

- 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

The screenshot displays the 'Outcomes' application interface. At the top, the user is logged in as 'Kristy'. The main header shows 'College of Arts and Sciences' and 'Academic Year 2020'. On the left, a sidebar lists 'ALL ORGANIZATION UNITS' including 'University of New Haven', 'Academic Affairs', 'College of Arts and Sciences Department', 'Art and Design', 'Biology & Environmental Sci', 'Communication Film & Media', 'Education', 'English', 'Global Studies', 'History', 'Mathematics', 'Modern Languages', 'Music', 'Philosophy', and 'Physics'. The 'College of Arts and Sciences Department' and 'English' items are circled in red. The main content area shows 'Term: Fall 2019' and a 'Pending Connections' panel indicating no requests for that term. A copyright notice '© 2020 Campus Labs' is visible at the bottom right.

- 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.

The screenshot displays the 'Outcomes' system interface. On the left, a navigation sidebar lists organization units: University of New Haven, Academic Affairs, College of Arts and Sciences, English Department (circled in red), Undergraduate Programs, Major in English (circled in red), and Courses with Sections (ENGL 1103 through ENGL 2220). The main content area is titled 'English Academic Year 2020' and features tabs for 'Outcomes', 'Taxonomy', and 'Curriculum Map'. The 'Outcomes' tab is active, showing a 'Term' dropdown set to 'Fall 2019' and an 'Add Outcome' button. A 'Pending Connections' panel on the right indicates that the unit has been assigned outcomes but has no requests for the selected term. The footer shows '© 2020 Campus Labs'.

- 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.

The screenshot shows the 'Outcomes' management system interface. The top navigation bar includes 'Outcomes' and the user's name 'Kristy'. The main header displays 'Major in English' and 'Academic Year 2020'. On the left, a sidebar lists 'ALL ORGANIZATION UNITS' including 'University of New Haven', 'Academic Affairs', 'College of Arts and Sciences', 'English', and 'Major in English Undergraduate Program'. The main content area shows three learning outcomes: 'ENGLBA - LO1' (circled in red), 'ENGLBA - LO2', and 'ENGLBA - LO3'. Below 'ENGLBA - LO1', there is a 'No Results' message and a 'Assessed' status indicator. Below 'ENGLBA - LO2', there is a 'Not Selected' message. The right sidebar shows 'Pending Connections' for 'Fall 2019' with 'There are no requests.'

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

The screenshot shows the 'Outcomes' management system interface. On the left is a navigation sidebar with a tree view of organization units: University of New Haven, Academic Affairs, College of Arts and Sciences, English, and Major in English Undergraduate Program (highlighted). The main content area is titled 'Major in English' for 'Academic Year 2020'. It features tabs for 'Outcomes', 'Taxonomy', and 'Curriculum Map'. A 'Term' dropdown is set to 'Fall 2019' with a 'Back to List' link. The selected outcome is 'ENGLBA - LO1' with an 'Edit' link. Below the title is a description: 'Write rhetorically effective documents that demonstrate awareness of various writing situations and conventions.' and a list of verbs: Remember, Apply, Nonfunctional Verb(s), Mastered. A section titled 'How will assessment be performed?' contains two boxes: 'Assessment' (circled in red) with the text 'Major in English will perform assessment of this outcome.' and 'Connection' with the text 'Gather assessment data by making a connection to other organization units, courses, or outcomes.' A 'Measure' toggle switch is in the top right of this section. The footer indicates '© 2020 Campus Labs'.

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.

**ENGLBA - LO1** [Edit](#)

Write rhetorically effective documents that demonstrate awareness of various writing situations and conventions.   
This outcome uses verbs that cannot accurately measure learning.

▲ Remember, Apply ▲ Nonfunctional Verb(s) 📄 Mastered

### Create Assessment ×

**Title \***

Enter a brief name or title to identify how you measured achievement (e.g., Writing Assignment #1, Final Exam, etc.).

**Method/Assessment Tool**

Select the method of input used to measure achievement.

**Begin \***


Enter the date you began to measure achievement using the selected input.

**End**

Enter the date you finished this measure of achievement using the selected input.


**Purpose**

**Formative**




Assess performance during the learning process to guide further efforts.

**Diagnostic**



Assess knowledge, skills, or attributes prior to interaction with learners.

**Summative**



Measure achievement at the end of interaction with learners.

Select whether the purpose was to establish a baseline of prior achievement (diagnostic), to measure achievement part way through a segment or the entire course/program (formative), or to take a final measurement of learning (summative).

**Data Source**

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 ▼

[← Back to List](#)

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

[Create Assessment](#)

Portfolio [\(Edit\)](#)

Nov 29, 2019 - Nov 29, 2019

|

No Results
[Add Results](#)
[📎 0](#)

|

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 may 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**  
Academic Year 2020

Outcomes Taxonomy Curriculum Map

Term: Fall 2019 [Back to List](#)

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

**Portfolio**

Scoring Type **Percentage** Points

**Thresholds**

Enter the minimum scores/percentages for each of the following achievement level thresholds.

0-100%

Minimum Score \* 0 % Meets \* % Exceeds \* % Maximum Score \* 100 %

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 \* 0 % Meets \* % Exceeds \* % Maximum Score \* 100 %

**Results | Total Achievement Levels**

Enter the number of students who met or did not meet the outcome.

Exceeds \* Total number Exceeds

Meets \* Total number Meets

Does not meet \* Total number Does not

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

### Supporting Information

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.

#### Scoring Method

Select the method used to determine each student's achievement level.

Select the most appropriate option from the dropdown menu.

#### 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."

Create

Cancel

Submit

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.