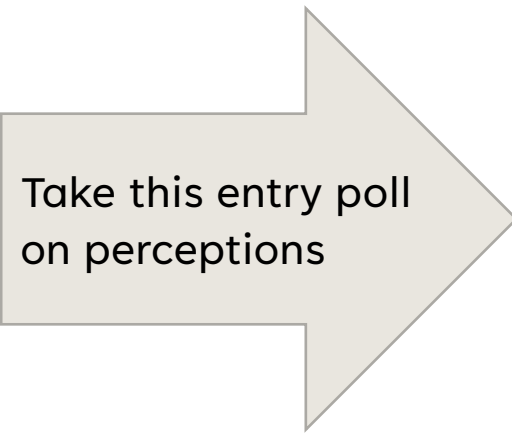




2025 CFD FACULTY DEVELOPMENT WEEK

USING CANVAS
OUTCOMES TO COLLECT
STUDENT LEARNING
DATA



Take this entry poll
on perceptions



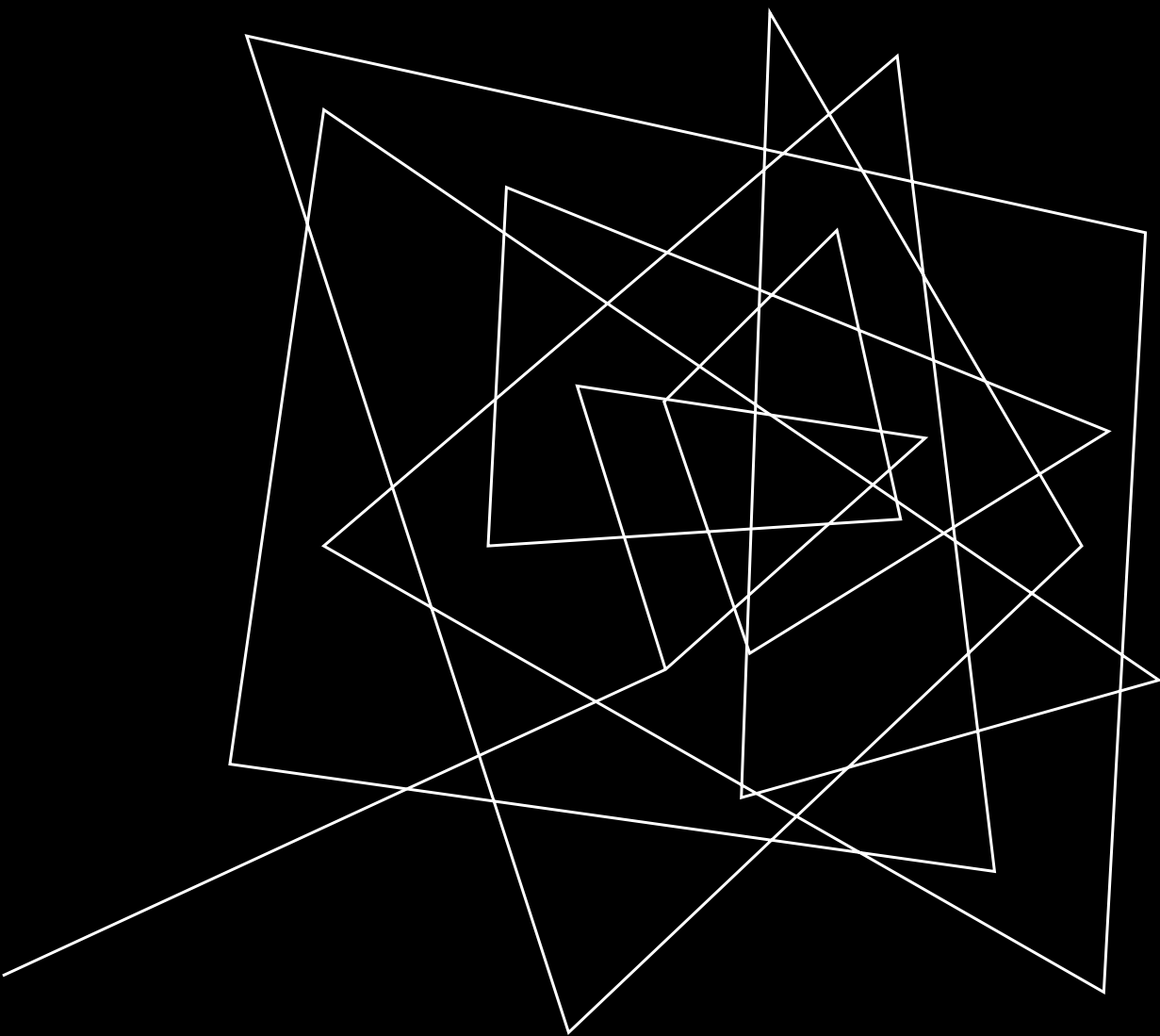
OUTLINE

1. What is TX Core Curriculum
2. How UHCL “does” TX Core Curriculum
3. What the UHCL Canvas Outcomes project looks like

Caveat:

What we are covering: UHCL’s TX Core Canvas Outcome Use

What we are not covering: Using Course Level Outcomes



UHCL TX CORE CONTEXT

FIRST – STATE (QUICKLY)
THEN – UHCL (QUICK)



NINE TX CORE FOUNDATIONAL COMPONENT AREAS

- 10. Communication
- 20. Mathematics
- 30. Life and Physical Sciences
- 40. Language, Philosophy, and Culture
- 50. Creative Arts
- 60. American History
- 70. Government/Political Science
- 80. Social and Behavioral Sciences
- 90. Component Area Option



SIX TX OBJECTIVE AREAS

Critical Thinking Skills (CT)

Communication Skills (COM)

Empirical and Quantitative Skills (EQS)

Teamwork (TW)

Social Responsibility (SR)

Personal Responsibility (PR)

COMMUNICATION & MATHEMATICS

10 Communication (6 SCH)

- Goals: Critical reading, writing, and speaking
- Objectives: CT, COM, TW, PR (more in part two)
- Courses: English composition, speech, writing-intensive

20 Mathematics (3 SCH)

- Goals: Quantitative literacy, problem-solving
- Objectives: CT, COM, EQS (more in part two)
- Courses: Algebra, statistics, calculus

LIFE AND PHYSICAL SCIENCES & LANGUAGE, PHILOSOPHY, AND CULTURE

30 Life and Physical Sciences (6 SCH)

- Goals: Scientific reasoning, empirical understanding
- Objectives: CT, COM, EQS, TW (more in part two)
- Courses: Biology, chemistry, physics

40 Language, Philosophy, and Culture (3 SCH)

- Goals: Understanding cultures and the human condition
- Objectives: CT, COM, PR, SR (more in part two)
- Courses: Philosophy, literature, cultural studies

CREATIVE ARTS & AMERICAN HISTORY

50 Creative Arts (3 SCH)

- Goals: Artistic expression and appreciation
- Objectives: CT, COM, TW, PR (more in part two)
- Courses: Art history, music appreciation, theater

60 American History (6 SCH)

- Goals: Understanding U.S. historical context
- Objectives: CT, COM, SR, PR (more in part two)
- Courses: U.S. History (pre and post-Civil War)

GOVERNMENT/POLITICAL SCIENCE, SOCIAL AND BEHAVIORAL SCIENCES, & COMPONENT AREA OPTION

70 Government/Political Science (6 SCH)

- Goal: Understand U.S. and Texas governmental systems.
- Objectives: CT, COM, SR, PR (more in part two)
- Courses: Federal Government, Texas Government

80 Social and Behavioral Sciences (3 SCH)

- Goal: Analyze human behavior and societal structures.
- Objectives: CT, COM, EQS, PR (more in part two)
- Courses: Psychology, Sociology, Economics

90 Component Area Option (6 SCH)

THECB & TX CORE OUTCOMES

Component Areas for courses (9 of them) have designated Objectives

FCA_CODE	Foundational_Component_Area_DESC	Objectives
10	Communication	CT, COM, TW, PR
20	Mathematics	CT, COM, EQS
30	Life and Physical Sciences	CT, COM, EQS, TW
40	Language, Philosophy and Culture	CT, COM, SR, PR
50	Creative Arts	CT, COM, TW, SR
60	American History	CT, COM, SR, PR
70	Government/Political Science	CT, COM, SR, PR
80	Social and Behavioral Sciences	CT, COM, EQS, SR
90	The Component Area Option	CT, COM



THE UHCL TEXAS CORE CURRICULUM COMMITTEE

Charge:

The Core Curriculum Committee will provide recommendations to the Provost related to the on-going development, implementation, and evaluation of the University's core curriculum in accordance with the rules of the Texas Higher Education Coordinating Board (THECB) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

EVALUATION NOTE:

UHCL reports on a ten-year cycle to THECB the use of the assessment data to ensure learning in the Core



THE UHCL TEXAS CORE CURRICULUM COMMITTEE

Committee oversees the review of:

- (1) proposals submitted for courses designed to satisfy the core curriculum requirements and learning objectives;
- (2) assessment plan and data related to the effectiveness of the existing core curriculum; and
- (3) out-of-state and private university transcripts to determine the transferability of core courses.



THE UHCL TEXAS CORE CURRICULUM COMMITTEE

The UHCL Core Curriculum Committee (9 voting) will consist of the following members:

- 1 faculty member from the College of Business (1 alternate)

- 1 Dean or Dean's Designee College of Business (1 alternate)

- 1 faculty member from the College of Education (1 alternate)

- 1 Dean or Dean's Designee College of Education (1 alternate)

- 1 faculty member from the College of Human Science and Humanities (1 alternate)

- 1 Dean or Dean's Designee College of Human Science and Humanities (1 alternate)

- 1 faculty member from the College of Science and Engineering (1 alternate)

- 1 Dean or Dean's Designee College of Science and Engineering (1 alternate)

- 1 undergraduate student (1 alternate)

Executive Director, Office of Planning and Assessment, Chair (votes in case of a tie, 1 alternate)

Faculty Senate Representative (non-voting ,1 alternate)

Academic Advising Representative (non-voting, 1 alternate)

Library Representative (non-voting, 1 alternate)

University Registrar or Designee (non-voting, 1 alternate)

UHCL CORE COMMITTEE AND WORK

UHCL TX Core Curriculum Committee

THECB Compliance - Assessment and Adding courses from inventory

<https://www.uhcl.edu/about/administrative-offices/assessment/general-education-core/>

UHCL Core Curriculum

Texas Common Course Numbering System (TCCNS) Course Equivalences: 2024-2025 Catalog

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills essential for all learning (THECB, 2015). The core curriculum at the University of Houston-Clear Lake contains 42 semester credit hours, encompassing nine component areas. Each component area has a minimum credit hour requirement and a set of specific courses that may be used to satisfy the requirement. The chart below details UHCL's courses and the Texas Common Course Numbering System (TCCNS) equivalents that comprise UHCL's core curriculum.

UHCL	Course Title	TCCNS	Code
Communication (6 hours)			10
WRIT 1301	Composition I	ENGL 1301	
WRIT 1302	Composition II	ENGL 1302	
WRIT 2311	Intro to Professional Writing	ENGL 2311	
Mathematics (3 hours)			20
MATH 1314	College Algebra	MATH 1314	
MATH 1324	Math for Busin. & Social Sci.	MATH 1324	
MATH 1325	Calculus for Bus. & Soc. Sci.	MATH 1325	
MATH 1332	Contemporary Mathematics	MATH 1332	
MATH 1342	Elementary Stat Methods	MATH 1342	
MATH 1350	Mathematics for Teachers I	MATH 1350	
MATH 2412	Pre-Calculus Math	MATH 2412	
MATH 2413	Calculus I	MATH 2413	
Life and Physical Sciences (6 hours)			30
ASTR 1303	Stars and Galaxies	ASTR 1303	
ASTR 1304	Solar System	ASTR 1304	
BIOL 1306	Biol for Science Majors I	BIOL 1306	
BIOL 1307	Biol for Science Majors II	BIOL 1307	
BIOL 1308	Biol for Non-Sci Maj I	BIOL 1308	
BIOL 1309	Biol for Non-Sci Maj II	BIOL 1309	
BIOL 2301	Anatomy & Physiology I	BIOL 2301	
BIOL 2302	Anatomy & Physiology II	BIOL 2302	
CHEM 1305	Intro to Chem	CHEM 1305	
CHEM 1311	General Chemistry I	CHEM 1311	
CHEM 1312	General Chemistry II	CHEM 1312	
CHEM 1372	Diet and Nutrition Chemistry	BIOL 1322	
ENSC 1301	Environmental Science I	ENVR 1301	
ENSC 1302	Environmental Science II	ENVR 1302	
GEOL 1303	Physical Geology	GEOL 1303	
GEOL 1304	Historical Geology	GEOL 1304	
PHYS 1301	College Physics I	PHYS 1301	
PHYS 1302	College Physics II	PHYS 1302	
PHYS 2325	University Physics I	PHYS 2325	
PHYS 2326	University Physics II	PHYS 2326	
PHYS 2425	University Physics I with Lab	PHYS 2425	
PHYS 2426	University Physics II with Lab	PHYS 2426	

UHCL	Course Title	TCCNS	Code
Language Philosophy and Culture (3 hours)			40
ANTH 2346	General Anthropology	ANTH 2346	
COMM 1307	Intro. to Mass Communication	COMM 1307	
HIST 2321	World Civilizations I	HIST 2321	
HIST 2322	World Civilizations II	HIST 2322	
HUMN 1301	Humanities	HUMA 1301	
LITR 2341	Literature and Experience	ENGL 2341	
PHIL 1301	Intro to Philosophy I	PHIL 1301	
WGST 1301	Gender Matters: Intro to WGST		
Creative Arts (3 hours)			50
ARTS 1303	World Art Survey I	ARTS 1303	
ARTS 1304	World Art Survey II	ARTS 1304	
ARTS 1314	Dance Appreciation	DANC 2303	
ARTS 2372	Integrating Visual Art		
ARTS 2379	Arts and the Child		
LITR 2366	Intro to Film Studies	DRAM 2366	
American History (6 hours)			60
HIST 1301	US History I	HIST 1301	
HIST 1302	US History II	HIST 1302	
Government/Political Science (6 hours)			70
POLS 2305	Federal Government	GOVT 2305	
POLS 2306	Texas Government	GOVT 2306	
Social and Behavioral Sciences (3 hours)			80
CRIM 1301	Intro to Criminal Justice	CRJ 1301	
ECED 1354	Dev Theories of Young Children	TECA 1354	
ECON 2301	Principles of Macroeconomics	ECON 2301	
ECON 2302	Principles of Microeconomics	ECON 2302	
GEOG 1303	World Regional Geography	GEOG 1303	
PSYC 2301	Intro to Psychology	PSYC 2301	
SOCI 1301	Intro to Sociology	SOCI 1301	
SOCI 1306	Social Problems	SOCI 1306	
SWRK 2361	Intro to Social Work	SOCW 2361	
Component Area Options (6 hours)			90
COMM 1315	Public Speaking	SPOH 1315	
PSYC 1300	Learning Frameworks	PSYC 1300	
PSYC 1100	Learning Frameworks	PSYC 1100	
TCED 1301	Exploring Teaching as a Profession	EDUC 1301	
Two 1-hour Life and Physical Science Labs (Note: Labs are the co-requisites to the Life and Physical Sciences)			

Students are encouraged to select courses that are required and/or recommended for their respective major. If a student completes a component of the core at one Texas institution, that block of courses will be substituted for UHCL's same core component(s). Additional program foundation courses may be required. To minimize taking additional courses, refer to your degree plan for recommended courses in each area.

* Accumulation of hours above the requirement for the three (3) hours in the Core Mathematics - 20 or the six (6) hours in the Core Life and Physical Sciences - 30 will count toward the Core Component Area Option - 90.

THECB – UHCL REFINEMENT OF CORE OUTCOME OBJECTIVES

THECB 6 Objectives with 4-6 UHCL Outcomes – UHCL Outcomes are what is in Canvas Outcomes

Core_Objective_DESC	Canvas_CODE	Learning_Outcome_DESC
Communication Skills (COM)	Communication - Work Elements	Demonstrate understanding of appropriate context, genre, purpose, or audience needs.
Communication Skills (COM)	Communication - Thesis	Provide a clear central message, thesis statement, or argument.
Communication Skills (COM)	Communication - Organization	Organize the body of the work using organization or a pattern appropriate to the discipline.
Communication Skills (COM)	Communication - Supporting Materials	Appropriately incorporate supporting materials (i.e., explanations, examples, illustrations, statistics, analogies, and quotations from relevant authorities).
Communication Skills (COM)	Communication - Appropriate Use	Use contextually appropriate verbal, nonverbal, or visual elements and techniques.
Critical Thinking Skills (CT)	Critical Thinking - Point of View	Accurately identify their own point of view or approach while fairly examining points of view that differ from their own. (Point of View)
Critical Thinking Skills (CT)	Critical Thinking - Assumptions and Context	Analyze the assumptions and influence of context (e.g. social, political, ethical) relevant to the assignment. (Assumptions and Context)
Critical Thinking Skills (CT)	Critical Thinking - Information and Evidence	Demonstrate an ability to identify, interpret, and document accurate and relevant information and evidence using appropriate methods. (Information and Evidence)
Critical Thinking Skills (CT)	Critical Thinking - Concepts and Formulas	Analyze or clearly apply concepts, theories, events, formulas, or models relevant to the assignment and understand significant implications. (Concepts and Formulas)
Critical Thinking Skills (CT)	Critical Thinking - Creativity	Creatively consider questions, problems, or issues relevant to the assignment and demonstrate the ability to conceive of innovative or novel solutions. (Creativity)
Empirical and Quantitative Skills (EQS)	EQ - Explanation	Explain information presented in mathematical/numerical forms (e.g. equations, graphs, diagrams, tables, words).
Empirical and Quantitative Skills (EQS)	EQ - Conversion	Convert relevant information into an appropriate mathematical/numerical form (e.g. equations, graphs, diagrams, tables, words).
Empirical and Quantitative Skills (EQS)	EQ - Calculations	Perform calculations using appropriate mathematical/numerical forms (e.g. equations, graphs, diagrams, tables, words) in the discipline
Empirical and Quantitative Skills (EQS)	EQ - Conclusions	Make judgments and draw appropriate conclusions based on the quantitative analysis of data and results.
Empirical and Quantitative Skills (EQS)	EQ - Quantitative Evidence	Present quantitative evidence in support of the argument or purpose of the work.
Personal Responsibility (PR)	PR - Ethical Issues	Identify a situation in which ethical issues are present.
Personal Responsibility (PR)	PR - Ethical Perspective	Analyze the situation from more than one ethical perspective or framework.
Personal Responsibility (PR)	PR - Consequences	Explore the consequences and implications of decisions from life situations or theoretical scenarios.
Personal Responsibility (PR)	PR - Ethical Actions	Recommend one or more actions that promise the “most ethical” behavior.
Personal Responsibility (PR)	PR - Ethical Awareness	Demonstrate ethical awareness by clearly linking ethical beliefs and behaviors.
Personal Responsibility (PR)	PR - Context	Consider how the context/settings informs the ethical issue(s).
Social Responsibility (SR)	SR - Perspectives	Demonstrate new perspectives about their own cultural rules and biases.
Social Responsibility (SR)	SR - Attitudes and Beliefs	Articulate how their own attitudes and beliefs relate to those of other cultures, communities, and individuals.
Social Responsibility (SR)	SR - Awareness	Develop an awareness of how social, political, or economic structures empower, marginalize, or oppress others.
Social Responsibility (SR)	SR - Civic Responsibilities	Identify and critically evaluate the civic responsibilities shared by members of regional, national, and global communities.
Social Responsibility (SR)	SR - Application	Apply knowledge from the course or discipline to engage in civic life.
Teamwork (TW)	TW - Expectations	Work with peers to articulate team expectations and individual contributions.
Teamwork (TW)	TW - Application	Work with peers to apply content knowledge to team tasks.
Teamwork (TW)	TW - Organization	Demonstrate team organizational skills.
Teamwork (TW)	TW - Feedback	Effectively use peer feedback to progress towards a shared purpose or goal.
Teamwork (TW)	TW - Benefits	Explain the benefits of working with a diverse group.

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20. Mathematics
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90. Component Area Option

CRITICAL THINKING SKILLS – STUDENTS WILL...

1. Accurately identify their own point of view or approach while fairly examining points of view that differ from their own. (Point of View)
2. Analyze the assumptions and influence of context (e.g. social, political, ethical) relevant to the assignment. (Assumptions and Context)
3. Demonstrate an ability to identify, interpret, and document accurate and relevant information and evidence using appropriate methods. (Information and Evidence)
4. Analyze or clearly apply concepts, theories, events, formulas, or models relevant to the assignment and understand significant implications. (Concepts and Formulas)
5. Creatively consider questions, problems, or issues relevant to the assignment and demonstrate the ability to conceive of innovative or novel solutions. (Creativity)

Critical Thinking Skills Rubric				
To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information				
Outcome	Excellent (4)	Very Good (3)	Satisfactory (2)	Unsatisfactory (1)
POV: Students will accurately identify their own point of view or approach while fairly examining points of view that differ from their own.	Consistent ability to identify their own point of view. Student thoughtfully and fairly considers points of view that differ from their own	Demonstrates adequate ability to identify their own point of view. Student generally considers points of view that differ from their own.	Minimal ability identifying their own point of view. Student sometimes considers points of view that differ from their own, though often in a superficial way.	No evidence of ability to identify their own point of view. Student does not fairly examine points of view that differ from their own.
Assumptions and Context: Students will analyze the assumptions and influence of context (e.g. social, political, ethical) relevant to the assignment.	Systematically and methodically analyzes own and other’s assumptions and carefully evaluates the relevance of context when addressing an issue.	Identifies and partially analyzes own and other’s assumptions and generally evaluates the relevance of context when addressing an issue.	Identifies and partially analyzes some assumptions and partially evaluates some context when addressing an issue. May demonstrate awareness of assumptions of self or others, but not both.	No evidence of ability to identify assumptions of self or others. No evidence of ability to evaluate relevance of context when addressing an issue.
Information and Evidence: Students will demonstrate an ability to identify, interpret, and document accurate and relevant information and evidence using appropriate methods.	Consistent ability to identify and interpret information and evidence according to its accuracy and relevancy. Viewpoints of experts are thoroughly discussed and analyzed. Expertly uses appropriate methods to document information.	General ability to identify and interpret information and evidence according to its accuracy and relevancy. Viewpoints of experts are somewhat discussed and analyzed. Uses appropriate methods to document information.	Minimal ability to identify and interpret information and evidence according to its accuracy and relevancy. Viewpoints of experts are taken mostly as fact, with little discussion or analysis. Sometimes uses appropriate methods to document information.	No evidence of ability to identify and interpret information or evidence according to its accuracy and relevancy. Viewpoints of experts are taken as fact, with no discussion or analysis. Fails to use appropriate methods to document information.
Concepts and Formulas: Students will analyze or clearly apply concepts, theories, events, formulas, or models relevant to the assignment and understand significant implications.	Expertly analyzes or applies concepts, theories, events, formulas, or models relevant to the assignment. Demonstrates a deep understanding of significant implications or connections of concepts theories, events, formulas, or models relevant to the assignment.	Analyzes or applies concepts, theories, events, formulas, or models relevant to the assignment. Demonstrates an acceptable understanding of significant implications or connections of concepts of theories, events, formulas, or models relevant to the assignment.	Minimal ability to analyze or apply concepts, theories, events, formulas, or models relevant to the assignment. Sometimes demonstrates an understanding of significant implications or connections of concepts of theories, events, formulas, or models relevant to the assignment.	No evidence of ability to analyze or apply concepts, theories, events, formulas, or models relevant to the assignment. Fails to demonstrate an understanding of significant implications or connections of concepts of theories, events, formulas, or models relevant to the assignment.
Creativity: Students will creatively consider questions, problems, or issues relevant to the assignment and demonstrate the ability to conceive of innovative or novel solutions.	Demonstrates a consistent ability to creatively consider questions, problems, or issues relevant to the assignment. Demonstrate the expert ability to conceive of innovative or novel solutions to questions, problems, or issues relevant to the assignment.	Creatively considers questions, problems, or issues relevant to the assignment. Conceives of innovative or novel solutions to questions, problems, or issues relevant to the assignment.	Minimally considers questions, problems, or issues relevant to the assignment. Sometimes considers innovative or novel solutions to questions, problems, or issues relevant to the assignment.	Fails to consider questions, problems, or issues relevant to the assignment. Fails to consider innovative or novel solutions to questions, problems, or issues relevant to the assignment.

10. Communication
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COMMUNICATION SKILLS – STUDENTS WILL...

1. Demonstrate understanding of appropriate context, genre, purpose, or audience needs. (Work Elements)
2. Provide a clear central message, thesis statement, or argument. (Thesis)
3. Organize the body of the work using organization or a pattern appropriate to the discipline. (Organization)
4. Appropriately incorporate supporting materials (i.e., explanations, examples, illustrations, statistics, analogies, and quotations from relevant authorities). (Supporting Materials)
5. Use contextually appropriate verbal, nonverbal, or visual elements and techniques. (Appropriate Use)

Communication Skills Rubric To include effective development, interpretation and expression of ideas through written, oral and visual communication				
Outcome	Excellent (4)	Very Good (3)	Satisfactory (2)	Unsatisfactory (1)
Work elements: Students will demonstrate understanding of appropriate context, genre, purpose, or audience needs.	Demonstrates a thorough understanding of context, genre, or audience needs that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, genre, or audience needs, and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose and context).	Demonstrates awareness of context, genre, or audience needs, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, genre, or audience needs, and to the assigned task(s) (e.g., expectation of instructor or self as audience).
Thesis: Students will provide a clear central message, thesis statement, or argument.	Central message, thesis statement, or argument is compelling (precisely stated, appropriately repeated, memorable, and strongly supported).	Central message, thesis statement, or argument is clear and consistent with the supporting material.	Central message, thesis statement, or argument is basically understandable but is not often repeated and is not memorable.	Central message, thesis statement, or argument can be deduced, but is not explicitly stated.
Organization: Students will organize the body of the work using organization or a pattern appropriate to the discipline.	Organization or pattern (composition or specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content cohesive.	Organization or pattern (composition or specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the content.	Organization or pattern (composition or specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the content.	Organization or pattern (composition or specific introduction and conclusion, sequenced material within the body and transitions) is not observable within the content.
Supporting materials: Students will appropriately incorporate supporting materials (i.e., explanations, examples, illustrations, statistics, analogies, and quotations from relevant authorities).	Supporting materials completely make appropriate reference to information or analysis that significantly supports the content or establishes the student's credibility/authority on the topic.	Supporting materials make appropriate reference to information or analysis that mostly supports the content or establishes the student's credibility/authority on the topic.	Supporting materials make appropriate reference to information or analysis that somewhat supports the content or establishes the student's credibility/authority on the topic.	Supporting materials make reference to information or analysis that minimally or do not support the content or establishes the student's credibility/authority on the topic.
Appropriate use: Students will use contextually appropriate verbal, nonverbal, or visual elements and techniques.	Written (writing style and mechanics), verbal (volume, rate, pitch, pauses, articulation), nonverbal (posture, gesture, eye contact, and vocal expressiveness), or visual elements and techniques (composition, visual cues, aesthetics), make the paper/presentation/art compelling.	Written (writing style and mechanics), verbal (volume, rate, pitch, pauses, articulation), nonverbal (posture, gesture, eye contact, and vocal expressiveness), or visual elements and techniques (composition, visual cues, aesthetics), make paper/presentation/art interesting.	Written (writing style and mechanics), verbal (volume, rate, pitch, pauses, articulation), nonverbal (posture, gesture, eye contact, and vocal expressiveness), or visual elements and techniques (composition, visual cues, aesthetics), make the paper/presentation/art understandable.	Written (writing style and mechanics), verbal (volume, rate, pitch, pauses, articulation), nonverbal (posture, gesture, eye contact, and vocal expressiveness), or visual elements and techniques (composition, visual cues, aesthetics), detract from the understandability of the paper/presentation/art.

EMPIRICAL AND QUANTITATIVE SKILLS – STUDENTS WILL...

1. Explain information presented in mathematical/numerical forms (e.g. equations, graphs, diagrams, tables, words). (Explanation)
2. Convert relevant information into an appropriate mathematical/numerical form (e.g. equations, graphs, diagrams, tables, words). (Conversion)
3. Perform calculations using appropriate mathematical/numerical forms (e.g. equations, graphs, diagrams, tables, words) in the discipline. (Calculations)
4. Make judgments and draw appropriate conclusions based on the quantitative analysis of data and results. (Conclusions)
5. Present quantitative evidence in support of the argument or purpose of the work. (Quantitative Evidence)

Empirical and Quantitative Skills Rubric To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions				
Outcome	Excellent (4)	Very Good (3)	Satisfactory (2)	Unsatisfactory (1)
Explanation: Students will explain information presented in mathematical/numerical forms (e.g. equations, graphs, diagrams, tables, words).	Provides accurate explanations of information presented in mathematical/numerical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical/numerical forms.	Provides somewhat accurate explanations of information presented in mathematical/numerical forms but makes minor errors.	Draws incorrect conclusions from information presented in mathematical/numerical forms.
Conversion: Students will convert relevant information into an appropriate mathematical/numerical form (e.g. equations, graphs, diagrams, tables, words).	Accurately converts relevant information into an appropriate mathematical/numerical form in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate mathematical form.	Completes conversion of information but resulting mathematical/numerical form is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical/numerical form is inappropriate or inaccurate.
Calculations: Students will perform calculations using appropriate mathematical/numerical forms (e.g. equations, graphs, diagrams, tables, words) in the discipline	Calculations are all correct. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations are correct with minor mistakes.	Calculations are attempted but present only a portion of the calculations required to solve the problem.	Calculations are attempted and failed.
Conclusions: Students will make judgments and draw appropriate conclusions based on the quantitative analysis of data and results.	Uses the quantitative analysis of data as the basis for thoughtful judgments, drawing insightful, carefully qualified conclusions.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable, appropriately qualified conclusions.	Uses the quantitative analysis of data as the basis for judgments, drawing plausible conclusions.	Attempts quantitative analysis of data as the basis for judgments, drawing wrong conclusions.
Quantitative Evidence: Students will present quantitative evidence in support of the argument or purpose of the work.	Uses quantitative information in connection with argument or purpose of the work, presents it in an effective format, and explicates it with high quality.	Uses quantitative information in connection with argument or purpose of the work but may be presented in a less effective format or some parts of explication is low quality.	Uses quantitative information in connection with argument or purpose of the work but presents it not in an effective format or explication is low quality.	Uses quantitative information in connection with argument or purpose of the work but does not provide adequate explicit numerical support.

TEAMWORK – STUDENTS WILL...

1. Work with peers to articulate team expectations and individual contributions. (Expectations)
2. Work with peers to apply content knowledge to team tasks. (Application)
3. Demonstrate team organizational skills. (Organization)
4. Effectively use peer feedback to progress towards a shared purpose or goal. (Feedback)
5. Explain the benefits of working with a diverse group. (Benefits)

Teamwork Rubric To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal				
Outcome	Excellent (4)	Very Good (3)	Satisfactory (2)	Unsatisfactory (1)
Expectation: Students will work with peers to articulate team expectations and individual contributions.	Fully articulates/identifies team expectations and individual contributions.	Somewhat articulates/identifies team expectations and individual contributions.	Limited articulation/identification of team expectations and individual contributions.	Cannot articulate/identify team expectations and individual contributions.
Application: Students will work with peers to apply content knowledge to team tasks.	Evidence of extensive peer-to-peer contact in applying content knowledge to team tasks.	Evidence of sufficient peer-to-peer contact in applying content knowledge to team tasks.	Evidence of some but deficient peer-to-peer contact in applying content knowledge to team tasks.	Little evidence of peer- to-peer contact in applying content knowledge to team tasks.
Organization: Students will demonstrate team organizational skills.	Strong evidence of task/event scheduling and equal participation among all team members.	Sufficient evidence of task/event scheduling and equal participation among all team members.	Evidence of some but deficient task/event scheduling and equal participation among all team members.	Little evidence of task/event scheduling and equal participation among all team members.
Feedback: Students will effectively use peer feedback to progress towards a shared purpose or goal.	Completes all peer feedback devices on schedule. Fully articulates/identifies measures of progress.	Completes all or most peer feedback devices on schedule. Somewhat articulates/identifies measures of progress.	Completes some peer feedback devices on schedule. Limited articulation/identification of measures of progress.	Completes very few peer feedback devices on schedule. Cannot articulate/identify measures of progress.
Benefits: Students will explain the benefits of working with a diverse group.	Fully articulates/identifies a number of benefits attributed to working in a diverse group.	Somewhat articulates/identifies a number of benefits attributed to working in a diverse group.	Limited articulation/identification of a number of benefits attributed to working in a diverse group.	Cannot articulate/identify a number of benefits attributed to working in a diverse group.

SOCIAL RESPONSIBILITY – STUDENTS WILL...

1. Demonstrate new perspectives about their own cultural rules and biases. (Perspectives)
2. Articulate how their own attitudes and beliefs relate to those of other cultures, communities, and individuals. (Attitudes and Beliefs)
3. Develop an awareness of how social, political, or economic structures empower, marginalize, or oppress others. (Awareness)
4. Identify and critically evaluate the civic responsibilities shared by members of regional, national, and global communities. (Civic Responsibilities)
5. Apply knowledge from the course or discipline to engage in civic life. (Application)

Social Responsibility Skills Rubric To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities				
Outcome	Excellent (4)	Very Good (3)	Satisfactory (2)	Unsatisfactory (1)
Perspectives: Students will demonstrate new perspectives about their own cultural rules and biases.	Consistent ability to recognize new perspectives about their own cultural rules and biases.	Demonstrates ability to recognize new perspectives about their own cultural rules and biases.	Increasing ability to recognize new perspectives about their own cultural rules and biases.	Shows minimal awareness of own cultural rules and biases.
Attitudes and beliefs: Students will articulate how their own attitudes and beliefs relate to those of other cultures, communities, and individuals.	Expertly articulates how their own attitudes and beliefs relate to those of other cultures, communities, and individuals.	Articulates how their own attitudes and beliefs relate to those of other cultures, communities, and individuals.	Increasing ability to articulate how their own attitudes and beliefs relate to those of other cultures, communities, and individuals.	No evidence of ability to articulate how their own attitudes and beliefs relate to those of other cultures, communities, and individuals.
Awareness: Students will develop an awareness of how social, political, or economic structures empower, marginalize, or oppress others.	Demonstrates a deep understanding of how social, political, or economic structures empower, marginalize, or oppress others.	Demonstrates an acceptable understanding of how social, political, or economic structures empower, marginalize, or oppress others.	Sometimes demonstrates an understanding of how social, political, or economic structures empower, marginalize, or oppress others.	Fails to demonstrate an understanding of how social, political, or economic structures empower, marginalize, or oppress others.
Civic responsibilities: Students will identify and critically evaluate the civic responsibilities shared by members of regional, national, and global communities.	Expertly identifies and critically evaluates the civic responsibilities shared by members of regional, national, and global communities.	Generally identifies and critically evaluates the civic responsibilities shared by members of regional, national, and global communities.	Sometimes identifies and critically evaluates the civic responsibilities shared by members of regional, national, and global communities.	Unable to identify and critically evaluate the civic responsibilities shared by members of regional, national, and global communities.
Application: Students will apply knowledge from the course or discipline to engage in civic life.	Expertly connects course or discipline knowledge to engagement in civic life.	Generally connects course or discipline knowledge to engagement in civic life.	Sometimes connects course or discipline knowledge to engagement in civic life.	Unable to connect course or discipline knowledge to engagement in civic life.

10. Communication
40. Language, Philosophy, and Culture
50. Creative Arts
60. American History
70. Government/Political Science
80. Social and Behavioral Sciences

PERSONAL RESPONSIBILITY – STUDENTS WILL...

1. Identify a situation in which ethical issues are present. (Ethical Issues)
2. Analyze the situation from more than one ethical perspective or framework. (Ethical Perspective)
3. Explore the consequences and implications of decisions from life situations or theoretical scenarios. (Consequences)
4. Recommend one or more actions that promise the “most ethical” behavior. (Ethical Actions)
5. Demonstrate ethical awareness by clearly linking ethical beliefs and behaviors. (Ethical Awareness)
6. Consider how the context/settings informs the ethical issue(s). (Context)

Personal Responsibility Rubric To include the ability to connect choices, actions, and consequences to ethical decision-making.				
Outcome	Excellent (4)	Very Good (3)	Satisfactory (2)	Unsatisfactory (1)
Ethical Issues: Students will identify a situation in which ethical issues are present.	Clearly identifies situations in which ethical issues are present.	Identifies most aspects of situations in which ethical issues are present.	Identifies only some aspects of the situations in which ethical issues are present.	Does not identify a situation in which ethical issues are present.
Ethical perspective: Students will analyze the situation from more than one ethical perspective or framework.	Fully analyzes the situation from more than one ethical perspective or framework.	Somewhat analyzes the situation from more than one ethical perspective or framework.	Analyzes the situation from one ethical perspective or framework.	Does not analyze the situation from one ethical perspective or framework.
Consequences: Students will explore the consequences and implications of decisions from life situations or theoretical scenarios.	Fully explores the consequences or implications of decisions from life situations or theoretical scenarios.	Somewhat explores the consequences or implications of decisions from life situations or theoretical scenarios.	Explores the consequences or implications of one ethical perspective from life situations or theoretical scenarios.	Does not explore consequences or implications.
Ethical Actions: Students will recommend one or more actions that promise the “most ethical” behavior.	Clearly recommends one or more actions that demonstrate the most ethical behavior.	Recommends one or more actions that demonstrate appropriate ethical behavior.	Recommends action that demonstrates an ethical behavior but the action may be weak.	Fails to recommend action or identify ethical behavior
Ethical awareness: Students will demonstrate ethical awareness by clearly linking ethical beliefs and behaviors.	Identifies and describes in detail core beliefs/morals. Explains thoroughly the relationship between core beliefs and ethical behavior.	Describes core beliefs/morals, but at a surface level with no depth. Explains the relationship between core beliefs and ethical behavior.	Identifies some core beliefs/morals. Explains minimally the relationship between core beliefs and ethical behavior.	Identifies few general core beliefs/morals. No evidence of ability to link ethical beliefs and behaviors.
Context: Students will consider how the context/settings informs the ethical issue(s)	Fully considers the importance of the context/settings for the ethical issue(s)	Recognizes the importance of context/settings for the ethical issue(s)	Recognizes some of the importance of context/settings in relation to ethical issue(s).	Incompletely recognizes the importance of context/settings in relation to ethical issue(s).



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Chat

Course

Learning outcomes

1. stuff
2. stuff 2
3. stuff 3

Course Summary:

Date

Tue Mar 7, 2023

Fri Mar 24, 2023



Sample



Sample to add to

CANVAS OUTCOMES



CANVAS OUTCOMES

Planned automation at the UHCL (institutional level)

- Can be at course level

- Can be at program level

- Can be at a college level

CANVAS OUTCOMES TOOL

Automation of
Data Collection
on Learning
Outcomes

Outcomes

Import

Manage

Outcome Groups

- University of Houston - Clear Lake
 - College of Business (BUS)
 - College of Education (COE)
 - College of Humanities and Social Sciences (HSH)
 - College of Science and Engineering (CSE)
 - UHCL Texas Core Curriculum**

UHCL Texas Core Curriculum Outcomes

Search within UHCL Texas Core Curriculum

All UHCL Texas Core Curriculum Outcomes

- ☐ > COMM - Appropriate use

Outcomes

Manage

Outcome Groups

- University of Houston - Clear Lake
 - College of Business (BUS)
 - College of Education (COE)
 - College of Humanities and Social Sciences (HSH)
 - College of Science and Engineering (CSE)
 - UHCL Texas Core Curriculum
 - TX Core Communication Skills
 - TX Core Critical Thinking Skills
 - TX Core Empirical and Quantitative Skills**
 - TX Core Personal Responsibility Skills
 - TX Core Social Responsibility Skills
 - TX Core Teamwork Skills

TX Core Empirical and Quantitative Skills Outcomes

Search within TX Core Empirical and Quantitative Skills

All TX Core Empirical and Quantitative Skills Outcomes

- ☐ > EQ - Calculations
Students will perform calculations using appropriate mathematical/numerical forms
- ☐ > EQ - Conclusions
Students will make judgments and draw appropriate conclusions based on the quan
- ☐ > EQ - Conversion
Students will convert relevant information into an appropriate mathematical/nume
- ☐ > EQ - Explanation

ASSIGNMENT RUBRIC AT THE ASSIGNMENT LEVEL

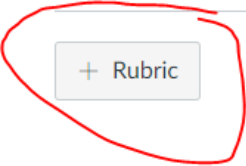
Sample for Outcomes Early Adpoters

 Publish  Edit 

No additional details were added for this assignment.

Points 16
Submitting a file upload


Due	For	Available from	Until
-	Everyone	-	-






+ Rubric

Points 16
Submitting a file upload

Due	For	Available from	Until
-	Everyone	-	-

Title:  [Find a Rubric](#)

Criteria	Ratings	Pts
Description of criterion Range <input type="checkbox"/>	5 pts Full Marks  0 pts No Marks 	<input type="text" value="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

ASSIGNMENT RUBRIC AT THE ASSIGNMENT LEVEL

omes

Core C...

TX Core Communicatio...

TX Core Critical Thinkin...

TX Core Empirical and ...

TX Core Personal Resp...

TX Core Social Respons...

TX Core Teamwork Skills

Communication - Supporting materials

Friendly Description

Students will appropriately incorporate supporting materials (i.e., explanations, examples, illustrations, statistics, analogies, and quotations from relevant authorities).

Students will appropriately incorporate supporting materials (i.e., explanations, examples, illustrations, statistics, analogies, and quotations from relevant authorities).

Excellent - Supporting materials completely make appropriate reference to information or analysis that significantly	Very Good - Supporting materials make appropriate reference to information or analysis that mostly supports the content or	Satisfactory - Supporting materials make appropriate reference to information or analysis that somewhat supports the content or	Unsatisfactory - Supporting materials make reference to information or analysis that minimally or do not support the content or	No Evidence	Total Points
--	--	---	---	----------------	-----------------

ASSIGNMENT RUBRIC AT THE ASSIGNMENT LEVEL

k Skills

4 Points	3 Points	2 Points	1 Points	0 Points	4 Points
----------	----------	----------	----------	----------	----------

☒ Use this criterion for scoring

Calculation Method: Weighted Average

Last Item: 65
Between 1% and 99%

Calculation Method: 65/35 Weighted Average

Example: Most recent result counts as 65% of mastery weight, average of all other results count as 35% of weight. If there is only one result, the single score will be returned.

1- Item scores: 1, 4, 2, 3, 5, 3, 6, 1, 4, 2, 3, 5, 3, 6

2- Final score: 5.03

Cancel Import

ASSIGNMENT RUBRIC AT THE ASSIGNMENT LEVEL

Title:

Find a Rubric

Criteria	Ratings						Pts
Correct Answer Range <input type="checkbox"/>	8 pts Full Marks	4 pts partial	0 pts No Marks				<input type="text" value="8"/> pts
Communication - Supporting materials Students will appropriately incorporate supporting materials (i.e., explanations, examples, illustrations, statistics, analogies, and quotations from relevant authorities). threshold: 3 pts	4 pts Excellent - Supporting materials completely make appropriate reference to information or analysis that significantly supports the content or establishes the student's credibility/authority on the topic.	3 pts Very Good - Supporting materials make appropriate reference to information or analysis that mostly supports the content or establishes the student's credibility/authority on the topic.	2 pts Satisfactory - Supporting materials make appropriate reference to information or analysis that somewhat supports the content or establishes the student's credibility/authority on the topic.	1 pts Unsatisfactory - Supporting materials make reference to information or analysis that minimally or do not support the content or establishes the student's credibility/authority on the topic.	0 pts No Evidence		4 pts
Critical Thinking - Creativity Students will creatively consider questions, problems, or issues relevant to the assignment and demonstrate the ability to conceive of innovative or novel solutions. threshold: 3 pts	4 pts Excellent - Demonstrates a consistent ability to creatively consider questions, problems, or issues relevant to the assignment. Demonstrate the expert ability to conceive of innovative or novel solutions to questions, problems, or issues relevant to the assignment.	3 pts Very good - Creatively considers questions, problems, or issues relevant to the assignment. Conceives of innovative or novel solutions to questions, problems, or issues relevant to the assignment.	2 pts Satisfactory - Minimally considers questions, problems, or issues relevant to the assignment. Sometimes considers innovative or novel solutions to questions, problems, or issues relevant to the assignment.	1 pts Unsatisfactory - Fails to consider questions, problems, or issues relevant to the assignment. Fails to consider innovative or novel solutions to questions, problems, or issues relevant to the assignment.	0 pts No Evidence		4 pts
+ Criterion Find Outcome							Total Points: 16

☐ 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

ASSIGNMENT RUBRIC AT THE ASSIGNMENT LEVEL

Sample for Outcomes Early Adopters

16 Points Possible

Attempt 1

In Progress

NEXT UP: Submit Assignment


Add Comment

Unlimited Attempts Allowed

Details

Attach the assignment.

View Rubric

Some Rubric (1)						
Criteria	Ratings					Pts
Correct Answer	8 pts Full Marks	4 pts partial	0 pts No Marks			/ 8 pts
 Communication - Supporting materials view longer description threshold: 3	4 pts Excellent - Supporting materials completely make appropriate reference to information or analysis that significantly supports the content or establishes	3 pts Very Good - Supporting materials make appropriate reference to information or analysis that mostly supports the content or establishes the student's	2 pts Satisfactory - Supporting materials make appropriate reference to information or analysis that somewhat supports the content or establishes the student's	1 pts Unsatisfactory - Supporting materials make reference to information or analysis that minimally or do not support the content or establishes the student's	0 pts No Evidence	/ 4 pts



WHAT DATA COMES OUT OF CANVAS OUTCOMES?

- student name
- student id
- student sis id
- assessment title
- assessment id
- assessment type
- submission date
- submission score
- learning outcome name
- learning outcome id
- attempt
- outcome score
- assessment question
- assessment question
- course name
- course id
- course sis id id
- section name
- section id
- section sis id
- assignment url
- learning outcome friendly name
- learning outcome points possible
- learning outcome mastery score
- learning outcome mastered
- learning outcome rating
- learning outcome rating points
- learning outcome group title
- learning outcome group id
- account id
- account name
- enrollment state

WHAT DATA COMES OUT OF CANVAS OUTCOMES?

student	student	student	assessr	assessr	assessr	submis	submis	learning outcome name	learnin	attemp	outcom	assessr	learnin	learnin
			A3: The Et	13923	assignme	2023-11-0	70	TW - Expectation	205	1	2		2	TX Cor
			A3: The Et	13923	assignme	2023-11-0	70	TW - Organization	206	1	1		1	TX Cor
			Paper 2	17924	assignme	2023-11-1	94	Communication - Thesis	174	1	4		4	TX Cor
			Paper 2	17924	assignme	2023-11-1	94	Communication - Organization	176	1	4		4	TX Cor
			Paper 2	17924	assignme	2023-11-1	94	Critical Thinking - Point of View	181	1	4		4	TX Cor
			Paper 2	17924	assignme	2023-11-1	94	Critical Thinking - Information and Evidence	183	1	4		4	TX Cor
			Paper 2	17924	assignme	2023-11-1	94	Communication - Appropriate use	187	1	3		3	TX Cor
			Paper 2	17924	assignme	2023-11-1	94	SR - Perspectives	199	1	4		4	TX Cor
			Paper 2	17924	assignme	2023-11-1	94	SR - Attitudes and beliefs	200	1	4		4	TX Cor
			Second Ce	172519	quiz	2023-12-0	78	Critical Thinking - Information and Evidence	183	1	5		3	TX Cor
			Second Ce	172519	quiz	2023-12-0	78	Critical Thinking - Concepts and Formulas	184	1	8		2	TX Cor
			Second Ce	172519	quiz	2023-12-0	78	Critical Thinking - Concepts and Formulas	184	1	5		2	TX Cor
			Second Ce	172519	quiz	2023-12-0	78	Critical Thinking - Concepts and Formulas	184	1	8		2	TX Cor
			Second Ce	172519	quiz	2023-12-0	78	Critical Thinking - Concepts and Formulas	184	1	7		2	TX Cor
			Second Ce	172519	quiz	2023-12-0	78	Critical Thinking - Concepts and Formulas	184	1	5		2	TX Cor
			Second Ce	172519	quiz	2023-12-0	76	Critical Thinking - Information and Evidence	183	1	5		3	TX Cor
			Second Ce	172519	quiz	2023-12-0	76	Critical Thinking - Concepts and Formulas	184	1	8		2	TX Cor

PRE-BETA DATA FROM FALL 2023 (AKA NOT REAL)

Row Labels	Average of learning outcome rating points
Communication - Appropriate use	3.18
Communication - Organization	3.37
Communication - Thesis	3.98
Critical Thinking - Concepts and Formulas	2.08
Critical Thinking - Information and Evidence	2.95
Critical Thinking - Point of View	3.60
PR - Consequences	3.29
PR - Context	3.26
PR - Ethical Actions	3.50
PR - Ethical awareness	3.40
PR - Ethical Issues	3.50
PR - Ethical perspective	3.52
SR - Attitudes and beliefs	3.71
SR - Perspectives	3.69
TW - Application	3.31
TW - Expectation	3.31
TW - Organization	2.88
Grand Total	3.091222031

Row Labels	Count of learning outcome rating points
assignment	812
quiz	350
Grand Total	1162

PRE-BETA DATA FROM SPRING 2024 (AKA STILL NOT REAL)

Row Labels	Count of outcome score	Average of outcome score
Communication - Appropriate use	62	3.18
Communication - Organization	62	3.37
Communication - Thesis	62	3.98
Critical Thinking - Information and Evidence	62	3.29
Critical Thinking - Point of View	71	3.65
PR - Consequences	42	3.29
PR - Context	42	3.26
PR - Ethical Actions	42	3.50
PR - Ethical awareness	42	3.40
PR - Ethical Issues	42	3.50
PR - Ethical perspective	42	3.52
SR - Attitudes and beliefs	62	3.71
SR - Perspectives	62	3.69
TW - Application	42	3.31
TW - Expectation	42	3.31
TW - Organization	42	2.88
Grand Total	821	3.45

Critical Thinking - Point of View

ARTS 1303.01 FA23 15W World Art Survey I (20263)

Geography of Texas

PRE-BETA DATA FROM FALL 2024 (MORE REAL)

Outcome	Count of items	Average score
COMM - Appropriate use	85	3.52
COMM - Organization	135	2.08
COMM - Supporting materials	1	2.00
COMM - Thesis	56	
CT - Assumptions and Context	56	
CT - Concepts and Formulas	135	2.08
CT - Creativity	56	
CT - Information and Evidence	56	
CT - Point of View	141	3.51
EQ - Conclusions	135	2.08
EQ - Quantitative Evidence	56	
SR - Application	56	
SR - Attitudes and beliefs	56	
SR - Awareness	56	
SR - Civic responsibilities	56	
SR - Perspectives	136	2.09
TW - Feedback	1	0.00
Grand Total	1273	2.58

WHAT HAVE WE LEARNED?

- Need to have clear defined outcomes and measures
 - Program/department level requirements are important to use at that level
- 3rd party tools – once they are “built” rubrics cannot be added after
- Scores are required to be put in (not a “smart” or “AI” tool)
- Doing everything is not recommended
- Known issue in Canvas – you cannot associate outcomes in a “new quiz” type, yet



DO YOU TEACH IN THE CORE?
WANT TO BE AN EARLY ADOPTER?

CHECK YOUR EMAIL STARTING NEXT WEEK
INVITES ARE COMING

CANVAS OUTCOMES RESOURCES

What are Outcomes: <https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-Outcomes/ta-p/75>

How to video: <https://community.canvaslms.com/t5/Video-Guide/Outcomes-Overview-Instructors/ta-p/381848#video-script>

How to add rubrics to Canvas Assignments and align outcomes:
<https://www.youtube.com/watch?v=laGkClkyjOc>

Aligning Outcomes and Assessments in Canvas:
<https://www.youtube.com/watch?v=aldH99TAsYs>

How do I align an outcome with a rubric in an account?
<https://community.canvaslms.com/t5/Admin-Guide/How-do-I-align-an-outcome-with-a-rubric-in-an-account/ta-p/193>

How to apply outcomes to a canvas rubric?
<https://support.canvas.fsu.edu/kb/article/1129-how-to-apply-outcomes-to-a-canvas-rubric/>



THANK YOU

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