WEAVE SECTIONS

Assessment ≠ WEAVE

Michèle Shuster

• Assessment is assessment
  - Student learning
  - WEAVE is the reporting tool
• Assessment is interesting
  - WEAVE is _________
• Try to focus on assessment
  - Don’t sweat WEAVE
  - Tolerate it/accept it
Assessment Reporting

• We are asked to report on “stuff”
  - What are our student learning goals?
  - What are our student learning objectives?
  - How are we going to know how well students are doing?
  - How well did they do?
  - What are we going to do about it?
Similar to Scholarship (we all know how to do this)

• Thinking of assessment like our scholarship
Goals= Overarching Questions

• Ultimately, what do you want to know?
• For our students
  - Big picture about student learning
  - Probably similar b/w departments
• Knowledge of the Discipline
• Critical Thinking
  - Presumably these are important for all of us
Objectives

• Breaking it down/ getting more specific
  - The smaller/narrower/distinct question we are asking

• Knowledge for career
  - Students will know enough to enter chose profession or begin post-baccalaureate studies
Goals and Objectives

• Knowledge of the discipline
  - Students will have some

• Knowledge for career
  - Students will know enough to enter chose profession or begin post-baccalaureate studies
Goals and Objectives

• Scientific (or disciplinary) Inquiry and Communication
  - Engage students in critical scientific inquiry and provide opportunities to communicate scientific information clearly in preparation for employment &/or continuing advanced education in the life sciences

• Biological problem solving
  - students will be able to use appropriate approaches to evaluate biological problems and hypotheses in the context of biological facts and principles and in the context of relevant interdisciplinary concepts
Goals and Objectives

• Scientific (or disciplinary) Inquiry and Communication
  - Engage students in critical scientific inquiry and provide opportunities to communicate scientific information clearly in preparation for employment &/or continuing advanced education in the life sciences

• Effective communication
  - Students will be able to communicate effectively in a variety of modalities (e.g. discussions, oral presentations, scientific writing) and will be able to address questions and comments about their work in a meaningful way
Outcomes

• What specific question are you asking
  – About student learning
Questions & Outcomes

• Question:
  - To what extent can students communicate their scientific results (in writing) to both a scientific and general audience

• Phrased in Outcomes language:
  - Students will be able to communicate their scientific results effectively (in writing) to both a scientific and general audience
Measures 
(Materials & Methods)

• How am I going to answer my question?
• What am I going to look at?
• What evidence/data am I going to collect and analyze?
• “Measure” = student data
  - E.g. capstone writing project
Measures (Materials and Methods)

- Measures are the data source
  - Need a plan to score/analyze
  - E.g. use a rubric
  - Score each student’s work based on the rubric
Target

• Not a clear parallel with my scholarship
  - Sort of like predicted results
  - If my hypothesis was elegantly and perfectly supported

• Aspirational goals
  - In the ideal world/setting the bar high
  - How would students do?
Target

• This is why our question is framed as
  - To what extent can our students do xyz
  - vs just Can our students do xyz

• Two options
  - A. put a lofty number (target) on it
  - B. admit you have never assessed this before, so have no idea what to expect. Set a baseline first, then set increasingly lofty targets thereafter.
Findings = Results

• What did you find out about how your students did on the “measure” (data/evidence/work) that you scored?
• Describe your results
• Note that you don’t have to do a full-on scientific/statistical analysis that would be worthy of publication—and unless you have an IRB for this, you aren’t going to be able to publish it anyway.
Findings

• Once you have described your results (findings) take a moment to relate them to your targets
• Did you meet your targets? If so, how are you going to move your targets next round?
• If not, you probably have ideas about where changes can be made to the teaching and learning process
• Save these thoughts for the Achievement/Summary/Analysis Section!
Action Plan Tracking

• Your plan
• Your timeline
• Next steps
Achievement Summary/Analysis

• Discussion and Implications
• Probably better to look at questions asked first, then answer them
• This section is for discussing, reflecting, and considering implications
  - e.g. for teaching and learning in your department
  - Assessment is a departmental level process
  - Should inform departmental teaching and learning