



Bridging College Coursework and Career Readiness: Using Canvas Outcomes to Assess Academic, Community, & Employability Skills

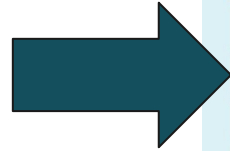


Chaffey College

Shannon Jessen, Outcomes & Assessment Coordinator
Matt Morin, Assist. Dean, Intersegmental Partnerships
Trelisa Glazatov, Instructional Designer and Data Analyst

Skills-based program design

Collaboration &
Critical Thinking



Digital fluency



Communication

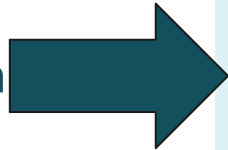
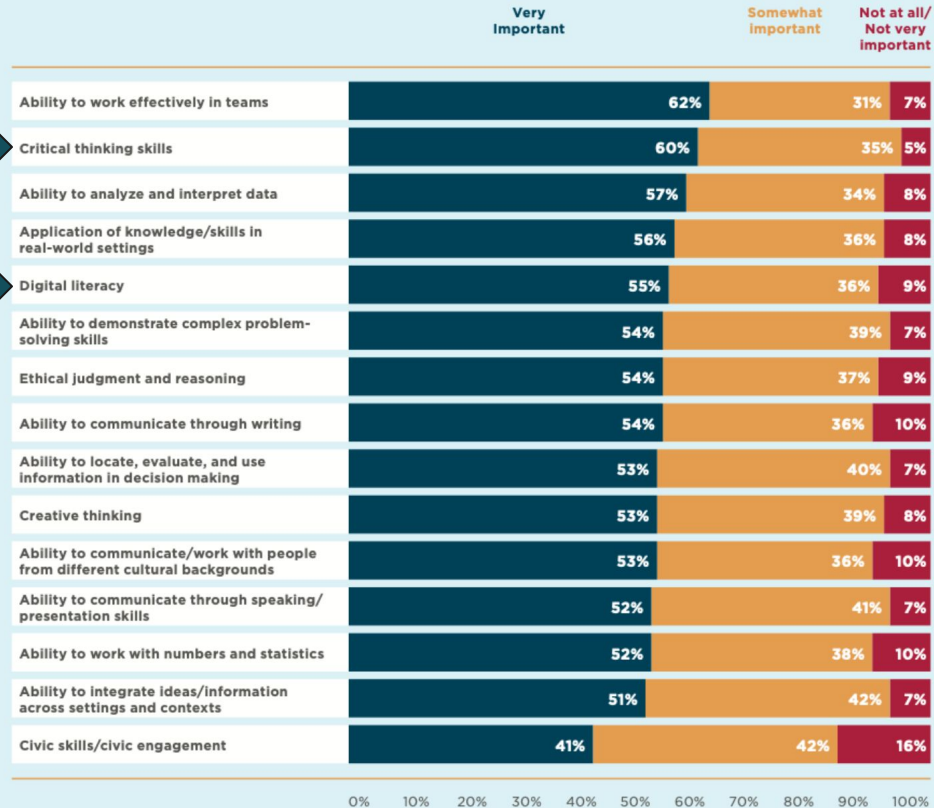


FIGURE 4

At least half of employers view the skills of a liberal education as “very important” for college graduates.



Our Goals

- Certify attainment of transferable, interdisciplinary skills in real time
- Inextricably link the college coursework that is already occurring in classrooms to student-friendly language explaining how that learning prepares them for personal, academic, and career readiness
- Leverage existing technology, SLO assessment processes, and curriculum to promote equity, transparency, authenticity, and efficiency



Imagine A Statistically Representative Community College Student

- First time college student enrolled part-time
- Working two part-time jobs
- Majoring in Interdisciplinary or University Studies
- Enrolled in English Composition, Intro to Sociology, and Career Exploration





After the first semester,
our student receives a text
message...

*"Congratulations! You've
earned one token on a
path to an employability
skill certification."*

Chaffey College

DashboardMy BadgesIssues

Public This is the public view of your Issuer's Badge

Manage It Here

Issues / Chaffey College ACES (Academic and Career/Community Employability Skills) / Adaptability - Goal Setting

Adaptability - Goal Setting

Created on Nov 15, 2021

Sets feasible goals, anticipates possible consequences and makes back-up plans for success.

Offered by
Chaffey College ACES
(Academic and
Career/Community
Employability Skills)
Verified

Badge Details

EARNING CRITERIA

Recipients must complete the earning criteria to earn this Badge

This badge is awarded to learners who understand and demonstrate the importance of setting feasible goals, anticipates possible consequences and makes back-up plans for success.

[View External Criteria](#)

Career Center Messaging about Digital Tokens and Badges

- Jobspeaker
- Employability Skills Workshop
- Developing Skills Resume
- Career Readiness Resources
- Assistance organizing tokens/badges via Badgr

EARN • LEARN • EMPOWER

 Chaffey College
Career Center

EMPLOYABILITY SKILLS FOR THE WORKFORCE

Bridge the gap between college and employment!

EARN YOUR TOKENS

- Complete various assignments embedded in your select Chaffey courses to earn tokens
- Earn 4 tokens to receive one of 10 Employability Badges

LOG IN TO CANVAS

Once you have earned a token you will receive an email or text:

- Enroll in the Career Center Course
<https://canvas.chaffey.edu/courses/20255>
- Click on "I earned an Employability Skills Token or Badge"
- Discover the value of Employability Skills

RECEIVE A BADGE

Congratulations! You have earned 4 tokens to receive a badge! Be on the lookout for an invitation to attend our exclusive Employability Skills Workshop where you will learn how to utilize your Employability Badges in the workforce.

QUESTIONS?

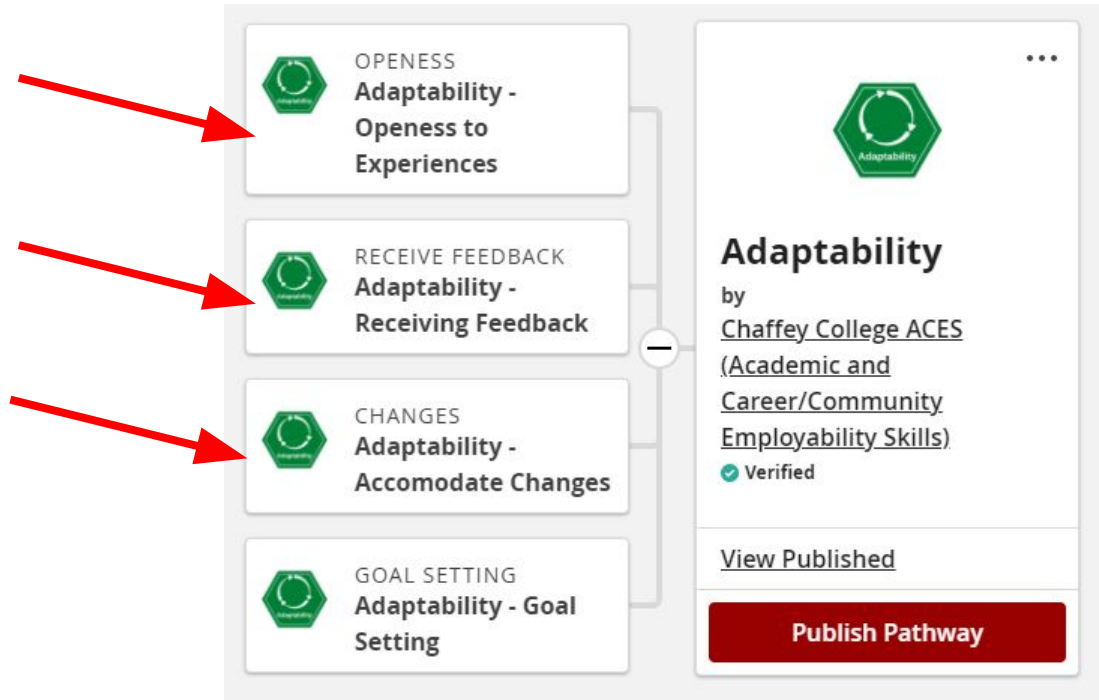
CareerCenter@chaffey.edu
909-652-6511

 Login to your MyChaffey Portal to access Jobspeaker!

 @chaffeycollegecareercenter



...After a full academic year, our student earns three more tokens and a digital skill certification in "Adaptability."





The student clicks on a hyperlink for the outcome “goal setting”, for which they earned a token during the first semester.



Adaptability

Created on Feb 18, 2021

This badge is awarded to learners who understand and demonstrate the importance of being open to change in the workplace. Learners with this badge demonstrated this skill within their academic experiences at Chaffey College.



Offered by
[Chaffey College ACES](#)
([Academic and](#)
[Career/Community](#)
[Employability Skills](#))
Verified

Badge Details

EARNING CRITERIA

Recipients must complete the earning criteria to earn this Badge

This badge is awarded to learners who understand and demonstrate the importance of being open to change in the workplace. A learner successfully demonstrated adaptability by:

- Adapting to new situations, to changing circumstances, and to different environments.
- Utilizing feedback to establish performance expectations and to progress toward goals.
- Recognizing changes (like new technologies or responsibilities) as potential opportunities rather than obstacles.
- Setting feasible goals, anticipates possible consequences and makes back-up plans for success.

[View External Criteria](#)

SKILLS

Recipients demonstrated these job skills

[adaptability](#)

[goal setting](#)

[adaptive reasoning](#)

[composure](#)

[action oriented](#)

[change ability](#)

They see current job posting trends that demonstrate the frequency with which “goal setting” is included as a desirable skill by employers.

Job Postings Data

Top Job Titles

Title	6-Month Postings
Automotive Detailers	24,996
Department Managers	7,914
Registered Nurses	4,711
Store Managers	2,958
Inventory Supervisors	2,218

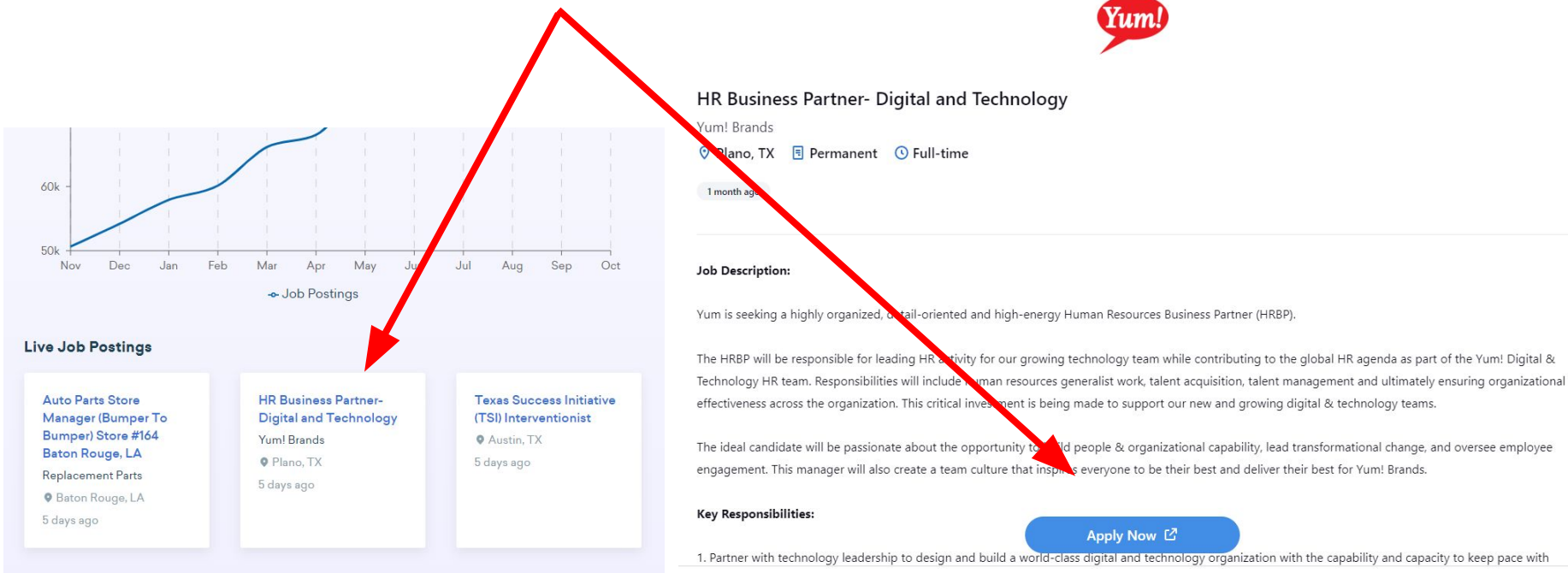
Top Companies Posting

Company	6-Month Postings
Enterprise Rent-A-Car	26,809
McDonald's	8,947
DaVita	6,613
WIS International	2,061
Mondelez International	2,022

Job Postings Trend



The student can drill down to those job postings to see the skill they earned represented in jobs for which they can apply.



Transcripts

Digital Certification of Skills

Memorialize failure and success	Memorialize success and achievement
Issued and owned by the institution and available for a fee	Issued by the institution but owned by the student, freely shared, and blockchain encrypted to ensure credibility
Data available only upon course completion	Earned upon demonstration of competency
Fixed and static format	Dynamic and responsive to online milieu
Valued primarily upon completion of a degree	Articulates value of learning at time of achievement
Grades are aggregate / proxy for achievement	Identify specific skills and outcomes achieved

CONNECTING META-MAJORS TO SKILLS VIA WESTED'S OPPORTUNITY MAP BUILDER

Arts, Communication, Design

Occupations frequently involve working with forms, designs and patterns. They often require self-expression and the work can be done without following a clear set of rules. (RIASEC: Artistic)

Business, Technology, Hospitality

Occupations frequently involve: (1) following set procedures and routines that can include working with data and details more than with ideas. Usually there is a clear line of authority to follow (RIASEC: Conventional), AND/OR (2) starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business (RIASEC: Enterprising)

Health, Wellness, Athletics

Occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others (RIASEC: Social).

Manufacturing, Industrial Design, Transportation

Occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many of the occupations require working outside, and do not involve a lot of paperwork or working closely with others (RIASEC: Realistic).

Public Service, Culture, and Society

Occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others (RIASEC: Social).

Science, Technology, Engineering, and Mathematics

Occupations frequently involve working with ideas, and require an extensive amount of thinking. These occupations can involve searching for facts and figuring out problems mentally (RIASEC: Investigative).



<https://newworldofwork.org/badges/>



Opportunity Map Builder v3

This online tool can help you identify key skills, academic pathways, related regional jobs, and salaries for the meta majors at your college. You can choose from generic meta majors or build your own by selecting specific program codes. You can use this information to develop resources for students about opportunities for further study and employment. You can also use this information to support conversations with faculty and counselors about how your institutions' academic options align with regional opportunities.

Create your own meta major

by choosing your college and TOP06 Codes from this drop-down

College Filter: Chaffey (1)

TOP 06 Program Name

OR

Choose an existing meta major

You can still use the TOP Code drop down to change these pre-designed meta majors

CSU Meta Majors

Generic Meta Majors: Arts, Humani... (1)

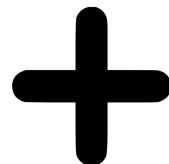
Community College Programs

College Name	TOP 06 Program Name	Full Time Enrollment
Chaffey	Art	112
Chaffey	Chinese	40
Chaffey	Classics	15
Chaffey	Commercial Music	24
Chaffey	Creative Writing	21
Chaffey	Dance	40
Chaffey	Comparative Literature	48
Chaffey	Ceramics	6
Chaffey	Arabic	19

Common Skills

Skill Name	Postings	Skill Frequency
Communications	28,014	62%
Detail Oriented	13,860	45%
Teaching	13,655	59%
Social Media	12,231	29%
Management	12,179	42%
Research	11,508	62%
Writing	11,436	53%
Sales	10,802	88%
Presentations	9,522	56%

- Which employability skills are most desired in Academic Area related job ads? (see Opportunity Map)
- How will students learn these skills in the curriculum?



Outcomes and Assessment

[About OAC](#)

[Overview of Learning Outcomes](#)

[Institutional Learning Outcomes](#)

[Program Learning Outcomes](#)

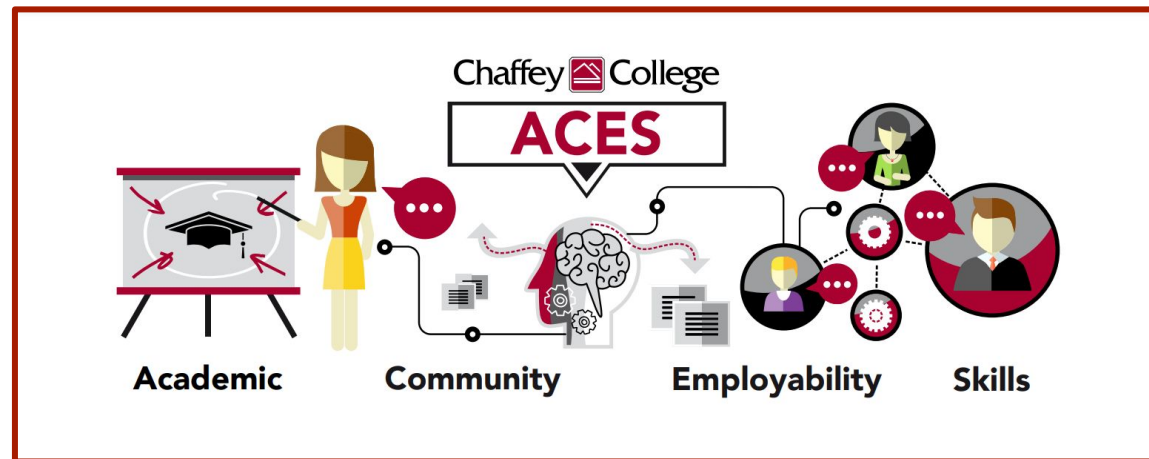
[Student Support Outcomes](#)

[Assessment Process](#)

[Home](#) > [Outcomes and Assessment](#) > [Institutional Learning Outcomes](#)

Institutional Learning Outcomes

Institutional learning outcomes (ILOs) represent core competencies that all students, regardless of academic program of study, are expected to acquire upon completion of Chaffey College's associate degree or certificate programs. Embedded in these ILOs are strategies and principles that help students recognize and develop successful pathways to help them achieve their academic and career goals.



Bringing ACES Assessment to Scale



Align ACES
to ILOs

Build Canvas
outcomes Tool

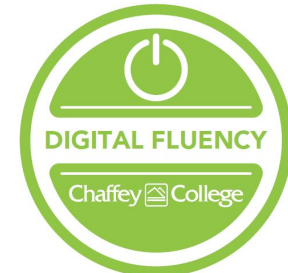
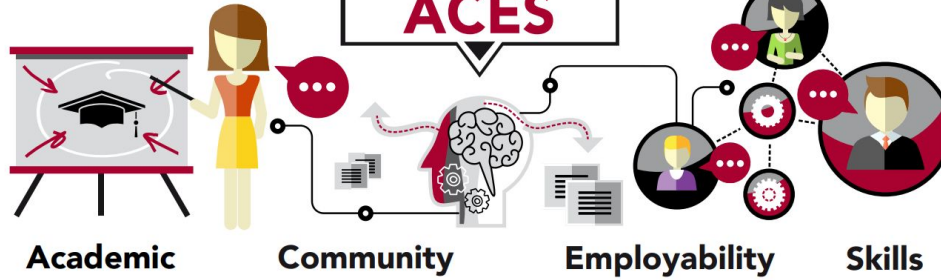
Connect skills
to curriculum

- Workshops
- Outreach
- Program Review

Increase
access to
skill building



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4 Learning Outcomes per ACES Skill

Learning Outcomes

- Adapts to new situations, to changing circumstances, and to different environments.
- Utilizes feedback to establish performance expectations and to progress toward goals.
- Recognizes changes (like new technologies or responsibilities) as potential opportunities rather than obstacles.
- Sets feasible goals, anticipates possible consequences and makes back-up plans for success.





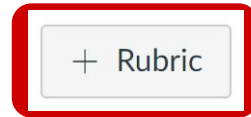
In the classroom:

Assessment of ACES-ILOs via Canvas

1. Explore pre-loaded rubrics in the “Outcomes” area of Canvas. The DE team has uploaded these in every Canvas shell using “Blueprints”.



2. Align curriculum and add outcomes to rubrics



3. Use the SpeedGrader feature to evaluate students



Introducing ACES to Students

ACES Learning Outcomes: Academic, Career/Community, & Employability Skills

In addition to learning academic content, many assignments and assessments in this course will provide opportunities for students to demonstrate skills that are valued by employers and future educational programs. Sometimes called "real-world skills," or "21st century skills," at Chaffey they are called ACES. [Learn more about Academic, Career/Community & Employability Skills \(ACES\).](#)

Rubrics for select assignments in this course will have graded criteria, along with other criteria (ACES learning outcomes) that are assessed independently of the grade/points earned. Demonstrating achievement or mastery of these outcomes enables students to showcase these skills, beyond simply earning grades, and to potentially earn Digital Badges. More information about ACES outcomes and badging is available in the Getting Started/Week 1 Module in Canvas. |

Assignments that include ACES outcomes will be indicated by this seedling icon 🌱 This course will include assessment of learning outcomes for the following ACES Skills:




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▼ Getting Started Module (Week 1)



⋮  **Start Here: The Syllabus and Keys for Success**





⋮  **Update Your Canvas Profile**
Jan 11, 2022 | 2 pts



⋮  **Rules for Online Etiquette**




⋮   **Beyond Grades: Academic, Career/Community, & Employability Skills in College Courses**



⋮  **Biology 1 Lab Kit Checklist**
Jan 15 | 5 pts



⋮  **Student Survey**
Jan 11, 2022 | 5 pts



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Sample Assignment: Biology



COVID-19 Vaccines: Myth vs. Reality

Available until Feb 7 at 11:59pm | Due Jan 31 at 11:59pm | 35 pts

Learning Outcomes

- Demonstrate the ability to comprehend current events related to biology.
- Communicate biological concepts/theories and convincingly defend them with evidence.
-  Seedling symbol denotes an opportunity to earn credit toward the following skills:
 -  **Communication: Content Development**, Uses appropriate and compelling content to convey a message that is easy for the listeners, audience, or readers to understand
 -  **Digital Fluency: Information Credibility**, Evaluates the credibility of online information sources, assessing information for potential biases or inaccuracies.






Evaluate the credibility of multiple websites



Present information about vaccines to an audience of your choice

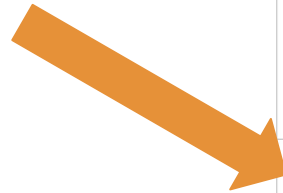
Support/Resources





- Uploading files: [How to upload a file as an assignment submission](#) 
- Assistance with the library tool for evaluating websites:
 - [Meet with Librarians via Cranium Cafe](#) 
 - 24/7 Library Chat, available via the [Library Homepage](#) 
- Learn about [Academic, Career/Community, & Employability Skills](#) in this course



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Sample Rubric: Biology



<p>Presentation</p> <p>Student presents information on COVID-19 vaccine myths and reality (fact).</p>	<p>15 to >13.0 pts</p> <p>Mastering</p> <p>Presentation contains factually correct information, clearly addresses myths and facts regarding the COVID-19 vaccine, and is well organized. Presenter implemented creative ways to make the presentation appealing and relevant to a specific audience.</p>	<p>13 to >12.0 pts</p> <p>Achieving</p> <p>Presentation contains factually correct information, clearly addresses myths and facts regarding the COVID-19 vaccine, and is well organized.</p>	<p>12 to >10.0 pts</p> <p>Developing</p> <p>Presentation contains factually correct information, but the information presented lacks organization or clarity.</p>	<p>10 to >0 pts</p> <p>Emerging</p> <p>Presentation contains factually incorrect information and lacks clarity and organization.</p>	<p>15 pts</p>
<p> Content Development</p> <p>Uses appropriate and compelling content to convey a message that is easy for the listeners, audience, or readers to understand.</p> <p>threshold: 3.0 pts</p>	<p>4 pts</p> <p>Mastering</p> <p></p>	<p>3 pts</p> <p>Achieving</p> <p></p>	<p>2 pts</p> <p>Developing</p> <p></p>	<p>1 pts</p> <p>Emerging</p>	<p>--</p>



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Sample Assignment: English



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Educational Autobiography

50 points



Purpose

With this essay assignment, you will have the opportunity to reflect on your past and present by writing an essay that narrates your own educational journey thus far and sets goals for the future.

What Is an Educational Autobiography?

An educational autobiography provides a brief narrative of your most influential experiences, both inside and outside of the classroom, that have related to your education, development and growth as a scholar. These experiences can include both achievements and setbacks. This essay will have you examine your own experiences as a learner, particularly in the last year.

Writing Prompt

In this essay, I will get a chance to know who you are as a person and a writer. I want to know specifically how your educational experiences have contributed to the student you are today. Tell me the story of your educational history – both the good and the bad – and how you have grown and adapted from these experiences.

✓ Essay Checklist:

Please organize your essay to include the following:

- An **introduction** that sets up the main educational experiences you've chosen to write about. We'll talk about how to write an opening hook.
- A **thesis** (your central idea) or your overall view of yourself as a learner at this point in time. For this assignment, your thesis might be more personalized and creative.
- A **body** made up of multiple paragraphs that explore the specifics of your educational experiences.
- A **conclusion** that restates the main points about your narrative and discusses your educational plans for this semester and/or the future.

✱ This assignment can count toward earning your Adaptability Badge!
You'll achieve the following learning outcomes:

- **Accommodates Change:** Recognizes changes (like new technologies or responsibilities) as potential opportunities rather than obstacles.
- **Goal Setting:** Sets feasible goals, anticipates possible consequences and makes back-up plans for success.
- **Openness to New Experiences:** Adapts to new situations, to changing circumstances, and to different environments.



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[illegible]



How does our investment in SLOs serve students?



Real-time certification of skills valued by employers and future programs of study

How does our investment in SLOs align with our mission and the CO Vision for Success?



Deliver increased opportunities "to help students improve economic mobility and ultimately pursue the career and life that they want."

How does our investment in SLOs impact faculty?



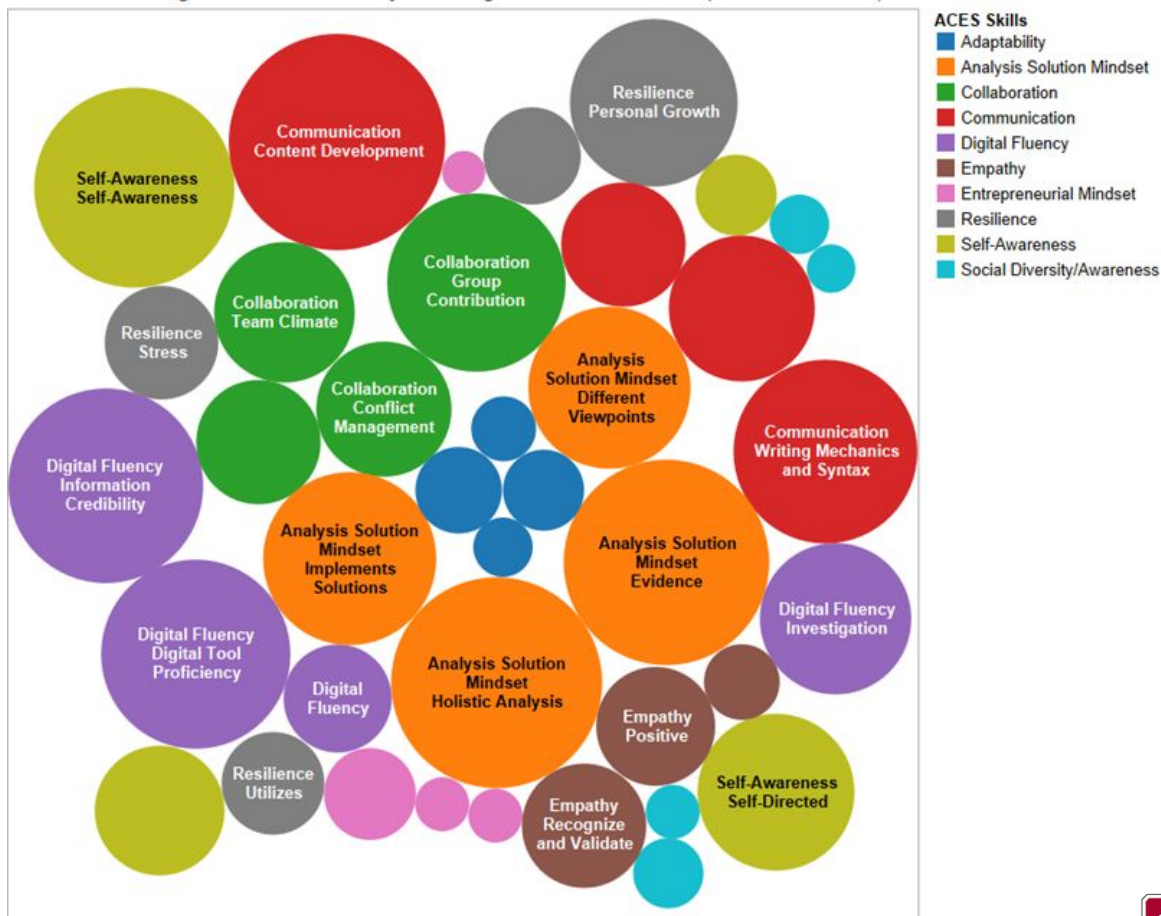
Streamlined, robust, authentic assessment integrated into courses



Data Stories

May Newsletter

Count of Assignments Assessed by Learning Outcome and Skills (As of June 2022)

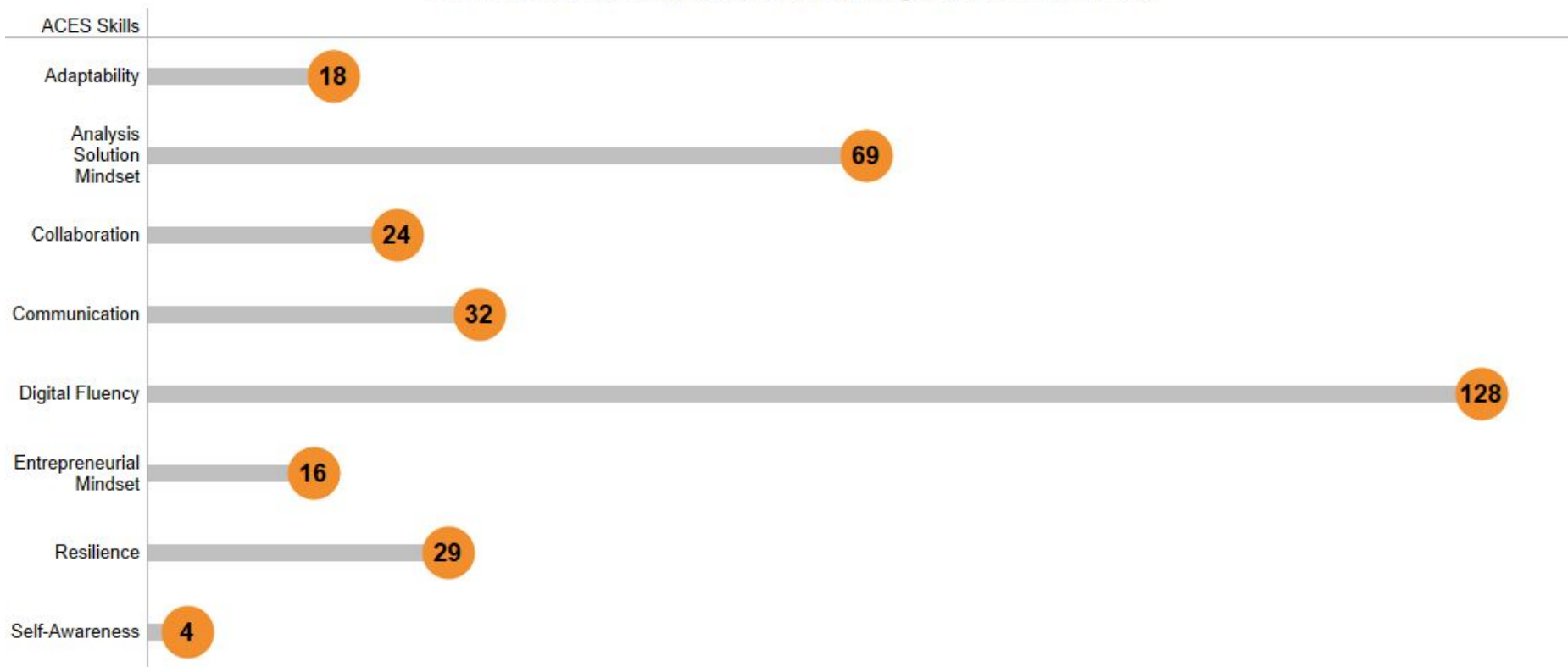


Visual that shows count of assessed assignments across learning outcome names and ACES skills. Color shows details about ACES Skills. Size of circles are relative to number of assessed assignments.



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Count of Students Who Have Earned Badges (As Of June 2022)



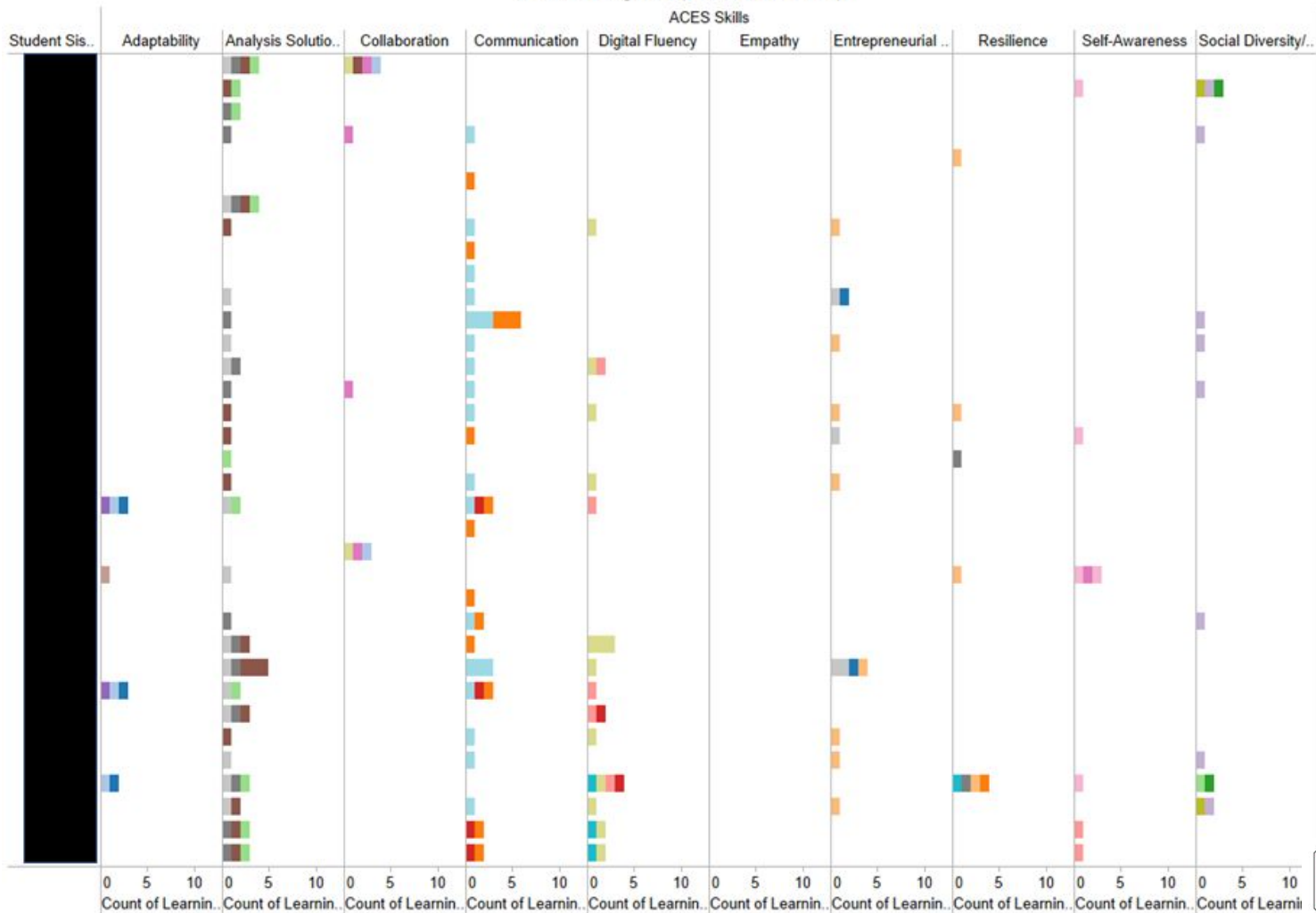
Count of students who have earned employability skill badges



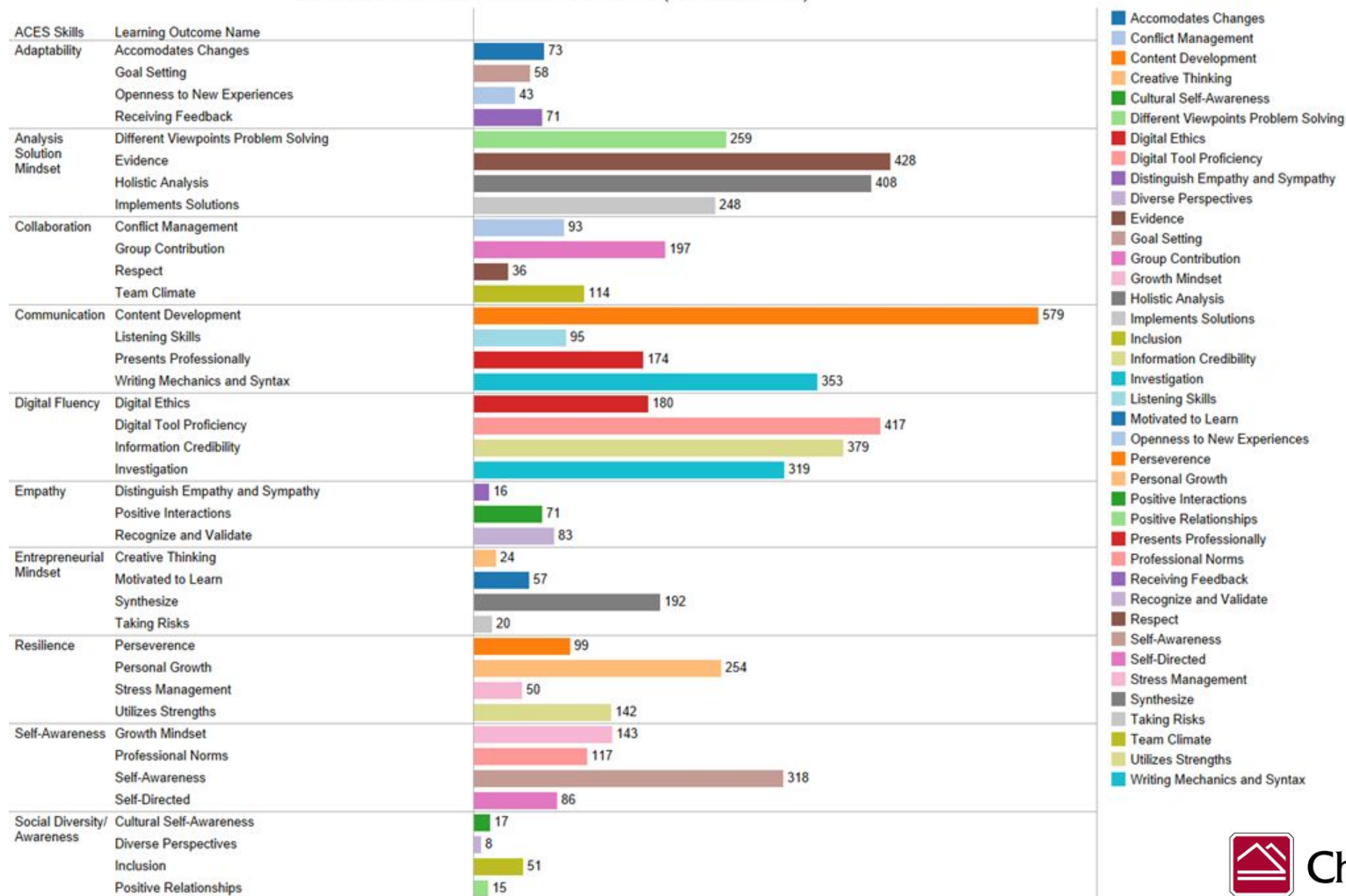
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Student Progress (As of June 2022)

ACES Skills



Count of Students Who Have Earned Tokens (As Of June 2022)



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Count of students who have earned learning outcome tokens by demonstrating proficiency at least twice.

of Assessed Learning Outcomes
Across the Curriculum (As of June 2022)

ACES Skills	Course Sis Id	
Adaptability	ART-63-23178-2022/SP	1
	BIOL-62-21736-2022/SP	1
	CISWEB-74-23343-2022/..	3
	CJ-1-22145-2022/SP	1
	COMSTD-4-21333-2022/..	1
	COMSTD-4-21338-2022/..	1
	EMT-11-22181-2022/SP	4
	FIRETEC-3-22192-2022/..	1
	GUID-2-23381-2022/SP	1
	GUID-2-23383-2022/SP	1
	GUID-3-23386-2022/SP	2
	GUID-3-23401-2022/SP	1
	GUID-3-23423-2022/SP	1
	GUID-3-23432-2022/SP	1
	GUID-507-23449-2022/SP	4
	GUID-507-23450-2022/SP	4
	MATH-65A-22305-2022/..	4
	PSYCH-1-21905-2022/SP	1
	PSYCH-1-21923-2022/SP	1
Analysis Solution Mindset	BIOL-40-21733-2022/SP	2
	BUS-10-22933-2022/SP	2
	BUS-10-22934-2022/SP	1
	BUS-10-22936-2022/SP	2
	BUS-61-22983-2022/SP	1
	BUSL-10-22987-2022/SP	2
	BUSL-28A-22990-2022/S..	1
	BUSL-28A-22991-2022/S..	1
	BUSL-28A-22992-2022/S..	1
	BUSL-28B-23002-2022/S	1
	BUSL-410-23008-2022/S	BUSL-28,
	BUSMGT-40-23013-202..	
	BUSMGT-40-23014-202..	1

Table 1. Student Demographic Characteristics of ACES Tokens Earned

Race/Ethnicity	2020-21 to Current	
	N	%
African American	104	4.0
Asian	194	7.6
Caucasian	497	19.5
Hispanic	1,634	64.3
Native American	s	s
Pacific Islander	s	s
Two or More Races	74	2.9
Age Range	N	%
19 or younger	1,685	66.3
20 to 24	352	13.8
25 to 29	269	10.5
30 to 34	105	4.1
35 to 39	69	2.7
40 to 49	54	2.1
50 or Older	s	s
Gender	N	%
Male	971	38.2
Female	1532	60.2
First Generation	N	%
First Generation	553	37.5
Non-First Generation	920	62.4
Economically Disadvantaged	N	%
Economically Disadvantaged	1,565	62.5
Not Economically Disadvantaged	937	37.4

*Complying with Family Educational Rights and Privacy Act (FERPA) guidelines, data were suppressed ("s") when ten (10) or fewer students were identified in the cohort or outcome.



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Table 2. Tokens Earned Student Demographic Characteristics by ACES

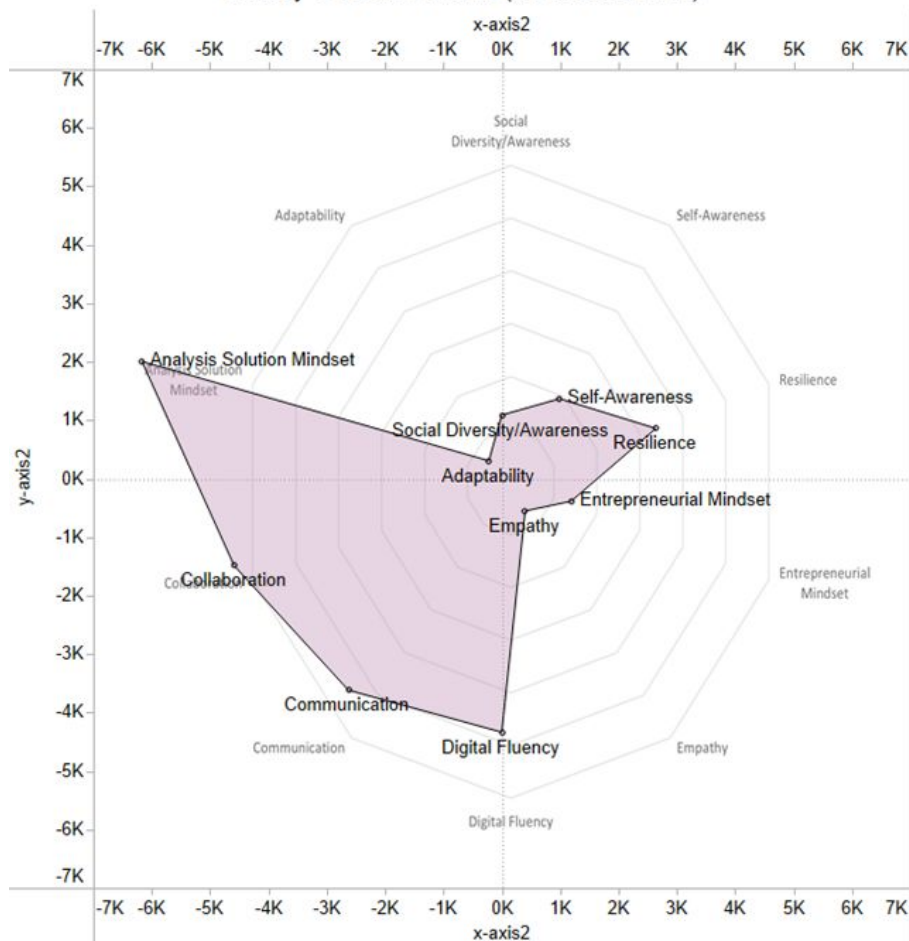
Race/Ethnicity	Adapt. %	Analy. %	Collab. %	Comm. %	Digit. %	Emp. %	Entre. %	Res. %	Self-Aw %	Soc. %
African American	s	4.4	6.9	3.7	3.1	s	s	3.7	s	s
Asian	s	6.8	9.4	6.4	9.9	0.0	s	7.7	8.0	s
Caucasian	s	20.8	21.8	14.3	20.5	s	15.8	20.1	19.6	20.9
Hispanic	80.0	62.1	59.6	71.9	62.5	84.8	66.3	63.0	67.6	62.6
Native American	0.0	s	s	0.0	s	0.0	0.0	0.0	0.0	0.0
Pacific Islander	0.0	s	0.0	0.0	0.0	0.0	0.0	s	0.0	0.0
Two or More Races	0.0	3.6	s	s	2.5	0.0	s	4.0	s	s

*Complying with Family Educational Rights and Privacy Act (FERPA) guidelines, data were suppressed ("s") when ten (10) or fewer students were identified in the cohort or outcome.



Data Stories for ACC/Metamajors

Chaffey CCD Skill Profile (As of June 2022)

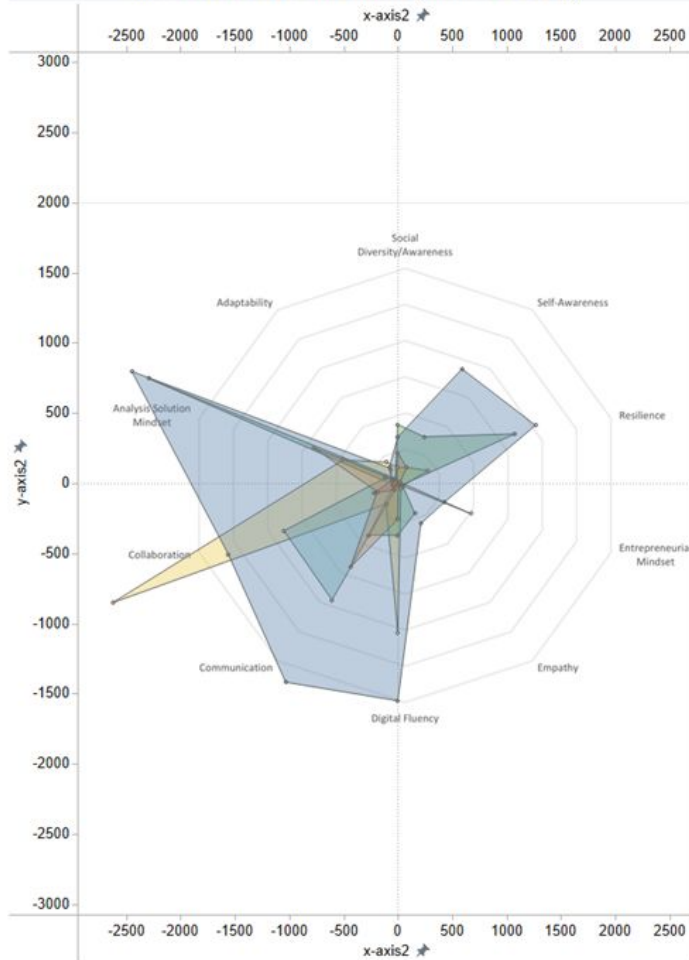


Shape shows details about ACES Skills Profile for the College.

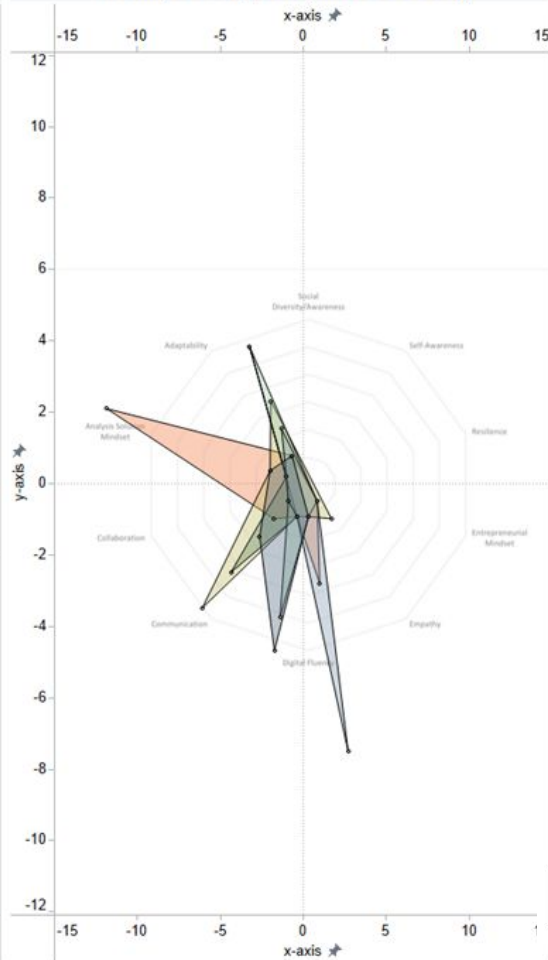


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ACES Communities Skill Profile (As of June 2022)



Industry Skill Emphasis (As of June 2022)



Communities
All

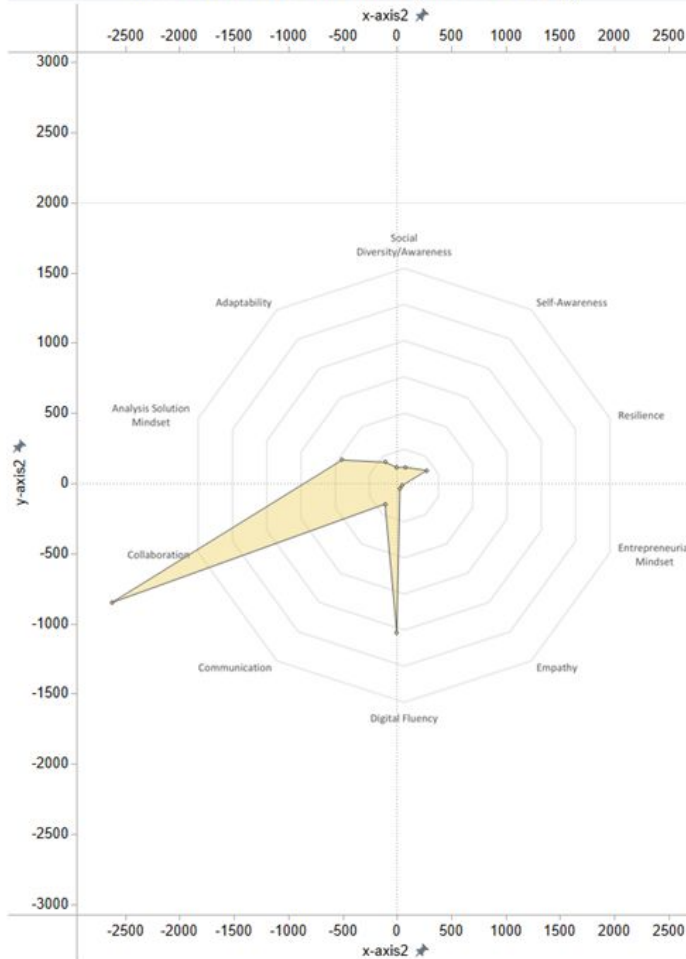
Communities

- Arts, Communication and D..
- Business, Technology and ..
- Health, Wellness and Athlet..
- Manufacturing, Industrial D..
- Public Service, Culture and ..
- Science, Technology, Engi..

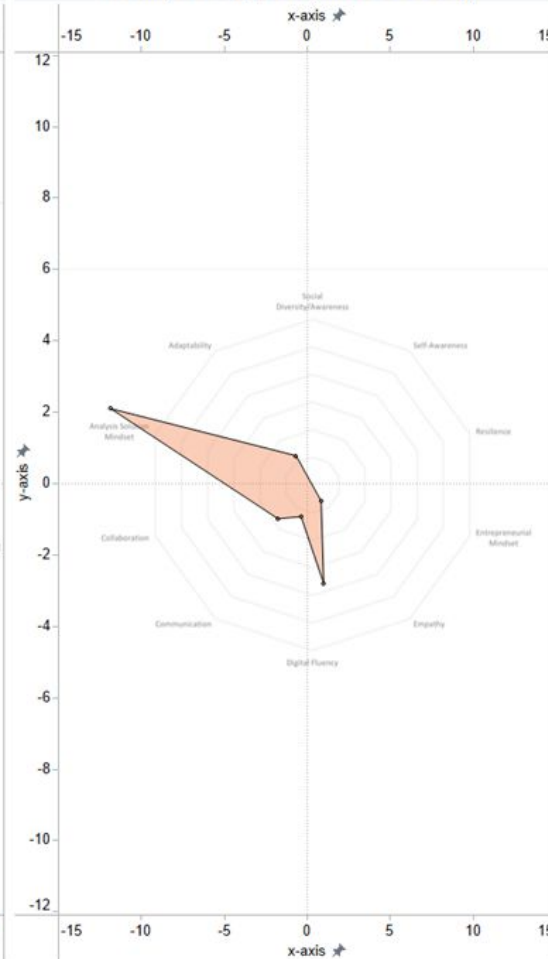


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ACES Communities Skill Profile (As of June 2022)



Industry Skill Emphasis (As of June 2022)

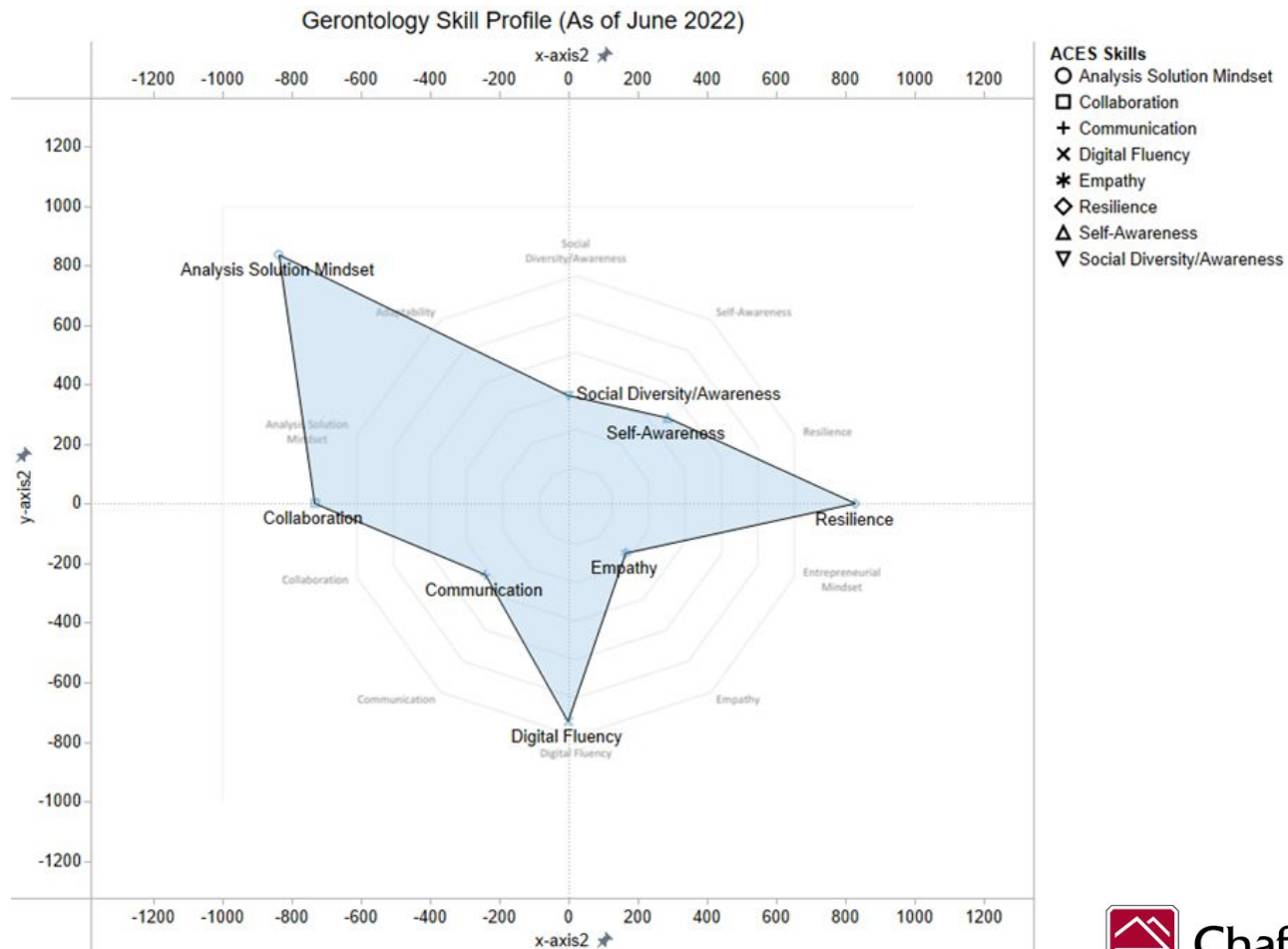


Communities
Science, Technology, Enginee..

Communities
Science, Technology, Engl..



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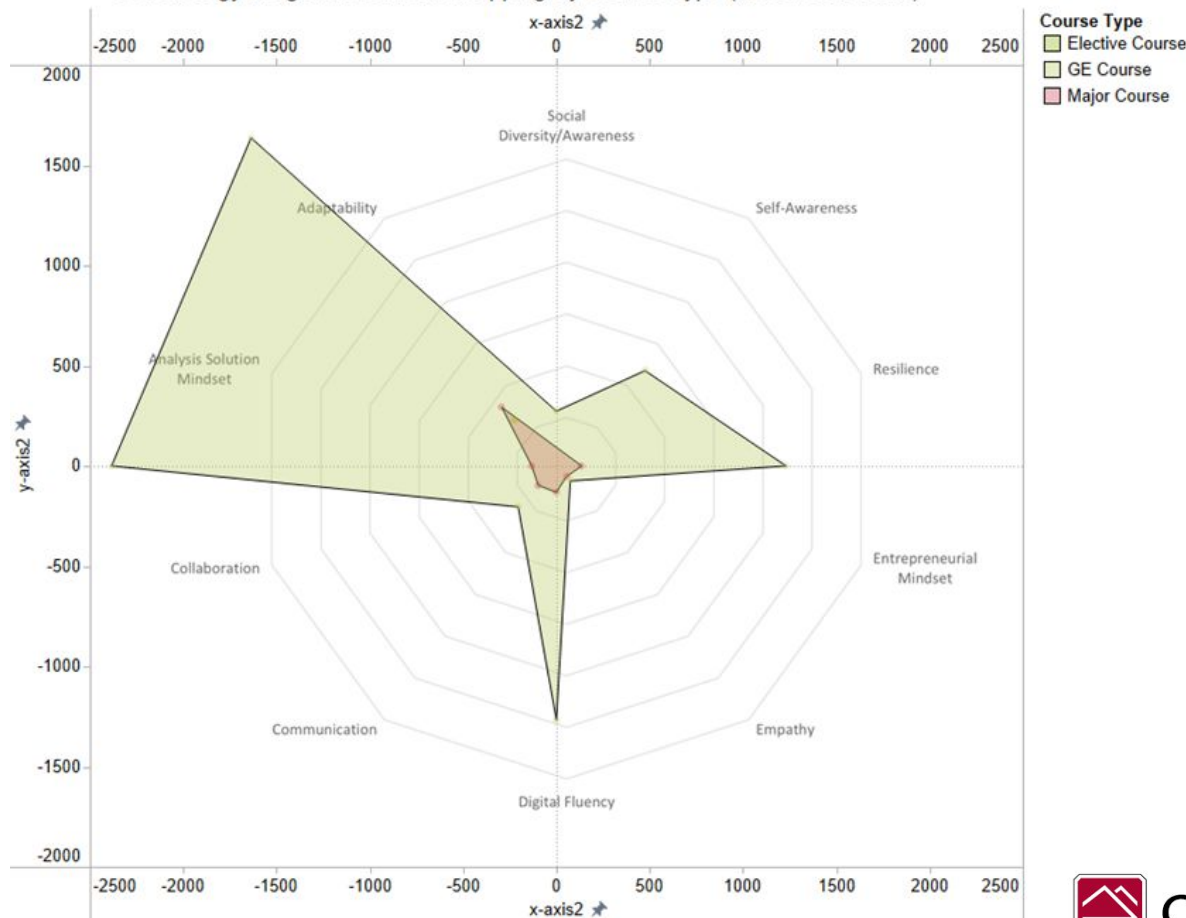


Shape shows details about ACES Skills Profile for Gerontology program. The data is filtered on Course Types Elective Course, GE Course and Major Course.



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Gerontology Program Academic Mapping By Course Type (As Of June 2022)

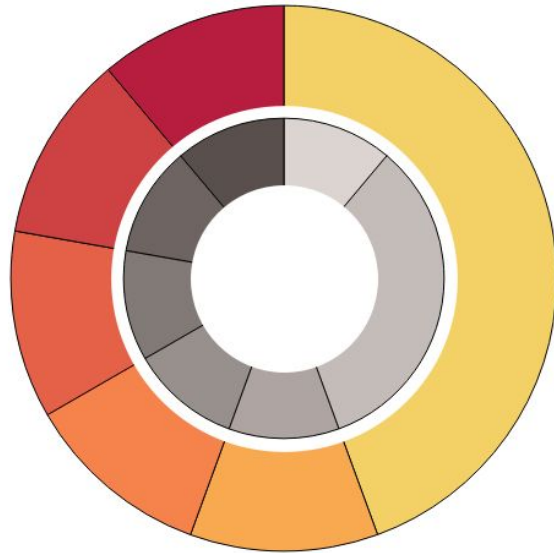


Shape shows details about ACES Skills Profile for Gerontology program. The Color shows the details about the Course Type. The data is filtered on Program Headers and Course.



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Example Student View (As of June 2022)



ACES Skills

- Analysis Solution Mindset
- Communication
- Digital Fluency
- Empathy
- Self-Awareness
- Social Diversity/Awareness

ACES Skills, Learning Outcome Name

- Analysis Solution Mindset, Different Viewpoints Problem Solving
- Analysis Solution Mindset, Evidence
- Communication, Listening Skills
- Digital Fluency, Information Credibility
- Empathy, Recognize and Validate
- Self-Awareness, Self-Directed
- Social Diversity/Awareness, Inclusion

Caption

Example of individual student ACES Skills Profile. The Outer Color shows details about ACES Skills. The Inner Color shows details about Learning Outcomes respective of ACES Skills.



Chaffey College

Next steps/Future Directions

- Revise Institutional Learning Outcomes
- Bring ACES to scale (Program Review)
- Employer verified digital badging
- ACC Certification Badges
- ACES in Online Catalog & Program Maps
- Update skills, refine learning outcomes, revise performance category descriptors
- Increase access to resources for faculty and students
 - Increased use of existing resources
 - Increased shared assessments via Canvas Commons and/or Department Canvas shells
- Expand badge opportunities in Student Services areas, clubs, etc.
- Data management & training
 - Interactive data platform (disaggregated data)
 - Data visualization by ACCs/Metamajors
- **Implement framework for course SLO assessment**



