

# WEAVE SECTIONS

## Assessment ≠ WEAVE

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- 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