Outcomes System User Manual

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Welcome to Blackboard Outcomes System

About the Blackboard Outcomes Systems Manual

The Blackboard Outcomes System Manual is designed as a contextual reference to assist institutions as they plan and implement the Blackboard Outcomes System. The focus of the Manual is not the individual tasks that can be completed through the user interface, rather the Manual focuses on the elements that are used to build a successful Outcomes System implementation and how those elements function together to create workflows and relationships for planning, measuring, and evaluating the academic performance of an entire institution.

Manual Organization

The Blackboard Outcomes System Manual includes the following sections:

- **Setting up a Custom Outcomes Environment:** Describes the Blackboard Outcomes System environment, how to control user access, and how to recreate the academic structure of the institution within the Outcomes System.
- **Standards, Objectives, and Goals:** Defines standards, objectives, and goals and how these elements are used to benchmark successful outcomes.
- **Education Programs:** Identifies and organizes entities on campus that are dedicated to education. Includes information about affiliating person records with programs.
- **Curriculum:** Explains how standards, objectives, and goals are applied to education programs to create a curriculum map or rubric.
- **Assessment:** Details the tools that are used to plan and track academic performance to achieve improvement.
- **Evaluation:** Describes the tools that are used to measure academic performance.
- **Reporting:** Covers the tools used to present evidence of academic success.

Setting Up a User-defined Outcomes Environment

Overview

Blackboard Outcomes System is an enterprise-level application that enables educational institutions to define their unique processes for implementing and achieving assessment. Assessment comes in many forms and operates on many different and often simultaneous levels within an institution. By configuring the Outcomes environment, each institution can characterize its own standard processes for recording standards and goals, collecting data, analyzing data, and implementing change.

Blackboard Outcomes System provides specific ways to create a uniquely defined operating environment for each institution including:

- **Access control** – The data and tasks users have available to them are defined by flexible role based privileges.
- **Template Builder** – Forms can be designed for entering data into the system, including which attributes are added, the order of the data fields, and instructions.
- **Units** – The unique organizational structure of an institution can be built to mirror the hierarchical and relative relationships among colleges, schools, departments and so on.

In this part

Part 1 contains the following sections.

Section	Description
Section 1 Outcomes Start Page	Accessing feature sets using the System Admin and Outcomes Tabs.
Section 2 Access Control	Determining who has access to the system and setting roles and permissions for users.
Section 3 Configuration	Using the Template Builder to configure sets of forms to collect data that matches the organization's internal processes.
Section 4 Units	Building an environment that mirrors the organization's hierarchy.
Section 5 Batch	Populating Blackboard Outcomes System with data using a batch process.

The Blackboard Outcomes Start Page

Navigation and Functions

Navigation and available functions for Blackboard Outcomes System depends on system role and entity. System Administrators and Blackboard Outcomes Administrators can access relevant Blackboard Outcomes functions from the Administration Panel. Administrators also have the ability to access all data, all system roles, and modify all Units, Workspaces, Programs, Courses, Educational Experiences, and Sections from the Discover page.

Secure Managers, Managers, Participants and Readers have a different navigational path and limited functions compared to Administrators. Users navigate through Blackboard Outcomes using the Blackboard Outcomes Tab to enter their Home Unit.

System Admin Tab

Using the System Admin Tab, Outcomes Administrators and System Administrators have access to the Administration Panel. From here, administrators can add users to the system and manage user roles. Administrators can also access:

- **Template Builder** – Manage and create attributes for all data collected by forms, manage and configure forms, define labels and dates for terms.
- **Person Records** – Add, modify, and remove Person Records.
- **Batch** – Add or modify system data by batch process.
- **Report Management** – Manage the properties, availability, branding and scheduling of Reports.

Outcomes Tab

The Outcomes Tab is managed through the **Tabs** link in the Community System Management panel. System Administrators can modify the properties of the default Outcomes Tab, or they can create a new Outcomes Tab by creating a Tool Tab that uses the Outcomes tool.

Once the Outcomes Tab has been made available, this tab is used to navigate to a “Home Page” for users entering the system. Users may change their Home Page, so that they start in a location that is most convenient for them. Only one "place" or Unit can be viewed by any user at any given time.

The navigation elements on the Outcomes Tab are available to all users with access to the tab. Navigation within the Unit is determined by the user’s role in the Unit. The Outcomes Tab has several navigational elements:

- **My Places** – The My Places Menu displays all contexts in ascending alphabetical order (Units, Programs, Courses, Educational Experiences, Workspaces) in which the user has a role. The user can click any place in this menu to navigate to the home or list page of that place.
- **Explore** – The Explore Menu displays all Units and sub-Units that are Public or in which a user has a role. When users select a Unit, they can see all of the items under that Unit, all sub-Units of that Unit, and all parents of that Unit. Users can navigate up and down the hierarchy freely.

- **Discover** – The Discover Page organizes and describes the features and entities of Blackboard Outcomes around the functions of planning, measuring, and improving. Users are able to access any entity in the system that is public or in which they have a role.
- **360º View** – Opens a new window that displays all properties, goals, standards, sub-Units, programs, courses, educational experiences, and all associated assessments, curriculum tools, and instruments.
- **Collaboration Site** – Creates a link to one Organization through the Community System so that the Unit has communication and collaboration tools available. Selection of an Organization does not enroll Workspace users in the Organization. Enrollment must be established separately and is not be impacted if this connection is later removed.
- **Content Collection** – Creates a link to the Content System so that documents and other files can be stored in a common folder. Content System folders and permissions must be established separately using the Administration Panel.
- **Plan Measure Improve menu** – Lists all of the entities of that place sorted under the headings of Plan, Measure, and Improve as well as a manage area for users with roles that allow them to add and modify users, properties, settings, and affiliations.
- **Set as My Home Page** – Sets the current place as the user’s home page.
- **Customize Unit** – Users with permission can modify the Unit header using the Text Editor.

Access Control

Accessing Blackboard Outcomes

Access to functions in Blackboard Outcomes System is controlled with role-based privileges. This means a user can be granted the right to perform an action within the system because he or she has a particular Role that includes the privilege to take that action. Blackboard Outcomes ships with a set of standard roles that are described below. In addition, because every institution is different, the Blackboard Outcomes administrator can create specific roles for users, granting specific privileges and removing others to match a user's professional responsibilities to privileges in Blackboard Outcomes.

The roles within Blackboard Outcomes fall into two categories, System Roles and Unit Roles. System Roles such as Blackboard Outcomes Administrator and Template Administrator can access Blackboard Outcomes using the administrator panel. From here, system-wide changes can be made, such as creating a new Unit Role, creating a new Template, or accessing Person Records.

Unit roles have privileges within the context of a Unit and access Blackboard Outcomes using the Blackboard Outcomes Tab. Users with Unit roles perform actions within the context of the Unit for which they have privileges. Users may belong to multiple Units and can have different roles within those Units.

Roles

Just as the organization of an institution is based upon a hierarchy, the types of users that can access Blackboard Outcomes are based on a system of privileges that grant different levels of interaction with the system. The default system roles available in Blackboard Outcomes are described in the table below.

Role	Privileges
System Administrator	Administers the Blackboard Academic Suite, including the Blackboard Learning System, Community System, Content System, and Outcomes System through the administrator panel. Automatically has access to all objects and data in the Blackboard Academic Suite. Adds and removes users; assigns user roles.
Blackboard Outcomes Administrator	Administers the Blackboard Outcomes System through the administrator panel. Automatically has access to any object or data in the system, even if not listed explicitly on a permissions list. Adds and removes users, assigns user roles, adds and modifies system wide templates and attributes, owner of all Units. Adds, removes, and modifies Units, Programs, Courses, Educational Experiences and Sections in any/all Units. Adds, removes and modifies Improvement Initiatives, Improvement Projects, and Person records.
Template Administrator	Administers the Blackboard Outcomes Template Builder through the administrator panel. Adds, removes and modifies system wide templates and attributes,

Role	Privileges
	and Unit based templates and attributes.
Secure Manager	Administers a single Unit through the Blackboard Outcomes Tab. Has access to secure data. Adds and removes users, assigns user roles, adds and removes Sub-Units, Programs, Courses, Educational Experiences, and Sections. Adds and removes Improvement Initiatives and Improvement Projects. Adds and removes Person record affiliations.
Manager	Administers a single Unit through the Blackboard Outcomes Tab. Adds and removes users, assigns user roles, adds and removes Sub-Units, Programs, Courses, Educational Experiences, and Sections. Adds and removes Improvement Initiatives, and Improvement Projects. Adds and removes Person record affiliations.
Participant	Manages objects associated with a Unit but cannot change the Unit's properties or change the Unit's users. For example, a Participant can change the Goal or description of a Course, but cannot remove the Course from the Unit.
Reader	Views information in a Unit and its associated objects, but cannot change them and cannot view Affiliations or users and their roles.

Context Membership

Users may have different roles and therefore different privileges depending upon the context in which they are interacting with the system. All contexts other than Units (Improvement Projects, Improvement Initiatives, Courses, Programs, and Educational Experiences) also have roles, independent from one another, and independent from Unit Roles. This mix-and-match approach to membership is intended to relate a user's professional responsibilities to privileges in Blackboard Outcomes. Blackboard Outcomes Memberships is a list page that displays all the current memberships a user has. In this page the administrator can view total Blackboard Outcomes access for a single user.

For example, the Administrative Assistant for the Chair of the Visual Arts Department is the Unit Manager for the Visual Arts Department. The administrative assistant also is a Participant in the department's Improvement Project for a program review for the Visual Arts Major, and a Reader for the College of Arts and Sciences Improvement Initiative on Regional Accreditation. As the Manager, the administrative assistant controls all objects related to the Visual Arts Department Unit such as Users, Courses, Sections and Rubrics. As a Participant in the program review, the administrative assistant can add and modify elements of the project, but cannot change the properties of the project, run reports or add or modify users. As a Reader in the regional accreditation initiative, the administrative assistant can view documents and other related information, but cannot add or modify anything.

Another example of multiple roles describes the Dean of the School of Business. The dean may have the contextual role of Program Manger for the MBA program within the Unit that represents the School of Business, where the dean's main administrative and teaching duties are based. Here, the dean may add or remove Courses and Sections as well as affiliate Person Records and add and remove other users. The dean may also have the role of Participant in the library's Information Literacy Program within the Library Unit. As a Participant, the library's program is listed as a link on the dean's My Programs menu, providing access that Program. Within the context of the library's program, the dean may associate Courses with the program, manage Program Goals and associate Improvement Projects, but does not have the privilege to add or remove users or manage Program properties.

Multiple Roles / Independent and Additive Roles

Units allow members to have multiple roles, which means that the privileges are additive. However, a user must explicitly have a role to act inside a context. Having a role in one context does not give the user access to anything else. For example, a faculty member has the role of Participant in the Unit that represents the college. The faculty member also has the role of Manager in a department that is a sub-Unit of the college. This means the faculty member has access to everything within the department, and can add or modify users for that department, but does not have the right to add users to the college. Any users that are added to the department by the faculty member are not automatically added to parent Unit of the college. The Manager of the college Unit performs that task.

Removing Roles

Only roles that have been created by the user are removable. Roles that are shipped with Blackboard Outcomes are not removable. If a role is removed from the system, and if there are users that only have that role, they lose their privileges to Blackboard Outcomes.

Make Public

Any entity in the system made public becomes available for viewing by all users in the system, regardless of having a context role that gives them permission to see the object. All public entities are visible in users' features lists.

Resolution of System Role Conflicts

In the event of a system role ID conflict upon upgrading the Blackboard Academic Suite to the Blackboard Outcomes System, the client role is updated by attaching a number to it and incrementing until there is no conflict. All Blackboard role IDs that are shipped with the product have the prefix "Bb."

Configuration

Core Concepts for Configuration

Every institution conducts assessment in different ways, but collecting institutional data is common to all institutions' assessment projects. All data collection in Blackboard Outcomes System is done by using forms. All forms in the system – all data collection pages – are completely configurable, allowing institutions to create their own unique environment for capturing data.

Forms can be configured to mimic existing paper or online forms and processes that an institution already employs, building upon known conventions. This makes assimilation for new Blackboard Outcomes users intuitive. New forms can be created based on institutional conventions and processes, and by adding new fields and attributes, new dimensions for analysis and assessment can be achieved.

About Forms

Blackboard Outcomes System collects and reports on data based on the needs and requirements of institutions. This is accomplished by using various sets of forms as the data collection mechanism. Forms are used throughout Blackboard Outcomes by all levels of users to add data to the system, such as Mission and Vision statements, Courses, Person Records, Improvement Projects and much more. New forms can be added to the system, existing forms can be modified and forms that are no longer needed can be withdrawn.

Because each institution is unique, and the needs of each institution change, forms can be configured to reflect the data collection and reporting needs of each individual institution and its affiliated Units. Fields and attributes can be added to forms, the order of the fields can be changed and specific directions can be added to the form to assist users. Configuring forms is accomplished by the Outcomes Administrator or the Template Administrator from the Administrator Panel.

Considerations for Using Forms

Designing and deploying forms that are user friendly and that collect the types of data that are desired requires strategic planning and the involvement of all stakeholders. Collecting the wrong information will lead to frustration and setbacks during an accreditation or program review or any other system reporting. In order to collect the right data, the right forms need to be designed and made available. This requires an examination of the processes that are in place at an institution and any external products involved if importing data into Blackboard Outcomes. Blackboard Consulting can assist with strategy, planning, customization, and integration with other systems. Blackboard Consulting can be contacted at http://www.blackboard.com/services/consulting/

Creating forms allows Blackboard Outcomes to reflect any institution's organization and unique processes. This is achieved by mirroring its individual hierarchical structure, and designing forms that replicate existing processes for collecting the types of data important to the institution and its various schools, colleges, and departments. This type of configuration permits reporting on the data that has been collected and linked together.

Blackboard Outcomes System ships with a set of standard templates for forms that can be configured to reflect the organization. Forms can be copied; they can be modified by adding and removing fields, creating fields, changing the field order, and the field labels. Step headers can be used to organize fields into logical and familiar ways and instructions can be added anywhere so that users know exactly what they need to do to successfully complete the form.

In the system, it is important to understand how to modify the templates for forms and the affects on data and pages to be successful deploying the configuration necessary to retrieve and report on the desired data. One such important consideration has to do with deciding how people in the system are represented. If a person in the system needs to correlate with any other data in the system that person record needs to be affiliated with a Unit, program, course section or educational experience section. When affiliations are created between person records and other entities, reporting data can be gathered. If a person needs to be listed in a view, such as a 360º Report, that person can be created as an enumerated entity.

For example, the College of Arts and Sciences has a revolving Department Chair position that changes every year. The Dean would like to assess whether student achievement is linked to the individual people who fill this position. To measure this, each department chair is entered as a person record and is affiliated with the Unit or sub-Unit that represents the department they are chairing. The template for Unit Affiliations for Administrators contains an enumerated attribute for position and title, so that when a person becomes the department chair, it can be affiliated with the department they are chairing. Over time data is collected about the chairs of each department and can be analyzed against other data in the system. The University is not gathering any data about the Deans of the various colleges, but would like to have each of their names appear on the Outcomes views of Improvement Projects initiated by each of them. To achieve this, an enumerated attribute is created that contains the Deans' names in a drop down list and added to the Improvement Project template.

About the Template Builder

In order to configure the forms used in Blackboard Outcomes, administrators access the Template Builder link located in the Administration Panel. There are three parts of the Template Builder:

- Attributes – Attributes define the type of data that is collected in the fields on the forms. Blackboard Outcomes contains a set of default attributes that can be modified. Customized attributes can also be created.
- Templates – Blackboard Outcomes comes with default templates that reflect a likely use of forms. They can be modified to fit an institution. They can be copied and changed to create new templates. Blackboard Outcomes also comes with a set of Core templates that contain only the permanent fields necessary for the form. The core templates can be used as a starting point for building forms from scratch.
- Terms – A term is a label and date range used to define an institution's semesters, trimesters and so on.

Templates for forms have configurable elements that consist of:

- **Page Instructions** – Directions for how to fill out the form and form information.
- **Instructions** – Information that may be inserted in any place on the form.
- **Step headers** – Titles for labeling different sections within a form.
- **Fields** – Input areas for data.
- **Field labels** – The name of the input areas for data.
- **Related Data** – Displays attributes of another entity type in read-only format.
- **Help Text** – Appears underneath a field and can contain information about the data that appears in the field or directions for inputting data in a field.

Templates

Overview

Blackboard Outcomes System is shipped with a set of default templates that can be configured or not as data collection forms. Default templates cannot be deleted from the system, but they can be made "unavailable" so that they do not appear to users in the user interface.

Templates are made up of identifying header information, instructions, and form fields where data is entered. Each field has certain attributes associated with it that set rules for the type and format of the data that can be entered.

Blackboard Outcomes System Default Templates

The table below describes the default templates that are shipped with Blackboard Outcomes.

Template Name	Description	Additional Information
Course	Templates for forms used to create courses.	A course is the title and description of a body of subject matter presented to students. Courses are enumerated by Course ID, have a name and description, as well as other information about pre-requisites and availability.
Course Objective	Templates for forms used to create course objectives.	Course Objectives are the expression of the intended result or consequence of an activity for a particular course.
Course Section	Templates for forms used to create Course Sections.	Course Sections are the individual instances of a course. A section would have a date, time and place for the class. A course can have multiple sections.
Course Section Affiliation	Templates for forms used to establish affiliations between Person Records and Course Sections.	Affiliations between Person Records and Course Sections allows the collection of data on individuals associated with a section, such as faculty, students, alumni, staff, and others.
Educational Experience	Templates for forms used to create educational experiences.	Educational Experiences function like courses, but may have different time periods (terms) and objectives. Examples of Educational Experiences are student teaching, internships, or terms abroad.
Educational Experience Objective	Templates for forms used to create Educational Experience Objectives	The objectives are the goals for a particular Educational Experience.
Educational Experience Section	Templates for forms used to create Educational Experience Sections	Educational Experience Sections are the individual instances of an Educational Experience. A section would have a date, time for meeting. An Educational Objective can have multiple sections.

Template Name	Description	Additional Information
Educational Experience Section Affiliation	Templates for forms used to establish affiliations between Person Records and Educational Experience Sections.	Affiliations between Person Records and Educational Experience Sections allows the collection of data on individuals associated with a section, such as faculty, students, alumni, staff, and others.
Improvement Initiative	Templates for forms used to create Assessment Projects	Assessment projects are initiated by Presidents, Provosts, Deans, Department Chairs, and assessment office staff. This template creates the fields that are required to fulfill an organization's assessment projects. They can be public or not public.
Improvement Project	Templates for forms used to create Assessment Projects, including the project's properties, objectives and actions.	This link opens a list of templates, which is a set of forms, rather than a single form. This set of forms defines the ways Units, such as a college, school, or department, format their assessment projects. It includes the properties that describe the project and the assessment project objectives that are used in that project, as well as the activities that may occur for gathering, measuring or analyzing each objective.
Person Record	Templates for forms used to create person records.	Not to be confused with Blackboard Outcomes users, a person record is anyone who is being counted as data in the system. These templates only have system availability. Although multiple person forms can exist, only one person form may be used by the system at a time.
Program	Templates for forms used to create Programs.	A program is an organized set of courses and Educational Experiences that has a mission and vision such as a major in history or a BS in molecular biology.
Program Affiliation	Templates for forms used to establish affiliations between Person Records and Programs.	Affiliations between Person Records and Programs allow the collection of data on individuals associated with a program, such as faculty, students, alumni, staff, and so on.
Program Goal	Templates for forms used to create program goals.	A program goal may be based upon a set of internal or external standards or other means to measure its effectiveness.
Standards	Templates for forms used to create institutional standards.	Standards can be internal to the institution or external, originating from an accreditation organization or licensing agency. Since standards are not part of any particular Unit, template availability does not apply to Units. Templates are only available to the system.
Unit	Templates for forms	Units are constructed to reflect an institution's

Template Name	Description	Additional Information
	used to create Units.	structure. Units can be nested in a parent-child relationship, for example the Unit of the College of Engineering is the parent Unit of the Department of Electrical Engineering.
Unit Affiliation	Templates for forms used to establish affiliations between Person Records and Units.	Affiliations between Person Records and Units allow the collection of data on individuals such as faculty, students, staff, and alumni associated with the Unit.
Unit Goal	Templates for forms used to create Unit goals.	Unit goals can be created by departments, colleges, or schools.

Permanent Fields on Forms

Permanent fields on forms are fields than cannot be removed when the form is customized.

Form Type	Permanent Field
Improvement Project Properties	Name, Public
Improvement Project Objective	Name
Improvement Project Action	Name
Improvement Initiative	Name, Public
Unit	Unit ID, Display Name, Public
Program	Program ID, Display Name, Public
Course	Course ID, Course Name, Public
Educational Experiences	Educational Experience ID, Public
Section	Section ID, Term, Public
Person	Person ID, Public
Affiliation (Unit, program section course)	Public, Start Date
Standards	Standard Name
Unit Goals	Goal Name
Program Goals	Goal Name
Course Objective	Objective Name
Educational Experiences Objective	Objective Name

Copying a Template

Copying an existing template is the easiest way to create new templates and new forms. Configuration of the copy creates a new template.

To copy of an existing template follow these steps:

1. Click **Copy**.
2. Fill in the required fields:
   Form Identifier – Enter a new form identifier. The new identifier must be unique, and it will be used for batch loading purposes.
   Form name – Enter a new name for the template. The name must be unique and appears in the display drop-down for creation of entities that have more than one template available.
   Page header - Enter new header text for the page.
3. Click **Submit**.

The new template is listed on the form templates page. The new template may be copied or modified.

Modifying a Template

Overview

Designing and deploying a carefully considered form that is simple to identify in the system, that is easy for users to fill out, and that contains the types of data necessary, is the primary function of configuration. There are three types of modification that can occur to a template: modify properties, modify form, and modify availability.

Properties

Information about a template is stored in template properties. This information is used for listing, classification, and filtering. Identifying the form in the system is done using form properties. Clear and logical properties allow users to be able to find forms more easily.

The first set of fields is template Information.

- **Page Header** – The page header appears at the top of every page in the form.
- **Form identifier** – Enter a new form identifier. The new identifier must be unique, and it will be used for batch loading purposes. It does not appear to users.
- **Form name** – Enter a new name for the template. The name must be unique and appears in the drop-down display for creation of entities.
- **Description** – Enter a description in the Text Editor. The description appears in the Template Builder.

Form Design

Modifying a form involves adding, removing, or changing the instructions, step headers, fields, labels, and organization of those elements on the form. Design forms using the following actions:

- **Add Instructions** – General page instructions can be added for the entire form, and specific instructions can be added for a field. Providing clear and concise instructions helps users understand the form they are using as well as how to enter data into the various fields on that form.
- **Add Step Header** – A Step Header is a label for a set of fields. Step Headers are used to identify and organize fields on the form, making the form logical and easy to use. Using step headers helps users enter the correct information on the form in a consistent way. For example, an institution always lists course information in a certain order, using a particular format, that presents the title of the course first, the description of the course second, the hosting department third. Technical details about the course number, section number, pre-requisites, and instructor are listed separately. Everyone at the institution is used to looking at course information in the way. Step headers can be used to reproduce the organization of the fields on the form so that they are organized in the conventional way.
- **Add Field** – Adding a new field to a form is adding an attribute and the way it is displayed in the user interface (check box, dropdown, radio button). Adding new fields to a form is the method by which additional data collection is associated with the form.
- **Add Related Data** – Related data can be any attribute within the system that will be correlated with the other form data. For example on a Course form, related data for the course review cycle can be added.

- **Remove** – Remove the selected item on the form. Permanent fields do not have a checkbox to select them for removal.
- **Preview** – Opens a new window that previews the form—as a user would see it in the user interface—but without the Submit button. Use this tool to see ongoing modifications and adjust the design if necessary. If the form is changed while the preview is open, it needs to be re-launched to see the change.
- **Reordering fields** – Fields, instructions, and step headers have a drop-down box that controls the order in which each entity appears on the form. Changing the number in the drop-down changes the order of the associated entity and shifts the other entities on the form. Number 1 appears at the top, number 2 directly after, and so on.

Availability

There are two levels of availability, System Availability and Unit Availability. Making the template available to the system allows users to access the form. Making an existing template unavailable to the system prevents users from using it to create an entity, but the form is still used to display previously created entities.

Making a template available to Units controls which Units and, therefore, which users are able to access the form. Templates can be made available to all Units, selected Units, or selected Units and all their sub-Units.

Attributes

Overview

Blackboard Outcomes ships with a set of default attributes that define the rules for the data collection fields of the default forms. For example, if an attribute is defined as a three-digit integer, the data that is acceptable for that field consists of whole numbers such as 1, 23, 560; four digits, decimals and text are not be allowed. If an attribute is defined as Boolean, then the data that is acceptable consists of an either/or choice such as true/false, yes/no, male/female and can be represented on the form as check boxes or radio buttons.

User-defined attributes can be created in Blackboard Outcomes in order to collect the types of data an institution desires. Attributes are stored in the Blackboard Outcomes database. They can be added and they can be hidden, but they cannot be deleted without corrupting the structure of the existing database.

Attributes fall into three different classifications, simple attributes, selection attributes, and system attributes. They are defined in the following tables.

Available Simple Attribute Types

Simple attributes set the rules for the format of the data and the type of data that can be entered into a field and present a single choice on the form.

Value Type	Checkbox	Text Editor Rows 1 & 2 only OR Legacy	Text field	Text Editor spell check only	Time (drop-down)	Date (drop-down)
Short String (100 characters)			X			
Med String (255 characters)			X	X		
Long String(1000 characters)				X		
Formatted Text		X		X		
Integer			X			
Float			X			
Boolean	X					
Date						X
Time					X	

Available Selection Attribute Types

Selection attributes present a number of options on the form that allow the users to select one from among many choices. Selection attributes allow the user to create the attribute and the label value-pairs – this creates drop-down selection lists on the forms, check boxes and/or other methods for making one selection among different options, for example, a list of US states to be used in one field of a form. The Selection Attribute would be the name of the list and function (US States) and the items on the list, called Options, would be added.

Value Type	Option Buttons	Dropdown	List menu (single-select)
Short String(100 characters)	X	X	X
Medium String (255 characters)	X	X	X

System (Other) Attributes

System attributes operate system wide and include selectors, term, attachments, and any other type of attribute that is created using business/special logic. These types of attributes do not have a **Modify** button.

Value Type	Dropdown	(entity) Selector	Attachment
Term	X		
[entity type] Selector		X	
Attachment			X

List Configuration

Many list pages in Blackboard Outcomes display attributes and additional data about entities that allow user-defined attributes. When Blackboard Outcomes is configured, the columns provided on these pages may be changed. As a result, it is possible to customize the lists that display entities created by templates in the system to reflect configuration.

Unit Managers have the right to add columns of data, remove columns of data, change the order of the columns, and change the column headers. Removing a column does nothing to the data; it simply removes it from the list page. Changing the column header does not impact the field label on the form. Customized list pages appear the same for all users accessing the Unit.

Any user customizing a list page is able to select Secure attributes to add as a column. Rendering the list page as customized only displays a secure column to users with the secure entitlement. As a result, if a user has the entitlement to customize a list but not to see secure data, the user will know that secure attributes exist, but will never be able to see the data values.

User-defined Attributes

Overview

User-defined attributes, or custom attributes, can be created to support specific forms in order to gather the types of data an institution requires. User-defined attributes must be associated with a defined entity in the system. Once added, user-defined attributes become part of the Blackboard Outcomes database.

Considerations for User-defined Attributes

Design the user-defined attribute with care so that the attribute can be logically located by filtering. Once added, and used in a form, user-defined attributes cannot be deleted from the database, however they can be made unavailable so that they do not appear in the user interface.

Attribute Information

Each user-defined attribute must be associated with an entity in the system such as Course, Unit, or Improvement Project. Attribute IDs must be unique. IDs have a 20 character limit, must begin with a letter, and may only contain uppercase letters from A-Z, numerals 0-9, and the underscore (_) character. Attribute names identify the intended use of the attribute and the attribute description is displayed in the instructions for batch population of data.

Attribute Usage

Attributes can be made Read Only when referenced in a field on a form so that when the data is populated by a batch process it cannot be manually changed. Attributes can also be made secure so that only those users with privileges to view secure data can see them.

Attribute Availability

If an attribute is not available, it does not appear as an option when creating a field on a form. Making this attribute unavailable does not affect any fields referencing it and does not affect any values that may already be stored.

Tip

Tip: Create a User-defined Attribute to collect one-time student approval for the use of their content for assessment purposes. This saves time and mitigates the risk of asking students for permission too many times.

Create a User-defined Attribute using the short string selection type. Select Unit Affiliation as the entity to associate the attribute with. For selections include “yes”, “no”, and “not yet”. Label the attribute “Approved Data Use” (or similar). Add the new User-define Attribute to the template that represents student (institution) affiliation.

Next, create a Distribution List that contains students who are set as “not yet” to send them an Artifact Template to collect permission. Other Distribution Lists that send assessment instruments would filter out those students who are set as “no” and “not yet” and only go to students set to “yes”.

For more information see:

Templates

	Distribution Lists Artifact Templates

Terms

Overview

A Term is a label and a date range used to define an institution's semesters, trimesters, summer sessions and so on. A term defines a given time frame that can then be associated with Programs, Courses, Educational Experiences, Sections, and so on. Terms are used for filtering purposes and can classify entities as past, current, or future.

Terms are defined at the institution level using the Template Builder. Terms can be added, modified, and removed.

Units and Unit Management

Overview

The flexibility of Blackboard Outcomes System can model each institution's unique initiatives for the planning and execution of assessment and reporting. This is achieved by reproducing an institution's structure within Blackboard Outcomes using Units. Units are logical divisions of an institution based on the organization and hierarchy of that institution. Units can be academic, or administrative, and they can represent the university as a whole, any system within the university, a college, school, or individual department. Each Unit has a Manager and a home page within the system.

Blackboard Outcomes is shipped with one "master" or "root" Unit. All subsequent Units created by the institution are children of this Unit. The information required for defining the creation of new Units within an institution is determined by the institution and is controlled by a customizable form available in the Template Builder located on the Administration Panel. Depending on the individual requirements of a Unit's definition, data collection fields that reflect the types of data desired can be added. For more information see Configuration.

Once the institution's hierarchy has been established by creating Units, it becomes the main operating context within Blackboard Outcomes. Units can then be populating with related organizational objects including Sub-Units, Programs, Courses, Educational Experiences, Sections, Rubrics, Surveys and much more. Each of these objects has an owning Unit where they reside within the hierarchy. Users navigate to a Unit to view its related data such as what Programs and Courses are offered, what Goals have been established, or which Improvement Projects have been launched by the Unit.

Setting up and populating Blackboard Outcomes requires strategic planning and the involvement of all stakeholders. This requires an examination of the organizational structure of the institution, processes and business rules that are in place, the goals of improvement projects, and any back-end products involved if importing data into Blackboard Outcomes takes place from external systems. A services engagement is recommended.

Note: The Unit hierarchy does not imply inheritance of privileges or permissions of the users affiliated with the Units. It is only a means of modeling the hierarchical relationships among Units.

Unit Configuration and Management

Overview

Blackboard Outcomes System is shipped with one root Unit. All subsequent Units created by the institution are Sub-Units of this Unit. The information required for defining the creation of new Units within an institution is determined by the institution and is controlled by a configurable form available in the Admin Panel. Depending on the individual requirements of a Unit's definition, data collection fields (attributes) that reflect the types of data desired can be added. For more information see Configuration.

Units can be added in a batch process to the system to initially populate the system. A batch process can also be used to edit a large number of Units. Units can be added and edited one at a time to update the system to reflect changes in the structure of the organization.

Customizing Units

Each Unit can be customized by adding a Unit Header to give it a unique display and usability. Users more readily identify where they are if Units have distinctive headers. A Customize Unit button appears on the Unit home page if the user has the right to customize the Unit. Create a Unit Header using the Text Editor to format text, add links, and upload graphics.

Moving Sub-Units

Sub-Units can be moved, assigning a new parent Unit. Any objects that are owned by that Sub-Unit are move with it, so that the entire hierarchy is moved down from that point.

To move a sub-Unit:

1. Navigate to the parent Unit page.
2. Click **Sub-Units** from the Plan Measure Improve menu.
3. Select the sub-Unit to be moved.
4. Click **Move.**
5. Browse for a new Destination Unit.
6. Click **Submit.**

Removing Units

Units can be removed from the system. However, any objects that are owned by the Unit need to be reassigned a new parent Unit before the Unit can be deleted.

Unit Properties

Unit properties can be changed by clicking **Properties** located on the Plan Measure Improve menu under Manage. Unit Properties are determined by the Template that defines a Unit. See Templates for more information. Properties for a Unit must include:

- **Public** – Selecting this option means that the Unit appears to all system users and populates all system lists and catalogs. Units that are not public only appear to users who are members of that Unit.

- **Unit Name** – The name or title of the Unit.

Unit Settings

Settings for individual Units control the Collaboration Site and Content Collection links, Report Branding and Curriculum Maps Levels of Support definitions.

- **Collaboration Site** – Each Unit can be linked to one Academic Suite Organization for group work using the collaboration tools such as Discussion Board and Calendar as well as other features of the organization. The Organization that the Unit links to must be created separately using the Administration Panel. Selection of an Organization does not enroll the Unit users in the Organization. Enrollment must be established separately. Enrollment in the Organization is not severed if this connection is later removed for the Unit.
- **Content Collection Site** – Each Unit can be linked to one folder in the Academic Suite Content System that can be used as repository for files, for file-sharing and version control. The Content Collection folder that the Unit links to must be created separately using the Administration Panel. Settings for the Content System folders including properties, permissions, passes, and web folders must be established separately using the Administration Panel.
- **Report Branding** – Each Unit can create a unique brand for its reports, changing the header and footer information.
- **Curriculum Maps** – Each Unit may set its own Levels of Support definitions for Curriculum Maps owned by the programs in the Unit. For more information, see Curriculum Map.

Unit Affiliations

Affiliations are the internal connections between Person Records and Units. One Person Record may be affiliated with multiple Units and other entities within the system. For example, a student may be affiliated with the Unit that represents the institution as a whole, the Unit that represents the student's major field of study, and the Unit that represents financial aid. This same Person Record may also be affiliated with a program of study such as a Bachelor's degree, and all the sections of the courses the student was enrolled in during a particular time period.

- Affiliations can be added manually or they can be batch added from the Administration Panel or from any Unit. Affiliations that are made Public appear to all users on their list pages. Affiliations that are not public appear only to the users in the owning Unit. For more information see Affiliations.

Batch

Overview

Blackboard Outcomes System has the ability to add and modify system data using a batch process. Batch processing is achieved by using the Outcomes graphical user interface (GUI) or using a command line at the server level. All batch files require a plain-text file with a .txt or .csv extension. The file must contain a header row and data rows separated by a hard return. Each field in the rows must be separated by a delimiter. The Automatic delimiter setting recognizes common delimiters such as a pipe (|).

Batch Processes Available

The following Batch processes and their required attributes are available for adding, modifying, or removing system data:

Entity	Required Attributes
Affiliations Course Sections	associatedFormIdD personId sectionId startDate
Affiliations Educational Experiences	associatedFormId personId eeSectionId startDate
Affiliations to Programs	associatedFormId personId programId startDate
Affiliations to Units	associatedFormId personId UnitId startDate
Courses	associatedFormId operatingUnitId title
Course Objectives	associatedFormId courseId title
Course Sections	associatedFormId courseId title

Entity	Required Attributes
Educational Experiences	associatedFormId operatingUnitId title
Educational Experiences Objectives	associatedFormId eeId title
Educational Experiences Sections	associatedFormId eeId title
Membership Note: membership attributes are located in the Admin Panel under Outcomes Roles	batchUid roleId UserName
Person Records	associatedFormId familyName
Programs	associatedFormId operatingUnitId title
Program Goals	associatedFormId programId title
Standards	associatedFormId stdCategoryId title
Standards Categories	parentId
Units	associatedFormId parentId title
Unit Goals	associatedFormId operatingUnitId title

Batch Processing Using the Graphical User Interface

Overview

Data in the form of batch files may be uploaded to the Blackboard Outcomes System using the Administrator Panel for all types of batch data, or from within a context such as a Unit to batch load data specific to that entity. A unique identifier is necessary for every record added, modified, or removed using a batch operation. The unique identifier Attribute Name is batchUid.

The batchUid can be created by a user or automatically generated by the system on forms for creating entities. Automatically generated batchUids are not user friendly and do not follow any naming conventions or numerical order. Once created, this unique identifier cannot be changed after the record ID is created. The identifier is used for simple record keeping.

Note: The batchUid attribute is not a required field, except for Memberships, because the system can automatically generate them. However, automatically generated batchUids are not recommended because they are not user friendly and follow no naming conventions.

Using Batch Processes

Data batch uploaded using the graphical user interface follows certain rules that rules include:

- **Batch Add** only adds records where the unique identifier does not match a record that already exists.
- **Batch Modify** only modifies records where the unique identifier matches a record that already exists. Batch modify overwrites any data in the existing record with data from the batch file. If an attribute is blank in a specific record or if the entire attribute column is not included in the batch file, data in the existing record(s) is not overwritten by blanks.
- Any enumerated attribute must have acceptable values provided in the graphical user interface.
- Blanks within records are ignored.

There is no Batch Remove available from the graphical user interface. See Batch Processing Using a Command Line for Batch Remove.

Note: Attribute data that uses the Text Editor (Formatted Text) cannot be batch loaded. Institutions that plan to batch load Units or other places with a vision or mission statement that relies on the Text Editor should instead create attributes for those forms into which those values can be batch loaded and displayed, such as a value type of Long Text String.

Dependencies among Outcomes System Entities

There are dependencies among Outcomes System entities. The following table specifies which entities must already exist in order for a new record to be added:

Type of Record	Required Parent or Associated Records
Unit Affiliation Record	Person and Unit

Type of Record	Required Parent or Associated Records
Program Affiliation Record	Person and Program
Section Affiliation Record	Person and Section
Improvement Initiative Membership	Improvement Initiative and User
Improvement Project Membership	Improvement Project and User
Course Membership	Course and User
Course	Unit
Educational Experience Membership	Educational Experience and User
Educational Experiences	Unit
Goal or Objective	Unit or Course or Educational Experience or Program
Person Record	None
Program Membership	Program and User
Program	Unit
Section	Course or Educational Experience
Standard Categories	Optional parent: the Standard Category above this one in the hierarchy.
Standards (note that this is standards goals, not standards categories)	Standard Category
Unit Membership	Unit and User and Unit Role
Unit	Parent Unit. If the parent Unit is included in the same batch add file in a row prior to the Sub-Unit (child), the parent Unit will already exist and the Sub-Unit will be successfully added.

Batch Processes Errors

Batch processes that are successful return a receipt page including the number of records processed, the number of records that were processed successfully and the number of records that failed. When an error is encountered with a record, batch processing skips the record and moves on to the next record. Any errors displayed in the graphical user interface are captured in the log file, however, success messages are not captured in the log file.

Individual records will fail during a batch process under any of these conditions:

- In **batch add**, a unique identifier matches a unique identifier that already exists.
- In **batch modify**, a unique identifier does not match a unique identifier that already exists.
- In **batch remove**, a unique identifier does not match a unique identifier that already exists.

The entire batch process will fail under any of these conditions:

- If any of the attributes in the header row do not match attributes for the entity type.
- If any attribute in the header row is repeated.
- A batch required attribute is not provided.
- A dependency requirement is not met. (see Dependencies Table)
- A Blackboard Outcomes System required attribute is not provided.
- Attribute data does not comply with the type or size data requirements for that attribute (too long, not an integer, incorrect date format, and so on).
- If an enumerated value is not valid.

Batch Processing Using a Command Line

Overview

While most of the batch processing of data can be done using the graphical user interface, certain functionality had been reserved for command line batch processes only. Batch Remove can only be accomplished using the command line. An additional function, the ability to combine the Batch Add and Batch Modify operation is also reserved for the command line. This handling adds records where the unique identifier does not match a record and modify records where the unique identifier matches a record that already exists. The combined functions of Batch Add and Batch Modify is intended to facilitate integration with external systems so that the same file can be sent at regular intervals, for example nightly, to update the system with both new records and changes to existing records. These functions are not provided in the graphical user interface because it is potentially hazardous. Uninformed users could easily modify an existing record when they intended to add if they did not know the record exists or if there is a mistake in the ID.

Using Command Line Batch Processes

Only authorized System Administrators with access to the server have the ability to issue command line actions. Command line actions do not check entitlements. Command line batch processes use the same file formats as the graphical user interface, a plain-text file with a .txt or .csv extension that contains a header row and data rows separated by a hard return. Each field in the rows must be separated by a delimiter. The Automatic delimiter setting recognizes common delimiters such as a pipe (|).

Commands issued to the Blackboard Outcomes System must follow a specific syntax in order to be processed correctly. Flags are used to specify arguments in the command line. Enter command line actions in the following directory:

`apps/Outcomes SystemBatch.sh` Available flags for the syntax include:

Flag	Value	Description
-t	file	This flag is required and denotes the absolute file path of the batch file to be uploaded. Examples: `windows - c:\batch\batchfile.csvunix - /usr/local/batch/batchfile.csv`
-f	function	This flag is required and denotes the function to be performed. The entity and action are combined into one function name, just like snapshot. A table of all the available function names (case-insensitive) appears below.
-m	delimiter	This flag is optional and denotes the delimiter used in the batch file. If the delimiter is not provided, an "automatic" function attempts to figure out the delimiter. Automatic delimiter detection assumes that delimiter is not aA-zZ0-9 and underscore. For a tab delimiter, use the word “tab”. Characters such as a comma ‘,’ and a pipe ‘|’ do not work on the command line, and the autodetect function (not specifying the delimiter) in these cases should be used.
-e	encoding	This flag is optional and denotes the encoding of the batch file. Default encoding is "ISO-8859-1".
-q	quote character	This flag is optional and denotes the character that is specified as the quote character so that data can contain instances of the delimiter. The default quote character is double quotes ' " '.

Flag	Value	Description
-d	date format	This flag is optional and denotes the simple date format string that defines the elements and pattern of the date. The default pattern is "yyyyMMdd". See http://java.sun.com/j2se/1.5.0/docs/api/java/text/SimpleDateFormat.html for more info on how to create the pattern.
-a	time format	This flag is optional and denotes the simple date format string that defines the elements and pattern of the time. The default pattern is "h:mm a". See http://java.sun.com/j2se/1.5.0/docs/api/java/text/SimpleDateFormat.html for more info on how to create the pattern.
-g	datetime format	This flag is optional and denotes the simple date format string that defines the elements and pattern of a datetime. The default pattern is date format + " " + time format. See http://java.sun.com/j2se/1.5.0/docs/api/java/text/SimpleDateFormat.html for more info on how to create the pattern.
-b	ignores blanks	This flag is optional and indicates whether to ignore blanks in the batch file. This does not apply to missing columns, as all missing columns are ignored. Accepted values are "true" or "false". Default is "true".

Available command line batch functions include:

Batch Add	Batch Add and Modify	Batch Modify	Batch Delete
person_insert	person_insertupdate	person_update	person_deleteUnit
aff_insertUnit	aff_insertupdateUnit	aff_updateUnit	aff_delete
progaff_insert	progaff_insertupdate	progaff_update	progaff_delete
secaff_insert	secaff_insertupdate	secaff_update	secaff_deleteUnit
_insertUnit	_insertupdateUnit	_updateUnit	_delete Deleting a parent Unit will fail if its children have not already been deleted.
program_insert	program_insertupdate	program_update	program_delete
course_insert	course_insertupdate	course_update	course_delete
section_insert	section_insertupdate	section_update	section_delete
ougoal_insert	ougoal_insertupdate	ougoal_update	ougoal_delete
eesection_insert	eesection_insertupdate	eesection_update	eesection_delete
programgoal_insert	programgoal_insertupdate	programgoal_update	programgoal_delete
courseobjective_insert	courseobjective_inserupdate	courseobjective_update	courseobjective_delete
eeobjective_insert	eeobjective_insertupdate	eeobjective_update	eeobjective_delete

Batch Add	Batch Add and Modify	Batch Modify	Batch Delete
stdcategory_insert	stdcategory_insertupdate	stdcategory_update	stdcategory_delete
standard_insert	standard_insertupdate	standard_update	standard_deleteUnit
_membership_insert		Unit	_membership_delete
program_membership_insert			program_membership_delete
course_membership_insert			course_membership_delete
ee_membership_insert			ee_membership_delete
workspace_membership_insert			workspace_membership_delete

Command line batch actions follow these rules:

- **Batch Add** only adds records where the unique identifier does not match a record that already exists.
- **Batch Add and Modify** adds records where the unique identifier does not match a record and modify records where the unique identifier matches a record that already exists.
- **Batch Modify** only modifies records where the unique identifier matches a record that already exists. Batch modify overwrites any data in the existing record with data from the batch file. If an attribute is blank in a specific record or if the entire attribute column is not included in the batch file, data in the existing record(s) is not overwritten by blanks.
- **Batch Remove** only removes records where the unique identifier matches a record that already exists. Remove operations are an actual remove in real time. There is no disabling of records similar to using the Snapshot tool.
- Any enumerated attribute must have acceptable values provided in the graphical user interface.
- Blanks within records are ignored.

Note: Attribute data that uses the Text Editor (Formatted Text) cannot be batch loaded. Institutions that plan to batch load Units or other places with a vision or mission statement that relies on the Text Editor should instead create attributes for those forms into which those values can be batch loaded and displayed, such as a value type of Long Text String.

Sample Commands

Here is a sample Windows command for adding Units to the Outcomes System:

```
c:\blackboard\apps\caliper\CaliperBatchTool.bat -t "c:\batchfiles\Unit-
batch.txt" -f Unit_insertupdate -m "tab" -e "UTF-8" -q "'" -d "MMddyyyy" -a
"kk:mm" -g "yyyyMMdd h:mm a" -b "true"
```

Here is a sample Unix command for adding Units to the Outcomes System:

```
/usr/local/blackboard/apps/caliper/CaliperBatchTool.sh -t
"/usr/local/batchfiles/Unit-batch.txt" -f Unit_insertupdate -m "tab" -e "UTF-8"
-q "'" -d "MMddyyyy" -a "kk:mm" -g "yyyyMMdd h:mm a" -b "true"
```

Dependencies among Outcomes System Entities

There are dependencies among Outcomes System entities. The following table specifies which entities must already exist in order for a new record to be added:

Type of Record	Required Parent or Associated Records
Unit Affiliation Record	Person and Unit
Program Affiliation Record	Person and Program
Section Affiliation Record	Person and Section
Improvement Initiative Membership	Improvement Initiative and User
Improvement Project Membership	Improvement Project and User
Course Membership	Course and User
Course	Unit
Educational Experience Membership	Educational Experience and User
Educational Experiences	Unit
Goal or Objective	Unit or Course or Educational Experience or Program
Person Record	None
Program Membership	Program and User
Program	Unit
Section	Course or Educational Experience
Standard Categories	Parent Standard (the Standard Category above this one in the hierarchy) if present.
Standards (note that this is standards goals, not standards categories)	Standard Category
Unit Membership	Unit and User and Unit Role
Unit	Parent Unit. If the parent Unit is added in the same batch add file in a row prior to the child, the parent Unit will already exist and the child Unit will be successfully added.

Batch Processes Errors

Error messages for batch operations are captured in a log file.

Individual records fail during a batch process under any of these conditions:

- In **batch add**, a unique identifier matches a unique identifier that already exists.

- In **batch modify**, a unique identifier does not match a unique identifier that already exists.
- In **batch remove**, a unique identifier does not match a unique identifier that already exists.

The entire batch process fails under any of these conditions:

- If any of the attributes in the header row do not match attributes for the entity type.
- If any attribute in the header row is repeated.
- A batch required attribute is not provided.
- A dependency requirement is not met. (see Dependencies Table)
- A Blackboard Outcomes System required attribute is not provided.
- Attribute data does not comply with the type or size data requirements for that attribute (too long, not an integer, incorrect date format, and so on.).
- If an enumerated value is not valid.

Standards, Goals and Objectives

Overview

Blackboard OutcomesSystem is a platform for managing assessment. Assessment is a process whereby an institution states what future outcomes it expects, collects data to report on the success or failure of the outcomes, and reflects on ways to achieve more successful results in the future. Expected outcomes take a variety of forms and are used in a variety of ways from a formal academic accreditation process, to budget projection, or evidence for creating a new degree program. Expected outcomes are benchmarked or measured against different standards, goals or objectives in different contexts.

Standards, goals and objectives can be measured directly or indirectly. Examples of indirect measures might include “raise student retention rates to 85 percent for the university in two years,” or “reduce remedial course enrollment by 20 percent for the College of Arts and Sciences next year.” Examples of direct measures might include “Students graduating with a BA in Journalism will demonstrate understanding of critical analysis by writing articles on the media and current events,” or “Students enrolled in the College of Education will produce a portfolio that demonstrates three different types of lesson planning for elementary school children.”

Expected outcomes are given different names at different institutions based on historical conventions, and are measured in different ways. Blackboard Outcomes System provides a set of configurable templates for setting up expected outcomes throughout an institution. These expected outcomes will be measured by comparing a set of Standards, Objectives, and Goals created by the institution against the data collected by the institution. Standards, goals, and objectives are linked to one another in order to provide stratified institutional analysis, comparing how a course objective is related to a departmental goal, and how those goals are related to a standard for measuring program efficacy, for example.

In this part

Part 2 contains the following Sections.

Section	Description
Section 1 Standards and Standards Catalog	Adding, modifying, and removing Standard Categories and Standards using the Standards Catalog.
Section 2 Goals and Objectives	Adding, modifying, and removing Unit Goals, Program Goals and Course Objectives.
Section 3 Alignment	Aligning Standards, Goals, and Objectives in the Blackboard Outcomes System to determine how goals are related throughout the institution

Section 1 – Standards and the Standards Catalog

Overview

Standards are benchmarks that institutions use to measure themselves against to determine the quality of their programs, faculty, processes, facilities, and many other things. Standards can be written by the institution itself or they can be written by outside organizations such as accreditation bodies or government agencies. Institutions have many standards that need to be organized and stored in one location.

To facilitate organizing and storing standards, Blackboard Outcomes System contains a Standards Catalog. The Standards Catalog is a central repository for sets of standards that the institution uses in assessment projects. The catalog organizes various sets of standards so that they can be located by users and associated with the relevant Units. By associating Standards with specific Units, only those standards that are relevant to the Unit appear in the Unit's selection lists.

Internal and External Standards

Standards in the Blackboard Outcomes System can have two sources, external and internal. External standards are those that are set by an organization outside the institution by which the institution is measured against. External standards can come from the federal government, regional accreditation bodies such as Southern Association of Colleges and Schools (SACS) or New England Association of Colleges and Schools (NEASC); from state licensing boards; government agencies; and professional organizations. Internal standards are set by the individual institution based on its unique character as defined by the vision and mission of the institution.

The Standards Catalog

Overview

The Standards Catalog is a central repository for sets of standards that the institution uses in assessment projects. The catalog is fully searchable. The catalog organizes various sets of standards so that they can be located by users and associated with the relevant Units. Regional accreditation standards for a university, for example, could be in one category that was accessible to all the Units, and nursing licensing standards could be in a different category that was accessible to the Units representing the Nursing Department, the Biology Department, and the Medical School.

Managing the Standards Catalog

Categories and sub-categories are added to the catalog and then standards are added to the categories. Categories and standards can be reorganized by moving them in the catalog, or removing them from the catalog. Standards can also be edited and updated as they change over time. Standards can be public and accessible to everyone, or they can be only accessible to the Unit that created them.

Adding Standards to the Catalog

Standards are added to the Catalog within a Category. Individual Standards must reside in a category. The information required for defining the creation of new Standards within an institution is determined by the institution and is controlled by a configurable form available in the Admin Panel. Depending on the individual requirements of a Standard's definition, data collection fields (attributes) that reflect the types of data desired can be added. For more information see Configuration.

Associating Units with Standards Categories

In order for users in the context of their Units to view the standards that are related to them when aligning Standards, Objectives, and Goals, they must be associated with a Category in the Standards Catalog. This association ensures that only standards related to specific Units appear to users in that Unit. For example, the College of Arts and Sciences sees the American Academy for Liberal Education (AALE) and National Association of Schools of Art and Design (NASAD) standards but not see Accrediting Board for Engineering Technology (ABET) or National Council for Accreditation of Teacher Education (NCATE) standards. Categories can be associated with more than one Unit so the regional accreditation standards can be associated with various colleges and schools within an institution.

To associate a Unit with a Standard category, navigate to the Unit.

1. Click **Standard Category Association**.
2. Select **Add Association**.
3. Browse the Standards Catalog for the Standards Category to be associated with the Unit.
4. Select **Only this Unit** or **This Unit and all its descendants**.
5. Click **Submit**.

Goals and Objectives

Overview

Goals and Objectives are created within a Unit. Goals and Objectives can be shared across Units if they are owned by a parent Unit. For example, if the College of Arts and Science owns the Goal of student retention, that Goal can be shared with any child Unit such as the department of English, the Department of Undergraduate Studies, and the School of Music.

Units, Programs, Courses, and Educational Experiences can all have individual Goals and share Goals with parent Units. Faculty can set the Objectives for the courses they teach, departments can set the Goals for the faculty and students enrolled in those courses, and colleges can set the Goals for the programs that stem from their departments.

Given the hierarchical structure of an institution, Goals set at a given level of the Unit hierarchy may play a part in the successful attainment of another level's Goals. Institutions are able to report on Goals as they relate to other Goals, perhaps analyzing how all departments are helping to attain the university's Goals, or how a course is linked to its department Goals. These nested and interrelated Goals open a new level of sophisticated reporting that can assess how different facets of an institution are meeting their Goals in relation to the institution as a whole.

Unit Goals

Overview

Units within an institution can be academic or administrative, but all Units have certain goals they wish to achieve over a period of time. Goals can be very explicit, such as a fundraising goal for the Unit that represents the Alumni Association, a recruiting goal set by the Admissions Unit, or a budgetary spending goal set by the Office of the President. Unit Goals can also reflect a range of achievement, such as 85 percent of undergraduate core courses will be taught by full-time faculty by 2010, or 50 percent of Biology Majors will enroll in a graduate program within a year of graduation.

Once Unit Goals have been set and added to the system, they can be associated with instruments such as Surveys, Course Evaluations, Artifacts, and Portfolios to measure the level of achievement. Unit Goals can also be associated with Rubrics to evaluate any criteria and performance indicators for the goal.

Unit Goals can be aligned with other Standards, Objectives, and Goals in the system to analyze how they contribute to the achievements of other Units and the institution as a whole.

The information required for defining the creation of new Unit Goals within an institution is determined by the institution and is controlled by a configurable form available in the Template Builder located on the Administration Panel. Depending on the individual requirements of a Unit Goal’s definition, data collection fields that reflect the types of data desired can be added. For more information see Configuration.

The list page that displays all the Unit Goals can be modified so that columns can be added, removed or reordered. The header of the columns can be renamed as well. Make modifications to display the most useful information to users working in the application.

Adding a Unit Goal

Unit Goals are created within a Unit using the Plan Measure Improve menu. Unit Goals can be added manually or they can be batch added. Unit Goals that are made Public appear to all users on their list pages. Unit Goals that are not public appear only to the users in the owning Unit.

Editing a Unit Goal

Unit Goals can be edited manually or using a batch process. Edit a Unit Goal to change the Unit Goal’s properties such as its name, attachments, start or end dates. Edit a Unit Goal to view and manage the alignments of other Standards, Goals, or Objectives in the system, or to associate a Rubric to the Unit Goal.

Removing a Unit Goal

Unit Goals can be removed by selecting the Goal and clicking Remove. Any alignments and associations for that Goal are lost, however associated Rubrics and aligned Goals remain in the system.

Customizing the List Page for Unit Goals

Unit Managers have the right to add columns of data, remove columns of data, change the order of the columns, and change the column headers. Removing a column does nothing to the data; it simply removes it from the list page. Changing the column header does not impact the field label on the form. Customized list pages appear the same for all users accessing the Unit.

Program Goal

Overview

Programs offered at an institution can be classified and labeled in many ways, undergraduate, graduate, continuing education, and certificate to name a few, but all programs have certain Goals they wish to achieve over a period of time. Goals can be set for graduation rates, enrollment and retention rates, and employment status. Goals can also be set for learning outcomes such as demonstrated ability in critical thinking, expository writing, and mathematical analysis. Programs have a variety of Goals that are part of the cycle of continuous improvement that Blackboard Outcomes facilitates.

Once Program Goals have been set and added to the system, they can be associated with instruments to measure the level of achievement. Program Goals can also be associated with Rubrics and Curriculum Maps to evaluate any criteria and performance indicators for the Goal and see which courses within the Program support the Goal and to what degree that support is classified.

Program Goals can be aligned with other Standards, Objectives, and Goals in the system to analyze how they contribute to the achievements of other programs and the institution as a whole.

The information required for defining the creation of new Program Goals within an institution is determined by the institution and is controlled by a configurable form available in the Template Builder located on the Administration Panel. Depending on the individual requirements of a Program Goal's definition, data collection fields that reflect the types of data desired can be added. For more information see Configuration.

The list page that displays all the Program Goals can be modified so that columns can be added, removed or reordered. The header of the columns can be renamed as well. These modifications display the most useful information to users working in the application.

Adding a Program Goal

Program Goals are created within a Program using the Features menu. Program Goals can be added manually or they can be batch added. Program Goals that are made Public appear to all users on their list pages. Program Goals that are not public appear only to the users in the owning Unit.

Note	**Note**: Program Goals are not accessible from the Unit Home page so users cannot see a list of all Program Goals for all Programs in a Unit. This is done by using Reporting.

Editing a Program Goal

Program Goals can be edited manually or by using a batch process. Edit a Program Goal to change the Program Goal's properties such as its name, attachments, start or end dates. Edit a Program Goal to view and manage the alignments of other Standards, Goals or Objectives in the system, or to associate a Rubric to the Program Goal.

Removing a Program Goal

Program Goals can be removed by selecting the goal and clicking Remove. Any alignments and associations for that goal are lost, however associated Rubrics and aligned goals remain in the system.

Customizing the List Page for Program Goals

Unit Managers have the right to add columns of data, remove columns of data, change the order of the columns, and change the column headers. Removing a column does nothing to the data; it simply removes it from the list page. Changing the column header does not impact the field label on the form. Customized list pages appears the same for all users accessing the Unit.

Course Objectives

Overview

Courses offered at an institution vary widely and are owned by many different Units. Each course has certain objectives that students strive to meet within the timeframe of the course. Course Objectives are measurable and students are assessed against them using identified criteria. Course Objectives can have very concrete criteria such as range of acceptable test scores that translate into grades, or criteria that are measured by projects demonstrating particular abilities such as critical thinking, expository writing, or scientific analysis.

Once Course Objectives have been set and added to the system, they can be associated with instruments to measure the level of achievement. Course Objectives can also be associated with Rubrics to evaluate any criteria and performance indicators for the objective.

Course Objectives can be aligned with other Standards, Objectives, and Goals in the system to analyze how they contribute to the achievements of other Courses, Programs, Units, and the institution as a whole.

Course Objectives can be integrated with Blackboard Learning System. Learning System Course participants are able to view the Course Objectives as defined in the Outcomes System, thereby integrating the Blackboard Outcomes System with the Blackboard Academic Suite.

The information required for defining the creation of new Course Objectives within an institution is determined by the institution and is controlled by a configurable form available in the Template Builder located on the Administration Panel. Depending on the individual requirements of a Course Objective's definition, data collection fields that reflect the types of data desired can be added. For more information see Configuration.

The list page that displays all the Course Objectives can be modified so that columns can be added, removed, or reordered. The header of the columns can be renamed as well. These modifications display the most useful information to users working in the application.

Adding a Course Objective

Course Objectives are created within a Course using the Features menu. Course Objectives can be added manually or they can be batch added. Course Objectives that are made Public appear to all users on their list pages. Course Objectives that are not public appear only to the users in the owning Unit.

Note	**Note**: Course Objectives are not accessible from the Unit home page or the Program home page so users cannot see a list of all Course Objectives for all Courses in a Unit. This is done using Reporting.

Editing a Course Objective

Course Objectives can be edited manually or by using a batch process. Edit a Course Objectives to change the Course Objective's properties such as its name, attachments, start or end dates. Edit a Course Objectives to view and manage the alignments of other Standards, Goals, or Objectives in the system, or to associate a Rubric to the Course Objectives.

Removing a Course Objective

A Course Objective can be removed by selecting it and clicking **Remove**. Any alignments and associations for that Objective are lost, however associated Rubrics and aligned Goals remain in the system.

Customizing the List Page for Course Objectives

Unit Managers have the right to add columns of data, remove columns of data, change the order of the columns, and change the column headers. Removing a column does nothing to the data; it simply removes it from the list page. Changing the column header does not impact the field label on the form. Customized list pages appear the same for all users accessing the Unit.

Course Objectives and Course Connections

After Course Objectives are added to a Course in Blackboard Outcomes, they can be connected to a course in the Learning System. The instructor for the Learning System course can view the Course Objectives from the Course Control Panel to help ensure that material being delivered in the course meets stated objectives. Students can view the Course Objectives from the Tool Panel, encouraging student-centered learning.

To connect Course Objectives to an existing Learning System Course follow these steps:

1. Add Course Objectives to an Outcomes Course.
2. Add Course Sections to the Outcomes Course.
3. Edit the properties of the Course Section to add the Learning System Course by browsing for the Course.
4. Click **Submit**.
5. Navigate to the Learning System Course and click **Course Tools** to see the Student View or Control Panel > Course Objectives to see the Instructor View.

Educational Experiences Objectives

Overview

Educational Experiences offered at an institution vary widely and are owned by many different Units. Each Educational Experience has certain objectives that students strive to meet within the timeframe of the course. Educational Experiences Objectives are measurable and students are assessed against them using identified criteria. Educational Experiences Objectives can have very concrete criteria such as a minimum number of hours spent doing community service, or criteria that are measured by projects demonstrating particular abilities such as project planning, service leadership, or public speaking.

Once Educational Experiences Objectives have been set and added to the system, they can be associated with instruments to measure the level of achievement. Educational Experiences Objectives can also be associated with Rubrics to evaluate any criteria and performance indicators for the objective.

Educational Experiences Objectives can be aligned with other Standards, Objectives, and Goals in the system to analyze how they contribute to the achievements of other Educational Experiences, Courses, Programs, Units, and the institution as a whole.

Educational Experiences Objectives can be integrated with Blackboard Learning System. Learning System Course participants are able to view the Educational Experiences Objectives as defined in the Outcomes System, integrating the Blackboard Outcomes System with the Blackboard Academic Suite.

The information required for defining the creation of new Educational Experiences Objectives within an institution is determined by the institution and is controlled by a configurable form available in the Template Builder located on the Administration Panel. Depending on the individual requirements of an Educational Experiences Objective's definition, data collection fields that reflect the types of data desired can be added. For more information see Configuration.

The list page that displays all the Educational Experiences Objectives can be modified so that columns can be added, removed, or reordered. The header of the columns can be renamed as well. Use these modifications to display the most useful information to users working in the application.

Adding an Educational Experiences Objective

Educational Experiences Objectives are created within an Educational Experiences using the Features menu. Educational Experiences Objectives can be added manually or they can be batch added. Educational Experiences Objectives that are made Public appear to all users on their list pages. Educational Experiences Objectives that are not public appear only to the users in the owning Unit.

Note	**Note**: Educational Experiences Objectives are not accessible from the Unit home page or the Program home page so users cannot see a list of all Educational Experiences Objectives for all Educational Experiences in a Unit. This is done using Reporting.

Editing an Educational Experiences Objective

Educational Experiences Objectives can be edited manually or by using a batch process. Edit an Educational Experiences Objectives to change the Educational Experiences Objective's properties such as its name, attachments, start or end dates. Edit an Educational Experiences Objectives to view and manage the alignments of other Standards, Goals, or Objectives in the system, or to associate a Rubric to the Educational Experiences Objectives.

Removing a Educational Experiences Objective

An Educational Experiences Objective can be removed by selecting it and clicking **Remove**. Any alignments and associations for that objective are lost, however associated Rubrics and aligned Goals remain in the system.

Customizing the List Page for Educational Experiences Objectives

Unit Managers have the right to add columns of data, remove columns of data, change the order of the columns, and change the column headers. Removing a column does nothing to the data; it simply removes it from the list page. Changing the column header does not impact the field label on the form. Customized list pages appear the same for all users accessing the Unit.

Educational Experiences Objectives and Course Connections

After Educational Experiences Objectives are added to an Educational Experience in Blackboard Outcomes, they can be connected to a course in the Learning System. The instructor for the Learning System course can view the Educational Experiences Objectives from the Course Control Panel to help ensure that material being delivered in the course meet stated objectives. Students can view the Educational Experiences Objectives from the Tool Panel enforcing Student Centered Learning.

To connect Educational Experiences Objectives to an existing Learning System Course follow these steps:

1. Add Educational Experiences Objectives to an Outcomes Educational Experience.
2. Add an Educational Experiences Section to an Outcomes Educational Experience.
3. Edit the properties of the Educational Experience Section to add the Learning System Course by browsing for the Course.
4. Click **Submit**.
5. Navigate to the Learning System Course and click **Course Tools** to see the Student View or Control Panel > Course Objectives to see the Instructor View.

Alignment

Overview

Once created, Standards, Objectives, and Goals need to be aligned with Unit, Program, Course and Educational Experience Goals and Objectives so that reporting can take place. By using Alignment the ways that different institutional goals relate to one another and relate to external or internal standards can be discerned.

Alignment always occurs between Goals or between Goal and Standard Categories. The Goals of one Course, Program or Unit can be aligned with the Goals of one or many other Course, Program, or Unit Goals; and Standards Categories. By aligning Goals and Standards, complex reporting can be achieved. For example, the Program Goal of students demonstrating critical thinking skills for a Bachelor of Science degree can be aligned with the Course Objectives for multiple courses offered by different Units such as Modern English Literature, Concepts of Industrial Design, and Techniques in Molecular Biology. Critical thinking skills can be measured and demonstrated differently for each course in each Unit, but the Goal itself remains constant throughout and can be aligned from the course level to the program level.

Managing Alignments

Overview

Before Alignment can take place, Course Objectives, Educational Experience Objectives, Program Goals, Unit Goals, and Standards must be added to Blackboard Outcomes System. Users are then able to create alignments between Standards, Objectives, and Goals that they have privilege to and those that are made public by other users.

Adding Alignments

To add an Alignment to an existing Course Objective, Educational Experience Objective, Program Goal, or Unit Goal, follow these steps:

1. Navigate to that Goal or Objective.
2. Click **Modify**.
3. Select **Alignments**.
4. Click **Add**.
5. Search for and then select the desired Standard, Objective, or Goal.
6. Click **Submit**.

Standards, Objectives, and Goals may be aligned with multiple Standards, Objectives, and Goals to mirror the different ways that these entities interrelate at an institution. For example, an external Program Standard from an accreditation agency might align with many Course and Educational Experience Objectives to provide information about how each Course and Educational Experience supports the overall Program Goal and Program Standard.

Removing Alignments

Alignments may be removed by selecting the Alignment and clicking **Remove**. After an Alignment has been removed, future reporting data may be affected.

Educational Programs

Overview

The curricula of schools, made up of Courses, Educational Experiences and Programs, are widely variable. Each institution as well as each department within an institution may have a unique system for defining programs of study and for creating the Courses and other Educational Experiences that combined make up programs of study. Processes for allocating resources and scheduling for the Sections of each Course and Educational Experience also vary from institution to institution and from department to department.

Programs of study and their components change over time as current research uncovers new data, technology presents new ways of teaching and learning, and the need for new skills and abilities evolves. By adding Program, Course, Educational Experience and Section information to Blackboard Outcomes System, a method for ongoing assessment of these entities is set up. This assessment process impacts planning, curriculum development, professional development, budget and time allocations. More broadly, the assessment process clarifies how a Program, Course, or Educational Experience presents itself within the institution and the outside world.

This assessment process also ensures performance, integrity, and quality of educational institutions to the educational community and the general public. Program and course review affirms confidence in the institution by demonstrating that the programs offered to students are based on acknowledged standards, taught by qualified personnel, and provide the necessary opportunities for student achievement and success.

In this part

Part 3 contains the following Sections.

Section	Description
Section 1 Programs	Managing Programs within a Unit
Section 2 Courses and Educational Experiences	Managing Courses and Educational Experiences
Section 3 Sections	Managing Sections of Courses and Educational Experiences
Section 4 Affiliations	Managing Person Record and the Affiliations they have to Units, Program and Sections

Programs

Overview

Programs are owned by Units and represent defined courses of study that have specific standards and goals associated with them. A Program is defined at the system or Unit level and can represent a degree, a subject major, a subject minor, a certificate, a certification, or any other measurable achievement as defined by the institution.

Programs are made up of collections of Courses and Educational Experiences. These Courses and Educational Experiences may have pre-requisites, co-requisites, and other criteria. Course and Educational Experiences in a Program are associated with objectives that are based on what the expected outcomes a student achieves upon completion of the program. For example, a Major in Visual Arts is a program that is associated with 10 courses in the Visual Arts Department. Each course has a set of objectives for students and these objectives taken together provides students with the means of obtaining the goals for the program, one such goal being “Visual Literacy as demonstrated by a portfolio of critical reviews of master works of art.” Another example, a Bachelor of Science degree is a program associated with over 300 courses in the College of Arts and Sciences and the College of Engineering and its goals are set by defining the number of credit hours and level of courses students must take fulfill the requirements for the degree.

Once added to the system, each Program has its own homepage. The homepage for a Program becomes the location from which Program features can be accessed. Reporting and program management also occur from the Program homepage.

Adding a Program

Programs can be added manually or they can be batch added from the Administration Panel or from any Unit. Programs that are made Public appear to all users on their list pages. Programs that are not public appear only to the users in the owning Unit.

The information required for defining the creation of new Programs within an institution is determined by the institution and is controlled by a configurable form available in the Template Builder located on the Administration Panel. Depending on the individual requirements of a Program’s definition, data collection fields that reflect the types of data desired can be added. For more information see Configuration.

The list page that displays all the Programs within a Unit can be modified so that columns can be added, removed or reordered. The header of the columns can be renamed as well. Use modifications to display the most useful information to users working in the application.

Program Features

Overview

Programs make up the curricula of educational institutions. An integral part of curricula development is the definition of learning outcomes and an assessment strategy that is associated with those outcomes. Another part of curricula development is mapping the scope and sequence of courses within Programs to the scope and sequence of previous and subsequent Courses and Educational Experiences.

Because the development and assessment of Programs is multi-faceted and evolves over time, Programs within Blackboard Outcomes System have many features that connect with different entities in the system. The Features menu on the homepage of a Program contains links to view and manage available features. The ability to view and manage features depends upon a user's roll within the Unit that owns the program.

360º Views

A 360º View of a Program displays a complete summary report delivered in HTML format detailing the properties of the Program and all of its associated entities. The 360º View of a Program displays:

- Associated Courses and Educational Experiences
- Improvement Projects
- Program Goals
- Curriculum Maps
- Rubrics
- Artifact Templates
- Portfolio Templates
- Surveys
- Course Evaluations
- Workspaces

After opening the 360º View, users can drill down into existing associated entities by clicking on the 360º View icon for that entity.

Customizing the List Page for Programs

Program Managers have the right to add columns of data, remove columns of data, change the order of the columns, and change the column headers on the list page for Programs. Removing a column does nothing to the data; it simply removes it from the list page. Changing the column header does not impact the field label on the form. Customized list pages appear the same for all users accessing the Program.

Associate Courses and Associate Educational Experiences

To define which Courses and Educational Experiences are part of a specific Program, they must be associated with that Program.

To associate a Course or Educational Experience with a Program, follow these steps from the program homepage:

1. Click **Associated Courses** or **Associated Educational Experiences**.
2. Click **Associate Courses** or **Associate Educational Experiences**.
3. Browse for the Course or Educational Experience.
4. Select the Course or Educational Experience in the pop-up window.
5. Click **Submit** in the pop-up window.
6. Click **Submit** to associate the Course or Educational Experience.

Any Course or Educational Experience that is Public or that the user has permission to see appears in the selection list. Courses or Educational Experiences from one Unit may be associated with a Program in a different Unit.

Course and Educational Experiences that are associated with a Program may be automatically added to Curriculum Maps for that Program. See Curriculum Map for more information.

Improvement Projects

Improvement Projects for a Program are the individual tasks and procedures that are undertaken to measure its progress toward a set of Standards, Objectives, and Goals. Improvement Projects are made up of multiple activities that are centered on one or more objectives. For example, an Improvement Project for an associate's degree for medical laboratory assistant might be created to find out if the program is meeting the standards put forth by the specialized accreditation agency, Commission on Allied Health Education Programs.

Improvement Projects can link goals and objectives to one or more instruments (Portfolio Templates, Surveys, Course Evaluations) to measure outcomes as another part of the project. The Improvement Project cited in the example above would include student evaluations of the courses associated with the degree for medical laboratory assistant, a survey sent to area employers of recent graduates from the program, and student portfolios demonstrating the communication skills medical laboratory assistants need to be successful.

Program Goals

Program Goals are the objectives of a specific Program. An example of a Program Goal is students graduating with a BA degree will demonstrate critical thinking skills in projects, writing, and oral presentations.

Program Goals can be added manually or they can be batch-added from the Administration Panel or from any Unit. Program Goals that are made Public appear to all users on their list pages. Program Goals that are not public appear only to the users in the owning Unit. Program Goals may be automatically added to Curriculum Maps for that Program. See Curriculum Maps for more information.

Program Goals have a 360º View Report available for the list Program Goals list page. This report contains:

- Program Goal properties
- Associated Course and Educational Experiences
- Improvement Projects
- Curriculum Maps

- Rubrics
- Surveys
- Course Evaluation
- Portfolio Templates
- Artifact Templates

The information required for defining the creation of new Program Goals within an institution is determined by the institution and is controlled by a configurable form available in the Template Builder located on the Administration Panel. Depending on the individual requirements of a Program's definition, data collection fields that reflect the types of data desired can be added. For more information see Configuration.

The list page that displays all the Program Goals within a Unit can be modified so that columns can be added, removed, or reordered. The header of the columns can be renamed as well. Use these modifications to display the most useful information to users working in the application.

Curriculum Maps

Curriculum Maps are dynamic time-based grids that are used to align Goals to Courses and Educational Experiences in order to identify redundancies or gaps in the curriculum. Courses, Educational Experiences, and Program Goals that have been added to a Unit can be automatically included in Curriculum Maps when they are created. Individual Courses, Educational Experiences, and Program Goals may be added manually. Blank rows and columns may be added as placeholders for entities that do not yet exist in the system. Programs may have multiple Curriculum Maps.

The space in the grid that is created at the intersection of a row and column is used to describe the level of support the course provides for the goal. There are five levels of support a course can provide for a goal:

- Introduce
- Emphasize
- Reinforce
- Assess
- Not Applicable

For more information on creating and using Curriculum Maps, see Curriculum.

Rubrics

A Rubric is an evaluation tool that is used to assess work against a predefined set of Goals or Objectives. A Rubric is displayed as a grid that lists the criteria for meeting goals in rows and the performance indicators that rate the level of achievement of those goals as columns. A Rubric can generate a numerical score as part of the performance indictor or remain non-numeric.

A Rubric can be used to assess a Program by adding the different Goals of the Program and the performance indicators for those Goals. The Rubric can then be shared and used by self-study committees, curriculum committees and accreditation committees to standardize the assessment process.

For more information see Curriculum.

Outcomes Portfolios

Outcomes Portfolios are formatted sets of materials based on a PortfolioTemplate that represent achievements over time. They may contain samples of writing, projects, graphs, illustrations, photographs, and multimedia that act as evidence for attaining specific Program Goals. A Rubric may be attached to a Portfolio Template for evaluation purposes, both self-evaluation and formal review.

Outcomes Artifacts

Outcomes Artifacts are individual samples of work, based on an Artifact Template and used to demonstrate achievement of Standards, Objectives, and Goals. Outcomes Artifacts may be included in Outcomes Portfolios or evaluated separately. A Rubric may be attached to an Artifact Template for evaluation purposes.

Surveys

Surveys are an important part of gathering data in support of institutional effectiveness and student achievements. They provide indirect measurements of student learning by relying on self-reported data and implied success. For example, if students are employed in their fields of study within twelve months of graduating, they must have mastered the objectives of their programs.

Course Evaluations

Course Evaluations are an important tool for gathering data in support of Course and Program quality, effectiveness, and student satisfaction. They are a direct method of feedback used to improve teaching and learning.

Workspaces

Workspaces provide a place to work collaboratively or alone. Workspaces can be used to create and test Surveys and Course Evaluations before moving them to a wider Unit, for example. A single individual may have a private Workspace, or a committee might share a Workspace.

Program Reports

Overview

Taking the forms of charts and tables as well as downloadable data, Reports summarize data collection for analysis and display. Reporting collects system data in a way that allows it to be analyzed and to display the results of assessment. Reports are relevant to every institutional stakeholder, from the president and provost, to faculty and staff members, accreditation committees, deans and department chairs, students, parents, and the community. Reports are used by many different people on a regular basis to help them make timely decisions, such as assessing whether a program's objectives need updating, if courses are achieving desired learning outcomes, if an instrument used for evaluating learning is effective, or if the institution is the right place to enroll.

Run Reports

View summary information to assess and evaluate performance at the Program level.

View Report Archives

A report that is saved is added to the Report Archive. A saved Report is a snapshot in time of the data collected in the system.

Managing Programs

Overview

Programs are managed by controlling the Program Properties, the Users who have access to the entities within a Program, the Program's Person Record Affiliations, and the Content and Collaboration sites linked to the Program.

Program Properties

The properties of a Program are defined by the Programs template available in the Template Builder located on the Administration Panel. The properties of a Program can be modified by clicking **Properties: Program**.

Users

Add and remove users and assign Program roles using the **Users** link. Programs are a context within Blackboard Outcomes System and as such have their own sets of users that have permissions to access and manipulate entities that are part of the Program. For more information on contextual roles, see Part 1 Section 2 Access Control.

Affiliations

Person Records in the system must be affiliated with a Program in order to be added to any Distribution Lists for Surveys, Course Evaluations or Outcomes Portfolios. Person Records also must be affiliated with the Program in order to have their data added to any reports generated from the Program based on enrollment or other person-centered information. Person-centered information could include, for example, students that are enrolled in a Program, the instructors who are teaching Courses in the Program, the department chairs whose faculty members teach the Courses in the Program, and curriculum committee members who are reviewing the Program. For more information on Person Records and Affiliations, Affiliations.

Content Collection and Collaboration Site

The **Collaboration Site** button links to one Organization through the Blackboard CommUnity System so that the Program has communication and collaboration tools available. The Organization that the Program links to must be created separately using the Administration Panel. Selection of an Organization does not enroll the Program users in the Organization. Enrollment must be established separately and is not impacted if this connection is later removed.

The **Content Collection** button links to the Content System so that documents and other files can be stored in a common folder.

Courses and Educational Experiences

Overview

Courses are made up of sets of materials and tools that are organized to help students achieve specific objectives. Courses are described in an institution's course catalog, are often assigned a certain level of difficulty or targeted audience, may have prerequisites, and can have a defined place within the structure of a Program. For example, a Course on Educational Psychology may be targeted for second year Education and Psychology majors and have a prerequisite of Psy101A and Psy101B. This might be a required course for Education majors and an elective for Psychology majors.

Educational Experiences are made up of sets of materials and experiences that are organized to help students achieve specific skills or objectives, for example, student teaching. Educational Experiences represent specific events that are part of a Program but do not follow the conventions of a Course. Educational Experiences can correspond to internships, practicum, seminars, workshops, study abroad, community service projects, and life experiences.

Adding a Course or Educational Experience

Course and Educational Experiences can be added manually or they can be batch added from the Administration Panel or from any Unit. Course and Educational Experiences that are made Public appear to all users on their list pages. Course and Educational Experiences that are not public appear only to the users in the owning Unit.

The information required for defining the creation of new Course and Educational Experiences within an institution is determined by the institution and is controlled by a configurable form available in the Template Builder located on the Administration Panel. Depending on the individual requirements of a Course or Educational Experiences' definition, data collection fields that reflect the types of data desired can be added. For more information see Configuration.

The list page that displays all the Course and Educational Experiences within a Unit can be modified so that columns can be added, removed, or reordered. The header of the columns can be renamed as well. Use these modifications to display the most useful information to users working in the application.

Course and Educational Experience Features

Overview

Course and Educational Experiences are the building blocks that make up a program of study. An integral part of curricula development is the definition of learning outcomes and an assessment strategy that is associated with those outcomes. Another part of curricula development is mapping the scope and sequence of courses within programs to the scope and sequence of previous and subsequent courses and educational experiences.

Because the development and assessment of Course and Educational Experiences is multi-faceted and evolves over time, Course and Educational Experiences within Blackboard Outcomes System have many features that connect with different entities in the system. The Features menu on the homepage of a Course or Educational Experiences contains links to view and manage available features. The ability to view and manage features depends upon a user's role within the Unit that owns the Course or Educational Experiences.

360º Views

A 360º View of a Course or Educational Experiences displays a complete summary report delivered in HTML format detailing the properties of the Course or Educational Experiences and all of its associated entities. The 360º View of a Course or Educational Experiences displays:

- Course or Educational Experiences Properties
- Course or Educational Experiences Objectives
- Associated Courses and Educational Experiences
- Improvement Projects
- Curriculum Maps
- Rubrics
- Surveys
- Course Evaluations
- Portfolio Templates
- Artifact Templates

After opening the 360º View, users can drill down into associated entities by clicking on the 360º View for that entity.

Customizing the List Page for Courses and Educational Experiences

Program Managers have the right to add columns of data, remove columns of data, change the order of the columns, and change the column headers on the list page for Courses and the list page for Educational Experiences. Removing a column does nothing to the data; it simply removes it from the list page. Changing the column header does not impact the field label on the form. Customized list pages appear the same for all users accessing Courses or Educational Experiences.

Sections

The individual instances of Courses and educational Experiences that have places, dates, times, and people associated with them are referred to as Sections. Sections are usually represented by the course schedule produced by the registrar's office. A single Course or Educational Experience may have many Sections. Each Section is affiliated with faculty and students Person Records. See Sections for more information.

Course and Educational Experiences Objectives

The goals of a specific Course are Course Objectives. Individual Courses have many objectives. An example of a Course Objective for a molecular biology course may be as follows: students will be able to design and execute an experiment that manipulates a property of a bacterial gene. The goals of a specific Educational Experience are Educational Experience Objectives. Individual Educational Experiences have many objectives.

Rubrics

A Rubric is an evaluation tool that is used to assess work against a predefined set of Objectives. Applying the same Rubric to a project given in all Sections of a Course standardizes the assessment process for all students across all the Sections of that Course.

Outcomes Artifacts and Outcomes Portfolios

Outcomes Portfolios are sets of materials based on a Portfolio Template that represent achievements over time. They may contain samples of writing, projects, graphs, illustrations, photographs, and multimedia that act as evidence for attaining specific Course Objectives. A Rubric may be attached to a Portfolio Template for evaluation purposes, both self-evaluation and formal review.

Outcomes Artifacts are individual samples of work based on an Artifact Template and used to demonstrate achievement of Standards, Objectives, and Goals. Outcomes Artifacts may be included in Outcomes Portfolios or evaluated separately. A Rubric may be attached to an Artifact Template for evaluation purposes.

Surveys

Surveys are an important part of gathering data in support of institutional effectiveness and student achievements. They provide indirect measurements of student learning by relying on self-reported data and implied success. For example, if a student Survey sent to recent graduates finds that students are employed in their fields of study within twelve months of graduating, they must have mastered the objectives of their programs.

Course Evaluations

Course Evaluations are an important tool for gathering data in support of Course and Program quality, effectiveness, and student satisfaction. They are a direct method of feedback used to improve teaching and learning.

Workspaces

Workspaces provide a place to work collaboratively or alone. Workspaces can be used to create and test Surveys and Course Evaluations before moving them to a wider Unit, for example. A single individual may have a private Workspace, or a committee might share a Workspace.

Course Reports

Overview

Taking the forms of charts and tables as well as downloadable data, reports summarize data collection for analysis and display. Reporting collects system data in a way that allows it to be analyzed and to display the results of assessment. Reports are relevant to every institutional stakeholder, from the President and Provost to faculty and staff members, accreditation committees, deans and department chairs, students, parents, and the community. Reports are used by many different people on a regular basis to help them make timely decisions, such as assessing whether a program's objectives need updating, if courses are achieving desired learning outcomes, if an instrument used for evaluating learning is effective, or if the institution is the right place to enroll.

Run Reports

View summary information to assess and evaluate performance at the course level.

Report Archives

The Report Archive is a repository for stored reports. A stored Report is a snapshot in time containing static data as it existed at the moment the report was run and saved. To see the latest view of a Report, run the Report again.

To remove a stored Report, select the report and click **Remove**. Removing a stored Report does not remove the Report definition, merely the saved version of that Report.

Managing Courses

Overview

Courses are managed by controlling the Course Properties, the users who have access to the Course, and the Content Collection and Collaboration Site links to the Course.

Properties

The properties of a Course are defined by the Courses template available in the Template Builder located on the Administration Panel. Click **Properties: Course** to modify the properties of a course.

Users

Add and remove users and assign Course roles using the **Users** link. Courses are a context within Blackboard Outcomes System and as such have their own sets of users that have permissions to access and manipulate entities that are part of the Course. For more information on contextual roles, see Access Control.

Content Collection and Collaboration Site

The **Collaboration Site** button links to one Organization through the Community System so that the Course has communication and collaboration tools available. The Organization that the Course links to must be created separately using the Administration Panel. Selection of an Organization does not enroll the Course users in the Organization. Enrollment must be established separately and is not impacted if this connection is later removed.

The **Content Collection** button links to the Content System so that documents and other files can be stored in a common folder.

Sections

Overview

The individual instances of Courses and Educational Experiences that have places, dates, times, and people associated with them are referred to as Sections. Sections are usually represented by the course schedule produced by the registrar's office. A single Course or Educational Experience may have many Sections. Each Section is affiliated with faculty and students' Person Records. Sections are always owned by Courses. Sections cannot be moved without moving the owning Courses.

Individual Sections can be linked to the Learning System using Course Connections so that the Objectives of the Course that have been entered into Blackboard Outcomes System can be viewed by instructors and students within the Learning System course, encouraging student-centered learning.

Adding and Modifying a Section

Sections can be added and modified singly or they can be batch-added or modified from the Administration Panel or from any Unit. Sections that are made Public appear to all users on their list pages. Sections that are not public appear only to the users in the owning Unit.

The information required for defining the creation of new Sections within an institution is determined by the institution and is controlled by a configurable form available in the Template Builder located on the Administration Panel. Depending on the individual requirements of a Section's definition, data collection fields that reflect the types of data desired can be added. For more information see Configuration.

The list page that displays all the Sections within a Unit can be modified so that columns can be added, removed, or reordered. The header of the columns can be renamed as well. Use these modifications to display the most useful information to users working in the application.

Section Affiliations

Person Records in the system must be affiliated with a Section in order to be added to any Distribution Lists for Surveys, Course Evaluations, or Evaluation Portfolios. Person Records also must be affiliated with the Section in order to have their data added to any Reports generated from the Section based on enrollment or other person-centered information. Person-centered information could include, for example, students that are enrolled in a Section, the instructors who are teaching Sections in a Program, the department chairs whose faculty members teach the Sections of Courses in a Program, and curriculum committee members who are reviewing the Sections of a Course. For more information on Person Records and Affiliations, see Affiliations.

Sections and Course Connections

After Course Objectives are added to a Course in Blackboard Outcomes, they can be connected to a course in the Learning System. The instructor for the Learning System course can view the Course Objectives from the Course Control Panel to help ensure that material being delivered in the Course meets stated objectives. Students can view the Course Objectives from the Tool Panel, encouraging student-centered learning.

To connect Course Objectives to an existing Learning System Course follow these steps:

1. Add Course Objectives to an Outcomes Course.
2. Add Course Sections to the Outcomes Course.
3. Modify the properties of the Course Section to add the Learning System Course by browsing for the Course.
4. Click **Submit**.
5. Navigate to the Learning System Course and click **Course Tools** to see the Student View or Control Panel > Course Objectives to see the Instructor View.

Affiliations

Overview

In Blackboard Outcomes System, Affiliations are the links between an institution' s constituents—people who are or have been associated in some way with the institution such as students, alumni, faculty, or staff—and the Units, Programs, and Sections that make up the departments and curriculum of that institution. These Affiliations make it possible to track and report on data regarding how people and the various parts of an institution interact.

Affiliations are made up of a Person Record and a connection to a Unit, Program, or Section within the institution. Person Records allow an institution to enter and manage data elements regarding constituents. Affiliations connect the constituent's data with Units, Programs, and Sections. Most Person Record data is directly populated from the institution's Student Information System (SIS) and regularly updated to load additional records, and to capture modifications needed to existing Person Records. Department chairs and deans (and their respective administrative support staff) generate reports comparing various data elements of Person Records within their respective Units, Programs, or Sections.

Person Records can be affiliated with multiple entities in Blackboard Outcomes, creating the basis for useful trend and comparison reports. For example, Person Records for all engineering majors are affiliated with the Unit that represents the School of Engineering, the University Unit, and the Student Placement Office Unit. Some of these records are also affiliated with discipline specific programs such as Computer Engineering and Biomedical Engineering, and others are affiliated with other programs and Units such as ESOL (English as a Second or Other Language) and Financial Aid. By affiliating the engineering students' Person Records with different Units, a survey can be sent to all graduating seniors from the Student Placement Office to determine post-graduate plans, an evaluation of the School of Engineering can be deployed to all sophomores, and a report can be run showing how many engineering students speak English as a second or other language.

Ultimately, Reports become part of an Assessment Project and may also become part of an Assessment Initiative. Reports measure expected outcomes against collected data. Analysis of the results of Reports can then be used as evidence for change, further study, or the basis of the next assessment cycle.

Person Records

Overview

Person Records are collections of data about institutional constituents such as students, alumni, faculty, and staff. Person Records represent one element of data in the system that can be affiliated with Units, Programs and Sections. These Affiliations are created so that Reports can be generated on aggregate numbers of constituents involved with teaching and attending courses, fulfilling Unit or Program Goals, and meeting Course Objectives. The data contained within Person Records may be used to create lists of persons to include in Surveys, Course Evaluations and other assessment tools.

> **Note**: Person Records are not Blackboard Outcomes System users or active system records for the Student Information System (SIS).

Adding Person Records

Person Records can be added manually or they can be batch-added from the Administration Panel. The information required for defining the creation of new Person Records within an institution is determined by the institution and is controlled by a configurable form available in the Template Builder located on the Administration Panel.

Only one Person Record Template can be active in the system at a time; although multiple Person Record forms can be created and saved for later use. Depending on the individual requirements of a Person Record's definition, data collection fields that reflect the types of data desired can be added. For more information see Configuration.

The list page in the Administration Panel that displays all the Person Records can be sorted by Person Information or Last Update. Searching capabilities are also present to assist with finding and modifying individual records.

Person Records that are made Public can be viewed and affiliated to Units, Program, and Sections by those Blackboard Outcome users who have permission to create Affiliations. Public Person Records may be viewed and added to Distribution Lists by those users who have permission to create Distribution Lists for instruments.

Modifying and Removing Person Records

Person Records can be modified one at a time from the Administration Panel, or they can be batch-modified.

Only one version of any Person Record exists at a time. Changes to Person Records are not stored.

Person Records that are removed from the system cause all Affiliations of that record to Units to also be removed. This action cannot be undone. If the record is added back to the system at a later date, any Affiliations also have to be re-added.

Person Record Reports

Person Record Reports that are available within the system include a Summary Report for one or more Persons, a Detailed Report for one or more Persons, and a Summary Report for one or more Persons and Affiliations for each Person.

Blackboard Outcomes users who have access to the Administrator Panel are able to access a list page containing all Affiliations for a Person Record. Within the list page search results for that Person Record search, there is a numeral representing the number of Person Record Affiliations for that Person Record. Click this Affiliations link numeral to display a list page that contains all Person Record Affiliations for that Person Record.

Creating Affiliations

Overview

Affiliations are the internal connections between Person Records and Units, Programs, and Sections. One Person Record may be affiliated with multiple entities; for example, a student may be affiliated with the Unit that represents the institution as a whole, the Unit that represents the student's major field of study, and the Unit that represents financial aid. This same Person Record may also be affiliated with a Program such as a Bachelor's degree, and all the Sections of the Courses the student was enrolled in during a particular time period.

Adding Affiliations

Affiliations can be added manually or they can be batch added from the Administration Panel or from any Unit, Program, or Section. Affiliations that are made Public appear to all users on their list pages. Affiliations that are not public appear only to the users in the owning Unit, Program or Section.

Note: Each affiliation must have its own unique Affiliation ID. The Blackboard Outcomes System can generate these IDs automatically, or they can be created by the institution. The advantage of creating institutional Affiliation IDs is that they can be coded in such a way as to provide some basic information. For example an Affiliation ID such as "2006_bio_CM_788903" is composed of the year, the Unit of Affiliation, the person's first and last initial, and the last six digits of their institutional ID number. An Affiliation ID generated by the Outcomes System would not have any defining characteristics.

The information required for defining the creation of new Affiliations within an institution is determined by the institution and is controlled by configurable forms available in the Template Builder located on the Administration Panel. Depending on the individual requirements of an Affiliation's definition, data collection fields that reflect the types of data desired can be added. For more information see Configuration.

The Template Manager can modify the Affiliation form(s) at any time. Updates appear next time an existing Affiliation using that form is viewed. If changes to the form include the addition of new required field, the Blackboard Outcomes User must provide an entry for the new required field next time the Affiliation record is modified through the user interface. If changes to the form include the removal of a field from the form, that field remains in the database. If a value had been entered for that field any existing Affiliation record, that value remains in the database for that Affiliation record unless that value was explicitly removed from that record prior to the field being removed from the form. A Blackboard Outcomes user can use Batch modify to update or remove fields in an Affiliation record that do not appear on the Affiliation form.

The list page that displays all the Affiliations within a Unit can be modified so that columns can be added, removed or reordered. The header of the columns can be renamed as well. Use these modifications to display the most useful information to users working in the application.

There is no aggregation of Person Record Affiliations from Sub-Units. For example, if the Blackboard Outcomes user navigates to a Unit and does a Person Record Affiliation search, matching Person Record Affiliations from Units, Programs, or Sections within that Operating Unit do not appear.

Modifying and Removing Affiliations

Affiliations can be modified manually or Batch modified for the Administration Panel or from any Unit, Program, or Section.

To remove an Affiliation, follow these steps:

1. Select the Person Record Affiliation’s associated checkbox
2. Click **Remove**.

Removing an Affiliation does not remove the Person Record.

Affiliations Reports

Affiliations Reports that are available within the system include a Summary Report for one or more Affiliations, and a Detailed Report for one or more Affiliations. Users may select whether the Report is to be generated only for Affiliations within to the specific Unit, Program, or Section, or if sub-entities are included.

Blackboard Outcomes users who have access to Administrator Panel are able to access a list page containing all Affiliations for a Person Record. Within the list page search results for that Person Record search, there is a numeral representing the number of Person Record Affiliations for that Person Record. Click the Affiliations link numeral to display a list page that contains all Person Record Affiliations for that Person Record.

Curriculum

Overview

The curriculum of any Program or course of study describes the path that learners progress along to obtain the knowledge and skills they need to meet the Objectives and Goals of the Program. Curricula are made up of various Courses and other Educational Experiences such as student teaching, study abroad, and internships that are arranged in a particular order and target specific learning objectives. This progression builds upon the skills and knowledge gained from earlier learning so that it can be applied to more advanced achievements.

Curricula evolve over time based upon new skills and knowledge that educators, parents, and the community deem necessary for citizenship, employment, and integration for students into society. Twenty years ago using personal computers was not part of the general curricula in colleges or high schools. Technological changes, pressure from the business community and changes in popular culture have revolutionized the use computers in education so that most high school and college students today have had computers as part of their curriculum since elementary school.

Curricula change is also driven by incorporating new discoveries and new technologies into existing programs. New research on how students learn impacts the structure and methodology of teaching. As research into how the brain works, how we communicate, and how we use technology is published, using that information to affect positive change becomes part of the mission of educational institutions.

Deciding what changes to make in a curriculum and when to make them can be a difficult task for instructors and administrators. Blackboard Outcomes System includes tools to help institutions define and examine existing curricula so that future changes can be systematically planned and based upon data collected by the institution. As changes to a curriculum take place, new learning outcomes are designed. Data can be collected based on measuring the new outcomes to gauge the success or failure of change, continuing the cycle of assessment to improve educational outcomes for all students.

In this part

Part 4 contains the following Sections.

Section	Description
Section 1 Curriculum Maps	How to add and modify Curriculum Maps
Section 2 Rubrics	How to add and modify Rubrics

Curriculum Map

Overview

The Curriculum Map is a tool used by educational institutions to validate the cohesiveness of their programs' curricula. By providing a simple tool that allows a Program to map connections between course offerings and goals, Blackboard Outcomes System can make curriculum planning more visible to external accreditation organizations, licensing agencies, and the state and federal government. Institutions are also able to use Curriculum Maps to address any shortcomings or overlaps in their current programs, and plan for future programs.

Elementary and secondary schools are able to use Curriculum Maps to ensure they are meeting national and state standards as well as meeting local school board requests for insight into the process of curriculum development. Elementary and secondary educators are subject to increasing pressure from initiatives like No Child Left Behind that require demonstrations of planning and coverage of many very specific criteria. Curriculum Maps assist schools and districts ensure they are meeting the learning needs of every student.

The Curriculum Map tool provides a Program with the means to record structured data in an easily readable and conventional format. The Curriculum Map can then be shared with multiple Blackboard Outcome users and stored for reference.

The Curriculum Map tool allows users to align courses and educational experiences to Program Goals, and display this information on a grid. The map can be created manually, or it can be automatically generated, populating all courses in a program on one axis, and the goals for that program on the other.

At the intersection of every row and column is a space to describe how a Course is supporting the Goals of the Program. Support of Goals is determined by the logical progression of concepts in each Course and move from being introduced, to being emphasized, being reinforced, and finally to being assessed. The definition of the Levels of Support may be user-defined and a description or explanation may also be included in the Comments section of the Levels of Support field to provide more information. These comments are included in the 360º View of the Curriculum Map.

Defining the Levels of Support

Each Unit may define its own levels of support within Curriculum Maps. These definitions apply to all Programs within a Unit. To change the Levels of Support definitions for a Unit:

1. Navigate to the Unit, and click **Settings** located on the Features menu.
2. Click **Curriculum Maps: Levels of Support.**
3. Click **Add** and fill in the properties to create a new level of support.
4. Click **Modify** to edit an existing level of support.
5. Click **Remove** to delete an existing level of support.

The example below shows how a Curriculum Map for a Program called "Biology Major" is being developed by a curriculum committee. Courses in any Unit that have been made public can be added as well as any courses in the Biology Department, the Unit that owns the Program. Comments are added by committee members and appear in the 360º View of the Curriculum Map.

Curriculum	Program Goals

Courses	Laboratory Safety	Laboratory Techniques	Scientific Method	Analyzing Data	Presenting Data	Technical Writing	Experimental Design
Introductory Biology	Not applicable	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
Introductory Biology Lab	Introduce	Reinforce	Reinforce	Emphasize	Emphasize	Emphasize	Emphasize
Organic Chemistry	Not applicable	Reinforce	Reinforce Emphasize	Reinforce Emphasize Assess	Reinforce Emphasize	Reinforce Emphasize Assess	Reinforce
Organic Chemistry Lab	Reinforce	Emphasize	Emphasize	Emphasize	Emphasize	Emphasize	Emphasize
Genetics	Not applicable	Emphasize	Emphasize	Emphasize Assess	Emphasize Assess	Emphasize Assess	Emphasize Assess
Genetics Lab	Reinforce Emphasize	Emphasize	Emphasize	Emphasize Assess	Emphasize Assess	Emphasize Assess	Emphasize Assess
Human Physiology	Not applicable	Not applicable	Reinforce	Reinforce Emphasize Assess	Reinforce Emphasize Assess	Reinforce Emphasize Assess	Not applicable
Molecular Biology	Not applicable	Emphasize Assess	Assess	Emphasize Assess	Emphasize Assess	Assess	Emphasize Assess
Molecular Biology Lab	Emphasize Assess	Emphasize Assess	Assess	Emphasize Assess	Emphasize Assess	Emphasize Assess	Emphasize Assess
Biochemistry	Not applicable	Emphasize	Assess	Emphasize Assess	Emphasize Assess	Emphasize Assess	Emphasize Assess
Biochemistry Lab	Emphasize Assess	Emphasize Assess	Assess	Assess	Assess	Assess	Assess
Independent Research	Assess	Assess	Assess	Assess	Assess	Assess	Assess

Not Applicable = This concept, idea, skill, technique, or method is not part of or is not covered by course material.

Introduce = This concept, idea, skill, technique, or method is introduced in the course. A foundation is created covering its historical evolution and rational its use.

Emphasize = This concept, idea, skill, technique, or method is emphasized in the course and students are given opportunities or explore its use, importance, and limitations.

Reinforce = This concept, idea, skill, technique, or method is reinforced in the course. Students are given opportunities to practice and perfect its use, apply it to novel situations and determine success or failure of the applications.

Assess = This concept, idea, skill, technique, or method is assessed in the course. Students are given opportunities to demonstrate their understanding and application under a variety of situations and in a variety of assignments.

Managing Curriculum Maps

Adding a Curriculum Map

A Curriculum Map plots Courses and Program Goals along the axes of a grid. Courses and Program Goals must be added to Blackboard Outcomes System before the Curriculum Map can be created automatically. Place holders for additional Courses (rows) and Program Goals (columns) can be manually added to an automatically generated map. A Curriculum Map also can be created manually by adding rows and columns singly.

Curriculum Maps belong to Programs, so access to the Curriculum Map tool is from a Program's homepage. To add a new Curriculum Map follow these steps:

1. Click **Curriculum Maps**.
2. Click **Add Curriculum Map**.
3. Fill out the Properties of the Curriculum Map.
4. Select the Creation Options to automatically include Courses, Educational Experiences and Program Goals in the Curriculum Map.
5. Click **Submit**.

Once added, a 360º View Report of the Curriculum Map becomes available by clicking the 360º View icon. This report contains links to other 360º View Reports and is formatted for printing.

Note	**Note**: The Template for Curriculum Maps is not available in Template Builder and cannot be edited.

Copying a Curriculum Map

Existing Curriculum Maps may be copied from the Curriculum Maps list page. A Curriculum Map that is copied is automatically named using the original map's name supplemented with a number in parenthesis, for example **Map Name (1)**. The first copy has (1) added to the end of the name, the second copy has a (2) and so on. A copy of a copy automatically is named using the copied map's name supplemented with a second number in parenthesis, for example **Map Name (1)(1)** and so on. Curriculum Map names may be changed by modifying the properties of the map.

Modifying a Curriculum Map

The properties of a Curriculum Map can be modified by clicking **Modify** > **Properties**. Curriculum Map properties appear in the 360º View Report and include:

- **Name** – This is a required field and must be filled out.
- **Description** – The description appears on the Curriculum Map list page and can help other users identify a specific map.
- **Public** – Curriculum Maps that are public are available to all users in the system. Maps that are not public only appear to users who are members of the Program that owns the map.
- **Term** – Click a Term to select it and associate it to the Curriculum Map. Multiple Terms may be selected by holding down **Shift** or **Ctrl** while clicking. Terms are added to the

system using the Administration Panel > Template Builder >Terms. Terms added to the system automatically populate the text box.

- **Status** – Select the status of a Curriculum Map from the drop-down list. Selections include Draft, Inactive, Active, and Complete.
- **Point of Contact** – Add a name or other information such as an email address so users may contact the author or owner of the Curriculum Map.

The Grid that makes up the Curriculum Map may be modified by clicking **Modify** > **Grid**. Columns and rows may be added or removed from the grid. The order of columns and rows may be changed using the drop-down numerical list.

The Levels of Support information located at the intersection of each row and column may be added, removed, or modified. Comments pertaining to the levels of support can be added, removed, or edited using the text box. All information entered here appear on the 360º View Report for that Curriculum Map.

Rubrics

Overview

A Rubric is an evaluation tool used to deliver clear, concise, and timely feedback. Rubrics promote consistency by using the same benchmarks for rating performance or achievement. Rubrics provide a visual representation of the components being rated such as tasks and assignments. They also describe what constitutes acceptable and unacceptable levels of performance for each component's outcome.

Rubrics are most commonly used for rating or scoring individual assignments within a Course. When the same Rubric is used across all Sections of a Course for a common assignment, students are consistently scored against the stated performance or achievement outcomes, promoting fairness, and generating data that can be used to measure larger trends across Courses and Programs.

Rubrics can be attached to Portfolio Templates and Artifact Templates giving students, faculty and others a format to give and receive feedback. Rubrics are also used to demonstrate how well a Unit, Program or Course is fulfilling a stated Standard, Objective, or Goal. Using the same Rubric to rate all programs offered at an institution standardizes the process of program review by providing a common rating and feedback tool for committee members, administrators and outside accrediting agencies. Administrators and committee members may also use Rubrics to display how Programs relate to the Mission of the institution.

Rubrics in Blackboard Outcomes System are presented as a grid with criteria outlined in rows and a performance indicator scale outlined in columns. Rubrics can be numeric attaching a numbered point scale to each level of performance indicator. Non-numeric Rubrics do not have a point scale but rely on the description of each level of performance for a rating. The headers for each column and row can be user-defined to describe the specific criteria and indicators. An inline editor is available at the intersection of each row and column so that a detailed description of what is being rated and how it is being measured can be included.

The example below represents a master non-numeric Rubric for peer course review. It is associated with the course standards that have been entered into the Standards Catalog. The Rubric has six rows with different criteria and three columns with levels of performance. At the intersection of each row and column a description of how the criteria are rated is presented.

	Performance Indicators		
Criteria	**Does not meet Course Standard**	**Meets Course Standard**	**Exceeds Course Standard**
Course Overview and Syllabus	A course overview is not present or is not clear and concise and can be subject to interpretation. A standard syllabus for all sections is not used by all teaching faculty. The sequence of material covered is not similar. Assignments are	Clear and concise course overview is present. Standard elements exist in the syllabus for all sections of the course. The sequence of material covered is similar. Assignments are similar.	Clear and concise course overview is present and posted in course catalog and in all online courses. A standard syllabus exists and is used for all sections of the course. The sequence of material covered is similar. Assignments are similar and use a standard grading rubric.

	not similar.		
Learning Objectives	Learning objectives are not present or are not clear and measurable.	Learning objectives are present for major assignments. They are clear and measurable by using assessments.	Learning objectives are present for all assignments and relate to the course overview and syllabus. Assessments are based on measuring stated learning objectives.
Assessment	Assessment of stated learning objectives does not occur in a regular and predictable way. Assessments are limited to a final exam or final project.	Assessments are linked to stated learning objectives and occur in a regular and predictable ways. Students can demonstrate mastery and achievement by making presentations, taking tests, and completing writing assignments.	Assessments are linked to stated learning objectives and measured/scored using rubrics. Students have the opportunity to demonstrate mastery and achievement of stated objectives using multiple self-selected and assigned methods including presentations, research, writing, group projects, peer review and exams.
Course Materials and Resources	Course materials and resources are limited to textbook or other required reading materials and the instructor.	Course materials include textbook and other reading material, audio visual or computer aided presentations, library reserve or special collections. Course resources include the instructor and other institutional professionals.	Course materials include textbooks, other reading material, audio visual and computer aided presentations, chat rooms, blogs, and discussion board, library and special collections items. Course resources include the instructor, institutional professionals, guest speakers and business leaders.
Learner Interaction	Students participate in class question and answer sessions and may be assigned a lab partner or small group to work with on a project.	Students are expected to participate in class to answer questions and lead discussions. Students are encouraged to work together and study together. At least one group project is part of the curriculum are part of class assessment.	Students are expected to participate in class and may plan and lead discussions. Students work together on multiple group projects taking different roles in each. Students use discussion boards and chat tools for peer review and assessment.
Course Technology	Technology used in class is limited to basic audio visual and/or lab equipment. Students are responsible for using the computer	Technology used in class can include audio visual equipment, sophisticated lab equipment such as a DNA sequencer or PCR machine, and computers for making	Technology used in class can include audio visual equipment, sophisticated lab equipment, computers for presentations and students' personal computers for note taking and file sharing. A rich

	lab or personal computer to complete assignments.	presentations. The course has a web-based component where students can use various tools to download documents, post assignments and check schedules	web-based course site is available for students to share work, complete assignments, do research, and interact. How students use technology is part of student assessment.

Managing Rubrics

Adding a Rubric

Rubrics can be added to Units, Workspaces, Programs, Courses, Educational Experiences, Sections, Portfolio Templates, and Artifact Templates.

To add a new Rubric follow these steps:

1. Click **Rubrics** from the Features menu of any of the contexts listed above.
2. Click **Add Rubric**.
3. Fill out the Rubric Information.
4. Fill out the Rubric Grid.
5. Click **Submit**.

Once added, a 360º View Report of the Rubric becomes available by clicking the 360º View icon. This report is formatted for printing and contains the Rubric grid, the Rubric properties and all associated Standards, Goals, Objectives, Portfolio Templates, and Artifact Templates.

> **Note**: The Template for Rubrics is not available in Template Builder and cannot be edited.

Copying a Rubric

Existing Rubrics may be copied from the Rubrics list page. A Rubric that is copied is automatically named using the original rubric's name supplemented with a number in parenthesis, for example **Rubric Name (1)**. The first copy has (1) added to the end of the name, the second copy has a (2) and so on. A copy of a copy is automatically named using the copied rubric's name supplemented with a second number in parenthesis, for example **Rubric Name (1)(1)** and so on. Rubric names may be changed by modifying the properties of the map.

Modifying a Rubric

The properties of a Rubric can be modified by clicking **Rubrics** > **Modify** > **Properties**. Rubric properties appear in the 360º View Report and include:

- **Name** – This is a required field and must be filled out.
- **Description** – The description appears on the Rubric list page and can help other users identify a specific map.
- **Public** – Curriculum Maps that are public are available to all users in the system. Maps that are not public only appear to users who are members of the Program that owns the map.
- **Key Words** – Adding relevant keys words enhances the searching capabilities of Blackboard Outcomes System so that users can find a rubric based on common search criteria.
- **Status** – Select the status of a Rubric from the drop-down list. Selections include Draft, Inactive, and Active.

- **Point of Contact** – Add a name or other information such as an email address so users may contact the author or owner of the Curriculum Map.
- **Date Created** – This attribute is populated by the system.
- **Date Last Modified** – This attribute is populated by the system.
- **Show Points** – Selecting this checkbox makes the Rubric numeric and display a point scale text box.

The Rubric may be modified by adding and removing columns and rows from the grid.

1. To add a row, click **Add Criteria**.
2. To add a column, click **Add Indicator**.
3. Edit the name of the criteria or indicator by clicking **Modify**.
4. Click **Remove** to delete a column or row.
5. The order of columns and rows may be changed using the drop-down numerical list.

Use the text box located at the intersection of each row and column to add descriptions and explanations of the criteria and indicators. All information entered here appears on the 360º View Report for that Rubric.

Viewing Existing Rubrics

Once a Rubric has been created within a Unit, other Unit level users can view it if the Rubric has been made public and the viewer is a member of that context.

Expand the view of listed Rubrics by clicking **Show Descendents** to view all Rubrics in all sub-contexts of the given Unit including Workspaces.

The expanded list includes all Rubrics that are public as well as all Rubrics that the user has access to by being a member of that Unit and all Sub-Units and related contexts.

The expanded view of Rubrics displays the context that created or owns each Rubric. This informs viewers of the level in which each Rubric exists. Clicking on the owner of the Rubric brings the user to that Unit.

Assessment

Overview

Assessment is a cyclical process of events undertaken to ensure the performance, integrity, and quality of educational institutions, their programs, and courses. This process affirms confidence in those institutions to the educational community and the general public. Assessment happens at many levels of an institution from large self-studies for accreditation purposes to small internal course reviews.

Although the specific procedures of assessment differ, the overall cycle remains the same. Institutional assessment at all levels has a planning phase to engage all stakeholders and define the expected outcomes, a measuring phase where data is collected and organized, and an improving phase where data is analyzed to compare the actual outcome to the expected outcome to find areas for improvement.

While individual goals for assessment vary by project and initiative, the overall goals of educational assessment are shared. They include:

- Cultivating excellence by developing criteria and guidelines for measuring educational quality and institutional effectiveness.
- Promoting continuous improvement through periodic self-study and evaluation.
- Certifying to the educational community, the general public, and other organizations that an institution has clearly defined and appropriate educational objectives.
- Demonstrating that the conditions exist under which those objectives can reasonably be achieved.
- Ensuring that the institution is substantially accomplishing their objectives, and that the institution is organized, staffed, and supported, with clear expectations that it will continue to be so.

The overarching theme of the challenges facing many institutions is that there is not an organized and collective process for evaluation and assessment. Blackboard Outcomes System provides the tools that can leverage technology to standardize processes, preserve data, and link Standards, Objectives, and Goals throughout an institution.

These tools make it easier to engage busy faculty and administrators by shortening the time they have to spend on committees, and simplifying the assessment processes for direct measures of student learning. At the same time the unique environments of individual departments and respect for academic autonomy and freedom are preserved.

In this part

Part 5 contains the following Sections.

Section	Description
Section 1 Improvement Initiatives	How to add and manage Improvement Initiatives
Section 2 Improvement Projects	How to add and manage Improvement Projects

Section 1—Improvement Initiatives

Overview

In academic institutions, multiple departments engage in similar or identical processes to assess themselves as part of a larger institution or college-wide initiative. The scope of these types of assessments involves many different Units and is generally initiated at the top levels of an institution's administration. Because these broadly focused types of assessment can include strategic planning, accreditation, and program assessment, they require the use of Improvement Initiatives.

Improvement Initiatives allow administrators at an institution to report on aggregated processes to generate a picture of Improvement Projects institution wide. Serving as an umbrella entity, Improvement Initiatives link the individual Improvement Projects used by different Units that gather data supporting institutional Standards, Objectives, and Goals that are relevant to their Programs and Courses.

Once an Improvement Initiative is created, users who are creating Improvement Projects in the same Unit or one of its Sub-Units are able to link their Improvement Project to the Improvement Initiative. This makes it possible for the users managing the Improvement Initiative to monitor the progress and report on findings of the linked Improvement Projects.

Improvement Initiatives begin at different times and span different time frames. For example, an Improvement Initiative might be created to allow reporting on a number of Improvement Projects created by different Units for accreditation purposes. In this case, the Improvement Initiative would be created at the start of the accreditation process, and change very little, if at all, during the entire process. When the various Improvement Projects are created, a link is made to the Improvement Initiative. Once the Improvement Initiative and associated Improvement Projects are created, use of the Improvement Initiative occurs only occasionally by the managers of the Improvement Initiative to check-in and report on the status of the associated Improvement Projects.

Adding an Improvement Initiative

Improvement Initiatives are created within a Unit using the Plan Measure Improve menu. Improvement Initiatives are added manually. Improvement Initiatives that are made Public appear to all users on their list pages. Improvement Initiatives that are not public appear only to the users in the owning Unit.

The information required for defining the creation of new Improvement Initiatives within an institution is determined by the institution and is controlled by configurable forms available in the Template Builder located on the Administration Panel. Depending on the individual requirements of an Improvement Initiative's definition, data collection fields that reflect the types of data desired can be added. For more information see Configuration.

Managing Improvement Initiatives

Overview

Improvement Initiatives are managed by controlling the initiative's Properties, the users who have access to the Improvement Initiative, the Improvement Initiative's Reports, and associated Improvement Projects.

Customizing the List Page for Improvement Initiatives

Unit Managers have the right to add columns of data, remove columns of data, change the order of the columns, and change the column headers on the list page for Improvement Initiatives. Removing a column does nothing to the data; it simply removes it from the list page. Changing the column header does not impact the field label on the form. Customized list pages appear the same for all users accessing the Improvement Initiative.

Improvement Initiative Properties

The properties of an Improvement Initiative are defined by the Improvement Initiative template available in the Template Builder located on the Administration Panel.

The properties of an Improvement Initiative can be modified by selecting **Modify** > **Properties: Improvement Initiative**.

Users

Add and remove users and assign Improvement Initiative roles using the Users link. Improvement Initiatives are a context within Blackboard Outcomes System and as such have their own sets of users that have permissions to access and manipulate the initiative. For more information on contextual roles, see Access Control.

Note

Note: There is no Participant Role within Improvement Initiatives.

Run Reports

Run reports that have been made available to the Improvement Initiative. Report definitions, availability, branding and scheduling are managed using the Administration Panel.

Report Archives

The Report Archive is a repository for stored reports. A stored Report is a snapshot containing static data as it existed at the moment the Report was run and saved. To see the latest view of a Report, run the Report again.

To remove a stored Report, select the Report and click **Remove**.

Removing a stored Report does not remove the Report definition, but merely the saved version of that Report.

Associated Improvement Projects

Improvement Initiatives can be associated with multiple Improvement Projects. The number of associated Improvement Projects appears as a numerical link on the list page for Improvement Initiatives. Clicking the link opens a page listing all the associated projects as well as their 360º View and other information.

Improvement Initiative managers have the ability to email users in any of the listed Improvement Projects by selecting one or more Improvement Projects and clicking **Email Improvement Project Users**. Improvement Initiative managers may click **Request Improvement Project Creation** to email Managers or Secure Managers in a Unit to request that they create a new Improvement Project in support of the Improvement Initiative.

360º View

A 360º View of an Improvement Initiative displays a complete summary report delivered in HTML format detailing the properties of the initiative and all of its associated Improvement Projects. After opening the 360º View, users can drill down into any associated project by clicking on the 360º View for that project.

Removing an Improvement Initiative

Removed an Improvement Initiative by selecting it and clicking **Remove**.

Removing an existing Improvement Initiative does not remove any associated Improvement Projects, but merely the association.

Managing Improvement Projects

Overview

Improvement Projects are managed by controlling the project's Properties, Objectives, Comments settings, Reports, the project's Forms, and the users who have access to the Improvement Project.

Customizing the List Page for Improvement Projects

Unit Managers have the right to add columns of data, remove columns of data, change the order of the columns, and change the column headers. Removing a column does nothing to the data; it simply removes it from the list page. Changing the column header does not impact the field label on the form. Customized list pages appear the same for all users accessing the Improvement Project.

Improvement Projects Properties

The properties of an Improvement Project are defined by the Improvement Project template available in the Template Builder located on the Administration Panel.

The properties of an Improvement Project can be modified by selecting **Modify** > **Properties**.

Basic properties include the name of the template and its description.

Improvement Projects Objectives

Each Improvement Project template has its own set of objective forms that determine the information and steps for adding and modifying objectives.

Objectives can be added to an Improvement Project by selecting **Modify** > **Objectives** > **Add Objective**.

Comments Settings

Comments can be added to an Improvement Project when made available using **Comments Settings**. Comments can be made public so that they are accessible by all users with access to the Improvement Project.

Reports

Run reports that have been made available to the Improvement Project. Report definitions, availability, branding and scheduling are managed using the Administration Panel.

Report Archives

The Report Archive is a repository for stored Reports. A stored Report is a snapshot in time containing static data as it existed at the moment the Report was run and saved. To see the latest view of a Report, run the Report again.

To remove a stored Report, select the Report and click **Remove**.

Removing a stored report does not remove the Report definition, but merely the saved version of that Report.

360º View

A 360º View of an Improvement Project displays a complete summary report delivered in HTML format detailing the properties of the project and all of its associated Improvement Project Objectives.

Removing an Improvement Project

Improvement Projects can be removed by selecting the initiative and clicking **Remove**.

Removing an existing Improvement Project does not remove any associated Improvement Initiatives.

Improvement Projects Forms

Blackboard Outcomes System has several default templates available for Improvement Projects. Each template has its own set of properties and objective forms that can be modified to suit an institution's business rules and unique processes.

Each Improvement Projects template also has a set of activity forms that are used to model the steps of the project. For example, the default template for a strategic planning improvement project has three activity forms that represent the steps in a strategic plan: Implementation, Analysis and Change Plan. These forms can be modified to suit an institution's business rules and unique processes. They can also be copied and then modified, adding new forms that represent new steps in the strategic plan.

Users

Add and remove users from the Unit that owns the Improvement Project using the **Users** link on the Plan Measure Improve Menu. Improvement Projects are a context within a Unit in Blackboard Outcomes System and as such have their own sets of users that have permissions to access and manipulate the project. For more information on contextual roles, see Access Control.

Evaluation

Overview

Evaluation in educational institutions is a process of determining merit, worth, and significance of student and faculty achievements, courses, programs, research projects, instructional methodology, and much more. Evaluation can take many forms, from examples of individual achievement such as student projects and faculty publications to anonymous survey and course evaluation responses. No matter the form, the goal of evaluation is to provide data based on direct and indirect measures upon which judgments can be made against the stated criteria. These judgments in turn can be used to provide the basis for strategic planning, programmatic change, funding, and accreditation designations.

One example of the direct measurement of individual achievement is evaluating a student's capstone project for a master's degree in teaching. A faculty committee reviews submitted student work to conduct the evaluation. The student work, in the form of a portfolio containing a variety of examples of assignments, is scored using a standard rubric. The rubric is based on a set of criteria created by the institution modeled on governmental standards as well as internal institutional standards and objectives. The method used for this evaluation of individual work ensures a fair assessment based upon that stated criteria for that student and all the other students in that program.

The data from this individual evaluation, when added to other student portfolios that are scored using the same criteria, can then be used in the aggregate to measure overall student achievement in a larger evaluation process of the master degree program itself. The evaluation of the master's degree program also uses course evaluations and a survey sent to local school systems inquiring about the significance of employing teachers with graduate degrees. Surveys and course evaluations measure indirect evidence of program outcomes. Taken together, both direct measures and indirect measures provide data that curriculum review committees and institutional administrators can use in support of changing and funding the program.

Blackboard Outcomes System offers instruments for measuring direct and indirect evaluation. Portfolio Templates and Artifact Templates provide a means for students, instructors, and other constituents to give and receive direct feedback on submissions of digital media. These instruments address growing requests for accountability and transparency by the government, students, their families, and the outside community.

Surveys and Course Evaluations provide a more traditional means for evaluating programs, courses, and instructors, relying on self-reported data and implied success. This means, for example, if surveyed students respond that they are employed in their fields of study within twelve months of graduating, they must have mastered the objectives of their programs. Providing a method to standardize the processes of surveying and course evaluating allows responses to be aggregated, and can save time, save money, and increases response rates.

In this Part

Part 6 contains the following Sections.

Section	Description
Section 1 Distribution Lists	How to create Distribution Lists used to deploy evaluation instruments.
Section 2 Portfolio	How to create Portfolio Templates and Artifact Templates, deploy them

Section	Description
Templates	to students, evaluate them and run reports on results.
Section 3 Surveys	How to design, deploy and report on Surveys.
Section 4 Course Evaluations	How to design, deploy and report on Course Evaluations.

Distribution Lists

Overview

Portfolio Templates, Artifact Templates, Surveys and Course Evaluations are all instruments used to collect data in order to measure expected outcomes. These instruments are deployed to recipients in a variety of ways. One way is to use a Distribution List. Distribution Lists allow a privileged user to define specific audiences or groups based on personal attributes or email addresses. Distribution Lists are defined independently and typically in advance of a deployment. They are saved and can be selectively shared so that others can use them to deploy instruments.

Access to define Distribution Lists are by default limited to privileged users that have the role of System Administrator, Outcomes Administrator or a defined flexible role with the privilege to create or modify Distribution Lists. The reason for this is to protect sensitive and potentially private data from general system access. Distribution Lists are accessed from the Discover Page.

Simple Distribution Lists can be created with as little information as a set of email addresses uploaded from a local drive. More complex Distribution Lists can be created using system-based personal attributes to select recipients based on demographic, program affiliations, or other criteria. Distribution Lists that are based on criteria can be generated at a specific point in time or at the time of deployment, ensuring that a new version of the list is used that includes any newly qualified recipients.

For example, a Survey targeted to recent alumni is deployed using a Distribution List that is made up the names and email addresses of students who graduated last year. The survey is sent once and responses are collected. The same survey can be used to compare results with a different Distribution List targeting alumni in a different graduating class.

Another example is the creation of a Distribution List based upon students affiliated with the Bachelor of Science degree program and enrolled in a senior thesis course. This list is created to deploy an Artifact Template for submitting the senior thesis project. Students receive the template in the Academic Suite Content System, add their work to it and then submit their projects using the template. The Artifacts are then received by the template creator and distributed to faculty for review. Once the submissions are evaluated, evaluators publish the results back to the student.

> **Note**: In order to successfully deploy Portfolio Templates and Artifact Templates, recipients must have a Blackboard System user account.

Deployment of Evaluations Workflow

Different people within an institution want to or need to distribute evaluation instruments to various sets of constituents. Distribution of instruments such as surveys and course evaluations may also be subject to institutional business rules such as policies for the protection of data, privacy rules, centralized data control, or other assessment procedures. To honor established policies and processes while making evaluation instruments systemic, Blackboard Outcomes System provides a role-based set of privileges to control the creation and sharing of various types of Distribution Lists.

For example, at one institution, most Distribution Lists are created by a limited set of people with the system role of List Manager. These few people have the knowledge, permission, and access to obtain data on various constituents in order to assemble Distribution Lists for widely circulated evaluation instruments. Lists are created and then shared with other users in the system (who never see the actual query for the data thus protecting sensitive information), ensuring that institutional procedures are honored while providing an easy way for evaluation to occur. At this same institution, departments (Units), their program administrators, and faculty have permission to directly send evaluation instruments to those constituents who are affiliated with them without having to have a list manager prepare a Distribution List ahead of time.

The creation of evaluation instruments and Distribution Lists can take place independently and can be accomplished by different users in the system depending on the type of instrument and the scope of the distribution of that instrument. However, to successfully launch an evaluation and receive submissions back from recipients, the separate tasks involved are dependent on one another and need to occur in a specific sequence.

1. Design the Instrument to be distributed to recipients. Keep in mind:

- Who will receive the instrument (students enrolled in a specific Course, a Section of a Course, or local community members, for example)

2. Determine the method of distributing the instrument.

- How they will receive it (an email message, a link in an Academic Suite System, Organization or Course Announcement, or both).
- Using the **Discovery Page**, create and share a Distribution List that may contain data not available to all system users, and may be dynamic if based upon criteria.
- During the deployment of the instrument by uploading a list of email addresses.
- During the deployment of the instrument by selecting everyone who has an affiliation with the Unit, Program, Course, or Educational Experience (place).

3. Deploy the instrument to a list.
4. Constituents receive the instrument, interact with it, and then submit the instrument back to Blackboard Outcomes System.
5. Submissions are evaluated or reviewed by Outcomes users. The set of users that can perform evaluations is defined by the specific Course, Program, or Unit that deployed the original instrument. This does not apply to Surveys or Course Evaluations, which are not evaluated, only reviewed.
6. End the deployment so that no new submissions are accepted.
7. Run reports on the resulting evaluation data.
8. Optionally, evaluations are published back to recipients in the case of Artifacts and Portfolios.

For more information on specific instruments, see:

Portfolio Templates

Artifact Templates

Surveys

Course Evaluations

Email Distribution Lists

Overview

Two types of Distribution List can be created in Blackboard Outcomes System: lists based on email addresses and lists based on criteria such as Person Record Affiliations and other system attributes. All Distribution Lists are initiated from the Discover Page. Users must have the role of System Administrator, Outcomes Administrator or a defined flexible role with the privilege to create or modify Distribution Lists.

Creating and Modifying Email Distribution List Definitions

From the Discover Page, administrators select **Distribution List Definitions** >**Add Email List**. Enter the list information and availability information. This establishes the list definition, but does not actually add any email addresses to the list.

To change the properties of an existing email Distribution List, click **Modify** > **Properties**.

To add email addresses to a list definition follow these steps:

1. Click **Versions** > **Add Version**.
2. Enter the version information.
3. Browse for the file using either **Attach local file** or **Copy file from Content Collection**. Uploaded address files must be formatted in plain text, one address per line, carriage return (hard return) delimited.
4. Click **Submit** to complete the upload.

The number of recipients in each version of the list definition appears as a link. Clicking the link displays the recipient addresses and provides options for downloading the file to a local drive or exporting a copy to the Content System. Version information may be changed by clicking **Modify**. To upload a new file, create a new version of the list.

Using an Email Distribution List for Deploying Instruments

Once an Email Distribution List has been created, it can be used to deploy instruments by users within a context. For example, an email Distribution List has been created by the Outcomes Administrator with data from the Alumni Office containing email addresses for all Biology Majors who graduated in the past two years. This list has been made available to the Biology Department Unit and the Biology Major Program. Users with a manager or secure manager role in either of those contexts are able to use this list to deploy instruments.

Criteria Based Distribution Lists

Overview

Two types of Distribution List can be created in Blackboard Outcomes System: lists based on email addresses and lists based on criteria such as person record affiliations and other system attributes. All Distribution Lists are initiated from the Discover Page. Users must have the role of System Administrator, Outcomes Administrator, or a defined flexible role with the privilege to create or modify Distribution Lists.

In order to build a criteria based Distribution List that reflects the type of recipients desired, first identify who will receive the instrument. For example, the recipients of a Course Evaluation could be identified by the Course they are taking and the Course Section they are enrolled in, as well as a date range for that Section. This determines the list type selected and the specific attributes available to form the query that selects the recipients of the instrument.

Creating and Modifying a Criteria Based Distribution List

To create and modify a criteria based Distribution List follow these steps:

1. From the Discover Page, administrators select **Distribution List Definitions** >**Add Criteria List**.
2. Enter the list information. Selecting **Automatic Versions** will create a new version of the recipient list at the time of deployment, ensuring that any newly qualifying recipients are included. If Automatic Versions is not selected, manual versions of the recipient list must be created so that the list can be used.
3. Enter the availability information.
4. Enter the type of recipients to be included in the Distribution List.

The type of recipients selected here directly impacts the criteria that can be used to build the list. Criteria can be based on any of the attributes that are part of the template forms for the various entities in the system. The table below lists the different entities available for each type of list.

List Type	Available Entities
Persons	**Person Record**
Persons affiliated with Units	**Person Record, Unit, Unit Affiliation**
Persons affiliated with Programs	**Person Record, Program, Program Affiliation, Unit**
Persons affiliated with Course Sections	**Course, Course Section, Course Section Affiliation, Person Record, Unit**
Persons affiliated with Educational Experience Sections	**Educational Experience, Educational Experience Section, Educational Experience Section Affiliation, Person Record, Unit**

To add criteria to the Distribution List follow these steps:

1. Click **Modify** > **Criteria**.
2. Click **Add Criteria**.
3. Select the **Entity** from which to browse for an attribute that will be used as criteria to build a query to select the recipients of the instrument.

4. Select an attribute from the list.
5. Select the operator to act on the attribute.
6. Depending on the operator, select the value for the operation, such as a date range.

Operators and values are dynamically generated based upon the attribute selected. The table below lists the attribute type and the available operators and values:

Attribute Type	Available Operators	Values
Text	= (only exact matches for text are supported)	Text field supports comma separated multiple values
Number	>, >=, =, <=, <	Text field supports comma separated multiple values
Enumerators	= (performing an "IN" operation since this supports multiple values)	Multi-select
Boolean	=	Drop down with two (2) values
Date	Before, Before or Equal To, Equal To, Equal To or After, After	Date and Calendar pickers
Time	Before, Before or Equal To, Equal To, Equal To or After, After	Time picker
Date/Time	Before, Before or Equal To, Equal To, Equal To or After, After	Date, Calendar and Time pickers
IDs	= (only exact matches for text are supported)	Text field supports comma separated multiple values
Selector Attributes	=	Corresponding drop down or picker is displayed, for example, the Units picker

Multiple criteria can be added to the query. Multiple criteria always take the form of "AND", narrowing the scope of the query.

Individual recipients can be added to a criteria based Distribution List so that they are always appended to the list. Use this feature to include recipients who may not be selected by the matching criteria.

To add individual recipients:

1. Click the corresponding **Add Person**, **Add Unit Affiliation**, **Add Program Affiliation**, **Add Course Section Affiliation**, or **Add Educational Experience Affiliation** button.
2. Enter the corresponding person, Unit Affiliation, Program Affiliation, Course Section Affiliation, or Educational Experience Section Affiliation ID.

These steps establish the list definition, but do not actually create a list by running the query to select and assemble email addresses.

To run the query to add email addresses to a list definition:

1. Click **Modify** > **Versions** > **Add Version**.

2. Enter the Version Information
3. Click **Submit**.

The number of recipients in each version of the list definition appears as a link. Clicking the link displays the recipient addresses and provide options for downloading the file to a local drive or exporting a copy to the Content System.

Version information may be changed by clicking **Modify**.

To change the properties of an existing Criteria Based Distribution List, follow these steps:

1. Click **Modify** > **Properties**.
2. Change the Name, Description, Point of Contact, and Automatic Version settings. A list that has been set to **Yes** for Automatic Version can not be set to **No** if an existing deployment that references this list has not yet been started.
3. Change Availability and Type of Recipients settings. Changing the Type of Recipients will remove any existing criteria from the list.
4. Click **Submit**.

Using a Criteria Based Distribution List for Deploying Instruments

Once a Criteria Based Distribution List has been created, it can be used to deploy instruments by users within a context. For example, a Criteria Based Distribution List has been created by the Outcomes Administrator with data from the Registrar's Office and the Undergraduate Studies Office. This data will be used to select all freshman and sophomores who have enrolled in remedial courses and have English as a second or other language. These students will receive a special survey evaluating their experiences with being prepared for college work. These same students will be sent a follow-up survey when they are seniors. This list has been made available to selected undergraduate courses for deployment. Users with a manager role in any of those contexts will be able to use this list to deploy the survey but they will not see how the recipients were selected, keeping that data confidential.

Outcomes Portfolios

Overview

An online portfolio is a fluid digital representation of personal achievement, self reflection, analysis and legacy. Portfolios can be used for continuous professional development, organizing and displaying achievement, and tracking milestones for personal growth and understanding. Designing, building, and assessing online portfolios can take a considerable up front investment of time and effort from both instructors and students. Preserving the content generated over the length of a class, a semester, or longer in order to reuse and improve it is important for many reasons.

Both instructors and students use portfolios for assessment on a granular level for individual assignments or courses and on a more holistic level for program, curriculum and professional development. Many times content created for one portfolio is relevant to a different course or program. Therefore it makes sense to be able to reformat and reorganize content so that it is reusable. The new Academic Suite Content System Personal Portfolio tool allows instructors and students to create one or many portfolios that can be styled differently, but contain some of or all of the same content.

Outcomes Portfolios extends the Academic Suite Content System Personal Portfolio feature to support robust workflows for reviewing and evaluating portfolios against defined institutional criteria. Outcomes Portfolios provide a powerful instrument for meeting the needs of both formative instruction and summative evaluation. Outcomes Portfolios has the ability to associate Rubrics ensuring that evaluation and feedback can be standardized. Outcomes Portfolios can be aligned with Standards, Objectives, and Goals, connecting portfolios institution-wide to support and promote academic and professional development as well as demonstrate institutional effectiveness. Integrated reporting capabilities enable efficient monitoring of completion progress on a portfolio as well as quantitative analysis against specified Rubrics.

Outcomes Portfolios are designed using a template and distributed to users. (Personal Portfolios do not require a deployed template.) Recipients see any deployed Outcomes Portfolio Templates in their total list of Outcomes Portfolios. From this point they can add content and customize the Portfolio layout. Users then submit their portfolios for evaluation to the Course, Program, or Unit that originally requested the submission using a deployment. Evaluation is given and the results can be published (released) back to the portfolio owner.

To understand the concept of an Outcomes Portfolio, think of a traditional three ring binder. Different items can be added to the binder as long as each item has three holes punched into it. Folders can be added to the binder to organize documents into logical categories. Pages of writing, graphs, drawings, pages that fold out, and pages with pockets to hold other items can be added to the binder. New pages can be added, old pages can be removed, and existing pages can be rearranged numerous times. At certain times of the year students submit their binders for evaluation.

An Outcomes Portfolio acts like the three-ring binder. The binder design equates to the Outcomes Portfolio Template. The items added to the binder are Outcomes Artifacts or other digital files. The item design equates to the Outcomes Artifact Template. Artifacts can have different templates to format similar items. For example the format of Biology Lab Reports has a certain look and the format for Creative Writing has another. Both of these artifacts can be added to a portfolio that collects writing samples and examples of critical thinking.

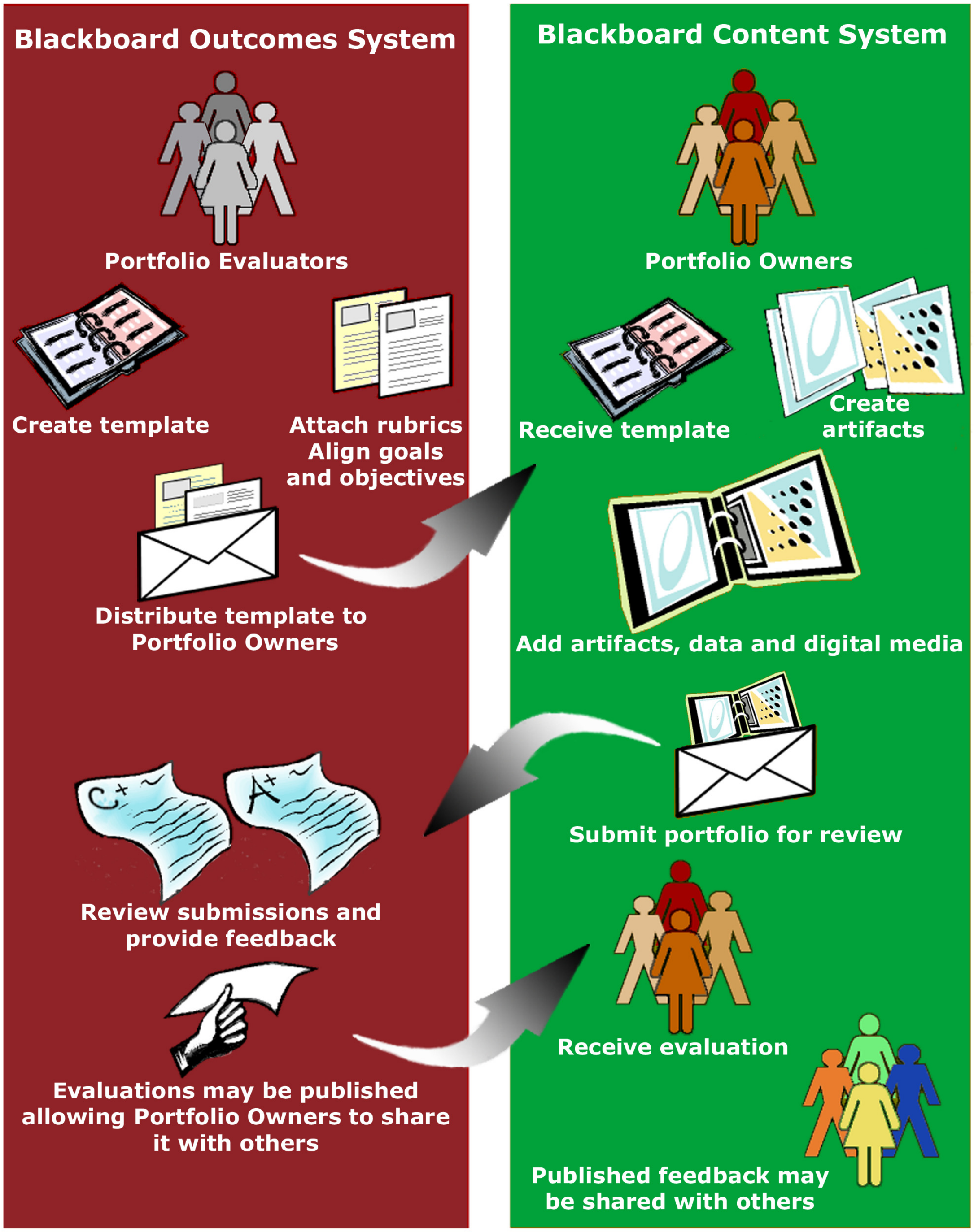
Artifacts submitted for one portfolio can be used in another, for example an “About Me” page is created for a user that has a picture, special interests, clubs, and contact information contained in it. This artifact can be added in multiple portfolios. When the artifact is changed, all the portfolios containing it are automatically changed.

Depending on the role of the user, the Blackboard Academic Suite Content System Portfolios Homepage may contain links to the following:

- **My Portfolios** – Create or edit Personal Portfolios or Outcomes Portfolios. Personal Portfolios do not require the distribution of a template. Outcomes Portfolios do require the distribution of a template.
- **Personal Artifacts** – Individual pieces of rich digital content that can contain any combination of custom authored text, images, links, and multimedia such as Flash. Personal Artifacts do not require the distribution of a template.
- **Outcomes Artifacts** – Individual pieces of work that are submitted for review using a template that is distributed to students and other constituents.
- **Received Portfolios** – Portfolios that others have shared with you, they can be Personal Portfolios or Outcomes Portfolios.

The workflows surrounding Outcomes Artifacts, Outcomes Portfolios, The Blackboard Outcomes System, and the Blackboard Content System can appear complex. The diagram on the following page models how and where Blackboard Outcomes templates are created, as well as the different users who interact with each template and system.

Outcomes Portfolio Workflow



Outcomes Portfolios

Overview

Outcomes Portfolios are created using a Portfolio Template. Templates can be designed by faculty, faculty committees, curriculum committees and assessment committees to ensure proper instructions and other requirements are included. Templates are added and modified within Units, Workspaces, Programs, Courses, and Educational Experiences to control the look and content of portfolios. Templates can be saved in an instruments catalog from which they are deployed to users.

Adding a Portfolio Template

To add a Portfolio Template to the system, follow these steps:

1. Navigate to the Unit, Workspace, Program, Course or Educational Experience.
2. Select **Portfolio Templates** from the Plan Measure Improve menu.
3. Click **Add Template** and copy an existing template or create a new one.
4. Enter or modify the **Template Name** and **Portfolio Title**.
5. Click **Save and Continue** to create the template and continue building it or **Save and Exit** to create the template and return at another time to continue building it.

Filling in and saving the Properties of a Portfolio Template creates the template. The other steps for building the template can occur at the same time the template is created, or can be done at a later date. The other steps for creating a Portfolio Template include:

- **Style** - Design the appearance of the Portfolios derived from the template by selecting the layout of the pages, background image and color, navigation menu, and font settings.
- **Build** - Add pages to the template to provide recipients with areas to add content to their Portfolios. Pages can be blank or include one or more Artifact Templates. Headers and Footers can be added to every page to display branding and copyright information.
- **Targets** - Add associations to existing Standards, Objectives and Goals to provide target data to measure achievement that is reflected in Outcomes Alignment Reports.
- **Rubrics** - Associate existing Rubrics to Portfolios to evaluate them using a consistent scale of identified criteria.
- **Settings** - Control how recipients interact with the template and if the template is available to other users to copy and deploy.
- **Deploy** - Distribute the Portfolio Template to recipients using an existing Distribution List or existing Affiliations.

Steps can be visited in any order. Moving from one step to another automatically saves the information in the previous step. Steps can marked as Complete or In Progress .

Viewing Existing Portfolio Templates

Once a Portfolio Template has been created within a context (Unit, Workspace, Program, Course, or Educational Experience), other users in that context can view it if the template has been made public and the viewer is a member of that context.

Expand the view of listed Portfolio Templates by clicking **Show Descendents** to view all templates in all sub-contexts of the given Unit, including Workspaces.

The expanded list includes all Portfolio Templates that are public as well as all Portfolio Templates that the user has access to by being a member of that unit and all sub-units and related contexts.

The expanded view of Portfolio Templates displays the context that created or owns each template. This informs viewers of the level in which each Portfolio Template exists. Information on templates that are deployed by users who do not own the template is included in the expanded views. The number of deployments is included in the expanded view, and clicking on the count takes the user to that instrument's context and the associated deployment page.

Using the expanded view for listing all Portfolio Templates within a given unit and its sub-units is valuable for viewing how master templates are shared with other contexts and so that the owning unit can access reporting data as well as any sub-unit deploying the template. For example, a Director of Assessment defines an Undergraduate Student Portfolio template from the Institutional Research unit, makes it public, and selects **Allow Deployment**. The Undergraduate Student Portfolio template becomes deployable in other places. Other users can subsequently create a new deployment by selecting **Deploy from Catalog**. When a user in the Institutional Research unit selects the expanded view of Portfolio Templates, all the templates owned by that unit and its sub-units are displayed. Any sub-unit that deployed the Undergraduate Student Portfolio template appears in the list with the owning unit appearing beneath.

Edit Portfolio Templates

To edit an existing Portfolio Template, select **Modify** > **Edit Template** or any of the links list below to navigate to that specific area of the template.

Deploying a Portfolio Template

Portfolio Templates are deployed to recipients using a distribution list. Recipients included in a distribution list are derived from one or more of the following: all Persons directly affiliated with a place, one existing Distribution List, or multiple existing Distribution Lists. For more information on Distribution Lists, see See "Distribution Lists" on page **Error! Bookmark not defined.** "See "Distribution Lists" on page **Error! Bookmark not defined.**"See "Distribution Lists" on page **Error! Bookmark not defined.**. For more information on Affiliations, see See "Affiliations" on page **Error! Bookmark not defined.** "See "Affiliations" on page **Error! Bookmark not defined.**".

Recipients on the list are notified of an available Portfolio Template by Course Announcement, System Announcement or Email. Customized messages for recipient submissions can be added to the deployment. Messages can be customized using system generated variables.

Once the deployment has started, the Portfolio Template is distributed to recipients on the list. The template appears in the recipient's Content System folder. From there, the recipient interacts with the template, adding content, organizing pages, or adding comments. The recipient then submits the Portfolio back to the sender for evaluation. Optionally, evaluation of the Portfolio can be published back to the submitter.

Evaluating Portfolio Submissions

Once students and other constituents have completed their Outcomes Portfolios, they are submitted to the owning context of the Portfolio Template. Portfolio evaluators are defined by their role in that context and can manage and access pending evaluation activities from a standard Blackboard Academic Suite module. The module can be added to and removed from the standard portal tabs inside the Blackboard Academic Suite (see The Academic Suite Administrators Manual Part 3 Portal Areas for more information).

The module displays to evaluators with access to evaluate Portfolio submissions on one tab and Artifacts submissions on another tab. On the Portfolios tab, each deployment lists a count of the Portfolio submissions that have not been evaluated. Deployments with no pending evaluations or that are no longer active are not displayed in the list.

Evaluators can click on the name of a deployment to view the associated Portfolio Template. Evaluators can initiate an evaluation of a submission from the module; however the evaluator will be transported to the corresponding Outcomes System context and taken away from the module to complete the evaluation.

Outcomes Artifacts

Overview

Outcomes Artifacts represent individual examples of work that are submitted for review using an Artifact Template. Artifact Templates are generally distributed to students and other constituents first so they can add content, and then submit the content for evaluation. However, some templates are sent directly to evaluators if student input is not required, as in the case of a musical performance or student teaching practicum.

Artifacts can become part of a Portfolio, making a larger body of work. To extend the analogy made in the overview of Section 2, Outcomes Artifacts are like the different types of pages that make up a binder of work. Different Artifact Templates are created and modified within Units, Workspaces, Programs, Courses, and Educational Experiences to control the look and content of Artifacts. Artifact Templates can be saved in an instruments catalog from which they are deployed to users.

Adding an Artifact Template

To add an Artifact Template to the system, follow these steps:

1. Navigate to the Unit, Workspace, Program, Course or Educational Experience
2. Select **Artifact Template** from the Features Menu.
3. Click **Add Template** and copy an existing template or create a new one.
4. Enter the template **Name**.
5. Enter a **Description** and **Instructions** to help other users understand how to use the Artifact.
6. Select **Instant Evaluation** to have the template deployed directly to evaluators without going to students first. SeeSee "Deploying an Artifact Template for Instant Evaluation" on page 108 below for more information.
7. Click **Save and Continue** to create the template and continue building it or **Save and Exit** to create the template and return at another time to continue building it.

Filling in and saving the Properties of an Artifact Template creates the template. The other steps for building the template can occur at the same time the template is created, or can be done at a later date. The other steps for creating an Artifact Template include:

- **Build** - Add fields to the template to provide recipients with areas to add content to the Artifact. Fields are used to organize content added to the Artifact. Enter a label to identify or describe each Field. Enter Field Instructions to assist Artifact Template recipients understand how to use the Field. Select the Field Type to determine if recipients can upload a file or can enter text and upload a file.
- **Targets** - Add associations to existing Standards, Objectives and Goals to provide target data to measure achievement that is reflected in Outcomes Alignment Reports.
- **Rubrics** - Associate existing Rubrics to Portfolios to evaluate them using a consistent scale of identified criteria.
- **Settings** - Control how recipients interact with the template and if the template is available to other users to copy and deploy.
- **Deploy** - Distribute the template to recipients using an existing Distribution List or existing Affiliations.

Steps can be visited in any order. Moving from one step to another automatically saves the information in the previous step. Steps can marked as Complete or In Progress .

Note

Note: Personal Artifacts can be copied and pasted into an Outcomes Artifact Template so that any existing content can be reused and does not have to be recreated.

Viewing Existing Artifact Templates

Once an Artifact Template has been created within a Unit, other Unit level users can view it if the template has been made public and the viewer is a member of that Unit.

Expand the view of listed artifact templates by clicking **Show Descendents** to view all templates in all sub-contexts of the given Unit including Workspaces.

The expanded list includes all Artifacts Templates that are public as well as all Artifact Templates that the user has access to by being a member of that Unit and all sub-Units and related contexts.

The expanded view of Artifact Templates displays the context that created or owns each template. This informs viewers of the level in which each Artifact Template exists. Information on templates that are deployed by users who do not own the template is included in the expanded views. The number of deployments is included in the expanded view. Clicking on the count takes the user to that instrument's context and the associated deployment page.

Using the expanded view for listing all Artifact Templates within a given Unit and its sub-Units is valuable for viewing how master templates are shared with other contexts and so that the owning Unit can access reporting data as well as any sub-Unit deploying the template. For example, a Director of Assessment defines a Student Sample Writing template from the Institutional Research Unit, makes it public, and selects **Allow Deployment**. The Student Sample Writing template becomes deployable in other places. Other users can subsequently create a new deployment by selecting **Deploy from Catalog**. When a user in the Institutional Research Unit selects the expanded view of Artifact Templates, the all the templates owned by that Unit and its sub-Units are displayed. Any sub-Unit that deployed the Student Sample Writing template appears in the list with the owning Unit appearing beneath.

Edit Artifact Templates

To edit an existing Artifact Template, select **Modify** > **Edit Template** or any of the links list below to navigate to that specific area of the template.

Deploying an Artifact Template

Artifact Templates are deployed to recipients using a distribution list. Recipients included in a distribution list are derived from one or more of the following: all Persons directly affiliated with a place, one existing Distribution List, or multiple existing Distribution Lists. For more information on Distribution Lists, see See "Distribution Lists" on page **Error! Bookmark not defined.** "See "Distribution Lists" on page **Error! Bookmark not defined.**"See "Distribution Lists" on page **Error! Bookmark not defined.**. For more information on Affiliations, see See "Affiliations" on page **Error! Bookmark not defined.** "See "Affiliations" on page **Error! Bookmark not defined.**".

Recipients on the list are notified of an available Artifact Template by Course Announcement, System Announcement or Email. Customized messages for recipient submissions can be added to the deployment.

Once the deployment has started, the Artifact Template is distributed to recipients on the list. The template appears in the recipient's Content System folder. From there, the recipient interacts with the template, adding content, organizing pages, or adding comments. The recipient then submits the Artifact back to the sender for evaluation. Optionally, evaluation of the Artifact can be published back to the submitter.

Deploying an Artifact Template for Instant Evaluation

When an Artifact Template is set for Instant Evaluation, the template is sent to evaluators first because no input from students is required. The evaluators add their assessment of the student using the template, and then publish the assessment so the student can receive the review.

Artifact Templates for Instant Evaluation are deployed using a distribution list as described in the previous section. However, the template is not actually sent to the recipients included in thedistribution list. Instead, the template for each recipient becomes available to the evaluators. Once the evaluators have published their assessments, the recipients are able to access the Artifact from the Content System and read their evaluations.

Artifact Templates for Instant Evaluation are used to distribute an assessment template to evaluators in cases where no student content is necessary. For example, an evaluator for student teachers receives an Artifact Template to record their observations of student teachers' classroom performance.The evaluator observes the student teachers, writes up their assessments using the template and then publishes back to the student teachers.The student teachers are then able to read their assessments from the Content Collection.

Evaluating Artifact Submissions

Once students and other constituents have completed Outcomes Artifacts, or in the case of Instant Evaluation, they are resubmitted to the owners (evaluators) of the Artifact Template. Artifact evaluators can manage and access pending evaluation activities from standard Blackboard Academic Suite module. The module can be added to and removed from the standard portal tabs inside the Blackboard Academic Suite following the standard workflow (see The Academic Suite Administrators Manual Portal Areas for more information).

The module displays to evaluators with access to evaluate Outcomes Artifacts submissions on one tab and Outcomes Portfolios submissions on another tab. On the Artifacts tab, each deployment lists a count of the Artifact submissions that have not been evaluated. Deployments with no pending evaluations or that are no longer active are not displayed in the list.

Evaluators can click on the name of a deployment to view the associated Artifact Template in a popup window. Evaluators can initiate an evaluation of a submission from the module; however the evaluator will be transported to the corresponding Outcomes System context and taken away from the module to complete the evaluation.

Outcomes Portfolios, Outcomes Artifacts and the Blackboard Content System

Overview

In order to successfully use Outcomes Portfolios and Outcomes Artifacts, the Blackboard Content System must be enabled from the Administrator Panel. Once available other settings need to be adjusted:

- Portfolios must be made available for users from the Administrator Panel, Content System **Portfolios** > **Portfolio Settings** > **System Availability**.
- The Content Area Availability must allow users to add content and be made available. From the Administrator Panel, Content System **Settings** > **Content Area Availability**.

Workflow

The workflow for Outcomes Portfolios and Outcomes Artifacts begins in Blackboard Outcomes System with the design of the instrument template. Next, a distribution list is created by selecting recipient affiliations, a pre-made Distribution List or a combination of both. The distribution list is used to deploy a template to recipients by notifying them by email, by system announcement, or by course or organization announcement.

Recipients of templates for Portfolios and Artifacts must have a user account in the Blackboard Academic Suite. Once recipients receive notification that a template has been sent to them, they can find a copy of the template in their Content System user account. Users can then interact with the template and submit it back to the sender for review.

Submitted Portfolios and Artifacts are received in Blackboard Outcomes System by the owner of the template. They can be evaluated and used in reports. Evaluators have the option of publishing their comments back to the owner of the Outcomes Portfolio or Outcomes Artifact. Once published, comments cannot be changed.

Portfolio evaluators and others who have Portfolios shared with them by other users may remove the links to these shared items that display in their Received Portfolios view. To remove links to shared Portfolios, select the items and click **Remove** from the action bar.

Surveys

Overview

Blackboard Outcomes System's enterprise Survey tool can be used to conduct online surveys targeting students and other members of an institution, easily integrating with the student information system and other e-Learning tools. In addition, the Survey tool can extend the reach of an institution by targeting members of the community, business leaders, parents and other stakeholders delivering surveys to users who do not have Blackboard accounts.

Institutions can design surveys that include a set of advanced features. Surveys can contain a number of different questions types, including Likert scale, multiple-choice with support for open entry fields, short answer, and matrix questions. Users also have other design options, such as the ability to create sections, insert page breaks, or insert a fully formatted content area that can include multimedia.

Deployment is flexible, allowing users with the appropriate privileges to deploy the survey to different lists of people regardless of whether the recipients have an account on the system. Standard deployment options, such as allowing anonymous responses, are available, and a survey can be deployed more than once over time. Multiple deployments of a survey can then be compared in reports to see the results of the same survey from deployment to deployment.

Survey Properties

The basic information about a survey is listed in its properties.

Property	Description
Name	A required field, the Survey name appears on the Surveys list page.
Description	A description of the Survey helps users understand the purpose of the Survey. The description can appear on the Surveys list page.
Public	Making a Survey public includes the Survey in the Instruments Catalog.
Allow Copy	Checking this option allows other Outcomes users to copy the Survey.
Allow Deployment	Checking this option allows other Outcomes users to deploy the Survey in other places.
Allow Backtracking	Checking this option allows respondents to access a previous question when they are completing the Survey.
Status	The current status of a Survey appears at the top of the Survey Design page.

Designing Survey Visual Elements

Overview

Surveys in Blackboard Outcomes System are composed of multiple parts that are separated into two basic design categories: visual elements and question types. Visual Elements control how the survey appears to users, for example what type of header and footer are included and whether there are multiple pages in the survey. Visual Elements can control the flow of the questions by grouping certain questions together that have to do with the same topic. Visual Elements can illustrate a question by including images, multimedia, and different fonts.

Question types determine what questions recipients are asked and how they are asked. This is covered in more depth in the following topic, Designing Survey Questions.

Header and Footers

One Header and one Footer may be included in each Survey. Surveys with multiple pages must use the same header and footer. Headers and footers may contain formatted text, tables, images, multimedia, links and attachments.

Content Area

Content Areas are sections of a survey that can contain formatted text, tables, images, multimedia, links and attachments. Content Areas can be used to add instructions, and explain how information is used. Content Areas can also be used as part of a question. For example, a table containing different designs for a school mascot could be created in a Content Area and a question asking which design respondents liked best would appear below.

Section and Page Breaks

Section breaks may be inserted anywhere within the Survey to act as a way of dividing groups of questions or of grouping questions together. Section breaks can be used to start a new page or just appear as a visual element without a page break. Page breaks can be inserted anywhere within the Survey to control page length.

Designing Survey Questions

Overview

Surveys in Blackboard Outcomes System are composed of multiple parts that are separated into two basic design categories: visual elements and question types. Visual Elements control how the survey appears to users, for example what type of header and footer are included and whether there are multiple pages in the survey. Question types determine what questions recipients are asked and how they are asked. For example, will the question be phrased to call for a multiple choice response or a Boolean response, and will a response be required to complete the survey or will the response be optional?

Survey questions can be associated with Standards, Objectives, and Goals for reporting purposes. Questions can be associated with multiple Standards, Objectives, and Goals so that results can be used in different types of analysis.

Survey questions can be tagged to group them for analysis purposes. Questions may have multiple tags so that results can be used in different types of analysis.

Associating Questions to Standards, Objectives and Goals

Questions can be associated with any Standard, Objective, or Goal that is public or that the user has a right to see. Use **Browse…** to locate the Standard, Objective, or Goal and select it for association. Associating questions to any Standards, Objectives, or Goals in the system allows reports to be generated that show how the responses correspond

Adding Tags to Questions

Tags are used to group questions for analysis purposes in reporting. Add a tag to a question by clicking **Add** and typing in the name of the tag. Questions that have the same tag can be used to interpret responses. Questions may have multiple tags. For example, a survey designer has a set of questions that have to do with student satisfaction. The designer can add a tag of “student satisfaction” to all of the questions so that they can be reported on and analyzed together in a report of the survey results. A subset of the same group of questions is tagged by the designer with a different tag, “Food Service” so that student satisfaction can be analyzed further using the food service as a subset.

Multiple Choice

Multiple choice questions are made up of a question entered in the Text Editor and at least two answers entered into the Answer Choices table below.

Questions may include formatted text, links, attachments, images and multimedia. Questions may be marked as Required so that respondents must select an answer in order to submit the survey. Questions may be allowed to accept more than one answer.

Answers for multiple choice questions are displayed in a column. Each answer can be labeled with numbers or letters or have no label at all. Additional answer choices may be added to the default set of three. An open field entry can be added to any question allowing respondents to add comments or other text. Points can be assigned to questions as well.

Note	**Note**: Once a radio button has been selected by a respondent, the selection may be changed by clicking another, but the option cannot be deselected. If respondents could select an option they would want to deselect, consider adding a "Not Applicable" option to the list of possible selections.

Likert Scale

Likert Scale questions ask respondents to select an answer to the question based upon a set of described ranges that exist between the two extreme values on the scale. Blackboard Outcomes has a selection of Likert scales available or survey designers can create their own.

Boolean

Boolean questions ask respondents to select one of two options such as Yes or No, True of False, Agree or Disagree. Blackboard Outcomes has several answer pairs available or survey designers can create their own.

Open Entry

Open entry questions ask respondents to type in an answer in the text box provided. Answers can be set to accept short responses up to 255 characters or long responses up to 1000 characters.

Matrix

Matrix questions are generally composed of an overarching, central question with a number of sub-questions and an answer scale displayed in a matrix below it. The survey designer may specify single or multiple selections per row or column. Blackboard Outcomes has several scales available or survey designers can create their own. The example below shows a typical matrix question.

How often do students in your class(es) use technology to do the following?

	Daily	Weekly	Monthly	Quarterly	Never
a. Communicate with experts, peers, and others using email or through discussion boards	O	O	O	O	O
b. Solve real-world problems involving situations, issues, and tasks that people actually tackle in the outside world	O	O	O	O	O
c. Produce printed products such as research papers, graphics, or posters	O	O	O	O	O
d. Produce multi-media, Web, or presentation products	O	O	O	O	O
e. Conduct online research	O	O	O	O	O

Deploying Surveys

Overview

Surveys can be stored in the Blackboard Content System and made available to the Blackboard Academic Suite. This instrument can be deployed to the Blackboard Learning System, or linked to a module in the Blackboard Community System. can also be distributed using a method outside of Blackboard such as email containing a URL, or a URL posted on a separate Web site.

Viewing Existing Outcomes Surveys

Once a Survey has been created within a Unit, other Unit level users can view it if the Survey has been made public and the viewer is a member of that Unit.

Expand the view of listed Surveys by clicking **Show Descendents** to view all Surveys in all sub-contexts of the given Unit including Workspaces.

When the expanded view of Surveys is displayed, the context that created or owns each Survey is presented. This informs viewers of the level in which each Survey exists. Information on Surveys that are deployed by users who do not own the Survey is included in the expanded views. The number of deployments is included in the expanded view, and clicking on the count will take the user to that Survey's context and the associated deployment page.

Using the expanding view for listing all Surveys within a given Unit and its sub-Units is valuable for viewing how master Surveys are shared with other contexts and so that the owning Unit can access reporting data as well as any sub-Unit deploying the Survey. For example, a Director of Assessment defines a Student Satisfaction Survey from the Institutional Research Unit, makes it public, and selects **Allow Deployment**. The Student Satisfaction Survey becomes deployable in other places. Other users can subsequently create a new deployment by selecting **Deploy from Catalog**. When a user in the Institutional Research Unit selects the expanded view of Surveys, all the Surveys owned by that Unit and its sub-Units are displayed. Any sub-Unit that deployed the Student Satisfaction Survey appears in the list with the owning Unit appearing beneath.

Deployment and Distribution Lists

The Distribution List created for deploying a Survey sets the workflow for that Survey. Distribution lists can be created by an administrator and shared, or they can be created during deployment. Please see Distribution Lists for more details.

To add a deployment to a Survey, follow these steps:

1. Click **Modify** > **Deployments** > **Add Deployment**. The name of the deployment becomes the link recipients click to access the Survey. The same Survey may have multiple deployments.
2. Select **Distribution** to pick the Distribution List to use to deliver the Survey to recipients.
3. Select a deployment method. Methods that are not available for deployment will appear grayed out.

Recipients receive an initiation to take the Survey containing a link that accesses the Survey. Recipients fill out and submit the Survey. Email reminders can be sent to recipients if they have not responded within a certain time frame. Deployment is then stopped after a period of time so that reporting and analysis can occur.

Anonymous Surveys

Surveys can be set to be anonymous, meaning that respondents are not identified in the system. Anonymous Surveys may increase the response rate, especially for Surveys that ask for private information such as health status or reporting risky behavior. Anonymous Surveys have a limited reporting capabilities because the person record data used to deploy the Survey is dropped once the recipient responds to the survey. Because there is no person record data associated with responses, comparisons grouping person attributes such as ethnicity and socio-economic status are not disclosed.

Surveys Results

Results from a Survey can be viewed by clicking Reports. Survey Reports can present Survey results in the aggregate, by deployment, or by question. Reports can be saved to the Content System and published to selected places. For more information see Reporting.

Course Evaluations

Overview

Course Evaluations are currently the most popular evaluation method for higher education institutions. Blackboard Outcomes System Course Evaluations provides a way to put course evaluations online, leveraging technology to make the course evaluation process more convenient for recipients and more statistically accurate for analysis purposes. Course Evaluations allow departments and instructors to configure the course evaluations in order to get specific feedback for their own objectives, while providing feedback to the institution as a whole.

Course Evaluations let institutions perform their current course evaluations processes online, in the context of other assessment processes performed in Blackboard Outcomes System. Institutions can design course evaluations that include a set of advanced features. Course evaluations can contain a number of different questions types, including Likert scale, multiple choice with support for open entry fields, short answer, and matrix questions. Users also have other design options, such as the ability to create sections, insert page breaks, or insert a fully formatted content area that can include multimedia.

Deployment is flexible, allowing users with the appropriate privileges to deploy the course evaluation to different lists of people regardless of whether they have an account on the system. Standard deployment options are available as well as deployment through a Blackboard course. A course evaluation can be deployed more than once over time. Multiple deployments of course evaluations can then be compared in reports to see the results of the same evaluation from deployment to deployment.

Course Evaluations are part of the entire suite of assessment tools so they can be associated to Standards, Objectives, Goals, Assessment Projects, and other entities, allowing Course Evaluations to be used more fully as part of institution-wide assessment efforts.

Designing Course Evaluations Visual Elements

Overview

Course Evaluations in Blackboard Outcomes System are composed of multiple parts that are separated into two basic design categories: visual elements and question types. Visual Elements control how the course evaluation appears to users, for example what type of header and footer are included and whether there are multiple pages in the evaluation. Visual Elements can control the flow of the questions by grouping certain questions together that have to do with the same topic. Visual Elements can illustrate a question by including images, multimedia, and different fonts.

Question types determine what questions recipients are asked and how they are asked. This is covered in more depth in the following topic, Designing Course Evaluation Questions.

Header and Footers

One Header and Footer may be included in each Course Evaluation. Course Evaluations with multiple pages must use the same header and footer. Headers and footers may contain formatted text, tables, images, multimedia, links and attachments.

Content Area

Content Areas are sections of a Course Evaluation that can contain formatted text, tables, images, multimedia, links and attachments. Content Areas can be used to add instructions, and explain how information is used. Content Areas can also be used as part of a question. For example, a table containing different classroom seating arrangements could be created in a Content Area and a question asking which arrangement the respondent thought worked best would appear below.

Section and Page Breaks

Section breaks may be inserted anywhere within the Course Evaluation to act as a way of dividing groups of questions or of grouping questions together. Section breaks can be used to start a new page or just appear as a visual element without a page break.

Designing Course Evaluation Questions

Overview

Course Evaluations in Blackboard Outcomes System are composed of multiple parts that are separated into two basic design categories: visual elements and question types. Visual Elements control how the course evaluation appears to users, for example what type of header and footer are included and whether there are multiple pages in the course evaluation. Question types determine what questions recipients are asked and how they are asked. For example, will the question be phrased to call for a multiple choice response or a Boolean response, and is a response required to complete the course evaluation or will the response be optional?

Course evaluation questions can be associated with Standards, Goals and Objectives for reporting purposes. Questions can be associated with multiple Standards, Objectives, and Goals so that results can be used in different types of analysis.

Course evaluation questions can be tagged to group them for analysis purposes. Questions may have multiple tags so that results can be used in different types of analysis.

Associating Objectives to Questions

Questions can be associated with any Standard, Goal or Objective that is public or that the user has a right to see. Use **Browse…** to locate the standard, goal of objective and select it for association. Associating questions to any standards, goals, or objectives in the system allows reports to be generated that show how the responses correspond

Adding Tags to Questions

Tags are used to group questions for analysis purposes in reporting. Add a tag to a question by clicking **Add** and typing in the name of the tag. Questions that have the same tag can be used to interpret responses. Questions may have multiple tags. For example, a survey designer has a set of questions that have to do with student satisfaction. The designer can add a tag of “student satisfaction” to all of the questions so that they can be reported on and analyzed together in a report of the survey results. A subset of the same group of questions is tagged by the designer with a different tag, “Food Service” so that student satisfaction can bb analyzed further using the food service as a subset.

Multiple Choice

Multiple choice questions are made up of a question entered in the Text Editor and at least two answers entered into the Answer Choices table below.

Questions may include formatted text, links, attachments, images and multimedia. Questions may be marked as Required so that respondents must select an answer in order to submit the course evaluation. Questions may be allowed to accept more than one answer.

Answers for multiple choice questions are displayed in a column. Each answer can be labeled with numbers or letters or have no label at all. Additional answer choices may be added to the default set of three. An open field entry can be added to any question allowing respondents to add comments or other text. Points can be assigned to questions as well.

Note	**Note**: Once a radio button has been selected by a respondent, the selection may be changed by clicking another, but the option cannot be deselected. If respondents could mistakenly select an option they would want to deselect, consider adding a "Not Applicable" option to the list of possible selections.

Likert Scale

Likert Scale questions ask respondents to select an answer to the question based upon a set of described ranges that exist between the two extreme values on the scale. Blackboard Outcomes has a selection of Likert scales available or course evaluation designers can create their own.

Boolean

Boolean questions ask respondents to select one of two options such as Yes or No, True of False, Agree or Disagree. Blackboard Outcomes has several answer pairs available or course evaluation designers can create their own.

Open Entry

Open entry questions ask respondents to type in an answer in the text box provided. Answers can be set to accept short responses up to 255 characters or long responses up to 1000 characters.

Matrix

Matrix questions are generally composed of an overarching, central question with a number of sub-questions and an answer scale displayed in a matrix below it. The course evaluation designer may specify single or multiple selections per row or column. Blackboard Outcomes has several scales available or course evaluation designers can create their own. The example below shows a typical matrix question.

How often do you use technology in this class to do the following?

	Daily	Weekly	Monthly	Once per term	Never
a. Communicate with experts, peers, and others using email or through discussion boards	O	O	O	O	O
b. Solve real-world problems involving situations, issues, and tasks that people actually tackle in the outside world	O	O	O	O	O
c. Produce printed products such as research papers, graphics, or posters	O	O	O	O	O
d. Produce multi-media, Web, or presentation products	O	O	O	O	O
e. Conduct online research	O	O	O	O	O

Deploying Course Evaluations

Overview

Course Evaluations can be stored in the Blackboard Content System and made available to the Blackboard Academic Suite. This instrument can be deployed to the Blackboard Learning System, or linked to a module in the Blackboard Community System. Course Evaluations can also be distributed using a method outside of Blackboard such as email containing a URL, or a URL posted on a separate Web site.

Viewing Existing Outcomes Course Evaluations

Once a Course Evaluation has been created within a Unit, other Unit level users can view it if the Course Evaluation has been made public and the viewer is a member of that Unit.

Expand the view of listed Course Evaluations by clicking **Show Descendents** to view all Course Evaluations in all sub-contexts of the given Unit including Workspaces.

When the expanded view of Course Evaluations is displayed, the context that created or owns each Course Evaluation is presented. This informs viewers of the level in which each Course Evaluation exists. Information on Course Evaluations that are deployed by users who do not own the Course Evaluation is included in the expanded view. The number of deployments is included in the expanded view, and clicking on the count will take the user to that Course Evaluation's context and the associated deployment page.

Using the expanding view for listing all Course Evaluations within a given Unit and its sub-Units is valuable for viewing how master Course Evaluations are shared with other contexts and so that the owning Unit can access reporting data as well as any sub-Unit deploying the Course Evaluation. For example, a Vice President for Academic Affairs defines a standard Course Evaluation from the Academic Affairs Unit, makes it public, and selects **Allow Deployment**. The standard Course Evaluation becomes deployable in other places. Other users can subsequently create a new deployment by selecting **Deploy from Catalog**. When a user in the Academic Affairs Unit selects the expanded view of Course Evaluations, the all the Course Evaluations owned by that Unit and its sub-Units is displayed. Any sub-Unit that deployed the standard Course Evaluation appears in the list with the owning Unit appearing beneath.

Deployment Using Affiliations

Course Evaluations can be deployed using Affiliations. Course Evaluations deployed using Affiliations can be managed from a Unit such as a college or department and deployed to a Course or to Sections of a Course. The Unit defines the Course Evaluation and makes it public and allows it to be deployed. This will grant permission to sub-units to deploy the Course Evaluation from the Instrument Catalog to recipients that are affiliated with the Sub-unit without creating a Distribution List.

To deploy a Course Evaluation using Affiliations, follow these steps:

1. Navigate to the context where the Course Evaluation will be deployed from, such as a Sub-Unit, Program or Course
2. Click **Course Evaluations**.
3. Click **Deploy from Catalog**.
4. Browse for the Course Evaluation and click **Submit**.

5. Enter the Deployment Information and click **Submit**.
6. Select **All Affiliated Persons**.
   - If the deployment is from a Course, select **All Affiliated Persons in All Sections** or select specific Sections of the Course to distribute the Course Evaluation.
7. Select the Deployment Method.
8. Customize the messages recipients receive.
9. Click **Submit**.
10. Upon returning to the Deployments page, click **Start** to send the Course Evaluation to recipients,

Deployment Using Distribution Lists

The Distribution List created for deploying a Course Evaluation sets the workflow for that evaluation. Distribution lists can be created by an administrator and shared, or they can be created on the fly during deployment. Please see Distribution Lists for more details.

Once a Course Evaluation is complete, it needs a deployment. To add a deployment to a course evaluation, follow these steps:

1. Click **Modify** > **Deployments** > **Add Deployment**. The name of the deployment becomes the link recipients will click to access the Course Evaluation. The same Course Evaluation may have multiple deployments.
2. Select Recipients to pick the Distribution List to use to deliver the Course Evaluation to recipients. Course Evaluations can also be sent out using an uploaded email text file.
3. Select a deployment method. Methods that are not available for deployment will appear grayed out.

Recipients receive an initiation to take the course evaluation containing a link that accesses the course evaluation. Recipients fill out and submit the course evaluation. Email reminders can be sent to recipients if they have not responded within a certain time frame. Deployment is then stopped after a period of time so that reporting and analysis can occur.

Course Evaluation Results

Results from a Course Evaluation can be viewed by clicking Reports. Course Evaluation Reports can present Course Evaluation results in the aggregate, by deployment, or by question. Reports can be viewed by Unit (department), Course, Section, and Instructor. Reports can be saved to the Content System and published to selected places. For more information see Reporting.

Reporting

Overview

The purpose of the Blackboard Outcomes System is to be able to collect the data necessary to conduct ongoing and systematic assessment and evaluation at an institutional level. In support of this, Reporting serves two purposes: to collect the data in a way that allows it to be analyzed, and to display the result of assessment. Reports are relevant to every Outcomes stakeholder, from the president and provost, to faculty members, accreditation committees, and deans and chairs. Every constituent is looking for ways to demonstrate the institution’s impact on learning and the effectiveness of teaching. Gathering this information and making it available for general consumption in the appropriate way ensures they can do that.

Reporting gives institutions the visibility that they need to demonstrate progress across the institution and over time. The ability to report on student achievement and teaching effectiveness enables access to performance at the institutional, program, unit, course, and instrument levels. Reporting also enables institutions to assess return on investment as participation and input can be collected and analyzed.

Reporting is used to view summary information about Outcomes entities. Reports are also accessed on a regular basis by people who use data to help them make timely decisions, such as assessing whether a program’s objectives need to be updated, if courses in the curriculum map are achieving the desired learning outcomes, if an instrument used for evaluating learning is effective, and more.

In this part

Part 7 contains the following section:

Section	Description
Section 1 Reports	How to schedule, run and archive reports in the Blackboard Outcomes System.

Reports

About Reports

Blackboard Outcomes System collects data for analysis and displays the results using Reports. The Blackboard Outcomes System includes several reports that apply to academic users ranging from teachers to presidents and provosts. Reports provide the evidence of learning and the effectiveness of the education process.

Report Definitions

Report Definitions serve as templates for reports. The Blackboard Outcomes System includes standard Report Definitions that can be run from within the system. The administrator can manage the availability of reports to specific contexts, such as Units and Courses. When a report is run, it takes data from that context, applies it to the Report Definition, and generates an output. In addition, the Administrator can define the report title and description for each Report Definition.

Configuring the Appearance of Reports

Reports can be user-defined through the application of Report Brands. Report Brands add a custom component above the standard header and footer line. Users may add text or images or a combination to create a specific appearance. Report Brands are added at the System level and made available system-wide or limited to a specific context such as Units or Courses.

Viewing Reports and User Privileges

Access to Reports is controlled through role based privileges. Users granted privileges within a context can view reports made available to that context. Reports can be set to Secure, allowing only those users that are defined as Secure Managers to view the report.

Scheduling and Running Reports

Overview

Running a report applies the data from a context to a Report Definition at a moment in time and generates an output file. Report Definitions can be set to run immediately when a user clicks **Run** from a context, or set to be part of a queue of reports that runs at a scheduled time when the user clicks **Run**. The purpose of scheduling reports is to ensure that large reports do not take up system resources at times of peak load.

Setting Report Schedule

The Administrator defines which reports are scheduled on the Properties page of the Report Definition. The Administrator sets the start time for the scheduled report queue and the length of time the queue will process reports on the Manage Report Schedule page. If the system does not complete all scheduled reports in the allotted time frame, the system will begin where it left off during the next scheduled processing window.

Individual reports cannot be set to run at a specific time. All reports that are scheduled are entered into the queue. Automatic or recurring scheduling is not available. Users must run the scheduled report to have it added to the nightly queue.

Run Reports

Reports are run from within a context of the Blackboard Outcomes System. The user can select the format of the output file and apply a Report Brand to determine the appearance of the header and footer. Brands must be created beforehand. It is not possible to create a brand while running the report. Upon submission, the report will be run and display in the selected format.

After a report is successfully run, the user has the option to Archive and Publish the report. Reports that are stored in the Archive can be made public or secure. They also can be tagged with user defined information. Reports that are published are made accessible in the defined contexts. USers within those contexts can view the reports by clicking **Reports Archive**.

Reports that have been successfully run can be stored in the Content Collection, where permission to view the reports can be managed by issuing passes or by system role and user account.

Reports can be downloaded to a local drive.

Report Bundles

Report Bundles are designed to run a group of reports together to release report data across the system at the same time. For example, at the end of a term, all Course Evaluation reports are run, providing results to all Units at the same time.

To add a Report Bundle:

1. Click **Run Reports**.
2. Click **Report Bundle List**.
3. Click **Add**.
4. Enter the properties of the Report Bundle, including the Name and Description.

5. Select one or more available Reports from the list.
6. Define the format and branding of each Report in the bundle.
7. Select the parameters for each Report in the bundle.
8. Click **Submit**.

All Report Bundles are run as scheduled reports. The day and time of scheduled reports is set by the System Administrator. When a Report Bundle is run, the group of reports is added to the Scheduled Reports Queue. The user is prompted to enter a location for the Report Archive.

Scheduled Reports Queue

The list of reports that are scheduled to be run can be accessed from the **Administrator Panel** > **Reporting** > **Scheduled Reports Queue**. The Schedule Reports Queue lists Pending and Completed reports. Administrators can remove scheduled reports from the queue.

Set Time for Scheduled Reports to Run

The time that reports are scheduled to run is set in the `bb-tasks.xml` file. Setting this value requires access to the Blackboard Academic Suite application files and a text editor. Before making changes to the `bb-tasks.xml` file, make a backup copy of the original.

The `bb-tasks.xml` file is located in the following directory:

Windows: `C:\blackboard\config\bb-tasks.xml`

UNIX: `/usr/local/blackboard/config/bb-tasks.xml`

Follow these steps to change the scheduled time for running reports:

1. Stop Blackboard services using the ServiceController command line tool.
2. Open the `bb-tasks.xml` file and locate the following section:

```
<task-entry key="bb.scheduled.report.queuer" version="60">

<task
classname="blackboard.platform.reporting.service.ScheduledReportQueuingTask" >

<property name="db.registered.delay"
value="scheduled_report_queuing_start_time" />

<property name="db.registered.period"
value="scheduled_report_queuing_interval" />

<property name="time_sync_pause" value="60000" />

</task>

</task-entry>
```

3. Replace the `scheduled_report_queuing_start_time` with a time of day expressed as hh:mm. This value uses a 24 hour clock. For example, 13:30 is equivalent to 1:30 p.m.
4. Replace the `scheduled_report_queuing_interval` with a duration of time expressed in hours. For example, a value of 48 will run the scheduled reports once every two days.
5. The section should now resemble the example below:

```
<task-entry key="bb.scheduled.report.queuer" version="60">
```

```
<task
classname="blackboard.platform.reporting.service.ScheduledReportQueuingTask" >

<property name="xml.registered.delay" value="13:30" />

<property name="xml.registered.period" value="24" />

<property name="time_sync_pause" value="60000" />

</task>

</task-entry>
```

6. Save the changes to the `bb-tasks.xml` file and restart services.

Archive and Publish Reports

Overview

After a report is run it can be stored in the Reports Archive for the context in which it was run. For example, a report run within a Unit is stored in the Archive for that Unit. A report run for a Survey or other instrument is stored in the Archive for the context associated with instrument. A report that is in the Archive can also be stored in the Blackboard Content System. Once a report is in the Archive, it can be shared throughout the Blackboard Outcomes System.

Reports Archive

Each context includes a Reports Archive that lists reports. From the Reports Archive, users can view reports, share reports, and modify some of the information about the report.

Publish Reports

Publishing a report places it in the Reports Archive for that context. Reports can be published to:

- Programs
- Improvement Initiatives
- Courses
- Units
- Improvement Projects
- Workspaces
- Educational Experiences.

A published report can only be modified from its original context.

Report Definitions

Overview

Report definitions create the structure for the report. When a report is run, data is pulled from the system and applied to the Report Definition to create a structured report. Administration of Report Definitions is accessed through the Reports link on the Admin Panel, under the Blackboard Outcomes System section.

The Report Definitions available in the System are listed on the Reports Definition page. From this page the Administrator can modify information about the Report Definitions. Administrators may create and assign tags to help organize Report Definitions.

Administrators may edit the Title and Description of Report Definitions as well as determine the availability of each Report Definition with the Blackboard Outcomes System.

Report Context

It is important to know that Reports are generated using the data from a context. For example, a report that gathers data from an instrument pulls data from the context from which the report is run and appears in the Reports Archive for that context.

Add Report Definitions

Report Definitions may be added to the system through an import process. Additional Report Definitions may be provided by Blackboard without requiring a software update. In addition, interested clients may work with Blackboard Services to create additional user-defined Report Definitions.

Availability

Report Definitions must be made available within a context before they can be used in the Blackboard Outcomes System to generate reports. Report availability can be set at the system level as well as for specific contexts, including or not including the dependents of the selected contexts. Set the Availability for a Report Definition by clicking modify for on the Report Definition page and then selecting Availability.

Report Definitions Available with the Outcomes System

The table below identifies the Report Definitions that are included with the Blackboard Outcomes System.

Report Definition	Description
Artifact Evaluation Rollup	This report displays the average results of an Artifact evaluation using a selected Rubric. Results can be grouped by Deployment, Distribution List, Gender, Ethnicity or Place.
Portfolio Evaluation Rollup	This report displays the average results of a Portfolio evaluation using a selected Rubric. Results can be grouped by Deployment, Distribution List, Gender, Ethnicity or Place.
Course Evaluation -	This report displays the Course Evaluation results of the selected

Report Definition	Description
Course Detail	Course within a single Deployment.
Course Evaluation - Section Detail	This report displays the Course Evaluation results of the selected Section within a single Deployment.
Course Evaluation Unit Summary	This report displays the Course Evaluation results of the selected Unit within a single Deployment.
Course Evaluation Instructor Summary	This report displays the Course Evaluation results for the selected Instructor within a single Deployment.
Course Evaluation Submissions Summary	This report displays the percentage of Course Evaluation submissions for all Courses in a single Deployment.
Course Evaluation Submission - Section Detail	This report displays the percentage of Course Evaluation submissions for all Sections of a selected Course in a single Deployment.
Improvement Project Status Summary	This report displays an overview of the status of an Improvement Initiative and associated Improvement Projects.
Improvement Project and Objective Status Detail	This report displays the status of the Improvement Initiative, associated Improvement Projects and their Improvement Project Objectives.
Improvement Project Alignment Summary	This report displays all of the Standards, Objectives and Goals aligned with Improvement Projects associated with the Improvement Initiative. Targets aligned from the instruments selected to measure Improvement Project Objectives are included.
Improvement Project Alignment Summary by Instrument	This report displays all of the Standards, Objectives and Goals aligned with Improvement Projects associated with the Improvement Initiative. Results are grouped by the instruments used to measure the Improvement Project Objectives.

Appendices

Overview

The appendices for this manual contain additional technical information on templates and attributes as well as sample batch files.

In this part

Appendix	Description
Appendix A	The Default Templates that ship with Outcomes
Appendix B	Sample Batch files for uploading data

Appendix A Default Templates

Default templates are designed to reflect the most likely uses of forms. This appendix lists the attributes on each default template and is ordered by template.

Course

There is one default template available in the system, Course(default). Required fields are denoted by a red asterisk "*".

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
batchUid	Simple	Unique ID	Text Field	The unique Course ID.
*title	Simple	Medium String (255 characters)	Text Field	The name of the Course.
isPublic	Simple	Boolean	Checkbox	Designates whether the Course is public or not public.
type	Selection	Short String (100 characters)	Dropdown	A description of the type of course, credit, continuing ed, non-credit and so on.
status	Selection	Short String (100 characters)	Dropdown	Designates the status of the course, for example active, inactive, planning, and so on.
description	Simple	Medium String (255 characters)	Text Area	A description of the Course.
areaOfStudy	Selection	Short String	Dropdown	Designates the area of study for the Course, for example, humanities, science, education, and so on
subjectMatterClassification	Simple	Medium String (255 characters)	Text Area	Add a classification for the subject of the Course.
cIPCode	Selection	Medium String (255 characters)	Dropdown	Select a Classification of Instructional Programs designation.
deliveryMethod	Selection	Short String (100 characters)	Dropdown	Select a delivery method for the Course, for example, Lecture, Studio,

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
				Distance.
courseLevel	Selection	Short String	Dropdown	Designates the instructional level of the course, for example, undergraduate, graduate continuing education, and so on.
creditHours	Simple	Integer (whole number)	Text Field	Designates the number of credit hours earned from the Course
gradeType	Selection	Short String	Dropdown	Designates the type of grade earned from the course, for example, letter, pass/fail, and so on

Course Objective

There are two default templates available in the system, Administrative Goal (default), and Student Learning Objective (default). Required fields are denoted by a red asterisk "*".

Administrative Goal

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
batchUid	Simple	Unique ID	Text Field	The unique Objective ID
objectiveType	Selection	Short String (100 characters)	Dropdown	This is a read-only attribute.
*title	Simple	Medium String (255 characters)	Text field	The name of the Objective
isPublic	Simple	Boolean	Check box	Designates whether the Objective is public or not public.
description	Simple	Medium String (255 characters)	Text Area	Description of the Course Objective
status	Selection	Short String (100 characters)	Dropdown	Selects the current status of the Objective, for example Draft, Active, and so on
priority	Selection	Short String (100 characters)	Dropdown	Selects the priority level of the Objective, for example High, Low, and so on

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
startDate	Simple	Date	Date	Selects the start date for the Objective
endDate	Simple	Date	Date	Selects the end date for the Course Objective

Student Learning Objective

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
batchUid	Simple	Unique ID	Text Field	The unique Objective ID
*title	Simple	Medium String (255 characters)	Text field	The name of the Objective
isPublic	Simple	Boolean	Check box	Designates whether the Objective is public or not public.
description	Simple	Medium String (255 characters)	Text Area	Description of the Course Objective
status	Selection	Short String (100 characters)	Dropdown	Selects the current status of the Objective, for example Draft, Active, and so on
frequency	Selection	Sort String (100 characters)	Dropdown	Read-only designation of the frequency in which the Objective is reviewed
dateOfLastReview	Simple	Date	Date	Read-only date of the last time the Objective was reviewed.
startDate	Simple	Date	Date	Selects the start date for the Objective
endDate	Simple	Date	Date	Selects the end date for the Course Objective

Course Section

There is one default templates available in the system, Course Section (default). Required fields are denoted by a red asterisk "*".

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
batchUid	Simple	Unique ID	Text Field	The unique Course Section ID.
*title	Simple	Medium String	Text Field	The name of the Section.

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
isPublic	Simple	Boolean	Checkbox	Designates whether the Course Section is public or not public.
*termId	Selection	Associated Object	Dropdown	Select the Term associated with the Course Section
courseSiteId	Simple	Selector	selectcourse	Select the Blackboard Course
description	Simple	Medium String (255 characters)	Text Area	Description of the Course Section
leadInstructor	Simple	Short String (100 characters)	Text Area	Name of the instructor
location	Selection	Short String (100 characters)	Dropdown	Select a campus for the site of the section.
startTime	Time	Simple	Time	The time the Course Section begins
endTime	Time	Simple	Time	The time the Course Section ends
offerendOnSunday	Check box	Simple	Boolean	Designates whether the Course Section is offered on Sunday
offerendOnMonday	Check box	Simple	Boolean	Designates whether the Course Section is offered on Monday
offerendOnTuesday	Check box	Simple	Boolean	Designates whether the Course Section is offered on Tuesday
offerendOnWednesday	Check box	Simple	Boolean	Designates whether the Course Section is offered on Wednesday
offerendOnThursday	Check box	Simple	Boolean	Designates whether the Course Section is offered on Thursday
offerendOnFriday	Check box	Simple	Boolean	Designates

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
				whether the Course Section is offered on Friday
offerendOnSaturday	Check box	Simple	Boolean	Designates whether the Course Section is offered on Saturday

Course Section Affiliation

There are three default templates available in the system, Instructor (default), Student (default), and Teaching Assistant . Required fields are denoted by a red asterisk "*".

Instructor Affiliation is used to create an affiliation between an instructor and their course section.

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
Course Section: batchUid	Simple	Unique ID	Display Only	The unique Section ID.
Course Section: title	Simple	Short string (100 characters)	Display Only	The name of the section.
Person Record: givenName	Simple	Short String (100 characters)	Display Only	The first name of the person
Person Record: middleName	Simple	Short String (100 characters)	Display Only	The middle name of the person
Person Record: familyName	Simple	Short String (100 characters)	Display Only	The last name of the person.
Person Record: email	Simple	Medium String (255 characters)	Display Only	Email address of the person.
Person Record: nickName	Simple	Short String (100 characters)	Display Only	The nick name of the person.
Person Record: batchUid	Simple	Unique ID	Display Only	The Person Record ID.
Person Record: userId	Simple	Select User (browse for associated user)	Display Only	The person's Blackboard User name.
batchUid	Simple	Unique ID	Field text	The unique affiliation record

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
				ID.
isPublic	Simple	Boolean	Checkbox	Check box to designate whether the section is public or not public.
*startDate	Simple	Date/Time	Date/Time	The start date of the Section Affiliation
endDate	Simple	Date/Time	Date/Time	The end date of the Section Affiliation.
title*	Simple	Short String (100 characters)	Read/Write	The title of the affiliation.
assignmentType	Selection	Short String (100 characters)	Read/Write	Instructor assignment type, for example primary or supplemental.
percentageResponsibility	Simple	Integer	Text Field	Percentage of Instructor responsibility.
teachingCredits	Simple	Integer	Text Field	Number of teaching credits.
createdDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was made.
modifiedDate	Simpe	Date/Time	Read-Only	The date and time the affiliation record was modified.

Student Affiliation is used to create an affiliation between a student and their course section.

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
Course Section: batchUid	Simple	Unique ID	Display Only	The uniqueSection ID.
Course Section: title	Simple	Short string (100 characters)	Display Only	The name of the section.
Person Record: givenName	Simple	Short String (100 characters)	Display Only	The first name of the person

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
Person Record: middleName	Simple	Short String (100 characters)	Display Only	The middle name of the person
Person Record: familyName	Simple	Short String (100 characters)	Display Only	The last name of the person.
Person Record: email	Simple	Medium String (255 characters)	Display Only	Email address of the person.
Person Record: nickName	Simple	Short String (100 characters)	Display Only	The nick name of the person.
Person Record: batchUid	Simple	Unique ID	Display Only	The Person Record ID.
Person Record: userId	Simple	Select User (browse for associated user)	Display Only	The person's Blackboard User name.
batchUid	Simple	Unique ID	Text Field	The unique affiliation record ID.
isPublic	Simple	Boolean	Checkbox	Check box to designate whether the section is public or not public.
*startDate	Simple	Date/Time	Date/Time	The start date of the Section Affiliation
endDate	Simple	Date/Time	Date/Time	The end date of the Section Affiliation.
registrationStatus	Selection	Short String (100 characters)	Dropdown	Selects the registration status of the student
gradeLetter	Simple	Short String (100 characters)	Text Field	Enter a letter grade for the student.
gradeScore	Simple	Float (allows decimals)	Text Field	Enter the student's grade as a numerical score.
createdDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was made.
modifiedDate	Simpe	Date/Time	Read-Only	The date and time the affiliation record was modified.

Teaching Assistant Affiliation is used to create an affiliation between a teaching assistant and their course section.

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
Course Section: batchUid	Simple	Unique ID	Display Only	The unique Section ID.
Course Section: title	Simple	Short string (100 characters)	Display Only	The name of the section.
Person Record: givenName	Simple	Short String (100 characters)	Display Only	The first name of the person
Person Record: middleName	Simple	Short String (100 characters)	Display Only	The middle name of the person
Person Record: familyName	Simple	Short String (100 characters)	Display Only	The last name of the person.
Person Record: email	Simple	Medium String (255 characters)	Display Only	Email address of the person.
Person Record: nickName	Simple	Short String (100 characters)	Display Only	The nick name of the person.
Person Record: batchUid	Simple	Unique ID	Display Only	The Person Record ID.
Person Record: userId	Simple	Select User (browse for associated user)	Display Only	The person's Blackboard User name.
batchUid	Simple	Unique ID	Field text	The unique affiliation record ID.
isPublic	Simple	Boolean	Checkbox	Check box to designate whether the section is public or not public.
*startDate	Simple	Date/Time	Date/Time	The start date of the Section Affiliation
endDate	Simple	Date/Time	Date/Time	The end date of the Section Affiliation.
title*	Simple	Short String (100 characters)	Read/Write	The title of the affiliation.
createdDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was made.
modifiedDate	Simpe	Date/Time	Read-Only	The date and time the affiliation record was modified.

Educational Experience

There is one default template available in the system, Educational Experience (default). Required fields are denoted by a red asterisk "*".

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
batchUid	Simple	Unique ID	Text Field	The unique Educational Experience ID
*title	Simple	Medium String (255 characters)	Text Field	The name of the Educational Experience
isPublic	Simple	Boolean	Checkbox	Designate whether the Educational Experience is public or not public.
status	Selection	Short String (100 characters)	Dropdown	Select the status of the Educational Experience, for example active, inactive and so on.
type	Selection	Medium String (255 characters)	Dropdown	Select the type of Educational Experience, field study, or community service for example.
description	Simple	Medium String (255 characters)	Text Area	A description of the Educational Experience

Educational Experience Objective

There are two default templates available in the system, Administrative Goal (default) and Student Learning Objective (default). Required fields are denoted by a red asterisk "*".

Administrative Goal

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
batchUid	Simple	Unique ID	Text Field	The unique Objective ID
type	Selection	Associated object	Dropdown	Select the type of standard, goal or objective, for example Unit Goal
*title	Simple	Medium String (255 characters)	Text field	The name of the Educational Experience Objective
isPublic	Simple	Boolean	Check box	Designates whether the Educational Experience is public or not public.
description	Simple	Medium String (255 characters)	Text Area	Description of the Educational Experience Objective

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
status	Selection	Short String (100 characters)	Dropdown	Selects the current status of the Objective, for example Draft, Active, and so on
priority	Selection	Short String (100 characters)	Dropdown	Selects the priority level of the Objective, for example High, Low, and so on
startDate	Simple	Date	Date	Selects the start date for the Educational Experience Objective
endDate	Simple	Date	Date	Selects the end date for the Educational Experience Objective

Student Learning Objective

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
batchUid	Simple	Unique ID	Text Field	The unique Objective ID.
*title	Simple	Medium String (255 characters)	Text field	The name of the Objective.
isPublic	Simple	Boolean	Check box	Designates whether the Objective is public or not public.
description	Simple	Medium String (255 characters)	Text Area	Description of the Course Objective.
status	Selection	Short String (100 characters)	Dropdown	Selects the current status of the Objective, for example Draft, Active, and so on.
frequency	Selection	Sort String (100 characters)	Dropdown	Read-only designation of the frequency in which the Objective is reviewed.
dateOfLastReview	Simple	Date	Date	Read-only date of the last time the Objective was reviewed.
startDate	Simple	Date	Date	Selects the start date for the Objective.
endDate	Simple	Date	Date	Selects the end date for the Educational Experience Objective.

Educational Experience Section

There is one default template available in the system, Educational Experience Section (default). Required fields are denoted by a red asterisk "*".

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
batchUid	Simple	Unique ID	Text Field	The unique Educational Experience Section ID.
*title	Simple	Medium String (255 characters)	Text Field	The name of the Section.
isPublic	Simple	Boolean	Check box	Designates whether the Course Section is public or not public.
description	Simple	Medium String (255 characters)	Text Area	A description of the Educational Experience.
*termId	Selection	Selector	Dropdown	Select the Term associated with the Course Section.
courseSiteId	Simple	Select Course (browse for associated course)	Course Selector	Select the Blackboard Course associated with the Educational Experience Section.
startTime	Time	Simple	Time	The time the Educational Experience Section begins.
endTime	Time	Simple	Time	The time the Educational Experience Section ends.
offerendOnSunday	Check box	Simple	Boolean	Designates whether the Educational Experience Section is offered on Sunday.
offerendOnMonday	Check box	Simple	Boolean	Designates whether the Educational Experience Section is offered on Monday.
offerendOnTuesday	Check box	Simple	Boolean	Designates whether the Educational

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
				Experience Section is offered on Tuesday.
offerendOnWednesday	Check box	Simple	Boolean	Designates whether the Educational Experience Section is offered on Wednesday.
offerendOnThursday	Check box	Simple	Boolean	Designates whether the Educational Experience Section is offered on Thursday.
offerendOnFriday	Check box	Simple	Boolean	Designates whether the Educational Experience Section is offered on Friday.
offerendOnSaturday	Check box	Simple	Boolean	Designates whether the Educational Experience Section is offered on Saturday.

Educational Experience Section Affiliation

There are two default templates available in the system, Instructor Affiliation (default), and Student Affiliation (default). Required fields are denoted by a red asterisk "*".

Instructor Affiliation is used to create an affiliation between an instructor and their educational experience section. Student Affiliation is used to create an affiliation between a student and their educational experience section.

Instructor Educational Experience Section Affiliation

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
Educational Experience Section: batchUid	Simple	Unique ID	Display Only	The unique Section ID.
Educational Experience Section: title	Simple	Short string (100 characters)	Display Only	The name of the section.
Person Record: givenName	Simple	Short String (100 characters)	Display Only	The first name of the person.
Person Record: middleName	Simple	Short String (100 characters)	Display Only	The middle name of the person.
Person Record:	Simple	Short String	Display	The last name of the

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
familyName		(100 characters)	Only	person.
Person Record: email	Simple	Medium String (255 characters)	Display Only	Email address of the person.
Person Record: nickName	Simple	Short String (100 characters)	Display Only	The nick name of the person.
Person Record: batchUid	Simple	Unique ID	Display Only	The Person Record ID.
Person Record: userId	Simple	Select User (browse for associated user)	Display Only	The person's Blackboard User name.
batchUid	Simple	Unique ID	Field text	The unique affiliation record ID.
isPublic	Simple	Boolean	Checkbox	Check box to designate whether the section is public or not public.
*startDate	Simple	Date/Time	Date/Time	The start date of the Section Affiliation
endDate	Simple	Date/Time	Date/Time	The end date of the Section Affiliation.
title	Simple	Short String (100 characters)	Read/Write	The title of the affiliation.
createdDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was made.
modifiedDate	Simpe	Date/Time	Read-Only	The date and time the affiliation record was modified.

Student Affiliation

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
Educational Experience Section: batchUid	Simple	Unique ID	Display Only	The unique Section ID.
Educational Experience Section: title	Simple	Short string (100 characters)	Display Only	The name of the section.
Person Record: givenName	Simple	Short String (100 characters)	Display Only	The first name of the person.
Person Record:	Simple	Short String	Display	The middle name of

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
middleName		(100 characters)	Only	the person.
Person Record: familyName	Simple	Short String (100 characters)	Display Only	The last name of the person.
Person Record: email	Simple	Medium String (255 characters)	Display Only	Email address of the person.
Person Record: nickName	Simple	Short String (100 characters)	Display Only	The nick name of the person.
Person Record: batchUid	Simple	Unique ID	Display Only	The Person Record ID.
Person Record: userId	Simple	Select User (browse for associated user)	Display Only	The person's Blackboard User name.
batchUid	Simple	Unique ID	Text Field	The unique affiliation record ID.
isPublic	Simple	Boolean	Checkbox	Check box to designate whether the section is public or not public.
*startDate	Simple	Date/Time	Date/Time	The start date of the Section Affiliation
endDate	Simple	Date/Time	Date/Time	The end date of the Section Affiliation.
createdDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was made.
modifiedDate	Simpe	Date/Time	Read-Only	The date and time the affiliation record was modified.

Improvement Initiative

There is one default template available in the system, Improvement Initiative (default). Required fields are denoted by a red asterisk "*".

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
batchUid	Simple	Unique ID	Text Field	A unique Improvement Initiative ID.
*title	Simple	Medium string (255 characters)	Text Field	The name of the Improvement Initiative.
isPublic	Simple	Boolean	Checkbox	Check box to designate whether the Improvement

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
				Initiative is public or not public.
status	Selection	Short String (100 characters)	Dropdown	Drop-down list of selections pertaining to the status of the Improvement Initiative: DRAFT, APPROVED, ACTIVE, INACTIVE
pointOfContact	Simple	Medium String (255 characters)	Text Field	Enter the name of a contact person.
description	Simple	Long String (1000 characters)	Text Area	Description of the Improvement Initiative.
startDate	Simple	Date	Date	Select the start date for the Improvement Initiative.
endDate	Simple	Date	Date	Select the end date for the Improvement Initiative.
attachments	Simple	Attachment	Attachment	Add attachments to the Improvement Initiative.

Improvement Projects

Improvement Projects is a series of templates detailing the properties, objectives and activities of Improvement Projects. There are three default templates available in the system, Accreditation Project (default), Program Review Project (default), and Strategic Planning Project (default). Required fields are denoted by a red asterisk "*".

Each template has forms for properties, objectives and activities that can differ according to which Improvement Project template they are part of.

Properties

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
*title	Simple	Medium String (255 characters)	Text Field	The name of the Improvement Project.
description	Simple	Long String (1000 characters)	Text Area	A description of the Improvement Project.
isPublic	Simple	Boolean	Checkbox	Check box to designate whether the Improvement Project is public or not public.
status	Selection	Short String (100	Dropdown	Drop-down list of selections pertaining to the status of the

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
		characters)		Improvement project: DRAFT, APPROVED, ACTIVE, INACTIVE.
*assessmentInitiativeId	Selection	Selector	Dropdown	Drop down list of selections of Improvement Initiatives.
startDate	Simple	Date	Date	Select a start date for the Improvement Project.
endDate	Simple	Date	Date	Select an end date for the Improvement Project
attachments	Simple	Attachment	Attachment	Add attachments to the Improvement Project.

Objectives

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
*title	Simple	Medium string (255 characters)	Text Field	The name of the Improvement Project objective.
description	Simple	Medium String (255 characters)	Text Area	A description of the Improvement Project.
isPublic	Simple	Boolean	Checkbox	Check box to designate whether the assessment initiative is public or not public.
status	Selection	Short String (100 characters)	Dropdown	Drop-down list of selections pertaining to the status of the Improvement project: DRAFT, APPROVED

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
				, ACTIVE, INACTIVE.
alignedSOGAttribute	Simple	Selector	Selector	Select other standards or goals that this objective is aligned with.
measurementDesc	Simple	Formatted Text	Text Editor	A description of the methods that measure this objective, so example a survey or course evaluation.
associatedInstrumentAttribute	Simple	Selector	multitypedpicker	Select the instruments that measure the objective.
attachments	Simple	Attachment	Attachment	Add attachments to the Improvement Project.

Evidence

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
Improvement Project Objective: title	Simple	Medium string (255 characters)	Display Only	The name of the Improvement Project objective.
findingsSummary	Simple	Formatted Text	Text Editor	A summary of the findings of the activity
status	Selection	Short String (100 characters)	Dropdown	Drop-down list of selections pertaining to the status of the activity: DRAFT, APPROVED, ACTIVE, INACTIVE.
attachments	Simple	Attachment	Attachment	Add attachments to the activity.

Evaluation

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
Improvement Project Objective: title	Simple	Medium string (255 characters)	Display Only	The name of the Improvement Project objective.
evidenceAnalysis	Simple	Formatted Text	Text Editor	An analysis of the findings of the activity.
nextSteps	Simple	Formatted Text	Text Editor	A description of the next steps for the evaluation
status	Selection	Short String (100 characters)	Dropdown	Drop-down list of selections pertaining to the status of the evaluation: DRAFT, APPROVED, ACTIVE, INACTIVE.
attachments	Simple	Attachment	Attachment	Add attachments to the evaluation.

Person Record

There is one default template available in the system, Person Record (default). Required fields are denoted by a red asterisk "*".

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
*givenName	Simple	Short String (100 characters)	Text Field	First Name of the Person.
middleName	Simple	Short String (100 characters)	Text Field	Middle Name of the Person.
*familyName	Simple	Short String (100 characters)	Text Field	Last Name of the Person.
email	Simple	Medium String (255 characters)	Text Field	Primary Email address of the Person.
nickName	Simple	Short String (100 characters)	Text Field	Nickname for the Person.
*batchUid	Simple	Short String (100 characters)	Text Field	Person record unique identifier.
useId	Simple	Select User (browse for associated user)	User Selector	Username for this Person in the Blackboard Academic Suite.

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
isPublic	Simple	Boolean	Check box	Designate whether the Person Record is public or not public.
createdDate	Simple	Selector	Date/Time	Creation Date of the Person Record.
modifiedDate	Simple	Selector	Date/Time	Last Update Date of the Person Record.
primaryStreet1	Simple	Medium String (255 characters)	Text Field	Permanent address line 1 for the Person.
primaryStreet2	Simple	Medium String (255 characters)	Text Field	Permanent address line 2 for the Person.
primaryCity	Simple	Short String (100 characters)	Text Field	Permanent city for the Person.
primaryState	Selection	Short String (100 characters)	Dropdown	Permanent state or province for the Person.
primaryZipCode	Simple	Short String (100 characters)	Text Field	Permanent postal or zip code for the Person.
primaryCountry	Simple	Short String (100 characters)	Text Field	Permanent country for the Person.
primaryPhone	Simple	Short String (100 characters)	(100 characters)Text Field	Person home phone number.
secondaryStreet1	Simple	Medium String (255 characters)	Text Field	Local address line 1 for the Person.
secondaryStreet2	Simple	Medium String (255 characters)	Text Field	Local address line 2 for the Person.
secondaryCity	Simple	Short String (100 characters)	Text Field	Local city for the Person.
secondaryState	Selection	Short String (100 characters)	Dropdown	Local state or province for the Person.
secondaryZipCode	Simple	Short String (100 characters)	Text Field	Local postal or zip code for the Person.
secondaryCountry	Simple	Short	Text Field	Local country for the

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
		String (100 characters)		Person.
secondaryPhone	Simple	Short String (100 characters)	Text Field	Local home phone number for the Person.
birthDate	Simple	Date	Date	Person's date of birth.
gender	Selection	Short String (100 characters)	Dropdown	Person's gender.
ethnicity	Selection	Short String (100 characters)	Dropdown	Person's ethnicity.
maritalStatus	Selection	Short String (100 characters)	Dropdown	Person's martial status.
nativeEnglishSpeaker	Selection	Short String (100 characters)	Dropdown	Select an option that reflects the language ability of the person.
socialEconomicStatus	Simple	Short String (100 characters)	Text Field	Enter text that describes social or economic status of the person, for example, need-based scholarship, academic scholarship, free or reduced lunch and so on.

Program

There is one default template available in the system, Program (default). Required fields are denoted by a red asterisk "*".

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
batchUid	Simple	Unique ID	Text Field	Unique identifier for the Program.
name	Simple	Medium String (255 characters)	Text Field	Full name of the Program.
*title	Simple	Medium String (255 characters)	Text Field	The Program Name that is displayed on lists and in dropdowns.

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
isPublic	Simple	Boolean	Checkbox	Check box to designate whether the Program is public or not public.
description	Simple	Long String (1000 characters)	Text Area	A description of the Program.
mission	Simple	Formatted Text	Text Editor	The mission of the Program.
frequency	Selection	Short String (100 characters)	Dropdown	Selects the frequency of the Program's review cycle, for example annual, bi-annual or semi-annual.
lastReviewed	Simple	Date	Date	The date the Program was last reviewed.
startDate	Simple	Date	Date	The date the Program starts.
endDate	Simple	Date	Date	The date the Program ends.

Program Affiliation

There are four default templates available in the system to make affiliations among different types of person records and programs, Administrator Program (default), External Relationship Program (default), Instructor Program, and Student Program. Required fields are denoted by a red asterisk "*".

Administrator Program Affiliation

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
Program: batchUid	Simple	Unique ID	Display Only	The unique Program ID.
Program: title	Simple	Short string (100 characters)	Display Only	The name of the program.
Person Record: givenName	Simple	Short String (100 characters)	Display Only	The first name of the person.
Person Record: middleName	Simple	Short String (100 characters)	Display Only	The middle name of the person.
Person Record: familyName	Simple	Short String (100 characters)	Display Only	The last name of the person.
Person Record: email	Simple	Medium	Display	Email address of the

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
		String (255 characters)	Only	person.
Person Record: nickName	Simple	Short String (100 characters)	Display Only	The nick name of the person.
*Person Record: batchUid	Simple	Unique ID	Display Only	The Person Record ID.
Person Record: userId	Simple	Short String (100 characters)	Dispay Only	The person's Blackboard User name.
batchUid	Simple	Short String (100 characters)	Field text	The unique affiliation record ID.
isPublic	Simple	Boolean	Checkbox	Check box to designate whether the program is public or not public.
*startDate	Simple	Date/Time	Date/Time	The start date of the Program Affiliation.
endDate	Simple	Date/Time	Date/Time	The end date of the Program Affiliation.
administrativePosition	Selection	Short String (100 characters)	Dropdown	The administrative title of the person, for example dean, department chair, regent and so on.
title	Simple	Short String (100 characters)	Text Field	The title of the person in the administrative role, for example, curriculum committee, advisor, auditor and so on.
createdDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was made
modifiedDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was modified

External Relationship Affiliation

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
Program: batchUid	Simple	Unique ID	Display Only	The unique Program ID.
Program: name	Simple	Medium string	Display	The name of the program.

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
		(255 characters)	Only	
Person Record: givenName	Simple	Short String (100 characters)	Display Only	The first name of the person.
Person Record: middleName	Simple	Short String (100 characters)	Display Only	The middle name of the person.
Person Record: familyName	Simple	Short String (100 characters)	Display Only	The last name of the person.
Person Record: email	Simple	Medium String (255 characters)	Display Only	Email address of the person.
Person Record: nickName	Simple	Short String (100 characters)	Display Only	The nick name of the person.
*Person Record: batchUid	Simple	Unique ID	Display Only	The Person Record ID.
Person Record: userId	Simple	Select User (browse for associated user)	Display Only	The person's Blackboard User name.
batchUid	Simple	Short String (100 characters)	Text Field	The unique affiliation record ID.
isPublic	Simple	Boolean	Checkbox	Check box to designate whether the program is public or not public.
*startDate	Simple	Date/Time	Date/Time	The start date of the Program Affiliation.
endDate	Simple	Date/Time	Date/Time	The end date of the Program Affiliation.
title	Simple	Short String (100 characters)	Text Field	The title of the person in the external role.
relationship	Selection	Short String (100 characters)	Dropdown	Select the type of relationship the external person has, for example employer, sponsor, external evaluator and so on.
note	Simple	Long String (1000	Text Area	Type in any notes pertaining to the

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
		characters)		relationship.
createdDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was made
modifiedDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was modified

Instructor Program Affiliation

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
Program: batchUid	Simple	Unique ID	Display Only	The unique Program ID.
Program: title	Simple	Short string (100 characters)	Display Only	The name of the program.
Person Record: givenName	Simple	Short String (100 characters)	Display Only	The first name of the person.
Person Record: middleName	Simple	Short String (100 characters)	Display Only	The middle name of the person.
Person Record: familyName	Simple	Short String (100 characters)	Display Only	The last name of the person.
Person Record: email	Simple	Medium String (255 characters)	Display Only	Email address of the person.
Person Record: nickName	Simple	Short String (100 characters)	Display Only	The nick name of the person.
*Person Record: batchUid	Simple	Unique ID	Display Only	The Person Record ID.
Person Record: userId	Simple	Short String (100 characters)	Display Only	The person's Blackboard User name.
batchUid	Simple	Short String (100 characters)	Field text	The unique affiliation record ID.
isPublic	Simple	Boolean	Checkbox	Check box to designate whether the program is public or not public.
*startDate	Simple	Date/Time	Date/Time	The start date of the Program Affiliation.

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
endDate	Simple	Date/Time	Date/Time	The end date of the Program Affiliation.
title	Simple	Short String (100 characters)	Text Field	The title of the person in the administrative role, for example, curriculum committee, advisor, auditor and so on.
createdDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was made
modifiedDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was modified

Student Program Affiliation

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
Program: batchUid	Simple	Unique ID	Display Only	The unique Program ID.
Program: title	Simple	Short string (100 characters)	Display Only	The name of the program.
Person Record: givenName	Simple	Short String (100 characters)	Display Only	The first name of the person.
Person Record: middleName	Simple	Short String (100 characters)	Display Only	The middle name of the person.
Person Record: familyName	Simple	Short String (100 characters)	Display Only	The last name of the person.
Person Record: email	Simple	Medium String (255 characters)	Display Only	Email address of the person.
Person Record: nickName	Simple	Short String (100 characters)	Display Only	The nick name of the person.
*Person Record: batchUid	Simple	Unique ID	Display Only	The Person Record ID.
Person Record: userId	Simple	Short String (100 characters)	Display Only	The person's Blackboard User name.
batchUid	Simple	Short String (100 characters)	Field text	The unique affiliation record ID.

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
isPublic	Simple	Boolean	Checkbox	Check box to designate whether the program is public or not public.
*startDate	Simple	Date/Time	Date/Time	The start date of the Program Affiliation.
endDate	Simple	Date/Time	Date/Time	The end date of the Program Affiliation.
status	Selection	Short String (100 characters)	Dropdown	The status of the student, for example active, withdrawn, complete and so on.
type	Selection	Short String (100 characters)	Dropdown	Select the type of program, for example major, minor, and so on.
degree	Selection	Short String (100 characters)	Dropdown	Select the degree granted by the program, for example AA, BA, MA and so on,
isPartTime	Simple	Boolean	Checkbox	Check whether the person is enrolled part-time.
currentProgramGPA	Simple	Float (allows decimals)	Text Field	Enter the current GPA for the person.
FirstYearStartDate	Simple	Date/Time	Date/Time	The start date of the first year of the Program Affiliation.
firstYearEndDate	Simple	Date/Time	Date/Time	The end date of the first year of the Program Affiliation.
secondYearStartDate	Simple	Date/Time	Date/Time	The start date of the second year of the Program Affiliation.
secondYearEndDate	Simple	Date/Time	Date/Time	The end date of the second year of the Program Affiliation.
thirdYearStartDate	Simple	Date/Time	Date/Time	The start date of the third year of the

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
				Program Affiliation.
thirdYearEndDate	Simple	Date/Time	Date/Time	The end date of the third year of the Program Affiliation.
fourthYearStartDate	Simple	Date/Time	Date/Time	The start date of the fourth year of the Program Affiliation.
fourthYearEndDate	Simple	Date/Time	Date/Time	The end date of the fourth year of the Program Affiliation.
fifthYearStartDate	Simple	Date/Time	Date/Time	The start date of the fifth year of the Program Affiliation.
fifthYearEndDate	Simple	Date/Time	Date/Time	The end date of the fifth year of the Program Affiliation.
sixthYearStartDate	Simple	Date/Time	Date/Time	The start date of the sixth year of the Program Affiliation.
sixthYearEndDate	Simple	Date/Time	Date/Time	The end date of the sixth year of the Program Affiliation.
expectedCompleteionDate	Simple	Date/Time	Date/Time	The date the affiliation is expected to end.
createdDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was made
modifiedDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was modified

Program Goal

There are three default templates available in the system, Administrative Goal, Program Goal and Student Learning Objective. Required fields are denoted by a red asterisk “*”.

Administrative Goal

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
batchUid	Simple	Unique ID	Text Field	The unique Goal ID.

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
objectiveType	Selection	Short String	Dropdown	The type of goal, for example, employment, financial, research and so on.
*title	Simple	Medium String (255 characters)	Text field	The name of the Program Goal.
isPublic	Simple	Boolean	Check box	Designates whether the Program Goal is public or not public.
description	Simple	Medium String (255 characters)	Text Area	Description of the Program Goal.
status	Selection	Short String (100 characters)	Dropdown	Select the status of the goal, for example draft, active, incomplete and so on.
priority	Seelction	Short String (100 characters)	Dropdown	Select the priority of the goal, for example high, low and so on.
modifiedDate	Simple	Selector	Date	The date the Program Goal was last modified
status	Selection	Short String (100 characters)	Dropdowm	Selects the current status of the Program Goal, for example Draft, Active, and so on
priority	Selection	Short String (100 characters)	Dropdown	Selects the priority level of the Program Goal, for example High, Low, and so on
startDate	Simple	Date	Date	Selects the start date for the Course Objective
endDate	Simple	Date	Date	Selects the end date for the Course Objective

Program Goal

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
batchUid	Simple	Unique ID	Text Field	The unique Goal ID.
*title	Simple	Medium String (255 characters)	Text field	The name of the Program Goal.
isPublic	Simple	Boolean	Check box	Designates whether the Program Goal is public or not public.

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
description	Simple	Medium String (255 characters)	Text Area	Description of the Program Goal.
modifiedDate	Simple	Selector	Date	The date the Program Goal was last modified
status	Selection	Short String (100 characters)	Dropdown	Select the status of the goal, for example draft, active, incomplete and so on.
priority	Seelction	Short String (100 characters)	Dropdown	Select the priority of the goal, for example high, low and so on.
status	Selection	Short String (100 characters)	Dropdowm	Selects the current status of the Program Goal, for example Draft, Active, and so on
priority	Selection	Short String (100 characters)	Dropdown	Selects the priority level of the Program Goal, for example High, Low, and so on
startDate	Simple	Date	Date	Selects the start date for the Program Goal.
endDate	Simple	Date	Date	Selects the end date for the Program Goal.
attachments	Simple	Attachment	Attachment	Add attachments to the Program Goal.

Student Learning Objective

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
batchUid	Simple	Unique ID	Text Field	The unique Goal ID.
*title	Simple	Medium String (255 characters)	Text field	The name of the Program Goal.
isPublic	Simple	Boolean	Check box	Designates whether the Program Goal is public or not public.
description	Simple	Medium String (255 characters)	Text Area	Description of the Program Goal.
status	Selection	Short String (100 characters)	Dropdown	Select the status of the goal, for example draft, active, incomplete and so on.

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
frequency	Selection	Short String (100 characters)	Dropdown	Select the frequency of the review cycle for the objective.
dateOfLastReview	Simple	Date	Date	Select the date the objective was reviewed last.
startDate	Simple	Date	Date	Selects the start date for the Course Objective
endDate	Simple	Date	Date	Selects the end date for the Course Objective

Standards

There is one default template available in the system, Standard. Required fields are denoted by a red asterisk "*".

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
batchUid	Simple	Unique ID	Text Field	The unique Standard ID.
*title	Simple	Short String (100 characters)	Text Field	The name of the Standard.
isPublic	Simple	Boolean	Check box	Designates whether the Standard is public or not public.
description	Simple	Long String (1000 characters)	Text Area	Description of the Standard.
copyright	Simple	Long String (1000 characters)	Text Area	Add copyright information for Standards written outside the institution.
startDate	Simple	Date	Date	The start date for the Standard.
endDate	Simple	Date	Date	The end date for the Standard.

Unit

There are six default templates available in the system, Academic Unit, Administrative Department, College, School, System, and University. Required fields are denoted by a red asterisk "*".

Academic Unit

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
type	Selection	Short String	Dropdown	The type of academic Unit, for

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
		(100 characters)		example, Department, Center, Institute, and so on.
batchUid	Simple	Unique ID	Text Field	A unique identifier for the Unit.
title	Simple	Medium String (255 characters)	Text Field	The name of the Unit
isPublic	Simple	Boolean	Checkbox	Check box to designate whether the Unit is public or not public.
name	Simple	Medium String (255 characters)	Text Field	The full name of the Unit.
description	Simple	Medium String (255 characters)	Text Area	Description of the Unit.
frequency	Selection	Short String (100 characters)	Dropdown	Select the frequency of the review cycle for the Unit, for example, annual, bi-annual and so on.
lastReviewed	Simple	Date	Date	The date the Unit was last reviewed.
mission	Simple	Formatted Text	Text Editor	The mission of the Unit.
campus	Selection	Short String (100 characters)	Dropdown	Select the campus the Unit belongs with.
budget	Simple	Short String (100 characters)	Text Field	The budget for the Unit

Administrative Department

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
batchUid	Simple	Unique ID	Text Field	A unique identifier for the Unit.
*title	Simple	Medium String (255 characters)	Text Field	The name of the Unit
isPublic	Simple	Boolean	Checkbox	Check box to designate whether the Unit is public or not public.
name	Simple	Medium String (255 characters)	Text Field	The full name of the Unit.

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
description	Simple	Medium String (255 characters)	Text Area	Description of the Unit.
campus	Selection	Short String (100 characters)	Dropdown	Select a campus location.
frequency	Selection	Short String (100 characters)	Dropdown	Select the frequency of the review cycle for the Unit, for example, annual, bi-annual and so on.

College

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
batchUid	Simple	Unique ID	Text Field	A unique identifier for the Unit.
*title	Simple	Medium String (255 characters)	Text Field	The name of the Unit
isPublic	Simple	Boolean	Checkbox	Check box to designate whether the Unit is public or not public.
name	Simple	Medium String (255 characters)	Text Field	The full name of the Unit.
description	Simple	Medium String (255 characters)	Text Area	Description of the Unit.
mission	Simple	Formatted Text	Text Editor	The mission of the Unit.

School

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
batchUid	Simple	Unique ID	Text Field	A unique identifier for the Unit.
*title	Simple	Medium String (255 characters)	Text Field	The name of the Unit
isPublic	Simple	Boolean	Checkbox	Check box to designate whether the Unit is public or not public.
name	Simple	Medium String (255 characters)	Text Field	The full name of the Unit.
description	Simple	Medium String (255 characters)	Text Area	Description of the Unit.

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
mission	Simple	Formatted Text	Text Editor	The mission of the Unit.

System

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
batchUid	Simple	Unique ID	Text Field	A unique identifier for the Unit.
*title	Simple	Medium String (255 characters)	Text Field	The name of the Unit
isPublic	Simple	Boolean	Checkbox	Check box to designate whether the Unit is public or not public.
name	Simple	Medium String (255 characters)	Text Field	The full name of the Unit.
description	Simple	Medium String (255 characters)	Text Area	Description of the Unit.

University

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
batchUid	Simple	Unique ID	Text Field	A unique identifier for the Unit.
*title	Simple	Medium String (255 characters)	Text Field	The name of the Unit
isPublic	Simple	Boolean	Checkbox	Check box to designate whether the Unit is public or not public.
name	Simple	Medium String (255 characters)	Text Field	The full name of the Unit.
description	Simple	Medium String (255 characters)	Text Area	Description of the Unit.
instructionalSpending	Simple	Short String (100 characters)	Text Field	Enter an amount of money for instructional spending, a budget code or other reference.
mission	Simple	Formatted Text	Text Editor	The mission of the Unit.

Unit Affiliation

There are nine default templates available in the system, Administrator Unit, Employee Unit, External Relationship Unit, Instructor Department, Instructor Institution, Staff Unit, Student (Institution), Student College, Affiliation, and Teaching Assistant Unit. Required fields are denoted by a red asterisk "*".

Administrator Unit

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
Unit: batchUid	Simple	Unique ID	Display Only	The unique Unit ID.
Unit: title	Simple	Short string (100 characters)	Display Only	The name of the Unit.
Person Record: givenName	Simple	Short String (100 characters)	Display Only	The first name of the person.
Person Record: middleName	Simple	Short String (100 characters)	Display Only	The middle name of the person.
Person Record: familyName	Simple	Short String (100 characters)	Display Only	The last name of the person.
Person Record: email	Simple	Medium String (255 characters)	Display Only	Email address of the person.
Person Record: nickName	Simple	Short String (100 characters)	Display Only	The nick name of the person.
Person Record: batchUid	Simple	Unique ID	Display Only	The Person Record ID.
Person Record: userId	Simple	Short String (100 characters)	Dispay Only	The person's Blackboard User name.
batchUid	Simple	Short String (100 characters)	Field text	The unique affiliation record ID.
isPublic	Simple	Boolean	Checkbox	Check box to designate whether the section is public or not public.
*startDate	Simple	Date/Time	Date/Time	The start date of the Unit Affiliation
endDate	Simple	Date/Time	Date/Time	The end date of the Unit Affiliation

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
administrativePosition	Selection	Short String (100 characters)	Dropdown	The administrative position the person holds, for example president, dean, department chair and so on.
title	Simple	Short String (100 characters)	Text Field	The title of the person in the administrative position.
createdDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was made
modifiedDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was modified

Employee Unit

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
Unit: batchUid	Simple	Unique ID	Display Only	The unique Units ID.
Unit: title	Simple	Short string (100 characters)	Display Only	The name of the Unit.
Person Record: givenName	Simple	Short String (100 characters)	Display Only	The first name of the person.
Person Record: middleName	Simple	Short String (100 characters)	Display Only	The middle name of the person.
Person Record: familyName	Simple	Short String (100 characters)	Display Only	The last name of the person.
Person Record: email	Simple	Medium String (255 characters)	Display Only	Email address of the person.
Person Record: nickName	Simple	Short String (100 characters)	Display Only	The nick name of the person.
Person Record: batchUid	Simple	Unique ID	Display Only	The Person Record ID.
Person Record: userId	Simple	Short String (100 characters)	Dispay Only	The person’s Blackboard User name.

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
batchUid	Simple	Short String (100 characters)	Field text	The unique affiliation record ID.
isPublic	Simple	Boolean	Checkbox	Check box to designate whether the section is public or not public.
*startDate	Simple	Date/Time	Date/Time	The start date of the Unit Affiliation
endDate	Simple	Date/Time	Date/Time	The end date of the Unit Affiliation
title	Simple	Short String (100 characters)	Text Field	The title of the employee.
salary	Simple	Integer	Text Field	The salary of the employee.
createdDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was made
modifiedDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was modified

External Relationship Unit

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
Unit: batchUid	Simple	Unique ID	Display Only	The unique Unit ID.
Unit: title	Simple	Short string (100 characters)	Display Only	The name of the Unit.
Person Record: givenName	Simple	Short String (100 characters)	Display Only	The first name of the person.
Person Record: middleName	Simple	Short String (100 characters)	Display Only	The middle name of the person.
Person Record: familyName	Simple	Short String (100 characters)	Display Only	The last name of the person.
Person Record: email	Simple	Medium String (255 characters)	Display Only	Email address of the person.
Person Record:	Simple	Short String (100	Display	The nick name of the

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
nickName		characters)	Only	person.
Person Record: batchUid	Simple	Unique ID	Display Only	The Person Record ID.
Person Record: userId	Simple	Short String (100 characters)	Dispay Only	The person's Blackboard User name.
batchUid	Simple	Short String (100 characters)	Field text	The unique affiliation record ID.
isPublic	Simple	Boolean	Checkbox	Check box to designate whether the section is public or not public.
title	Simple	Short String (100 characters)	Text Field	The title of the person who is affiliated, for example Program Review Committee, or Accreditation Committee.
*startDate	Simple	Date/Time	Date/Time	The start date of the Unit Affiliation
endDate	Simple	Date/Time	Date/Time	The end date of the Unit Affiliation
relationship	Selection	Short String (100 characters)	Dropdown	Selects the type of relationship, for example sponsor, partner, employer and so on.
note	Simple	Long String (1000 characters)	Text Area	Add notes pertaining to the affiliation.
createdDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was made
modifiedDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was modified

Instructor Department

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
Unit: batchUid	Simple	Unique ID	Display Only	The unique Unit ID.
Unit: title	Simple	Short string (100 characters)	Display Only	The name of the Unit.
Person Record: givenName	Simple	Short String (100	Display Only	The first name of the person.

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
		characters)		
Person Record: middleName	Simple	Short String (100 characters)	Display Only	The middle name of the person.
Person Record: familyName	Simple	Short String (100 characters)	Display Only	The last name of the person.
Person Record: email	Simple	Medium String (255 characters)	Display Only	Email address of the person.
Person Record: nickName	Simple	Short String (100 characters)	Display Only	The nick name of the person.
Person Record: batchUid	Simple	Unique ID	Display Only	The Person Record ID.
Person Record: userId	Simple	Short String (100 characters)	Dispay Only	The person's Blackboard User name.
batchUid	Simple	Short String (100 characters)	Field text	The unique affiliation record ID.
isPublic	Simple	Boolean	Checkbox	Check box to designate whether the section is public or not public.
*startDate	Simple	Date/Time	Date/Time	The start date of the Unit Affiliation
endDate	Simple	Date/Time	Date/Time	The end date of the Unit Affiliation
createdDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was made
modifiedDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was modified

Instructor Institution

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
Unit: batchUid	Simple	Unique ID	Display Only	The unique Unit ID.
Unit: title	Simple	Short string (100 characters)	Display Only	The name of the Unit.

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
Person Record: givenName	Simple	Short String (100 characters)	Display Only	The first name of the person.
Person Record: middleName	Simple	Short String (100 characters)	Display Only	The middle name of the person.
Person Record: familyName	Simple	Short String (100 characters)	Display Only	The last name of the person.
Person Record: email	Simple	Medium String (255 characters)	Display Only	Email address of the person.
Person Record: nickName	Simple	Short String (100 characters)	Display Only	The nick name of the person.
Person Record: batchUid	Simple	Unique ID	Display Only	The Person Record ID.
Person Record: userId	Simple	Short String (100 characters)	Dispay Only	The person's Blackboard User name.
batchUid	Simple	Short String (100 characters)	Field text	The unique affiliation record ID.
isPublic	Simple	Boolean	Checkbox	Check box to designate whether the section is public or not public.
*startDate	Simple	Date/Time	Date/Time	The start date of the Unit Affiliation
endDate	Simple	Date/Time	Date/Time	The end date of the Unit Affiliation
title	Simple	Short String (100 characters)	Text Field	The title of the person's affiliation.
employmentType	Selection	Short String (100 characters)	Dropdown	Selects the type of employment, for example full-time, part-time, and so on.
position	Selection	Short String (100 characters)	Dropdown	Selects the type of position, for example assistant professor, adjunct instructor and so on..
yearsOfExperience	Simple	Integer	Text Field	Enter the number of

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
				years of experience for the person.
tenure	Selection	Short String (100 characters)	Dropdown	Select the tenure status of the person.
firstTermWorkload	Simple	Integer	Text Field	Enter the number of teaching credits as workload.
secondTermWorkload	Simple	Integer	Text Field	Enter the number of teaching credits as workload.
createdDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was made
modifiedDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was modified

Staff Unit

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
Unit: batchUid	Simple	Unique ID	Display Only	The unique Unit ID.
Unit: title	Simple	Short string (100 characters)	Display Only	The name of the Unit.
Person Record: givenName	Simple	Short String (100 characters)	Display Only	The first name of the person.
Person Record: middleName	Simple	Short String (100 characters)	Display Only	The middle name of the person.
Person Record: familyName	Simple	Short String (100 characters)	Display Only	The last name of the person.
Person Record: email	Simple	Medium String (255 characters)	Display Only	Email address of the person.
Person Record: nickName	Simple	Short String (100 characters)	Display Only	The nick name of the person.
Person Record: batchUid	Simple	Unique ID	Display Only	The Person Record ID.
Person Record:	Simple	Short String	Dispay	The person’s Blackboard

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
userId		(100 characters)	Only	User name.
batchUid	Simple	Short String (100 characters)	Field text	The unique affiliation record ID.
isPublic	Simple	Boolean	Checkbox	Check box to designate whether the section is public or not public.
*startDate	Simple	Date/Time	Date/Time	The start date of the Unit Affiliation
endDate	Simple	Date/Time	Date/Time	The end date of the Unit Affiliation
title	Simple	Short String (100 characters)	Text Field	The title of the employee.
createdDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was made.
modifiedDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was modified.

Student (Institution)

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
Unit: batchUid	Simple	Unique ID	Display Only	The unique Unit ID.
Unit: title	Simple	Short string (100 characters)	Display Only	The name of the Unit.
Person Record: givenName	Simple	Short String (100 characters)	Display Only	The first name of the person.
Person Record: middleName	Simple	Short String (100 characters)	Display Only	The middle name of the person.
Person Record: familyName	Simple	Short String (100 characters)	Display Only	The last name of the person.
Person Record: email	Simple	Medium String (255 characters)	Display Only	Email address of the person.
Person Record: nickName	Simple	Short String (100	Display Only	The nick name of the person.

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
		characters)		
Person Record: batchUid	Simple	Unique ID	Display Only	The Person Record ID.
Person Record: userId	Simple	Short String (100 characters)	Dispay Only	The person's Blackboard User name.
isInternational	Simple	Boolean	Check box	Check the box to determine whether the student is from an international program
housing	Selection	Short String (100 characters)	dropdown	Select the housing arrangements for the student.
totalContribution	Simple	Float (allows decimals)	Text Field	Enter the total monetary contribution the institution has provided for the student.
batchUid	Simple	Short String (100 characters)	Text Field	The unique affiliation record ID.
isPublic	Simple	Boolean	Checkbox	Check box to designate whether the section is public or not public.
*startDate	Simple	Date/Time	Date/Time	The start date of the Unit Affiliation
endDate	Simple	Date/Time	Date/Time	The end date of the Unit Affiliation
levelOfStudent	Selection	Short String (100 characters)	Dropdown	Select the academic level of the student, for example undergraduate, graduate and so on.
currentStatus	Selection	Short String (100 characters)	Dropdown	Selects the current status of the student, for example potential, active, transferred and so on.
currentInstitution	Simple	Medium String (255	Text Field	Enter the student's current institution,

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
		characters)		for example the name of the high school.
receivingFinancialAid	Selection	Short String (100 characters)	Dropdown	Select the financial aid status of the student.
currentOverallGPA	Simple	Float (allows decimals)	Text Field	Enter the current GPA for the student.
priorDegree	Selection	Short String (100 characters)	Dropdown	Select any prior degree the student has.
transferInStatus	Selection	Short String (100 characters)	Dropdown	Select the transfer status of the student.
transferFromInstitution	Simple	Medium String (255 characters)	Text Field	Enter the name of the institution the student transferred from.
typeOfPreviousInstitution	Selection	Short String (100 characters)	Dropdown	Selects the type of previous institution, for example, 2-year college, certificate program, university and so on.
tranferredGPA	Simple	Float (allows decimals)	Text Field	Enter the student GPA at the time of transfer.
transferredToInstitution	Simple	Medium String (255 characters)	Text Field	Enter the name of the institution the student transferred to.
typeOfTransferringInstitution	Selection	Short String (100 characters)	Dropdown	Selects the type of transferring institution, for example, 2-year college, certificate program, university and so on.
carnegieProgramTransfer	Selection	Short String (100 characters)	Dropdown	Selects the Carnegie Program transfer code.
dispositionUponWithdrawl	Selection	Short String (100 characters)	Dropdown	Selects the disposition of the student upon withdrawing, for example employed,

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
				another institution, and so on.
dispositionUponCompletion	Selection	Short String (100 characters)	Dropdown	Selects the disposition of the student upon completing a program, for example employed, another institution, and so on.
currentEmployer	Simple	Medium String (255 characters)	Text Field	Enter the name of the student's current employer.
currentEmployerEmail	Simple	Medium String (255 characters)	Text Field	Enter the email address of the student's current employer.
currentEmployerState	Selection	Short String (100 characters)	Dropdown	Select the US state where the student's current employer is located.
dateOfFirstEmployment	Simple	Date	Date	Enter the date of the student's first employment.
salaryOfFirstEmployment	Simple	Float (allows decimals)	Text Field	Enter the salary from the student's first employer.
currentSalary	Simple	Float (allows decimals)	Text Field	Enter the student's current salary.
createdDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was created.
modifiedDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was modified.

Student College

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
Unit: batchUid	Simple	Unique ID	Display Only	The unique Unit ID.
Unit: title	Simple	Short string (100 characters)	Display Only	The name of the Unit.

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
Person Record: givenName	Simple	Short String (100 characters)	Display Only	The first name of the person.
Person Record: middleName	Simple	Short String (100 characters)	Display Only	The middle name of the person.
Person Record: familyName	Simple	Short String (100 characters)	Display Only	The last name of the person.
Person Record: email	Simple	Medium String (255 characters)	Display Only	Email address of the person.
Person Record: nickName	Simple	Short String (100 characters)	Display Only	The nick name of the person.
Person Record: batchUid	Simple	Unique ID	Display Only	The Person Record ID.
Person Record: userId	Simple	Short String (100 characters)	Dispay Only	The person's Blackboard User name.
batchUid	Simple	Short String (100 characters)	Field text	The unique affiliation record ID.
isPublic	Simple	Boolean	Checkbox	Check box to designate whether the section is public or not public.
*startDate	Simple	Date/Time	Date/Time	The start date of the Unit Affiliation.
endDate	Simple	Date/Time	Date/Time	The end date of the Unit Affiliation.
createdDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was made.
modifiedDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was modified.

Teaching Assistant Unit

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
Unit: batchUid	Simple	Unique ID	Display Only	The unique Unit ID.
Unit: title	Simple	Short string (100	Display	The name of the Unit.

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
		characters)	Only	
Person Record: givenName	Simple	Short String (100 characters)	Display Only	The first name of the person.
Person Record: middleName	Simple	Short String (100 characters)	Display Only	The middle name of the person.
Person Record: familyName	Simple	Short String (100 characters)	Display Only	The last name of the person.
Person Record: email	Simple	Medium String (255 characters)	Display Only	Email address of the person.
Person Record: nickName	Simple	Short String (100 characters)	Display Only	The nick name of the person.
Person Record: batchUid	Simple	Unique ID	Display Only	The Person Record ID.
Person Record: userId	Simple	Short String (100 characters)	Dispay Only	The person's Blackboard User name.
batchUid	Simple	Short String (100 characters)	Field text	The unique affiliation record ID.
isPublic	Simple	Boolean	Checkbox	Check box to designate whether the section is public or not public.
*startDate	Simple	Date/Time	Date/Time	The start date of the Unit Affiliation.
endDate	Simple	Date/Time	Date/Time	The end date of the Unit Affiliation.
title	Simple	Short String (100 characters)	Text Field	Enter a title for the teaching assistant.
createdDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was made.
modifiedDate	Simple	Date/Time	Read-Only	The date and time the affiliation record was modified.

Unit Goal

There are three default templates available in the system, Administrative Unit Goal, Unit Goal, and Student Learning Objective. Required fields are denoted by a red asterisk "*".

Administrative Unit Goal

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
batchUid	Simple	Unique ID	Text Field	The unique Unit Goal ID.
objectiveType	Selection	Short String (100 characters)	Dropdown	Select the type of Unit goal, for example, financial, research and so on.
*title	Simple	Medium String (255 characters)	Text field	The name of the Unit Goal.
isPublic	Simple	Boolean	Check box	Designates whether the Unit Goal is public or not public.
description	Simple	Medium String (255 characters)	Text Area	Description of the Unit Goal.
status	Selection	Short String (100 characters)	Dropdown	Select the status of the goal, for example active, draft, and so on.
priority	Selection	Short String (100 characters)	Dropdown	Select the priority of the goal, for example high or low.
startDate	Simple	Date	Date	Selects the start date for the Unit Goal.
endDate	Simple	Date	Date	Selects the end date for the Unit Goal.

Unit Goal

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
batchUid	Simple	Unique ID	Text Field	The unique Unit Goal ID.
*title	Simple	Medium String (255 characters)	Text field	The name of the Unit Goal.
isPublic	Simple	Boolean	Check box	Designates whether the Unit Goal is public or not public.
description	Simple	Medium String (255 characters)	Text Area	Description of the Unit Goal.
modifiedDate	Simple	Selector	Date	Read-Only date goal last modified

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
status	Selection	Short String (100 characters)	Dropdown	Select the status of the goal, for example active, draft, and so on.
priority	Selection	Short String (100 characters)	Dropdown	Select the priority of the goal, for example high or low.
startDate	Simple	Date	Date	Selects the start date for the Unit Goal.
endDate	Simple	Date	Date	Selects the end date for the Unit Goal.
attachments	Simple	Attachment	Attachment	Add attachments to the Unit Goal.

Student Learning Objective

Attribute ID	Attribute Type	Value Type	Field Style	Attribute Description
batchUid	Simple	Unique ID	Text Field	The unique Unit Goal ID.
*title	Simple	Medium String (255 characters)	Text field	The name of the Unit Goal.
isPublic	Simple	Boolean	Check box	Designates whether the Unit Goal is public or not public.
description	Simple	Medium String (255 characters)	Text Area	Description of the Unit Goal.
status	Selection	Short String (100 characters)	Dropdown	Select the status of the goal, for example active, draft, and so on.
frequency	Selection	Short String (100 characters)	Dropdown	Select the frequency of the review cycle for the objective, for example annually, biannually and so on.
dateOfLastReview	Simple	Date	Date	Select the date the objective was last reviewed.
startDate	Simple	Date	Date	Selects the start date for the Unit Goal.
endDate	Simple	Date	Date	Selects the end date for the Unit Goal.

Appendix B Sample Batch Files

This appendix supplies a sample batch file for some batch process available within Blackboard Outcomes System. As a rule, all batch process files must be formatted in plain-text file with a .txt or .csv extension. A header row must be included with each attribute name separated from the next by a delimiter. Attributes listed as required must be included or the batch process will fail. Attribute names can appear in any order. The Automatic delimiter setting recognizes common delimiters such as a pipe. Separate each record in the file with a hard return. Each field within the record should be separated from the next by the same delimiter and listed in the same order as header row. Due to browser timeout issues, batch files should be 500 records or less.

Course

```
associatedFormId,batchUid,operatingUnitID,titlebasic-
course,bio_101a,Biology,Introductory Biologybasic-course,art_102B,Visual
Arts,Figure Drawingbasic-course,chem_340,Chemisty,Advanced Organic
Chemistrybasic-course,phys_400,Physics,Blackholesbasic-
course,psych_100,Psychology,Introduction to Psychologybasic-
course,geo_230,Geology,Volcanosbasic-course,engish_300,Englsih,American
Poetrybasic-course,math_440,Math,Theoretical Objects
```

Course Objective

```
associatedFormId,batchUid,title,isPublic,
course-objective-rec,bio_101_obj01,Scientific Method,y
course-objective-rec,bio_101_obj02,Technical Writing,y
course-objective-rec,bio_101_obj03,Laboratory Safety,y
course-objective-rec,bio_101_obj04,Experimental Design,y
```

Course Section

```
associatedFormId,batchUid,courseId,termed,titlebasic-
section,bio_sec01,bio_101_fall2007,fall2007,Introduction to Biology
basic-section,bio_sec02,bio_101_fall2007,fall2007,Introduction to Biology
basic-section,bio_sec03,bio_101_fall2007,fall2007,Introduction to Biology
basic-section,bio_sec01L,bio_101L_fall2007,fall2007,Introduction to Biology Lab
basic-section,bio_sec02L,bio_101L_fall2007,fall2007,Introduction to Biology Lab
basic-section,bio_sec03L,bio_101L_fall2007,fall2007,Introduction to Biology Lab
basic-section,bio_sec11,bio_101_spring2007,spring2007,Introduction to Biology
basic-section,bio_sec12,bio_101_spring2007,spring2007,Introduction to Biology
basic-section,bio_sec12,bio_101_spring2007,spring2007,Introduction to Biology
basic-section,bio_sec11L,bio_spring2007,spring2007,Introduction to Biology Lab
basic-section,bio_sec12L,bio_spring2007,spring2007,Introduction to Biology Lab
```

Course Section Affiliation

```
associatedFormID,batchUid,personId,sectionId,startDatesection_student_affilia
tion,af0001,student0001,bio_101_fall2007_01,09/05/2007section_student_affilia
tion,af0002,student0002,bio_101_fall2007_01,09/05/2007section_student_affilia
tion,af0003,student0003,bio_101_fall2007_02,09/06/2007section_student_affilia
tion,af0004,student0004,bio_101_fall2007_02,09/06/2007
```

Educational Experience

```
associatedFormId,batchUid,title,isPublic

basic-ee,ee_education2007_stee01,Student Teaching Elementary Education,y

basic-ee,ee_education2007_stse01,Student Teaching Secondary Education,y

basic-ee,ee_education2007_stpk,Student Teaching Pre-K Education,y
```

Educational Experience Objective

```
associatedFormId,batchUid,title,isPublic,

ee-objective,ee_education2007_obj01,Lesson Planning,y

ee-objective,ee_education2007_obj02,Curriculum Mapping,y

ee-objective,ee_education2007_obj03,Childhood Development,y

ee-objective,ee_education2007_obj04,History of Education,y
```

Educational Experience Section

```
associatedFormId,batchUid,title,isPublic.TermId,

basic-ee-section,ee_psy_sec01,Clinic Hours,y,fall2007

basic-ee-section,ee_psy_sec02,Clinic Hours,y,fall2007

basic-ee-section,ee_psy_sec03,Clinic Hours,y,fall2007
```

Person Records

```
associatedFormId,email,familyName,givenName,batchUid,userId,gender,birthDate

person-
record,student0001@college.edu,Lastname,Firstname,ss0001,student0001,F,1986103
1person-
record,student0002@college.edu,Lastname,Firstname,ss0002,student0002,M,1985070
4person-
record,student0003@college.edu,Lastname,Firstname,ss0003,student0003,f,1984010
2person-
record,student0004@college.edu,Lastname,Firstname,ss0004,student0004,m,1982020
2
```

Programs

```
associatedFormId,batchUid,degree,description,isPublic,operatingUnitId,title

basic-program,2007_ba,BA,Bachelor of Arts,y,arts_sciences,Bachelor of Arts
```

```
basic-program,2007_ma,MA,Master of Arts,y,arts_sciences,Master of Arts

basic-program,2007_bs,BS,Bachelor of Science,y,arts_sciences,Bachelor of
Science

basic-program,2007_ms,MS,Master of Science,y,arts_sciences,Master of Science

basic-program,2007_phd,PhD,Doctorate,y,arts_sciences,Doctorate

basic-program,2007_mfa,MFA,Master of Fine Arts,y,arts_sciences,Master of Fine
Arts

basic-program,bio_major,BS,Biology Major,y,bio,Biology Major

basic-program,bio_minor,BS,Biology Minor,y,bio,Biology Minor

basic-program,chem_major,BS,Chemistry Major,y,chem,Chemistry Major

basic-program,chem_minor,BS,Chemistry Minor,y,chem,Chemistry Minor

basic-program,art_major,BA,Visual Arts Major,y,art,Visual Arts Major

basic-program,art_minor,BA,Visual Arts Minor,y,art,Visual Arts Minor
```

Program Goals

```
associatedFormId,batchUid,programId,title

program-goal-rec,goal001,2007_bs,Scientific Method

program-goal-rec,goal0011,2007_bs,Research Methods

program-goal-rec,goal0012,2007_bs,Labratory Procedures

program-goal-rec,goal0013,2007_bs,Classification

program-goal-rec,goal0014,2007_bs,Systems

program-goal-rec,goal0015,2007_bs,Experimental Design

program-goal-rec,goal0016,2007_bs,Data Analysis

program-goal-rec,goal002,2007_ms,Data Analysis

program-goal-rec,goal003,2007_phd,Data Analysis

program-goal-rec,goal004,2007_mfa,Visual Literacy

program-goal-rec,goal005,bio_major,Scientific Method

program-goal-rec,goal006,bio_minor,Scientific Method

program-goal-rec,goal007,chem_major,Labratory Procedures

program-goal-rec,goal008,chem_minor,Labratory Procedures

program-goal-rec,goal009,art_major,Drawing

program-goal-rec,goal010,art_minor,Drawing
```

Program Affiliation

```
associatedFormId,programId,batchUid,personId,startDate,title
```

```
program_student_affiliation,2007_ba,ba0001,ss0004,20070831,student

program_student_affiliation,2007_bs,bs0004,bs0001,20070831,student

program_student_affiliation,2007_bs,bs0005,dm0001,20070831,student

program_student_affiliation,2007_ms,ms0003,rs0001,20070831,student

program_student_affiliation,2007_ms,ms0004,ss0001,20070831,student

program_student_affiliation,2007_phd,phd0003,jj0001,20070831,student

program_student_affiliation,2007_phd,phd0004,ys0001,20070831,student

program_student_affiliation,2007_mfa,mfa0002,dd0001,20070831,student

program_student_affiliation,2007_bs,bs0006,jg0001,20070831,student
```

Standard

```
associatedFormId,batchUid,title,description,isPublic

standard,sacs_001,Programs,Southern Association of Colleges and Schools
Regional Accreditation Program Quality,y

standard,sacs_002,Continous Improvement,Southern Association of Colleges and
Schools Regional Accreditation Evidence of continious improvement in processes
and procedures,y

standard,saca_003,Governance,Southern Association of Colleges and Schools
Regional Accreditation Self Governance policies and procedures,n
```

Unit

```
associatedFormId,type,batchUid,parentId,title,name

academic-Unit,department,bio,arts_sciences,Biology,Department of Biological
Sciences

academic-Unit,department,art,arts_sciences,Visual Arts,Department of Visual
Arts

academic-Unit,department,chem,arts_sciences,Chemistry,Department of Chemistry

academic-Unit,department,phys,arts_sciences,Physics,Department of Physics

academic-Unit,department,psy,arts_sciences,Psychology,Department of Psychology

academic-Unit,department,geo,arts_sciences,Geology,Department of Geological
Studies

academic-Unit,department,eng,arts_sciences,English,Department of English

academic-Unit,department,math,arts_sciences,Math,Department of Mathmatics
```