

# 2025 Biennial Summary of Student Achievement of UCORE Learning Outcomes

UCORE Assessment | Washington State University

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## Scope

This document summarizes AY 2023-24 and AY 2024-25 results of UCORE assessment on the learning outcomes of the UCORE general education program for WSU faculty, leadership, and other stakeholders, as well as provides evidence of UCORE's contribution towards advancing the WSU Undergraduate Learning Goals. Audiences include UCORE committees, WSU faculty and administration, students, university accreditors, and the public.

As UCORE is bookended by a required first-year course [ROOT] and a senior capstone experience [CAPS], this summary offers a general picture of student achievement at the senior and first-year levels related to the learning outcomes of the UCORE general education program. Additionally, for the first time, this summary offers information about student achievement of [BSCI] and [PSCI] designator learning outcomes, two of UCORE's Ways of Knowing designators. The results reported represent cross-sections of students and are not longitudinal.

For additional information, including past summaries, see the [UCORE Assessment Website](#).

**SENIOR-LEVEL FOCUS:** This executive summary provides information about senior-level achievement related to the learning outcomes of the UCORE general education program 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 the designator learning outcome associated with Critical and Creative Thinking.

### INFORMATION LITERACY

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

### WRITTEN COMMUNICATION

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

### INTEGRATIVE LEARNING

- In [CAPS] courses, most students (**87%**) met or exceeded faculty expectations at the graduating undergraduate level on the designator learning outcome associated with Integrative Learning.

### NON-WRITTEN COMMUNICATION\*

- In [CAPS] that included Non-Written Communication, most students (**87%**) met or exceeded faculty expectations at the graduating undergraduate level on the designator learning outcome associated with Non-Written Communication.

### QUANTITATIVE REASONING\*

- In [CAPS] that included Quantitative Reasoning, most students (**85%**) met or exceeded faculty expectations at the graduating undergraduate level on the designator learning outcome associated with Quantitative Reasoning.

### SCIENTIFIC LITERACY\*

- In [CAPS] courses that included Scientific Literacy, most students (**84%**) met or exceeded faculty expectations at the graduating undergraduate level on the designator learning outcome associated with Scientific Literacy.

### DIVERSITY\*

- In [CAPS] courses that included Diversity, most students (**85%**) met or exceeded faculty expectations at the graduating undergraduate level on the designator learning outcome associated with Diversity.

*\*Not all [CAPS] courses require students to demonstrate designator learning outcomes associated with these WSU Undergraduate Learning Goals.*

### **UCORE Assessment**

UCORE Assessment is intended to help WSU faculty, departments, and university leadership determine to what extent undergraduates are achieving 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. The UCORE curriculum is overseen by the UCORE Director and UCORE Committee, supported by the Office of the Provost, and by the faculty through the Faculty Senate. Faculty participate on UCORE's Subcommittee for Assessment and also assess student learning in key programs and courses. UCORE Assessment is a collaborative process that includes faculty, students, staff, administrators, and others. The Office of Assessment for Curricular Effectiveness (ACE) assists with UCORE assessment, by supporting and managing specific assessment-related initiatives, analyzing and reporting results, and maintaining assessment archives. See the [UCORE Assessment website](#) for more information.

### **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**

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.*



## Direct Measures of Student Learning

*Direct measures are assessments of student work products or performances (evaluated by faculty or other professionals) that provide demonstrated evidence of student performance on program learning outcomes (i.e., skills and knowledge).*

### **UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2023-24 & 2024-25**

UCORE's Capstone [CAPS] Assessment Reporting is intended 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. 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 2023-24, [CAPS] assessment reporting focused on outcomes aligned with Critical and Creative Thinking, Written Communication, Non-Written Communication, and Diversity. In AY 2023-24, 157 reports were submitted, representing nearly 4,800 students and roughly 85% of students enrolled in [CAPS] courses across all campuses. 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. For AY 2024-25, [CAPS] assessment reporting focused on outcomes aligned with Information Literacy, Integrative Learning, Quantitative Reasoning, and Scientific Literacy. In AY 2024-25, 155 reports were submitted, representing nearly 4,400 students and roughly 82% of students enrolled in [CAPS] courses across all campuses. 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.

### **First-Year Experience [ROOT] Faculty Assessment of Student Learning, AY 2024-25**

Roots of Contemporary Issues Assessment is intended to provide [ROOT] faculty with information for program improvement, gauge student learning on [ROOT] designator learning outcomes for UCORE general education assessment, and provide evidence of UCORE's contribution towards advancing the WSU Undergraduate Learning Goals at the first-year level. In 2024-25, [ROOT] instructors were asked to submit a report providing an assessment of student achievement of two [ROOT] designator learning outcomes (Information Literacy and Written Communication) in their course (direct measure, using faculty expert judgement). Thirty-seven [ROOT] instructors participated in the AY 2024-25 assessment, representing nearly 3,600 students in History 105 and roughly 96% of students completing [ROOT] courses across all campuses. From AY 2021-22 to AY 2023-24, [ROOT] faculty worked to develop, test, and pilot this new process for direct assessment. [ROOT] Assessment previously included the Final Papers Assessment and the Diversity & Inequality Papers Assessment. *Note: Incoming first-year students complete History 105 to satisfy [ROOT], while History 305 is intended for transfer students that need to fulfill the [ROOT] requirement.*

### **Scientific Inquiry [BSCI]/[PSCI] Faculty Assessment of Student Learning, AY 2023-24**

Inquiry in the Biological Sciences [BSCI] and Inquiry in the Physical Sciences [PSCI] are two of UCORE's Ways of Knowing designators. [BSCI] and [PSCI] courses ask students to ask and answer questions about the biological or physical world in ways that value empirical observation as a key foundation for developing evidence-based theories. In AY 2023-24, [BSCI] and [PSCI] instructors were asked to submit a report providing an assessment of student achievement of [BSCI]/[PSCI] designator learning outcomes in their course, to help UCORE understand how well students (including students who do not complete majors that emphasize scientific inquiry) are achieving the [BSCI]/[PSCI] designator learning outcomes. A total of 102 reports were submitted by 58 instructors, representing 67% of [BSCI] and [PSCI] classes and 75% of students completing [BSCI] and [PSCI] courses across all campuses. In 47% of reports, instructors indicated that the majority (>50%) of students in their course were non-STEM majors.

## Indirect Measures of Student Learning

*Indirect measures include perspectives, input, and other indicators (from students or others) that provide evidence related to student performance on program learning outcomes (e.g., students' perceived gains or confidence in specific skills or knowledge, the availability or quality of learning opportunities, etc.).*

### **National Survey of Student Engagement, 2025**

The National Survey of Student Engagement assesses the extent to which students engage in educational practices associated with high levels of learning and development. The survey was administered at WSU in spring 2025 and is typically administered every other year on all campuses. In 2025, 1,388 seniors and 1,331 first-year students responded to the survey at WSU. The WSU response rate was 28% for seniors and 33% for first-year students, compared to the average national response rate of 18% 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 Map](#) and [UCORE Curriculum webpages](#)). At the senior-level, the senior capstone experience course [CAPS] advances Critical & Creative Thinking. At the first-year level, the first-year experience course [ROOT] and foundational requirements advance Critical Thinking. Students also complete ways of knowing requirements, which advance Critical Thinking, during the UCORE curriculum (note: [ARTS] courses require students to demonstrate Critical Thinking and may require students to demonstrate Creative Thinking as appropriate to the course and discipline).

## SENIOR-LEVEL: Evidence of Student Learning

**SUMMARY:** In [CAPS] courses, most students (85%) met or exceeded faculty expectations at the graduating undergraduate level on the designator learning outcome associated with Critical & Creative Thinking. Additionally, most seniors (88%) responding to NSSE reported that their WSU experience considerably contributed to their development in thinking critically and analytically.

### UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2023-24

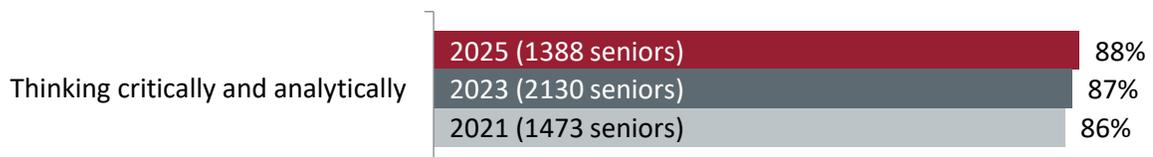
#### SENIOR-LEVEL: % Meeting or Exceeding Expectations for CRITICAL and CREATIVE THINKING



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

### National Survey of Student Engagement Responses from Seniors, 2025

#### % of SENIORS Perceiving Considerable Gains Related to CRITICAL and CREATIVE THINKING



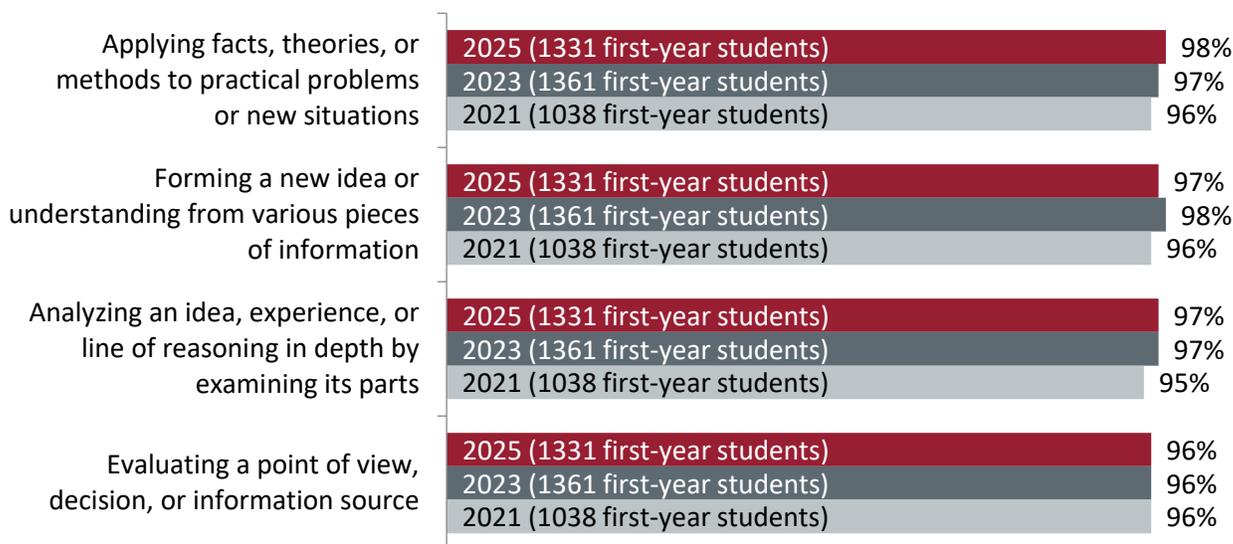
Note: Indicates seniors that responded "quite a bit" or "very much"

**FIRST-YEAR: Evidence of Student Learning**

**SUMMARY:** Nearly all first-year students responding to NSSE reported that their coursework emphasized applying facts, theories, or methods to problems or new situations (98%), forming new ideas or understanding from various pieces of information (97%), analyzing an idea, experience, or line of reasoning in depth by examining its parts (97%), and evaluating points of view, decisions, or information sources (96%).

**National Survey of Student Engagement Responses from First-Year Students, 2025**

**% of FIRST-YEARS Completing Learning Tasks Related to CRITICAL and CREATIVE THINKING**



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

**SCIENTIFIC INQUIRY: Evidence of Student Learning**

**SUMMARY:** In [BSCI]/[PSCI] courses, most students (69%) met or exceeded faculty expectations on the designator learning outcome associated with Critical Thinking.

**UCORE [BSCI]/[PSCI] Faculty Assessment of Student Learning, AY 2023-24**

**% of BSCI/PSCI Students Meeting or Exceeding Expectations for CRITICAL THINKING**



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

# 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 Map](#) and [UCORE Curriculum webpages](#)). At the senior-level, the senior capstone experience course [CAPS] advances Information Literacy. At the first-year level, the first-year experience course [ROOT] and foundational requirements advance Information Literacy. Students also complete ways of knowing requirements, which advance Information Literacy, during the UCORE curriculum.

## SENIOR-LEVEL: Evidence of Student Learning

**SUMMARY:** In [CAPS] courses, most students (84%) met or exceeded faculty expectations at the graduating undergraduate level on the designator learning outcome associated with Information Literacy.

### UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2024-25

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

Synthesizing relevant bodies of knowledge and sources of information to support findings or results	AY24-25 (4328 CAPS students)	84%
	AY22-23 (5148 CAPS students)	83%
	AY20-21 (5489 CAPS students)	82%

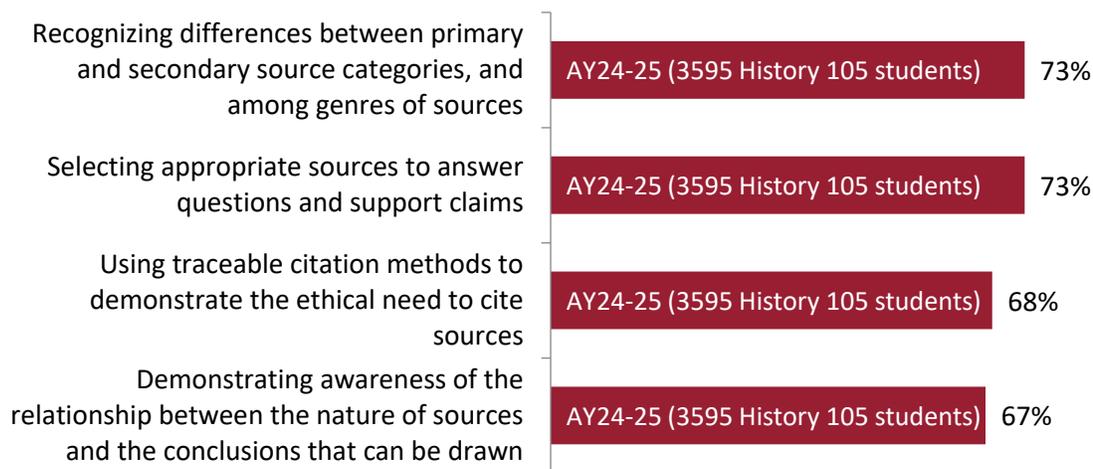
Note: Does not include students where instructors indicated "cannot rate"

**FIRST-YEAR: Evidence of Student Learning**

**SUMMARY:** In History 105 [ROOT] courses, most students met or exceeded faculty expectations on the designator learning outcome performance criteria associated with Information Literacy (70%, on average).

**First-Year Experience [ROOT] Faculty Assessment of Student Learning, AY 2024-25**

**% of FIRST-YEARS Meeting or Exceeding Expectations for INFORMATION LITERACY**



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

**SCIENTIFIC INQUIRY: Evidence of Student Learning**

**SUMMARY:** In [BSCI]/[PSCI] courses, most students (67%) met or exceeded faculty expectations on the designator learning outcome associated with Information Literacy.

**UCORE [BSCI]/[PSCI] Faculty Assessment of Student Learning, AY 2023-24**

**% of BSCI/PSCI Students Meeting or Exceeding Expectations for INFORMATION LITERACY**



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

# 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 Map](#) and [UCORE Curriculum webpages](#)). At the senior-level, the senior capstone experience course [CAPS] advances Written Communication. At the first-year level, the first-year experience course [ROOT] and foundational requirements advance Written Communication. Students also complete ways of knowing requirements, which advance Written Communication, during the UCORE curriculum.

## SENIOR-LEVEL: Evidence of Student Learning

**SUMMARY:** In [CAPS] courses, most students (83%) met or exceeded faculty expectations at the graduating undergraduate level on the designator learning outcome associated with Written Communication. Additionally, most seniors (76%) responding to NSSE reported that their WSU experience considerably contributed to their development in writing clearly and effectively.

### UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2023-24

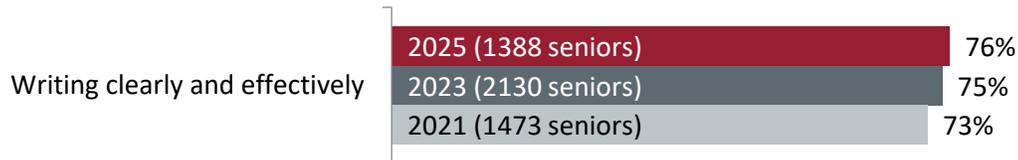
#### SENIOR-LEVEL: % Meeting or Exceeding Expectations for WRITTEN COMMUNICATION



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

### National Survey of Student Engagement Responses from Seniors, 2025

#### % of SENIORS Perceiving Considerable Gains Related to WRITTEN COMMUNICATION



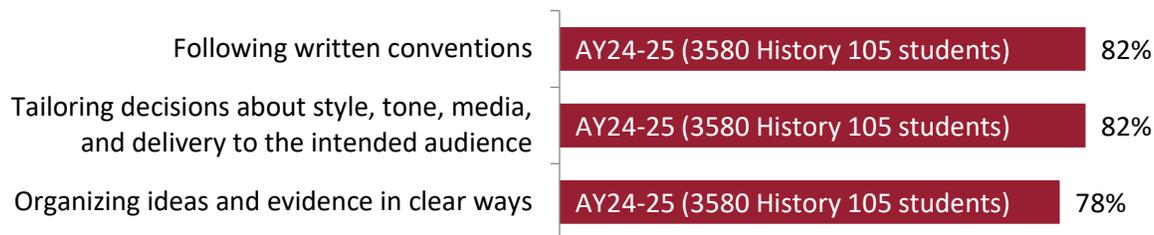
Note: Indicates seniors that responded "quite a bit" or "very much"

**FIRST-YEAR: Evidence of Student Learning**

**SUMMARY:** In History 105 [ROOT] courses, most students met or exceeded faculty expectations on the designator learning outcome performance criteria associated with Written Communication (81%, on average). Additionally, first-year students responding to NSSE reported that they were assigned an estimated 64 pages of writing, on average, during the academic year.

**First-Year Experience [ROOT] Faculty Assessment of Student Learning, AY 2024-25**

**% of FIRST-YEARS Meeting or Exceeding Expectations for WRITTEN COMMUNICATION**



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

**National Survey of Student Engagement Responses from First-Year Students, 2025**

**FIRST-YEAR Learning Tasks Related to WRITTEN COMMUNICATION**



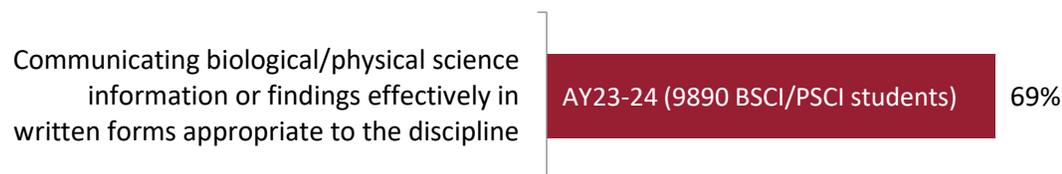
Note: Estimate calculated by NSSE from three separate survey questions

**SCIENTIFIC INQUIRY: Evidence of Student Learning**

**SUMMARY:** In [BSCI]/[PSCI] courses, most students (69%) met or exceeded faculty expectations on the designator learning outcome associated with Written Communication.

**UCORE [BSCI]/[PSCI] Faculty Assessment of Student Learning, AY 2023-24**

**% of BSCI/PSCI Students Meeting or Exceeding Expectations for WRITTEN COMMUNICATION**



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

# 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 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 Map](#) and [UCORE Curriculum webpages](#)). At the senior-level, the senior capstone experience course [CAPS] advances Integrative Learning. At the first-year level, the first-year experience course [ROOT] advances Integrative Learning. Students also complete ways of knowing requirements, which advance Breadth of Learning, during the UCORE curriculum.*

## SENIOR-LEVEL: Evidence of Student Learning

**SUMMARY:** In [CAPS] courses, most students (87%) met or exceeded faculty expectations at the graduating undergraduate level on the designator learning outcome 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 (99%) during their senior year.

### UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2024-25

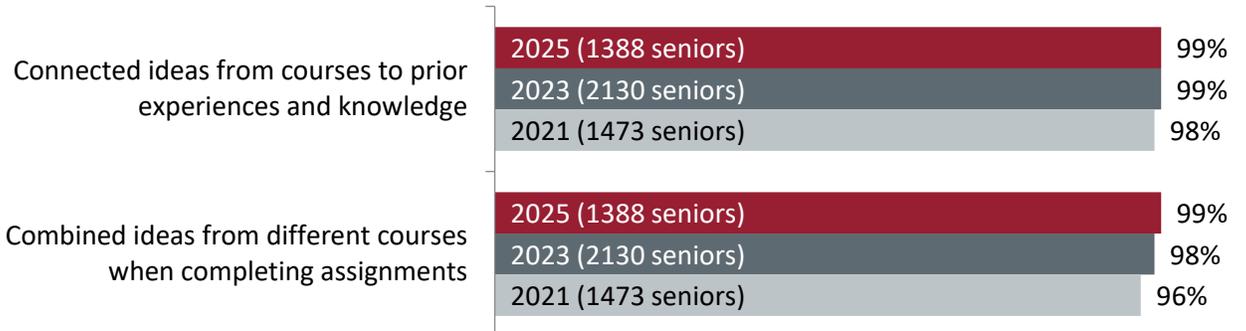
#### SENIOR-LEVEL: % Meeting or Exceeding Expectations for INTEGRATIVE LEARNING



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

### National Survey of Student Engagement Responses from Seniors, 2025

#### % of SENIORS Completing Learning Tasks Related to INTEGRATIVE LEARNING



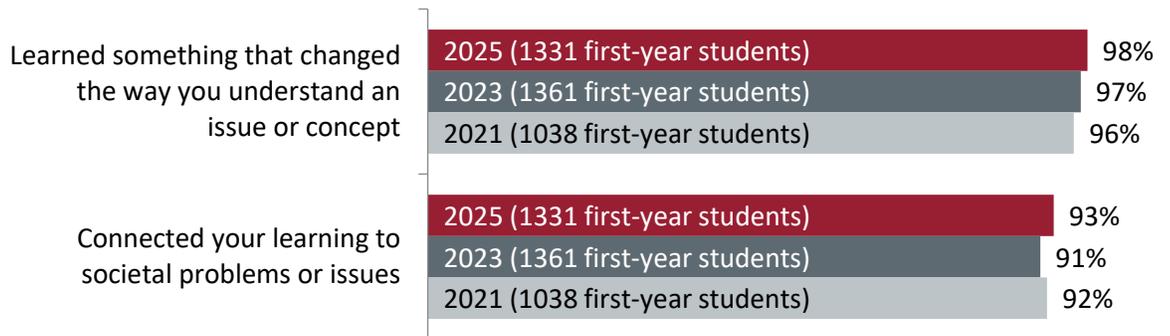
*Note: Indicates seniors that responded "sometimes," "often," or "very often"*

**FIRST-YEAR: Evidence of Student Learning**

**SUMMARY:** Nearly all first-year students responding to NSSE reported that they learned something that changed the way they understood an issue or concept (98%), and most reported that they connected their learning to societal problems or issues (93%).

**National Survey of Student Engagement Responses from First-Year Students, 2025**

**% of FIRST-YEARS Completing Learning Tasks Related to INTEGRATIVE LEARNING**



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

# NON-WRITTEN COMMUNICATION

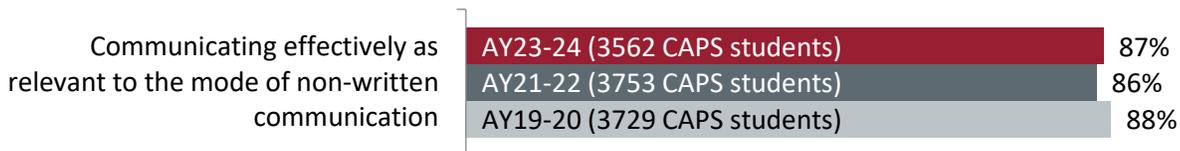
UCORE courses require students to demonstrate designator learning outcomes that advance Non-Written Communication as appropriate to the designator (see the [UCORE Curriculum Map](#) and [UCORE Curriculum webpages](#)). At the senior-level, Non-Written Communication may be required in the senior capstone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

## SENIOR-LEVEL: Evidence of Student Learning

**SUMMARY:** In [CAPS] that included Non-Written Communication, most students (87%) met or exceeded faculty expectations at the graduating undergraduate level on the designator learning outcome associated with Non-Written Communication. Additionally, most seniors (93%) 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 2023-24

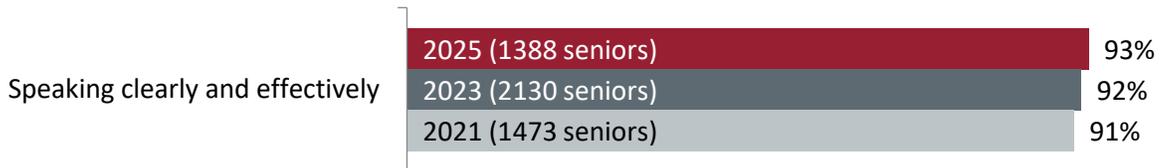
#### SENIOR-LEVEL: % Meeting or Exceeding Expectations for NON-WRITTEN COMMUNICATION



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

### National Survey of Student Engagement Responses from Seniors, 2025

#### % of SENIORS Perceiving Gains Related to NON-WRITTEN COMMUNICATION



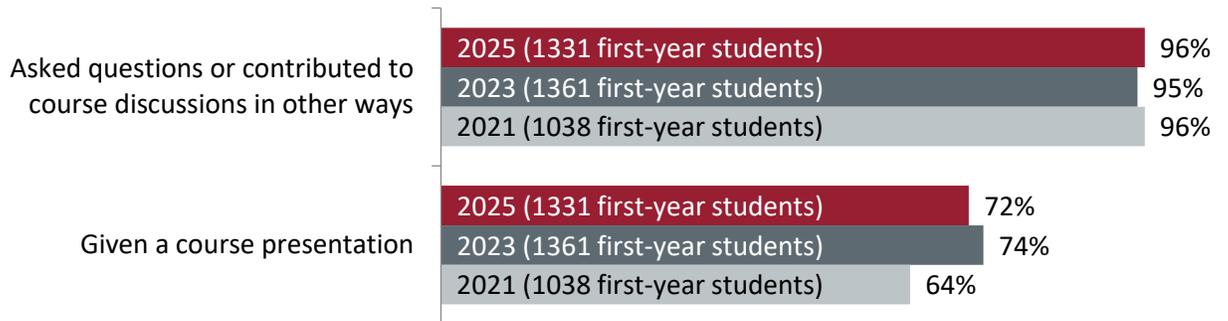
Note: Indicates seniors that responded "some," "quite a bit," or "very much"

**FIRST-YEAR: Evidence of Student Learning**

**SUMMARY:** Nearly all first-year students responding to NSSE reported that they asked questions or contributed to course discussions in other ways (96%), and most reported that they had given a course presentation (72%).

**National Survey of Student Engagement Responses from First-Year Students, 2025**

**% of FIRST-YEARS Completing Learning Tasks Related to NON-WRITTEN COMMUNICATION**



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

# 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 Map](#) and [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. 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.

## SENIOR-LEVEL: Evidence of Student Learning

**SUMMARY:** In [CAPS] that included Quantitative Reasoning, most students (85%) met or exceeded faculty expectations at the graduating undergraduate level on the designator learning outcome 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 2024-25

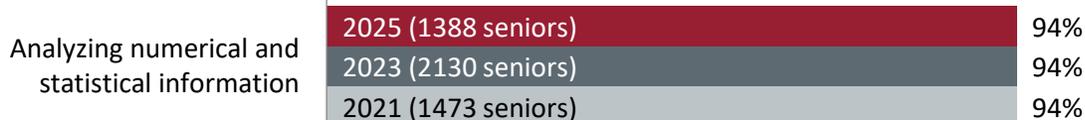
#### SENIOR-LEVEL: % Meeting or Exceeding Expectations for QUANTITATIVE REASONING



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

### National Survey of Student Engagement Responses from Seniors, 2025

#### % of SENIORS Perceiving Gains Related to QUANTITATIVE REASONING



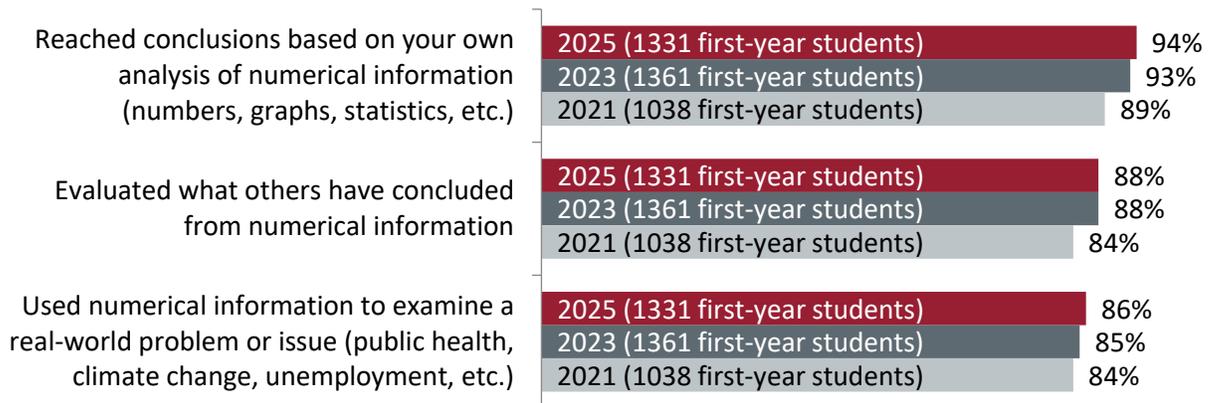
Note: Indicates seniors that responded "some," "quite a bit," or "very much"

**FIRST-YEAR: Evidence of Student Learning**

**SUMMARY:** Most first-year students responding to NSSE reported that they reached conclusions based on their own analysis of numerical information (94%), used numerical information to examine a real-world problem or issue (88%), and evaluated what others have concluded from numerical information (86%).

**National Survey of Student Engagement Responses from First-Year Students, 2025**

**% of FIRST-YEARS Completing Learning Tasks Related to QUANTITATIVE REASONING**



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

**SCIENTIFIC INQUIRY: Evidence of Student Learning**

**SUMMARY:** In [BSCI]/[PSCI] courses, most students (66%) met or exceeded faculty expectations on the designator learning outcome associated with Quantitative Reasoning.

**UCORE [BSCI]/[PSCI] Faculty Assessment of Student Learning, AY 2023-24**

**% of BSCI/PSCI Students Meeting or Exceeding Expectations for QUANTITATIVE REASONING**



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

# 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 Map](#) and [UCORE Curriculum webpages](#)). Students complete at least one Inquiry in the Biological Sciences course [BSCI] or Inquiry in the Physical Sciences course [PSCI], which advances Scientific Literacy, during the UCORE curriculum. At the senior-level, Scientific Literacy may be required in the senior capstone experience course [CAPS] as appropriate to the course and discipline.

## SENIOR-LEVEL: Evidence of Student Learning

**SUMMARY:** In [CAPS] courses that included Scientific Literacy, most students (84%) met or exceeded faculty expectations at the graduating undergraduate level on the designator learning outcome associated with Scientific Literacy.

### UCORE Capstone [CAPS] Faculty Assessment of Student Learning, AY 2024-25

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



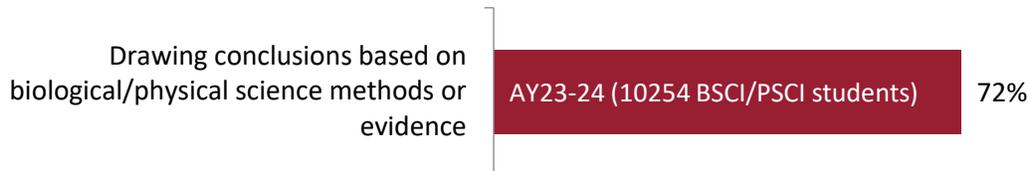
Note: Does not include students where instructors indicated "cannot rate"

## SCIENTIFIC INQUIRY: Evidence of Student Learning

**SUMMARY:** In [BSCI]/[PSCI] courses, most students (72%) met or exceeded faculty expectations on the designator learning outcome associated with Scientific Literacy.

### UCORE [BSCI]/[PSCI] Faculty Assessment of Student Learning, AY 2023-24

#### % of BSCI/PSCI Students Meeting or Exceeding Expectations for SCIENTIFIC LITERACY



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

# 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 Map](#) and [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. At the first-year level, the first-year experience course [ROOT] advances Diversity. 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.

## SENIOR-LEVEL: Evidence of Student Learning

**SUMMARY:** In [CAPS] courses that included Diversity, most students (85%) met or exceeded faculty expectations at the graduating undergraduate level on the designator learning outcome 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 2023-24

#### 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, 2025

#### % of SENIORS Perceiving Gains Related to DIVERSITY



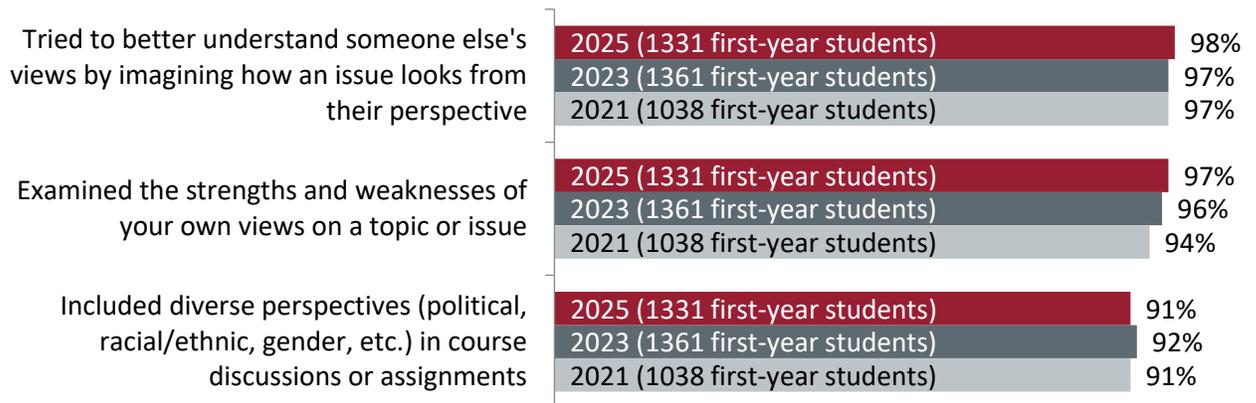
Note: Indicates seniors that responded "some," "quite a bit," or "very much"

**FIRST-YEAR: Evidence of Student Learning**

**SUMMARY:** Nearly all first-year students responding to NSSE reported that they tried to better understand someone else's views by imagining how an issue looks from their perspective (98%), examined the strengths and weaknesses of their own views on a topic or issue (97%), and most reported that they included diverse perspectives in course discussions or assignments (91%).

**National Survey of Student Engagement Responses from First-Year Students, 2025**

**% of FIRST-YEARS Completing Learning Tasks Related to DIVERSITY**



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