

UCORE Assessment Plan, 2020 – 2025

UCORE Assessment | Washington State University

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Background

WSU’s general education program, known as UCORE, helps students acquire broad knowledge and transferable skills to complement their major programs of study. UCORE engages students in a well-rounded education through a curriculum designed to advance [WSU’s Seven Learning Goals of Undergraduate Education](#).

Purposes for UCORE Assessment of WSU’s Seven Learning Goals

1. **Monitor Achievement:** Determine the extent to which students are meeting expectations in the context of the UCORE curriculum and monitor results for any red flags. Periodically confirm if the basic suite of measures are meeting needs and recommend improvements. Regularly report on WSU’s Seven Learning Goals, in the context of the UCORE curriculum, for university overview and accreditation.
2. **Look More Deeply at Particular Learning Goals or Questions:** Dig deeper into particular WSU Learning Goals or questions, which may involve different or more fine-grained assessment tools and processes. The UCORE Assessment Plan alternates these assessments with a regular basic dashboard approach to monitor achievement, as described above.
3. **Use Results for Improvement:** Design and implement assessments that can be used *formatively*, to guide improvement of courses, instruction, and curricula, and also *summatively*, for accountability and accreditation. UCORE intends assessment activities to be useful to faculty and programs, and seeks to widely share results with constituents. The [UCORE Assessment website](#) supports regular communication with university stakeholders, students, and the public.

Approach to Assessment Planning for UCORE

- Collect meaningful assessment data on student learning on WSU’s Seven Learning Goals of Undergraduate Education in the context of the UCORE curriculum — using a mix of direct measures, indirect measures, and other indicators — in order to recognize strengths and recommend improvements in programs, courses, curriculum, pedagogy, faculty development, policies or other decisions intended to support learning in general education courses and curriculum.
- Prioritize the value and role of faculty to assess student learning, as critical to effectively evaluate the performance of WSU students in context and in our curriculum, rather than relying on external standardized exams for direct measures of learning.
- Support and improve meaningful and sustainable assessment processes for general education curriculum, courses, instruction, and related services and support.

System and Infrastructure: Roles of UCORE Director, Committee, & Subcommittee for Assessment and the Office of Assessment for Curricular Effectiveness (ACE)

Director

Provides guidance and oversight of the UCORE general education curriculum and related achievement of WSU’s Seven Learning Goals. Regularly updates both UCORE Committee and Subcommittee for Assessment on assessment results and actions. Reports periodically to the Provost and university community on undergraduate student learning assessment results and the effectiveness of the UCORE curriculum.

Committee

In concert with the Director, this faculty committee regularly reviews results of UCORE assessment of student learning on WSU’s Learning Goals of Undergraduate Education; monitors and recognizes achievement; and suggests uses of assessment results to inform or influence decisions intended to enhance undergraduate student learning achievement.

Subcommittee for Assessment

In concert with the Director and ACE, this faculty committee meets monthly during the regular academic year, convening in subgroups as necessary, to:

- Advise UCORE Director and ACE – raise questions; give advice; notice gaps; inform concerns and decisions; and provide transparency – in ways that faculty reps are informed but not unnecessarily burdened.
- Respond to and confirm recommendations and actions from UCORE Director, from vantages as faculty & members of various departments, schools, colleges, with representative and unique perspectives, to ensure faculty and college leadership input on recommendations and actions.
- Serve as a working group for discrete assessment tasks (e.g., pilot measures, policies and practices, curriculum recommendations), before items go to the UCORE Committee for consideration, adoption, and/or implementation.

Office of Assessment for Curricular Effectiveness (ACE)

In coordination with the UCORE Director, ACE staff provide leadership, expertise, and administrative support for UCORE assessment, including assessment planning, data collection, analysis and reporting; development of new assessment measures; assessment subcommittee and related scheduling & support; maintaining the SharePoint archive site and the UCORE Assessment website (see [ACE mission](#)).

Key Assessments for UCORE, 2020 – 2025

	Measures	AY19-20 ³	AY20-21 ³	AY21-22	AY22-23	AY23-24	AY24-25
SENIOR-LEVEL	[CAPS] Asmt Reporting for UCORE – Direct, UCORE-level	CCT WRT COM ORL COM ¹ DIVR ¹	DBIL INFOLIT QUANT ¹ SCILIT ¹	CCT WRT COM ORL COM ¹ DIVR ¹	DBIL INFOLIT QUANT ¹ SCILIT ¹	CCT WRT COM ORL COM ¹ DIVR ¹	DBIL INFOLIT QUANT ¹ SCILIT ¹
	[CAPS] Supplemental Asmts – Indirect, UCORE-level	Enrollments; % C-/D/F/W	Enrollments; % C-/D/F/W	Enrollments; % C-/D/F/W	Enrollments; % C-/D/F/W	Enrollments; % C-/D/F/W	Enrollments; % C-/D/F/W
	National Survey of Student Engagement (NSSE) – Indirect, institution-level		CCT QUANT WRT COM ORL COM DIVR DBIL		CCT QUANT WRT COM ORL COM DIVR DBIL INFOLIT ²		CCT QUANT WRT COM ORL COM DIVR DBIL INFOLIT ²
FIRST YEAR-LEVEL	[ROOT] Final Papers Asmt – Direct, program-level		CCT INFOLIT WRT COM DBIL		CCT INFOLIT WRT COM DBIL		CCT INFOLIT WRT COM DBIL
	[ROOT] Diversity & Inequality Papers Asmt – Direct, program-level	WRT COM DIVR		WRT COM DIVR		WRT COM DIVR	
	ENGL 101 Holistic Course Asmt Reporting – Direct, program-level	WRT COM	(in transition)	(in transition)	WRT COM	WRT COM	WRT COM
	National Survey of Student Engagement (NSSE) – Indirect, institution-level		CCT QUANT WRT COM ORL COM DIVR DBIL		CCT QUANT WRT COM ORL COM DIVR DBIL INFOLIT ²		CCT QUANT WRT COM ORL COM DIVR DBIL INFOLIT ²
Other “Dashboard” Assessments (e.g. % C-/D/F/W, enrollments, threshold competencies, placement)		Possible pilot	Possible pilot	Possible pilot	Possible pilot	Possible pilot	
Special Topics (e.g. equity gaps, specific learning goal / question, mid-level students)		As needed	As needed	As needed	As needed	As needed	
UCORE ASSESSMENT SUMMARIES:		2021 Rpt on 7 LGs		2023 Rpt on 7 LGs		2025 Rpt on 7 LGs	

¹QUANT, SCILIT, DIVR, and ORL COM are optional in [CAPS] courses, depending on the student project, discipline, and course

²NSSE questions mapped to the INFOLIT are not part of the standard NSSE instrument and are only administered as part of certain optional topical modules

³For the spring 2020 semester, WSU made the emergency move to distance education beginning March 23 as a result of the COVID-19 outbreak. For the fall 2020 and spring 2021 semesters, all undergraduate courses at WSU will be delivered at a distance and completed remotely, with extremely limited exceptions for in-person instruction.

Additional Resources

- [WSU's Seven Learning Goals of Undergraduate Education](#)
- [Map of UCORE Requirement Areas as they Advance WSU's Learning Goals](#)
- [UCORE Assessment Summaries of Student Achievement](#)
- [UCORE Assessment website](#)
- [UCORE website](#)

Appendix: Key Assessments for UCORE, 2016 – 2021

	Measures	2016	2017	AY17-18	AY18-19	AY19-20 ³	AY20-21 ³
SENIOR-LEVEL	[CAPS] Asmt Reporting for UCORE – Direct, UCORE-level	*CCT *INFOLIT *DBIL *COM	CCT INFOLIT DBIL *WRT COM *ORL COM ¹ *QUANT ¹ *SCILIT ¹ *DIVR ¹	CCT INFOLIT DBIL WRT COM ORL COM ¹ QUANT ¹ SCILIT ¹ DIVR ¹	*CCT *INFOLIT *DBIL *WRT COM *ORL COM ¹ *QUANT ¹ *SCILIT ¹ *DIVR ¹	*NEW CAPS ROTATING FORMAT: CCT WRT COM ORL COM ¹ DIVR ¹	*NEW CAPS ROTATING FORMAT: DBIL INFOLIT QUANT ¹ SCILIT ¹
	[CAPS] Supplemental Asmts – Indirect, UCORE-level	Enrollments; % C-/D/F/W	Enrollments; % C-/D/F/W	Enrollments; % C-/D/F/W	Enrollments; % C-/D/F/W	Enrollments; % C-/D/F/W	Enrollments; % C-/D/F/W
	National Survey of Student Engagement (NSSE) – Indirect, institution-level	*CCT *QUANT *WRT COM *ORL COM *DIVR *DBIL *INFOLIT	CCT QUANT WRT COM ORL COM DIVR DBIL		CCT QUANT WRT COM ORL COM DIVR DBIL INFOLIT		CCT QUANT WRT COM ORL COM DIVR DBIL
FIRST YEAR-LEVEL	[ROOT] Final Papers Asmt – Direct, program-level	CCT INFOLIT DIVR	CCT INFOLIT *WRT COM		INFOLIT *DBIL		CCT INFOLIT WRT COM DBIL
	[ROOT] Diversity & Inequality Papers Asmt – Direct, program-level			*WRT COM *DIVR		WRT COM DIVR	
	ENGL 101 Holistic Course Asmt Reporting – Direct, program-level		*WRT COM	*WRT COM	WRT COM	WRT COM	(in transition)
	National Survey of Student Engagement (NSSE) – Indirect, institution-level	*CCT *QUANT *WRT COM *ORL COM *DIVR *DBIL *INFOLIT	CCT QUANT WRT COM ORL COM DIVR DBIL		CCT QUANT WRT COM ORL COM DIVR DBIL INFOLIT		CCT QUANT WRT COM ORL COM DIVR DBIL
Other “Dashboard” Assessments		% C-/D/F/W	% C-/D/F/W	% C-/D/F/W		Possible pilot	
Special Topics			Equity Gaps	Equity Gaps		As needed	
UCORE ASSESSMENT SUMMARIES:		2016 Rpt on 7 LGs	2017 Rpt on 7 LGs		2019 Rpt on 7 LGs		2021 Rpt on 7 LGs

*Indicates pilot/testing or revising of measure for this learning goal

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