

UCORE Assessment Plan, AY2023-24 – AY2028-29

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 designator learning outcomes aligned with the [WSU Undergraduate Learning Goals](#).

Purposes for UCORE Assessment

1. **Monitor Achievement:** Determine the extent to which undergraduates are achieving the learning outcomes of the UCORE general education program (and the associated WSU Undergraduate Learning Goals) and monitor results for any red flags. Periodically confirm if the basic suite of measures are meeting needs and recommend improvements. Regularly report on student performance on UCORE designator learning outcomes (and associated WSU Undergraduate Learning Goals) for university overview and accreditation.
2. **Look More Deeply at Particular Learning Outcomes or Questions:** Dig deeper into particular learning outcomes 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 the learning outcomes of the UCORE general education program (and the associated WSU Undergraduate Learning Goals) — 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, UCORE Committee & Its Subcommittee for Assessment, and the Office of Assessment for Curricular Effectiveness (ACE)

UCORE Director

Provides guidance and oversight of the UCORE general education curriculum and related achievement of the learning outcomes of the UCORE general education program. Reports periodically to the Provost and university community on undergraduate student learning assessment results and the effectiveness of the UCORE curriculum.

UCORE Committee

This faculty committee meets during the regular academic year to review results of UCORE assessment of student learning on learning outcomes of the UCORE general education program (and associated WSU Undergraduate Learning Goals); 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

This faculty committee meets during the regular academic year to:

- Serve as a working group for discrete assessment tasks (e.g., pilot measures, policies and practices, curriculum recommendations), before items go to the full UCORE Committee for consideration, adoption, and/or implementation.
- Advise the UCORE Director and ACE (e.g., raise questions, give advice, notice gaps, inform concerns and decisions, and provide transparency).
- 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.

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; maintaining the SharePoint archive site and the UCORE Assessment website (see [ACE mission](#)).

Key Assessments for UCORE, AY2023-24 – AY2028-29

	Measures	AY23-24	AY24-25	AY25-26	AY26-27	AY27-28	AY28-29
SENIOR-LEVEL	[CAPS] Assessment for UCORE – Direct, UCORE-level	Crit & Create Think Written Comm Non-Writ Comm ¹ Diversity ¹	Integrative Learn Info Literacy Quant Reasoning ¹ Scientific Literacy ¹	Crit & Create Think Written Comm Non-Writ Comm ¹ Diversity ¹	Integrative Learn Info Literacy Quant Reasoning ¹ Scientific Literacy ¹	Crit & Create Think Written Comm Non-Writ Comm ¹ Diversity ¹	Integrative Learn Info Literacy Quant Reasoning ¹ Scientific Literacy ¹
	[CAPS] Supplemental Assessments – 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		Crit & Create Think Quant Reasoning Written Comm Non-Writ Comm Diversity Integrative Learn Info Literacy ²		Crit & Create Think Quant Reasoning Written Comm Non-Writ Comm Diversity Integrative Learn Info Literacy ²		Crit & Create Think Quant Reasoning Written Comm Non-Writ Comm Diversity Integrative Learn Info Literacy ²
FIRST YEAR-LEVEL	[ROOT] Assessment – Direct, program-level	Written Comm Info Literacy	Critical Thinking Diversity Integrative Learn	Written Comm Info Literacy	Critical Thinking Diversity Integrative Learn	Written Comm Info Literacy	Critical Thinking Diversity Integrative Learn
	National Survey of Student Engagement (NSSE) – Indirect, institution-level		Critical Thinking Quant Reasoning Written Comm Non-Writ Comm Diversity Integrative Learn Info Literacy ²		Critical Thinking Quant Reasoning Written Comm Non-Writ Comm Diversity Integrative Learn Info Literacy ²		Critical Thinking Quant Reasoning Written Comm Non-Writ Comm Diversity Integrative Learn Info Literacy ²
Other “Dashboard” Assessments (e.g., other UCORE designations, % C-/D/F/W, enrollments)		[BSCI] [PSCI] asmt	TBD	TBD	TBD	TBD	TBD
		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
Special Topics, as needed (e.g., equity gaps, specific questions)		Equity Gaps in Course Grades		Equity Gaps in Course Grades		Equity Gaps in Course Grades	
UCORE ASSESSMENT SUMMARIES:			Biennial Summary of Achievement		Biennial Summary of Achievement		Biennial Summary of Achievement

¹[CAPS] courses may require students to demonstrate additional applicable outcomes aligned with these WSU Undergraduate Learning Goals, as appropriate to the discipline or course (i.e., additional applicable outcomes are intentionally advanced in the course and can be assessed for UCORE’s [CAPS] assessment).

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

Additional Resources

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

Appendix: Key Assessments for UCORE, AY2017-18 – AY2022-23

	Measures	AY17-18	AY18-19	AY19-20 ⁴	AY20-21 ⁴	AY21-22 ⁴	AY22-23
SENIOR-LEVEL	[CAPS] Asmt for UCORE – Direct, UCORE-level	Crit & Create Think Info Literacy Integrative Learn Written Comm Oral Comm ¹ Quant Reasoning ¹ Scientific Literacy ¹ Diversity ¹	Crit & Create Think Info Literacy Integrative Learn Written Comm Oral Comm ¹ Quant Reasoning ¹ Scientific Literacy ¹ Diversity ¹	NEW CAPS ROTATING FORMAT: Crit & Create Think Written Comm Oral Comm ¹ Diversity ¹	NEW CAPS ROTATING FORMAT: Info Literacy Integrative Learn Quant Reasoning ¹ Scientific Literacy ¹	Crit & Create Think Written Comm Oral Comm ¹ Diversity ¹	Integrative Learn Info Literacy Quant Reasoning ¹ Scientific Literacy 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		Crit & Create Think Quant Reasoning Written Comm Oral Comm Diversity Integrative Learn Info Literacy ²		Crit & Create Think Quant Reasoning Written Comm Oral Comm Diversity Integrative Learn		Crit & Create Think Quant Reasoning Written Comm Non-Writ Comm Diversity Integrative Learn
FIRST YEAR-LEVEL	[ROOT] Assessment ³ – Direct, program-level	Written Comm Diversity	Info Literacy Integrative Learn	Written Comm Diversity	Critical Thinking Info Literacy Integrative Learn	(in transition)	[ROOT] pilot
	National Survey of Student Engagement (NSSE) – Indirect, institution-level		Crit & Create Think Quant Reasoning Written Comm Oral Comm Diversity Integrative Learn Info Literacy ²		Crit & Create Think Quant Reasoning Written Comm Oral Comm Diversity Integrative Learn		Critical Thinking Quant Reasoning Written Comm Non-Writ Comm Diversity Integrative Learn
Other “Dashboard” Assessments						[BSCI] [PSCI] pilot	[BSCI] [PSCI] pilot
			Enrollments; % C-/D/F/W			Enrollments; % C-/D/F/W	Enrollments; % C-/D/F/W
Special Topics		Equity Gaps in Course Grades		Equity Gaps in Course Grades		Equity Gaps in Course Grades	
UCORE ASSESSMENT SUMMARIES:			Biennial Summary of Achievement		Biennial Summary of Achievement		Biennial Summary of Achievement

¹[CAPS] courses may require students to demonstrate additional applicable outcomes aligned with these WSU Undergraduate Learning Goals, as appropriate to the discipline or course

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

³Prior to AY21-22, Roots of Contemporary Issues [ROOT] Assessment included the Final Papers Assessment (aligned with Critical Thinking, Information Literacy, and Integrative Learning) and the Diversity & Inequality Papers Assessment (aligned with Diversity and Written Communication), conducted biennially in alternating years

⁴In spring 2020, WSU made the emergency move to distance education beginning March 23rd as a result of the COVID-19 pandemic. For fall 2020 and spring 2021, undergraduate courses at WSU were delivered at a distance and completed remotely, with extremely limited exceptions for in-person instruction. The majority of undergraduate courses that had pivoted to distance delivery for AY 2020-21 returned to in-person instruction starting in AY 2021-22. Additionally, many COVID-19 related restrictions began to be lifted in spring 2022.