



# STRATEGIC PLAN FOR EFFECTIVELY USING BLACKBOARD LEARN AT CCQ



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## COMMITTEE MEMBERS

	<b>Member Name</b>	<b>Department</b>	<b>Role</b>	<b>Term</b>
1.	Amnah Alazzah	Instructional Technology & Learning Center	Chair	Permanent
2.	Dr. Terinicka Brogan	Workforce Education (HIM)	Co-Chair	2 Years
3.	Dr. Ibrahim Magboul	Business	Researcher	2 Years
4.	Mr. Ali Abdullah	Language and Literature	Member	2 Years
5.	Mr. Edward Santoro	Language and Literature	Member	1 Year
6.	Dr. Asma Maikl	Language and Literature	Member	1 Year
7.	Mr. Dustin Stevens	English Language Center	Member	2 Years
8.	Ms. Mira Rithalia	English Language Center	Member	1 Year
9.	Ms. Allyson Gometz	English Language Center	Member	1 Year
10.	Dr. Mais Alkhateeb	Math and Science	Member	2 Years
11.	Dr. Nasser Aghasoleimani	Math and Science	Member	1 Year
12.	Ms. Tahani Abu Musa	Dean's Office	Member	2 Years
13.	Dr. Mohamed Rifai Ameen	Humanities	Member	1 Year
14.	Dr. Rami Al-Rajab	Humanities	Member	2 Years
15.	Dr. Gada Allam	Humanities	Member	1 Year

## INTRODUCTION

As part of CCQ's strategic goal to enhance learning and services through expanding the use of innovative technology, the Blackboard (Bb) Committee has been established to serve as a pivotal force for successfully achieving this goal. The objectives of the Blackboard Committee are to train and support faculty and students in effectively using an instructional technology platform that has the potential to greatly enhance student learning and engagement in the classroom. The following section outlines the Blackboard Committee's strategic plan for developing, implementing, and evaluating these goals and objectives.

## VISION

Under the supervision of the Instructional Technology & Learning Center (ITLC), the Blackboard Committee supports the implementation and evaluation efforts of the Blackboard Learn Management System at the CCQ by providing training and support to Blackboard users, establishing usage criteria, and evaluating Blackboard usage by faculty and students.

## MISSION

The mission of the Blackboard Committee is to:

- Establish criteria for evaluating faculty's use of Bb at CCQ.
- Ensure the availability and proper functionality of Bb to all relevant users at CCQ
- Provide orientation, training, and continuous support to Bb users at CCQ
- Provide certificate-based training programs in instructional technology features applicable to Bb
- Consistently encourage the usage of Bb at a college-wide level
- Provide workshops, seminars, materials, and other resources on a continuous basis

## GOALS

The goals of the Blackboard Committee for the 2017-18 academic year are:

- Goal (1): To maximize the quality and quantity of student interaction with Blackboard based on course content needs and requirements.
- Goal (2): To enhance student learning by training students to efficiently navigate and use technology in order to better prepare them for the workforce.

- Goal (3): To establish a better connection between faculty and students through the accessibility of course resources.
- Goal (4): To standardize the educational process and remain up-to-date with global educational practices through the use of technology.
- Goal (5): To use Blackboard as an information-sharing and communication tool.
- Goal (6): To ensure accountability, transparency, and fairness in education for students and faculty by employing a platform for assessing the educational process.
- Goal (7): To help students become independent learners by equipping them with resource management tools for their academic and professional careers.
- Goal (8): To encourage creativity and innovation in the use of Bb among faculty and students by providing training and support in advanced Bb features and tools.
- Goal (9): To promote excellence in teaching and learning within and outside of the classroom by designing, planning, monitoring, and evaluating Bb usage.

## BLACKBOARD COMMITTEE ORGANIZATIONAL STRUCTURE

The Blackboard Committee operates under the direction of the Instructional Technology and Learning Center. The Committee is organized according to the following structure:

**Chair:** The Chair is the facilitator of the Committee whose primary duty is to oversee all Committee activities. The Instructional Technology Coordinator of the ITLC will serve as the permanent Chair of the Blackboard Committee.

**Co-Chair:** The Co-Chair jointly serves as a facilitator of the Committee along with the Chair in overseeing all Committee activities. The Chair has the right to appoint the Co-Chair or seek Committee approval for this role. The Co-Chair may serve for a period of two academic years. The Co-Chair must wait for a period of two academic years to be eligible for nomination as Co-Chair for another term of service.

**Researcher:** The researcher has the primary duty of overseeing all research activities related to Bb at CCQ. The researcher may serve for a period of two academic years. The Researcher must wait for a period of two academic years to be eligible for nomination as Researcher for another term of service.

**Rapporteur:** The rapporteur is the primary reporter for the Committee. The Rapporteur may serve for a period of two academic years. The term of the Rapporteur is renewable based on Committee needs.

**Members:** The members primarily serve as advocates and trainers. There should be at least two representatives from each academic department. One member from each academic department is allowed to serve for a period of two academic years. The other member may serve for a period of one academic year. Additional members from the same department may serve for a period of one academic year. All members must wait for a period of two academic years to be eligible for nomination as members for another term of service.

## ROLES AND RESPONSIBILITIES OF MEMBERS

The following criteria outline the roles and responsibilities of Blackboard Committee Members at CCQ.

### DUTIES OF THE CHAIR

The Chair of the committee shall be responsible for:

- Coordinating and presiding over all committee meetings.
- Suggesting and soliciting Blackboard training and development ideas from committee members
- Communicate with senior management on behalf of the Committee.
- Review the minutes of the meeting
- Appointing key roles to Committee members as necessary
- Assigning duties to Blackboard members consistent with the vision and mission of the Committee
- Make recommendations about the Blackboard Strategic Plan to the Dean based Committee decisions
- Facilitating the execution of all Committee projects, programs, activities, and events
- Collaborating with associate deans and program chairs/coordinators regarding departmental Blackboard departmental needs and requirements
- Establishing Blackboard usage and evaluation criteria
- Evaluating the use of Blackboard by applicable stakeholders
- Developing strategic plan for the Blackboard program
- Overseeing the execution of the strategic plan for the Blackboard program

### DUTIES OF THE CO-CHAIR

The Co-Chair of the committee shall be responsible for:

- The Co-Chair shall perform the above-mentioned Chair duties under the direction of and in collaboration with the Chair as needed
- In the absence of the Chair, serve in the capacity of the Chair with full decision-making authority

### DUTIES OF THE RESEARCHER

The Researcher of the committee shall be responsible for:

- Designing internal and external Blackboard research projects according to CCQ goals and objectives
- Creating and disseminating surveys related to Committee research efforts

- Analyzing results of surveys related to the Blackboard Strategic plan
- Presenting and reporting research results to internal and external stakeholders

#### DUTIES OF THE RAPPOREUR

The Rapporteur of the committee shall be responsible for:

- Composing and curating reports, minutes, and documents for Committee reference, use, and dissemination

#### DUTIES OF COMMITTEE MEMBERS

Committee members shall be responsible for:

- Developing Blackboard training and support resources
- Providing face-to-face and virtual Blackboard training and workshop sessions
- Serving as Blackboard champions within their respective departments
- Liaising with their department heads to assess Blackboard departmental needs
- Attending Committee meetings on a consistent basis and providing relevant feedback and input
- Considering college-wide needs when making recommendations and when voting on decisions presented in Committee meetings
- Participating in Committee events, activities, programs, subcommittees etc., as needed

The Blackboard Committee understands and appreciates the time and effort that members make to be involved in Committee activities. Therefore, it is the Committee's goal to reward members in as many ways as possible for the hard work that they engage in while serving on the Committee. The Committee is committed to consistently and graciously acknowledging the efforts of every individual who is integral to making this initiative successful.

The Blackboard Committee likewise expects consistent attendance and active participation in Committee discussions, events, activities, programs, etc. from each of its members. It is the Committee's goal to maintain a cohort of involved and dedicated members who wish to advance the goals of the Committee. Therefore, members who miss at least two meetings in an academic calendar year without a valid excuse or those who fail to actively participate in the Committee will be removed from the Committee by collaborative recommendation from the Committee Chair and Co-Chair.



## MEETING SCHEDULE

Blackboard meetings will convene at least once a month or as needed during the 2017-18 academic year.

## QUORUM

A quorum of 50% of the Committee members must be present for voting purposes. The Committee Chair will not vote except in the event of a stalemate.

# BLACKBOARD USAGE CRITERIA

All full-time and adjunct instructional faculty at CCQ are required to use Blackboard at an Elementary or above level to achieve the instructional technology mission and vision of the college. To ensure effective and consistent usage of Blackboard among faculty at the college, the following criteria has been established by the Committee.

## BEGINNER LEVEL

By the end of an instructor's first term of teaching at the college, the instructor should have received training and be using Blackboard at the Elementary or above level (*see rubric in Evaluation Plan section*) in each of the following areas:

- Announcement Board
- Contact Information
- Syllabus
- Course Materials
- Grade Center
- Calendar
- Discussion Board/Journals

## INTERMEDIATE LEVEL

By the end of an instructor's second term of teaching at the college, the instructor should have received training and be using Blackboard at the Elementary or above level (*see rubric in Evaluation Plan section*) in each of the following areas:

- Course Customization
- Assessment Tools
- Creating Rubrics
- Discussion Board/Journals

## ADVANCED LEVEL

By the end of an instructor's third term of teaching at the college, the instructor should have received training and be using Blackboard at the Elementary or above level (*see rubric in Evaluation Plan section*) in each of the following areas:

- Student Performance and Retention Center
- Discussion Board/Journals
- eBook Content Integration
- Audio-Visual Content

# BLACKBOARD IMPLEMENTATION PLAN

Training and support are critical cornerstones to successfully implementing Blackboard in a college environment. As such, assessment-based Blackboard training is compulsory for all instructional faculty at CCQ. The Committee will provide Blackboard training and support in face-to-face and virtual formats at a college-wide level. Face-to-face training sessions will be offered at the Instructional Technology Learning Center located at C-Ring campus or other campuses as appropriate.

New faculty members are *required* to complete all beginner and intermediate level training modules by the end of their first year of employment with the college. Returning faculty are *required* to complete all beginner and intermediate level training modules by the end of the first year of the commencement of the evaluation program outlined in the next section. All faculty must participate in other training modules as applicable to their needs and requirements.

## BEGINNER TRAINING MODULES

### *Title*

*Blackboard Basics: An Introductory Course*

### *Description*

This workshop is designed to provide learners with knowledge of essential communication and interaction tools within Blackboard. Participants learn how to efficiently navigate the Blackboard courseroom, create content areas, upload content, and use the announcement board and calendar features. Topics include announcement board, calendar, content areas, course modules, and building content.

*Setting up Blackboard Grade Center*

This workshop is designed to guide learners through the steps of setting up the Blackboard Grade Center. The Grade Center is an efficient way to manage student grades submitted in both manual and electronic formats. Participants learn how to set up a calculated weighted gradebook, create grade categories, manage the Grade Center, and generate grade reports.

*Using Blackboard Course Tools*

This workshop is designed to teach learners how to use specific course tools to enhance the delivery of their instruction. Topics include: sending email, discussion boards, journals, blogs, rubrics, SafeAssign, surveys, surveys, and Wikis.

## INTERMEDIATE TRAINING MODULES

***Title***

*Creating Assessments in Blackboard*

***Description***

This workshop is designed to guide learners through the steps of creating assessments in Blackboard. Learners gain practical knowledge and application in creating manual and system-graded assessments that can be linked to the Grade Center.

*Creating Rubrics in Blackboard*

This workshop is designed to guide learners through the process of developing rubrics in Blackboard. It emphasizes proper rubric design techniques.

*Effectively Using Discussion Boards*

This workshop is designed to explore ways of effectively using discussion boards in the classroom. It provides participants with tips and suggestions on how to pose engaging discussion questions, how to harness student participation in discussion forums, and how to effectively interact with students in discussions.

*Effectively Using Blackboard Journals*

This workshop is designed to explore ways of effectively using journals in the classroom. It provides participants with tips and suggestions on how to create practical and relevant journal assignments. It also guides learners on how to create and use clear and objective journal rubrics.

## ADVANCED TRAINING MODULES

***Title***

*Student Performance and Retention Center*

***Description***

This workshop is designed to help learners monitor and evaluate student performance through the Retention Center. It shows learners how to customize this feature in order to maximize student performance in the classroom.

*e-Book Content Integration*

This workshop is designed to show learners how to effectively integrate e-

*Audio-Visual Content*

Book content such as assessments, activities, interactive resources, other features into the Bb course room. Best practices in e-Book content integration are explored in detail.

This workshop is designed to demonstrate methods of adding audio-visual content to the Bb course room. It focuses on selecting audio-visual resources that enhance course delivery and student interaction, and technical methods for integrating audio-visual content into the course room.

*Advanced Pedagogical Tools for Interaction within Discussion Boards and Journals*

This workshop is designed to provide learners with advanced pedagogical tools for creating robust, interactive, and unique discussion board and journal forums. Topics include: minute paper, fishbowl, hot seat, debate, peer review, small group, and student-moderated discussion board and journal forums.

# BLACKBOARD EVALUATION PROGRAM

The Committee will implement the evaluation plan using a phased approach. Faculty will be evaluated by a designated Blackboard Evaluator appointed by the Committee using the standardized criteria and rubric set forth in this Strategic Plan.

## EVALUATION SCHEDULE

The following evaluation schedule will apply for the 2017-18 academic year for new and returning faculty:

- End of Spring 2018 Semester
- End of Summer 2018 Semester

The Program Chair/Coordinator will receive a status report of their faculty's Blackboard performance on a monthly basis. Chairs and coordinators are expected to review the results with their faculty and devise a plan of action for improvement for faculty who are performing at the Needs Improvement or Unsatisfactory Levels.

## EVALUATION RUBRIC

The following rubric will be used to evaluate all instructional faculty's usage of Blackboard at CCQ:

Percentage Scale for Each Category	
Student Interaction	5%
Beginner Level (L1)	35%
Intermediate Level (L2)	50%
Advanced Level (L3)	10%
<b>Total</b>	<b>100%</b>

Rating Scale for Percentage Levels	
<b>Distinguished</b>	90-100%
<b>Proficient</b>	80-89%
<b>Elementary</b>	70-79%
<b>Needs Improvement</b>	60-69%
<b>Unsatisfactory</b>	Below 60%

<b>Evaluation Categories and Criteria</b>			
<b>Student Interaction</b>			<b>5%</b>
<b>Instructor Interaction</b>			<b>95%</b>
<b>BEGINNER LEVEL</b>	<b>Category</b>	<b>Criteria</b>	<b>Percent</b>
	Contact Information	1	1%
	Course Materials	30	15%
	Syllabus	1	1%
	Grade Center	2	6%
	Calendar	2	2%
	Announcements	8	4%
	Discussion Board/ Journals	3	6%
			35%
<b>INTERMEDIATE LEVEL</b>	<b>Category</b>	<b>Criteria</b>	<b>Percent</b>
	Grade Center	3	12%
	Course Organization	Template	1%
	Assessment	4	16%
	Rubric	1	3%
	Discussion Board/ Journals	6	18%
			50%
<b>ADVANCED LEVEL</b>	<b>Category</b>	<b>Criteria</b>	<b>Percent</b>
	Student Performance and Retention	1	1
	eBook Content Integration	3	3
	Audio-Visual Content	4	4
	Discussion Board/ Journals	8	2
			10%
<b>OVERALL TOTAL</b>			<b>100%</b>

## BLACKBOARD LEVELS & CATEGORY DESCRIPTIONS

<b>STUDENT INTERACTION</b>	<p><b>Standard Level: 5%</b></p> <p>Instructors are expected to design the Bb course room in a manner that maximizes interaction between the instructor and the student, between the instructor and the class, and among students and their peers.</p> <p>Instructors will be assessed on this component using quantitative data that details when and how often students interact within the course room.</p>
<b>BEGINNER LEVEL</b>	<p><b>Standard Level: 35%</b></p> <p>This section includes the basic program requirements for Blackboard users at the beginner level. The criteria in this section is designed to improve faculty and student interaction within the learning management system. The Level 1 Category involves using the following Blackboard tools and features: Contact Information, Course Materials, Syllabus, Grade Center, Calendar, Announcements, Discussion Board/Journal. All components included in this section are mandatory for instructional faculty at the Community College of Qatar.</p> <p>The following section explains the program descriptions, standards, percentages, and training topics for the Beginner Level Category.</p>
<b>CONTACT INFORMATION</b>	<p><b>Description:</b> To satisfy the Contact Information component, instructors must include the following data in the corresponding content area within Blackboard:</p> <ul style="list-style-type: none"> <li>✓ Instructor Name</li> <li>✓ Office Location and Number</li> <li>✓ Office/Mobile Phone Number</li> <li>✓ Course Title and Code</li> <li>✓ Office Hours</li> </ul> <p><b>Standard:</b> Instructors must update the above-mentioned items in the Contact Information section for each course they are teaching every term.</p> <p><b>Percentage:</b> 1%</p> <p><b>Training Objectives:</b> Creating Content Area, Adding a Content Area, Editing Content Areas, Managing Content Areas</p>



<p>COURSE MATERIALS</p>	<p><b>Description:</b> To satisfy the Course Materials component, instructors must upload curriculum materials including lectures, activities, resource materials, etc. into the Blackboard course room. Curriculum materials may be presented as PowerPoints notes, documents, images, learning units, PDF files, etc. Internal or external audio-visual content will not be assessed as part of the course materials component.</p> <p><b>Standard:</b> Instructors must upload a minimum of thirty (30) course materials per course for each term.</p> <p><b>Percentage:</b> 15%</p> <p><b>Training Objectives:</b> Adding Content Areas, Building Content, Adding and Editing Files, Creating Folders, Learning Modules, Images, Course Links, Items, etc.</p>
<p>SYLLABUS</p>	<p><b>Description:</b> To satisfy the Syllabus component, instructors must upload a syllabus to each course they are teaching every term. A syllabus is a contract between the instructor and the students that serves as a guide for the course. It typically contains course details, learning objectives, instructor contact information, grading schemas, class meeting dates, textbook information, and more. All faculty at CCQ are required to design their syllabi using the college-issued standardized syllabus template.</p> <p><b>Standard:</b> Instructors must upload at least one (1) up-to-date, standardized syllabus for each course they are teaching every term.</p> <p><b>Percentage:</b> 1%</p> <p><b>Training Objectives:</b> Adding Content Areas, Adding Syllabus, Using an Existing File, Creating a New Syllabus with Syllabus Builder, Designing a Syllabus, Editing Syllabus Lessons.</p>

<p>GRADE CENTER</p>	<p><b>Description:</b> To satisfy the Grade Center component, instructors must consistently use the Grade Center to record data, monitor student progress, and communicate academic performance data to students, parents, administrators and/or other stakeholders throughout each term. Grade Center is also a valuable tool for assisting with making informed decisions regarding student and institutional progress.</p> <p>The usage of the Grade Center at this level must satisfy the following objectives:</p> <ul style="list-style-type: none"> <li>✓ Creating categories within the Grade Center that accurately reflect categories listed on the course syllabus.</li> <li>✓ Updating student grades in the Grade Center within seven days of assessment due or completion dates.</li> </ul> <p><b>Standard:</b> Instructors must accurately complete both of the above-listed objectives in a timely manner by the end of each term.</p> <p><b>Percentage:</b> 6%</p> <p><b>Training Objectives:</b> Creating Grading Periods, Adding Grade Columns to the Grade Center, Editing Grade Center Columns, Populating the Grade Center with Students, Sending Email from the Grade Center.</p>
<p>CALENDAR</p>	<p><b>Description:</b> To satisfy the Calendar component, instructors must add course-relevant due and event dates to the calendar. The calendar is an efficient way to help students manage their time as they organize and plan their academic, professional and/or personal lives.</p> <p><b>Standard:</b> Instructors must include at least two (2) items on the calendar in each course they are teaching every term.</p> <p><b>Percentage:</b> 2%</p> <p><b>Training Objectives:</b> Creating the Course Calendar and Editing the Course Calendar.</p>

ANNOUNCEMENTS	<p><b>Description:</b> To satisfy the Announcements component, instructors must post timely, accurate, and relevant information on the announcement board throughout each term. Instructors can add, edit, delete, and schedule announcements from the announcements page.</p> <p>The Announcement Board is an ideal space to post time-sensitive materials including:</p> <ul style="list-style-type: none"> <li>✓ Assessment Due Dates</li> <li>✓ Exam and Class Schedules</li> <li>✓ Changes or Updates to the Syllabus</li> <li>✓ Corrections or Clarifications about Course Materials</li> <li>✓ Departmental or College-Wide Events and Activities</li> </ul> <p><b>Standard:</b> Instructors must add a minimum of eight (8) announcements per course each term.</p> <p><b>Percentage:</b> 4%</p> <p><b>Training Objectives:</b> Adding Announcements, Editing Announcements, and Deleting Announcements.</p>
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<p style="text-align: center;">DISCUSSION BOARD/ JOURNAL</p>	<p><b>Description:</b> To satisfy the Discussion Board/Journal component, instructors must interact with students via the discussion board or journals throughout the term. The discussion board and journal features are outcomes-based learning tools that can be used to enhance learning and to measure performance. These tools are also helpful for engaging students in dialogue beyond textbook content.</p> <p><b>Standard:</b> Instructors must include at least three (3) graded discussion board forums or journal assignments per course in each term. Instructors must interact with at least 10% of their students in each graded discussion/journal forum. Instructor feedback must be specific, relevant, and timely. Instructor feedback must be posted during the time frame that students are required to actively participate in the forums.</p> <p><b>Percentage:</b> 6%</p> <p><b>Training Objectives:</b> View and Organize Discussion Board, Initiate a Thread, Respond to a Discussion Board Post, Grading Discussion Board Participation, Discussion Board Statistics</p>
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<p><b>INTERMEDIATE LEVEL</b></p>	<p><b>Standard Level: 50%</b></p> <p>This section includes the program requirements for Blackboard users at the intermediate level. At this level, instructors are expected to have adequate knowledge about the use and application of required Blackboard tools and features used at CCQ. Instructors are also expected to have developed their skills at a proficient or higher level in the Beginner Category. The Level 2 category involves using the following Blackboard tools and features: Grade Center, Assessments, Course Organization, Discussion Board/Journal, and Rubric. All components included in this section are mandatory for instructional faculty at the Community College of Qatar.</p> <p>The following section explains the program descriptions, standards, percentages, and training topics for the Intermediate Level category.</p>
<p>GRADE CENTER</p>	<p><b>Description:</b> To satisfy the Grade Center component, instructors must consistently use the Grade Center to record data, monitor student progress, and communicate academic performance data to students, parents, administrators and/or other stakeholders throughout each term. Grade Center is also a valuable tool for assisting with making informed decisions regarding student and institutional progress.</p> <p>The usage of the Grade Center at this level must satisfy the following objectives:</p> <ul style="list-style-type: none"> <li>✓ Creating a weighted total</li> <li>✓ Adding columns</li> <li>✓ Managing grading periods</li> <li>✓ Managing grading schemas</li> <li>✓ Generating grade reports</li> </ul> <p><b>Standard:</b> Instructors must use at least three (3) of the options from the above-listed objectives per class each term.</p> <p><b>Percentage:</b> 12%</p> <p><b>Training Objectives:</b> Editing Grades, Uploading External Grade Center Items, Calculating Grades, Creating Average Grade Columns, Creating Weighted Grade Columns, Creating Total Points Columns, Creating Minimum/Maximum Columns, Creating Reports, and Viewing Grade Center Statistics.</p>

ASSESSMENT	<p><b>Description:</b> To satisfy the Assessment component, instructors must create Blackboard-integrated assessments within their course rooms. This tool provides instructors with the ability to efficiently assess student knowledge of course content, measure student progress, and gather other vital data related to student performance. Instructors may incorporate a variety of assessment tools into the Blackboard course room including tests, assignments, pools, surveys, etc.</p> <p><b>Standard:</b> Instructors must integrate at least four (4) assessments into Blackboard per course each term.</p> <p><b>Percentage:</b> 16%</p> <p><b>Training Objectives:</b> Creating and Editing Assessments, Creating New Questions, Importing Questions, Using Question Pools, and Uploading Question.</p>
COURSE ORGANIZATION	<p><b>Description:</b> To satisfy the Course Organization component, instructors must present their course rooms in a logical and organized fashion that allows for efficient and effective navigation. Customization tools include course availability, guest and observer access, enrollment, course categorization and classification, and teaching style.</p> <p><b>Standard:</b> Instructors must layout each of their courses using the standard CCQ Blackboard template and other customization tools in an accessible and efficient manner each term.</p> <p><b>Percentage:</b> 1%</p> <p><b>Training Objectives:</b> Creating Folders, Course Properties, Tool Availability, and Teaching Style.</p>
RUBRIC	<p><b>Description:</b> To satisfy the Rubric component, instructors must use the rubric tool within Blackboard to score assessments. The rubric is a tool that standardizes the process of measuring academic performance.</p> <p><b>Standard:</b> Instructors must construct a standardized rubric for at least one (1) assessment per course each term.</p> <p><b>Percentage:</b> 3%</p> <p><b>Training Objectives:</b> Create and Edit Rubrics and Import Rubrics.</p>

<p>DISCUSSION BOARD/ JOURNAL</p>	<p><b>Description:</b> To satisfy the Discussion Board/Journal component, instructors must interact with students via the discussion board or journals throughout the term. The discussion board and journal features are outcomes-based learning tools that can be used to enhance learning and to measure performance. These tools are also helpful for engaging students in dialogue beyond textbook content.</p> <p><b>Standard:</b> Instructors must include at least six (6) graded discussion board forums or journal assignments per course in each term. Instructors must interact with at least 20% of their students in each graded discussion/journal forum. Instructor feedback must be specific, relevant, and timely. Instructor feedback must be posted during the time frame that students are required to actively participate in the forums.</p> <p><b>Percentage:</b> 18%</p> <p><b>Training Objectives:</b> Peer Review Through the Discussion Board, Keeping the Discussion Board Content Safe, Incorporating Discussion Board Forums into the Learning Process</p>
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<p><b>ADVANCED LEVEL</b></p>	<p><b>Standard Level: 10%</b></p> <p>This section includes the program requirements for Blackboard users at the advanced level. At this level, instructors are expected to have substantial knowledge about the use and application of required Blackboard tools and features used at CCQ. Instructors are also expected to have developed their skills at a proficient or higher level in the Intermediate Category. The Level 3 category involves using the following Blackboard tools and features: Student Performance and Retention Center, eBook Content Audio-Visual Content, and Discussion Boards/Journals. All components included in this section are optional for instructional faculty at the Community College of Qatar.</p> <p>The following section explains the program descriptions, standards, percentages, and training topics for the Advanced Level category.</p>
<p>STUDENT PERFORMANCE AND RETENTION CENTER</p>	<p><b>Description:</b> To satisfy the Student Performance and Retention Center component, instructors must use the Retention Center for monitoring and evaluating student performance.</p> <p><b>Standard:</b> Instructors must generate at least one (1) report in the Student Performance and Retention Center for each student in at least one of their courses per term.</p> <p><b>Percentage:</b> 1%</p> <p><b>Training Objectives:</b> Create report in the Retention Center, Customize Retention Center, Create Rules.</p>
<p>EBOOK CONTENT INTEGRATION</p>	<p><b>Description:</b> To satisfy the eBook Content Integration component, instructors must effectively incorporate relevant course materials from eBook publishers into the Bb course room. Applicable eBook content includes course materials from publishers such as McGraw Hill, Pearson, etc. This includes mapping the eBook content to course learning objectives and using the content as graded course assessments. eBook content must be culturally relevant and match program and course competencies based on industry standards. Content may be integrated directly into Bb Learn or through external links accessible within the Bb Learn platform.</p> <p><b>Standard:</b> Instructors must include at least three (3) eBook content items within at least one of their courses per term.</p> <p><b>Percentage:</b> 2%</p> <p><b>Training Objectives:</b> eBook Content Integration, Mapping eBook Content to Course Learning Objectives</p>



<p>AUDIO-VISUAL CONTENT</p>	<p><b>Description:</b> To satisfy the Audio-Visual Content component, instructors must include audio-visual content within their Bb course room. Such content must pertain to course learning objectives and should be used to augment the overall learning experience. Any audio-visual content included in other categories (i.e., eBook Content) will not be counted in this section.</p> <p><b>Standard:</b> Instructors must include at least four (4) types of audio-visual content within at least one of their courses per term.</p> <p><b>Percentage:</b> 4%</p> <p><b>Training Objectives:</b> Selecting Audio-Visual Content, Downloading, Converting, and Uploading Audio-Visual Content, and Editing Audio-Visual Content</p>
<p>DISCUSSION BOARD/ JOURNAL</p>	<p><b>Description:</b> To satisfy the Discussion Board/Journal component, instructors must interact with students via the discussion board or journals throughout the term. The discussion board and journal features are outcomes-based learning tools that can be used to enhance learning and to measure performance. These tools are also helpful for engaging students in dialogue beyond textbook content.</p> <p><b>Standard:</b> Instructors must include at least eight (8) graded discussion board forums or journal assignments per course in each term. Instructors must also effectively use and interact within at least one advanced discussion/journal forum strategy. Advanced discussion/journal forum strategies may include one or more of the following: minute paper, fishbowl, hot seat, debate, peer review, small group, and student moderated forums. Instructors must interact with at least 20% of their students in each graded discussion/journal forum. Instructor feedback must be specific, relevant, and timely. Instructor feedback must be posted during the time frame that students are required to actively participate in the forums.</p> <p><b>Percentage:</b> 2%</p> <p><b>Training Objectives:</b> Peer Review Through the Discussion Board, Keeping the Discussion Board Content Safe, Incorporating Discussion Board Forums into the Learning Process</p>

## EVALUATION RESULTS

The results of all faculty Blackboard evaluations will be shared with respective program chairs/coordinators. Program chairs and coordinators will be responsible for sharing and reviewing the results of the evaluations with the department faculty.

An evaluation report of all instructional faculty Bb usage will be presented to the Dean at the end of each academic term. The report will summarize which faculty are using Blackboard, how often, and in what capacity. *The report will likewise highlight distinguished and unsatisfactory Bb users and recommend appropriate action accordingly.*

## EVALUATION RECOMMENDATIONS

The following recommendations will be made by the Committee Chair/Co-Chair for faculty who score at or below the Needs Improvement Level on their Blackboard Evaluation:

<b>STEPS</b>	<b>RECOMMENDATION</b>
1.	<p>The first time an instructor scores at or below the Needs Improvement Level on the Blackboard Evaluation, the instructor will be recommended by the Blackboard Committee Chair for further training in the area(s) that the instructor is deficient in. The instructor will be required to collaborate with the Blackboard Committee Chair in developing a Plan of Action for Improvement.</p> <p>After receiving a recommendation, the instructor's Blackboard usage will be monitored on a monthly basis by the Blackboard Evaluator for one full term. Monthly evaluation reports will be provided to the instructor and the respective Program Chair/Coordinator or Associate Dean by the Blackboard Committee Chair.</p> <p>If the instructor achieves an Elementary or above rating at the end of the proceeding term, the instructor will then be evaluated according to the standard evaluation schedule.</p>
2.	<p>If the instructor does not achieve an Elementary or above rating at the end of the proceeding term after receiving the first recommendation, the instructor will be referred to the appropriate Associate Dean by the Blackboard Committee Chair and Co-Chair.</p>
3.	<p>The Associate Dean may forward the recommendation to the Dean if further disciplinary action is required.</p>