

# STRATEGIES FOR COLLECTING PROGRAM DATA



Fall Assessment Workshops  
*November 8, 2019*



# Outline

- ▶ Workshop Goals!
- ▶ Learning Outcomes: ILOs, PLOs...
- ▶ The Assessment Cycle
- ▶ Methods of Assessment
- ▶ Qualtrics
- ▶ Canvas: Outcomes, Commons & Mastery Gradebook
- ▶ Q&A: Oweynn P. Lancaster, Canvas Expert





# Workshop Goals

- ▶ As a result of this workshop, you will be able to:
  - Use **Qualtrics** to collect surveys and responses.
  - Use the **Canvas Outcomes** feature to add learning outcomes and rubrics.
  - Share signature assignments in the **Canvas Commons** for other department faculty to input into their courses.
  - Access outcomes scores from the **Canvas Mastery Gradebook**.



# Learning Outcomes

- ▶ **Program learning outcomes (PLOs)** should also be aligned with the Institutional Mission and Learning Outcomes
- ▶ Make sure all **Institutional Learning Outcomes (ILOs)**, including the **5 core competencies** (critical thinking, written communication, etc.) can be found within the language of your PLOs



# WASC Senior College and University Commission

- ▶ In the *2013 Handbook of Accreditation*, Criteria for Review 2.2a states:
  - Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, **written and oral communication, quantitative reasoning, information literacy, and critical thinking.**
  
- ▶ Institutions are **free to define each core competency** in a way that makes sense for the institution, its mission, its values, and the needs of its student body.



# Institutional Learning Outcomes (ILOs) at Cal State LA

- ▶ **Knowledge: Mastery of content and processes of inquiry**
- ▶ **Proficiency: Intellectual skills**
- ▶ **Place and Community: Urban and global mission**
- ▶ **Transformation: Integrative learning**



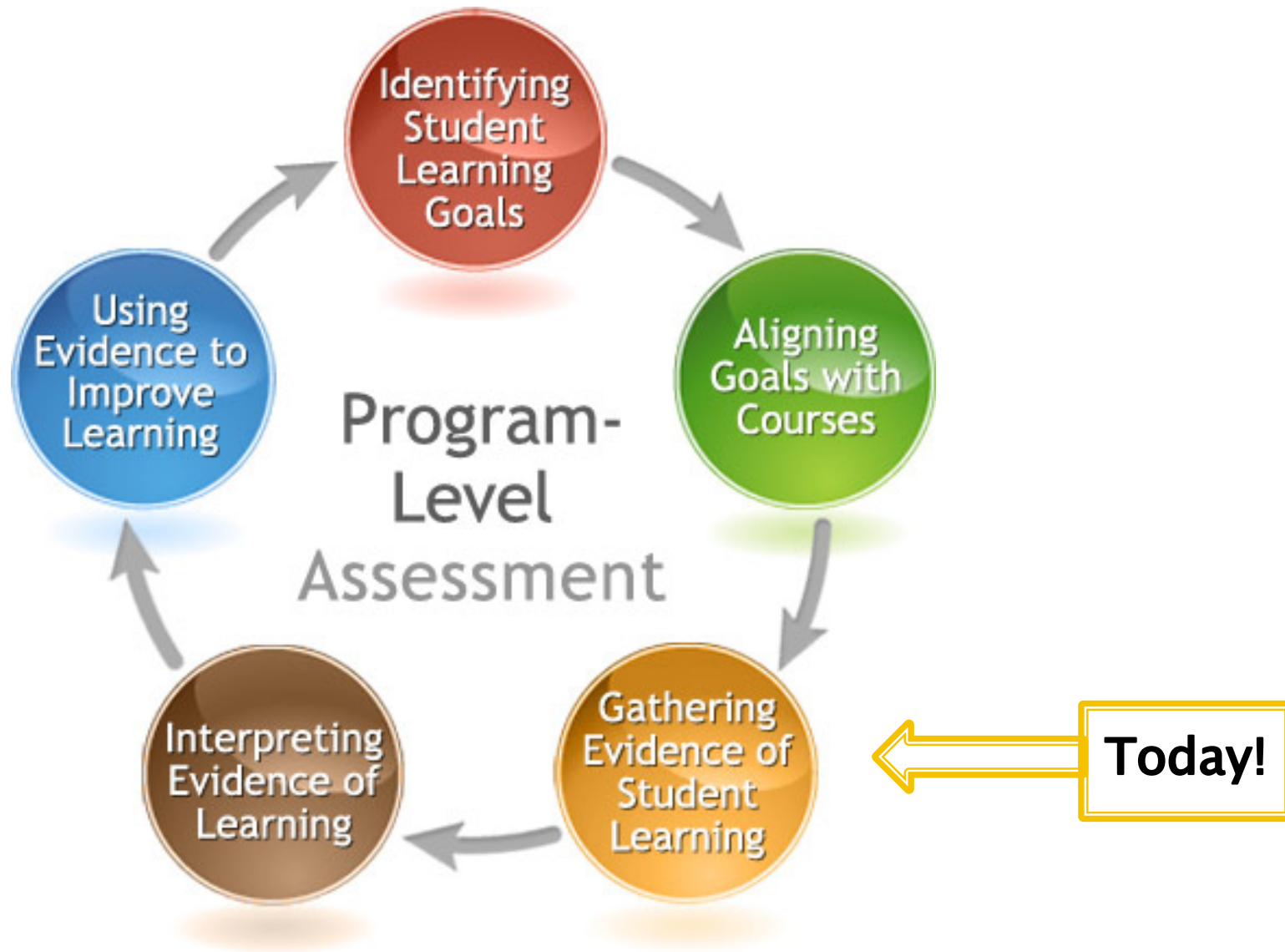
# The Big Five Core Competencies as defined by WASC

1. **Critical Thinking**
2. **Quantitative Reasoning**
3. **Oral Communication**
4. **Written Communication**
5. **Information Literacy**

Please visit our website for all  
PLOs and other resources  
<http://www.calstatela.edu/apra/learning-outcomes>



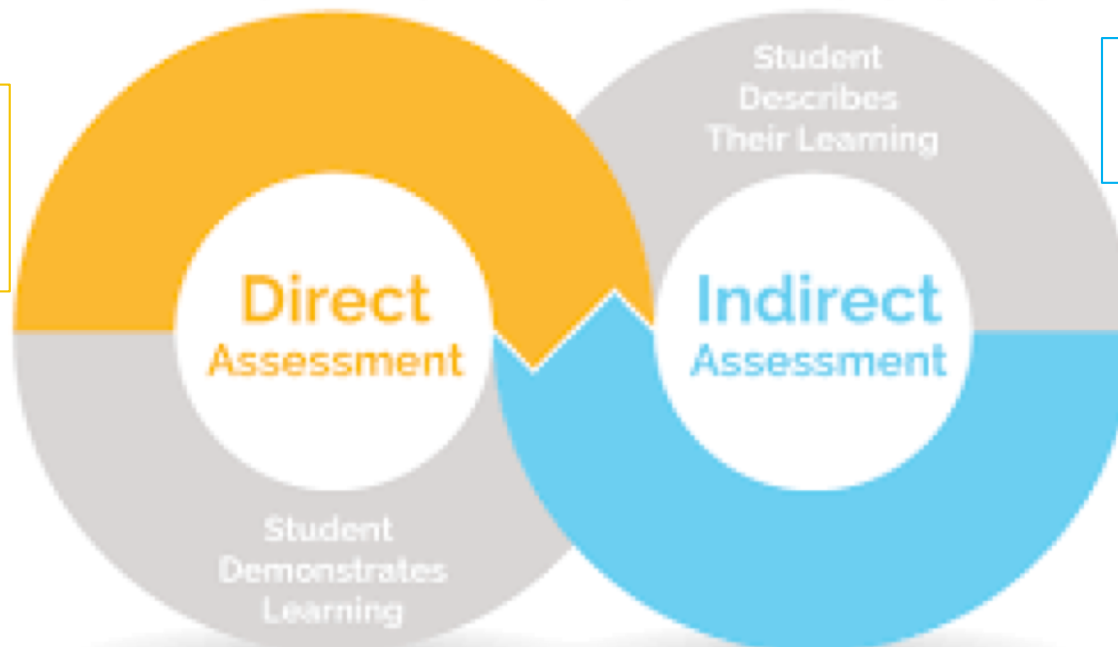
# The Assessment Cycle





# Methods of Assessment

Student  
**demonstrates**  
their learning



Student **describes**  
their learning

- **Indirect** assessment measures of student learning
  - Student opinion or alumni surveys
- **Direct** assessment of student learning
  - Classroom-based assessments and assignments
  - Rubrics

# Examples

## Indirect

- ▶ Student or faculty surveys
- ▶ Interviews or focus groups
- ▶ Reflection essays, diaries, or journals

## Direct

- ▶ Capstone products, theses, dissertations
- ▶ Comprehensive exams
- ▶ Published (standardized) test (e.g., Major Field Test)
- ▶ Course term papers, projects, or presentations
- ▶ Artistic performances, recitals, & products
- ▶ Simulations
- ▶ Exam questions or written responses to prompts

# Qualtrics

## Indirect

- ▶ **Student or faculty surveys**
- ▶ Interviews or focus groups
- ▶ **Reflection essays, diaries, or journals**

**You can use Qualtrics  
for these!  
...and these too**

## Direct

- ▶ Capstone products, theses, dissertations
- ▶ Comprehensive exams
- ▶ **Published (standardized) test (e.g., Major Field Test)**
- ▶ Course term papers, projects, or presentations
- ▶ Artistic performances, recitals, & products
- ▶ Simulations
- ▶ Exam questions or **written responses to prompts**



# Create a New Survey in Qualtrics

- ▶ Login to MyclastateLA and use Qualtrics to create a survey
- ▶ Click “create project” to make a new survey

The screenshot displays the Qualtrics dashboard. On the left is a navigation sidebar with categories like 'All Projects', 'Shared with Me', 'Uncategorized', 'Current', 'EEAC', 'Lab Not Active but Current', 'MA Surveys', 'NSS', 'Old lab', 'Other surveys', and 'Quant Reasoning'. The main area shows a list of surveys under the 'EEAC' filter, sorted by 'Last Modified'. The surveys listed are:

Survey Name	Status	Questions	Responses	12 Day Trend
Assessment Ambassadors (Modified Jan 28, 2019)	ACTIVE	9	8	. . . .....
Grammarly Posttest Survey (Modified Jan 19, 2019)	ACTIVE	16	5	.....
Grammarly Pretest Survey (Modified Jan 14, 2019)	ACTIVE	15	242	..... . .
Writing Workshop Survey	ACTIVE	7	5	

A red arrow points to the '+ Create Project' button in the top right corner of the dashboard.





# Add and customize questions on your survey

- ▶ Add questions- multiple choice, text entry, etc.

The screenshot displays the XM New Survey interface. At the top, there is a navigation bar with 'Survey' selected, and sub-menus for 'Actions', 'Distributions', 'Data & Analysis', and 'Reports'. Below this, there are icons for 'Look & Feel', 'Survey Flow', 'Survey Options', and 'Tools'. On the right side of the top bar, there are buttons for 'Preview' and 'Publish', along with a search bar. The main content area is titled 'New Survey' and features a 'Default Question Block' section. A red arrow points to a green button labeled '+ Create a New Question' located at the bottom of the question block area. To the right of the main content, there is a sidebar with various settings, including 'Change Question Type' (set to Multiple Choice), 'Choices' (set to 3), 'Answers' (set to Single Answer), 'Position' (set to Vertical), and 'Validation Options'.



## Text Entry questions for Open-ended Responses

- ▶ Use text entry questions to collect student responses to essay prompts.

The screenshot displays the XM New Survey interface. At the top, there are navigation links for 'Projects', 'Contacts', 'Library', and 'Help'. Below this is a secondary navigation bar with 'Survey', 'Actions', 'Distributions', 'Data & Analysis', and 'Reports'. A toolbar contains 'Look & Feel', 'Survey Flow', 'Survey Options', and 'Tools'. The main content area is titled 'New Survey' and shows a question block with the text: 'Please answer this question in essay format. Based on the content for this course, what are the best ways to encourage students to develop a clear career identity?'. Below the question is a text input field. To the right of the question block is a 'Block Options' dropdown. At the bottom of the question block are buttons for 'Import Questions From...' and '+ Create a New Question'. Below the question block is an 'Add Block' button. At the bottom of the interface is a blue bar with an 'End of Survey' button and a 'Survey Termination Options...' link. On the right side, there is a 'Change Question Type' panel with a search bar and a dropdown menu set to 'Text Entry'. Below this are options for 'Text Type' (Single Line, Multi Line, Essay Text Box, Form, Password) and 'Validation Options' (Force Response). Further down are 'Validation Type' options (None, Minimum Length, Maximum Length, Character Range, Custom Validation) and 'Actions' (Add Page Break, Add Display Logic, Add Skin Logic). A red arrow points to the 'Preview' button in the toolbar. On the far right, there is a 'Guide' sidebar with a list of steps: 'CREATE PROJECT', 'SET UP SURVEY', 'DISTRIBUTE SURVEY', 'COLLECT RESPONSES', and 'VIEW RESULTS REPORT'.



# Distribute your Survey

- ▶ Distribute the survey with trackable or reusable links

XM New Survey ▾

Projects Contacts Library Help

Survey Actions **Distributions** Data & Analysis Reports

Guide ▾

### How do you want to distribute your survey?

Email Web Social Mobile Purchase

Send with Qualtrics

Use your own email system

Compose Email

Get a single reusable link

Generate a trackable link for each contact



# Download data

- ▶ Use the Data & Analysis tab to export data as Excel or SPSS files

The screenshot shows the XM Grammarly Posttest Survey interface. The 'Data & Analysis' tab is selected, indicated by a red arrow. The interface includes a navigation bar with 'Survey', 'Actions', 'Distributions', and 'Data & Analysis'. Below the navigation bar, there are options for 'Data', 'Text', 'Cross Tabs', and 'Weighting'. The main content area shows a table of survey data with columns for 'Recorded Date', 'Q21 - What is the name of your instructor for this course this semester?', 'Q33 - What is your last name?', 'Q20 - Please indicate the course you are taking.', 'Q36 - How often did you use Grammarly for your academic writing tasks this semest...', 'Q40 - How often did you use Grammarly for non-academic writing tasks this semeste...', 'Q37 - How helpful is Grammarly for improving your writing?', and 'Actions'. The table contains five rows of data. A red arrow points to the 'Export & Import' button in the top right corner of the data area. The interface also shows 'Recorded Responses: 5' and 'Responses in Progress: 0'.

<input type="checkbox"/>	Recorded Date	Q21 - What is the name of your instructor for this course this semester?	Q33 - What is your last name?	Q20 - Please indicate the course you are taking.	Q36 - How often did you use Grammarly for your academic writing tasks this semest...	Q40 - How often did you use Grammarly for non-academic writing tasks this semeste...	Q37 - How helpful is Grammarly for improving your writing?	Actions
<input type="checkbox"/>	Jan 28, 2019 11:28 AM							<input type="button" value="v"/>
<input type="checkbox"/>	Jan 21, 2019 3:24 PM							<input type="button" value="v"/>
<input type="checkbox"/>	Jan 21, 2019 11:21 AM							<input type="button" value="v"/>
<input type="checkbox"/>	Jan 20, 2019 8:58 AM							<input type="button" value="v"/>
<input type="checkbox"/>	Jan 19, 2019							<input type="button" value="v"/>



# View Reports

- ▶ View results using the Reports tab and download the report as a pdf

The screenshot shows the XM Grammarly Pretest Survey interface. The 'Reports' tab is highlighted with a red arrow. The 'Share Report' button is also highlighted with a red arrow. The main content area displays a horizontal bar chart for question Q20: 'Please indicate the course you are taking.' The chart shows the following data:

Course	Percentage
ACCT 3250	58%
BUS 3050	83%
CRIM 3010	70%
MGMT 5970	17%

The interface also includes a sidebar with a search bar, a 'Create Custom Page' button, and a list of questions including Q20, Q32, Q21, and Q25.





# Example Survey Item

Preview

Publish

Search

## Assessment Workshop Feedback

iQ Score: **Great**

▾ Default Question Block

Block Options ▾

<input checked="" type="checkbox"/> Q1 	Click to write the question text	Click to write Scale Point 1	Click to write Scale Point 2	Click to write Scale Point 3
	Click to write Statement 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Click to write Statement 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Click to write Statement 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Click to write Statement 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Click to write Statement 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Click to write Statement 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Import Questions From...

Create a New Question ▾

[Add Block](#)

**End of Survey** [Survey Termination Options...](#)

Change Question Type

Matrix Table ▾

Statements

▾ 6 [Edit Multiple](#)  
 Automatic Statements

Scale Points

▾ 3 [Edit Multiple](#)  
 Automatic Scale Points

Labels

▾ 0 [+](#)

Matrix Type

Likert  
 Bipolar  
[More...](#)

Answers

Single Answer  
 Multiple Answer  
 Dropdown List  
 Drag and Drop

Options

Mobile Friendly  
 Transpose Table  
 Position Text Above  
 Repeat Headers  
 Add White Space

Survey Actions Distributions Data & Analysis Reports

Look & Feel Survey Flow Survey Options Tools

What is the most frequent reason why people call your technical support department?

Default Question Block

Q1	Rate helpfulness of each topic/activity for your program	1 =Not at all helpful 2 3 4			
		1 =Not at all helpful	2	3	4
	Overview of using Qualtrics for assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Overview of using Canvas for assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Discussion of other strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The content of the workshop overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Import Questions From...

Create a New

Add Block

End of Survey

Static Content

Standard Questions

Specialty Questions

Advanced

- Descriptive Text
- Graphic
- Multiple Choice
- Matrix Table
- Text Entry
- Slider
- Rank Order
- Side by Side
- Constant Sum
- Pick, Group, and Rank
- Hot Spot
- Heat Map
- Graphic Slider
- Drill Down
- Net Promoter Score®
- Highlight
- Signature
- Timing
- Meta Info Question
- File Upload
- Screen Capture

Change Question Type

Matrix Table

Statements

4 [Edit Multiple](#)

Automatic Statements

Scale Points

6 [Edit Multiple](#)

Automatic Scale Points

Labels

0 [+](#)

Matrix Type

Likert

Bipolar

[More...](#)

Answers

Single Answer

Multiple Answer

Dropdown List

Drag and Drop

Options

Mobile Friendly

Transpose Table

Position Text Above

Repeat Headers

Add White Space

Publish Search

## Assessment Workshop Feedback

iQ Score: Great

▾ Default Question Block

Block Options ▾

Q10

Rate helpfulness of each topic/activity for your program



	1 = Not at all helpful	2	3	4	5	6 = Extremely Helpful
Overview of Quality for assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overview of Canvas for assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussion of other strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content for the workshop overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13

What did you like best about the workshop?



 Import Questions From...

 Create a New Question ▾

^

Rate helpfulness of each topic/activity for your program

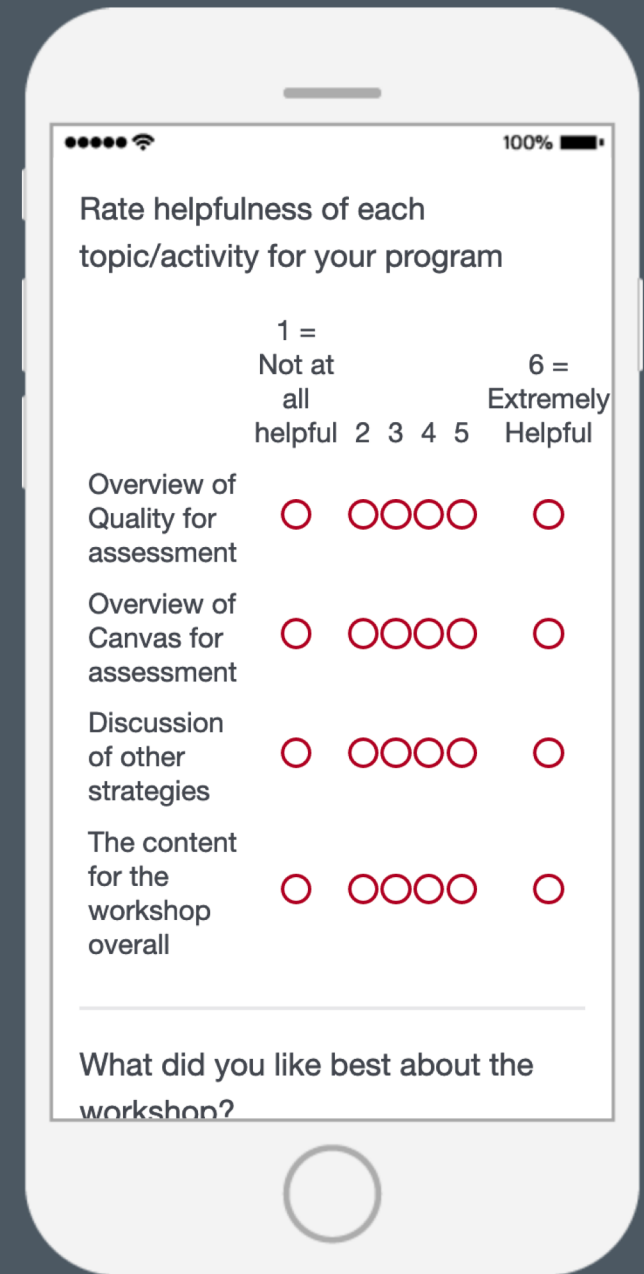
	1 = Not at all helpful	2	3	4	5	6 = Extremely Helpful
Overview of Quality for assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overview of Canvas for assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussion of other strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content for the workshop overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What did you like best about the workshop?



Powered by Qualtrics

Preview



# Assessment Workshop Feedback

iQ Score: **Great** Published

Default Question Block Block Options

- Q10 Rate helpfulness of each
- Q13 What did you like best about the workshop?

**Survey Activated** [Link to survey](#)

Your survey has been successfully published and activated. You can distribute it using the anonymous link below.

[https://calstatela.co1.qualtrics.com/jfe/form/SV\\_e9FPnTayPSrCgkZ](https://calstatela.co1.qualtrics.com/jfe/form/SV_e9FPnTayPSrCgkZ)

You can also navigate to the [distributions section](#) to view more options.

Close





# How do we get students to take the survey?

- ▶ Ask instructors to give credit or extra credit
- ▶ Use incentives such as candy, \$5 gift cards, or drawings for a larger prize
- ▶ Require students to take the survey before approving their grad checks
- ▶ Set up a computer or tablet in the office for students who come in for appointments, etc.
  
- ▶ **Be sure to ask for student names, CINs, or emails on the survey if you want to track students or give credit**



## Other Uses

- ▶ Not just for student surveys, but you can **collect information from faculty, employers, and alumni.**
- ▶ Set up a **survey for faculty** to enter their course information and rubric scores!



# Reflection/Discussion

How could **you** use Qualtrics for program or course assessment?

# Examples

## Indirect

- ▶ Student or faculty surveys
- ▶ Interviews or focus groups
- ▶ Reflection essays, diaries, or journals

**You can use Canvas for these!**

## Direct

- ▶ **Capstone products, theses, dissertations**
- ▶ **Comprehensive exams**
- ▶ Published (standardized) test (e.g., Major Field Test)
- ▶ **Course term papers, projects, or presentations**
- ▶ Artistic performances, recitals, & products
- ▶ Simulations
- ▶ Exam questions or written responses to prompts



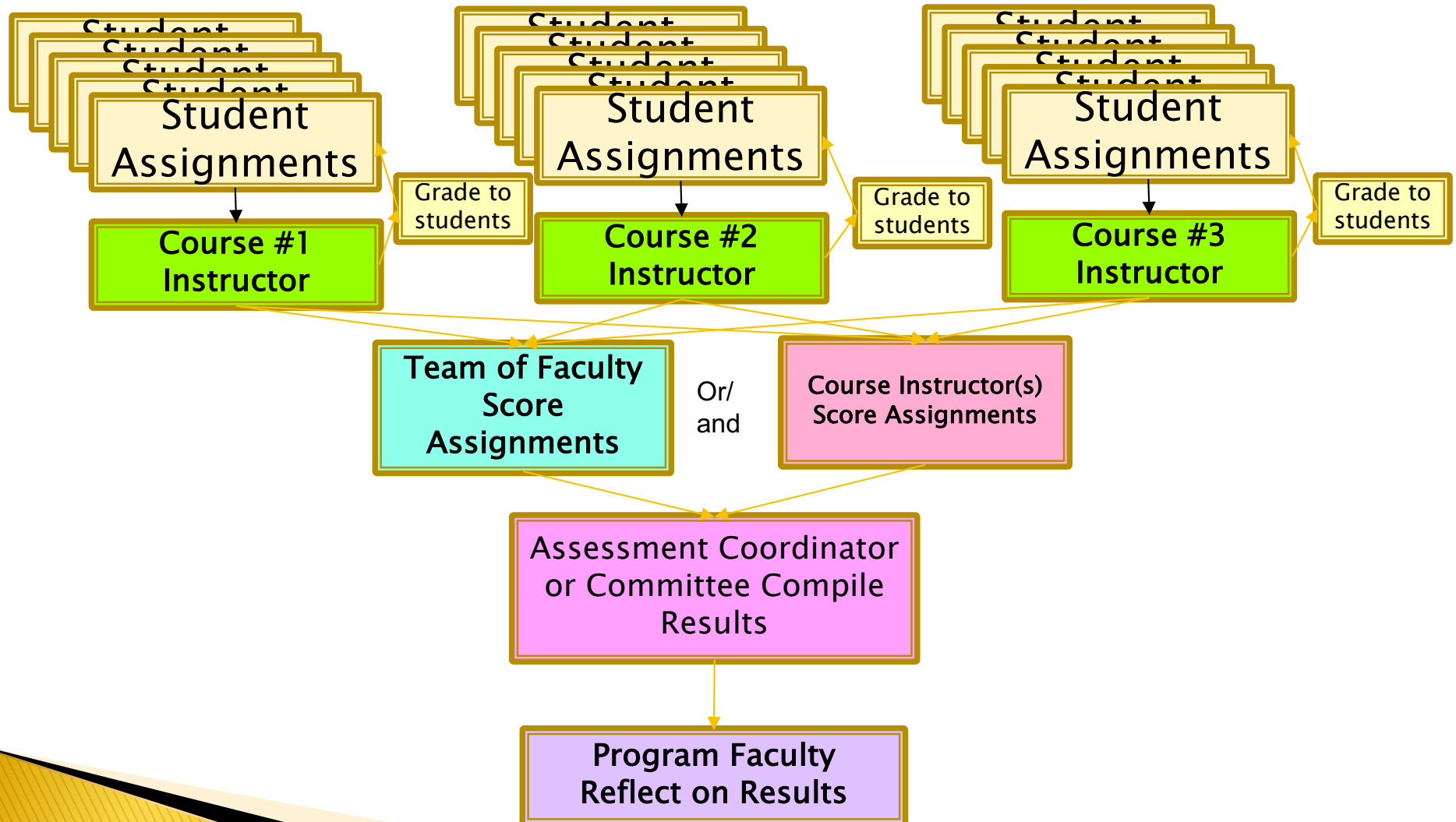
# Signature assignments

- ▶ An assignment **embedded** in a course
  - ▶ Used for course grade and **program assessment**
  - ▶ Aligned with Program Learning Outcomes (**PLOs**)
  - ▶ **Collaboratively** designed by faculty
  - ▶ Meaningful and integrative!
- 
- ▶ Why?
    - Allows a program to **assess learning across course sections** or instructors
    - Creates **consistency**
    - Useful for assessing learning in course sections with different modalities/pedagogies
  - ▶ **For more information, please attend Spring 2020 workshop on “Using and Adapting VALUE Rubrics”**





# Typical Program Data Collection Procedure







# Overview of Using Canvas for Assessment

1. Request a Canvas shell using the “**CETL Canvas Support Form**”- use this shell to house your program assessment documents, assignments, and rubrics.
2. Use **Canvas Outcomes** to enter program or course learning outcomes and create rubrics.  
<https://community.canvaslms.com/docs/DOC-13125-415267951>
3. Create **signature assignments** in the program assessment course shell. **Link rubrics** to the assignment.  
[https://community.canvaslms.com/docs/DOC-10460-canvas-instructor-guide-table-of-contents#jive\\_content\\_id\\_Rubrics](https://community.canvaslms.com/docs/DOC-10460-canvas-instructor-guide-table-of-contents#jive_content_id_Rubrics)
4. **Share** the program assessment course shell with all instructors.
5. **Ask instructors** to put the signature assignments into their own courses. Students submit assignments, instructors grade them.
6. Ask instructors to turn on “**Mastery Gradebook**” inside their own courses.  
<https://community.canvaslms.com/docs/DOC-12901-4152179359>
7. Instructors **download the Master Gradebook** with rubric results and send them to the assessment coordinator.



# Request a Course Shell for Program Assessment

1. Request a Canvas shell using the “CETL Canvas Support Form” found with the “Help” icon on your Canvas bar.

The screenshot displays the Canvas LMS interface. On the left is a vertical navigation bar with icons for Account, Dashboard, Courses, Calendar, Inbox (with a '2' notification), Arc, Commons, and Help (highlighted in yellow). A 'Help' modal window is open, listing several options: 'Ask Your Instructor a Question', 'CETL Canvas Support Pages', 'Search the Canvas Guides', 'Submit IT Support Ticket (24/7)', 'ITS Helpdesk Information', and 'CETL Canvas Support Form (Faculty/Staff)'. A red arrow points to the 'CETL Canvas Support Form (Faculty/Staff)' option. To the right of the Help modal, a 'To Do' list is visible, containing five items related to 'STATISTICS IN PSYCHOLOGY PSY 3020-05' assignments, each with a grade and a submission link.

Grade	Assignment	Points	Due Date
5	Grade 3.2 Turn in your SPSS data files (.spv) here	1 point	Feb 7 at 11:59pm
23	Grade Turn in your Stat Communication Assignment #1 here	0 points	Feb 7 at 11:59pm
26	Grade 4.1 Turn in your SPSS data files (.spv) here	1 point	Feb 12 at 11:59pm
24	Grade 4.2 Turn in your SPSS data files (.spv) here	1 point	Feb 14 at 11:59pm
25	Grade AR1 Test Output Submission HERE		



# Canvas Outcomes

2. Use the Canvas Outcomes tab to enter program or course learning outcomes. Click “+Outcome” to begin creating a new outcome.

The screenshot shows the Canvas Outcomes interface. The left sidebar has the 'Outcomes' tab selected, indicated by a red arrow. The top navigation bar includes '+ Outcome', '+ Group', 'Import', and 'Find'. The main content area shows 'Analysis/Content' with a list of categories: Conventions, Organization, Student Position, Tone/Style, and Use of Information. A table of rubric criteria is visible on the right.

Analysis/Content			
Presents and fully supports a controlling thesis or topic in a clear, critical, and persuasive manner. Employs evidence beyond common or routine responses. Well-developed paragraphs foster a thorough examination of the topic. Central message was successfully	Presents and supports a thesis or topic though the writing might occasionally lose focus. Makes use of evidence or examples. Well-developed paragraphs lead to a satisfactory examination of the topic. Central message is generally clear and supported.	Generally presents a thesis or topic. Makes minimal or implicit use of evidence or examples. Minimally developed paragraphs lead to a limited examination of the topic. Central message is somewhat unclear/poorly supported.	Does not present a thesis or topic clearly. Presents the thesis or topic and abandons it. Evidence and examples are not present in the document. Underdeveloped paragraphs disrupt an examination of the topic. Vague central message.



# Canvas Outcomes

The outcome name should reflect one of the domains from the rubric.

Canvas LMS interface showing the 'Outcomes' page for 'Jessica Dennis Sandbox'. The 'Communication' domain is selected in the left sidebar. The main content area shows a form for creating an outcome with the name 'Communication' and a description: 'Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)'. A red arrow points to the 'Name this outcome:' field.



# Canvas Outcomes

Scroll down and enter the criteria for each level of proficiency. After making all modifications to the outcome, save the outcome.

The screenshot shows the Canvas Outcomes interface for Jessica Dennis Sandbox. A red arrow points to the 'Communication' outcome in the table. The table has columns for 'Uses quantitative', 'Meets Expectations', 'Does Not Meet Expectations', and 'Total Points'. The 'Communication' row shows 'Uses quantitative' as 4 pts, 'Meets Expectations' as 3 Points, 'Does Not Meet Expectations' as 0 Points, and 'Total Points' as 5 Points. Below the table, the 'Communication' outcome is selected, showing 'Mastery at: 3' and 'Calculation Method: Decaying Average'. A detailed view of the 'Communication' outcome is shown below, including 'Last Item: 65' and 'Between 1% and 99%'. The 'Calculation Method' is '65/35 Decaying Average'. An example is provided: 'Most recent result counts as 65% of mastery weight, average of all other results count as 35% of weight. If there is only one result, the single score will be returned.' Below the example, it lists '1- Item scores: 1, 4, 2, 3, 5, 3, 6' and '2- Final score: 4.95'. 'Cancel' and 'Save' buttons are at the bottom right.

Uses quantitative	Meets Expectations	Does Not Meet Expectations	Total Points
4 pts	3 Points	0 Points	5 Points

Mastery at: 3  
Calculation Method: Decaying Average

Last Item: 65  
Between 1% and 99%

Calculation Meth... 65/35 Decaying Average  
Example: Most recent result counts as 65% of mastery weight, average of all other results count as 35% of weight. If there is only one result, the single score will be returned.  
1- Item scores: 1, 4, 2, 3, 5, 3, 6  
2- Final score: 4.95

Cancel Save



# Canvas Outcomes

Group outcomes from the same rubric with the “+Group” option.

The screenshot displays the Canvas LMS interface for managing outcomes. On the left is a vertical navigation sidebar with icons for Account, Dashboard, Courses, Calendar, Inbox, Arc, and Commons. The main content area is titled 'Jessica Dennis Sandbox > Outcomes'. At the top of this area is a toolbar with buttons for 'Back', '+ Outcome', '+ Group', 'Import', 'Find', and 'Manage Rubrics'. A red arrow points to the '+ Group' button. Below the toolbar, a list of outcomes is shown on the left, with 'Quantitative Reasoning' selected. To the right of this list is a form for creating a new group. The form has two sections: 'Name this group:' with a text input field containing 'Quantitative Reasoning', and 'Describe this group:' with a rich text editor containing various formatting options like bold, italic, underline, and text color.





# Canvas Outcomes

Create a rubric based on the outcomes you created by selecting “Manage Rubrics”.

The screenshot displays the Canvas LMS interface for a user named Jessica Dennis Sandbox. The left sidebar contains navigation options: Account, Dashboard, Courses (highlighted in yellow), Calendar, Inbox (with a notification badge), Arc, and Commons. The main content area shows the 'Outcomes' page with a top menu bar containing '+ Outcome', '+ Group', 'Import', 'Find', and 'Manage Rubrics'. A red arrow points to the 'Manage Rubrics' button. Below the menu bar, there are folders for 'Quantitative Reason...' and 'Written Communica...'. The main content area is titled 'Setting up Outcomes' and contains instructional text about creating and managing outcomes.

Home

Announcements

Assignments

Discussions

Grades

People

Pages

Files

Syllabus

**Outcomes**

Quizzes

Modules

Conferences

Jessica Dennis Sandbox > Outcomes

+ Outcome + Group Import Find Manage Rubrics

Quantitative Reason...  
Written Communica...

## Setting up Outcomes

Outcomes are created here to track mastery in a course. To get started, checkout the menu bar along the top. Click on the New Outcome button to create a new outcome, or the New Group button to create a new group to organize your outcomes into. The Find button will allow you to use outcomes that have been created by your state or institution. As you create and use outcomes you will be able to use the panel to the left to navigate through your outcomes. You can drag and drop outcomes between the different levels to create structure.

In order to import a large quantity of Outcomes at once, or to update your existing outcomes, please [follow the CSV format](#).

More importantly, Canvas allows you to add outcomes to your grading rubrics so that you can evaluate mastery as you grade assignments. Once you've set up outcomes, click Manage Rubrics to start using your outcomes for grading.



# Canvas Outcomes

Add the outcomes to your rubric by selecting “Find Outcome”. After adding all the appropriate outcomes, select “Create Rubric”.

Announcements

Assignments

Discussions

Grades

People

Pages

Files

Syllabus

Outcomes

Quizzes

Modules

Conferences

Collaborations

Settings

Account

Dashboard

Courses

Calendar

Inbox

Arc

Commons

### Written Communication and Critical Thinking Rubric

6 criteria  
24 points possible

Title: Quantitative Reasoning

Criteria	Ratings		Pts
Description of criterion Range	5 pts Full Marks	0 pts + No Marks	5 pts
Communication threshold: 3 pts	4 pts Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	3 pts Meets Expectations	0 pts Does Not Meet Expectations

Total Points: 9

[Find Outcome](#)

Cancel Create Rubric



# Add Rubrics to Assignments

3. Create signature assignments in the program assessment course shell. Link rubrics to the assignment.

The screenshot shows the Canvas LMS interface for a course shell. The breadcrumb trail is "Jessica Dennis Sandbox > Assignments > Writing Assignment #2". The left sidebar contains navigation options: Account, Dashboard, Courses (highlighted), Calendar, Inbox (with a '2' notification), Arc, and Commons. The main content area is titled "Writing Assignment #2" and includes "Publish", "Edit", and a menu icon. Below the title is a "No Content" box. The submission settings show "Points: 0" and "Submitting: a file upload". A table lists assignment details:

Due	For	Available from	Until
-	Everyone	-	-

Below the table is a "+ Rubric" button, which is highlighted by a red arrow. The "Related Items" section is empty.



# Add Rubrics to Assignments

- ▶ Find the rubric from any course in your Canvas account.

The screenshot shows the Canvas LMS interface for a course. On the left is a navigation sidebar with icons for Home, Announcements, Assignments (highlighted), Discussions, Grades, People, Pages, Files, Syllabus, Outcomes, Quizzes, Modules, Conferences, Collaborations, and Settings. The main content area is titled "Writing Assignment #2" and includes "Publish", "Edit", and a menu icon. Below the title is a "No Content" box. The submission type is "Points 0" and "Submitting a file upload". A table shows the assignment is due to "Everyone" and is available from "-" to "-". Below this is a rubric editor with a "Title" field containing "Some Rubric" and a "Find a Rubric" button. A red arrow points to this button. The rubric table has columns for "Criteria", "Ratings", and "Pts". The "Criteria" column contains "Description of criterion" and "Range". The "Ratings" column shows "5 pts Full Marks" and "0 pts No Marks" with a plus sign between them. The "Pts" column has a text input field with "5" and "pts". At the bottom, there are links for "+ Criterion" and "Find Outcome", and a "Total Points: 5" indicator.

Due	For	Available from	Until
-	Everyone	-	-

Criteria	Ratings	Pts
Description of criterion Range	5 pts Full Marks + 0 pts No Marks	5 pts



## Add Instructors to the Course

4. Add instructors to the course by selecting “+People” using the “People” tab. Be sure to give them the role of “Teacher”.

The screenshot shows the Canvas LMS interface for a course. The left sidebar contains navigation options: Home, Account, Dashboard, Courses (highlighted), Calendar, Inbox (with a notification badge), Arc, and Commons. The main content area is titled "Jessica Dennis Sandbox > People". Below the title, there are tabs for "Everyone" and "Groups". A dropdown menu is open, showing "All Roles". To the right of the dropdown are two buttons: "+ Group Set" and "+ People". A red arrow points from the "+ People" button to the "People" tab in the sidebar. Another red arrow points from the "People" tab in the sidebar to the "+ People" button. Below the buttons is a table with the following data:

Name	Login ID	SIS ID	Section	Role	Last Activity	Total Activity	
Jessica Dennis	jdennis@calstatela.edu	010158564_e	Jessica Dennis Sandbox	Teacher	Mar 1 at 10:31pm	01:29:20	⋮



# Instructors Add Assignments in Their Courses

5. Ask instructors to put the signature assignments into their own courses by importing course content from the assessment course (see settings tab).

The screenshot displays the Canvas LMS interface for a course. The left sidebar contains navigation options: Home, Announcements, Assignments, Discussions, Grades, People, Pages, Files, Syllabus, Outcomes, Quizzes, Modules, Conferences, Collaborations, and Settings (highlighted with a red arrow). The main content area shows the 'Course Details' page for 'Jessica Dennis Sandbox'. The 'Settings' tab is selected, and the 'Import Course Content' option is highlighted with a red arrow in the right-hand menu. The 'Import Course Content' option is located under the 'Share to Commons' section. The 'Export Course Content' option is also visible. The 'Current Users' section shows 1 Teacher and 0 Students.

Current Users	
Students:	None
Teachers:	1
TAs:	None



# Adding the Assignment

- ▶ Instructors can import only the assignments they want by choosing “Select specific content”.

The screenshot shows the 'Import Content' interface in the Canvas LMS. On the left is a navigation sidebar with icons for Home, Announcements, Assignments, Discussions, Grades, People, Pages, Files, Syllabus, Outcomes, Quizzes, Modules, Conferences, and Collaborations. The main content area is titled 'Import Content' and contains the following elements:

- Content Type:** A dropdown menu currently set to 'Copy a Canvas Course'. A red arrow points to this dropdown.
- Search for a course:** A section with a dropdown menu set to 'Select a course', an 'or' separator, and a text input field for 'Course name'.
- Include completed courses:** A checkbox that is currently unchecked.
- Content:** A section with three radio buttons: 'All content', 'Select specific content' (which is selected), and 'Adjust events and due dates'.
- Buttons:** 'Cancel' and 'Import' buttons at the bottom.

A second red arrow points to the 'Select specific content' radio button. At the bottom of the interface, there is a 'Current Jobs' section.





# Mastery Gradebook

6. Ask instructors to turn on “Mastery Gradebook” inside their own courses using the “Feature Options” tab in course “Settings”.

The screenshot shows the course settings interface for Spring Semester 2019. The 'Feature Options' tab is selected, and the 'Learning Mastery Gradebook' feature is turned on. The interface includes a sidebar with navigation options and a main content area with a list of features and their status.

Feature	Status
ePub Exporting <small>beta</small>	Off
Learning Mastery Gradebook	On
Student Learning Mastery Gradebook	Off
Allow Outcome Extra Credit	Off
Anonymous Instructor Annotations	Off
New Gradebook <small>beta</small>	Off
Duplicating Calendar Events <small>beta</small>	On
Gradebook - List Students by Sortable Name	Off
Enable Dashboard Images for Courses <small>beta</small>	On
Mastery Paths <small>beta</small>	Off
External Collaborations Tool	On
Quizzes.Next	Off
Quiz Log Auditing <small>beta</small>	On

Current Users:

Role	Count
Students:	26
Teachers:	1
TAs:	None
Non-Editing Teacher:	None
LMS Support:	None
Designers:	None



## Download Mastery Gradebook

7. Instructors download the Learning Mastery Gradebook from “Grades” in order to get rubric results. These files can be sent to the assessment coordinator.

The screenshot shows the Canvas LMS interface for the course 'STATISTICS IN PSYCHOLOGY PSY 3020-06'. The left sidebar contains navigation options: Account, Dashboard, Courses (highlighted in yellow), Calendar, Inbox (with a '2' notification), Arc, and Commons. The main content area is titled 'Gradebook: Individual View' and includes a note: 'Note: Grades and notes will be saved automatically when you log out of the field.' Below this, there are two tabs: 'Assignments' and 'Learning Mastery', with the latter being selected and highlighted by a red arrow. Under the 'Learning Mastery' tab, there is a 'Global Settings' section with a 'Select a section' dropdown menu set to 'All Sections', a 'Hide Student Names' checkbox, and a 'Download Results (.csv)' button. The bottom of the page shows the beginning of a 'Content Selection' section.



# Other Possibilities with Canvas

- ▶ You can also share assignments with others using the **Canvas Commons**.
  - This provides **access to everyone at Cal State LA**.
  - Be sure to put tags such as “program assessment”, “rubric”, etc.

The screenshot displays the Canvas LMS interface for a course titled "Jessica Dennis Sandbox" under the "Modules" section. The left sidebar contains navigation options: Home, Account, Dashboard, Courses (highlighted), Calendar, Inbox, Arc, and a refresh icon. The main content area shows a "Week 1" module containing a "Writing Assignment". A context menu is open over the assignment, listing actions: Increase indent, Edit, Duplicate, Move to..., Remove, and Share to Commons. A large red arrow points to the "Share to Commons" option. On the right, the "Course Status" section shows "Unpublished" and "Publish" buttons, along with options for "Import from Commons", "Choose Home Page", "View Course Stream", "New Announcement", and "Student View". A "Coming Up" section at the bottom right indicates "Nothing for the next week". The URL at the bottom left is <https://calstatela.instructure.com/courses/6041#>.

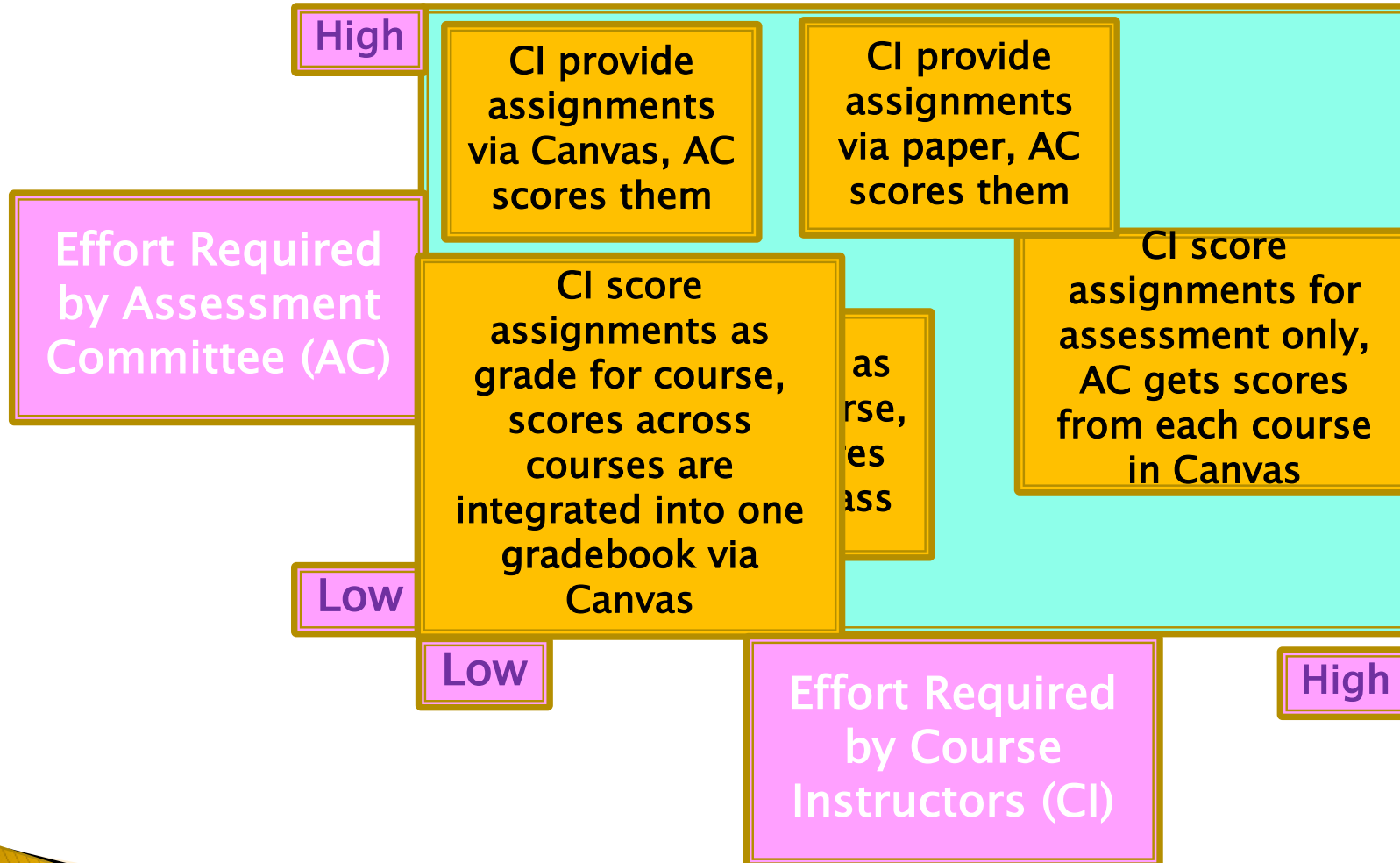


# Other Possibilities with Canvas

- ▶ Get an **administrator-level account** for course coordinators via CETL.
  - **Get permission** from course instructors using the CETL “*Permission to Share Canvas Course*” form.
  - The assessment admin can put the **signature assignment** into relevant courses. Students submit assignments, instructors grade them.
  - The admin can **turn on “Mastery Gradebook”** inside each course shell and later download the gradebooks from each course to combine and examine program results.



# Assessment Options





# Reflection/Discussion

**What Canvas features would help you with program or course assessment?**



# Other Ideas

- ▶ **Portfolium** allows students to upload portfolios showcasing their work from various classes and projects.
  - <https://portfolium.com/network/cal-state-la>
  - Programs could require students to use this in their capstone courses.
  - Faculty could score the e-portfolios using rubrics.



# Other Ideas for Various Methods of Assessment

## Indirect

- ▶ Student or faculty surveys
- ▶ Interviews or focus groups
- ▶ Reflection essays, diaries, or journals

**Hold showcase events where students present for a panel of faculty**

## Direct

- ▶ **Capstone products, theses, dissertations**
- ▶ Comprehensive exams
- ▶ Published (standardized) test (e.g., Major Field Test)
- ▶ Course term papers, projects, or presentations
- ▶ **Artistic performances, recitals, & products**
- ▶ **Simulations**
- ▶ Exam questions or written responses to prompts

# Other Ideas for Various Methods of Assessment

## Indirect

- ▶ Student or faculty surveys
- ▶ Interviews or focus groups
- ▶ Reflection essays, diaries, or journals

**What else has worked for your program?**

## Direct

- ▶ Capstone products, theses, dissertations
- ▶ Comprehensive exams
- ▶ Published (standardized) test (e.g., Major Field Test)
- ▶ Course term papers, projects, or presentations
- ▶ Artistic performances, recitals, & products
- ▶ Simulations
- ▶ Exam questions or written responses to prompts



# Reflection/Discussion

What other ideas and strategies do you want to remember?

What have you learned today that you want to share with others in your department?

***Please take a moment to write and submit your responses!***



# Resources

Slide deck from Instructure on Canvas Outcomes:

- ▶ [https://docs.google.com/presentation/d/1S8PAJncW2rhhWzxrJBeU4kUuImAhpwQQIyh5ugiDZbA/edit#slide=id.g38785927c5\\_0\\_28](https://docs.google.com/presentation/d/1S8PAJncW2rhhWzxrJBeU4kUuImAhpwQQIyh5ugiDZbA/edit#slide=id.g38785927c5_0_28)

Cal State LA Assessment Resources website:

- ▶ <http://www.calstatela.edu/apra/assessment-resources>



# CSU Canvas Common Interest Group recording

CSU Canvas Common Interest Group (CIG) 1 hour presentation:  
<https://youtu.be/emR2PNT9FAE>

- ▶ **Presenters: Jennifer Redd and Stacey Knapp at SJSU**
- ▶ Adding SLOs at Canvas account levels, organize by folder
- ▶ Signature assignment - separate out specific outcomes among many
- ▶ Share the department signature assignment in the Canvas Commons for other department faculty to import to their courses
- ▶ Reporting process



# Q&A with Our Expert!



**Owynn Lancaster**

Canvas Expert!

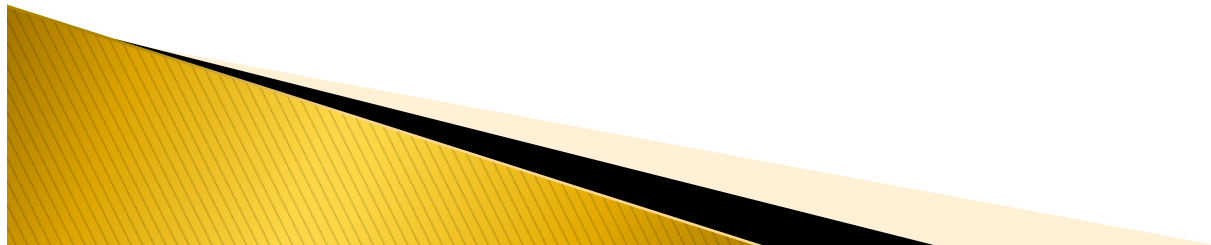
CETL Instructional Designer

(323) 343 - 6595; [Owynn.Lancaster3@calstatela.edu](mailto:Owynn.Lancaster3@calstatela.edu)





# Questions?







Thank You!

