1. Once you have logged into Outcomes through myCharger, you will need to locate the department which houses the program for which you are entering data. For this example, we will use English align with the training video available at

https://mycharger.newhaven.edu/web/mycharger/professional-development-for-faculty.

For this example, the path is Academic Affairs→College of Arts and Sciences→English • Outcomes Kristy ш Academic Year 2020 -**College of Arts and Sciences** Academic Year 2020 ÷. ☆ Q ALL ORGANIZATION UNITS Outcomes 🛓 Taxonomy E Curriculum Map University of New Haven Ŧ Term: Fall 2019 Add Outcome -Collapse Panel 🗲 0 Academic Affairs Pending Connections ٤. College of Arts and Sciences This unit has been assigned the following Department outcomes. Ch Fall 2019 Art and Design There are no requests. Biology & Environmental Sci Add Outcome -Communication Film & Media Education English **Global Studies** History © 2020 Campus Labs Mathematics Modern Languages Music Philosophy Physics Settings

2. Once you find your department, select the academic program for which you are inputting assessment data for. Programs are organized by undergraduate and graduate. While you may see several concentrations listed, assessment is only required at the program level.

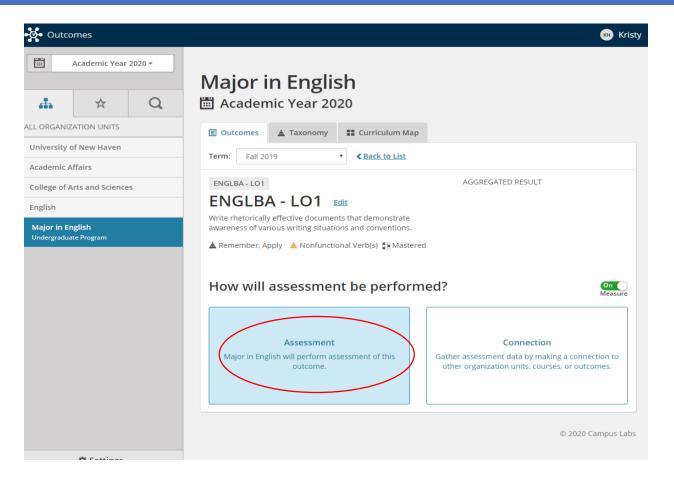
NOTE: Though classes will appear, you should click on the major/program rather than any course associated with your program.

| • Outcomes | | кн Kristy |
|--|--|--|
| Academic Year 2020 - | English Academic Year 2020 | |
| ALL ORGANIZATION UNITS University of New Haven Academic Affairs College of Arts and Sciences English Department UNDERGRADUATE PROGRAMS Major in English COURSES WITH SECTIONS ENGL 1103 ENGL 1104 ENGL 1112 | Outcomes Taxonomy Curriculum Map Term: Fall 2019 Add Outcome | Collapse Panel > Pending Connections This unit has been assigned the following outcomes. Fall 2019 There are no requests. |
| ENGL 1113 ENGL 1114 ENGL 1150 ENGL 2211 ENGL 2218 ENGL 2220 Settings | | © 2020 Campus Labs |

3. Once you select the program, find the specific learning outcome for which you are entering data. For this example we are selecting the ENGL- BA- LO1.

| • 🖉 • Outcomes | | КН І | Kristy |
|--|--|---|--------|
| Academic Year 2020 - | Major in English Major in English | | |
| Image: All ORGANIZATION UNITS University of New Haven Academic Affairs College of Arts and Sciences English Major in English Undergraduate Program | Outcomes Taxonomy Curriculum Map Term: Fall 2019 Add Outcome. Filter: Assessed Assigned Related Curriculum Taxonomy Filter: Assessed Assigned Related Curriculum Curriculum State and Conventions. Remember, Apply Nonfunctional Verb(s) Mastered No Results Assessed ENGLBA - LOZ ENG | Collapse Panel > Pending Connections This unit has been assigned the following outcomes. Fall 2019 There are no requests. | |
| 🛱 Settings | ENGLBA - LO3 | | |

4. To enter aggregate data for this particular outcome, select "Assessment."



- 5. Here, you will add a title for the assessment method, such as "Portfolio", "Thesis", or "Exam" depending on the assessment method selected. Titles should be specific enough for someone outside of your program to decipher. After the "Title" field, make sure to fill out each of the other fields completely. The Method/Assessment Tool is a drop-down menu, select the appropriate choice. Then include the dates for which the data (Portfolio, Exam) was collected. NOTES:
 - a. If you look below each field in the template, there are additional instructions to assist you.
 - b. For program-level assessment, you must always include at least ONE summative assessment, though you are not prohibited from entering any formative assessments you would like to archive.
 - c. **The end and beginning dates can be flexible.** Some programs may choose to enter aggregate data once per year (e.g., programs that have an assessment day). Others might enter data at the end of each semester.
 - d. The **data source** can depend on the program, but most likely, as we get started, the person inputting this data has aggregated from offline work with department faculty.
 - e. Make sure to scroll down and submit! The submission button will be directly below the "data source" entry.

| A Remember, Apply | s and conventions | | | |
|--|---------------------------|---|--|-----------|
| | | | | |
| | | | | |
| Create Assessment | | | | |
| Title * | | Method/Assess | ment Tool | |
| | > | | | |
| Enter a brief name or title to identify how yo | | Select the method | of input used to measure achiev | rement. |
| achievement (e.g., Writing Assignment #1, F | inal Exam, etc.). | E. I | | |
| Begin * | \longrightarrow | End | | |
| mm/dd/yyyy Enter the date you began to measure achie | variant using the | mm/dd/yyyy | finished this measure of achieve | amontus |
| selected input. | vernent using the | the selected input. | | ement us |
| Purpose | | | | |
| Formative | Dia | mostic | Summativ | 10 |
| Formative | Diag | gnostic | Summativ | 16 |
| | | | | |
| | | - | | |
| • | | 0 | | |
| | A 1 | dedee ekille ee | | |
| Assess performance during the learning process to guide further | | vledge, skills, or to interaction with | Measure achievement of interaction with l | |
| efforts. | lea | arners. | | |
| Select whether the purpose was to establish | | - | | vay throu |
| segment or the entire course/program (for | native), or to take a fir | nal measurement of lea | rning (summative). | |

- 6. Once saved, the new assessment submission will appear as seen below. It is common to enter more than one assessment that was taken by students and a complete list will appear.
- 7. Now, the results of the assessment must be entered. Begin with clicking "add Results" as see below.

Major in English Academic Year 2020

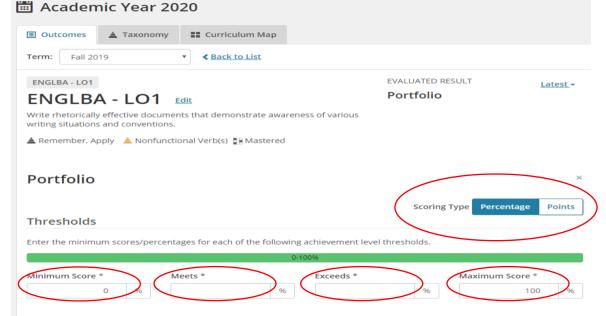
| Outcomes 🛓 Taxonomy 🔡 Curriculum Map | | |
|--|--------------------|--------------------------|
| Term: Fall 2019 | | |
| ENGLBA - LO1 | EVALUATED RESULT | Latest - |
| ENGLBA - LO1 Edit | Portfolio | |
| Write rhetorically effective documents that demonstrate awareness of various writing situations and conventions. | | |
| 🛓 Remember, Apply 🔺 Nonfunctional Verb(s) 📰 Mastered | | |
| | | |
| Assessments | 2 | <u>Create Assessment</u> |
| | | |
| Portfolio (Edit) | No Results Add Res | sults Ø 0 |
| Nov 29, 2019 - Nov 29, 2019 | | |
| | | |
| | | © 2020 Campus Labs |

8. From "add results" you will populate the template that appears.

9. Begin with indicated your Thresholds. This is the scoring system used as defined by the assessment rubric used by faculty. The University requires data at 3 levels of achievement: does not meet, meets, and exceeds. It is possible that your rubric has additional levels. Please collapse them as appropriate. You make have a percentage-based rubric or a points-based rubric. You just select which you used.

EXAMPLE: Based on the Portfolio rubric that was given to students and used by faculty, a point system was used with the maximum number of points a student can earn is 16 (4 points is EXCEEDS across 4 criterion). Overall, exceeds expectations is at least 15 points earned. Meets expectations is 12 and does not meet is <12 points.

Major in English



10. Once you have entered your Thresholds, now you enter the raw data—the number of students that fall into each category you have defined. The number of students across the 3 categories should total to the number of students assessed.

| Minimum Score * | Meets * | Exceeds * | Ma | ximum Score * |
|---------------------|--------------------------------|-----------------|----|---------------|
| 0 | % | % | % | 100 |
| | | | | |
| Results Tota | l Achievement Levels | | | |
| Enter the number of | students who met or did not me | et the outcome. | | |
| Exceeds * | Total number Exceeds | | | |
| | | | | |
| Meets * | Total number Meets | | | |

11. Next, provide context for the assessment by competing the **Supporting Information** section: Analysis, Summary, and Use of Results. This information is necessary for assessment reviews.



Provide context for the entered results by further describing the assessment.

Analysis

Students were required to select at least 3 written works submitted during the semester to include in their portfolio. Faculty developed a rubric that was used to assess the portfolios and it is review each semester, including inter-rater reliability checks. Faculty discussed the thresholds established to ensure that the score from the rubrics is logical (i.e., a student that meets expectations has mastered at least 75% of the content.

If applicable, please describe any analysis you performed on the data or information from your input.

Summary

Based on these results, faculty agree the rubric needs to be re-calibrated and a sample will be used prior to next semester for this process. The faculty will meet and all rate the sample of portfolios. Then, agreement will be discussed.

In addition, faculty will focus more of selection of works for the portfolio in all required major classes, so students aren't forgetting about saving their "best" work. The faculty also think they can better circulate the rubric to students.

In addition to entering your numeric results, please summarize your results/findings.

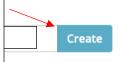
Use of Results

Based on your results/findings, list what could be done to improve student achievement or your assessment process in the future.

Add Use of Results

Faculty meeting to discuss re-calibration process

Make sure to click "create" for use "use of results" that you enter. You will see the list saved so that you can go back and check for "closing the loop."





12. Once all fields are complete, you are ready to submit. After submission, the system automatically aggregates data from any assessment for that particular student learning outcome. A "quick review" of results will automatically appear next to the outcome.

