

## Summary of Key Evidence: AY 2023-24 [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, as well as provide evidence of UCORE's contribution towards advancing the WSU Undergraduate Learning Goals.

### **Methods and Responses**

[CAPS] instructors were asked to complete [CAPS] Assessment Reports for UCORE for fall 2023 and spring 2024, to help UCORE understand how well students are achieving the [CAPS] designator learning outcomes, as well as provide evidence of UCORE's contribution towards advancing the WSU Undergraduate Learning Goals at the near-graduation level. 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 2023-24, the [CAPS] report form focused on designator learning outcomes aligned with Critical & Creative Thinking, Written Communication, Non-Written Communication, and Diversity.

A total of 157 reports were submitted by 131 instructors, representing **87%** of [CAPS] classes and **85%** of students completing [CAPS] courses in fall 2023 and spring 2024. In **73%** of reports, instructors indicated that their students were primarily (>90%) seniors. Instructors indicated that their students were primarily (>90%) majors in **76%** of reports. (Approximately 87% of students enrolled in all [CAPS] courses in fall 2023 and spring 2024 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 2023-24 \[CAPS\] Courses](#) for more information).*

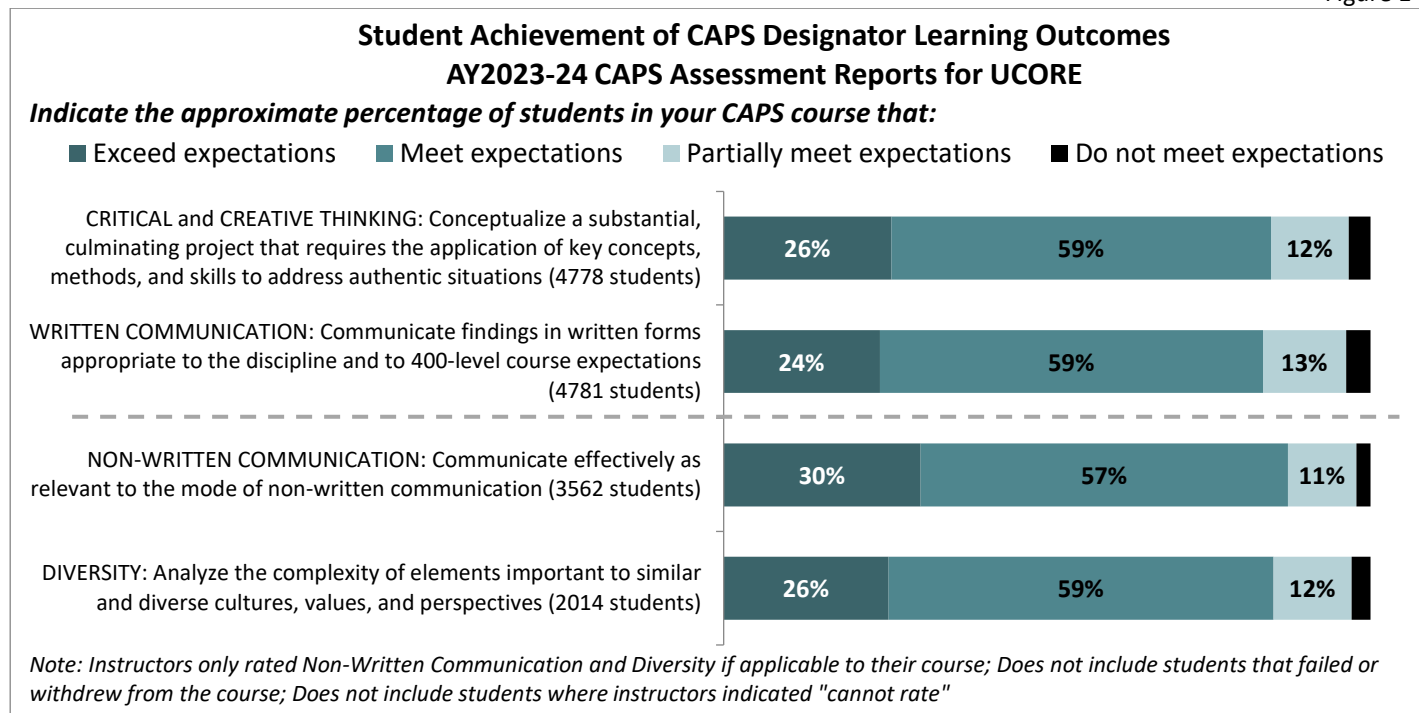
### **Achievement of [CAPS] Designator Learning Outcomes**

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

**Required Learning Outcomes.** Overall, AY2023-24 [CAPS] instructors indicated that **85%** of students met or exceeded expectations at the graduating undergraduate level on the designator learning outcome associated with **Critical and Creative Thinking**. Additionally, **83%** of students met or exceeded expectations for **Written Communication**. See *Figure 1*.

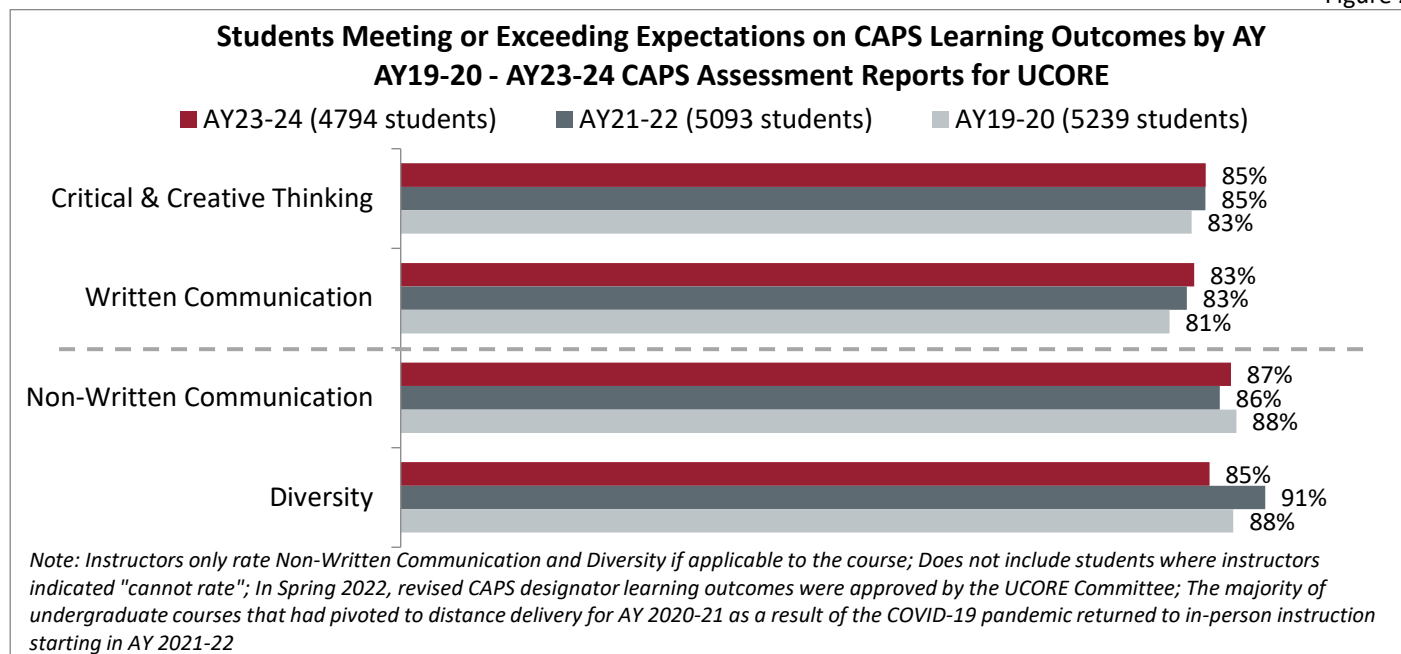
**Additional Applicable Learning Outcomes.** In AY2023-24, 74% of reports indicated that the course syllabus required students to demonstrate outcomes associated with Non-Written Communication and 41% required students to demonstrate Diversity. In courses where instructors evaluated student learning on these additional applicable learning outcomes, instructors indicated that **87%** of students met or exceeded expectations for **Non-Written Communication** and **85%** met or exceeded expectations for **Diversity**. See *Figure 1*.

Figure 1



**Achievement Over Three Academic Years.** The percentages of students meeting or exceeding expectations on learning outcomes associated with **Critical and Creative Thinking**, **Written Communication**, and **Non-Written Communication** were generally similar in AY2023-24, AY2021-22, and AY2019-20; however, the percentage of students meeting or exceeding expectations on **Diversity** was slightly lower in AY2023-24. See *Figure 2*. *Note: Instructors only assessed Non-Written Communication and Diversity if applicable to their course. Additionally, revised [CAPS] designator learning outcomes were approved by the UCORE Committee in Spring 2022.*

Figure 2



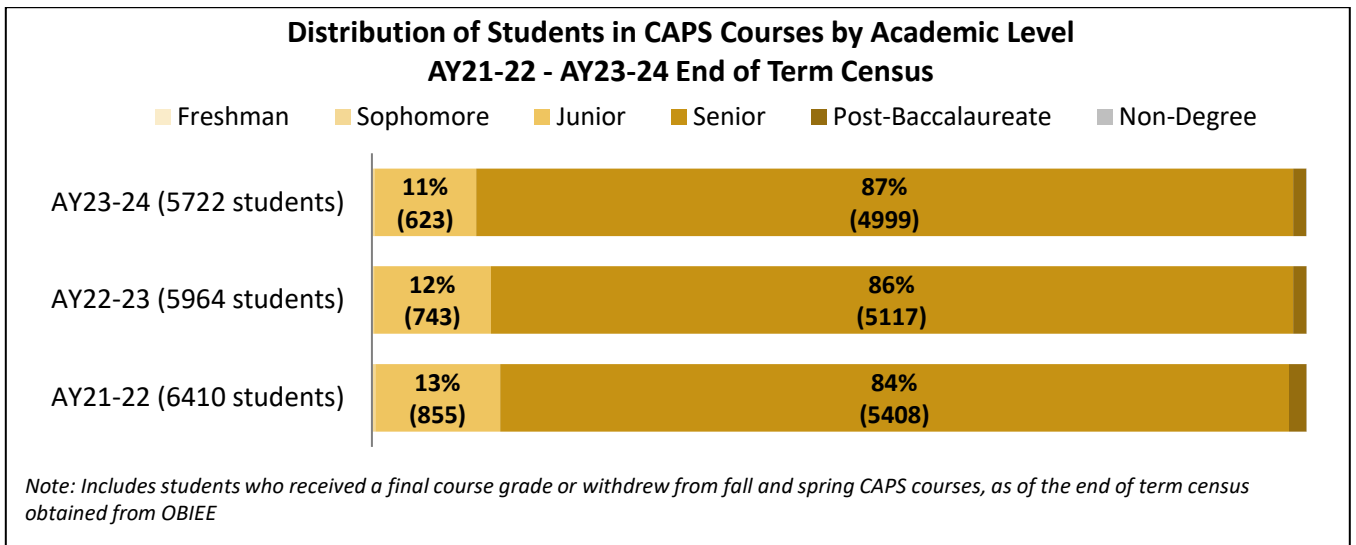
**Appendix: Supplemental Focus on Student Enrollment and Course Grades in AY 2023-24 [CAPS] Courses**

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: 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 AY23-24, roughly 1 in 9 students in [CAPS] courses were juniors:



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

In AY23-24, juniors earned C-/D/F/W grades in [CAPS] courses at more than twice the rate of seniors:

