

To collect data in AEFIS, you will need to use tests in Canvas or Rubrics in Canvas. Below outlines how to add our [Institutional Learning Outcomes](#) rubrics into canvas or update your existing rubric to include an ILO assessment.

- Adding ILO rubrics in Canvas (page 1)
- Using an existing rubric in Canvas (page 4)
- Linking ILO or Course outcomes in AEFIS (page 6)

Adding Institutional Learning Outcomes Rubrics in Canvas

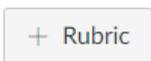
1. SETTING UP AN [INSTITUTIONAL LEARNING OUTCOMES \(ILO\) RUBRIC IN CANVAS](#)

Method: Rubric will be attached to an assignment in Canvas and used for either grading or scoring. Students will see the rubric in their course.

Go to the Assignment in Canvas where you plan to assess your ILO (Institutional Learning Outcome) Note: this is outcomes assessment, so an assignment near the end of the course would be best.

If you are not already using a grading rubric in your course (If you already have an existing grading rubric attached to your assignment, go to the [existing grading rubric](#) section below and follow directions.)

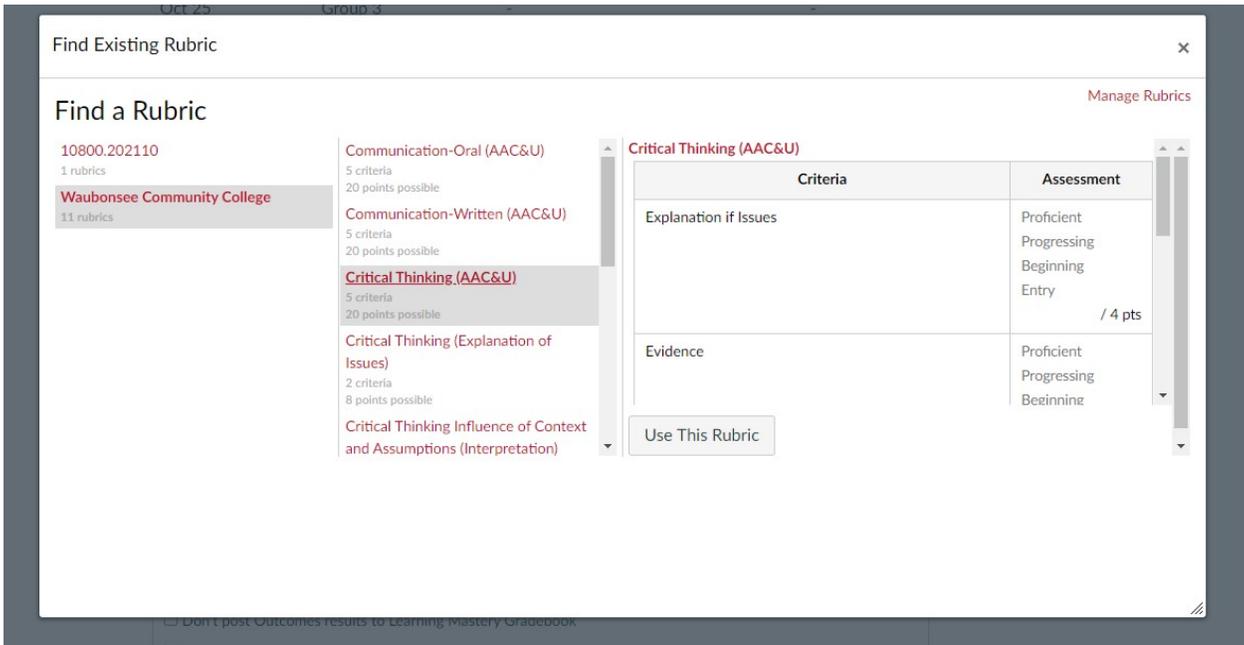
Open your assignment and click the rubric button beneath the assignments



Then click on “Find a Rubric”

Criteria	Ratings	Pts
Title: <input type="text" value="Some Rubric"/> 🔍 Find a Rubric 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
<input type="checkbox"/> I'll write free-form comments when assessing students <input type="checkbox"/> Remove points from rubric <input type="checkbox"/> Don't post Outcomes results to Learning Mastery Gradebook <input type="checkbox"/> Use this rubric for assignment grading <input type="checkbox"/> Hide score total for assessment results		
<input type="button" value="Cancel"/> <input type="button" value="Create Rubric"/>		

Click Waubonsee Community College, and select the ILO rubric you plan to assess



Click the pencil to edit the rubric. You can delete the criteria rows that do not apply to your assignment.

Title: Critical Thinking (AAC&U) Find a Rubric						
Criteria	Ratings	Pts				
Explanation if Issues Range <input type="text"/>	<table border="1"> <tr> <td> 2 pts Proficient Issue/problem to be considered critically is stated, described, and clarified so that understanding is clear. </td> <td> 1.5 pts Progressing Issue/problem to be considered critically is stated and described but leaves some terms unclear. </td> <td> 1 pts Beginning Issue/problem to be considered critically is stated without clarification or description. </td> <td> 0.5 pts Entry Issue/problem to be considered is not stated. </td> </tr> </table>	2 pts Proficient Issue/problem to be considered critically is stated, described, and clarified so that understanding is clear.	1.5 pts Progressing Issue/problem to be considered critically is stated and described but leaves some terms unclear.	1 pts Beginning Issue/problem to be considered critically is stated without clarification or description.	0.5 pts Entry Issue/problem to be considered is not stated.	<input type="text" value="2"/> pts
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Evidence Selecting and using information to investigate a point of view or conclusion. Range <input type="text"/>	<table border="1"> <tr> <td> 2 pts Proficient Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. </td> <td> 1.5 pts Progressing Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning. </td> <td> 1 pts Beginning Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question. </td> <td> 0.5 pts Entry Information is not taken from source(s) and viewpoints of experts are not considered. </td> </tr> </table>	2 pts Proficient Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	1.5 pts Progressing Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	1 pts Beginning Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	0.5 pts Entry Information is not taken from source(s) and viewpoints of experts are not considered.	<input type="text" value="2"/> pts
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+ Criterion	Find Outcome	Total Points: 10
<input type="checkbox"/>	I'll write free-form comments when assessing students	
<input type="checkbox"/>	Remove points from rubric	
<input type="checkbox"/>	Don't post Outcomes results to Learning Mastery Gradebook	
<input checked="" type="checkbox"/>	Use this rubric for assignment grading	
Cancel	Update Rubric	

◀ Previous

Next ▶

- a. If using as a grading rubric, check “Use this Rubric for Assignment Grading”. Then click update rubric.
- b. If using as a scoring rubric, check “Don’t post Outcomes results to the Learning Mastery Gradebook,”
- c. Never select “Remove points from the rubric.” The collection of data will not work without points.

Using An Existing Rubric In Canvas To Assess Course Outcomes Or ILOs

Method: Rubric will be attached to an assignment in Canvas and used for either grading or scoring. Students will see the rubric in their course.

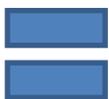
When using an existing grading rubric, you have two options:

Option #1 If none of your current grading criteria align with ILO criteria: Edit the rubric and add the Institutional Learning Outcome ([ILO rubric criteria](#)) row(s), and update the points for your assignment. Points must be assigned for this to work.

Remember, you can add/adjust language that applies to your assignment as long as you are still assessing the ILO as intended.

Examples:

<i>Critical Thinking</i>	Proficient (R) 4
Explanation of Issues	Issue/problem to be considered critically is stated, described, and clarified so that understanding is clear.



Our rubrics provide flexibility for you to update the language to your assignment:

<i>Critical thinking</i>	Proficient 4
Explanation of Issues	Explains the potential effects of the validity of data or other source material so the understanding is clear

In this example, the faculty member used the Explanation of issues description and updated it to align with the assignment.

Remember, for AEFIS to collect data, the criteria title **MUST** be the same. The above example was created correctly. It will be able to be linked so that you can collect data and AEFIS will provide you the results.

<i>Critical Thinking</i>	Proficient (R) 4
Explanation of Issues	Issue/problem to be considered critically is stated, described, and clarified so that understanding is clear.

<i>Critical thinking</i>	Proficient 4
Explains the effects of validity	Explains the potential effects of the validity of data or other source material so the understanding is clear.

In this example, ILO linking in AEFIS will **not** be successful. For ILO assessment data to be collected, the criteria title must be the same as the [ILO rubric](#).

Option #2 If your grading criteria aligns with one of our ILO rubric criteria.

1. Change the title of your criteria to the same name as our ILO rubric criteria or add the ILO criteria name to your current title.

Add the exact criteria title to your existing rubric.

Example of a Communication Rubric:

Before: (This rubric criterion aligns with our AAC&U Oral Communication criteria Delivery) AEFIS needs to align to our titles, in this case for "Delivery". We need to change our rubric criteria title to "Delivery" add "Delivery" and to our existing rubric. While it would be best to use our titles (proficient, progressing, beginning, entry) if possible, it is not mandatory.

Intro: Preview	4 points <u>Proficient</u> Effective preview that was clear, concise and easy to remember.	3 Points <u>Progressing</u> Preview is present. Could be enhanced with either sign posts, concise phrasing and/or pauses to enhance clarity and comprehension.	2 points <u>Beginning</u> Preview is a bit challenging to remember and/or determine. To enhance clarity/comprehension, sue concise phrasing for main points, sign points and pauses.	1 point <u>Entry</u> Preview could not be determined. To develop a preview, use concise phrasing for main points, sign posts, and pauses
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ILO Rubric

Delivery	4 points <u>Proficient</u> Effective preview that was clear, concise and easy to remember.	3 Points <u>Progressing</u> Preview is present. Could be enhanced with either sign posts, concise phrasing and/or pauses to enhance clarity and comprehension.	2 points <u>Beginning</u> Preview is a bit challenging to remember and/or determine. To enhance clarity/comprehension, sue concise phrasing for main points, sign points and pauses.	1point <u>Entry</u> Preview could not be determined. To develop a preview, use concise phrasing for main points, sign posts, and pauses
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After

Intro: Preview Delivery (criteria title added)	4 points <u>Proficient</u> Effective preview that was clear, concise and easy to remember.	3 Points <u>Progressing</u> Preview is present. Could be enhanced with either sign posts, concise phrasing and/or pauses to enhance clarity and comprehension.	2 points <u>Beginning</u> Preview is a bit challenging to remember and/or determine. To enhance clarity/comprehension, sue concise phrasing for main points, sign points and pauses.	1 point <u>Entry</u> Preview could not be determined. To develop a preview, useconcise phrasing for main points, sign posts,and pauses
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If using as a grading rubric, check “Use this Rubric for Assignment Grading”. Then click update rubric.

If using as a scoring rubric, check “Don’t post Outcomes results to the Learning Mastery Gradebook”

Never select “Remove points from the rubric.” The collection of data will not work without points.

Linking Your Outcome in AEFIS

Selecting the “AEFIS” link on your course navigation menu in your Canvas will take you into AEFIS seamlessly. (This button used to be called Outcomes Assessment)

If you do not see an AEFIS link on your navigation menu, follow the instruction to [Enable Course Menu Items](#).

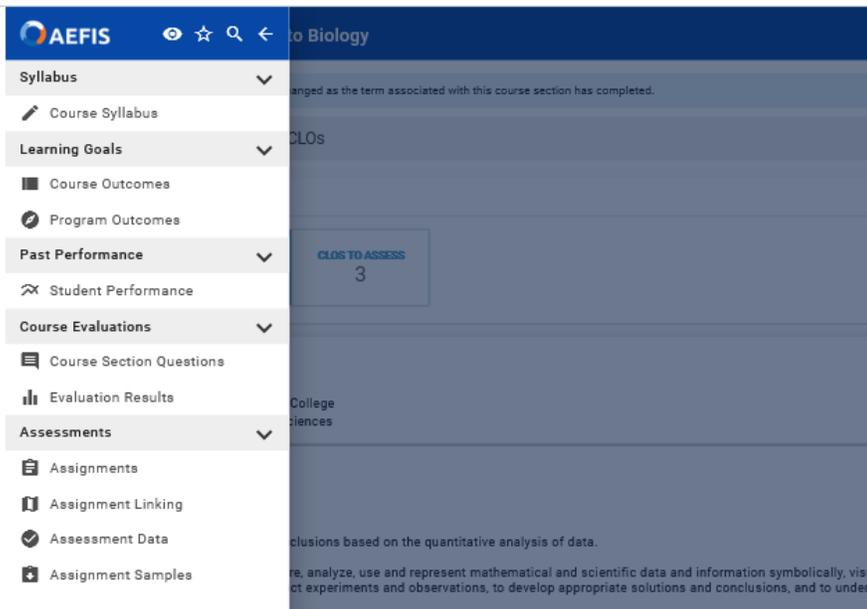
1. Select the AEFIS link.



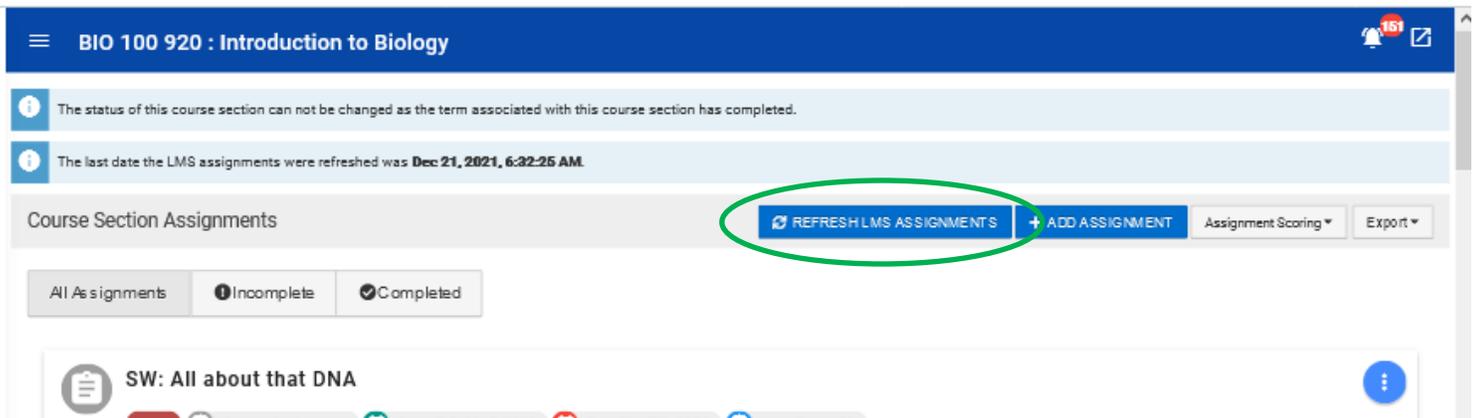
2. Make sure your Canvas assignments synched with AEFIS by clicking on the “hamburger” icon (circled in green) to open the drop-down menu in AEFIS.



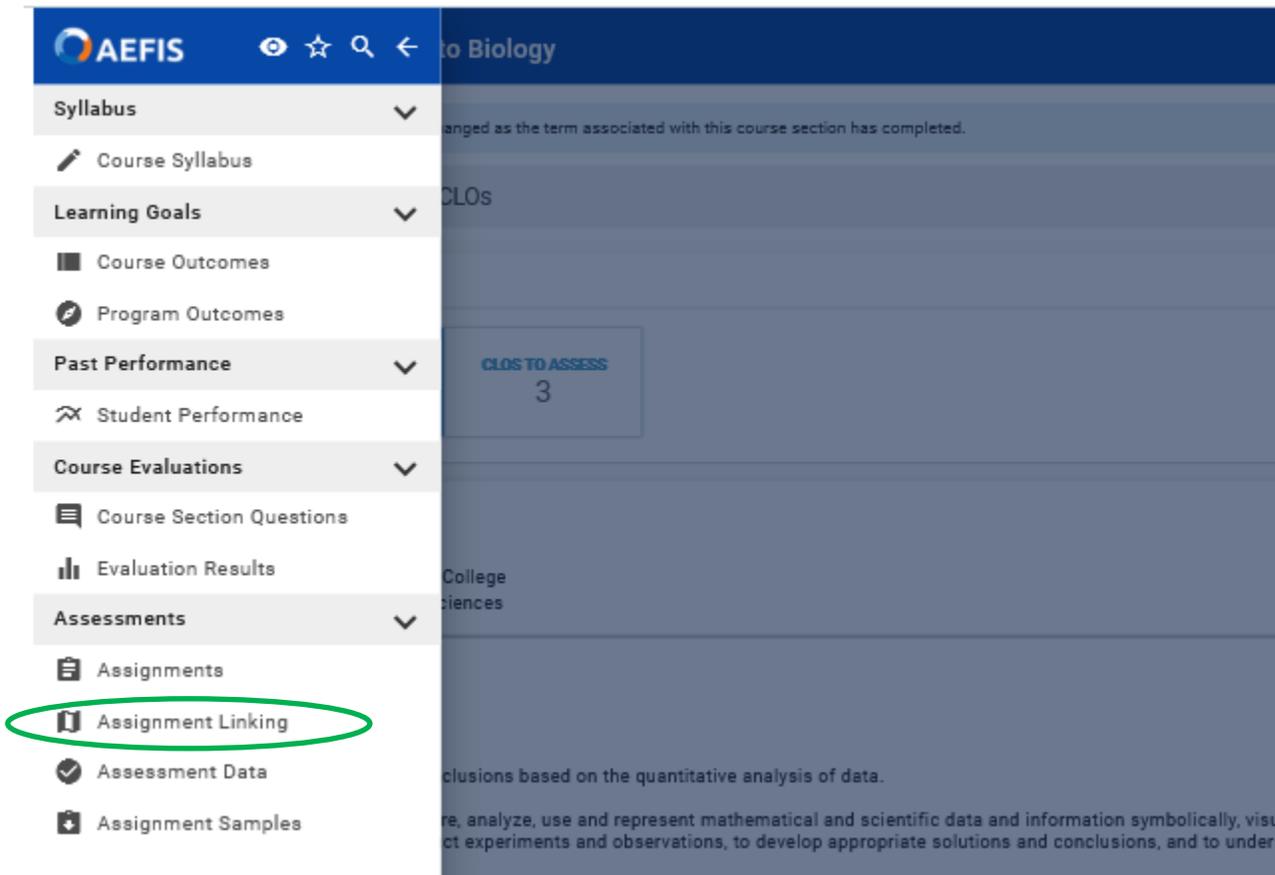
3. When the menu opens, click on “Assignments” circled below in green.



4. Once you open “Assignments” click on “REFRESH LMS ASSIGNMENTS” circled below in green.



5. Using same “hamburger” menu, click on “Assignment Linking” to get back to linking your assignments for assessment.



The method for linking Institutional Learning Outcomes and Course Learning Outcomes is the same. You will see all of your course outcomes. Institutional Learning Outcomes need to be mapped to each course (once faculty identify ILOs for

courses, they need to be added in the system.) If you don't see your ILOs in your course linking, reach out to an assessment liaison or Kathleen Gorski at kgorski@waubonsee.edu or call at 630.466.2280. They can add ILOs to your courses.

Identify the outcome to be assessed

6. Select the blue circle with a pencil that is above the "no linked assignments" box

Critical Thinking
Analyze information in order to construct an argument or solution.
Critical thinking is a habit of mind characterized by the thorough analysis of issues, ideas, artifacts, information or events to construct an argument or a solution.

Curriculum Mapping | Linked Assignments

Introduction

4 Proficient | 3 Progressing | 2 Beginning | 1 Entry

No Linked Assignments
Assignments have not been linked.
To link assignments, click the button

Waubonsee Community College | Institutional

Example of an Institutional Learning Outcome (ILO) in AEFIS

Course Outcomes and Rubrics | Linked Assignments

C1566

Create presentations using appropriate organizational formats that fit the audience, the occasion, or a specified purpose.

1 Novice
Click to Add a Description. ✓

2 Apprentice
Click to Add a Description. ✓

3 Proficient
Click to Add a Description. ✓

4 Master
Click to Add a Description. ✓

No Linked Assignments
Assignments have not been linked.
To link assignments, click the button

Example of a Course Learning Outcomes (CLO) in AEFIS

7. After you select the blue circle with the pencil, you will see your assignment titles from your canvas course. Find the assignment you are assessing and select the blue link that will say either “link grade” or “link rubric”

		Max. Score	Weight
TOTAL WEIGHT: 100%			
<input type="checkbox"/>	Assignment		
<input type="checkbox"/>	Types of Cultures		0
<input checked="" type="checkbox"/>	Chapter 9 Case Study: DIY Stores pp. 291-292 link grade	10	100
Criteria			
TOTAL WEIGHT: 0%			
<input type="checkbox"/>	Explanation if Issues	2.00	0
<input type="checkbox"/>	Evidence ⓘ	2.00	0

Total Score Rubric Settings

26% 51% 76%

If you are assessing using a rubric, you will see the rubric criteria appear. Select the specific criteria that aligns with the outcome you are assessing.

At the bottom you can adjust your total score rubric settings by moving the bar to the corresponding percentages for each criterion used by your discipline. When you are done, **MAKE SURE YOU SAVE**

Case Study 1-Tata Motors: From Cheap to Aw

Total Score Rubric Settings

Level	Score	Percentage Range
Proficient	4	76% to 100%
Progressing	3	51% to 75%
Beginning	2	26% to 50%
Entry	1	0% to 25%

Use these values when creating new assignment links

SAVE **CANCEL**

Your assignment is now linked. The screen will indicate that your outcomes are now linked:

Linked Assignments

Informative Speech-Self-Evaluation	WEIGHT: 100%
Content	WEIGHT: 25%
Organization	WEIGHT: 25%
Formative	WEIGHT: 25%
Delivery	WEIGHT: 25%

AEFIS will collect data for you after you grade your assignment. Once the semester ends, a report will be located in your My Direct Assessments Widget in AEFIS. wcc.aefis.net