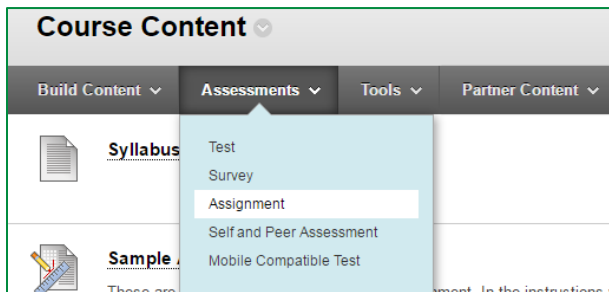
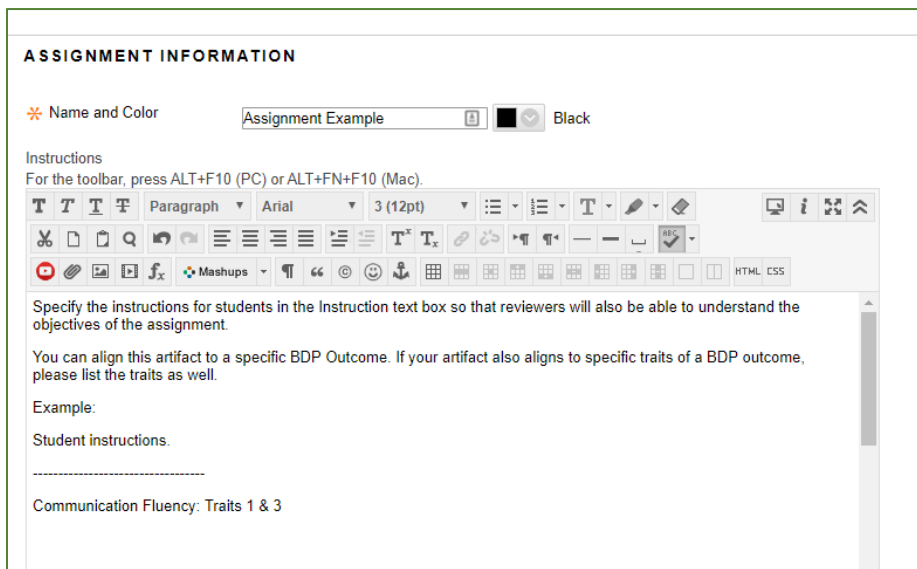


## Step 1 – Create an Assignment



Creating an assignment to use as an artifact begins the same way as creating any assignment in Blackboard. With Edit Mode on, go to a course content area or folder, scroll over Assessments (middle of screen), and choose Assignment.

The Create Assignment page will open, allowing you to fill in all of the information necessary to create an assignment that accepts student submissions.

A screenshot of the 'ASSIGNMENT INFORMATION' form. The 'Name and Color' field is set to 'Assignment Example' with a color dropdown set to 'Black'. Below this is the 'Instructions' section, which includes a rich text editor toolbar and a text area. The text area contains the following text: 'Specify the instructions for students in the Instruction text box so that reviewers will also be able to understand the objectives of the assignment. You can align this artifact to a specific BDP Outcome. If your artifact also aligns to specific traits of a BDP outcome, please list the traits as well. Example: Student instructions. ----- Communication Fluency: Traits 1 & 3'.

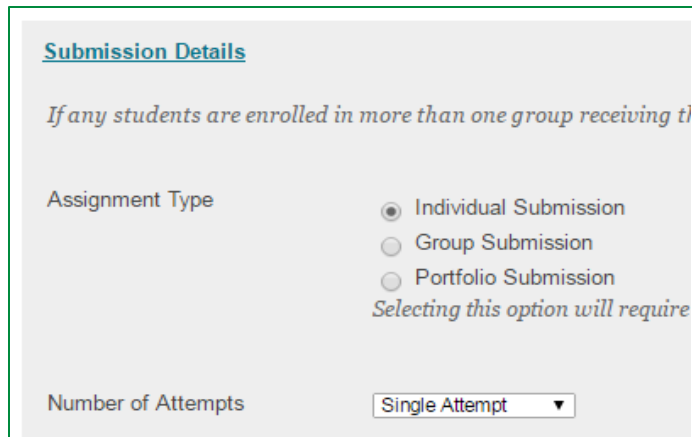
In the Assignment Information section, be sure to enter instructions that provide detailed information so that both the students **and** randomly assigned assessors have a complete understanding of what you asked your students to do. You **must** include the assignment instructions.

Student learning outcomes for the baccalaureate degree profile can be found on the following site:

<https://www.marshall.edu/assessment/baccalaureate-degree-profile/>

Click the logo for each outcome to see trait descriptions. It is very beneficial to reviewers if you include a note in the instructions regarding which trait(s) you feel best matches the reasoning for aligning that particular outcome to your artifact.

## IMPORTANT:



Submission Details

*If any students are enrolled in more than one group receiving this assignment, you must select Individual Submission.*

Assignment Type

- Individual Submission
- Group Submission
- Portfolio Submission

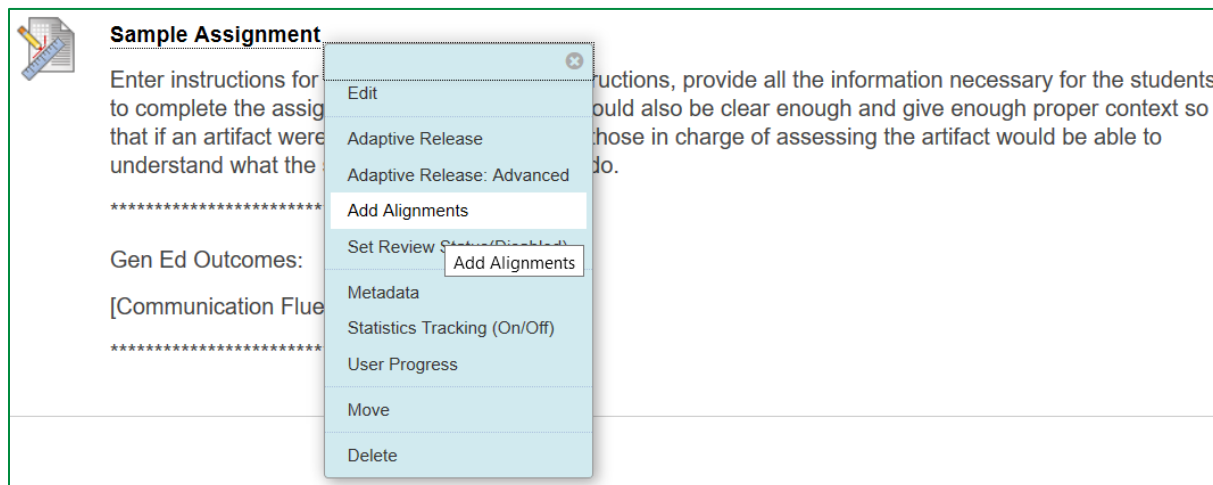
*Selecting this option will require additional configuration.*

Number of Attempts:

When creating or editing an assignment that will be collected for Blackboard Outcomes assessment, you must make sure that the assignment is set to allow only a single attempt. Click Submission Details on the Create Assignment page to be sure the Number of Attempts is set to Single Attempt.

## Step 2 – Add Alignments

After creating the assignment in the course, point your mouse to the assignment and click the down arrow after the assignment title. In the contextual menu that appears, click **Add Alignments**.



**Sample Assignment**

Enter instructions for students to complete the assignment. Instructions should be clear enough and give enough proper context so those in charge of assessing the artifact would be able to understand what the student is to do.

\*\*\*\*\*

Gen Ed Outcomes: [Communication Fluency]

\*\*\*\*\*

- Edit
- Adaptive Release
- Adaptive Release: Advanced
- Add Alignments
- Set Review State (Disabled)
- Metadata
- Statistics Tracking (On/Off)
- User Progress
- Move
- Delete

After selecting “Add Alignments,” you will see a pop up window in which you can locate and select the learning outcomes/goals to which you want to align the assignment.

The pop-up box has multiple options. If you are searching for the BDP Outcomes in General Education, you should first choose “**Category**” and then choose “**Baccalaureate Degree Programs**” to see the full list of Outcomes.

Next, choose the correctly Outcome to align to your artifact. You may choose more than one Outcome, but please make sure to review the corresponding traits on the Assessment website to make sure that your artifact properly matches the criteria.

Once you have clicked your choices, click **Submit**.

After submitting the goal you selected, you will see the goal aligned under **Active Goals** below assignment. As an instructor you can add and remove these goals and also restrict the visibility to your students, if you so choose, by selecting the appropriate button under “Actions.” Click the Remove Alignment button (a white “X” on red) to remove the alignment. Click the Student Visibility button to change the visibility from the default “Not Visible to Students” (a circle with a slash) to “Visible to Students” (a check mark), or back again.

**Discover Goals**  
Align content items to Goals in order to report goals coverage information for this course. [More Help](#)

Search current results:  Go

**Criteria Summary**  
Source: System + Goal Set Type: All Set Types + Goal Set: All Goal Sets + Category: Baccalaureate Degree Profile  
+ Goal Type: All Types

**Browse Criteria**  
View  Reset to Default

**Source**  
System

**Goal Set Type**  
All Set Types  
Accreditation Standards  
COEPD  
COHP  
COLA  
COS  
General Education  
University Outcomes

**Goal Set**

**Category**  
All Categories  
ABET  
ACEND  
ACRL Information Literacy  
BA  
Baccalaureate Degree Profile  
CAEP  
CEC  
COUN KPI  
Capstone Critical Thinking  
Competition

Goal	Goal Set
<input type="checkbox"/> GenEd 01.00 – GenEd.01.00: Communication Fluency - Students will develop cohesive oral, written, and visual communications tailored to specific audiences.	General Education
<input type="checkbox"/> GenEd 02.00 – GenEd.02.00: Creative Thinking - Students will outline multiple divergent solutions to a problem, develop and explore risky or controversial ideas, and synthesize ideas/expertise to generate ideas.	General Education
<input type="checkbox"/> GenEd 03.00 – GenEd.03.00: Ethical and Civic Thinking - Students will determine the origins of core beliefs and ethical principles, evaluate the ethical basis of professional rules and standards of conduct, evaluate how academic theories and public policy inform one another to support civic well-being, and analyze complex ethical problems to address competing interests.	General Education
<input type="checkbox"/> GenEd 04.00 – GenEd.04.00: Information Literacy - Students will revise their search strategies to find appropriate research tools, integrate relevant information from reliable sources, question and evaluate the complexity of the information environment, and use information in an ethical manner.	General Education
<input type="checkbox"/> GenEd 05.00 – GenEd.05.00: Inquiry Based Thinking - Students will formulate focused questions and hypotheses, evaluate existing knowledge, collect and analyze data, and draw justifiable conclusions.	General Education
<input type="checkbox"/> GenEd 06.00 – GenEd.06.00: Integrative Thinking - Students will make connections and transfer skills and learning among varied disciplines, domains of thinking, experiences, and situations.	General Education
<input type="checkbox"/> GenEd 07.00 – GenEd.07.00: Intercultural Thinking - Students will evaluate generalizations about cultural groups, analyze how cultural groups might affect communication across cultures, evaluate how specific approaches to global issues will affect multiple cultural communities or political institutions and untangle competing economic, religious, social, political, or geographical interests of cultural groups in conflict.	General Education
<input type="checkbox"/> GenEd 08.00 – GenEd.08.00: Metacognitive Thinking - Students will evaluate the effectiveness of their project plan or strategy to determine the degree of their improvement in knowledge and skills.	General Education
<input type="checkbox"/> GenEd 09.00 – GenEd.09.00: Quantitative Thinking - Students will analyze real-world problems quantitatively, formulate plausible estimates, assess the validity of visual representation of quantities of information, and differentiate valid from questionable statistical conclusions.	General Education

Displaying 1 to 9 of 9 items

**Sample Assignment**

Enter instructions for the assignment. In the instructions, provide all the information necessary for the students to complete the assignment. The instructions should also be clear enough and give enough proper context so that if an artifact were to be randomly sampled, those in charge of assessing the artifact would be able to understand what the student was attempting to do.

.....

Gen Ed Outcomes:  
[Communication Fluency, Traits 2 and 4]  
.....

**Active Goals**

Actions	ID	Goal	Goal Set Name	Category
<input type="checkbox"/> <input type="checkbox"/>	GenEd 01.00	GenEd 01.00: Communication Fluency - Students will develop cohesive oral, written, and visual communications tailored to specific audiences.	General Education	Baccalaureate Degree Profile

Example of a goal/outcome aligned to an artifact:



You can align multiple goals from multiple goal sets to an assignment, but for the purpose of General Education assessment we recommend that you select only the learning outcome/goal that you feel **best** fits your assignment (what was previously known as a “primary learning outcome”).

**Note:** You do not have to add the alignments at the time of assignment creation, nor do you have to have them added before student submissions are taken in; however, alignments must be made **prior to collection by the Assessment Office.**

Created 9/16/16; Updated 11/14/2017; Updated 09/20/2019

### Contact Information for Questions

General Education assessment is conducted through the Assessment Office in Academic Affairs. Questions regarding assessment practices and policies please direct to:

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Need additional assistance with all things **Blackboard**?  
Marshall’s Instructional Design Center can help!

Contact multiple instructional designers in one step:  
[onlinelearning@marshall.edu](mailto:onlinelearning@marshall.edu)