

## Assessment Cycle:



**Plan-** Develop/connect assignments to outcomes. Assignment directions should be clear and concise. It is also important that students realize/understand how their work on the assignment is used for assessing the course, program, and institution learning outcomes. Statements about the relationships of assignment, outcome, and student work and student mastery assessment are strongly encourage. What is the expected result based on a student meeting mastery (level 3 in Canvas)?

**Do-** Implement assessment by having students complete relevant, aligned assignments.

**Check/Reflect-** Did the student master the outcomes? To the extent anticipated? Review the levels of student mastery via the Learning Mastery Gradebook. Complete the tables in the *Instructor Assessment Report* document by providing the outcomes levels from past three terms using the outcomes.

**Act-** Analyze and reflect on the assessment data to evaluate the student work and the instruction process. Determine where improvements are needed and what types of improvements (changes to content instruction, changes to assignment, changes to directions, etc.) to reach student mastery or continuous improvement of students learning

**Plan-** Document the changes suggested in the Act phase and begin the process again.

To complete assessments in Canvas:

1. **Plan** Bring the Outcomes into your course shell.

Go to Outcomes > Find > Select all appropriate outcomes > Repeat for all outcomes.

These will include

- a. Course learning outcomes (a minimum of 4 are assessed)
- b. Program learning outcomes (department shells should identify which PLOs are assessed in each course)
- c. General Education Outcomes (REQUIRED in all General Education courses)
- d. Institutional Learning Outcomes (at least one of the five).

*NOTE: If completed in previous semesters and courses were imported/copied, the outcomes should be present already. Update as needed.*

2. **Plan** Identify the assignment(s) used to evaluate student learning of the outcomes. Create or use a current assignment in Canvas. The students do not have to submit work online (EXCEPTION—All General Education student work MUST be submitted in Canvas).

3. **Do** Add a rubric to the assignment.

Open Assignment > Click on **+Rubric**. In the middle of rubric click on Find Outcome > select outcome > **deselect** the box Use this criterion for scoring > click on Import.

Repeat for all outcomes needed for the assignment. The rubric will include all relevant outcomes. The rubric can also include additional criterion for the student work.

4. **Do** Deploy assignment. Instructions should be clear and concise for the students. Instructors can and should note the student learning outcomes assessed with each assignment; including the outcome rubric facilitates transparency in teaching and learning. Levels of student mastery (expectations), clearly communicated to the students, also facilitates transparency.
5. **Check** After students complete the assignment; score the student mastery on each outcome. Use SpeedGrader in Canvas to document student mastery.

Open Assignment > Click on SpeedGrader (on the right) > Click on View Rubric > [resize pages to see whole rubric] > score student by selecting mastery level > SAVE > move to next student

6. **Check** Review and report (in *Instructor Assessment Report*) student mastery levels from the Learning Mastery Gradebook.

Go to Grades > on triangle by Gradebook Select Learning Mastery from dropdown menu  
To return to regular gradebook: On far right click on triangle next to Learning Mastery and select Gradebook from dropdown menu

7. **Act** Using student mastery data, identify any changes or modifications to be implemented next time course is taught (or what was changed in the current semester) in the *Instructor Assessment Report* at conclusion of semester.