shaded bars indicate 'Quite a bit'

Figure 6

SENIOR Perceived Gains Related to WRITTEN COMMUNICATION
National Survey of Student Engagement *Responses from Seniors*, 2023
■ WSU - Seniors   ■ Peers - Seniors

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

% of seniors responding 'Very much' or 'Quite a bit'

Writing clearly and effectively — 75% / 68%

Note: Solid bars indicate % of seniors responding 'Very much' and shaded bars indicate 'Quite a bit'

YEAR-TO-YEAR NSSE RESULTS:

Figure 7

YEAR-TO-YEAR: SENIOR Confidence in Abilities Related to WRITTEN COMMUNICATION
National Survey of Student Engagement *Responses from Seniors*, 2019-2023

How much confidence do you have in your ability to complete tasks requiring the following skills and abilities?

Clear writing
- 2023 (2130 seniors) — 87%
- 2021 (1473 seniors) — 87%
- 2019 (1427 seniors) — 88%

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

Figure 8

YEAR-TO-YEAR: SENIOR Perceived Gains Related to WRITTEN COMMUNICATION
National Survey of Student Engagement *Responses from Seniors*, 2019-2023

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Writing clearly and effectively
- 2023 (2130 seniors) — 75%
- 2021 (1473 seniors) — 73%
- 2019 (1427 seniors) — 72%

Note: Indicates seniors that responded "quite a bit" or "very much"
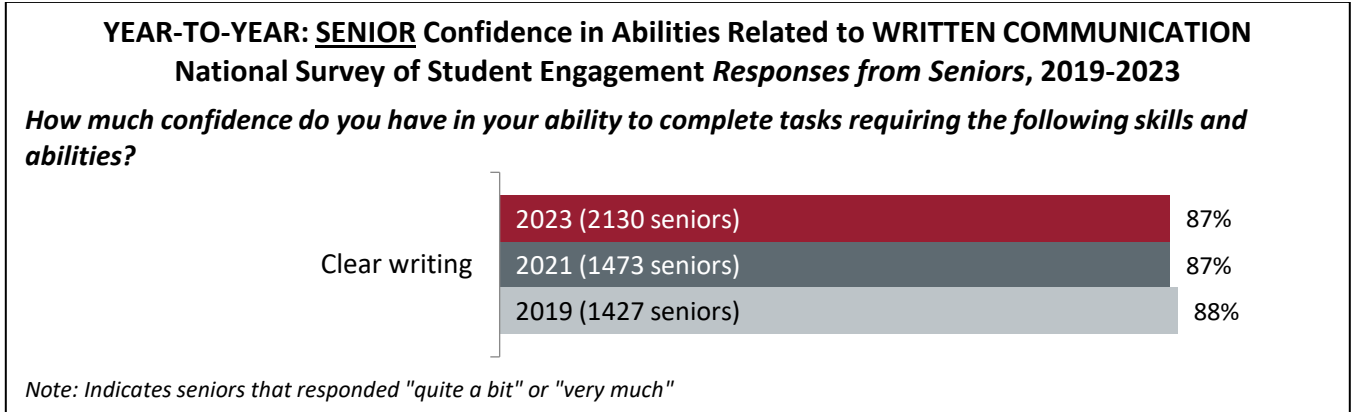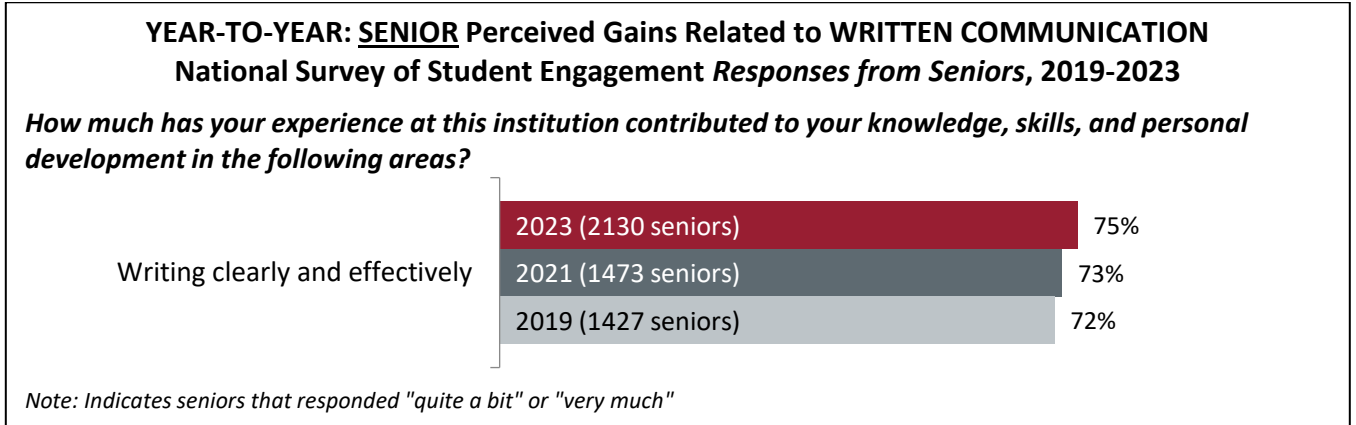
NON-WRITTEN COMMUNICATION

UCORE'S CONTRIBUTION: UCORE courses only require students to demonstrate designator learning outcomes that advance Non-Written Communication, a sub-goal of WSU's Communication Learning Goal, as appropriate to the designator (see the UCORE curriculum webpages for more information). Briefly:

- Students may complete a foundational Communication course [COMM] that advances Non-Written Communication *(note: students can take a second [WRTG] course instead of a [COMM] course)*
- At the senior-level, Non-Written Communication may be required in the senior capstone experience course [CAPS] as appropriate to the course and discipline

Thus, the student experience with Non-Written Communication in UCORE-designated courses varies.
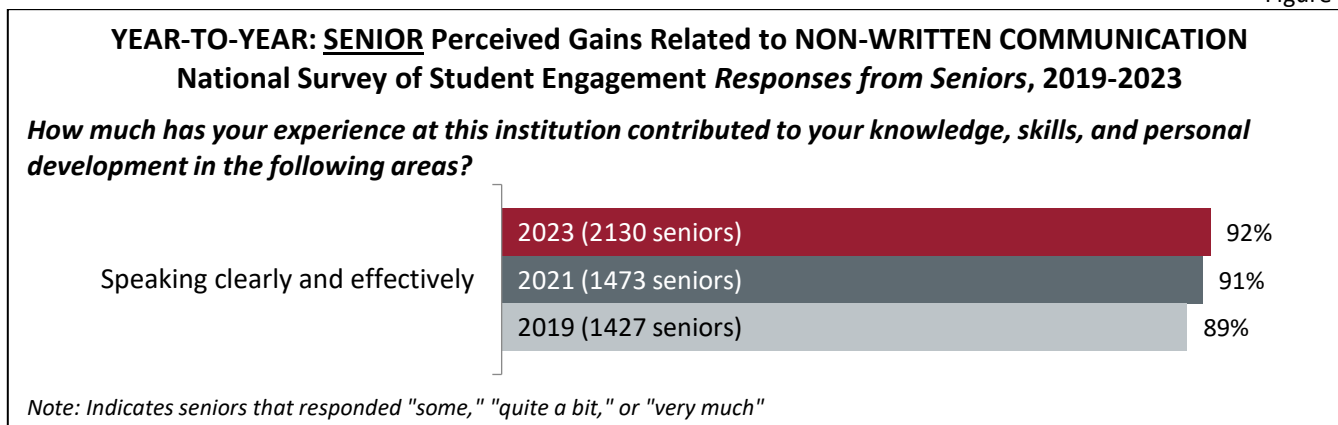
2023 NSSE RESULTS:

- **92%** of seniors reported that their experience at WSU contributed to their knowledge, skills, and personal development in *speaking clearly and effectively*, while 8% reported that WSU contributed "very little" (Table 1 and Figure 9)

Table 1

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				
WSU - Seniors	**29%**	**38%**	**25%**	8%
Peers - Seniors	**24%**	**36%**	**30%**	10%

YEAR-TO-YEAR NSSE RESULTS:

Figure 9

YEAR-TO-YEAR: SENIOR Perceived Gains Related to NON-WRITTEN COMMUNICATION
National Survey of Student Engagement *Responses from Seniors*, 2019-2023

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Speaking clearly and effectively
- 2023 (2130 seniors) 92%
- 2021 (1473 seniors) 91%
- 2019 (1427 seniors) 89%

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

QUANTITATIVE REASONING

UCORE'S CONTRIBUTION: UCORE courses only require students to demonstrate designator learning outcomes that advance WSU's Quantitative Reasoning Learning Goal as appropriate to the designator (see the UCORE curriculum webpages for more information). Briefly:

- At the first-year level, the foundational Quantitative Reasoning course [QUAN] advances the Quantitative Reasoning Learning Goal
- Students also complete at least one Inquiry in the Biological Sciences course [BSCI] or Inquiry in the Physical Sciences course [PSCI], which advances Quantitative Reasoning, during the UCORE curriculum
- At the senior-level, Quantitative Reasoning may be required in the senior capstone experience course [CAPS] as appropriate to the course and discipline

Thus, the student experience with Quantitative Reasoning includes a minimum of seven credit hours in UCORE-designated courses that include instruction and/or engagement with Quantitative Reasoning.
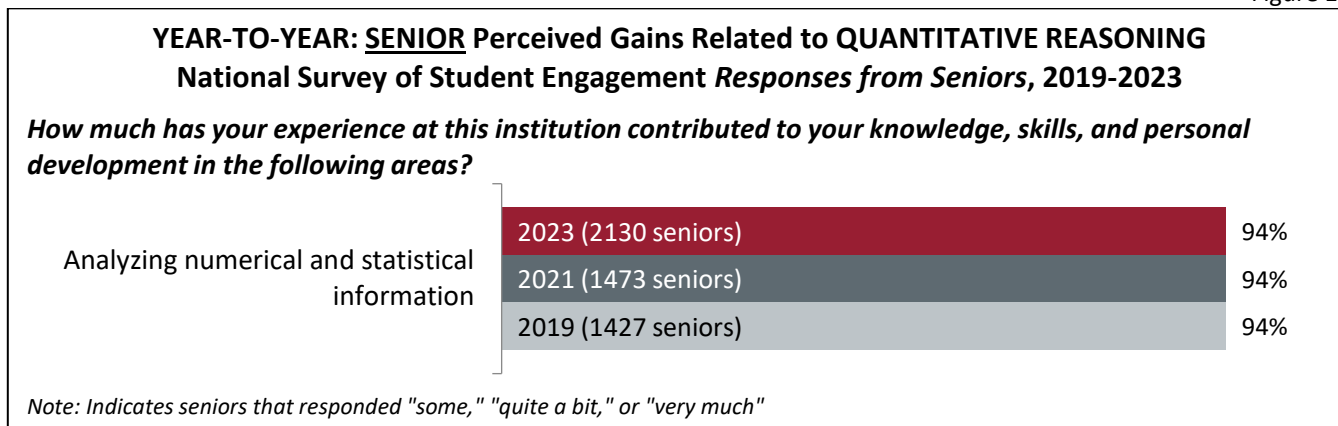
2023 NSSE RESULTS:

- **94%** of seniors reported that their experience at WSU contributed to their knowledge, skills, and personal development in ***analyzing numerical and statistical information***, while 6% reported that WSU contributed "very little" (Table 2 and Figure 10)

Table 2

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				
WSU - Seniors	**38%**	**36%**	**20%**	6%
Peers - Seniors	**35%**	**35%**	**22%**	8%

YEAR-TO-YEAR NSSE RESULTS:

Figure 10

YEAR-TO-YEAR: SENIOR Perceived Gains Related to QUANTITATIVE REASONING
National Survey of Student Engagement *Responses from Seniors*, 2019-2023

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Analyzing numerical and statistical information

2023 (2130 seniors) 94%
2021 (1473 seniors) 94%
2019 (1427 seniors) 94%

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

DIVERSITY

UCORE'S CONTRIBUTION: UCORE courses only require students to demonstrate designator learning outcomes that advance WSU's Diversity Learning Goal as appropriate to the designator (see the UCORE curriculum webpages for more information). Briefly:

- At the first-year level, the required first-year experience course [ROOT] advances the Diversity Learning Goal
- Students also complete at least one Inquiry into Global Cultural Diversity course [DIVR] or Inquiry into Equity and Justice course [EQJS], which advances Diversity, during the UCORE curriculum
- At the senior-level, Diversity may be required in the senior capstone experience course [CAPS] as appropriate to the course and discipline

Thus, the student experience with Diversity includes a minimum of six credit hours in UCORE-designated courses that include instruction and/or engagement with Diversity.
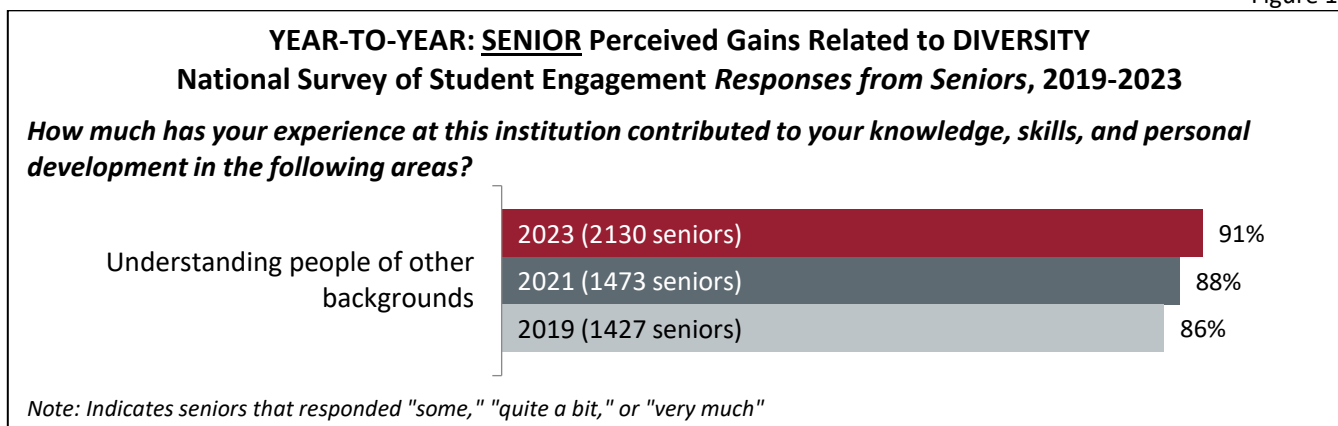
2023 NSSE RESULTS:

- **91%** of seniors reported that their experience at WSU contributed to their knowledge, skills, and personal development in ***understanding people of other backgrounds***, while 9% reported that WSU contributed "very little" (Table 3 and Figure 11)

Table 3

SENIOR Perceived Gains Related to DIVERSITY **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**
Understanding people of other backgrounds				
WSU - Seniors	**29%**	**34%**	**27%**	9%
Peers - Seniors	**24%**	**33%**	**31%**	12%

YEAR-TO-YEAR NSSE RESULTS:

Figure 11

YEAR-TO-YEAR: SENIOR Perceived Gains Related to DIVERSITY
National Survey of Student Engagement ***Responses from Seniors***, **2019-2023**

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Understanding people of other backgrounds
- 2023 (2130 seniors) — 91%
- 2021 (1473 seniors) — 88%
- 2019 (1427 seniors) — 86%

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

INTEGRATIVE LEARNING

UCORE'S CONTRIBUTION: UCORE courses only require students to demonstrate designator learning outcomes that advance WSU's Depth, Breadth, and Integration of Learning Goal as appropriate to the designator (see the UCORE curriculum webpages for more information). Briefly:

- At the first-year level, the required first-year experience course [ROOT] advances Integrative Learning
- At the senior-level, the senior capstone experience course [CAPS] advances Integrative Learning
- Students also complete ways of knowing requirements, which advance Breadth of Learning, during the UCORE curriculum

Specifically, the student experience with Depth, Breath, and Integration of Learning includes a minimum of six credit hours in UCORE-designated courses that include instruction and/or engagement with Integrative Learning and a minimum of 19 credit hours in UCORE-designated courses that include instruction and/or engagement with Breadth of Learning (see the UCORE Curriculum webpages for more information).

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

2023 NSSE RESULTS:

- **99%** of seniors reported ***connecting ideas from their courses to prior experiences and knowledge*** during the current academic year, while 1% reported that they "never" did this during the academic year (Table 4 and Figure 12)
- **98%** of seniors reported ***combining ideas from different courses when completing assignments*** during the current academic year, while 2% reported that they "never" did this during the academic year (Table 4 and Figure 12)

Table 4

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 your courses to your prior experiences and knowledge				
WSU - Seniors	**40%**	**46%**	**13%**	1%
Peers - Seniors	**38%**	**46%**	**15%**	2%
Combined ideas from different courses when completing assignments				
WSU - Seniors	**34%**	**43%**	**22%**	2%
Peers - Seniors	**29%**	**41%**	**27%**	4%

YEAR-TO-YEAR NSSE RESULTS:

Figure 12

YEAR-TO-YEAR: <u>SENIOR</u> Learning Tasks Related to INTEGRATIVE LEARNING
National Survey of Student Engagement *Responses from Seniors*, 2019-2023

During the current school year, about how often have you done the following?

Connected ideas from courses to prior experiences and knowledge
2023 (2130 seniors)	99%
2021 (1473 seniors)	98%
2019 (1427 seniors)	99%

Combined ideas from different courses when completing assignments
2023 (2130 seniors)	98%
2021 (1473 seniors)	96%
2019 (1427 seniors)	98%

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

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

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

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. Additionally, 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.

Note: First-year student eligibility for NSSE participation is primarily based on admit type and the number of credit hours completed, and includes students admitted as first-time, first-year students in the prior year (spring, summer, and fall) regardless of how many credit hours they brought in, as well as transfer students and returning former students that had less than 30 total credits as of the beginning of the prior fall term. Additionally, NSSE 2023 opened to WSU students in early March. As such, first-year student responses are typically based on experiences in fall semester and a portion of spring semester.

CRITICAL & CREATIVE THINKING

UCORE'S CONTRIBUTION: All UCORE courses require students to demonstrate designator learning outcomes that advance WSU's Critical & Creative Thinking Learning Goal. At the first-year level, the required first-year experience course [ROOT] and other UCORE foundational requirements advance Critical Thinking (see the UCORE Curriculum webpages for more information).

2023 NSSE RESULTS:

- **98%** of first-year students reported ***forming a new idea or understanding from various pieces of information*** during the academic year, while 2% reported that they did this "very little" during the academic year (Table 5 and Figure 13)
- **97%** of first-year students reported ***applying facts, theories, or methods to practical problems or new situations*** during the academic year, while 3% reported that they did this "very little" during the academic year (Table 5 and Figure 13)
- **97%** of first-year students reported ***analyzing an idea, experience, or line of reasoning in depth by examining its parts*** during the academic year, while 3% reported that they did this "very little" during the academic year (Table 5 and Figure 13)
- **96%** of first-year students reported ***evaluating a point of view, decision, or information source*** during the academic year, while 4% reported that they did this "very little" during the academic year (Table 5 and Figure 13)

2023 NSSE RESULTS, continued:

Table 5

FIRST-YEAR Learning Tasks Related to CRITICAL and CREATIVE THINKING National Survey of Student Engagement *Responses from First-Year Students*, 2023				
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
Forming a new idea or understanding from various pieces of information	23%	51%	24%	2%
Applying facts, theories, or methods to practical problems or new situations	23%	51%	23%	3%
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	22%	48%	27%	3%
Evaluating a point of view, decision, or information source	25%	48%	24%	4%

YEAR-TO-YEAR NSSE RESULTS:

Figure 13

YEAR-TO-YEAR: FIRST-YEAR Learning Tasks Related to CRITICAL and CREATIVE THINKING
National Survey of Student Engagement *Responses from First-Year Students*, 2019-2023

During the current school year, how much has your coursework emphasized the following?

Forming a new idea or understanding from various pieces of information
- 2023 (1361 first-year students) 98%
- 2021 (1038 first-year students) 96%
- 2019 (1198 first-year students) 95%

Applying facts, theories, or methods to practical problems or new situations
- 2023 (1361 first-year students) 97%
- 2021 (1038 first-year students) 96%
- 2019 (1198 first-year students) 97%

Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- 2023 (1361 first-year students) 97%
- 2021 (1038 first-year students) 95%
- 2019 (1198 first-year students) 96%

Evaluating a point of view, decision, or information source
- 2023 (1361 first-year students) 96%
- 2021 (1038 first-year students) 96%
- 2019 (1198 first-year students) 96%

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

WRITTEN COMMUNICATION

UCORE'S CONTRIBUTION: All UCORE courses require students to demonstrate designator learning outcomes that advance Written Communication, a sub-goal of WSU's Communication Learning Goal, including the required first-year experience course [ROOT] and other UCORE foundational requirements (see the UCORE Curriculum webpages for more information). English 101/105 (College Composition), specifically, are key foundational written communication [WRTG] courses in the UCORE curriculum for many first-year students.

2023 NSSE RESULTS:

- **96%** of first-year students reported ***being assigned at least one paper, report, or other writing task of up to 5 pages in length*** during the academic year, while 4% reported being assigned "none" (Table 6 and Figure 14)
- **68%** of first-year students reported ***being assigned at least one paper, report, or other writing task between 6 and 10 pages in length*** during the academic year, while 32% reported being assigned "none" (Table 6 and Figure 14)
- **27%** of first-year students reported ***being assigned at least one paper, report, or other writing task of 11 pages or more in length*** during the academic year, while 73% reported being assigned "none" (Table 6 and Figure 14)

Table 6

During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned?	% of first-year students			
	More than 10 papers	**3-10 papers**	**1-2 papers**	**None**
Up to 5 pages	**22%**	**56%**	**19%**	4%
Between 6 and 10 pages	**4%**	**26%**	**38%**	32%
11 or more pages	**3%**	**7%**	**17%**	73%

FIRST-YEAR Learning Tasks Related to WRITTEN COMMUNICATION
National Survey of Student Engagement Responses from First-Year Students, 2023
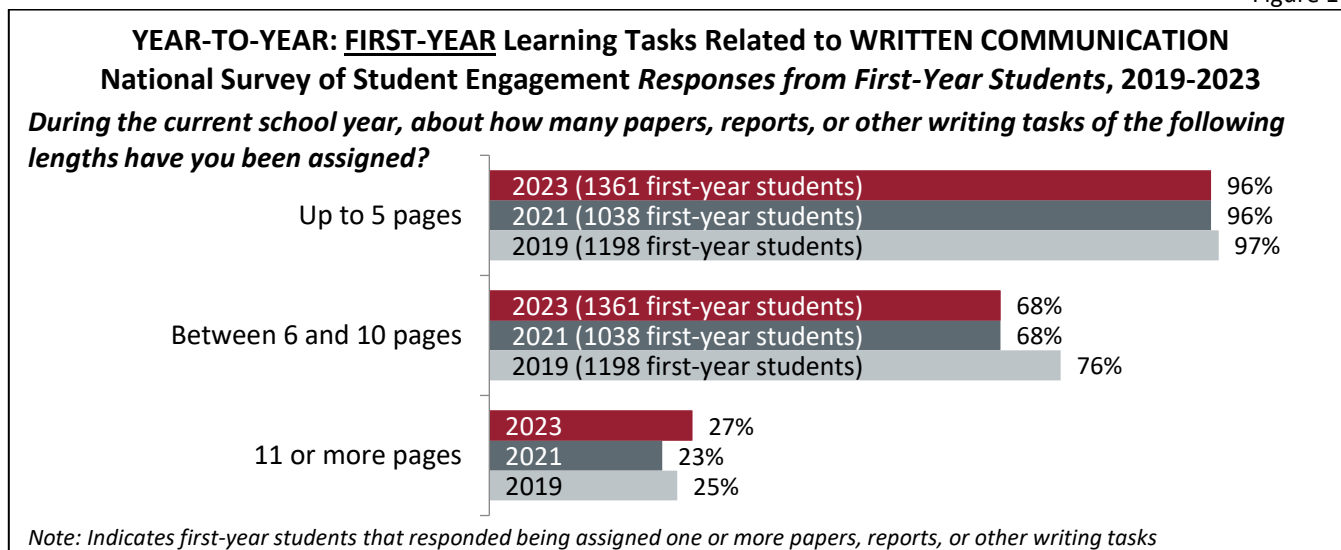
YEAR-TO-YEAR NSSE RESULTS:

Figure 14

YEAR-TO-YEAR: FIRST-YEAR Learning Tasks Related to WRITTEN COMMUNICATION
National Survey of Student Engagement *Responses from First-Year Students*, 2019-2023

During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned?

Up to 5 pages
- 2023 (1361 first-year students) 96%
- 2021 (1038 first-year students) 96%
- 2019 (1198 first-year students) 97%

Between 6 and 10 pages
- 2023 (1361 first-year students) 68%
- 2021 (1038 first-year students) 68%
- 2019 (1198 first-year students) 76%

11 or more pages
- 2023 27%
- 2021 23%
- 2019 25%

Note: Indicates first-year students that responded being assigned one or more papers, reports, or other writing tasks

NON-WRITTEN COMMUNICATION

UCORE'S CONTRIBUTION: UCORE courses only require students to demonstrate designator learning outcomes that advance Non-Written Communication, a sub-goal of WSU's Communication Learning Goal, as appropriate to the designator (see the UCORE curriculum webpages for more information). At the first-year level, students may complete a foundational Communication course [COMM] that advances Non-Written Communication *(note: students can take a second [WRTG] course instead of a [COMM] course).*
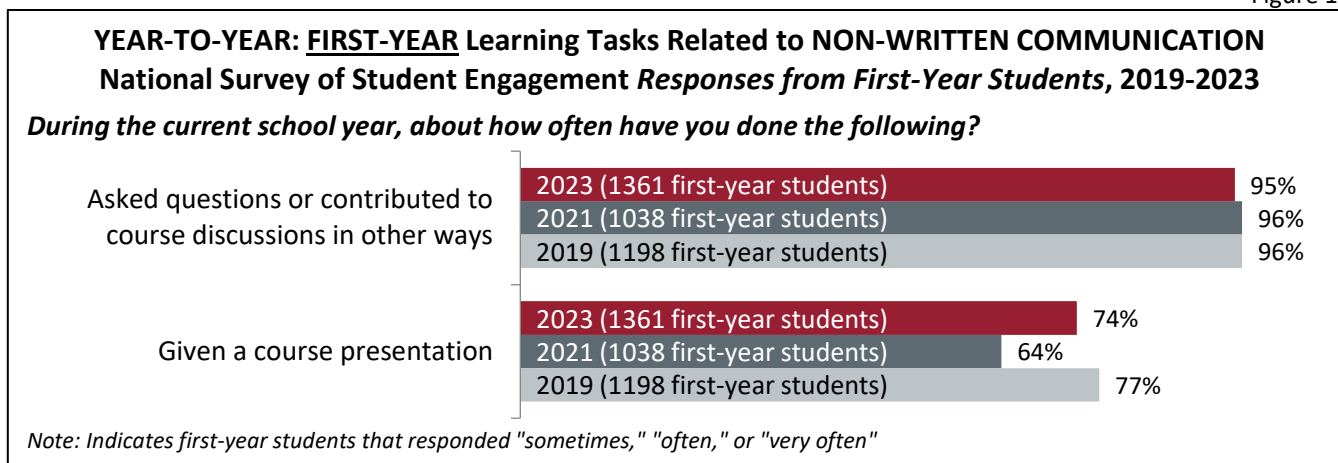
2023 NSSE RESULTS:

- **95%** of first-year students reported ***contributing to course discussions*** during the academic year, while 5% reported that they "never" did this during the academic year (Table 7 and Figure 15)
- **74%** of first-year students reported ***giving a course presentation*** during the academic year, while 26% reported that they "never" did this during the academic year (Table 7 and Figure 15)

Table 7

FIRST-YEAR Learning Tasks Related to NON-WRITTEN COMMUNICATION **National Survey of Student Engagement** *Responses from First-Year Students*, **2023**				
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	**19%**	**37%**	**39%**	5%
Given a course presentation	**7%**	**20%**	**47%**	26%

YEAR-TO-YEAR NSSE RESULTS:

Figure 15

YEAR-TO-YEAR: FIRST-YEAR Learning Tasks Related to NON-WRITTEN COMMUNICATION
National Survey of Student Engagement *Responses from First-Year Students*, **2019-2023**

During the current school year, about how often have you done the following?

Asked questions or contributed to course discussions in other ways
- 2023 (1361 first-year students) 95%
- 2021 (1038 first-year students) 96%
- 2019 (1198 first-year students) 96%

Given a course presentation
- 2023 (1361 first-year students) 74%
- 2021 (1038 first-year students) 64%
- 2019 (1198 first-year students) 77%

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

QUANTITATIVE REASONING

UCORE'S CONTRIBUTION: UCORE courses only require students to demonstrate designator learning outcomes that advance WSU's Quantitative Reasoning Learning Goal as appropriate to the designator (see the UCORE curriculum webpages for more information). At the first-year level, the foundational Quantitative Reasoning course [QUAN] advances the Quantitative Reasoning Learning Goal.
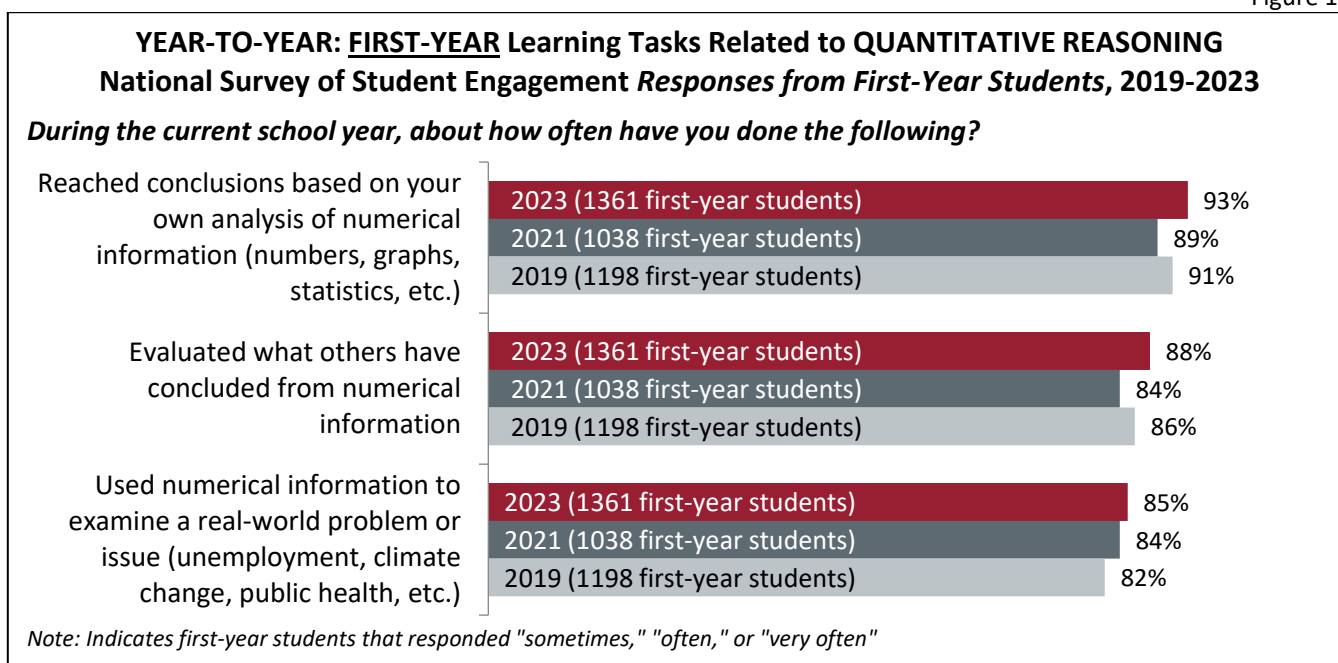
2023 NSSE RESULTS:

- **93%** of first-year students reported ***reaching conclusions based on their own analysis of numerical information*** during the academic year, while 7% reported that they "never" did this (Table 8 and Figure 16)
- **88%** of first-year students reported ***evaluating what others have concluded from numerical information*** during the academic year, while 12% reported that they "never" did this (Table 8 and Figure 16)
- **85%** of first-year students reported ***using numerical information to examine a real-world problem*** during the academic year, while 15% reported that they "never" did this (Table 8 and Figure 16)

Table 8

FIRST-YEAR Learning Tasks Related to QUANTITATIVE REASONING National Survey of Student Engagement *Responses from First-Year Students*, 2023				
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	**17%**	**43%**	**33%**	7%
Evaluated what others have concluded from numerical information	**12%**	**35%**	**40%**	12%
Used numerical information to examine a real-world problem or issue	**14%**	**31%**	**40%**	15%

YEAR-TO-YEAR NSSE RESULTS:

Figure 16

YEAR-TO-YEAR: FIRST-YEAR Learning Tasks Related to QUANTITATIVE REASONING National Survey of Student Engagement *Responses from First-Year Students*, 2019-2023

During the current school year, about how often have you done the following?

Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- 2023 (1361 first-year students) 93%
- 2021 (1038 first-year students) 89%
- 2019 (1198 first-year students) 91%

Evaluated what others have concluded from numerical information
- 2023 (1361 first-year students) 88%
- 2021 (1038 first-year students) 84%
- 2019 (1198 first-year students) 86%

Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- 2023 (1361 first-year students) 85%
- 2021 (1038 first-year students) 84%
- 2019 (1198 first-year students) 82%

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

DIVERSITY

UCORE'S CONTRIBUTION: UCORE courses only require students to demonstrate designator learning outcomes that advance WSU's Diversity Learning Goal as appropriate to the designator (see the UCORE curriculum webpages for more information). At the first-year level, the required first-year experience course [ROOT] advances the Diversity Learning Goal.
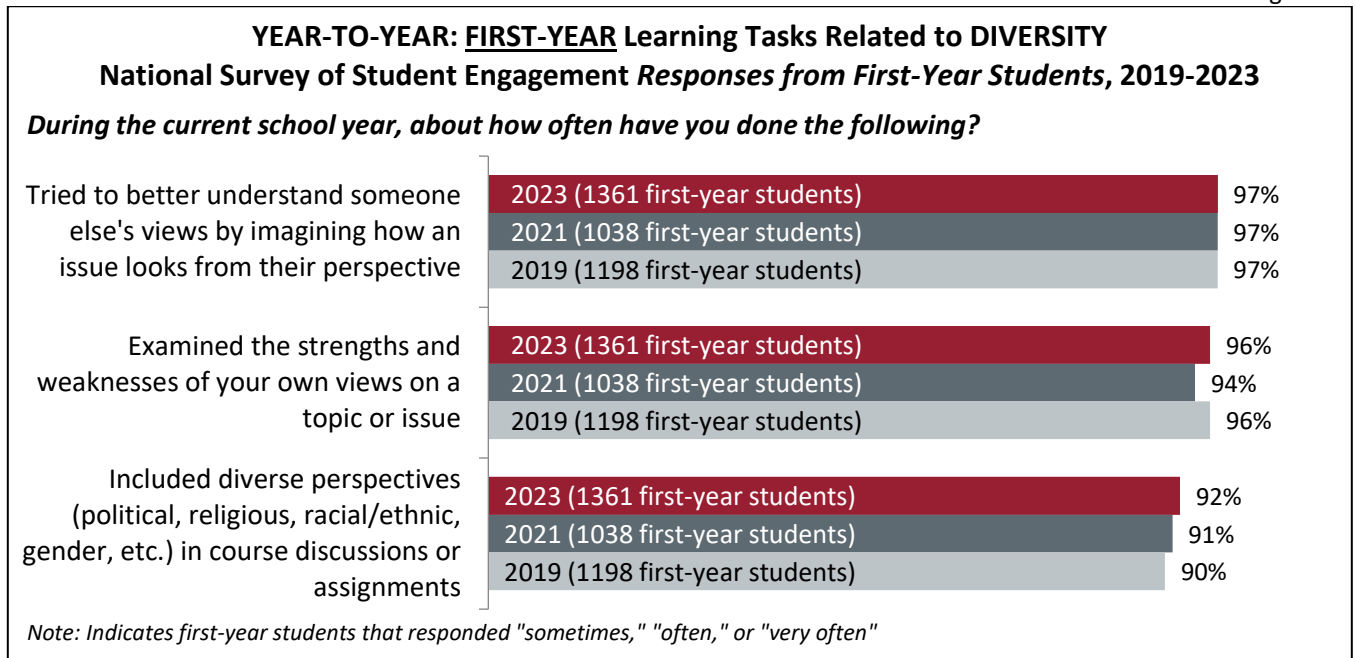
2023 NSSE RESULTS:

- **97%** of <u>first-year students</u> reported ***trying to better understand someone else's views by imagining how an issue looks from their perspective*** during the academic year, while 3% reported that they "never" did this during the academic year (Table 9 and Figure 17)
- **96%** of <u>first-year students</u> reported ***examining the strengths and weaknesses of their own views on a topic or issue*** during the academic year, while 4% reported that they "never" did this (Table 9 and Figure 17)
- **92%** of <u>first-year students</u> reported ***including diverse perspectives in course discussions or assignments*** during the academic year, while 8% reported that they "never" did this (Table 9 and Figure 17)

Table 9

FIRST-YEAR Learning Tasks Related to DIVERSITY National Survey of Student Engagement *Responses from First-Year Students*, 2023				
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 their perspective	**23%**	**49%**	**25%**	3%
Examined the strengths and weaknesses of your own views on a topic or issue	**18%**	**49%**	**29%**	4%
Included diverse perspectives (political, racial/ethnic, gender, etc.) in course discussions or assignments	**18%**	**40%**	**34%**	8%

YEAR-TO-YEAR NSSE RESULTS:

Figure 17

YEAR-TO-YEAR: FIRST-YEAR Learning Tasks Related to DIVERSITY
National Survey of Student Engagement *Responses from First-Year Students*, 2019-2023

During the current school year, about how often have you done the following?

Tried to better understand someone else's views by imagining how an issue looks from their perspective
- 2023 (1361 first-year students) 97%
- 2021 (1038 first-year students) 97%
- 2019 (1198 first-year students) 97%

Examined the strengths and weaknesses of your own views on a topic or issue
- 2023 (1361 first-year students) 96%
- 2021 (1038 first-year students) 94%
- 2019 (1198 first-year students) 96%

Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- 2023 (1361 first-year students) 92%
- 2021 (1038 first-year students) 91%
- 2019 (1198 first-year students) 90%

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

INTEGRATIVE LEARNING

UCORE'S CONTRIBUTION: UCORE courses only require students to demonstrate designator learning outcomes that advance WSU's Depth, Breadth, and Integration of Learning Goal as appropriate to the designator (see the UCORE curriculum webpages for more information). At the first-year level, the required first-year experience course [ROOT] advances Integrative Learning.

2023 NSSE RESULTS:

- **97%** of first-year students reported *learning something that changed the way they understand an issue or concept* during the academic year, while 3% reported that they "never" did this during the academic year (Table 10 and Figure 18)

- **91%** of first-year students reported *connecting their learning to societal problems or issues* during the academic year, while 9% reported that they "never" did this (Table 10 and Figure 18)

Table 10

FIRST-YEAR Learning Tasks Related to INTEGRATIVE LEARNING National Survey of Student Engagement *Responses from First-Year Students*, 2023				
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	**22%**	**47%**	**28%**	3%
Connected your learning to societal problems or issues	**15%**	**40%**	**36%**	9%

YEAR-TO-YEAR NSSE RESULTS:

Figure 18

YEAR-TO-YEAR: FIRST-YEAR Learning Tasks Related to INTEGRATIVE LEARNING
National Survey of Student Engagement *Responses from First-Year Students*, 2019-2023

During the current school year, about how often have you done the following?

Learned something that changed the way you understand an issue or concept
- 2023 (1361 first-year students) 97%
- 2021 (1038 first-year students) 96%
- 2019 (1198 first-year students) 97%

Connected your learning to societal problems or issues
- 2023 (1361 first-year students) 91%
- 2021 (1038 first-year students) 92%
- 2019 (1198 first-year students) 92%

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