

# Tabor College – BLUE JAY Assessment Training Guide

## *Using Canvas to Assess Program Learning Outcomes (PLOs)*

### Overview: How This Training Fits into the BLUE JAY Cycle

This training guide covers the Canvas-related steps of the **BLUE JAY Assessment Cycle**, which ensures consistent and meaningful assessment of student learning.

BLUE JAY Step	Meaning	Covered in This Training?
<b>B – Build Program Outcomes</b>	Departments create and revise PLOs that align with accreditation standards and the Tabor mission.	✗ Completed before Canvas work
<b>L – Link Outcomes</b>	Faculty import PLOs into Canvas and map them to course assignments.	✓ Covered
<b>U – Utilize Rubrics</b>	Faculty attach PLOs to assignment rubrics for scoring.	✓ Covered
<b>E – Evaluate Student Performance</b>	Faculty score PLOs in SpeedGrader as part of normal grading.	✓ Covered
<b>J – Journal Data</b>	Canvas stores PLO scores; Assessment retrieves reports.	✗ Completed automatically
<b>A – Analyze Results</b>	Faculty review data during the Blue Jay Assessment Summit.	✗ Covered outside Canvas
<b>Y – Yield Improvements</b>	Departments submit data-driven action plans.	✗ Covered outside Canvas

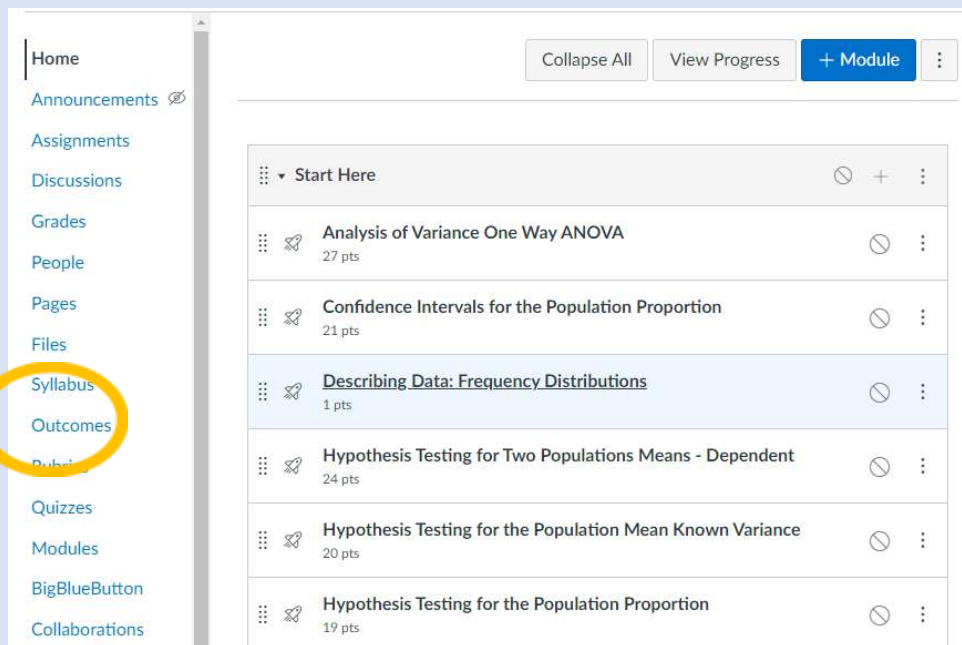
The rest of this document walks you through the **L → U → E** Canvas workflow.

## L – LINK Outcomes

Program Learning Outcomes (PLOs) already exist in Canvas at the account level. Faculty must import the correct PLOs into any course that participates in program assessment.

### Step 1: Navigate to Outcomes

Click on **Outcomes** on the left-hand navigation window in the Canvas course being assessed.

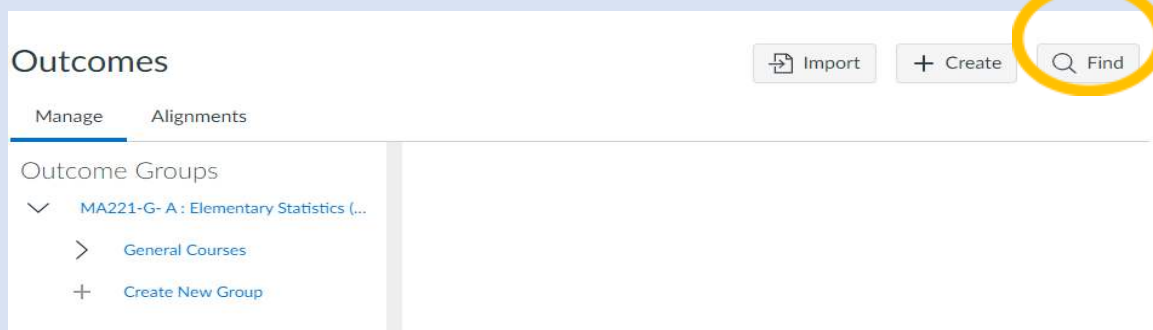


The screenshot shows the Canvas course navigation menu on the left. The 'Outcomes' option is highlighted with a yellow circle. The main content area shows a list of modules with the following items:

- Start Here
- Analysis of Variance One Way ANOVA (27 pts)
- Confidence Intervals for the Population Proportion (21 pts)
- Describing Data: Frequency Distributions (1 pts)** (highlighted in blue)
- Hypothesis Testing for Two Populations Means - Dependent (24 pts)
- Hypothesis Testing for the Population Mean Known Variance (20 pts)
- Hypothesis Testing for the Population Proportion (19 pts)

### Step 2: Click the Find Button

This opens the PLO directory.



The screenshot shows the 'Outcomes' page in Canvas. The 'Find' button is highlighted with a yellow circle. The page includes the following elements:

- Buttons: Import, Create, Find
- Navigation: Manage, Alignments
- Outcome Groups:
  - MA221-G- A : Elementary Statistics (...)
  - General Courses
  - Create New Group

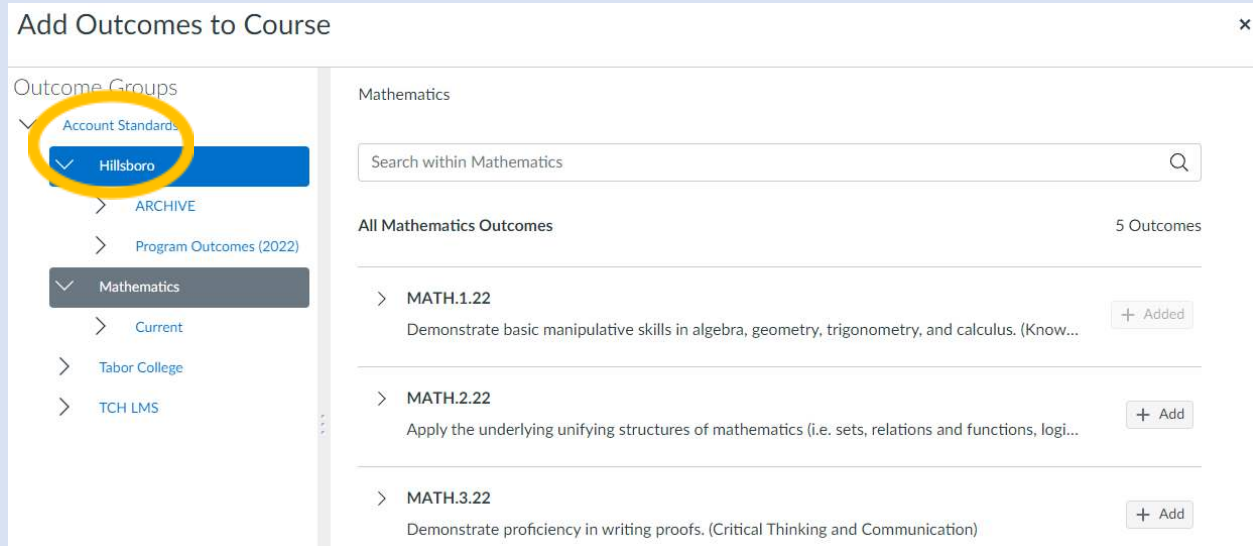
Note: If you do not see the Find option, please complete an IT ticket and explain the situation.

### Step 3: Locate Your Department and Program Outcomes

Navigate through the folder structure:

**Account Standards** → **Hillsboro** → [Department Name]

Example: *Account Standards* → *Hillsboro* → *Mathematics*

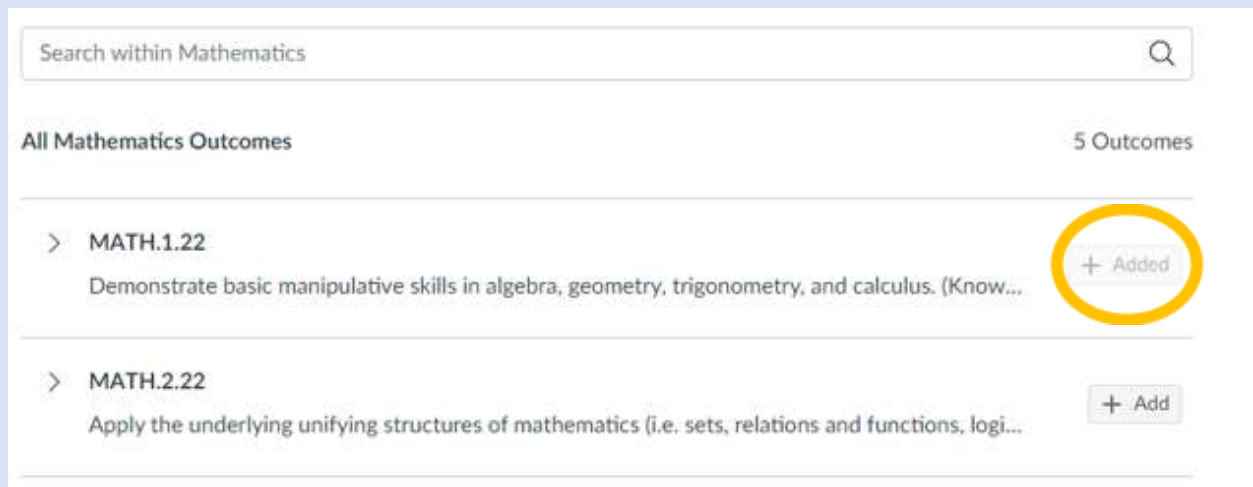


The screenshot shows a window titled "Add Outcomes to Course". On the left, under "Outcome Groups", a tree view shows "Account Standards" expanded, with "Hillsboro" selected and circled in yellow. Below it are "ARCHIVE", "Program Outcomes (2022)", "Mathematics" (selected), "Current", "Tabor College", and "TCH LMS". The main area is titled "Mathematics" and contains a search bar "Search within Mathematics". Below the search bar, it says "All Mathematics Outcomes" with "5 Outcomes" listed. Three outcomes are visible: "MATH.1.22" (circled in yellow) with a "+ Added" button, "MATH.2.22" with a "+ Add" button, and "MATH.3.22" with a "+ Add" button.

**Important:** Only import outcomes that the course will actually assess.

### Step 4: Click “Add” to import Outcome

Once you click **Add**, the PLO is available for use in your rubric.



This is a close-up of the "All Mathematics Outcomes" section. It shows the "MATH.1.22" outcome with the description "Demonstrate basic manipulative skills in algebra, geometry, trigonometry, and calculus. (Know...". The "+ Added" button next to it is circled in yellow. Below it, the "MATH.2.22" outcome is visible with a "+ Add" button.

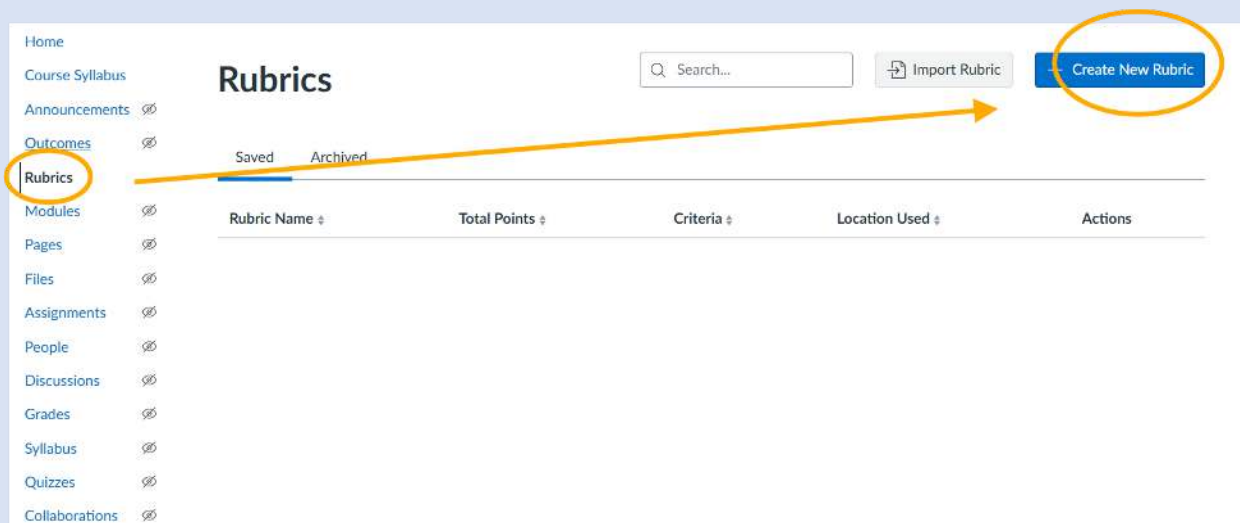
The importation process is complete.

## U – UTILIZE Rubrics

After importing your PLOs, you must attach them to an assignment's rubric so that student work can be assessed.

### Step 1: Click "Rubrics"

### Step 2: Click "Create New Rubric"

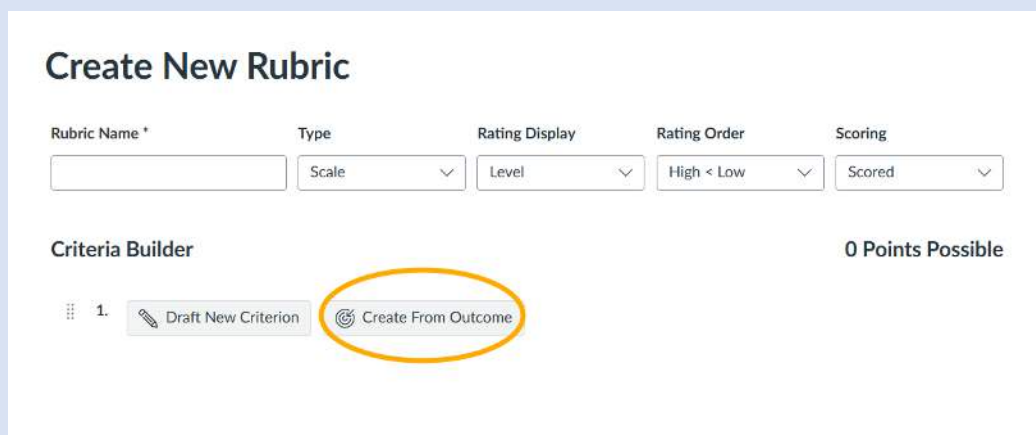


The screenshot shows the 'Rubrics' page in a learning management system. On the left sidebar, the 'Rubrics' menu item is highlighted with an orange circle. An orange arrow points from this menu item to the 'Create New Rubric' button in the top right corner, which is also circled in orange. The main content area displays a table with the following columns: Rubric Name, Total Points, Criteria, Location Used, and Actions. Above the table, there are tabs for 'Saved' and 'Archived', a search bar, and an 'Import Rubric' button.

Note: If you have already created a Rubric, you can also click "Import Rubric."

### Step 3: Click on "Create From Outcome."

This allows you to attach PLOs to the rubric.

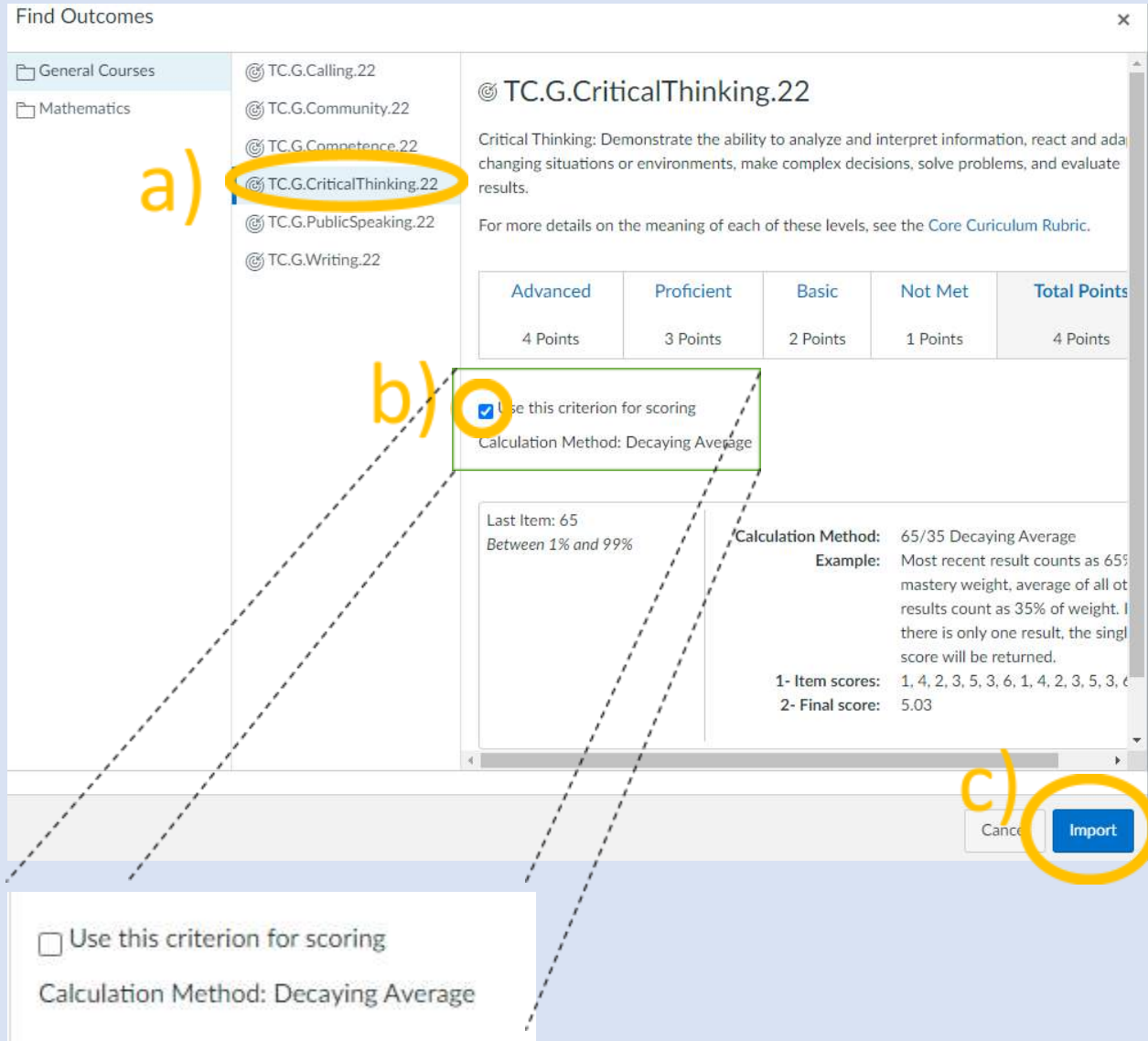


The screenshot shows the 'Create New Rubric' form. At the top, there are several dropdown menus: 'Rubric Name \*', 'Type' (set to 'Scale'), 'Rating Display' (set to 'Level'), 'Rating Order' (set to 'High < Low'), and 'Scoring' (set to 'Scored'). Below these is the 'Criteria Builder' section, which shows '0 Points Possible' and two buttons: 'Draft New Criterion' and 'Create From Outcome'. The 'Create From Outcome' button is circled in orange.

## Step 4: Import Outcome

In the outcomes panel:

- A. Select the PLO you want
- B. **Uncheck** "Use this criterion for scoring."
- C. Click **Import**



The screenshot shows the 'Find Outcomes' window. On the left, a tree view shows 'General Courses' and 'Mathematics'. Under 'Mathematics', several PLOs are listed: TC.G.Calling.22, TC.G.Community.22, TC.G.Competence.22, TC.G.CriticalThinking.22 (circled in orange with 'a)'), TC.G.PublicSpeaking.22, and TC.G.Writing.22.

The main panel displays details for 'TC.G.CriticalThinking.22'. It includes a description: 'Critical Thinking: Demonstrate the ability to analyze and interpret information, react and adapt to changing situations or environments, make complex decisions, solve problems, and evaluate results.' Below this is a table of proficiency levels:

Advanced	Proficient	Basic	Not Met	Total Points
4 Points	3 Points	2 Points	1 Points	4 Points

Below the table, there is a checkbox labeled 'Use this criterion for scoring' which is checked (circled in orange with 'b'). Below the checkbox is the text 'Calculation Method: Decaying Average'. Further down, there is a section for 'Last Item: 65 Between 1% and 99%' and 'Calculation Method: 65/35 Decaying Average'. An 'Example' section explains: 'Most recent result counts as 65% 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 are two rows: '1- Item scores: 1, 4, 2, 3, 5, 3, 6, 1, 4, 2, 3, 5, 3, 6' and '2- Final score: 5.03'.

At the bottom right, there are 'Cancel' and 'Import' buttons. The 'Import' button is circled in orange with 'c)'.

A callout box at the bottom left shows the checkbox 'Use this criterion for scoring' which is unchecked, with the text 'Calculation Method: Decaying Average' below it.

Repeat this process for additional PLOs.

Note: Only

## Step 5: Click “Create Rubric”

Your rubric is now aligned with PLOs.

### Create New Rubric

Rubric Name *	Type	Rating Display	Rating Order	Scoring
<input type="text"/>	Scale <span style="font-size: 0.8em;">▼</span>	Level <span style="font-size: 0.8em;">▼</span>	High < Low <span style="font-size: 0.8em;">▼</span>	Scored <span style="font-size: 0.8em;">▼</span>

#### Criteria Builder

1. TC.G.CriticalThinking... 🔒

**TC.G.CriticalThinking.22**

Critical Thinking: Demonstrate the ability to analyze and interpret information, react and adapt to changing situations or environments, make complex decisions, solve problems, and evaluate results.

For more details on the meaning of each of these levels, see the [Core Curriculum Rubric](#).

Threshold: 3 pts

> Rating Scale: 4

#### 0 Points Possible

⋮ 🔄 🗑️ 📄

Cancel Save as Draft Create Rubric Preview Rubric

## Step 6: Attach to an assignment

### Assignment 1

No additional details were added for this assignment.

Points: 40  
Submitting: Nothing

Due	For	Available from	Until
-	Everyone	-	-

+ Create Rubric
Find Rubric

Search rubrics

MA221-G (Course) ▼

- Data Dive Project  
100 pts | 7 criterion
- Data in the News Rubric  
25 pts | 5 criterion
- Office of Assessment Rubric  
0 pts | 2 criterion
- Office of Assessment Rubric L...  
0 pts | 2 criterion

Cancel + Add

## E – EVALUATE Student Performance

Canvas makes scoring PLOs simple and integrated with normal grading.


### Step 1: Open Speed Grader

Open the assignment and click **SpeedGrader** on the right side.

Office of Assessment

✔ Published
✎ Edit
⋮

Related Items  

 [SpeedGrader™](#)

This is an assessment tool used by the office of Assessment to gather assessment data and does not impact or reflect your grade.

**Points** 0

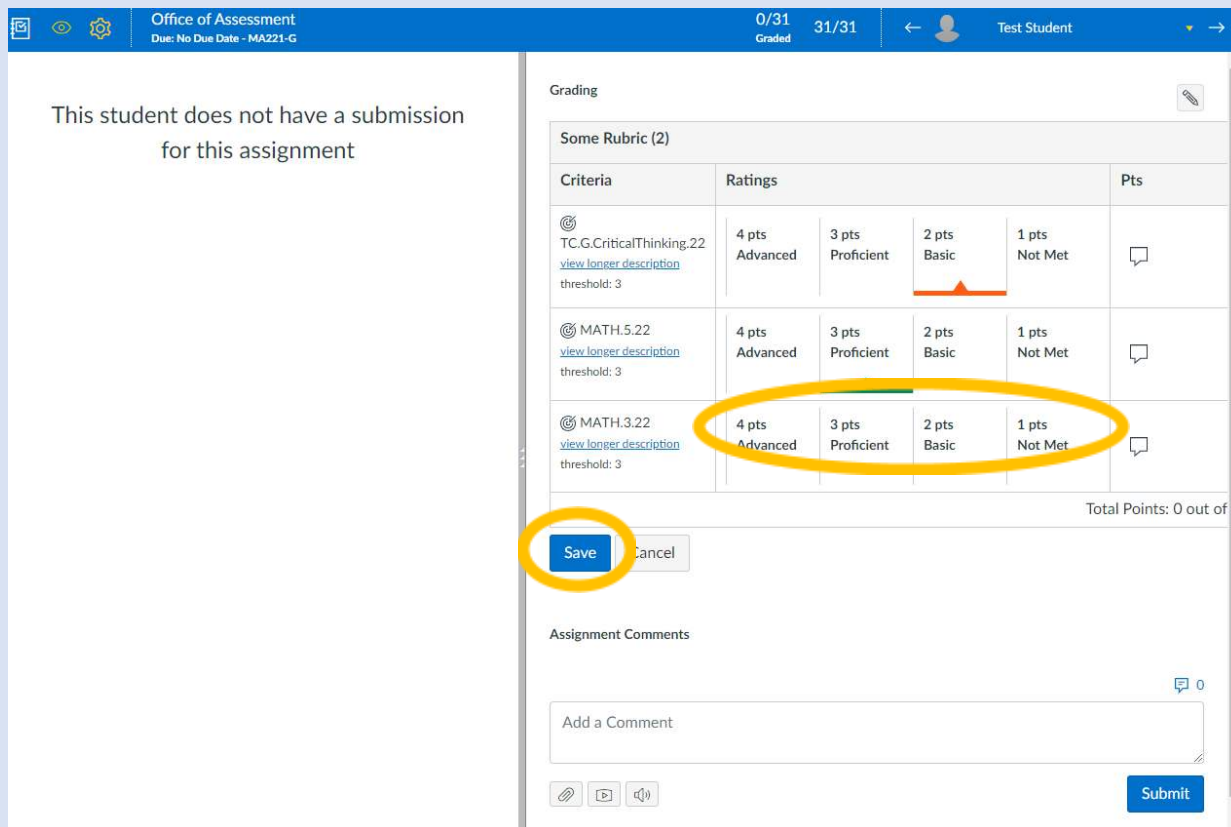
**Submitting** Nothing

Due	For	Available from	Until
-	Everyone	-	-

**Some Rubric (2)** ✎ 🔍 🗑️

Criteria	Ratings				Pts
📄 TC.G.CriticalThinking.22 Critical Thinking: Demonstrate the ability to analyze and interpret information, react and adapt to changing situations or environments, make complex decisions, solve problems, and evaluate results. For more details on the meaning of each of these levels, see the Core Curriculum Rubric. <small>threshold: 3.0 pts</small>	4 pts <b>Advanced</b>	3 pts <b>Proficient</b>	2 pts <b>Basic</b>	1 pts <b>Not Met</b>	--
📄 MATH.5.22 Investigate and apply mathematical problems and solutions in a variety of contexts including science, technology, business and industry, and illustrate	4 pts <b>Advanced</b>	3 pts <b>Proficient</b>	2 pts <b>Basic</b>	1 pts <b>Not Met</b>	

**Step 2: Select the desired level of achievement for each student and click the Save button.**



The screenshot shows a grading interface for a student named 'Test Student'. The interface includes a header with 'Office of Assessment', '0/31 Graded', and '31/31'. A message on the left states, 'This student does not have a submission for this assignment'. The main area is titled 'Grading' and contains a table with the following data:

Criteria	Ratings				Pts
TC.G.CriticalThinking.22 <a href="#">view longer description</a> threshold: 3	4 pts Advanced	3 pts Proficient	2 pts Basic	1 pts Not Met	
MATH.5.22 <a href="#">view longer description</a> threshold: 3	4 pts Advanced	3 pts Proficient	2 pts Basic	1 pts Not Met	
MATH.3.22 <a href="#">view longer description</a> threshold: 3	4 pts Advanced	3 pts Proficient	2 pts Basic	1 pts Not Met	

Below the table, there is a 'Total Points: 0 out of' label and a 'Save' button circled in yellow. At the bottom, there is an 'Assignment Comments' section with a text input field and a 'Submit' button.

Note: When rating students, focus on their level of achievement of the learning outcomes rather than their course grades, as grades do not directly represent outcome mastery.