

Outcomes Readiness Workbook

This worksheet is a companion to the [Outcomes for Blackboard: Institutional Readiness Guide](#) and is designed to support the institutional conversations required for a successful implementation.

Completion of this worksheet is required for provisioning Outcomes functionality for Blackboard and should be provided to your Customer Success Manager with your request for Outcomes.



1. General Information

Institution details and the campus implementation team responsible for provisioning Outcomes.



Institution Details

Institution Name

Blackboard LMS URL

This should be your Production URL. Outcomes is not available for Test/Stage.

Tenant ID

Find your Tenant ID by visiting this link while logged in to Blackboard LMS: https://{site_url}/webapps/software-updates/su-settings

Campus Implementation Team

Information below should be as reflected on the Blackboard user account for each person.

Senior Sponsor

First Name

Last Name

Title

Email Address

Should this person have full Outcomes Site Administrator Access?

Yes

No

Outcomes Primary Owner

Learn more about the [Outcomes Primary Owner role](#) here.

First Name

Last Name

Title

Email Address

Outcomes Site Administrator

Learn more about the [Outcomes Site Administrator role](#) here.

First Name

Last Name

Title

Email Address

IT Manager

First Name

Last Name

Title

Email Address

Should this person have full Outcomes Site Administrator Access?

Yes

No

Blackboard LMS Administrator

First Name

Last Name

Title

Email Address

Should this person have full Outcomes Site Administrator Access?

Yes

No

2. Guiding Questions

The questions below are intended to help guide conversations among institutional stakeholders as you prepare for Outcomes. Use them to prompt discussion, align expectations, and identify decisions related to governance, ownership, and reporting that will support a successful implementation.

1. What types of learning outcomes would your campus like to capture with the Outcomes tool (e.g., institutional, general education, programmatic, course)?
2. How are you currently capturing learning outcomes data sets?
3. Do you have your learning outcomes statements written?
4. Who will be responsible for drafting, and entering, student learning outcome data?
5. Do you have a mapping document that outlines which courses/sections will be responsible for collecting evidence of learning for each set of learning outcomes?
6. Do you have common assessments chosen as evidence for learning outcomes achievement?

7. Do you have any interdisciplinary goals or academic programs that you need to assess?

8. How often do you collect and report on learning outcome data?

9. What types of reporting will leverage your learning outcomes dataset?

10. What population on campus do you plan to launch this tool with first (e.g., small pilot group, specific department/program, full roll out to all constituents)?

11. What are three goals that you would like to meet by launching Outcomes at your institution?

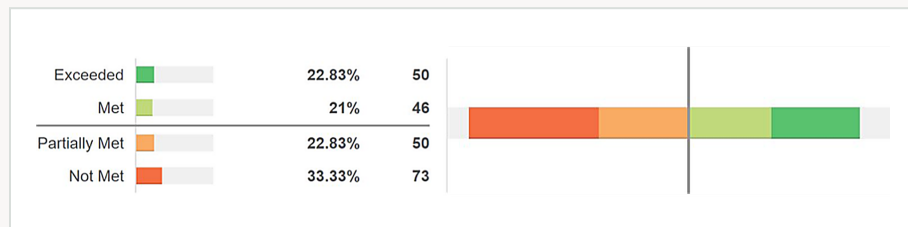
12. After implementing Outcomes, how do you hope to leverage your Outcomes data?

13. Do you have additional assessment management software at your institution? If so, how do you hope to leverage your Outcomes data in your current processes?

14. What are the priorities of campus leadership, and/or how can Outcomes support your campus's strategic plan?

Performance Results Scale

Here is an example of a Results Scale in Outcomes using an ILO (Institutional Learning Outcome):



Example Results Scales used across institutions:

- Exceeded, Met, Partially Met, Not Met
- Beginner, Competent, Advanced, Expert
- No Performance, Improvement Needed, Met Expectations, Exceeded Expectations
- Not Met, Met, Exceeded
- Met, Not Met

Result Scale Unit Names

Use this space to outline your Performance Results Scale Unit Names and identify the names for the number of units on the scale you want to implement:

Result Scale	Unit Names
1	
2	
3	
4	
5	

Pass/Fail Scoring

Here is an example of how results would display after pass/fail scoring is enabled:

Results | Total Achievement Levels
[Clear](#)

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

Met *	20	
Partially Met *	15	

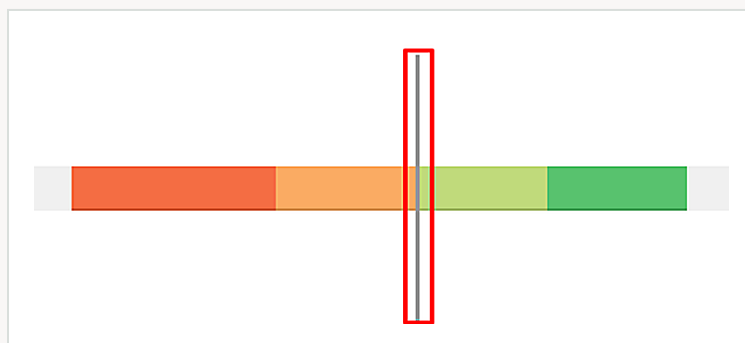
Enable Pass/Fail Scoring?

Yes No

Scoring	Performance Results Scale Equivalent
Pass	
Fail	

Scale Midpoint

The Scale Midpoint is the demarcation line between categories for the Pass/Fail option. Campuses must choose what units the Scale Midpoint will fall between. In the screenshot below, the visual representation of the Midpoint is highlighted in red.

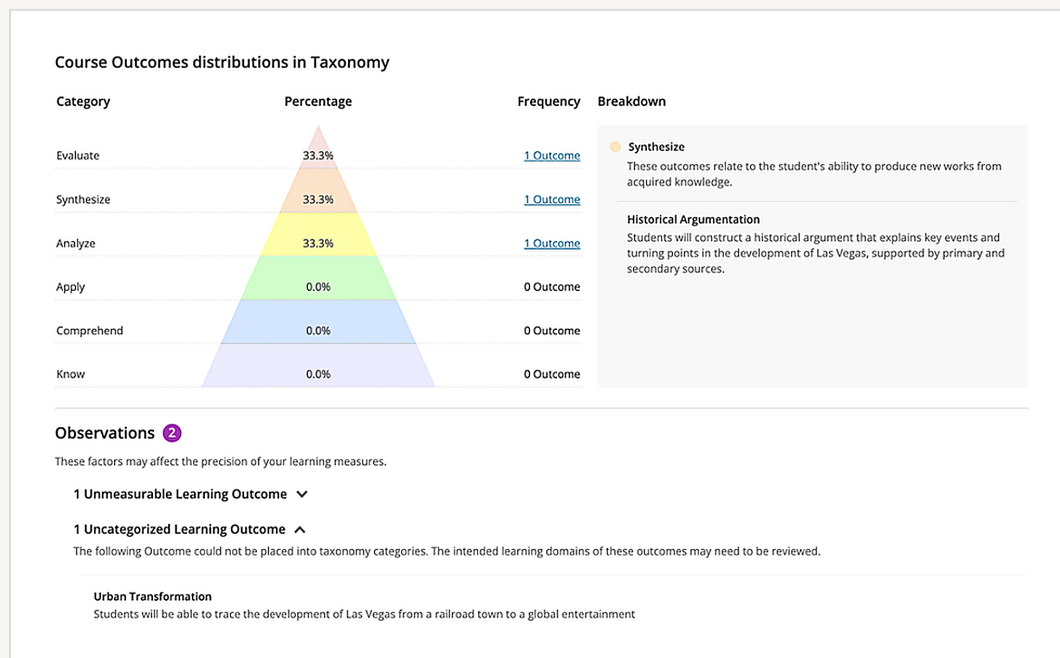


Between what two scale units should the midpoint fall between?

Midpoint	Performance Results Scale Unit Name
Unit Above Midpoint	
Unit Below Midpoint	

Bloom's Taxonomy Analysis

Here is an example of this feature in Outcomes:



Which Bloom's Taxonomy Analysis will your institution use?

- Original Bloom's Taxonomy
- Revised Bloom's Taxonomy
- Meta-Bloom's Taxonomy
- None (disable classification)

3. Pilot Outcome Alignment & Measurement Example

Provide one example from your pilot group that demonstrates how a learning outcome, skill, or competency is measured from a course assignment and aligns across multiple levels of your institutional structure.

Outcome Statement

What is the highest level this learning outcome will be measured?

Institutional Learning Outcomes (ILO)

Program Learning Outcomes (PLO) / Department

Course Learning Outcome (CLO)

Will this outcome statement be assigned to lower levels?

Yes No

Will this outcome statement be related to other outcome statements at higher or lower levels?

Yes No

Reference Example

Our Example

Measured Outcomes Statement

PLO Professional Communication: Students will develop and deliver professional presentations and written materials tailored to audience, purpose, and context.

Hierarchy of Outcome Measurement

- IH Node: Blackboard University
- ILO Communications: Graduates will demonstrate effective written, oral, and digital communication skills across diverse contexts.

This ILO relates to the example.

- IH Node: School of Business
- PLO Professional Communication: Students will develop and deliver professional presentations and written materials tailored to audience, purpose, and context.

This PLO is assigned to all Departments and Programs within the School of Business — for example, the Department of Broadcasting measuring the CLO Audience-Centered Business Messaging: Students will apply professional communication principles to design clear, audience-focused business messaging.

This is then measured with an assessment in the course "MEDIA 430 – Media Industry Analysis & Strategic Planning": an Executive Recommendation Presentation & Briefing, where students analyze a business case and prepare a recommendation for executive leadership using professional language and tailored messaging.

Your Turn

Provide one example explaining how this outcome statements is measured connect from the institutional level down to the assignment level, using your institutional hierarchy and curricular structure.

4. Outcomes Template Customization

Plan how your institution will customize the Outcome, Assessment, and Result templates used throughout Outcomes.



Overview

Outcomes includes three template types:

- a) Outcome** – Used to write learning outcome statements
- b) Assessment** – Used to document assessment methods and thresholds (when not being pulled from a Blackboard assessment)
- c) Result** – Used to enter and analyze assessment results

Overview and Considerations

- This worksheet provides an overview of the templates in Outcomes and a workspace for planning how your institution will customize them.
- Some fields are System Fields (marked with *), which are required but allow you to modify the display name. You can also configure the visibility and required status of other fields. Template settings can be customized by organization unit, program, or course.
- Clear field names and instructions help ensure users enter accurate assessment information.

How to Use this Worksheet

This worksheet includes example templates and editable fields to help guide discussions about template customization. Use the [Outcomes Template Customization Guide](#) to learn more about field types and defaults options.

Field Definitions

Display Name: The name of the template shown in Outcomes. Limit: 25 characters (one per template).

Display: The label shown for each field in the template. Limit: 100 characters.

Instructions: Guidance displayed to users when completing a field. Limit: 2,000 characters.

a) Outcome Template

Learning Outcomes Taxonomy Curriculum Map

Create Learning Outcomes

Learning Outcome Identifier

Enter an identifier to help order and sort your items (e.g., 1, II, etc.).

Outcomes Title *

Enter a brief title (e.g., Critical Thinking).

Outcome Statement *

Enter your outcome statement in its entirety (e.g., Students will...).

Desired Degree of Achievement

Select the desired degree of learning

[Cancel](#) [Submit](#)

Display Name (25 characters)

Default: "Learning Outcome"

Field 1: Identifier

Field Type: Text

Prompt: "Enter an identifier to help order and sort your items (e.g., I, II, etc.)."

Display (100 characters)

Instructions (2,000 characters)

Field 2: Title *

Field Type: Text

Prompt: "Enter a brief title (e.g., Critical Thinking)."

Display (100 characters)

Instructions (2,000 characters)

Field 3: Statement *

Field Type: Text

Prompt: "Enter the fully-written statement (e.g., Students will...)."

Display (100 characters)

Instructions (2,000 characters)

Field 4: Degree of Learning

Field Type: [Defaults](#)

Prompt: "Select the desired degree of learning."

Display (100 characters)

Instructions (2,000 characters)

b) Assessment Template

Create Assessment

Title of Assessment *

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

Assessment Method

Select the method of input used to measure achievement.

Date of Assessment *

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

End

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

Type of Assessment

Formative



☐

Assess performance during the learning process to guide further efforts.

Diagnostic



☐

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

Summative



☐

Measure achievement at the end of interaction with learners.

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

Result Type *

Total Achievement Levels

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

☒

Select the appropriate way to record results for this assessment.

Individual Student Scores

Record individual scores by entering the results of each student.

☐

Delivery Format

Select the format students used to complete the input.

Degree of learning

Select the degree of learning

Scoring Method

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

Scale Type

☒ Standard ☐ Pass/Fail

Select the type of scale.

Scoring Type

☒ Percentage ☐ Points

Select the format of the assignment scoring

Thresholds *

0-100%

Minimum Score *

 %

Partially Met *

 %

Met *

 %

Exceed *

 %

Super Exceed *

 %

Maximum Score *

 %

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

[Cancel](#)

[Submit](#)

Display Name (25 characters)

Default: "Assessment"

Field 1: Measure Name *

Field Type: Text

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

Display (100 characters)

Instructions (2,000 characters)

Field 2: Measure Begin Date *

Field Type: Date

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

Display (100 characters)

Instructions (2,000 characters)

Field 3: Measure End Date

Field Type: Date

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

Display (100 characters)

Instructions (2,000 characters)

Field 4: Measure Type (Purpose) *

Field Type: [Defaults](#)

Prompt: "Select whether the purpose was to establish a baseline of prior achievement (Diagnostic), to measure achievement part way through a segment or the entire course/program (Formative), or to take a final measurement of learning (Summative)."

Display (100 characters)

Instructions (2,000 characters)

Field 5: Assessment Method

Field Type: [Defaults](#)

Prompt: "Select the method of input used to measure achievement."

Display (100 characters)

Instructions (2,000 characters)

Field 6: Result Type *

Field Type: [Defaults](#)

Prompt: "Select the appropriate way to record results for this assessment" — Total Achievement Levels ("Enter the number of students who met or did not meet the outcome") or Individual Student Scores ("Record individual scores by entering the results of each student").

Display (100 characters)

Instructions (2,000 characters)

Field 7: Method Delivery Type

Field Type: [Defaults](#)

Prompt: "Select the format students used to complete the input."

Display (100 characters)

Instructions (2,000 characters)

Field 8: Degree of Learning

Field Type: Defaults

Prompt: "Select the degree of learning."

Display (100 characters)

Instructions (2,000 characters)

Field 9: Scoring Method

Field Type: Defaults

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

Display (100 characters)

Instructions (2,000 characters)

Field 10: Threshold Type

Field Type: Defaults

Prompt: threshold scale used to set achievement-level cutoffs.

Display (100 characters)

Instructions (2,000 characters)

Field 11: Scoring Type

Field Type: Defaults

Prompt: "Select the format of the assignment scoring" — Percentage or Points.

Display (100 characters)

Instructions (2,000 characters)

Field 12: Thresholds

Field Type: Instructions Only

Prompt: "Enter the minimum scores/percentages for each of the following achievement level thresholds" (Minimum, Partially Met, Met, Exceeded, Maximum).

Instructions (2,000 characters)

c) Result Template

Supporting Information

Provide context for the entered results by further describing the assessment.

Analysis

Describe your measure and analysis

Summary of Result

Please indicate if the target was met or not met and provide details.

Confidence of Result

Low	Medium	High
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Select the option which best describes your level of confidence in the accuracy of the results.

Use of Results

Based on your results/findings, please create a list of the things you could do to improve student achievement or your assessment process in the future.

Add Use of Results

Create

Display Name (25 characters)

Default: "Results"

Field 1: Analysis

Field Type: Text

Prompt: "Describe your measure."

Display (100 characters)

Instructions (2,000 characters)

Field 2: Confidence

Field Type: Defaults

Prompt: "Select the option which best describes your level of confidence in the accuracy of the results" — Low, Medium, High.

Display (100 characters)

Instructions (2,000 characters)

Field 3: Summary

Field Type: Text

Prompt: "Please indicate if the target was met or not met and provide details."

Display (100 characters)

Instructions (2,000 characters)

Field 4: Use of Results

Field Type: Text

Prompt: "Based on your results/findings, please create a list of the things you could do to improve student achievement or your assessment process in the future."

Display (100 characters)

Instructions (2,000 characters)

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