Tips for Using Weave

Getting In:

- The NEW Weave Login is at https://app.weaveeducation.com/login/
- Normally the username is your ePantherID (without @uwm.edu), but if that doesn’t work, you can use the “Retrieve Username” function to have it emailed to you.
- If your password doesn’t work, email the assessment coordinator (Adam Andrews, andrewsa@uwm.edu) to have your password reset.

Using Weave:

- It's easiest to click on "Expand All" in the upper right side to see everything. Otherwise you have to click on each level to expand it.
- When you start entering data for a program, switch the toggle in the upper left side to say "In Progress" (it defaults to "Not Started"). When you are done, set it to "Internal Review" so we know that it is complete. Once we have reviewed everything, someone in Academic Affairs will set them to "Completed."
- You can edit fields by just clicking on them. If anything is out of date for the year being entered, change it. The title of the project can also be edited.
- Weave organizes data by Program Goals and Learning Outcomes. Goals are general and aspirational, while Outcomes are specific and measurable.
- Each “Measurement Tool” that you add is a site of assessment for that outcome (if it is measured in two different courses or using two different assignments, then each would get it’s own “Measurement Tool” entry).
- Be sure to set the target toggles to "Met", "Partially Met" etc. for each outcome you are entering data for. If an outcome wasn't measured this year (if you are, for example, only measuring one outcome per year on a rotation) then set it to "Not Reported This Cycle"
- Under “Measurement Tool” the source of evidence will usually be one of the “Academic Direct” choices (e.g., Performance-Academic Direct; Multiple choice Exam- Academic Direct). “Academic Direct” simply means that faculty evaluated an artifact or performance of student work directly. Indirect refers to data gathered via surveys, self-reports, interviews, student reflections, and so on.
• Under “Measurement Tool” be certain to enter a **description** of how the data was gathered (e.g., assessing a student portfolio using a rubric that scored student performance on a scale of 1-5).

• Enter current data into the "Findings" field (e.g., 87% of students achieved a score of 3 or better, exceeding our target of 80%)

• Below that, there is a space for further discussion about the significance, context, or meaning of the data you’ve entered.

• The "action plan" is your program's response to the assessment data (if one is needed), e.g., what changes you plan to make to curriculum, policy, etc, or even planned changes to learning outcomes or the assessment process itself, or planned special initiatives or assessment projects meant to delve into a question or issue faculty want to investigate in the program. If all targets are met and there are no changes planned, then this can be left empty.

• The “Improvement Type” field lets you specify what changes are planned based on the assessment data being entered. If no changes are needed or planned, this can be left blank.

• The “Improvements Achieved” field allows you to document the outcome of program changes.