

# Using Canvas Outcomes in Pacific's General Education program to assess all students

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# GE Revision

- ▶ New GE program started Fall 2021
  - ▶ CORE 1 (Oral Communication & Problem Solving)
  - ▶ CORE 2 (Writing & Critical Thinking)
  - ▶ 7 Areas of Inquiry
  - ▶ 1 DEI course
- ▶ CORE 1 (Fall 2021)
  - ▶ 862 students across 36 sections
  - ▶ 20 different instructors

# CORE 1 Learning Outcomes

## 1. Problem Solving

Identify and analyze a problem

Respond to a problem

## 2. Information Literacy

Identify information needs

Critical and synthetic use of information


## 3. Small Group Communication

Identify dynamics

Effective group participation

# Canvas Outcomes tool

- Way to embed high-level outcomes (University, GE, program, etc.) in Canvas courses
- Instructors can enter assessment data while evaluating student work
- Results can be compiled across multiple sections, or even multiple courses

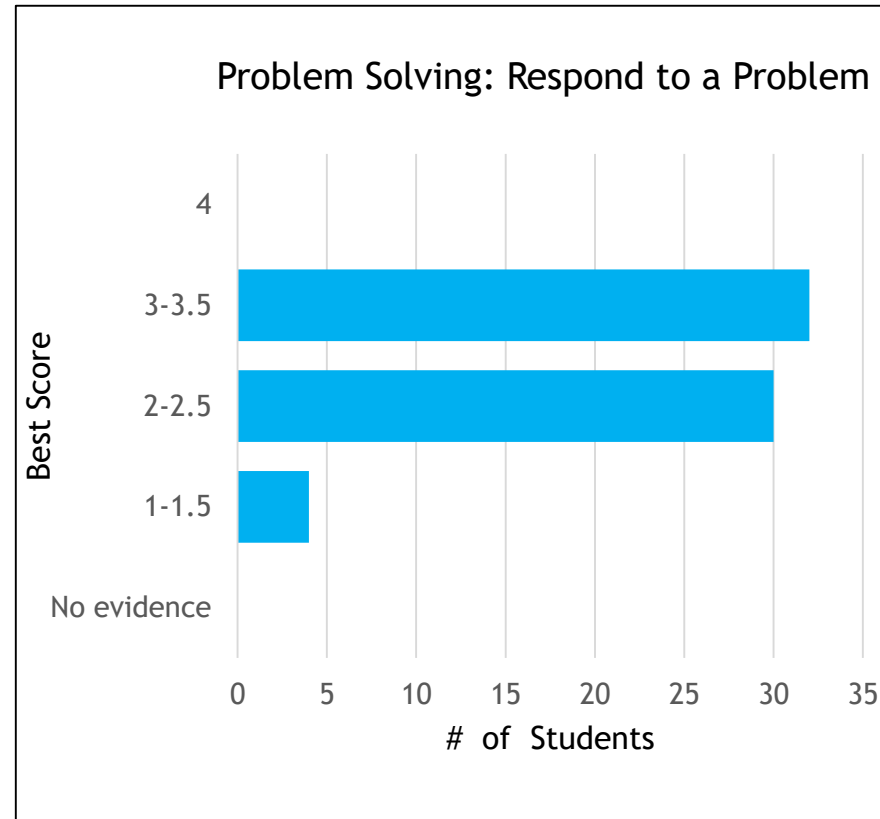
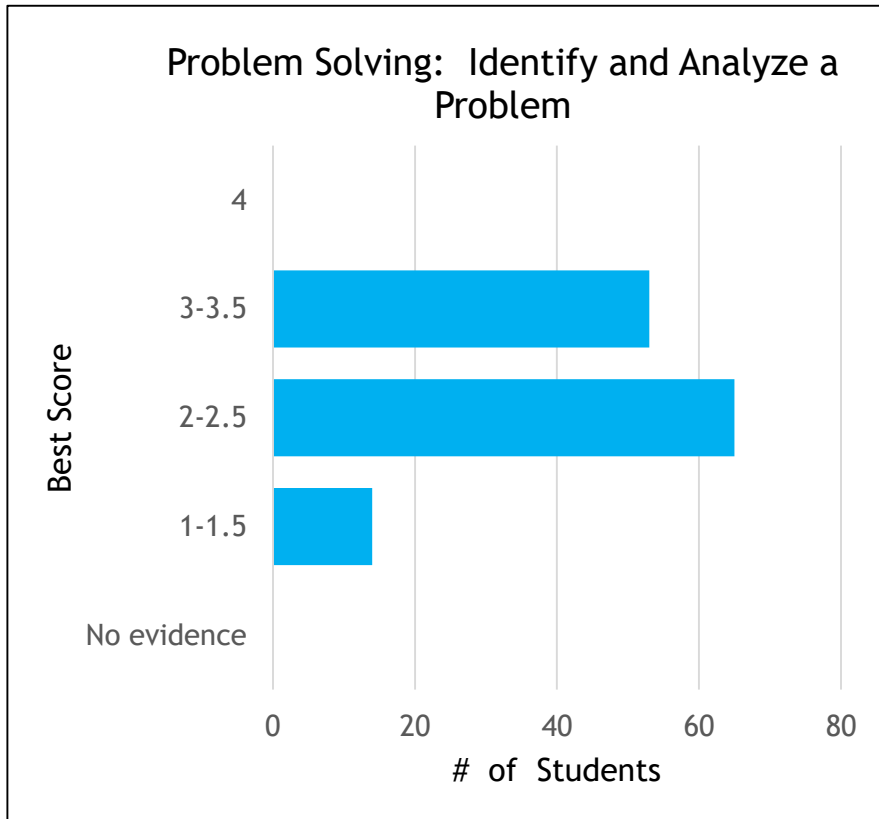
Primary Source Analysis					🔍 🗑️
Criteria	Ratings				Pts
Describe how the primary source offers insight to your group's wicked problem	<b>20 pts</b> <b>Full Marks</b> Use specific quotes or excerpts from the primary source, and connect them to aspects of the wicked problem. Connections are described in an organized way and accurately reflect the source's meaning.	<b>10 pts</b> <b>Partial credit</b> Compare content from the primary source to the wicked problem. Primary source content is not quoted directly, or arguments are not organized in a way that carries a coherent sense of the source's relevance.	<b>0 pts</b> <b>No Marks</b> Discusses the wicked problem without any connection to the primary source. OR Misquotes or misinterprets the primary source.		20 pts
Provide reference information for the primary source	<b>10 pts</b> <b>Full Marks</b> Reference information is complete - including author, title, date, publication, and how the source can be accessed (e.g. a URL or DOI).	<b>5 pts</b> <b>Partial credit</b> Reference information uniquely identifies the source but is not complete	<b>0 pts</b> <b>No Marks</b> Insufficient information to verify the source		10 pts
 Information Literacy: Critical and Synthetic Use of Information threshold: 2 pts	<b>4 pts</b> <b>Accomplished (some students will demonstrate near graduation)</b> ----- Analysis of information is skillfully developed and appropriate to the problem and its context; information is thoroughly and critically evaluated; analysis of information is communicated clearly and with depth to support conclusions	<b>3 pts</b> <b>Competent (most students should demonstrate, near graduation)</b> ----- Analysis of information is satisfactorily developed with respect to the problem and its context; information is evaluated with gaps; analysis of information is communicated to support conclusions	<b>2 pts</b> <b>Developing (most students should demonstrate during CORE1)</b> ----- Analysis of information lacks critical elements; information is evaluated but not in a systematic way; analysis of information is communicated in a general and unsystematic way	<b>1 pts</b> <b>Beginning</b> ----- Does not show evidence of understanding appropriate methods; evaluation of information is unsatisfactory; analysis of information does not show evidence of clarity or support by relevant information or analysis	--
					Total Points: 30

# Pilot: Assessment with Canvas Outcomes

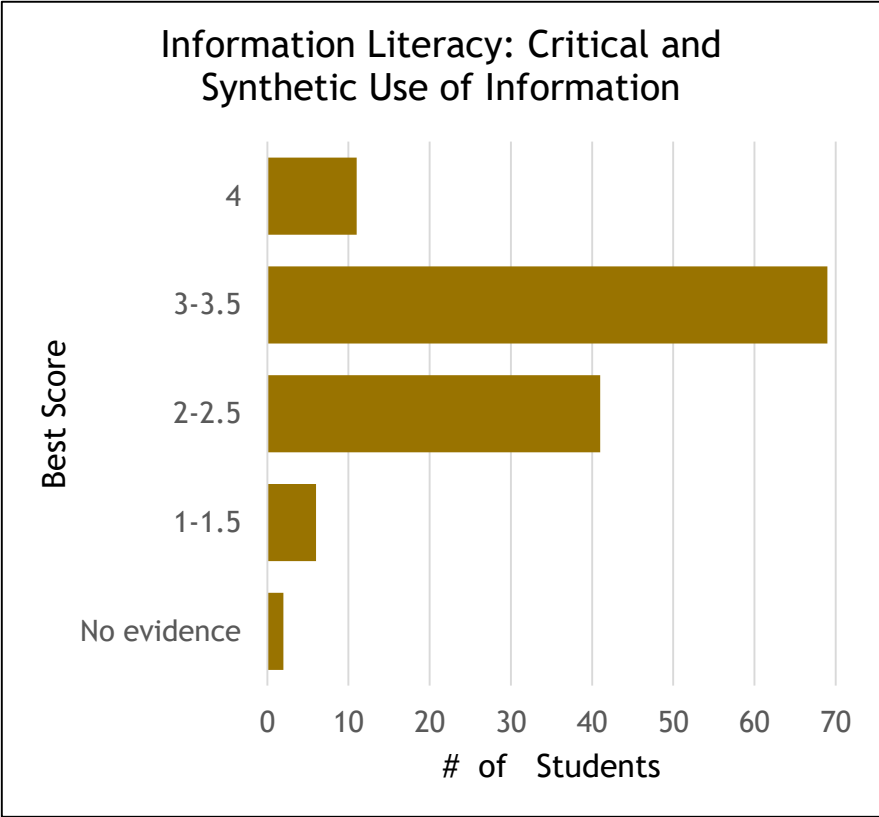
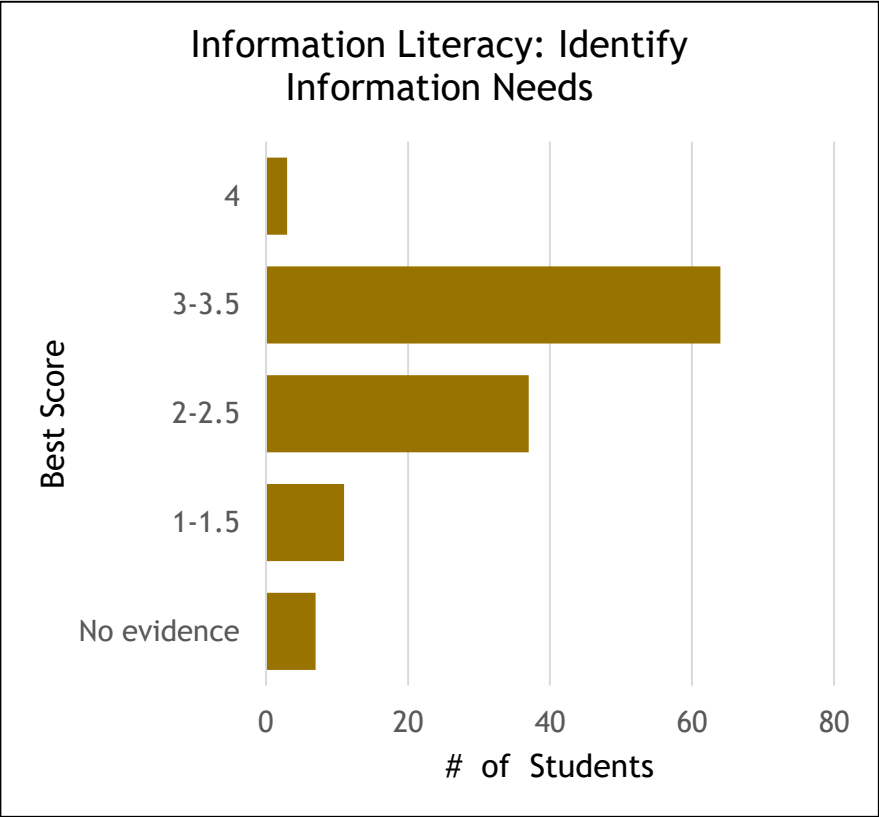
- ▶ Fall 2021: asked for instructors to volunteer to assess one or more of the CORE 1 LOs in their section(s).
  - ▶ 5 instructors participated
  - ▶ 9 sections

Outcome	# students scored	# instructors who scored
PS: identify & analyze	132	3
PS: Respond	66	1
IL: Identify needs	115	3
IL: Critical use	127	3
SG: Identify dynamics	15	1
SG: Effective participation	--	--

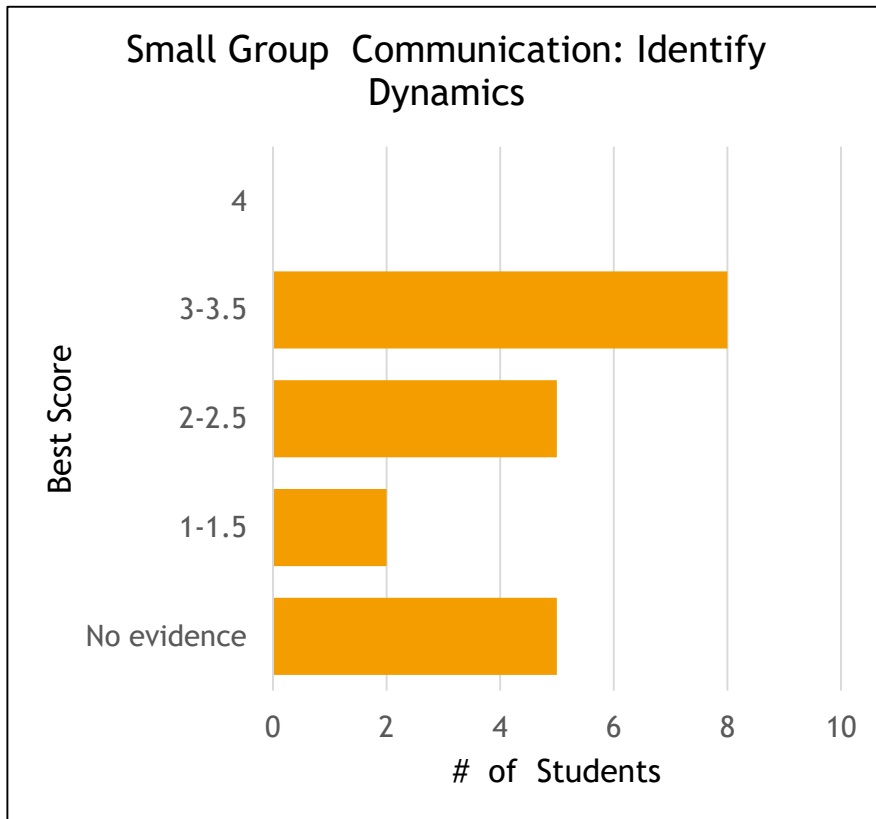
# Problem Solving



# Information Literacy



# Small Group Communication



- ▶ No instructors scored the second LO in this area.



# Discussion

## ▶ Benefits

- ▶ All students can be part of the sample
- ▶ Data can be disaggregated
- ▶ Use is similar to Canvas rubrics

## ▶ Challenges

- ▶ Not all faculty use Canvas rubrics
- ▶ Potential for instructor bias
- ▶ Norming across sections

## ▶ Next steps

- ▶ More work to be done in area of Small Group Communication
- ▶ Cultivate faculty allies
- ▶ Disaggregate pilot data
- ▶ Repeat for CORE 2 in Spring 2022
- ▶ Scale up to all sections of CORE 1 in Fall 2022