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ASK: Assessment Skills & Knowledge - Tools You Can Use

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WEAVE Update

Write expected objectives/outcomes.
Establish criteria for success.
Assess performance against criteria.
View assessment results.
Effect improvements through actions.

The Office of Academic Assessment conducted the WEAVE Pilot Study in two sessions on April 13th. Participating departments included Public Health, Liberal Studies, Communication, Exercise & Sport Science, Theatre, and Art, as well as the Office of Leadership & Service Learning.

Participants found the program helpful and easy to use. "The WEAVE program . . . seems to outline the assessment process well, serves as a useful guideline, and is comparatively easy to facilitate." (Randall McMullen, Instructor, Theatre)

Developed by Virginia Commonwealth University, WEAVEonline™ is an assessment management system that guides process and captures data for academic assessment in one centralized location. The Office of Academic Assessment is implementing its campus-wide use this fall.

WEAVE Introduction Sessions will be held August 30 and September 6 and 20, and will teach participants fully utilize the system.

WEAVE Building Objectives Sessions will be held October 4, 11, 18, and 25 and will teach participants how to build sound objectives for their programs. Finally, **WEAVE Linking Measures & Objectives Sessions** will be held November 1, 8, 15, and 29 and will

teach participants how to link measures to their programs' objectives developed in the previous session. All sessions will be held in 127 Stone, from 2:00 to 4:00 pm. *We will add morning sessions as needed.* To register, go to [our website](#) and click on **Introduction to WEAVE Workshops** under the WEAVE heading. You can also use this link to check for additional session dates. We look forward to your participation.

"WEAVE should provide departments with an efficient, painless way to maintain and update their assessment plans." Bob Hansen, Associate Dean, College of Arts & Sciences

UNCG Academic Assessment—on the move!



In mid-June, the Office of Academic Assessment moved from Petty Science to Room 329 in the McIver Building.

We also have an *additional* e-mail address: assessment@uncg.edu. Aside from the address change, our contact information will remain the same. Please visit

us in our new offices. Remember, you can visit us on the Web at <http://assessment.uncg.edu>, where you will find useful information to help your program meet its assessment goals. Topics include Assessment in the Major, departmental reviews, SACS accreditation information, assessment resources, archived newsletters and information about WEAVE.

Assessment Resources

Websites & Documents to Enhance Your Assessment Program



"A college degree is not a sign that one is a finished product but an indication that a person is prepared for life."

-Rev. Edward A. Malloy,
Monk's Reflections



General Assessment

- [NPEC Sourcebook on Assessment](#)
- [Kent State Office of Academic Quality Improvement](#)
- [Student Outcomes Assessment, Montana State University](#)

Liberal Studies

- [Assessment of Student Learning in Liberal Studies, Northern Arizona University](#)

Gen Ed by Department

- [Faculty & Department Links, College of Saint Benedict, Saint John's University](#)

At UNCG

- In the summer of 2006, UNCG's Office of Academic Assessment compiled a list of web resources for 46 of the University's academic departments. Click here, [Sample Assessment Plans by Major, UNCG](#), then click on your program for links to other institutions. If your program does not have links, please know that we are working to complete this information.

Critical Thinking & Rubrics

Critical thinking and communication are often quite complex. Rubrics help to clarify what you are trying to assess. Listed below are sources for critical thinking and communication rubrics.

Critical Thinking

- [The Washington State University Critical Thinking Project](#), a nationally recognized program, has a site with an effective rubric.
- [California Critical Thinking Tests](#) These tests have been used by collegiate nursing and philosophy programs in particular. Its publisher, Insight Assessment, also offers a [critical thinking rubric](#) free of charge.
- [The Foundation For Critical Thinking](#) offers a variety of resources for assessing and teaching critical thinking.

Rubrics

These rubrics for written and oral communication and degree programs are from the Northern Arizona University assessment site.

- [Writing Rubric](#)
- [Analytic Writing Rubric](#)
- [Oral Communication Rubric](#)
- [Degree Program Rubric](#) and click on the last link on the page—"Rubric: Criteria"

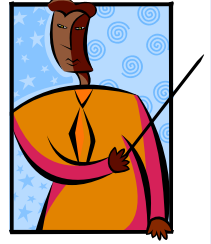
“Assessment? What’s in it for me?”

Why it’s important for both students and faculty to invest in the assessment process



How Assessment Benefits Students

- Assessment helps students to realize what they are trying to achieve and why. It shows the purposes and products of a university education, breaking down the vocational aspect and focusing more on the educational aspect. In other words, it can show them that a university education is about more than simply the accumulation of courses by giving them a comprehensive plan for their education—here’s what we want you to know and why.
- The perceived quality of a student’s degrees is dependent upon UNCG’s ability to prove its general education goals are being met. Honest participation in assessment benefits UNCG, and therefore, the student.
- The results of the assessment would be used to improve the general education program, which enhances the quality of the students’ degree through improving the quality of our graduates.
- Students can use assessment results to compare themselves to their fellow UNCG students as well as those at other institutions.
- An assessment would help to meet requirements of the Southern Association of Colleges and Schools, which provides accreditation to UNCG. Accreditation is tied to funding for the University as well as to financial aid to students



How Assessment Benefits Faculty

- Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice begins with and enacts a vision of the kind of learning we most value for students and strive to help them achieve. Through assessment, educators meet responsibilities to students, the public and themselves. Those to whom educators are accountable should, in turn, support such attempts at improvement.
- Most faculty know they are making an impact. Assessment provides tangible evidence of that impact. It communicates what you are trying to accomplish and gives us a standard to judge our effectiveness.
- Assessment gives us the opportunity to demonstrate that we are a community of scholars. Student learning is a campus-wide responsibility and assessment is a way of enacting that responsibility. Ultimately, it leads to better teaching and therefore better students.
- Assessment better ensures a student’s success in the major by providing them with a general education foundation. It clarifies goals and how to achieve them.
- Assessment gives us the ability to document student achievement, which is required by SACS and other accrediting agencies.

It is not enough to have a good mind;
the main thing is to use it well.

Rene Descartes

*Source: American Association
for Higher Education*



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Mission

Assessment is an integral part of ensuring the continual improvement of academic programs. The Associate Provost of Undergraduate Education and the Director of Academic Assessment seek to promote the scholarly practice of assessment at UNCG by:

- Consulting with campus groups to address assessment questions
- Reviewing assessment plans as part of the regular departmental review process
- Coordinating and facilitating assessment in general education
- Responding to SACS accreditation requirements
- Providing support for special assessment projects

The More You Know

Opportunities to Enhance Your Assessment Skills & Knowledge

www.assessmentconferences.com lists a wealth of educational opportunities for those with an interest in student assessment. Below are some suggested conferences:

Retention Retreat

October 5-7, 2006
Hilton Head, SC

National Symposium on Student Retention

October 9-11, 2006
Albuquerque, New Mexico
Elevating Expectations for Student Success

Assessment Institute

October 29-31, 2006
Indianapolis, Indiana



Virginia Assessment Group Fall Conference

November 13-15, 2006
Staunton, Virginia

SACS Annual Meeting

December 9-12, 2006
Orlando, Florida

7th Annual Texas A & M Assess- ment Conference

February 22-23, 2007
College Station, Texas
*Building Assessment
Capacity: Foundation to
Fruition*