

Best Practices for Automating Outcomes in Canvas



WILMINGTON
UNIVERSITY™

Dr. Kate Cottle
Ms. Gabrielle Gaul
Dr. Lucía Nemeth

Agenda



Introduction: Overview of WU



Overview: Outcomes Assessments



Learning Outcome: Lay the Foundation



Learning Outcome: Identify the Stakeholders



Learning Outcome: Timeline & Next Steps



Conclusion

Overview of Wilmington University

- ❑ **Private, nonprofit** university, established in 1967 focused on **non-traditional students**
- ❑ **National reputation** serving over 20,000 students nationally and internationally
- ❑ Recognized for excellence in online education
 - **Top 50 Online BA by US News & World Report**
- ❑ **Open access** admissions - no SAT or GRE requirements

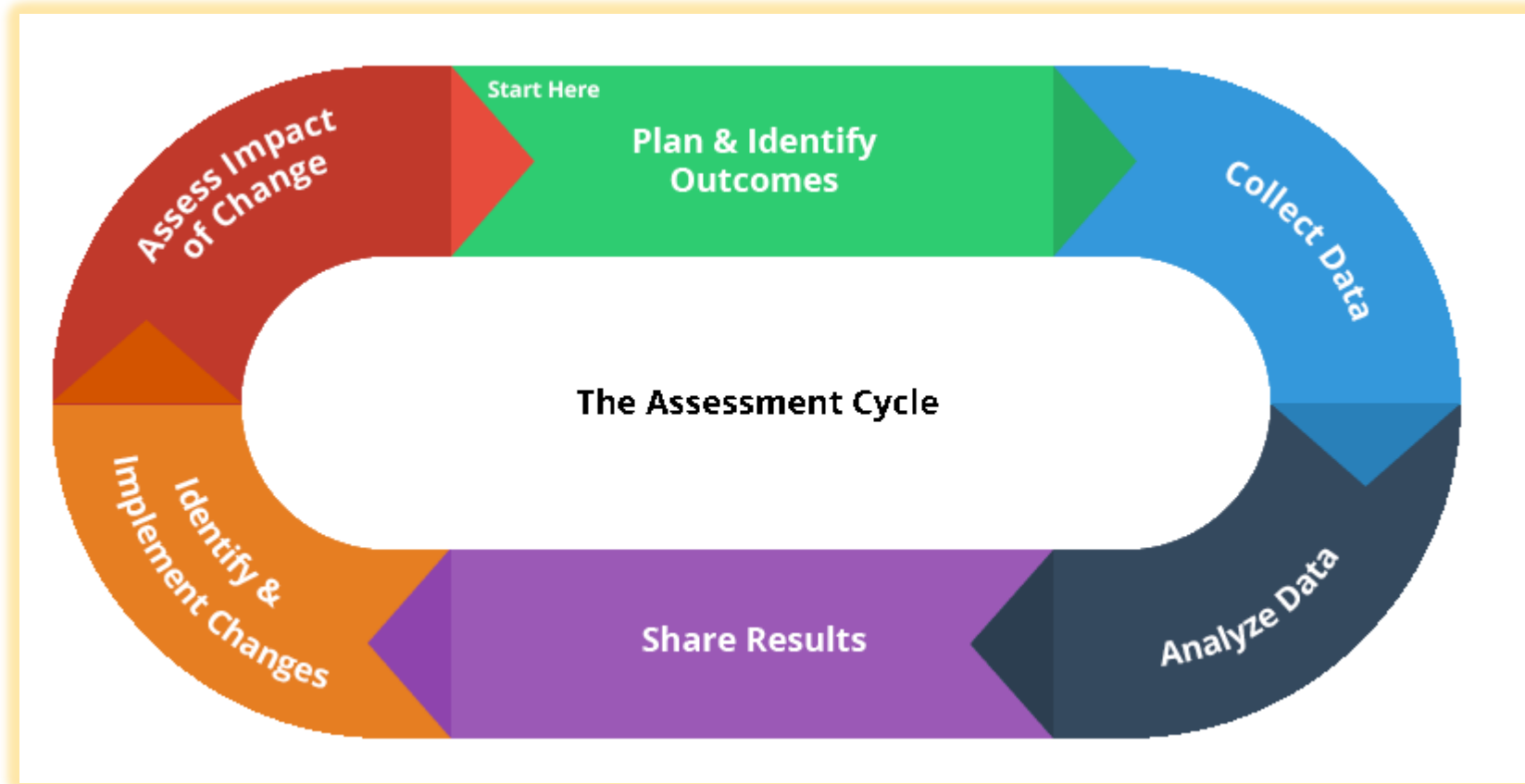
RANKED
3RD
IN
ONLINE
LEARNING*



WILMINGTON
UNIVERSITY™

*Mid-Atlantic Region by U.S. News and World Report

What are Outcomes Assessments (OAs)?



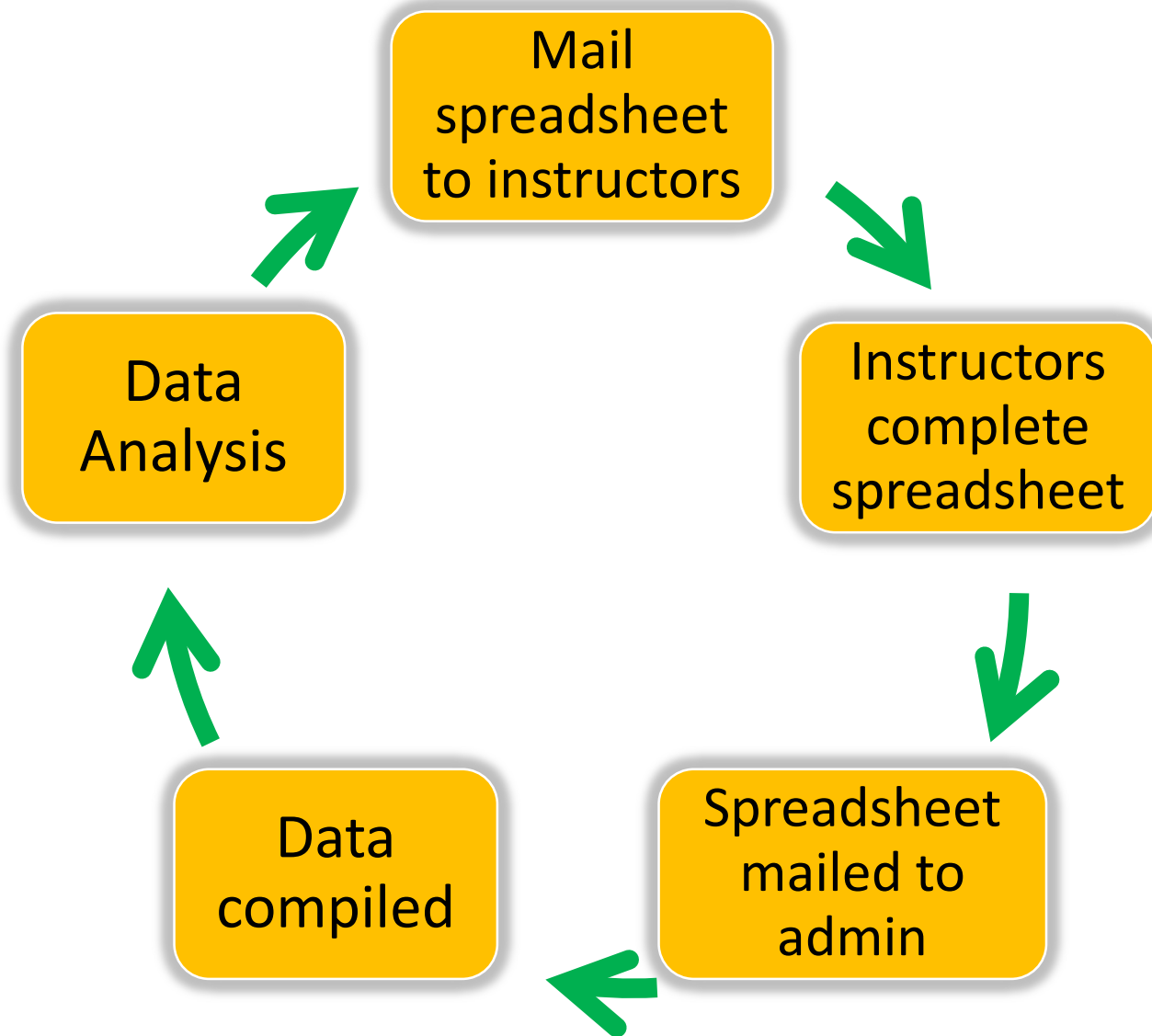
Community College of Philadelphia . (n.d.) *The purpose of outcomes assessment*. Retrieved May 7, 2021 from <https://www.myccp.online/office-assessment-and-evaluation/purpose-outcomes-assessment>

How Are OAs Beneficial for Us?

- Mapped to graduation and program competencies
 - Consistent materials and training provided to instructors
 - Seeing where students need more support/scaffolding
 - Closing the loop is collaborative, helping to reduce silos
- Using the same measurements for early- and late-career students ensures appropriate rigor/student growth
 - Accreditation
 - Potential future partnerships

Slide adapted from American Association for Higher Education's "Nine Principles of Good Practice for Assessing Student Learning" in Maki (2010)

Previous Collection of OAs



Every step has potential for errors!

Outcomes in Canvas: Target Student Learning



The Outcomes Tool in Canvas allows designers to add the outcomes to the root level. Outcomes, in rubrics, are attached to individual assignments in courses and then collected as a single report.

~ [Canvas Community Site](#)

Learning Outcome: Laying the Groundwork

Plan for consistency on both the formative and summative levels as well as across disciplines.

Formative vs. Summative Assessments

FORMATIVE

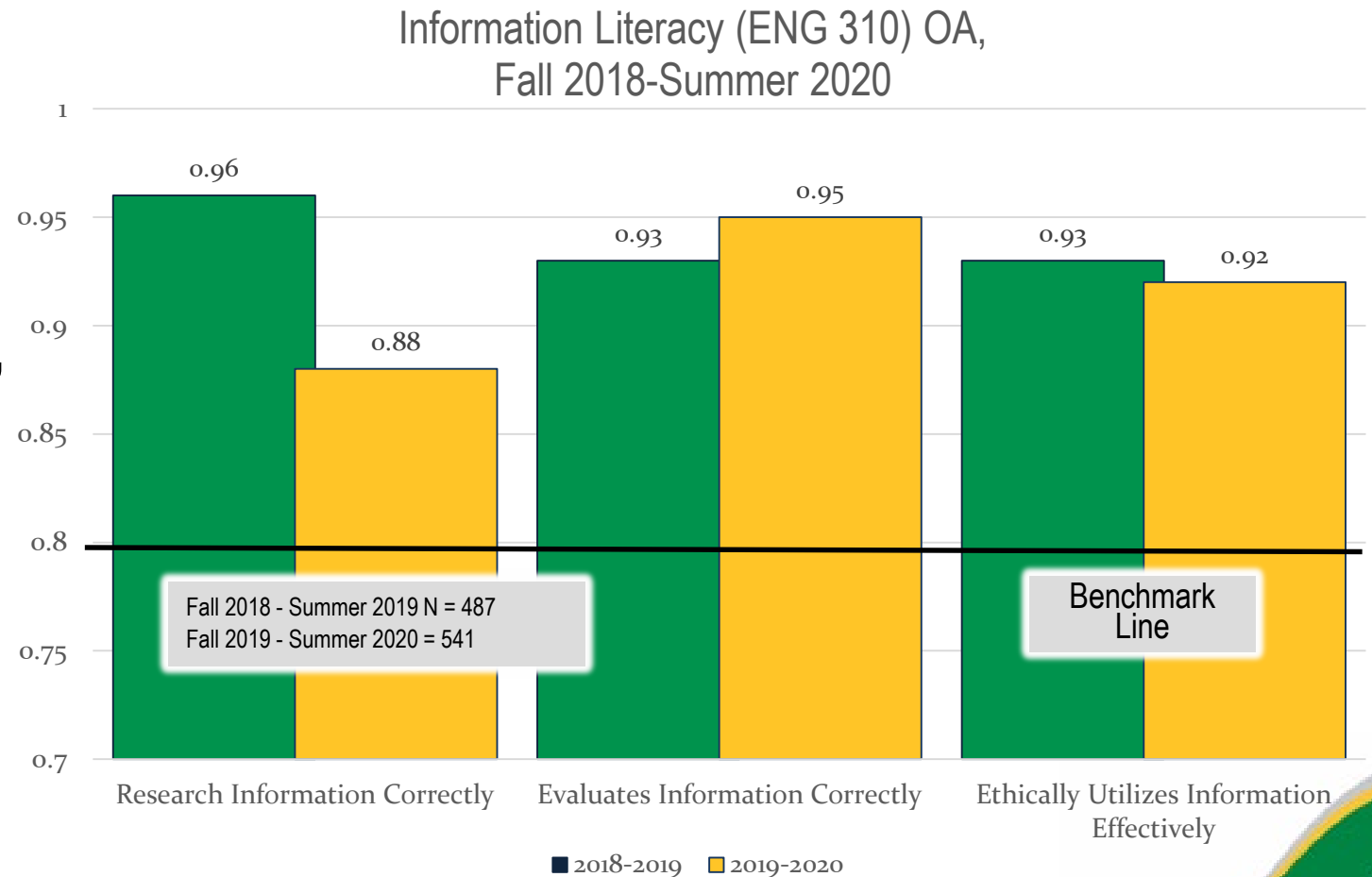
- Where students start
- Developmentally appropriate is NOT at mastery (VALUE: Benchmark or Milestones) (AACU, 2024)
- Helps students to think about their own learning and processes (Maki, 2010)
- Allows instructors to adjust to student learning needs (Maki, 2010)

SUMMATIVE

- Where students end
- Demonstrated mastery of graduation outcomes is the goal (VALUE: Mastery) (AACU, 2024)
- Shows what students have learned and can demonstrate (Maki, 2010)
- Both steps are necessary for modifying curriculum to better support student needs

One Rubric to Rule them All

- Use both formative & summative
- 1 rubric to measure writing, information literacy, APA formatting/citation, and technology fluency
- Roll out process

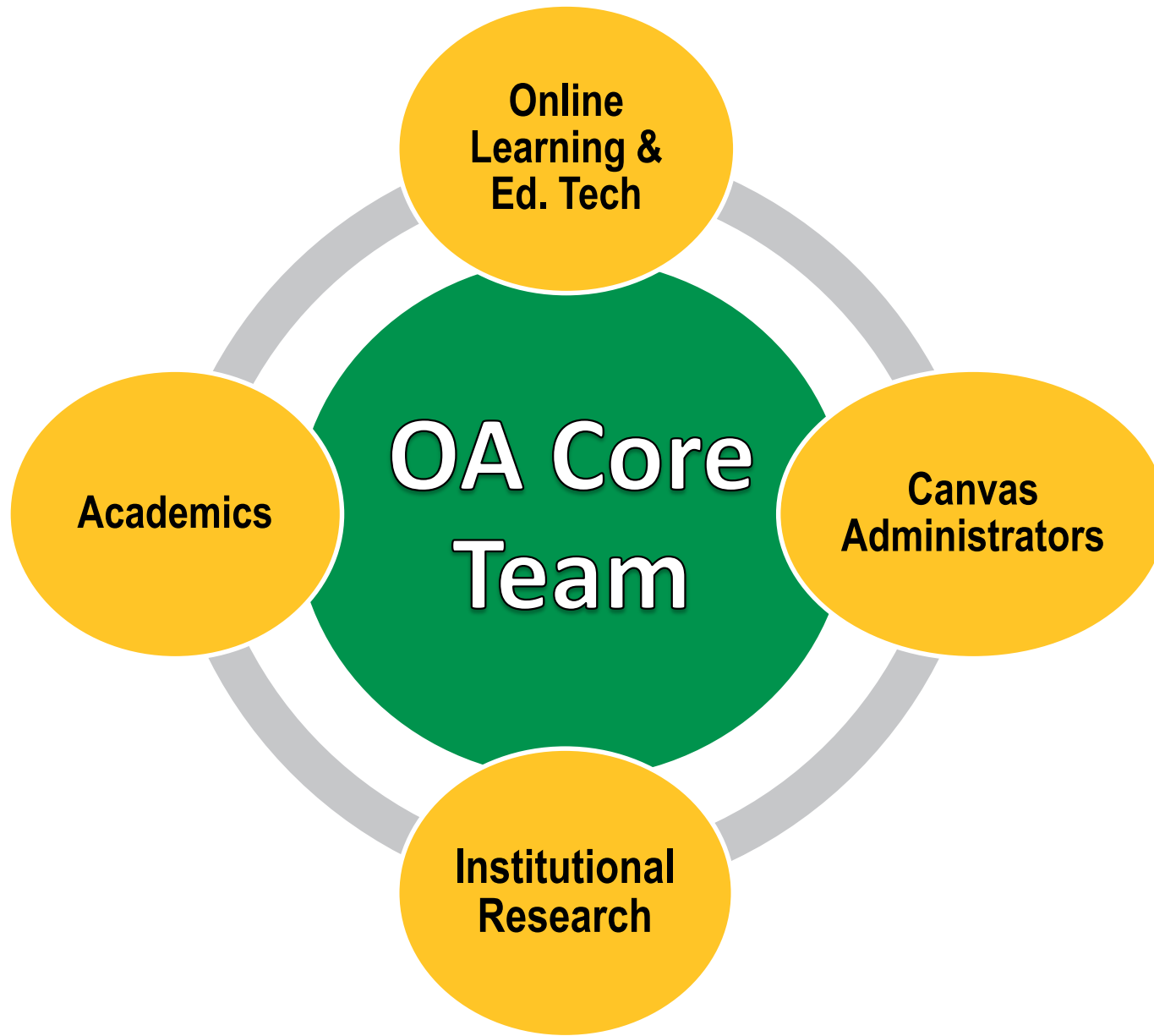


Laying the Foundation Checklist

- What are your graduation and program competencies?
- Where (in what classes) do you measure to see that your students are meeting the competencies?
- How do you measure the students' performance?
- How often do you measure the students' performance? (Do you measure the students' performance once or more than once? Where in the program do you measure the students' performance?)
- How are you collecting the data? (Are additional steps asked of instructors?)

Learning Outcome: Identifying Stakeholders

Identify the Stakeholders



Outcomes Assessment Core Team

- **Individuals who will “drive” and oversee the process.**
- **Individuals who understand this as a learning process.**
- **Individuals who are confident and comfortable with Canvas.**

Academics

Faculty Members (full-time and adjuncts)

Academic Program Chairs & Administrative Personnel

Deans

Academic Leadership (Directors, AVP, VP)

Roles for these stakeholders:


- Assessing academic assessments formatively/summatively
- Identifying key courses for collection (initial-pilot courses)
- Creating rubrics (trauma-informed, consistent messaging & values)
- Setting the timeline – start small!
- Training Faculty members on the collection process & monitor
- Ensuring buy-in from the top down


Emails to Instructors

Hello,

We hope your fall is off to a great start. This is just a reminder that you are currently teaching a course in which College of Arts and Sciences Outcomes Assessment Data is collected from.

As a reminder, there will be an embedded rubric in the outcomes assessment assignment in your Fall 2020 Block 1 course. Outcomes Rubrics can be identified through the “target” image next to the criteria (see example photo below). Note: please do not remove or edit this rubric as it is essential to our data collection. Please utilize this rubric when grading your student’s assignments so that the data can be successfully collected.



Criteria	Ratings					Pts
 CAS COM 300 Research Question Does the student develop a research question that thoroughly identifies relevant key concepts, synonyms, and related terms that describe the information needed? threshold: 8.0 pts	10 pts EXCELLENT (Develops a focused research question or thesis statement. Thoroughly identifies relevant key concepts, synonyms, and related terms that describe the information needed.)	8.7 pts GOOD (Develops a clear research question or thesis statement. Identifies key concepts, synonyms, or related terms that describe the information needed.)	7.8 pts PROFICIENT (Develops a general research question or thesis statement. Identifies obvious key concepts, synonyms, or related terms that describe the information needed.)	6.9 pts DEVELOPING (Develops a vague research question or thesis statement. Identifies few key concepts, synonyms, or related terms that describe the information needed.)	0 pts INCOMPLETE (Did not develop a research question. No identification of key concepts, synonyms, or related terms that describe the information needed.)	10 pts

Support within Canvas

Outcomes Assessment Instructions

This course contains outcomes assessments (OA) assignments.

Outcomes assessment is a process that evaluates student learning (whether our students are meeting their graduation and program competencies). Its purpose is to provide continuous improvement to our programs and, where applicable, is used to meet accreditation requirements. The data collected from outcomes assessment assignments are critical to implementing curricular or assessment changes where needed.

Please review this short video that demonstrates how to use the rubric properly to grade your OA assignment. If you have any questions regarding this process, please contact your Program Chair.



<http://www.kaltura.com/tiny/pwqfr>

Online Learning & Ed Tech

Instructional Designers

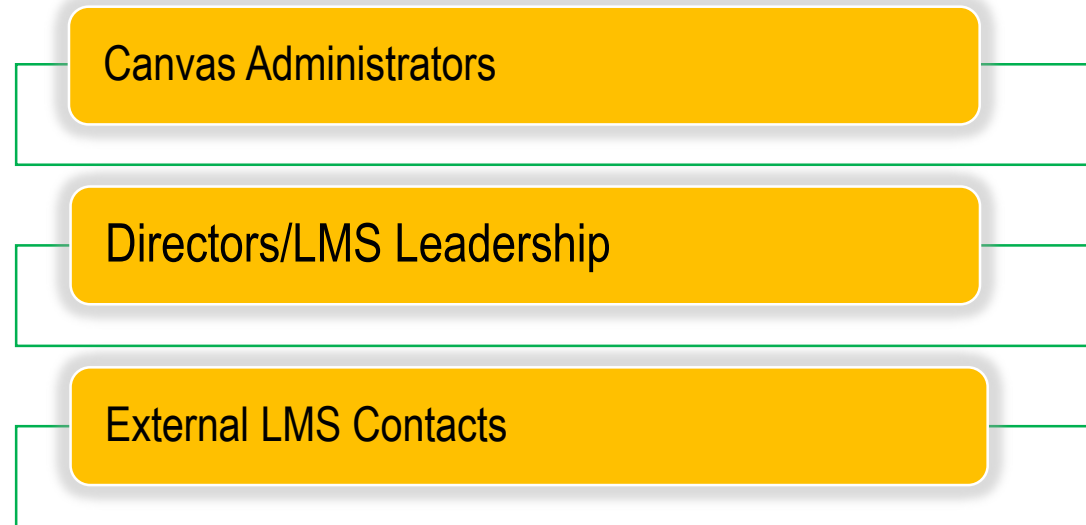
Multimedia/Educational Technology

Directors/LMS Leadership

Roles for these stakeholders:

- Setting parameters and Canvas level access
- Identify key course online templates/assignments that are outcomes based
- Assist with the creation of training materials (videos, guides for faculty)

Canvas Administrators



Roles for these stakeholders:

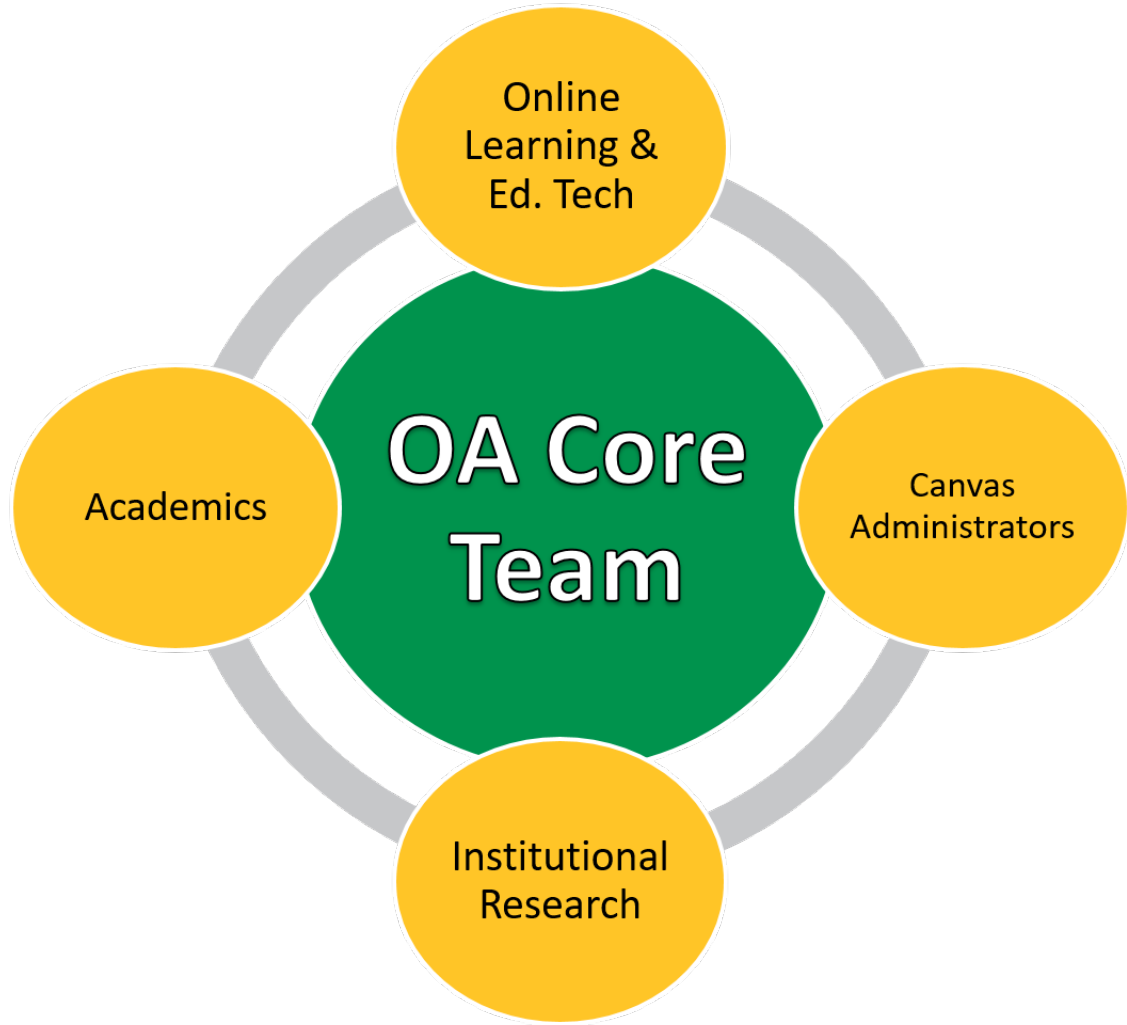
- Technical creation of outcomes assessment rubric criteria in Canvas courses
- Ensuring consistency in naming conventions and collection methods based on information provided by academics
- Troubleshoot LMS questions/data retrieval

Institutional Research

Business Intel Administrator

Roles for these stakeholders:

- Leverage current IR functionality to further automate reporting
- Create accessible reports for all faculty members that align with program and graduation competencies – creating reports from different data sources
- Monitor reporting and adjust based on needs

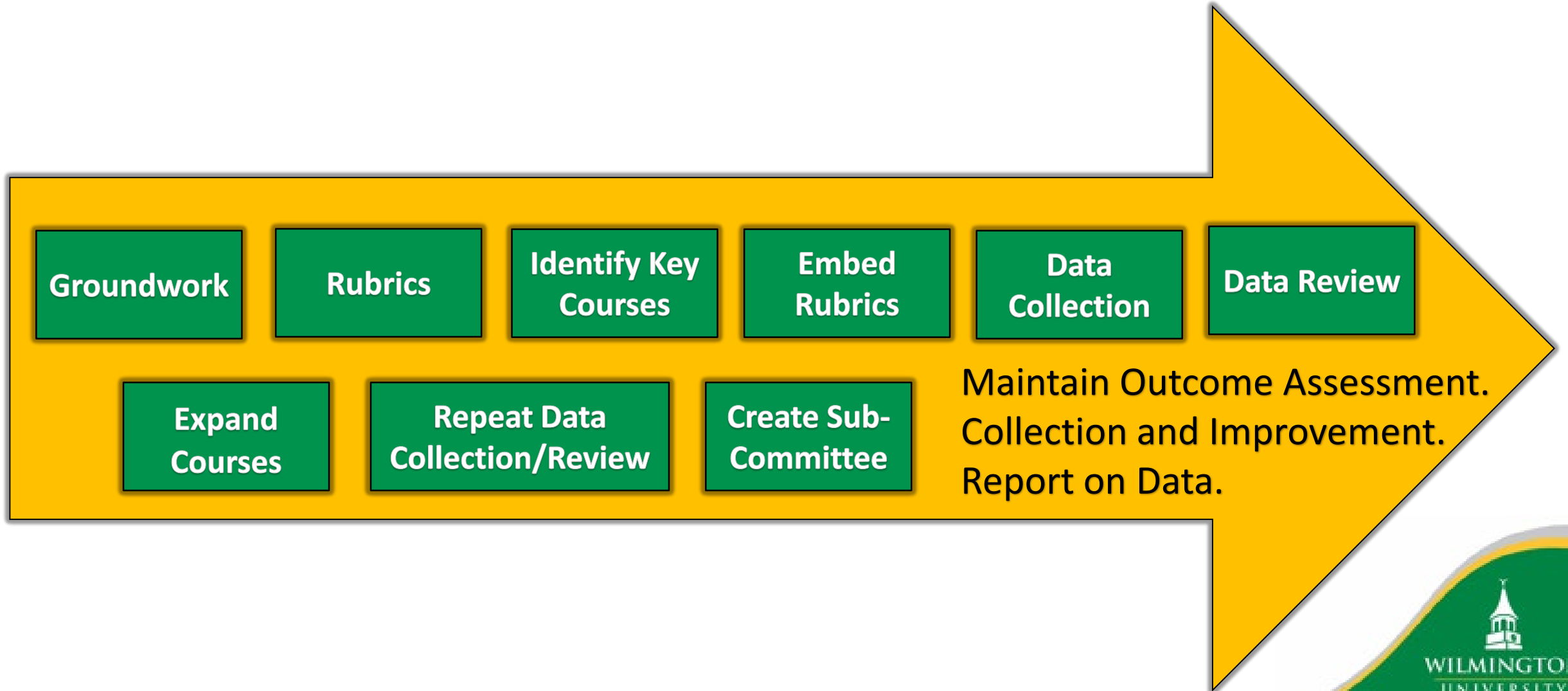


Advisory Board

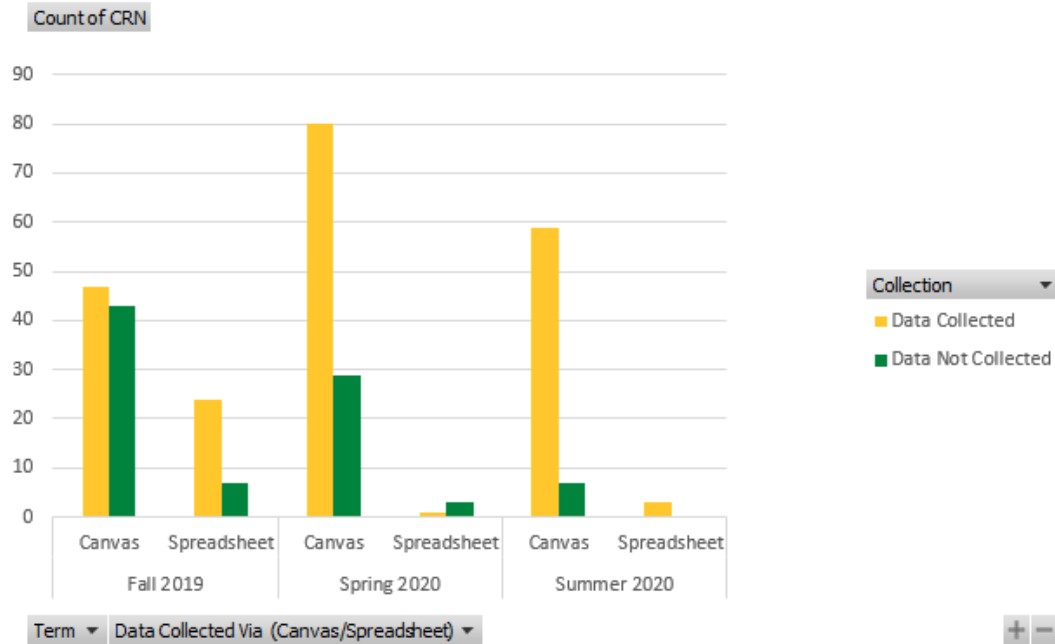
Learning Outcome: Timeline & Next Steps

Application to your college/university

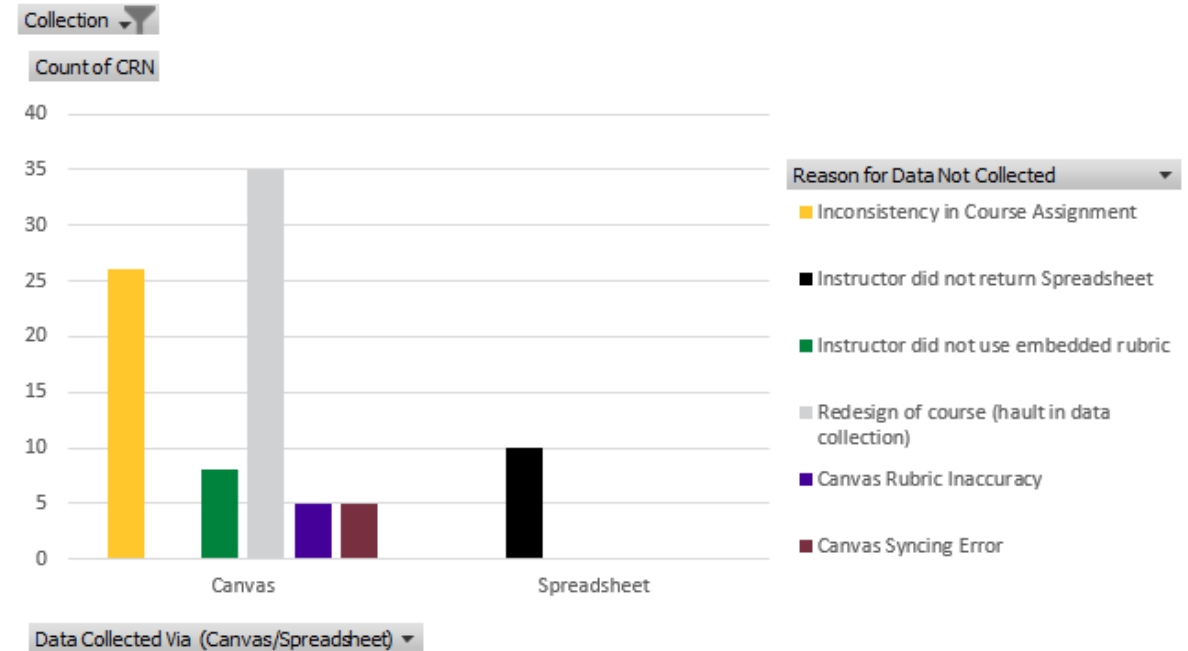
Assessing Your Timeline



Our Timeline



Data Collected 18/19 AY



Reasons for Data Inaccuracies

Lessons Learned in Developing a Timeline

- **Expansion – ensure quality control in academics and Canvas**
- **Consistently Communicate Instructions – video instructions for each class across colleges**
- **Time consumption lessens as time goes on**

- **Take into account different rubric scales, etc., different points of view**
- **Process Evolves Over Time – trauma informed approach**

Conclusion

- **Initial frustration = Leads to increased success over time!!**
- **Overall improved data reporting**
- **Increase in goodwill & ability to move rapidly with curricular change**
- **Continued excitement from other colleges in our University to roll-out the process**
- **Canvas is continuously improving so the process is continually improving**

Thank You!

Dr. Kate Cottle

 katherine.b.cottle@wilmu.edu

Dr. Lucía Nemeth

 lucia.r.nemeth@wilmu.edu

Ms. Gabrielle Gaul

 gabrielle.r.gaul@wilmu.edu

Citation to Reference this Presentation:

Cottle, K., Gaul, G., Nemeth, L. (2021, July 7). *Best Practices for Automating Outcomes in Canvas* [Conference Session]. 2021 Assessment Institute, IUPUI, Held Virtually. <https://assessmentinstitute.iupui.edu/>



WILMINGTON
UNIVERSITY™

References

Academic Affairs Outcomes Assessment. Academic Affairs Outcomes Assessment | Wilmington University. (n.d.). <https://www.wilmu.edu/outcomes/academicaffairs.aspx>.

American Association of Colleges and Universities. (2021). Parts of a VALUE rubric. <https://www.aacu.org/parts-value-rubric>

Maki, P. (2010). *Assessing for learning*, 2nd. ed. Stylus.

Wilmington University Mission, Vision & Values. Our Mission - Wilmington University. (n.d.). <https://www.wilmu.edu/about/mission.aspx>.

Best Practices for Automating Outcomes in Canvas Checklist

Directions: This checklist is meant to be interactive! Follow along with our presentation recording and fill in any necessary information for your University. The last page is reserved to note any questions you might have during the presentation.

Learning Outcome: Laying the Groundwork

- What are your graduation and program competencies?

- Where (in what classes) do you measure to see that your students are meeting the competencies?

- How do you measure the students' performance? (Assessment methods)

- How often do you measure the students' performance? (Do you measure the students' performance once or more than once? Where in the program do you measure the students' performance?)

- How are you collecting the data?
 - Are additional steps asked of faculty/instructors?

Learning Outcome: Identifying the Stakeholders for Automation

- What departments are involved? (Examples: Outcomes Department, Academic discipline or department, Audio/Video Department, Educational Technology, Professional Development). List key individuals below.

- Who will do what parts of the process?
 - Will anyone need additional access to Canvas?
 - Will anyone need additional training in Canvas?

Learning Outcome: Determining Your Timeline

(Remember, start small with a pilot!)

- What key courses or academic programs are ready for automated assessment? (I.e. clear curricular maps, measurable outcomes, participation from faculty).

- How will you expand to additional courses & academic programs?
- Who will serve on the sub-committee for management and continual improvement?
