Outcomes Assessment Vocabulary

<table>
<thead>
<tr>
<th>Goal Set</th>
<th>A set of goals held by a department.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
<td>Within a goal set, the category denotes which degree program for which you will enter goals.</td>
</tr>
<tr>
<td>Child goals</td>
<td>Optional child goals are a subset of goals.</td>
</tr>
<tr>
<td>Alignment</td>
<td>When faculty members align evidence to goals, this specifies which artifacts they would like to submit as part of Outcomes Assessment.</td>
</tr>
<tr>
<td>Evidence</td>
<td>Actual student work that faculty submit (via alignment) as part of Outcomes Assessment.</td>
</tr>
<tr>
<td>Rubric</td>
<td>May be aligned as evidence by faculty, then attached to assignment as Secondary Evaluation. Rubrics also appear when analyzing evidence collections, but these are specifically labeled Outcomes Assessment Rubrics.</td>
</tr>
</tbody>
</table>

Before you begin
It is very important the naming conventions all be consistent throughout Outcomes Assessment at our institution. Also, goals may change over time. For this reason, it is important to keep a separate document with the information that will comprise the Goal Sets, Category, and Goals for your department. This will be much easier and more efficient when you enter the information into Outcomes Assessment.

Here are the steps you will use to create this document:

- Open a new Microsoft Word document.
- Make a table that has 4 columns and as many rows as you have goals. You can always add more rows.
- Each Goal Set you make will have its own table.
- Each Goal Set (separate table) will be named by the College Acronym, a hyphen separated by spaces, then the department or school name.
  - For example: CFA – ART is the College of Fine Arts (CFA) and ART (Art department).
- The top row will be labels for the information contained in the column below.
- Below each line of the goal set, you will enter information as displayed on the table below:
### Goal Category

<table>
<thead>
<tr>
<th>College acronym – Department acronym – Degree Program/ Specialization, Etc.</th>
<th>Goal ID</th>
<th>Unique ID</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>College acronym – Department acronym – Degree Program – Written name of the goal</td>
<td>College acronym – Department acronym – Degree Program – Abbreviation of the goal</td>
<td>Full written description of the goal proceeded by a number and hyphen.</td>
<td></td>
</tr>
</tbody>
</table>

**Example:**

CFA – Art – BFA - Art

CFA – Art – BFA – Art – Communication

CFA – Art – BFA – Art – Comm

001 – Students will communicate effectively in both written and oral methods.

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### Getting Started – Signing in to Outcomes Assessment

If you have the proper permissions previously established, you will have the visibility necessary to complete the following steps:

- Sign in to blackboard.bsu.edu
- Click the Outcomes Assessment tab at the top of the page.
- You should see the goals page:

![Goals and Assessments](image)

- If you do not see this page, you need to toggle from View Collected Evidence to View Goals

![View Goals](image)
Establishing the architecture of your Goal Sets

In order for all the formats to match, it is important to follow the naming conventions. It might be helpful to envision the hierarchy of Goal Sets → Goal Categories → Goals.

- **Goal Sets** – the goal set will encompass all goal categories (and subsequently goals) organized by department and college.

  1. When you enter Outcomes Assessment and toggle to View Goals you will see the option to Enter Goal Set in faint gray writing on the left side. When you hover over it, it will darken, and you will see the option to Create New Goal Set. Select this option.

  2. Enter the Set Name. This will be the college acronym, a hyphen separated by spaces, then the department or school name. For example: CFA – ART is the College of Fine Arts (CFA) and ART (Art department).

  3. You will also be prompted to enter a Set Type. This is the college name, a hyphen separated by spaces, then the department or school name. Continuing with the above example: Fine Arts – Art.

- **Goal Categories** – the goal category will be the degree program in which the goals will reside.

  1. After you enter a Goal Set, the Goal Category will automatically created. Edit this by clicking the action link and selecting Edit.

  2. The new Goal Category should be named the college acronym, a hyphen separated by spaces, the acronym of the department, then the acronym of the degree program/specialization/certificate/etc. For example: CFA – ART – BFA – ART.

  3. Add more Goal Categories for more degree programs.
**Entering Goals**

When you select **Add Goal** a small screen will open. You will fill in each of the spaces in a specific format. The screen will look like this:

- **Goal ID** – the Goal Id will be formatted college acronym – department or school acronym – degree program – written name for the goal. Example: CFA – ART – BFA – Art – Communication
- **Unique ID** – it is important you identify a unique ID or one will be randomly assigned to the goal, and it may be less recognizable. Use a variation of the information above (Goal ID) but abbreviate the goal name.
- **Text** – In the Text box, enter the full written description of the goal preceded by a number and a hyphen separated by spaces. Example: 01 – Students will communicate effectively in both written and oral methods.
- **Goal Type** – Type “Program”
- **Status** - make sure the Status is Active.

Submit to save your goal.

Note: You may want to add child goals to your main goals. This is just a way of saying that under each goal, there may be some sub-goals. This is simple to do using Outcomes Assessment. You have two options to do this:

1. When you are saving a goal, choose Save and Add Child. This will save the goal you made and make it the parent to the child goal automatically.
2. If you have already submitted your goal, you may click the action link next to the goal text, and one option will be Create Child Goal. When you select this, you will be able to create and submit a child goal.

Child goals will be collapsed by default. To view them, click the chevrons next to the goal numbering. This will make all the children appear.
Aligning Evidence to Goals
Evidence is comprised of the student work aligned to goals. In other words, the assessments instructors give their students serve as evidence that they are achieving student learning outcomes.

Only the instructor of the course has the ability to align students’ completed assignments to goals. To make the alignment, you have two options:
1. Ask the faculty member in each course section each term to align the assignment to the goal. **This is the best option.**
2. Ask the faculty member to enroll you as an instructor in the course so that you can make the alignment. This is more work for everyone. Only do this if the instructor is unable or unwilling to make the alignment.

Entering Rubrics in Outcomes Assessment

Creating Rubrics

1. Open the Outcomes Assessment tab of Blackboard
2. Click Rubrics on the left hand side
3. Click Create Rubric at the top of the page
4. Type in the name for the rubric. Use the same name that you used for the goal with which you will associate this rubric.
5. The description is optional

Creating the Grid
• Change the Rubric Type to Points
• The horizontal axis (columns) represents the Levels of Achievement, and the vertical axis (rows) represents the evaluation criteria.
• If you would like to add more rows or columns, you can use the buttons in the upper left to add rows or columns.
• Change the name of rows and columns by clicking the arrow next to the name of each column or row, and select Edit.
• Change the point values in each cell (for example 1 for Novice, 2 for Competent, and 3 for Proficient).
• You can type a description of what the point value represents for each of the evaluation criteria by typing in the box in each cell; this is optional.
• A finished grid should look like this:
<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Explain the research problem and questions.</td>
</tr>
<tr>
<td>15</td>
<td>Explain contact with clients and how.</td>
</tr>
<tr>
<td>15</td>
<td>Discuss research design and data collection approaches.</td>
</tr>
<tr>
<td>15</td>
<td>Discuss research planning and team roles.</td>
</tr>
<tr>
<td></td>
<td>Total Points: 60</td>
</tr>
</tbody>
</table>