Blackboard

BLACKBOARD OUTCOMES

# Outcomes Readiness Workbook

This workbook 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 workbook is required for provisioning Blackboard® Outcomes functionality. Provide it to your Customer Success Manager with your request for Outcomes.

**How to complete this form**
Type directly into each field, then save the PDF. Select one option for each Yes/No and multiple-choice question. Character limits match the limits in Outcomes.

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SECTION 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.*

## Blackboard LMS Goals

Have you confirmed that your institution is not using the Blackboard LMS Goals functionality? ◯ Yes ◯ No

Do you understand that Goals must be turned off when using Outcomes? ◯ Yes ◯ No

## Campus Implementation Team

*Information below should match the Blackboard LMS 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

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## Outcomes Primary Owner

*Learn more about the Outcomes Primary Owner role.*

| First Name | Last Name |
|---|---|
| | |
| **Title** | **Email Address** |
| | |

## Outcomes Site Administrator

*Learn more about the Outcomes Site Administrator role.*

| 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

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SECTION 2

# LMS Data Requirements & Institutional Assessment Measure Settings

Confirm the Blackboard LMS data requirements that Outcomes depends on, including your Institutional Hierarchy, curricular structure, and term associations are created. Define your Institutional Assessment Measure Settings that create a shared language and evaluation criteria for outcomes assessment, including the Performance Results Scale and Bloom's Taxonomy analysis. Completing these requirements and aligning on these settings early ensures accurate data alignment and clarity for faculty and assessors, and supports reliable aggregation and reporting across courses, programs, and institutional levels.

## Institutional Hierarchy & Curricular Structure

**Required for provisioning:** each item below must be in place, at a minimum for your Outcomes pilot group, before your Outcomes request can be granted.

| | | |
|---|---|---|
| Has your institution configured the Institutional Hierarchy in the Blackboard LMS? | ◯ Yes | ◯ No |
| Have Subjects been created and assigned to a parent node in the Institutional Hierarchy? | ◯ Yes | ◯ No |
| Have Courses been created and assigned to the appropriate Subject? | ◯ Yes | ◯ No |

## Term Associations & Hierarchy

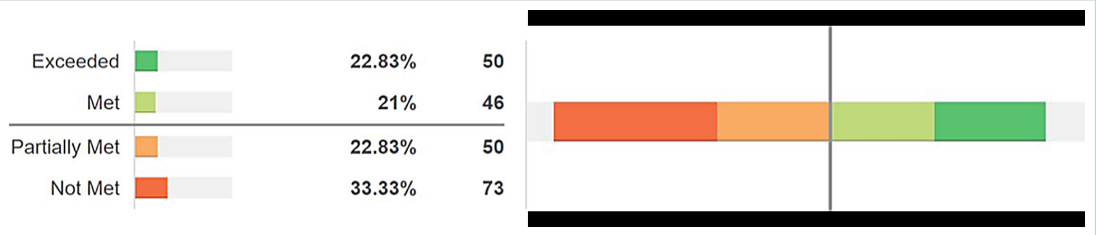
**Required for provisioning:** each item below must be in place, at a minimum for your Outcomes pilot group, before your Outcomes request can be granted.

| | | |
|---|---|---|
| Has your institution configured Terms in the Blackboard LMS? | ◯ Yes | ◯ No |
| Has your institution established an Annual Term with defined start and end dates? (Annual Terms cannot be set to continuous.) | ◯ Yes | ◯ No |
| Are child terms associated with a parent Annual Term? | ◯ Yes | ◯ No |
| Are the courses in your Outcomes pilot group assigned to a child term? | ◯ Yes | ◯ No |

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

## Result Scale Unit Names

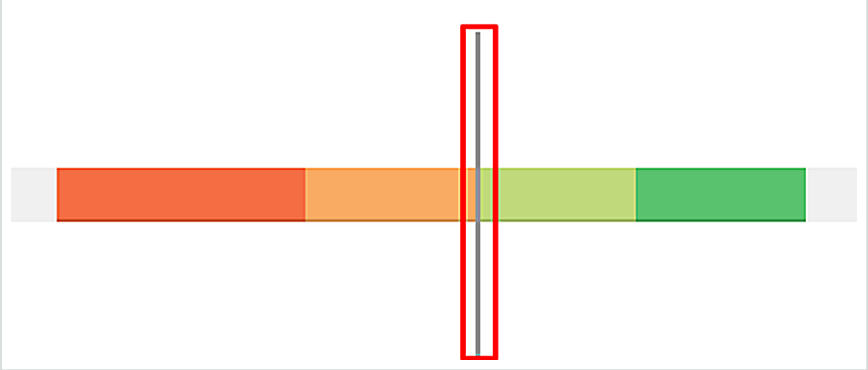
*Use this space to list the Performance Results Scale Unit Names for the number of units you want on your scale. Enter the units in descending order, from the highest level of performance (1) to the lowest.*

| Result Scale | Unit Names |
|---|---|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

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## Scale Midpoint

The Scale Midpoint is the demarcation line between categories for the Pass/Fail option. Campuses must choose which units the Scale Midpoint will fall between. In the example below, the Midpoint is highlighted in red.

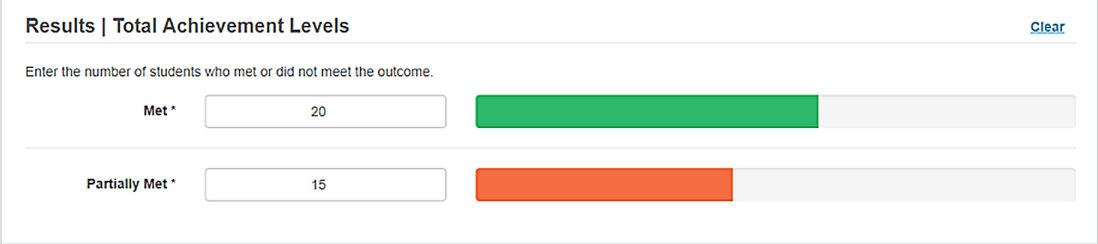


**Between which two scale units should the midpoint fall?**

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

## Pass/Fail Scoring

*Here is an example of how results display after Pass/Fail scoring is enabled:*



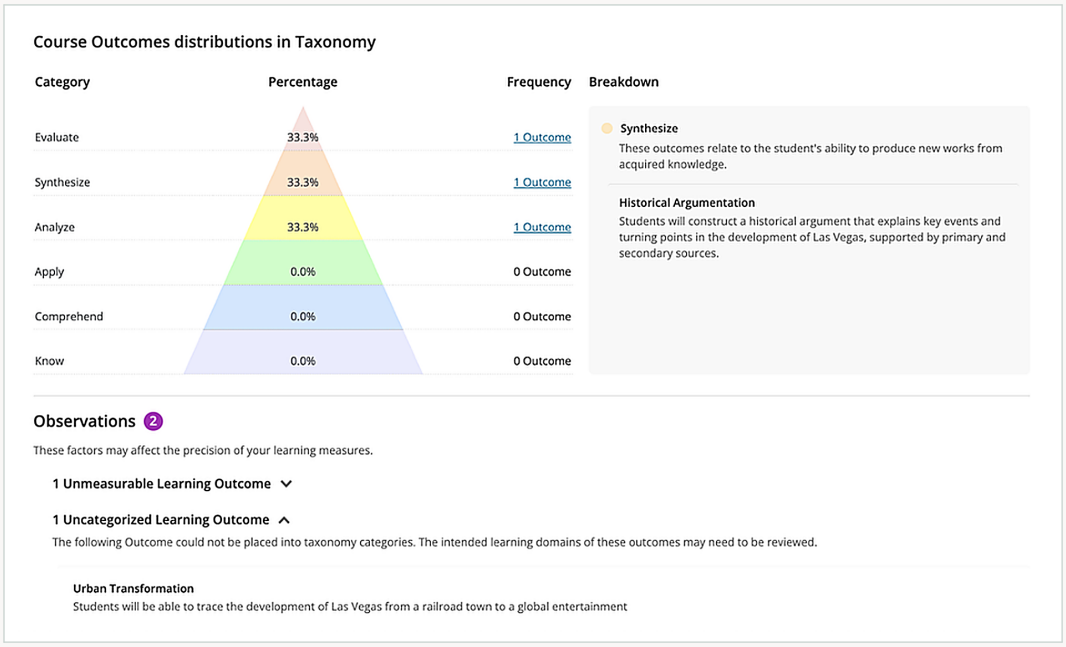

**Enable Pass/Fail Scoring?** ◯ Yes ◯ No

| Scoring | Performance Results Scale Equivalent |
|---|---|
| Pass | |
| Fail | |

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## 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)

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SECTION 3

# 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?**

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**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?

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**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?**

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SECTION 4

# Pilot Outcome Alignment & Measurement

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 at which 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

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## 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 measures 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 statement is measured, connecting from the institutional level down to the assignment level, using your institutional hierarchy and curricular structure.

**Your Response**

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SECTION 5

# 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 pulled from a Blackboard LMS assessment)

**c) Result:** Used to enter and analyze assessment results

### 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 default 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. |

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# a) Outcome Template




**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)

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## 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

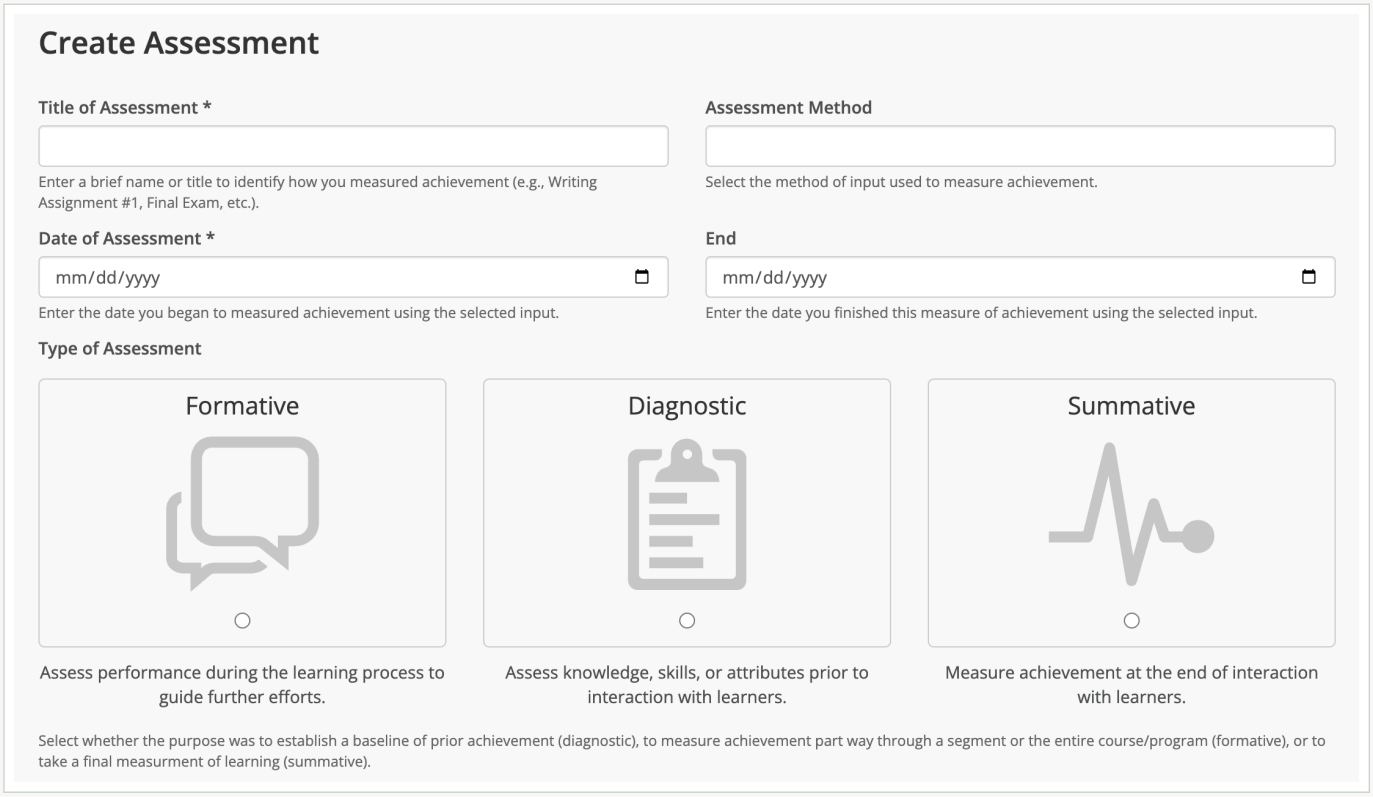
*Field Type: Defaults*
*Prompt: “Select the desired degree of learning.”*

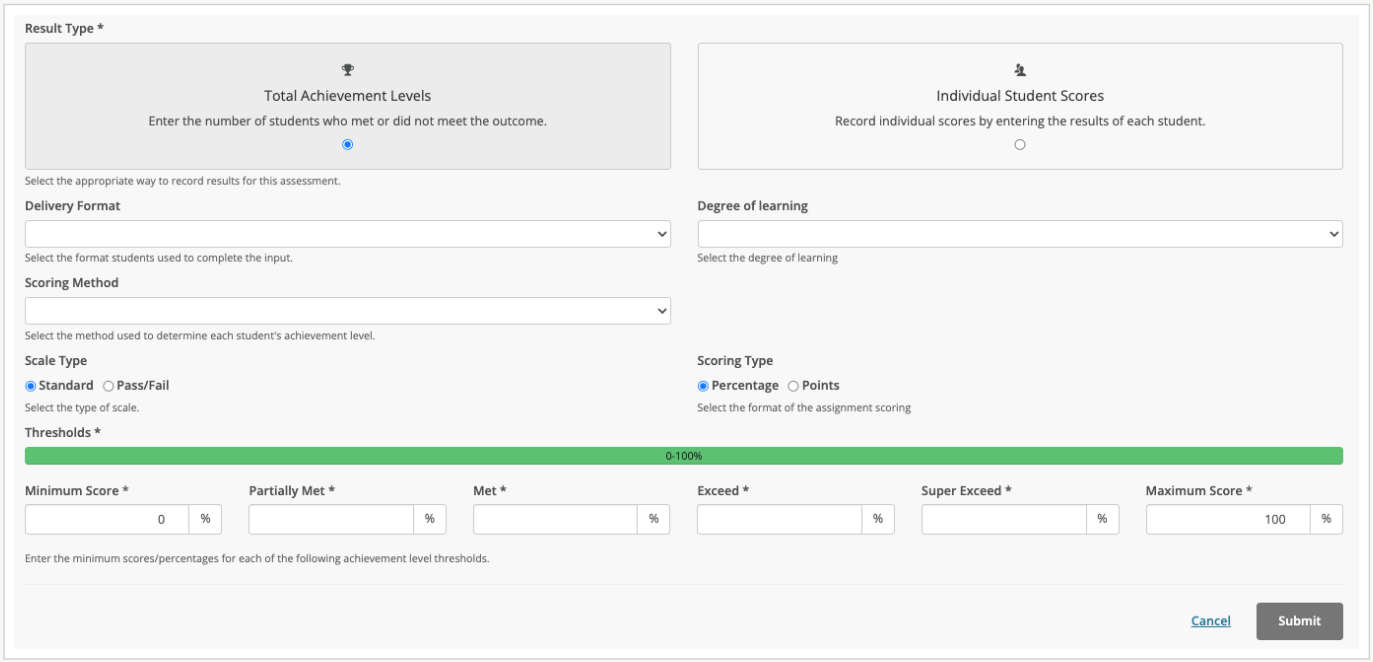
**Display** (100 characters)

**Instructions** (2,000 characters)

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# b) Assessment Template




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**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)

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## 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." Options: 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)

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## 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)

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## 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." Options: Percentage or Points.*

**Display** (100 characters)

**Instructions** (2,000 characters)

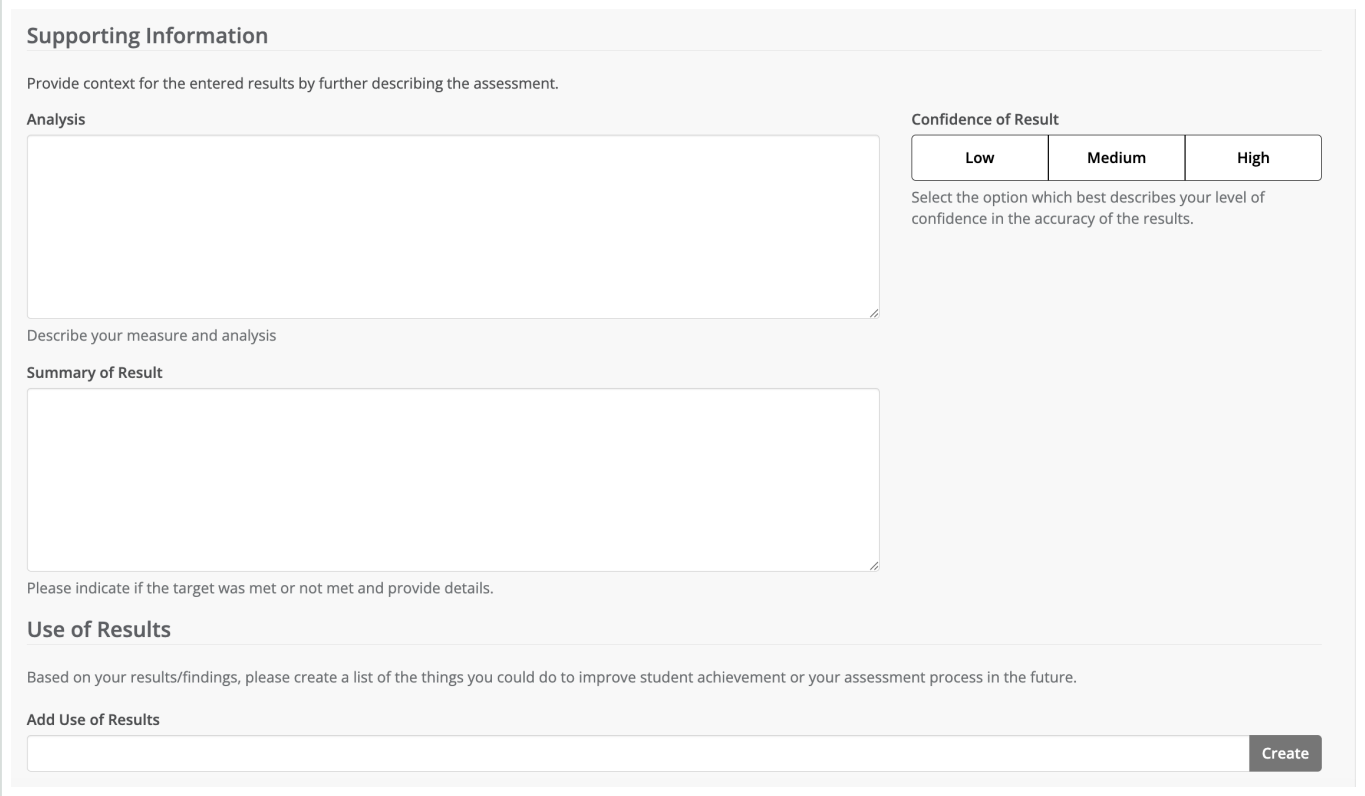
## Field 12: Thresholds

*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)

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# c) Result Template




**Display Name** (25 characters)
*Default: "Results"*

## Field 1: Analysis

*Field Type: Text*
*Prompt: "Describe your measure."*

**Display** (100 characters)

**Instructions** (2,000 characters)

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## Field 2: Confidence

*Field Type: Defaults*
*Prompt: "Select the option which best describes your level of confidence in the accuracy of the results." Options: 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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