

# Tips for Using Weave

## Logging In:

- The new Weave login page is here: <https://app.weaveeducation.com/login/>.
- In most cases, your username is your ePantherID (without @uwm.edu). If that doesn't work, use the "Forgot Username" function to have it emailed to you. *If you have never used Weave before, you will need to contact the assessment coordinator (Adam Andrews, [andrewsa@uwm.edu](mailto:andrewsa@uwm.edu)) to get access.*
- If your password doesn't work, or if you have other questions, [contact the assessment coordinator](#).

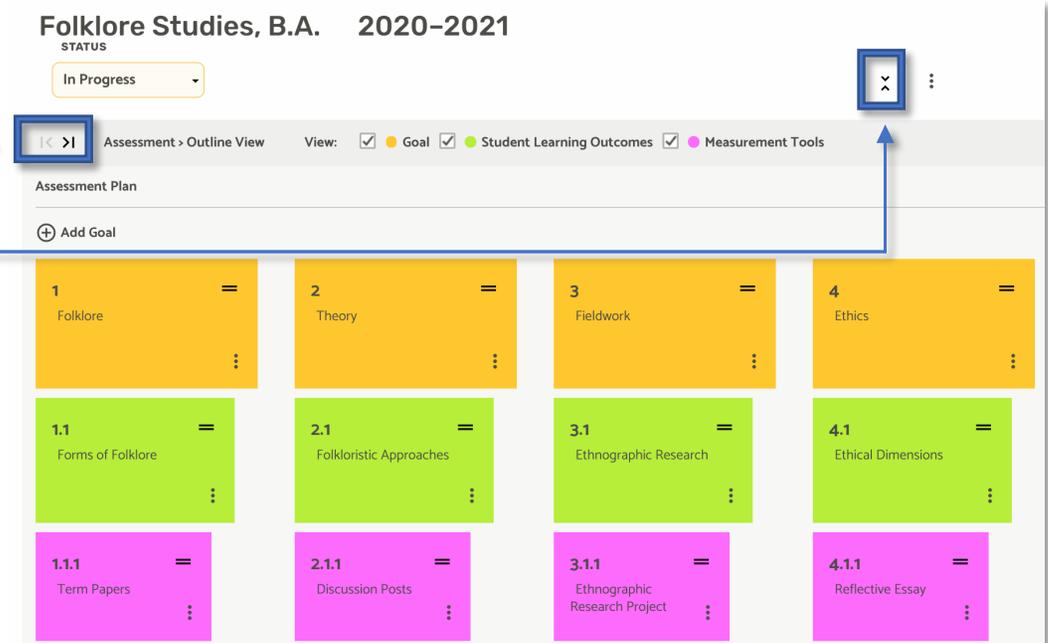
## Viewing Assessment Projects:

1. Degree program assessment pages are called Projects. To access these, click **PROJECTS** in the toolbar at the top of the page.
  - You will see a list of all the Projects assigned to you. *Note that programs have separate projects for each academic year, beginning 2017–18.* If any Projects for which you need to enter data are missing, [contact the assessment coordinator](#).

2. Click on a Project from the menu to open it.

3. The Project page defaults to the Outline View. **Click the  icon to switch to the Detailed View.**

4. Then click the  icon to expand all the Project's elements.



Folklore Studies, B.A. 2020-2021

STATUS  
In Progress

Assessment > Outline View View:  Goal  Student Learning Outcomes  Measurement Tools

Assessment Plan

+ Add Goal

1 Folklore	2 Theory	3 Fieldwork	4 Ethics
1.1 Forms of Folklore	2.1 Folkloristic Approaches	3.1 Ethnographic Research	4.1 Ethical Dimensions
1.1.1 Term Papers	2.1.1 Discussion Posts	3.1.1 Ethnographic Research Project	4.1.1 Reflective Essay

**⚠ Please don't change the Project title without consulting the assessment coordinator.**

## Editing Projects:

When you start entering data, switch the Project Status to **In Progress**.

When you are done, switch it to **Internal Review**.

Edit fields by clicking into them.  
Changes are saved automatically.

Click the + icon to add a new element.

Note that elements are arranged **hierarchically**, so to add new lower-level elements, you must first create corresponding higher-order elements.

Upload attachments at the bottom of the page. You may wish to include:

- rubrics
- assessment reports
- meeting minutes
- source data
- other supporting documents

Please **de-identify** student data before uploading.

### Folklore Studies, B.A. 2020–2021

STATUS

In Progress

Program Mission Statement

DESCRIPTION

The Folklore program at UWM studies and celebrates the diversity of informal and expressive cultural traditions that infuse the fabric of daily life. Students in the folklore program build fundamental skills such as communication, analysis, and critical thinking, while developing a broad base of knowledge about human cultures. They learn to use folkloristic perspectives to understand our world, engage meaningfully with civic life, and appreciate cultural diversity. Students cultivate habits of mind such as curiosity and resilience through ethnographic encounters with the world around them. Students with a degree in Folklore studies work in museums, archives, the media, public sector folklore, fields like arts administration, or go on to graduate study in the humanities or social sciences. The Folklore program provides students with an engaging course of study that will help them become capable global citizens, well- rounded individuals, and scholars of the vibrant cultural life of their communities.

Program Vision Statement

Goals

1 Goal Folklore

DESCRIPTION

Students in the Folklore Studies program will study informal, traditional, and expressive aspects of human culture, such as storytelling, mythmaking, ritual, folk art, dance, folk music, memes, and urban legends.

Student Learning Outcomes

1.1 Student Learning Outcomes Forms of Folklore

Project Attachments (3)

Drag and drop files here or [browse for files](#)

NAME	DATE UPLOADED	SIZE
<a href="#">TermPaperRubric.docx</a>	5/6/2021	11KB
<a href="#">MeetingMinutes_5.6.21.docx</a>	5/6/2021	11KB
<a href="#">AssessmentReport2021.docx</a>	5/6/2021	11KB

## Entering Assessment Data:

1. Find the **Learning Outcome** and **Measurement Tool** corresponding to your data.

If your assessment plan has changed, update these fields as necessary.

2. Define the **target**.

3. Enter your **findings**, including:

- sample size
- # and % at each level

4. Provide your **analysis** of the data, including if applicable:

- instructor interpretation
- action plan
- additional comments

The screenshot shows a web interface for entering assessment data. It is divided into several sections:

- 3.1 Student Learning Outcomes** (Demonstrate Foundational Knowledge): Includes a description, supported initiatives, action plan, and measurement tools.
- 3.1.1 Measurement Tools** (Term Papers): Includes a source of evidence dropdown (Research Paper - Academic Direct), a description, and a target section.
- 3.1.1.1**: Includes a description (Enter text), a target (90% will score 2 or higher, with 75% scoring 3 or higher), a finding (N = 90. 90% (81/90) of students met the benchmark score of 2 on the rubric. 60% (54/90) scored 3 or higher, and 40% (36/90) earned a score of 4 or 5.), and an analysis of finding (Student performance has improved for this outcome, although not yet as much as I'd hoped. Next year, I plan to spend more time on course content related to this outcome, adding a new exercise to give students practical, hands-on experience applying course theories to real life examples.).
- STATUS**: A dropdown menu set to "Partially Met".

Callout boxes on the left provide instructions for each section: Box 1 points to the top section; Box 2 points to the target field; Box 3 points to the finding field; Box 4 points to the analysis of finding field; Box 5 points to the status dropdown.

5. Update the **Status**, based on achievement of the target.

## **Definitions of Assessment Terms:**

**Goals:** General, broad, sometimes aspirational statements about the knowledge, skills, habits of mind, or values that graduating students from the program should possess. *Whereas Outcomes are specific and measurable, Goals are broad and aspirational.*

**Learning Outcomes:** Specific statements of what students will do to demonstrate their mastery of program goals. *Whereas Goals are broad and aspirational, Outcomes are specific and measurable.*

**Measurement Tool:** The artifact or source of evidence—for example, the assignment, test, or survey—used to assess a learning outcome. Includes a description of what the tool is designed to measure and how the data was gathered.

**Target:** The percentage of students that need to meet a particular benchmark or score in order for the program to consider itself succeeding.

**Action Plan:** The program's response to the assessment data, including:

- changes planned to the course, curriculum, or policy
- changes planned to the learning outcomes or the assessment process itself
- special initiatives or assessment projects planned to investigate a specific question or issue

Definitions from [\*A Guide to Program Assessment: Best Practices for Designing Effective Assessment Plans.\*](#)

For more information, visit [uwm.edu/assessment](http://uwm.edu/assessment).