

CANVAS GENERAL EDUCATION ASSESSMENT GUIDE

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TIPS FOR SELECTING ASSIGNMENTS FOR GENERAL EDUCATION ASSESSMENT

Read the general education learning outcomes associated with your course. Select assignments where students are asked to **demonstrate a skill associated with a general education outcome**.

Select assignments which elicit at least the **progressing towards expectations** level of performance.

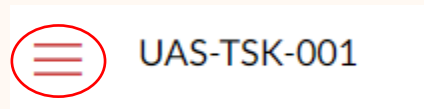
Do not select random assignments. Or assignments provided early in the course. Depending on the course, students may need time before they can demonstrate learning associated with the outcome.

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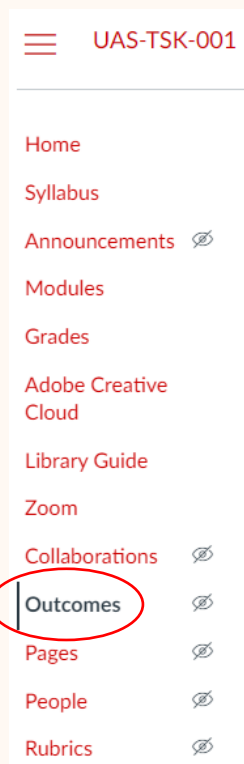
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ADDING GENERAL EDUCATION OUTCOMES TO YOUR COURSE IN CANVAS¹

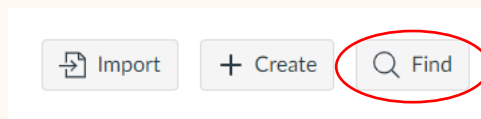
1. Log into Canvas and open the course where the outcome(s) need to be added.
2. Open the navigation menu by clicking on the three lines.



3. Click on **Outcomes** from the menu.



4. Click on **Find** in the upper right corner. It's the one with the magnifying glass.

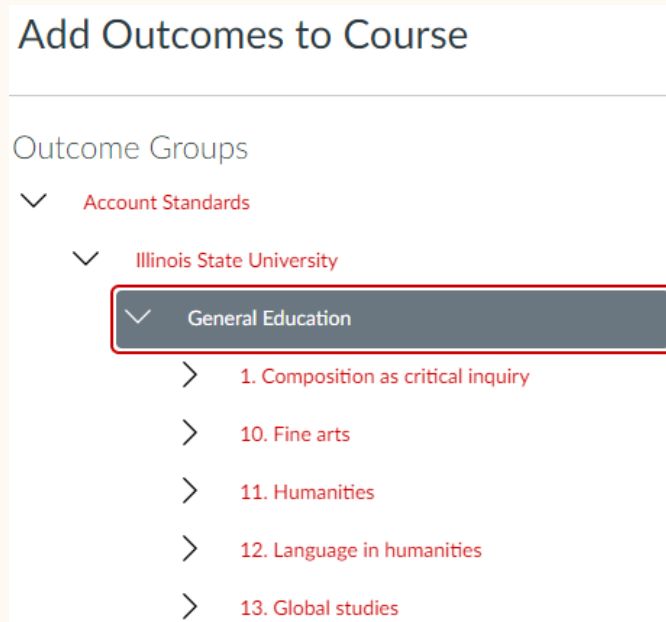


¹ This guide is adapted from and largely based on a guide created by **Dr. Tamra Connor**, Associate Dean for Accreditation and Operations & Professor, College of Business, Illinois State University.

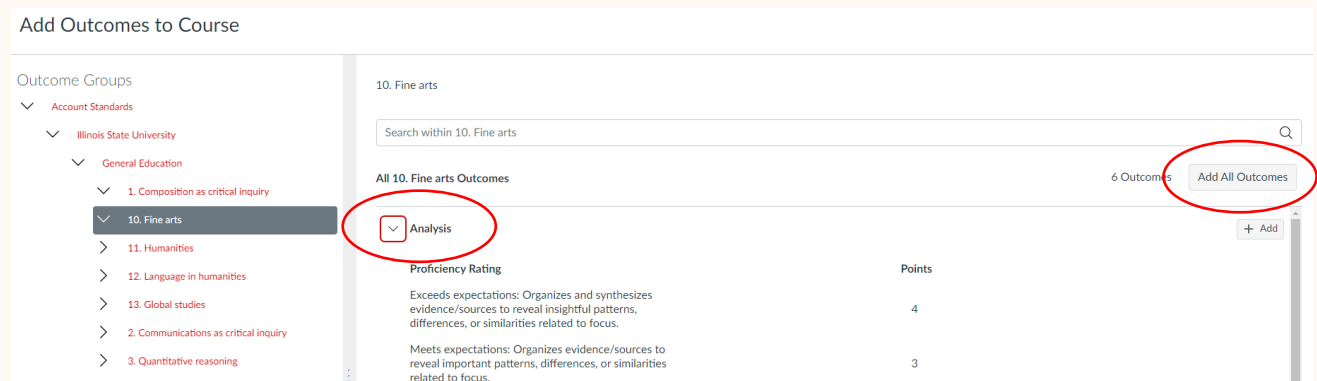
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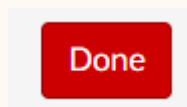
5. Click on Account Standards > Illinois State University > General Education. Outcomes are organized in general education course categories. A list of courses aligned with categories is at the [end of this guide](#).



6. View the outcomes in more detail by clicking on the arrow next to the outcome category. To add an outcome to your course, click **Add**. Select **Add All Outcomes** to add them all.

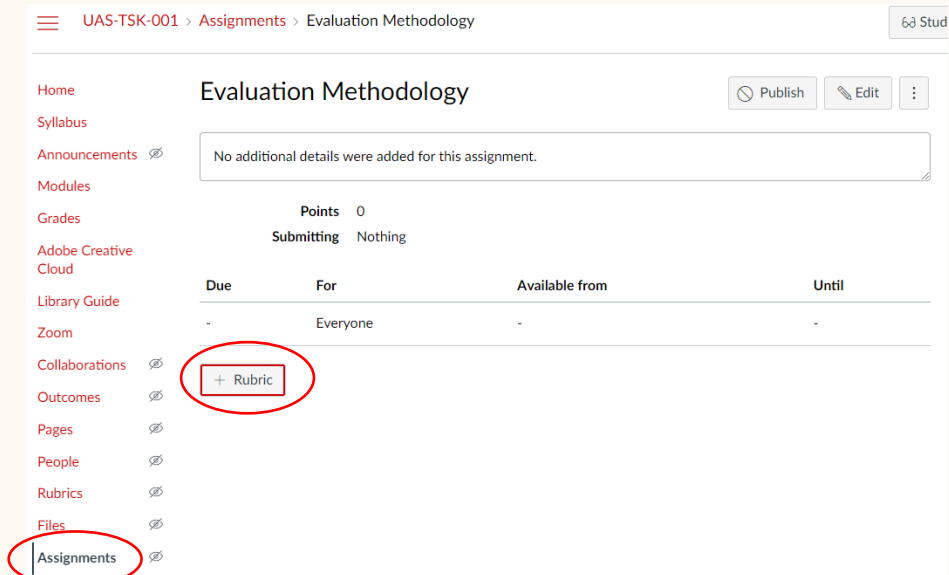


6. When you are finished adding outcomes to your course, click **Done** on the bottom right corner. The outcomes are now added to your course.

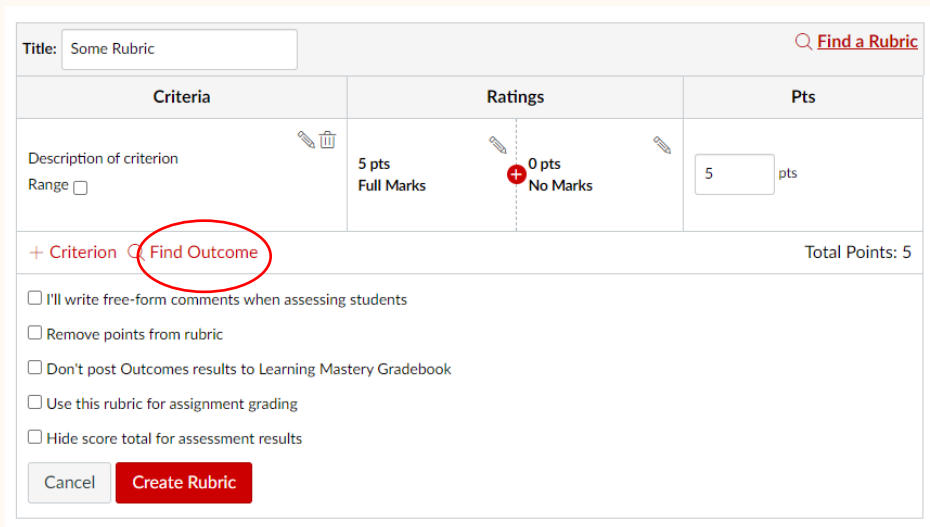


ADDING GENERAL EDUCATION OUTCOMES TO ASSIGNMENTS WITHOUT RUBRICS

1. Open the assignment and click on the **Rubric** button.



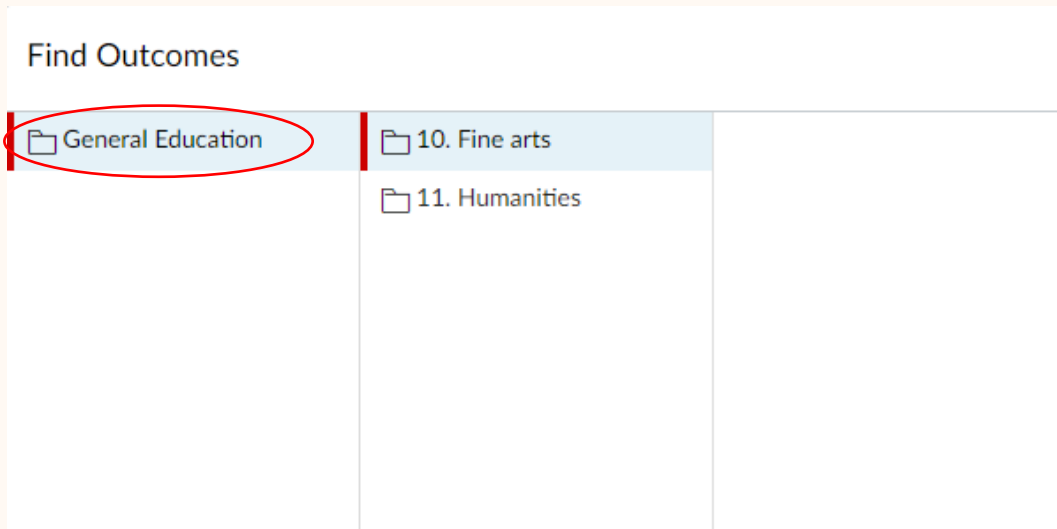
2. After clicking on the rubric button, the rubric screen will appear. Click **Find Outcome**.



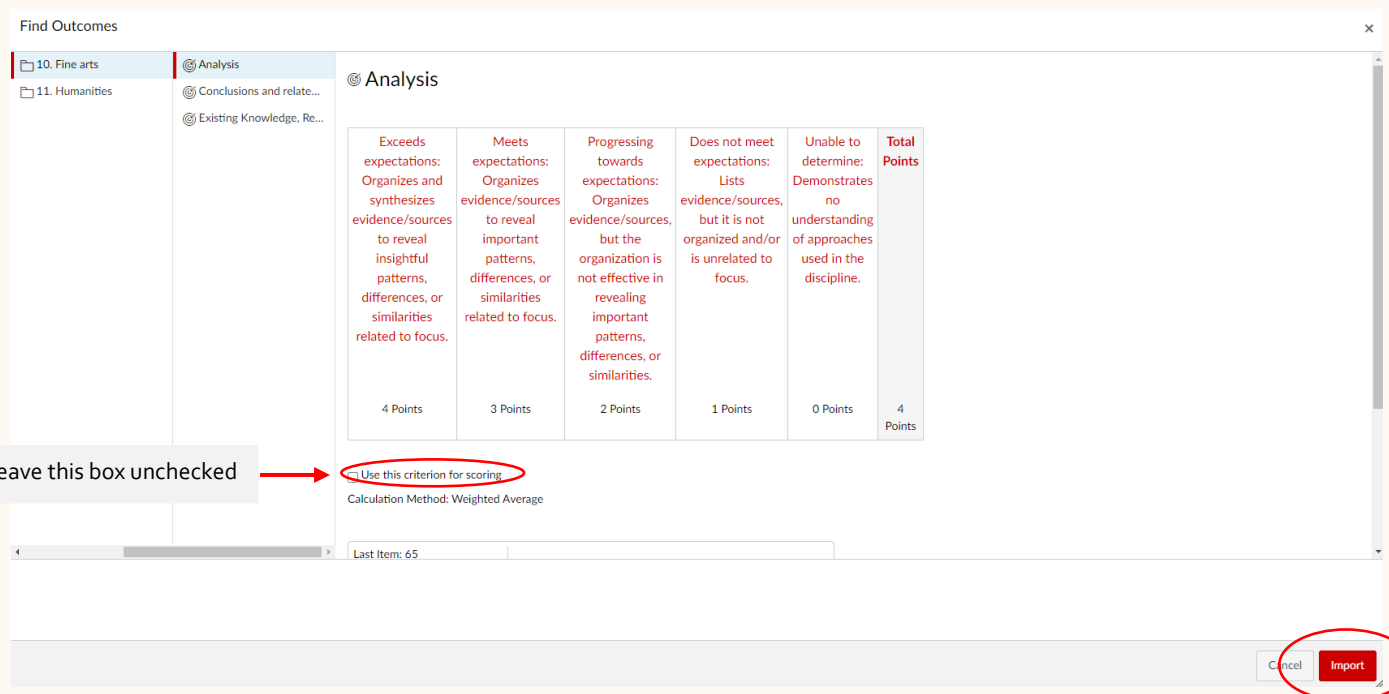
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3. Click through the general education outcomes you previously added to your course. Select the outcome that is most appropriate for the assignment.



4. Select the outcome you want to import (in this example, Analysis). **Make sure the Use this criterion for scoring box is unchecked.** Otherwise, the scores will go into your gradebook.



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5. The outcome is now a rubric associated with your assignment. Give the rubric a name. Notice how the rubric points are not tied to the total points for the assignment. This is because the **use this criterion for scoring box** was left unchecked.

Criteria	Ratings					Pts
Description of criterion Range <input type="checkbox"/>	0 pts No Marks					5 pts
Analysis threshold: 3 pts	4 pts Exceeds expectations: Organizes and synthesizes evidence/sources to reveal insightful patterns, differences, or similarities related to focus.	3 pts Meets expectations: Organizes evidence/sources to reveal important patterns, differences, or similarities related to focus.	2 pts Progressing towards expectations: Organizes evidence/sources, but the organization is not effective in revealing important patterns, differences, or similarities.	1 pts Does not meet expectations: Lists evidence/sources, but it is not organized and/or is unrelated to focus.	0 pts Unable to determine: Demonstrates no understanding of approaches used in the discipline.	4 pts

+ Criterion Find Outcome

Total Points: 5

I'll write free-form comments when assessing students
 Remove points from rubric
 Don't post Outcomes results to Learning Mastery Gradebook
 Use this rubric for assignment grading
 Hide score total for assessment results

Cancel Create Rubric

6. Delete the top row by clicking on the garbage can. Note how the total points are now 0 (zero).² This lets you know the gen ed rubric will not be used for grading in your class.

Criteria	Ratings					Pts
Analysis threshold: 3 pts	4 pts Exceeds expectations: Organizes and synthesizes evidence/sources to reveal insightful patterns, differences, or similarities related to focus.	3 pts Meets expectations: Organizes evidence/sources to reveal important patterns, differences, or similarities related to focus.	2 pts Progressing towards expectations: Organizes evidence/sources, but the organization is not effective in revealing important patterns, differences, or similarities.	1 pts Does not meet expectations: Lists evidence/sources, but it is not organized and/or is unrelated to focus.	0 pts Unable to determine: Demonstrates no understanding of approaches used in the discipline.	4 pts

+ Criterion Find Outcome

Total Points: 0

I'll write free-form comments when assessing students
 Remove points from rubric
 Don't post Outcomes results to Learning Mastery Gradebook
 Use this rubric for assignment grading
 Hide score total for assessment results

Cancel Create Rubric

² You may elect to use the outcome for classroom grading. Just leave the **use this criterion for scoring box** checked. Or select **Use this rubric for assignment grading**.

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7. You may decide to align more than one general education outcome with your assignment. Follow the steps above to add additional outcomes. The example below has two outcomes associated with the assignment. When you are done, click on **Create Rubric**. You can now score the assignment for general education without impacting the student grade.

Title:
[Find a Rubric](#)

Criteria	Ratings					Pts
<div style="display: flex; align-items: center; margin-bottom: 5px;"> 🔄 Analysis </div> <div style="font-size: 0.8em; margin-bottom: 5px;">threshold: 3 pts</div>	4 pts Exceeds expectations: Organizes and synthesizes evidence/sources to reveal insightful patterns, differences, or similarities related to focus.	3 pts Meets expectations: Organizes evidence/sources to reveal important patterns, differences, or similarities related to focus.	2 pts Progressing towards expectations: Organizes evidence/sources, but the organization is not effective in revealing important patterns, differences, or similarities.	1 pts Does not meet expectations: Lists evidence/sources, but it is not organized and/or is unrelated to focus.	0 pts Unable to determine: Demonstrates no understanding of approaches used in the discipline.	4 pts
<div style="display: flex; align-items: center; margin-bottom: 5px;"> 🔄 Explanation of issues </div> <div style="font-size: 0.8em; margin-bottom: 5px;">threshold: 3 pts</div>	4 pts Exceeds expectations: Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	3 pts Meets expectations: Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	2 pts Progressing towards expectations: Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	1 pts Does not meet expectations: Issue/problem to be considered critically is minimally stated without clarification or description.	0 pts Unable to determine: Issue/ problem to be considered critically is stated without clarification or description.	4 pts

[+ Criterion](#) [Find Outcome](#)
Total Points: 0

I'll write free-form comments when assessing students
 Remove points from rubric
 Don't post Outcomes results to Learning Mastery Gradebook
 Use this rubric for assignment grading
 Hide score total for assessment results

Cancel
Create Rubric

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ADDING GENERAL EDUCATION OUTCOMES TO ASSIGNMENTS WITH RUBRICS YOU MADE

1. Open the assignment. Note how your rubric has points associated with it. This is because you are using it for grading. Click on the edit pencil icon in the upper right corner.

Evaluation Methodology (1)				
Criteria	Ratings			Pts
Methodology	5 pts Advanced Facilitate data collection for system/department-wide assessment and evaluation efforts using current technology and methods.	3 pts Intermediate Design data collection efforts that are ongoing, sustainable, rigorous, unobtrusive, and technologically current.	0 pts Foundational Design and integrate ongoing and periodic data collection efforts such that they are sustainable, rigorous, as unobtrusive as possible, and technologically current.	5 pts
Total Points: 5				

2. Click on **Find Outcome**.

Title: Evaluation Methodology 2 Find a Rubric

Criteria	Ratings			Pts
Methodology Range <input type="checkbox"/>	5 pts Advanced Facilitate data collection for system/department-wide assessment and evaluation efforts using current technology and methods.	3 pts Intermediate Design data collection efforts that are ongoing, sustainable, rigorous, unobtrusive, and technologically current.	0 pts Foundational Design and integrate ongoing and periodic data collection efforts such that they are sustainable, rigorous, as unobtrusive as possible, and technologically current.	5 pts
+ Criterion Find Outcome				Total Points: 5

I'll write free-form comments when assessing students
 Remove points from rubric
 Don't post Outcomes results to Learning Mastery Gradebook
 Use this rubric for assignment grading
 Hide score total for assessment results

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3. Complete the steps in numbers 2 through 7 in the previous section of this guide. Note how the assignment includes the rubric you created and the general education rubric. Also note how the total points do not include the general education rubric.

Evaluation Methodology 2						
Criteria	Ratings					Pts
Methodology	5 pts Advanced Facilitate data collection for system/department-wide assessment and evaluation efforts using current technology and methods.		3 pts Intermediate Design data collection efforts that are ongoing, sustainable, rigorous, unobtrusive, and technologically current.		0 pts Foundational Design and integrate ongoing and periodic data collection efforts such that they are sustainable, rigorous, as unobtrusive as possible, and technologically current.	5 pts
📊 Analysis threshold: 3 pts	4 pts Exceeds expectations: Organizes and synthesizes evidence/sources to reveal insightful patterns, differences, or similarities related to focus.	3 pts Meets expectations: Organizes evidence/sources to reveal important patterns, differences, or similarities related to focus.	2 pts Progressing towards expectations: Organizes evidence/sources, but the organization is not effective in revealing important patterns, differences, or similarities.	1 pts Does not meet expectations: Lists evidence/sources, but it is not organized and/or is unrelated to focus.	0 pts Unable to determine: Demonstrates no understanding of approaches used in the discipline.	--
Total Points: 5						

WHERE ASSESSMENT RESULTS GO AND HOW THEY ARE SHARED

Assessment results are stored in the ISU Enterprise Data Warehouse (EDW). The EDW is maintained by Enterprise Data Analytics (EDA).

EDA will create a Power BI visualization. The visualization will highlight results. Results will be shared at the summary level only. Individual course, faculty or grade information will not be communicated on the visualization. Only assessment results.

Spring 2023 is a pilot year for using Canvas for general education assessment. The first visualization is planned for late summer 2024. The visualization will be regularly updated after fall 2024.

For more information about the use of results, see the ISU [general education assessment plan](#). Or contact Ryan Smith, University Assessment Services: rlsmith@ilstu.edu or 815-325-8971.

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GENERAL EDUCATION CATEGORY AND ALIGNMENT

Category	Courses
Composition as critical inquiry	ENG 101 or ENG101A10
Communications as critical inquiry	COM 110 or COM110A10
Mathematics	MAT 113, MAT 113A10, MAT 120, MAT 130, MAT 145
Quantitative reasoning	BE 141 / FIL 141, ECO 138 (B.S.-SMT), GEO 138 (B.S.-SMT), HSC 204, MAT 121 (B.S.-SMT), MAT 131, MAT 146 (B.S.-SMT), MAT 150, MGT 100 (B.S.-SMT), PHI 112, PHY 117 (B.S.-SMT), POL 138 (B.S.-SMT), PSY 138 (B.S.-SMT)
Natural Sciences	BSC 101, BSC 101A10, CHE 102, GEO 102, GEO 103, PHY 102, PHY 103, SOC 103.
Science, Mathematics, and Technology	AGR 203 (B.S.-SMT), ANT 102, ANT 105, BSC 145 (B.S.-SMT), BSC 160 (B.S.-SMT), BSC 170 (B.S.-SMT), BSC 202 (B.S.-SMT), FCS 208 / HSC 208 / KNR 208, GEO 202 (B.S.-SMT), GEO 207 (B.S.-SMT), GEO 211 (B.S.-SMT), HSC 156, HSC 206*, IDS 265, IT 140, IT 214, PHY 205 (B.S.-SMT), PHY 207 (B.S.-SMT), PHY 208 (B.S.-SMT), TEC 170, TEC 275
United States traditions	ENG 131, FCS 112, GEO 142, HIS 111, HIS 112, HIS 131, HIS 135, HIS 136, LAL 109, MUS 156, SED 101, SOC 109, SOC 111, SOC 112
Social Sciences	AGR 201, ANT 143 / ENG 143 / LAN 143, ANT 185*, ANT 197, CJS 101, CSD 115, ECO 101, ECO 102, ECO 103, FCS 222*, FCS 224, GEO 135*, GEO 235A01*, GEO 235A02*, GEO 235A04*, GEO 235A07*, HSC 170, IDS 111, IDS 113, IDS 117, MGT 120, MGT 120a01, POL 140*, PSY 110, PSY 223 / SOC 223, SOC 108, SOC 195, SOC 220*, WGS 120
Individuals in civic life	ANT 176, CJS 102, COM 183, ENG 183, IDS 231, IDS 232, KNR 175, PHI 104, POL 101, POL 106, SOC 106, SOC 241
Fine arts	ART 155, ART 156, ART 176, ART 275*, ART 282, DAN 152, MUS 152, MUS 153*, MUS 154*, MUS 157, MUS 275*, MUS 275A01*, THE 152, THE 176A01, THE 176A02, THE 213, THE 275A01*, THE 275A02*
Humanities	ENG 110, ENG 130, ENG 150, ENG 160, ENG 165, ENG 170, ENG 206*, ENG 229, ENG 250, ENG 251, ENG 261, HIS 101, HIS 102, HIS 104A01*, HIS 104A02*, HIS 104A03*, HIS 104A04*, HIS 104A05*, HIS 104A06*, HIS 105, HIS 107, HIS 285, IDS 133A05, IDS 133A08, IDS 133A21, IDS 133A22, IDS 133A27, IDS 203*, IDS 203A05*, IDS 203A10*, IDS 203A15*, IDS 213, LAN 206*, PHI 101, PHI 150, PHI 202, PHI 224, PHI 238, PHI 251
Language in the humanities	COM 128, ENG 124, ENG 125, ENG 128, FRE 116, GER 116, IDS 121), IDS 212, IDS 254, ITA 116, JPN 116*, LAN 125, LAN 125A01*, LAN 128, SPA 116, SPA 120