Using Canvas to Simplify Assessment

An ASB Experiment

Backstory

- Each of the seven ASB majors have seven learning goals
  - Five of them are shared through their common core

- ***Foundation*** learning goal has been difficult to assess well

- "Our students will have a broad-based knowledge in the functional areas of business. "

- The most ideal place to assess is the capstone
  - BADM 495 : Strategic Management

- Creating an assignment that captures all seven majors plus the standalone courses (Ex: Ethics, Business Law, Statistics) never fit naturally

Enter Third Party Testing

- Our solution started with ETS (Educational Testing Service)
  - Objective testing on our subjects
  - 'standard' exam used by other institutions
  - Should be 'easy' to administer but became stressful to execute

- The testing required that the class for the test was held in a computer lab and students took a timed exam
  - Problem for classes that were scheduled twice a week
  - Problem for online classes
  - Problem for absences

- Bottom line: it caused more headaches than it eliminated

We took matters into our own hands

- We decided to make our own in-house exam

- Better test questions
  - we can create test banks based on what we teach

- First problem: we can create test banks based on what we teach

- Getting 11 functional areas of our school to produce enough questions was ineffective
  - Course Hero would have eaten us alive

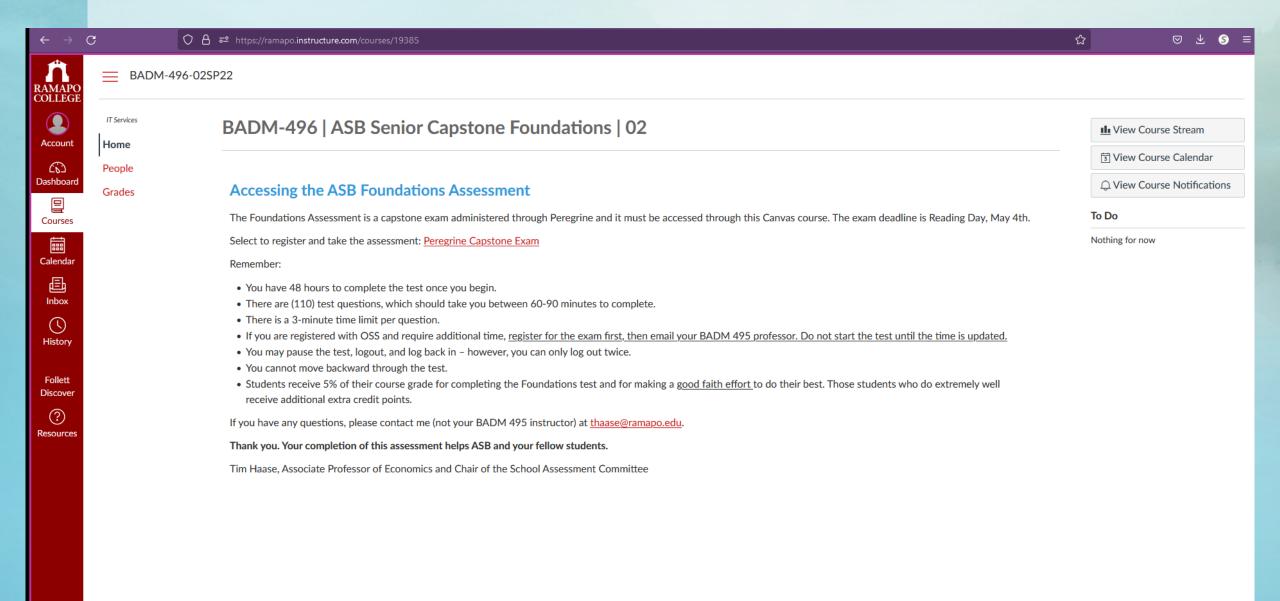- Good news: our trial did showcase the efficiency of testing in Canvas

Latest Test : Peregrine

- Another third-party testing group
  - Better test for our purposes
  - Better data reporting for our assessment
  - Much better delivery

- This exam can be done online around the student's schedule
  - No need to scheduling seven sections of BADM 495 into computer labs

- Can be linked to Canvas gradebook
  - Students can see their score – also useful for extra credit scoring
  - Also provides a list of students who haven't completed it yet

- Last hurdle: separating this task from the actual class

The Canvas Blueprint

- This assessment endeavor is not part of the course's curriculum
  - SAC chair is appropriate point of contact, not each section's professor

- ITS helped us first make a Blueprint course
  - BADM 496 : ASB Senior Capstone Foundations

- We designed this to look as simple as possible with all necessary info in clear view

- This is not attached to an actual course so it doesn't unpublish after the semester

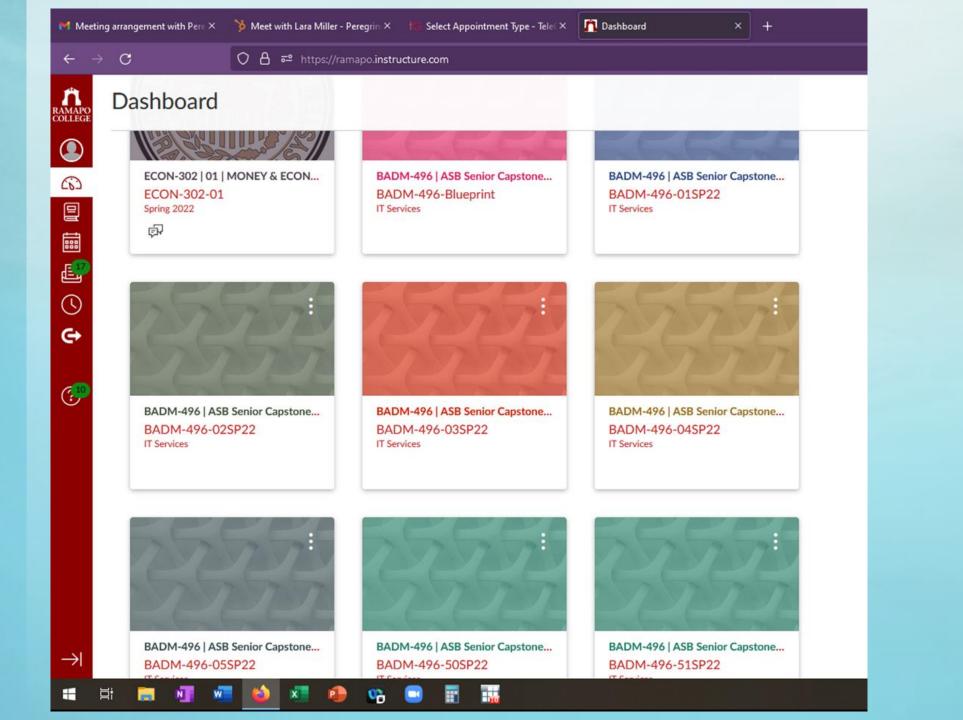- SAC chair is the faculty member for this

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Accessing the ASB Foundations Assessment

The Foundations Assessment is a capstone exam administered through Peregrine and it must be accessed through this Canvas course. The exam deadline is Reading Day, May 4th.

Select to register and take the assessment: Peregrine Capstone Exam

Remember:

- You have 48 hours to complete the test once you begin.
- There are (110) test questions, which should take you between 60-90 minutes to complete.
- There is a 3-minute time limit per question.
- If you are registered with OSS and require additional time, register for the exam first, then email your BADM 495 professor. Do not start the test until the time is updated.
- You may pause the test, logout, and log back in – however, you can only log out twice.
- You cannot move backward through the test.
- Students receive 5% of their course grade for completing the Foundations test and for making a good faith effort to do their best. Those students who do extremely well receive additional extra credit points.

If you have any questions, please contact me (not your BADM 495 instructor) at thaase@ramapo.edu.

Thank you. Your completion of this assessment helps ASB and your fellow students.

Tim Haase, Associate Professor of Economics and Chair of the School Assessment Committee

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To Do

Nothing for now

View Course Stream

View Course Calendar

View Course Notifications

The Canvas Shells

- ITS then helped us make one Canvas Shell for each section

- We received excel sheets for enrolled students in each section

- This list could be uploaded and those students all received invitations to join

- Example: if you were enrolled in BADM 495-03 you were invited to join
  - BADM 496-03SP22
  - The 495/496 is meant to look like a lab, section numbers match
  - The SP22 tacked on the end is to indicate the semester AND add a unique identifier

Running the Assessment

- The actual test we used was a third party product accessed by a link.

- The role of the SAC chair was to facilitate
  - Draft emails to each shell reminding them about the test
  - Using the gradebook to email students who did not take the test in ~96 hour intervals
  - Make sure the instructor of the parent course could access the gradebook (for the motivational EC)
  - Act as the contact for questions (take the email flow away from the parent course professor)
    - Some questions required contacting the third party exam company

How did it go?

- Student participation:
  - 179 out of 193 students completed the assessment (92.9%)
  - 16 were removed due to suspected cheating or speeding
    - Time away > 5 minutes
    - Total time < 25 minutes (this was a 110 question test)
  - Bottom line – 163 (84.5%) excellent responses we could use

- Management of the Canvas shells:
  - Not too much work from SAC Chair perspective
    - Draft one version of every email and copy it (just one example)
  - Significantly lowered the impact to the faculty of the parent course
  - Did not require five individual faculty members to be completely in sync for assessment