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## Tapping into Global Competencies Using Canvas “Outcomes”

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# Tapping into Global Competencies Using Canvas “Outcomes”



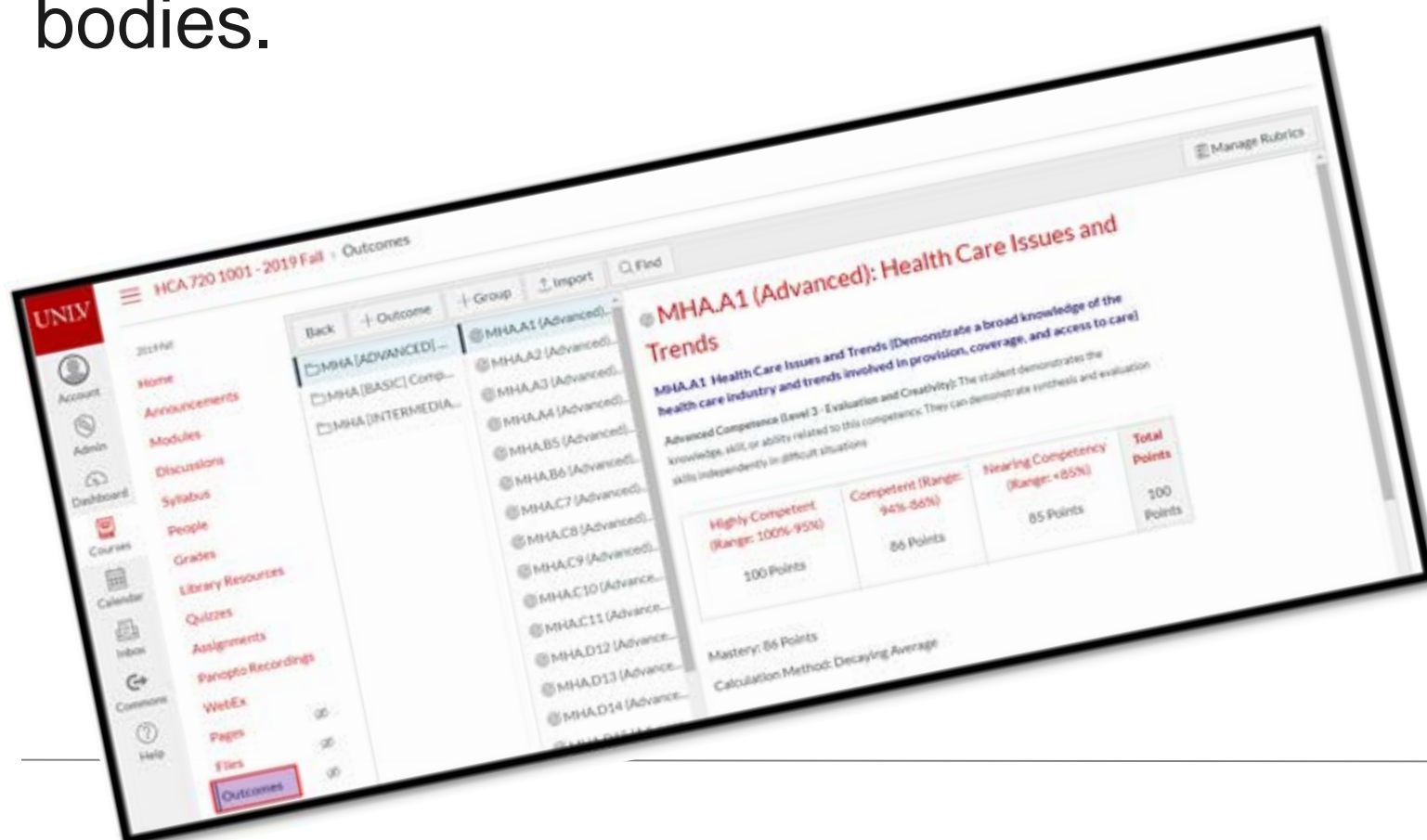
## Best Teaching Practices Expo 2020

Nicole Espinoza and Erin Rosenberg, School of Public Health

### The practice and the need it addresses

## Using Canvas “Outcomes” to Create Competency-Based Rubrics

Many instructors know how to use Canvas rubrics in their courses but did you know that you can link them directly to learning objectives, UULOS, and other competencies across a college for more specific quantitative data? The School of Public Health is responsible to several accrediting bodies. The Master of Health Care Administration program is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME). We have taken the program’s competencies and created them as universal “Canvas Outcomes” to develop competency-based rubrics (see print screen below). This collaborative change with academic and administrative faculty is being piloted in Fall 2019 in MHA Courses with some interesting preliminary outputs, data, and results. By using these universal outcomes across courses and semesters we aim to be able to show growth in the competencies for students and ultimately help to show this growth to our accreditation bodies.



### Evidence this practice benefits UNLV Students

## Using the “Learning Mastery Gradebook” in Canvas

“Feedback has no effect in a vacuum; to be powerful in its effect, there must be a learning context to which feedback is addressed (Hattie & Timperley, 2007, p. 82).”

Providing students with timely, personalized task or process related feedback can increase student success in online classes. In a 2006 meta-analysis, Mukawa found that online educators less often met the feedback principle for effective principles in online education.

By incorporating feedback on specific program competencies in the “Learning Mastery Gradebook” faculty can give feedback to students on how they are progressing on program-wide competencies and specific course related objectives.

It is also important for students to see outcomes and competencies that they often only see in a syllabus in their assessment feedback. By incorporating these competencies and learning objectives into the rubrics students will know how they are performing on important program competencies and objectives as well as what they need to progress.

### Resources and where to find them

## How to...

1. How to Build Canvas Outcomes: <https://community.canvaslms.com/docs/DOC-10711-67952724565>
2. Using Outcomes for Accreditation Purposes (video): <https://community.canvaslms.com/videos/3890-using-canvas-outcomes-for-programmatic-accreditation>

Converting the Rubric to Canvas Competency Based Rubrics - Full Directions, Use the QR Code to check out the Google Slides:



### Quick Pics of Converting Your Rubrics to the Competency Rubric in Canvas

**Step 1.** Use your rubric and add competencies!

| Criteria   | Criteria and Competency | Competency   | Competency   |
|------------|-------------------------|--------------|--------------|
| Criteria 1 | Criteria 1 description  | Competency 1 | Competency 1 |
| Criteria 2 | Criteria 2 description  | Competency 2 | Competency 2 |

**Step 2.** In Canvas, make TWO rubrics. One for the content (not shown). One for the Competencies ONLY.

**Step 3.** Go to “Reports” in your Administration folder to print out different data sets - either by student or by competency (not shown). The students can see their results in the “Learning Mastery Gradebook”!

| Criteria     | Rating                         | Phi    |
|--------------|--------------------------------|--------|
| Criteria 1   | Highly Exceeded (Range 90-100) | 100.0% |
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| Criteria 99  | Highly Exceeded (Range 90-100) | 100.0% |
| Criteria 100 | Highly Exceeded (Range 90-100) | 100.0% |

## Exploring the Unknown “Outcomes” on Canvas

Currently, we think that this is an underutilized benefit of Canvas at UNLV.

**INDIVIDUAL INSTRUCTORS:** An instructor can use outcomes in their individual course to provide evidence on how the student is progressing in their learning objectives throughout the course.

**PROGRAM LEVEL:** Programs who wish to track outcomes for accrediting bodies can use this practice to track student attainment throughout their entire program.

**UNIVERSITY WIDE:** The university could create global UULO outcomes to copy over to all instructors to track undergraduate learning outcomes.

**LIMITATIONS:** Canvas Outcomes DOES have some limitations, due to the restrictions of the rubric manager.

**CONCLUSION:** The University has the opportunity to across disciplines, track assessment outcomes at many levels to help with University and program level accreditation. This would be a great opportunity to allow a cross-disciplinary group to evaluate larger assessment concerns at UNLV.

References for this poster:  
Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>

Mukawa, T. E. (2006). Meta-analysis of the effectiveness of online instruction in higher education using Chickering and Gamson’s seven principles for good practice. (Order No. 3247839, University of San Francisco), ProQuest Dissertations and Theses, 1- 162.