

Summary of Key Evidence: AY 2024-25 [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 2024 and spring 2025, 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 2024-25, the [CAPS] report form focused on designator learning outcomes aligned with Integrative Learning, Information Literacy, Quantitative Reasoning, and Scientific Literacy.

A total of 155 reports were submitted by 131 instructors, representing **82%** of [CAPS] classes and **82%** of students completing [CAPS] courses in fall 2024 and spring 2025. In **78%** of reports, instructors indicated that their students were primarily (>90%) seniors. Instructors indicated that their students were primarily (>90%) majors in **84%** of reports. (Approximately 88% of students enrolled in all [CAPS] courses in fall 2024 and spring 2025 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 2024-25 \[CAPS\] Courses](#) for more information).

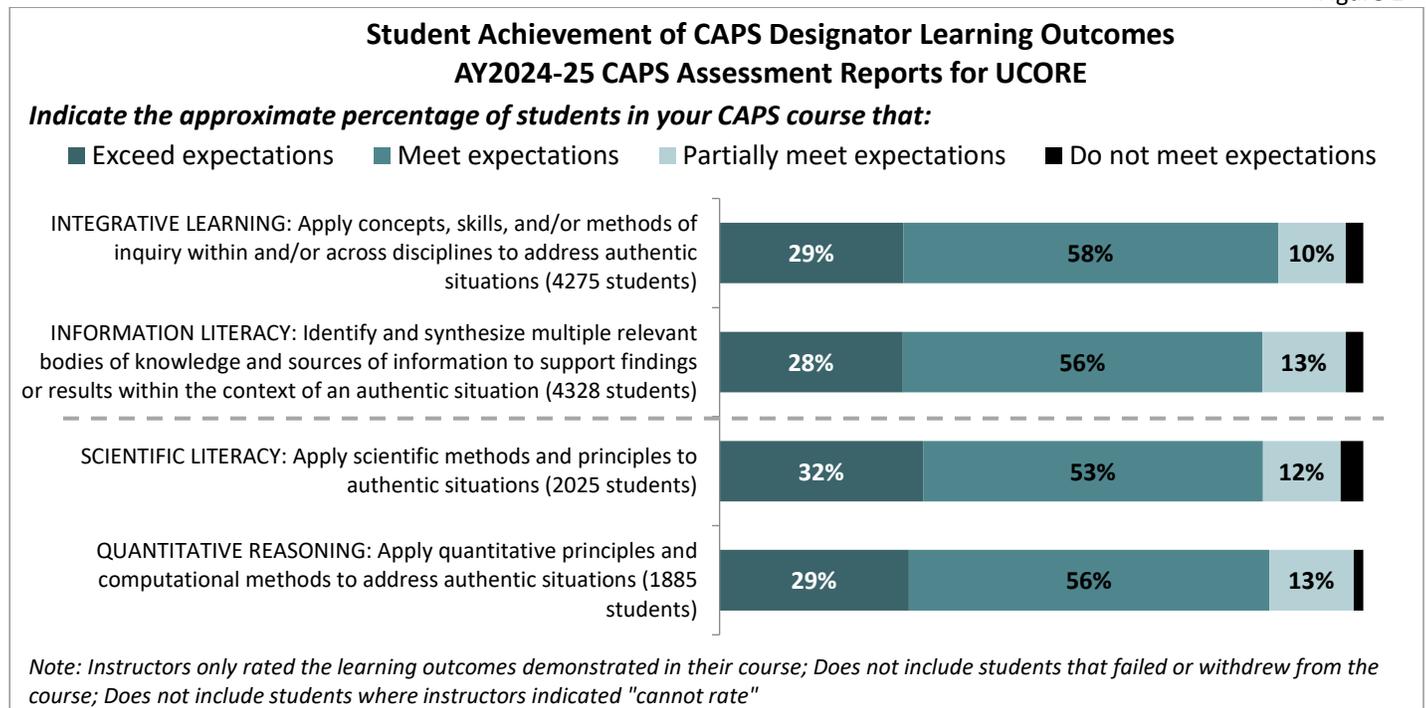
Achievement of [CAPS] Designator Learning Outcomes

Instructors rated students on their performance on four of the [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, AY2024-25 [CAPS] instructors indicated that **87%** of students met or exceeded expectations at the graduating undergraduate level on the designator learning outcome associated with **Integrative Learning**. Additionally, **84%** of students met or exceeded expectations for **Information Literacy**. See *Figure 1*.

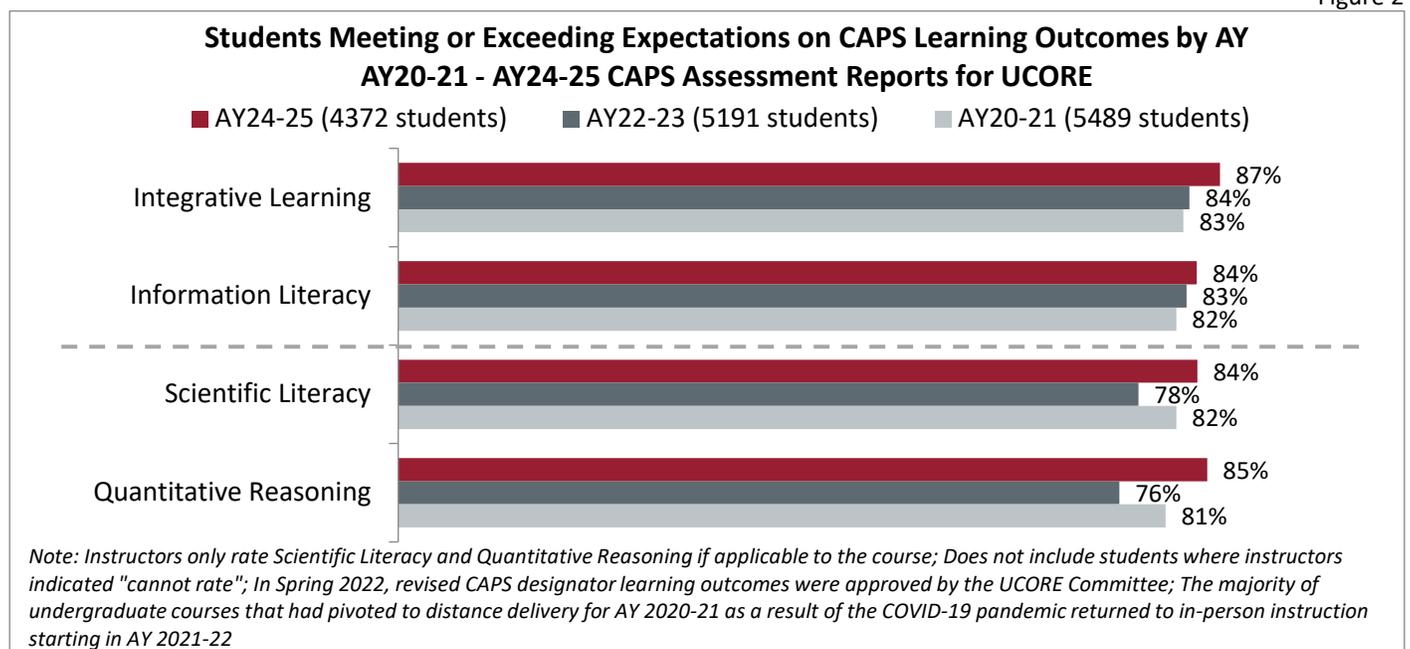
Additional Applicable Learning Outcomes. In AY2024-25, 50% of reports indicated that the course syllabus required students to demonstrate the designator outcome associated with Scientific Literacy and 43% required Quantitative Reasoning. In courses where instructors evaluated student learning on these additional applicable learning outcomes, instructors indicated that **84%** of students met or exceeded expectations for **Scientific Literacy** and **85%** met or exceeded expectations for **Quantitative Reasoning**. See Figure 1.

Figure 1



Achievement Over Three Academic Years. The percentages of students meeting or exceeding expectations on learning outcomes associated with **Integrative Learning**, **Scientific Literacy**, and **Quantitative Reasoning** were higher in AY2024-25, while the percentage of students meeting or exceeding expectations on **Information Literacy** was generally similar in AY2024-25, AY2022-23, and AY2020-21. See Figure 2. *Note: Instructors only assessed Scientific Literacy and Quantitative Reasoning if applicable to their course. Additionally, revised [CAPS] designator learning outcomes were approved by the UCORE Committee in Spring 2022.*

Figure 2

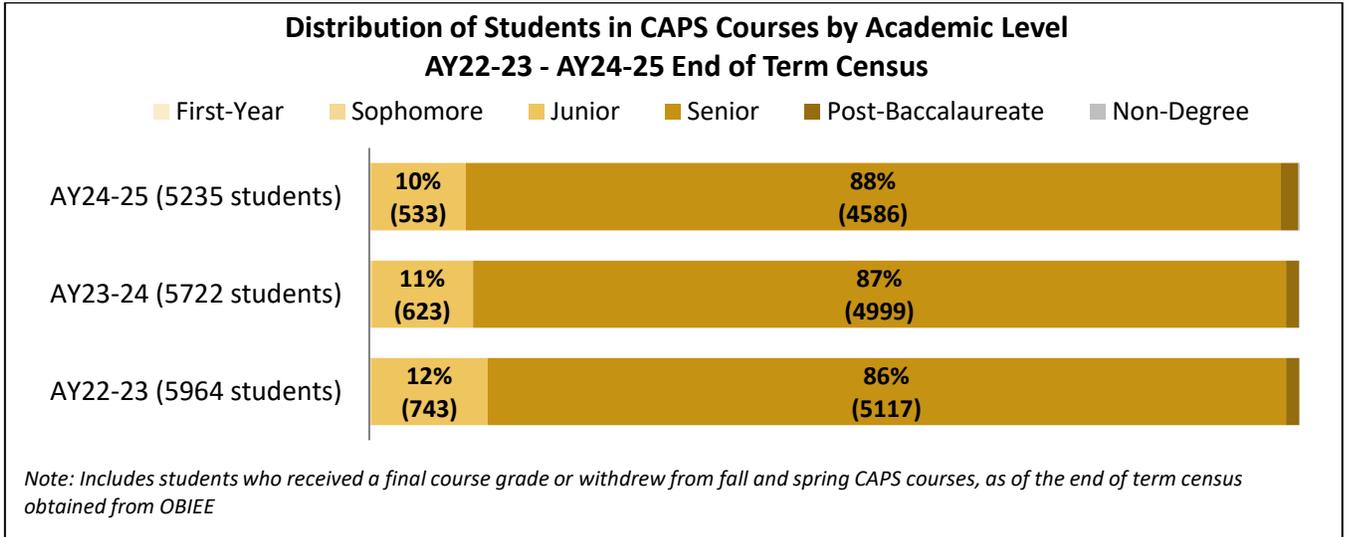


Appendix: Supplemental Focus on Student Enrollment and Course Grades in AY 2024-25 [CAPS] Courses

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.

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

In AY24-25, roughly 1 in 10 students in [CAPS] courses were juniors:



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

In AY24-25, juniors earned C-/D/F/W grades in [CAPS] courses at more than twice the rate of seniors:

