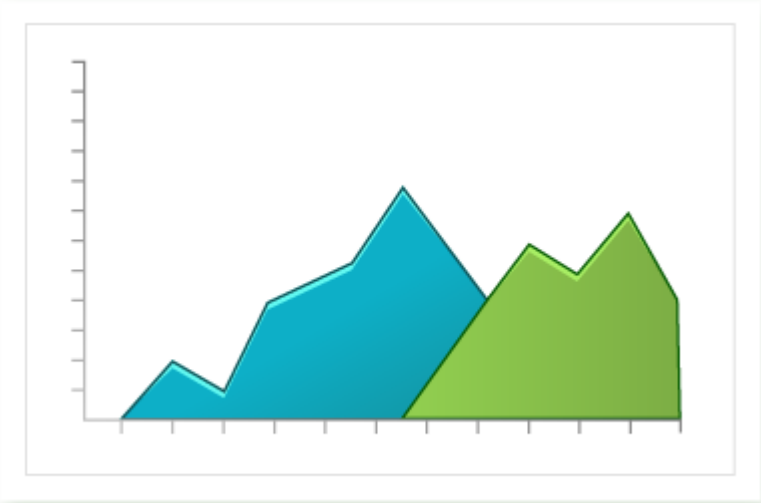


Keeping Students **on Track**

Blackboard Learn 9.1

Last updated: December 2011

Table of Contents

1.0 Workshop Overview

In this section, we look at the key concepts covered in this workshop. From the student and instructor perspectives, you are introduced to the teaching and learning features of Blackboard Learn™.

This workshop provides a hands-on introduction for the tools that help you to keep students on track. You learn to customize the release of content, monitor student progress, and view course statistics.

We look at how to use the Adaptive Release, Review Status, Performance Dashboard, and Statistics tools. These tools play an important role in the retention and success of students in your course. They also allow you to control the release of content, as you do in a face-to-face course.

First, you explore some of these tools from the student perspective. Turning to the instructor perspective, you learn to use the tools to control when content is available to students and then track their progress.

Throughout the workshop, pedagogical issues related to teaching and learning online are introduced.

Roadmap

2.0 Student Experience

- Learn to mark content as reviewed.
- Experience some of the ways in which Adaptive Release can be used to release content.

3.0 Using Adaptive Release

- Learn the four types of criteria that can be used to release content to students.
- Create one rule to release content to students.
- Create rules with multiple criteria to release content to students.
- Change or add to basic or advanced rules.
- Learn how to use the copy, rename, and delete functions.

4.0 Monitoring Student Progress

- See which students can access a content item and who has reviewed it.
- Check availability, Review Status, and grades for students.

5.0 Viewing Usage Statistics

- Learn about the three types of course usage reports and how to run them.
- View statistics for specific content items.

2.0 Student Experience

In this section, as a student, you are introduced to a feature allowing students to mark content as reviewed as they progress through their courses.

We also look at how this and other criteria can affect the release of content in your course.

Learning Outcomes

After completing this section, you will be able to:

- Mark course content as reviewed.
- Experience customized content release from the student perspective.

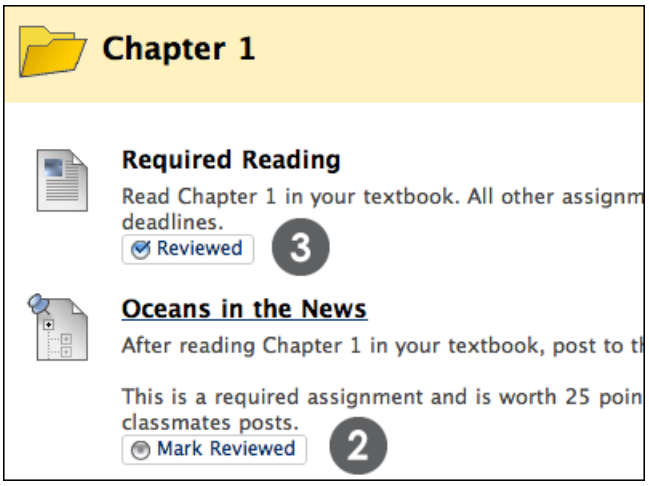
Marking Items as Reviewed

Within their online courses, students may see Mark Reviewed buttons next to content items, such as learning modules, assignments, and course documents. Clicking the link changes it from **Mark Reviewed** to **Reviewed**.

This link appears when the instructor has enabled the Review Status tool for the item. The Review Status tool can serve as a bookmark for the student, as well as a progress tracker for the instructor.

QUICK STEPS: Marking Items as Reviewed

1. Access the Content Area where the item appears.
2. Under the item, click the **Mark Reviewed** link.
3. The item appears **Reviewed**.

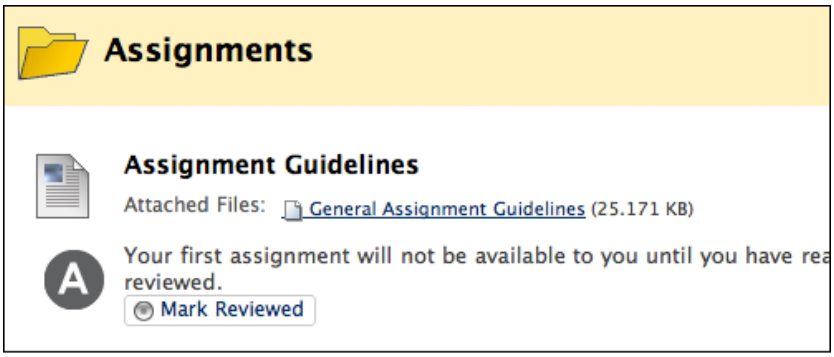


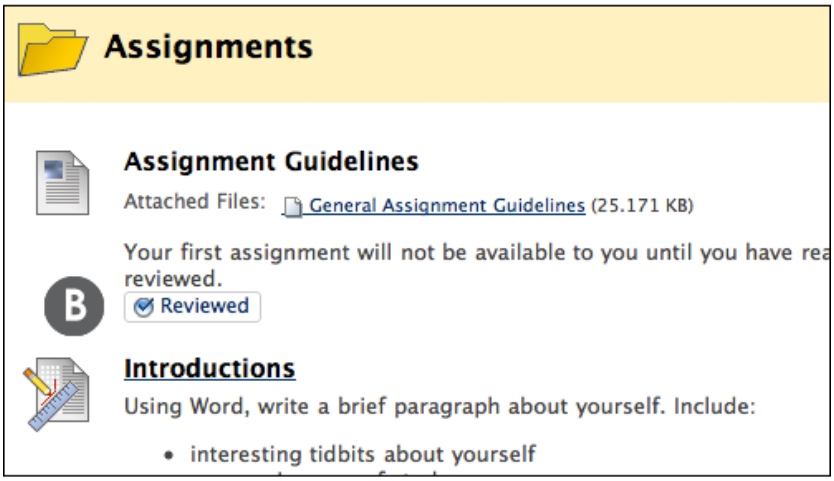
TIP: The **Mark Reviewed** link is on or off. Students can reset the link from **Reviewed** to **Mark Reviewed** to remind themselves to review content before a midterm or final exam.

How Content Is Released

Course content does not have to be released all at once, but can be released gradually as students complete the course. You can make content available based on the following:

- Date – on, until, or between specific dates
- Membership – to a specific student or group of students
- Grade – to students who have submitted an assignment, attempted a test, or received a certain grade
- Review Status – to students who have reviewed a content item





A. The item's description can be used to indicate that additional content is released after the item is reviewed. Currently, only Assignment Guidelines appears in the Content Area.

B. When the Assignment Guidelines item is marked as Reviewed, the next assignment is released.

Hands-on Activity

For this activity, use your Student Course.

The Review Status tool is one way items are released to students.

Release criteria: Not satisfied = Quiz not released

- Go to the **Assessments** Content Area. Notice that the **Unit 1 Quiz** is not visible.
- You remember you did not mark the related content page as reviewed.

Mark item Reviewed

- Go to the **Units** Content Area and mark the **Unit 1: Reading, Writing, and the Internet** folder as reviewed.

Quiz released

- Now, go back to the **Assessments** Content Area.
- Since the only Adaptive Release criterion attached to this quiz was based on the review of the content page, the **Unit 1 Quiz** appears.

Best Practice: Explaining Content Release

Adaptive Release allows distribution of content as the course progresses, same as in a traditional course. However, unlike in the face-to-face environment, students do not see this process, and without a bit of explanation, they may be confused when items suddenly appear, or wonder why some students see different items than they do. Since no placeholder exists for items hidden due to Adaptive Release criteria, students have no way of knowing where items may appear unless you tell them.

To eliminate such confusion, explain to students that content may be released based on the date, the group they are a member of, the grades they receive, or their progress through course content.

For example, consider adding the following explanation to your course outline:

About Your Course: Accessing Content

Students access content using the Course Documents link on the Course Menu. This course uses the Adaptive Release tool to release content based on the following:

- Date criteria: Content is assigned a default release date, on which date it is available to all students.
- Review Status criteria: Students, who are progressing through course content quickly and marking the content as reviewed, see content before the default release date.
- Membership criteria: For group projects, the class is divided into several groups. Different material is released to each group.
- Grade criteria: Students who receive less than 65% on their Midterm Exam see additional review materials.

3.0 Using Adaptive Release

In this section, you use the Adaptive Release tool to customize the release of content, creating a course that is more interactive and tailored to the needs of individual students. With Adaptive Release, you can control when and to whom course content is available.

Learning Outcomes

After completing this section, you will be able to:

- Explain the rules and name the four types of criteria that can be used for Adaptive Release.
- Set a Basic Adaptive Release rule.
- Explain the difference between Basic and Advanced Adaptive Release rules.
- Set an Advanced Adaptive Release rule with multiple requirements for release.
- Set multiple advanced rules to create options for release.
- Perform some basic troubleshooting to find out why items are not visible.
- Edit and copy rules.
- Rename and delete rules.

About Rules and Criteria

To apply Adaptive Release to a content item, create a rule that contains release criteria. There are four types of criteria, and each is described in the following table.

Criteria	Item released only	For example
Date	On, until, or between specific dates and times	Content is covered in a specific order, and you want content available only after it has been discussed in class. You have created the Midterm Exam for your class, but you want to release it only during the date and time specified by your institution.
Membership	To specific users or groups of users	You divided your class into four groups and created different assignments for each group. Specific students have requested more information on a topic.
Grade	If a graded item was attempted or received a certain score, for example, less than, greater than, equal to, or between	You have created multiple review packages. One set for students who received 70% or over on the Midterm Exam, and another set for students who received 69% or under on the Midterm Exam.
Review Status	If a content item is marked as reviewed	You want content to be released only after students have reviewed a related content item.

The number of rules you can create and the criteria the rules can contain depend on whether you are using Basic or Advanced Adaptive Release. We start by looking at Basic Adaptive Release.

Setting a Basic Adaptive Release Rule

With Basic Adaptive Release, you can apply one rule to a content item. This rule can contain all four types of criteria, but not multiple instances of the same type. All criteria in the rule must be satisfied before the item is released. The more criteria added to a rule, the more restrictions on the release of that item, making it more difficult for users to gain access.

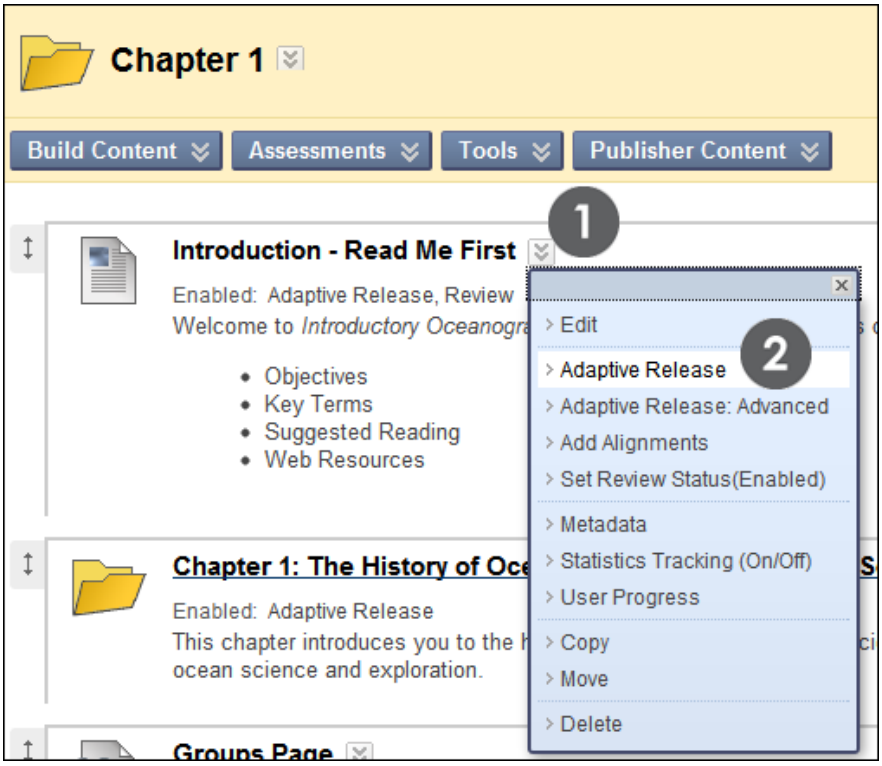
BASIC ADAPTIVE RELEASE

NOTE: In this workshop, the phrase "in Edit Mode" refers to **Edit Mode** being **ON**, showing all the instructor's functions.

QUICK STEPS: Setting a Basic Rule

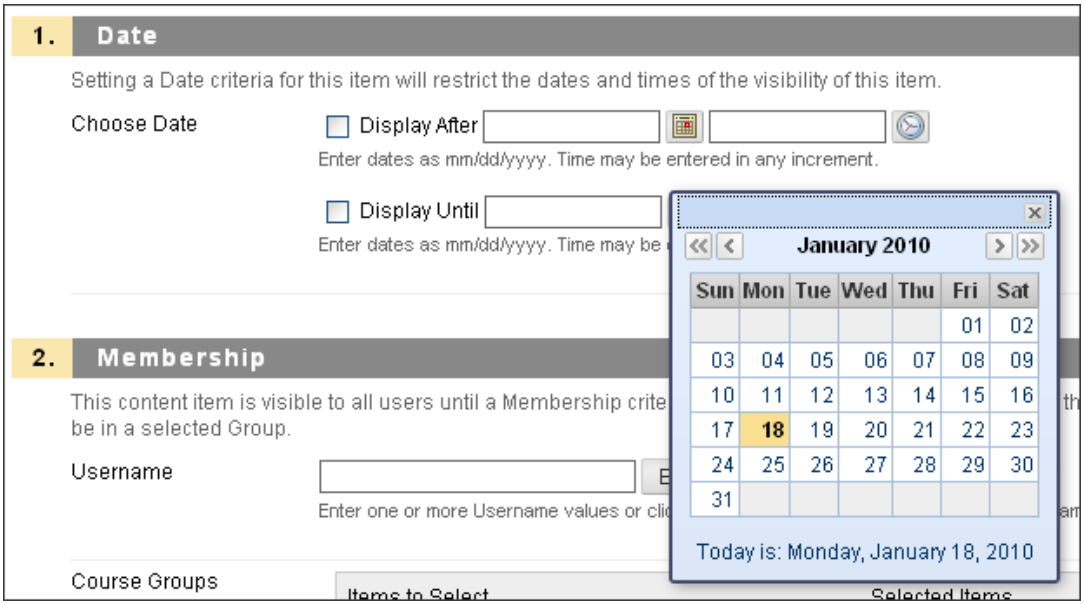
1. In **Edit Mode**, in the Content Area, click the item's Action Link ( ) to access the contextual menu.
2. Select **Adaptive Release**.
3. Select any of the four types of criteria by filling in the information for each one. Each is discussed in the following pages.
4. Click **Submit**.

Using Adaptive Release: Setting a Basic Adaptive Release Rule



To limit availability by Date:

- Select the check box next to **Display After, Display Until**, or both.
- Next to **Display After** and **Display Until**, either type the date in the format provided or click the interactive calendar icon.
- To set a time, type a time in any increment or click the clock icon and select a time from the list.



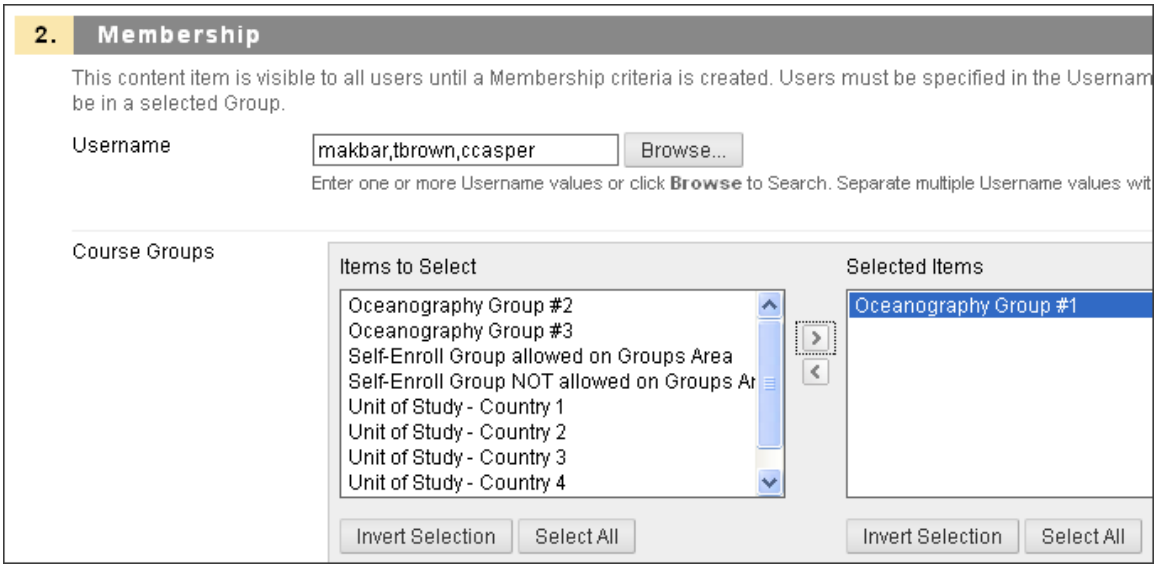
To limit availability by Membership for individual users:

- Click **Browse** next to the **Username** text box. A separate window opens to search for users. To list all members in the course, click **Go**.
- Select users by selecting the check boxes adjacent to their names. Click **Submit**.

To limit availability by Membership for Groups:

- In the **Items to Select** box, click a group to select it.
- Click the right-pointing arrow.
- Click **Submit**. The group is moved into the **Selected Items** box.

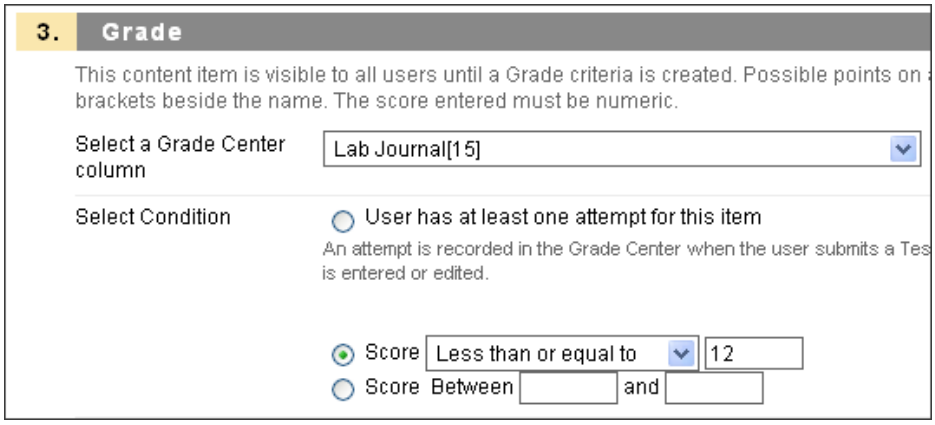
Groups and individual users can be combined.



You can select the grade for an assignment or test that must be reached before another content item is released.

To limit availability by Grade:

- In the **Select a Grade Center column** drop-down list, select a graded item. Possible points for a Grade Center grade or calculated column are listed in brackets beside the column name. The drop-down list displays the columns by category, such as Assignment or Discussion, making your selection easier.
- Select the condition:
  - User has at least one attempt for this item.
  - Select a Score condition: [Less than or equal to], [Greater than or equal to], or [Equal to], and then enter the score in the adjacent text box.
  - Score Between, and then type the scores in the two text boxes.



To apply Review Status to a content item:

- Click **Browse** and select the content item from the pop-up Course Map window.

NOTE: The Review Status tool is automatically enabled for the item selected.

Examples of Using Basic Adaptive Release

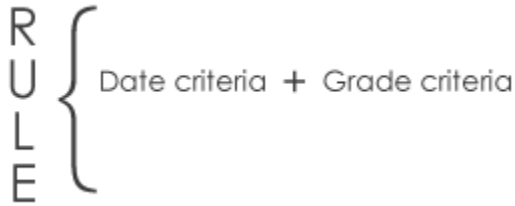
Here are a few ideas of when to use Basic Adaptive Release.

To release content on a specific date:

Use a Date rule to keep students focused, and to control when content is released as the term progresses rather than releasing all course content at the beginning of the term.

To release content on a specific date, but only to students who have received a certain grade:

Use a Date rule and a Grade rule together. For example, allow students to take review tests an unlimited number of times. However, you do not want the review tests to appear until the end of the unit, and only to students who have achieved 65% or over on the previous test.



To release different content to a group of students:

Use a Membership rule to release different versions of assignments or tests to different groups of students, or to provide additional or customized content items to different groups.

To release content to specific students:

Use a Membership rule to make additional review material available to students who request it.

To release content according to the speed each individual student is working through the course:

Use a Review Status rule to allow students to work at their own pace, so as not to overwhelm them or hold them back. Content can be released after each student reviews it.

Hands-on Activity

For this activity, use your Practice Course.

Apply Membership Criteria

Create a rule that releases content only to selected students:

- From the **Assignments** Content Area, access **Adaptive Release** for the **Extra Credit Assignment**.
- Make the assignment available to **Javier Perez** and **Sandra Scott**.
- The assignment's status is unavailable, so even though it is adaptively released to select students, they will not see it until you make the assignment available. Select **Edit** in the assignment's contextual menu to make it available. Only students who meet the criteria you set can view the assignment.

Apply Date and Grade Criteria

Create a rule that releases content between specific dates, if a certain grade has been achieved:

- From the **Assessments** Content Area, access **Adaptive Release** for the **Unit 5 Quiz**.
- Make the quiz available between two dates spanning two weeks to students who received a score of 20 or higher on the **Unit 4 Quiz**.

Best Practice: Approaches to Adaptive Release

Adaptive Release can provide structure to your course in the following ways.

Apply Review Status criteria as the student progresses

Your course is divided into sections, each containing an overview, readings, and a quiz. You want content to be released as the student progresses through content and marks items as reviewed.

- You want the overview to always be visible, so you apply no criteria.
- You want the readings to be available after the overview has been reviewed, so you apply a Review Status rule to each of the readings, selecting the overview.
- You want the quiz to be available after the final reading has been reviewed, so you apply a Review Status rule to the quiz, selecting that reading.

Apply Date criteria as the term progresses

Your course is divided into three sections. You want the sections available on specific dates throughout the term.

- You want the first section to always be visible, so you apply no criteria.
- You want the second section to be available after February 1st, so you apply a Date rule to each item in the section.
- You want the third section to be available after March 1st, so you apply a Date rule to each item in the section.

Apply Grade criteria for remedial purposes

You created additional course material for remedial purposes.

- You want the remedial material to be available to students who receive 65% or less on their Midterm Exams, so you apply a Grade rule to the material based on this test score.

About Advanced Adaptive Release

We have looked at creating a Basic Adaptive Release rule, containing only one instance of each of the four types of criteria. There may be times when you want to set more complex Adaptive Release criteria. For instance, you can add more criteria to a rule, or you can specify different options for releasing the content. To accomplish this, you will use Advanced Adaptive Release.

With Advanced Adaptive Release, you can add the following:

- Multiple instances of the same type of criteria to a rule, such as two Grade requirements
- Multiple rules. When multiple rules are added, only one rule must be satisfied, allowing you to create different options for releasing the content. For example, content is released to some students based on submitting an assignment, and to others based on having marked content as reviewed.

Choosing Basic or Advanced Adaptive Release

Use the following table to determine the type of rule, Basic or Advanced Adaptive Release, to create.

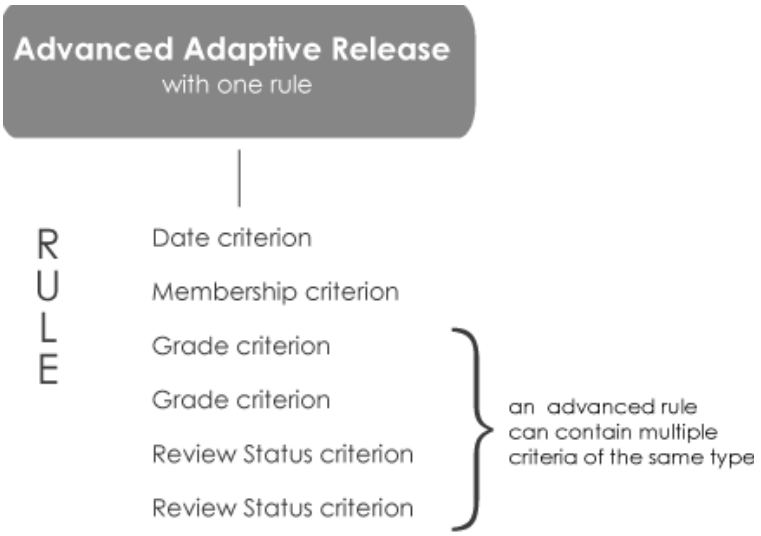
Type	Number of Rules	Number of Criteria or Rules	Advantages
Basic	One The rule must be satisfied.	Up to four, but only one of each type. All criteria in the rule must be satisfied, narrowing the availability of the content item to students.	You can set all four types of criteria from one page. If you choose later to add release criteria, access your basic rule from the Adaptive Release: Advanced page and build on it.
Advanced	Unlimited Only one of the rules must be satisfied.	Unlimited All criteria in one of the rules must be satisfied.	You can add multiple instances of the same type of criteria to a rule. You can add multiple rules.

Creating an Advanced Rule

Like Basic Adaptive Release, you can add Date, Membership, Grade, and Review Status criteria to a rule. But with Advanced Adaptive Release, you can add multiple criteria of the same type.

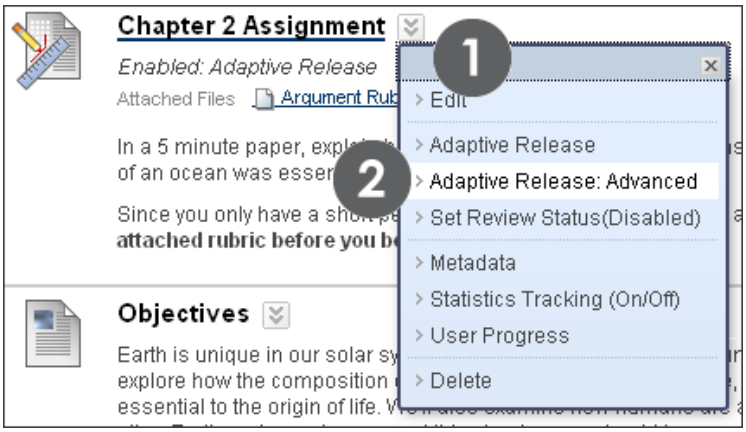
For example, make extra readings available only to students who receive 85% or greater on both their Midterm Exams and their first term assignments. To do this, add two Grade criteria.

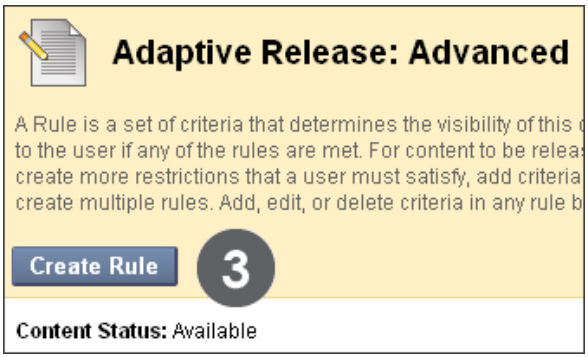
TIP: You do not need to add multiple Membership rules, because you can select multiple students within a single criterion. You can also select both a start and end date within a single Date criterion.



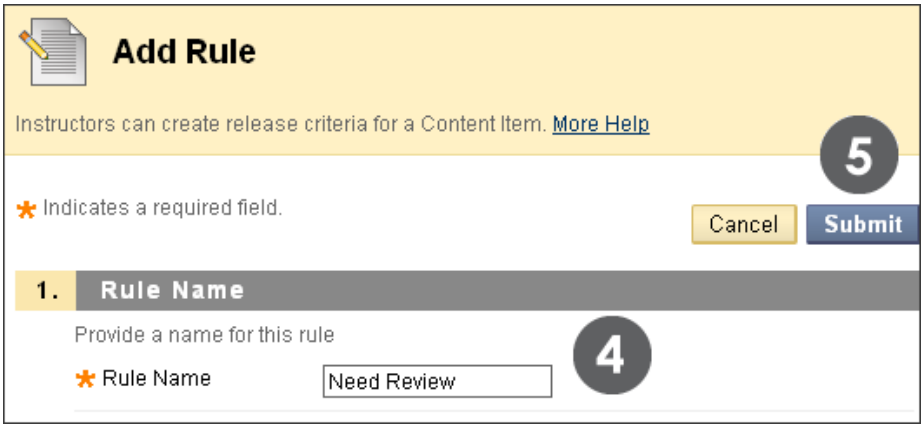
QUICK STEPS: Creating an Advanced Rule

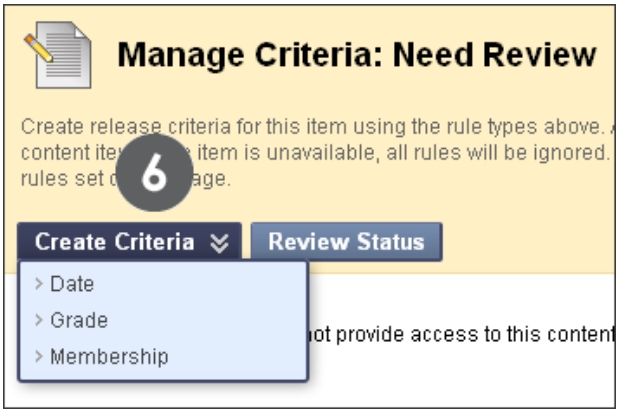
1. In **Edit Mode**, in the Content Area, click the item's Action Link ( ) to access the contextual menu.
2. Select **Adaptive Release: Advanced**.
3. On the Adaptive Release: Advanced page, click **Create Rule** on the Action Bar.
4. On the **Add Rule** page, type a **Rule Name**.
5. Click **Submit**.
6. On the **Manage Criteria** page, click **Create Criteria** on the Action Bar to access the drop-down list.
7. On the specific criteria page, enter the information required for the rule.
8. Click **Submit**.



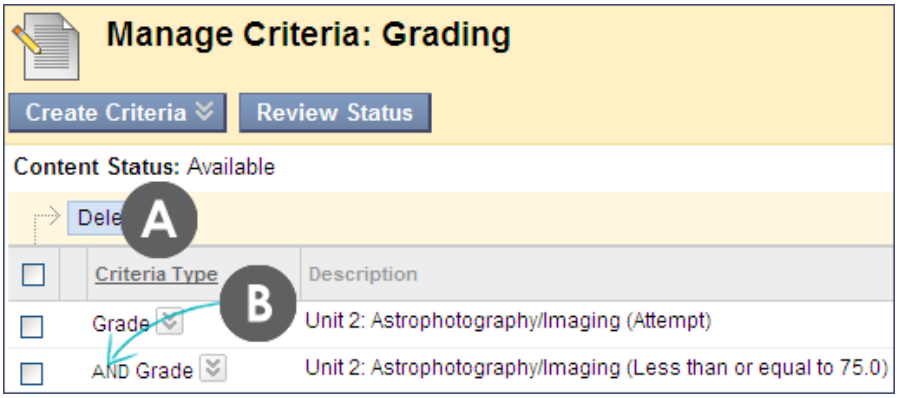


Using Adaptive Release: Creating an Advanced Rule





You are returned to the **Manage Criteria** page where you can add another requirement to the rule by repeating steps 6–8.

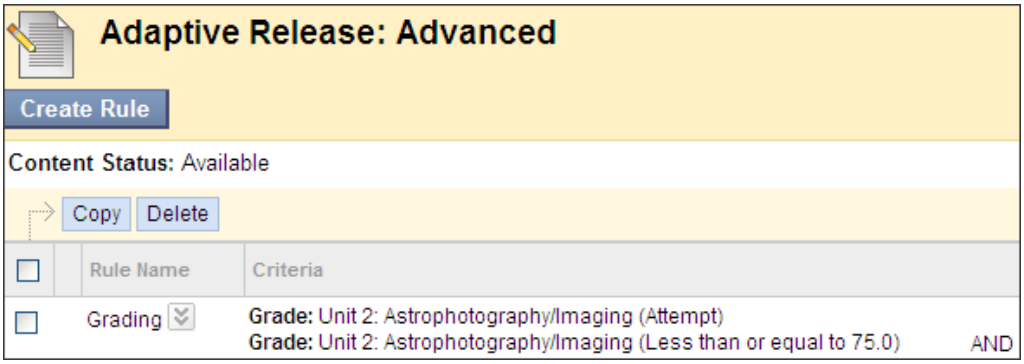


A. When multiple criteria are added to a rule, the criteria are listed in the Criteria Type column. Two requirements have been added in the example above.

B. The word AND appears between each criterion, meaning all of the rule's criteria must be met before the item is released.

Click **OK** at the bottom of the page to return to the **Adaptive Release: Advanced** page.

When you are returned to the **Adaptive Release: Advanced** page, the rule with its criteria is listed.

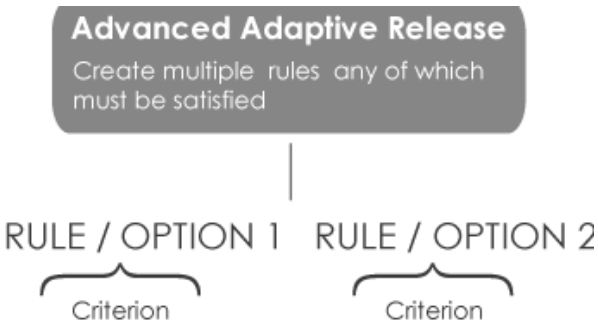


Using Adaptive Release: Creating an Advanced Rule

Once Adaptive Release is applied to a content item, it is listed under the item with any other enabled tools.

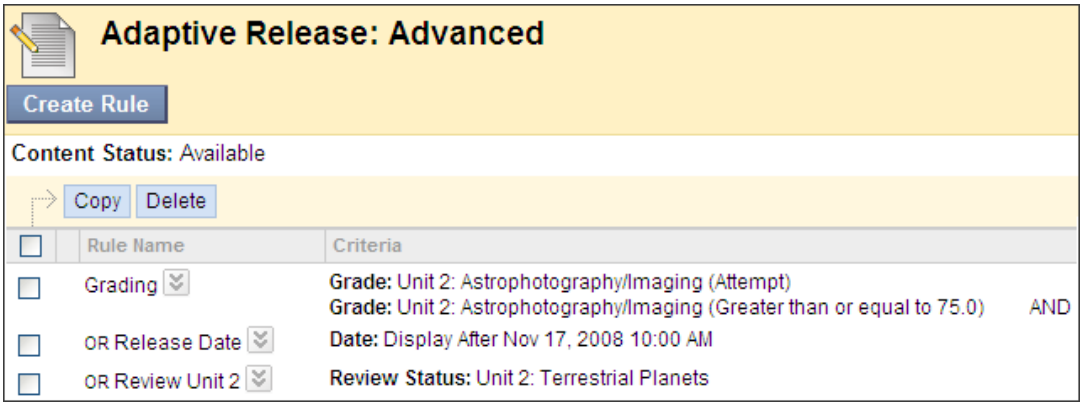
Creating Multiple Rules

With Advanced Adaptive Release, different options or paths for releasing a content item to students can be created. This is accomplished by creating multiple rules for the item. If any one of the rules is satisfied, the content is released. You can add an unlimited number of rules.



Example: You can create one rule that releases Unit 2 content to students who submit their Unit 1 assignments, and another rule to release it to students who mark Unit 1 content as reviewed. To do this, add one rule with a Grade criterion and a second with a Review Status criterion.

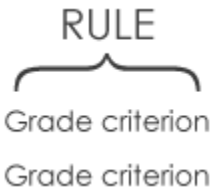
When multiple rules are added, the rules are listed on the **Adaptive Release: Advanced** page, in the Rule Name column. The word OR appears between each rule, meaning only one of the rules must be satisfied for the item to be released.



Examples of Using Advanced Adaptive Release

To release content based on multiple grade columns, add two or more Grade criteria to a rule:

For example, if you have advanced readings for students who receive 85% or greater on both their first term assignments and their midterm exams, set up Grade criteria for both items. This makes the path to this content narrower because both criteria must be satisfied.



To release content when students have reviewed multiple content items, add two or more Review Status criteria to a rule:

For example, make a unit quiz available when students review the three content items in the unit, by adding three Review Status criteria, one for each content item. This makes the path to this content narrower because students must satisfy all three criteria for the rule.

To release content in different ways, add two or more rules to the same content item:

For example, you can make a content item available to all students in Week 5, but also make it available sooner to students who mark all previous content items as reviewed, by adding one rule with Review Status criterion and a second rule with Date criterion. This creates two different paths students can take to gain access to the content item because they only have to satisfy one rule.

To release content on two dates or date ranges, add two Date rules:

For example, if you want to make a study guide available the week before both the Midterm and Final Exams, add two Date rules, one for each week. This creates two different paths to the same content item, controlled by date.

Hands-on Activity

For this activity, use your Practice Course.

Add Multiple Grade Criteria

For the **Unit 3: Gas Giants** folder, create a rule to release the item to students who have both:

- Achieved a score of 20 or higher on the **Unit 2** Quiz
- AND submitted the **Planet Paper** assignment

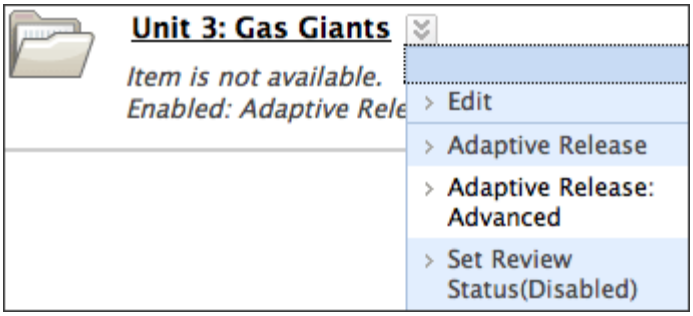
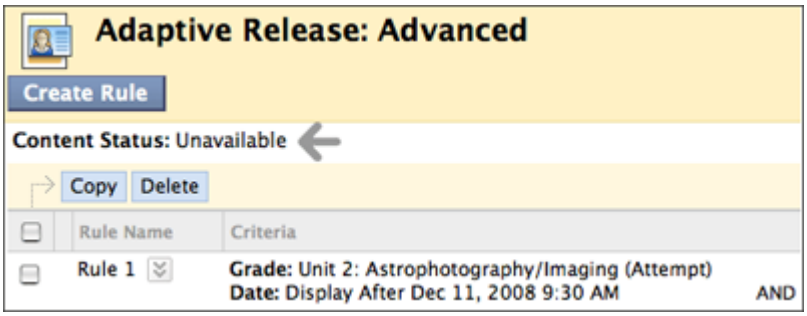
Add Multiple Rule

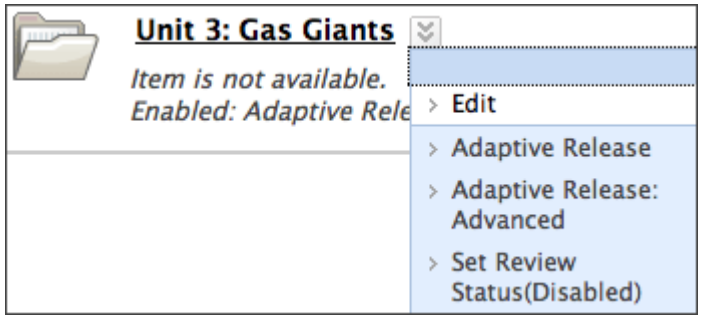
For the **Unit 4: Icy Pluto** folder, create rules to release the item either:

- After a date in the near future
- OR submitted the **Planet Paper** assignment

Ask Dr. C

In the following table, Dr. C discusses troubleshooting for the Adaptive Release tool. Dr. C is our Blackboard Learn expert.

Your question	Dr. C's reply
Students who satisfy all Adaptive Release criteria are reporting they cannot see the item. What should I check?	Verify the item is available and there are no date restrictions that conflict with the current release criteria. Check both of these from the **Adaptive Release: Advanced** page.   If there is a conflict between availability and the criteria of the rule for releasing the content, change the availability of the content item by selecting **Edit** from the content item's contextual menu.

Your question	Dr. C's reply
	

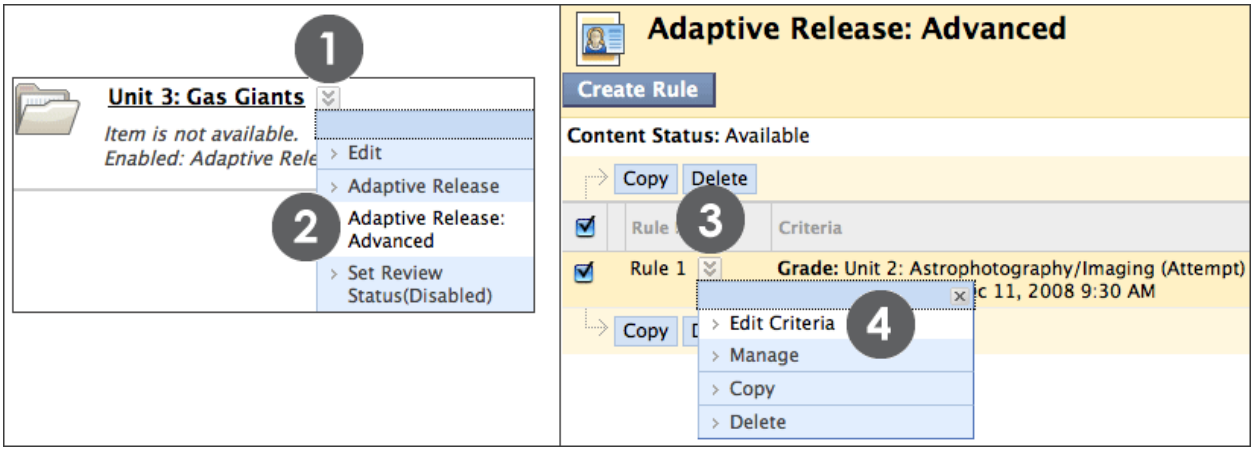
Editing Rule Criteria and Rule Names

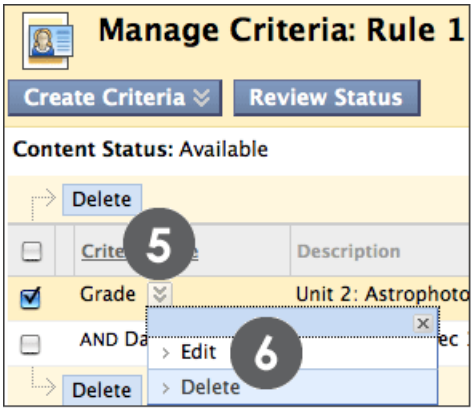
Rules can be edited to change or add criteria, and to rename them.

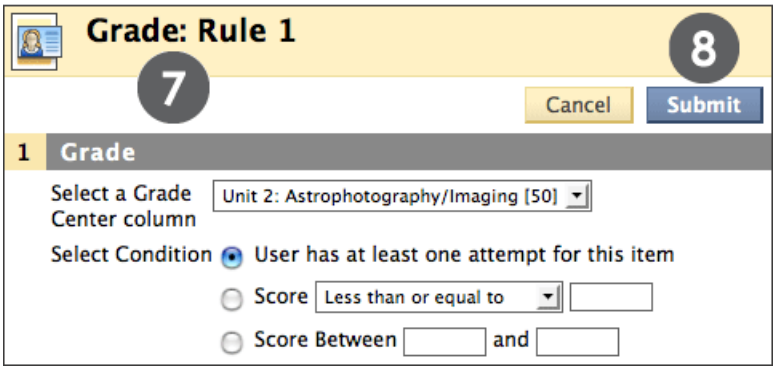
- To edit the criteria for a basic rule, access the content item's contextual menu and select Adaptive Release.
- To edit the name of a rule, access the content item's contextual menu and select Adaptive Release: Advanced. Then, access the rule's contextual menu, and select Manage. Rename the rule and click Submit.
- To edit the criteria for an advanced rule, follow the steps below.

QUICK STEPS: Editing the Criteria for an Advanced Rule

1. In **Edit Mode**, in the Content Area, click the item's Action Link ( ) to access the contextual menu.
2. Select **Adaptive Release: Advanced**.
3. On the **Adaptive Release: Advanced** page, click the rule's Action Link ( ) to access the contextual menu.
4. Select **Edit Criteria**.
5. On the **Manage Criteria** page, click the rule's Action Link ( ) to access the contextual menu.
6. Select **Edit**.
7. On the next page, make the changes.
8. Click **Submit**.




Manage Criteria: Rule 1
Create Criteria
Review Status
Content Status: Available
Delete
5
Description
Grade
Unit 2: Astrophoto
AND Da
Edit
6
Delete
Delete


Grade: Rule 1
7
8
Cancel
Submit
1
Grade
Select a Grade Center column
Unit 2: Astrophotography/Imaging [50]
Select Condition
User has at least one attempt for this item
Score
Less than or equal to
Score Between
and

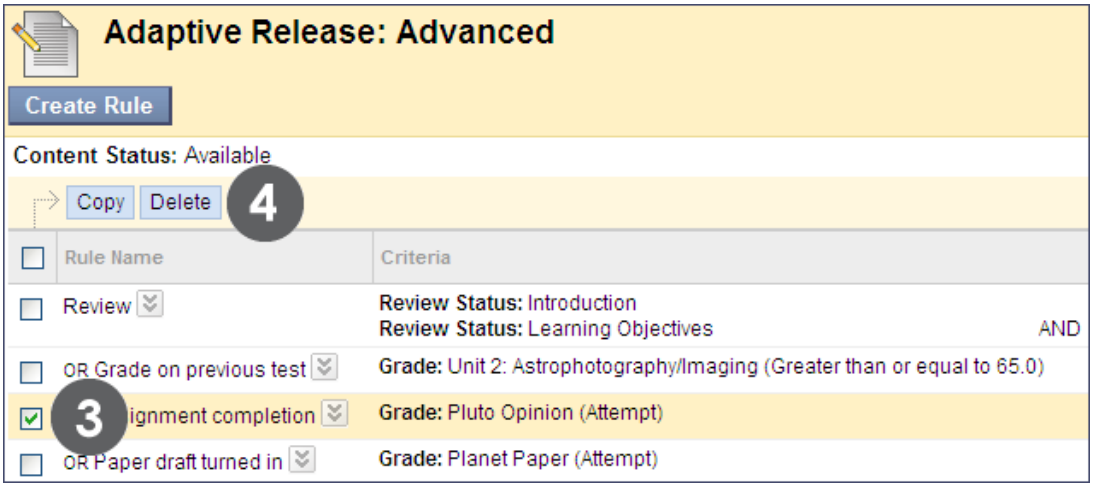
Copying and Deleting Rules

On the Adaptive Release: Advanced page, you can also copy and delete rules. Select Copy to create a rule with similar criteria. Select Delete to remove a rule. When a rule is deleted, the options for releasing content are removed.

QUICK STEPS: Copying or Deleting Rules

1. In **Edit Mode**, in the Content Area, click the item's Action Link ( ) to access the contextual menu.
2. Select **Adaptive Release: Advanced**.
3. On the **Adaptive Release: Advanced** page, click the check boxes to select one or more rules.
4. On the Action Bar, click **Copy** or **Delete**.
5. Click **OK**.

If a rule is copied, select **Manage** from its contextual menu to rename it.



Hands-on Activity

For this activity, use your Practice Course.

Edit basic rule

For the **Unit 5 Quiz**, change the **Display Until** date:

- Extend the date.

Edit advanced rule

For the **Unit 3: Gas Giants** folder, edit one of the Grade criteria:

- For the criterion that says to release the item to students who have achieved a score of 20 or higher on the **Unit 2 Quiz**, edit it to release the item only to students who scored 30 points.

Add and then rename advanced rules

For the **Unit 4: Icy Pluto** folder, add a rule and rename an existing rule:

- Add a rule that also releases the item to students who have reviewed the **Unit 2: Terrestrial Planets** Learning Module.
- Now, rename the Review Status rule added earlier.

4.0 Monitoring Student Progress

In this section, you learn how to use the Review Status and Performance Dashboard tools to monitor student progress.

Student progress can be monitored by item, by checking which students can access a specific item, and who has reviewed it. With the Performance Dashboard, you can monitor progress by student, easily tracking student progress, participation, and performance in the course.

Learning Outcomes

After completing this section, you will be able to:

- Enable the Review Status tool to track student review of an item.
- Monitor the release and Review Status of content items.
- Monitor each student's overall performance with the Performance Dashboard.

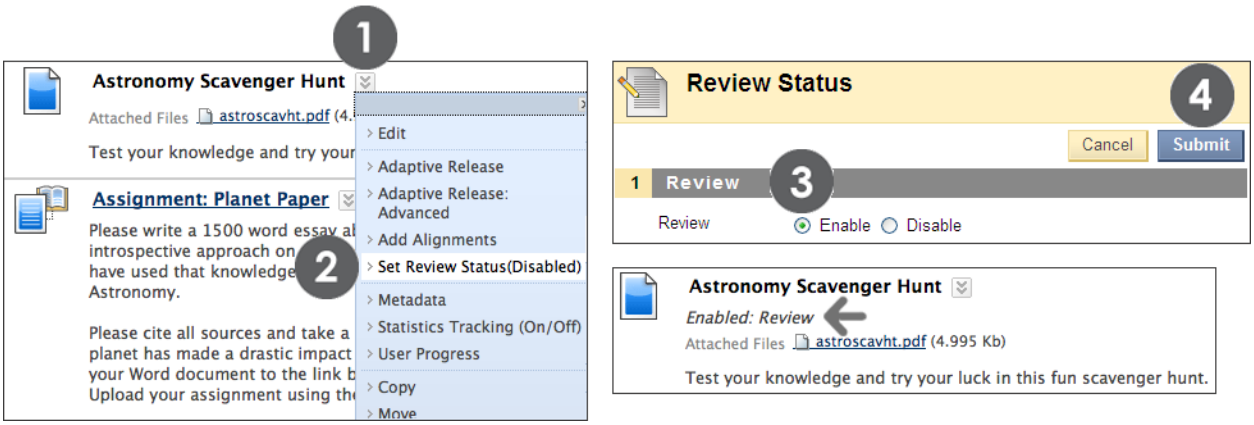
Enabling Review Status for an Item

To monitor student review of a content item, Review Status for the item must be enabled, unless it has already been applied using Adaptive Release with Review Status criteria.

When Review Status is enabled, there are benefits for you and your students. As an instructor, you can check who has reviewed the item, while students can use the feature to keep track of which content they have reviewed. This is especially useful when students review content in a non-linear fashion.

QUICK STEPS: Setting the Review Status for an Item

1. In **Edit Mode**, in the Content Area, click the item's Action Link ( ) to access the contextual menu.
2. Select **Set Review Status**.
3. On the **Review Status** page, select the option for **Enable**.
4. Click **Submit**.



Note: Enabled Review appears under a content item's title once the tool is enabled.

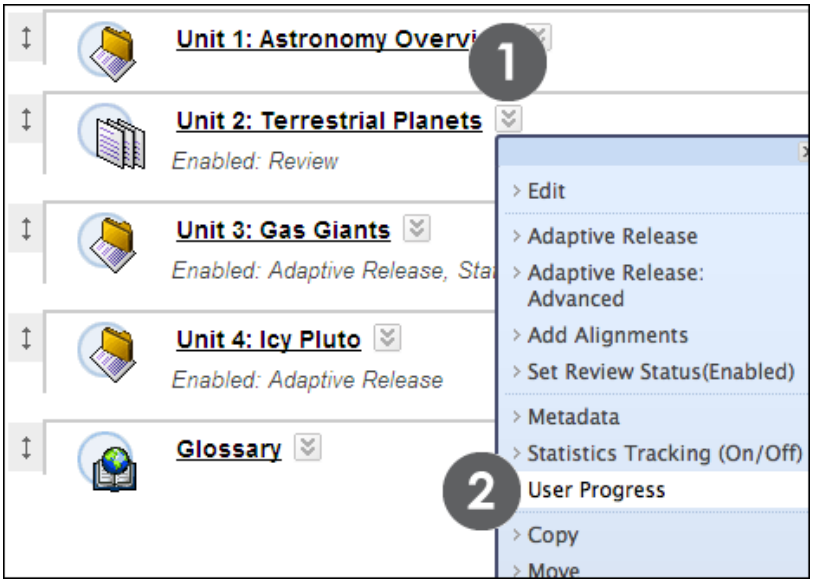
Monitoring an Item's Release and Review Status

You can check content items to see if students can access them. This is particularly helpful if you have set Adaptive Release criteria for an item.

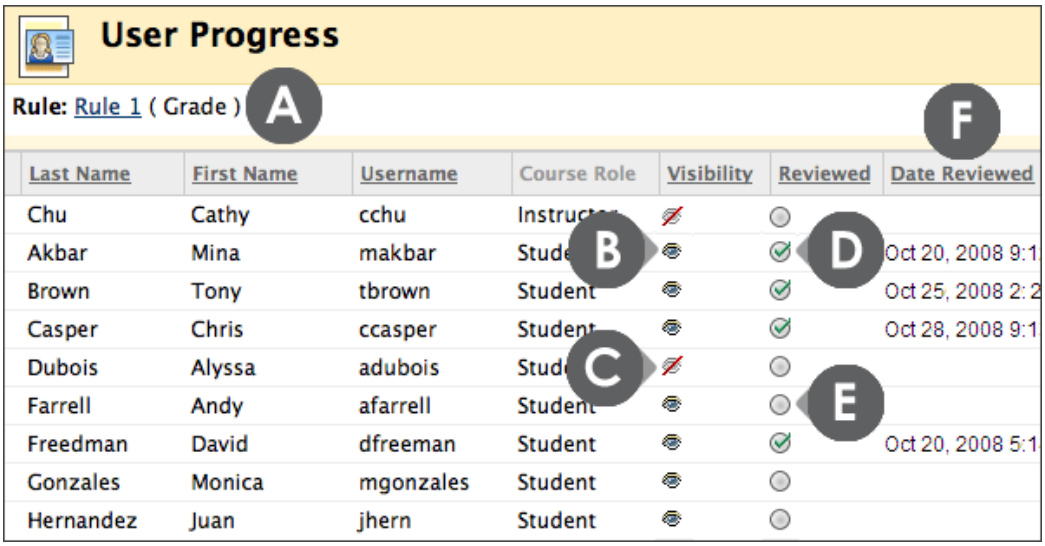
If Review Status is enabled for an item, it is possible to check which students have reviewed the item.

QUICK STEPS: Monitoring an Item's Release and Review Status

1. In **Edit Mode**, in the Content Area, click the item's Action Link ( ) to access the contextual menu.
2. Select **User Progress**.
3. The **User Progress** page displays the item's visibility and who has reviewed it.
4. When you have finished the review, use the breadcrumbs to navigate to a previous page.



The **User Progress** page lists any existing rules that affect visibility of the item, and whether course members have reviewed the item. If it was reviewed, the date and time of the review is listed.



A. The existing Adaptive Release rule that affects visibility of the item is listed under the page title.

B. An open eye icon in the **Visibility** column indicates the item is visible to users.

C. An eye with a slash icon in the **Visibility** column indicates the item is not visible to users because of an Adaptive Release rule or the item's availability settings.

D. A check mark icon in the **Reviewed** column indicates the item has been reviewed and the student has clicked the item's **Mark Reviewed** link.

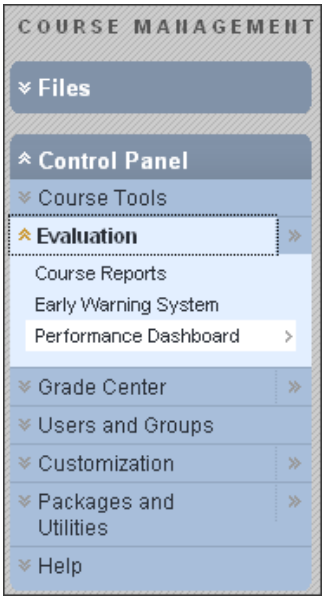
E. A circle icon without a check mark in the **Reviewed** column indicates the item has not been reviewed.

F. The date and time of the review are listed in the **Date Reviewed** column.

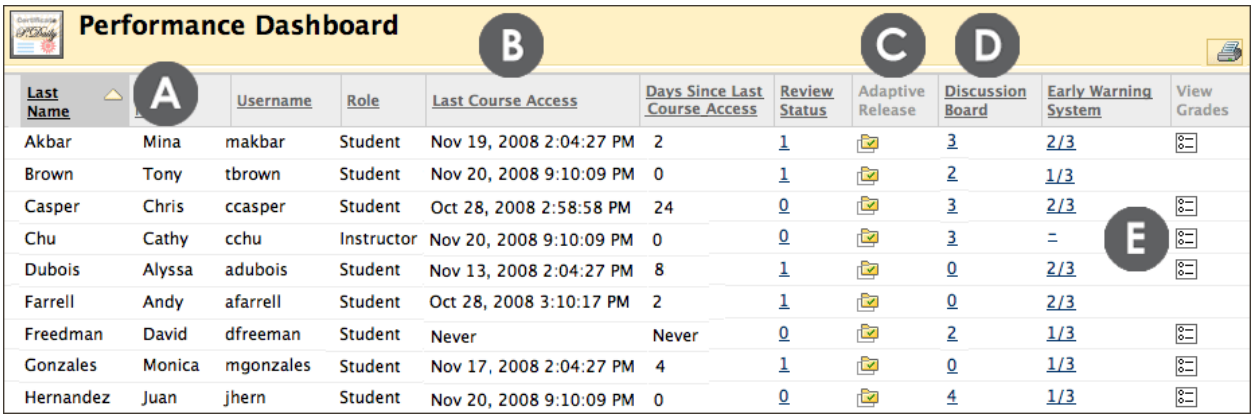
Monitoring Student Performance

The Performance Dashboard is a valuable tool used to monitor student progress throughout the course and help keep them on track. A summary of access and progress for each student appears in a table format.

Access the **Performance Dashboard** from the **Evaluation** section of the **Control Panel.**



Use the Performance Dashboard at the beginning of a term to check that all students have successfully accessed the course. As the term progresses, you can quickly see if students are accessing the course regularly, reviewing course content, and contributing to the Discussion Board. If you are concerned about the progress of a particular student, click the Adaptive Release icon to verify the visibility of content for the student, or click the **View Grades** icon to see recorded grades.



Last Name	First Name	Username	Role	Last Course Access	Days Since Last Course Access	Review Status	Adaptive Release	Discussion Board	Early Warning System	View Grades
Akbar	Mina	makbar	Student	Nov 19, 2008 2:04:27 PM	2	1		3	2/3	
Brown	Tony	tbrown	Student	Nov 20, 2008 9:10:09 PM	0	1		2	1/3	
Casper	Chris	ccasper	Student	Oct 28, 2008 2:58:58 PM	24	0		3	2/3	
Chu	Cathy	cchu	Instructor	Nov 20, 2008 9:10:09 PM	0	0		3	–	
Dubois	Alyssa	adubois	Student	Nov 13, 2008 2:04:27 PM	8	1		0	2/3	
Farrell	Andy	afarrell	Student	Oct 28, 2008 3:10:17 PM	2	1		0	2/3	
Freedman	David	dfreeman	Student	Never	Never	0		2	1/3	
Gonzales	Monica	mgonzales	Student	Nov 17, 2008 2:04:27 PM	4	1		0	1/3	
Hernandez	Juan	jhern	Student	Nov 20, 2008 9:10:09 PM	0	0		4	1/3	

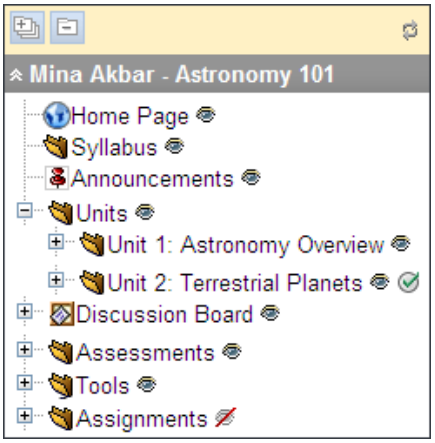
A. Click the caret to sort the contents of a column. If the caret is not visible, click the column title.

B. View the last date students accessed the course in the **Last Course Access** column.

C. Click the icon in the Adaptive Release column to display a pop-up Course Map. The Course Map in the following image indicates which items are available to the specific student and which items have been reviewed.

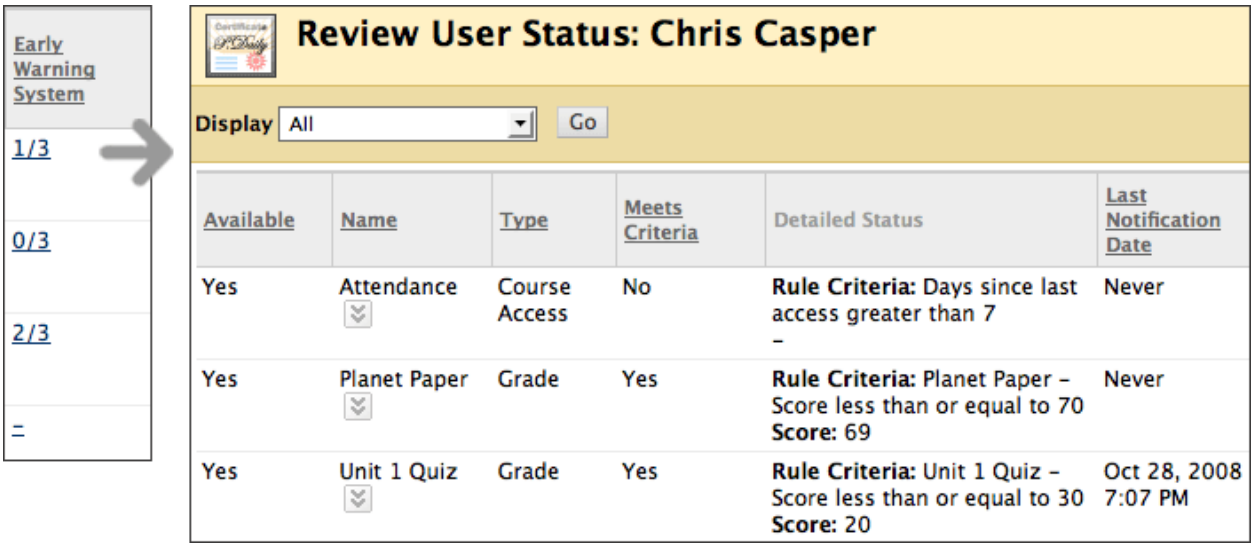
D. View how many Discussion Board posts the student authors. The link includes links to the posts, as well as other statistics, such as length of each post, date of the last post, and the Grade, if enabled.

E. Click the icon in the **View Grades** column for a direct link to the Grade Center.



The Early Warning System Column

If the Early Warning System is enabled, the number in the column reflects the number of early warning criteria the student has met. The number also links to the Review User Status page for the individual user. This page displays detailed information about content items that have rules and displays information about each rule. You can quickly see if a student has met the criteria.



After viewing information in the Performance Dashboard, use the breadcrumbs to navigate to a previous page in the course.

Hands-on Activity

For this activity, use your Practice Course.

Monitor students' progress by item

- From the **Units** Content Area, check the **User Progress** for **Unit 1: Astronomy Overview**. Has it been reviewed by all students?

Monitor individual student progress from the Performance Dashboard

- You have a meeting with **Porter Durand**. Before the meeting, review the student's performance in the course.
- **Mark Tsai** and **Ryan Johnson** notify you that they cannot see the **Astrophotography Rounds 1 and 2** assignment. Verify this from the Adaptive Release column.

5.0 Viewing Usage Statistics

In this section, you learn how to view statistics for both your course and for specific content items within your course. Viewing statistics can help you meet course usage and performance goals.

Learning Objectives

After completing this section, you will be able to:

- Explain the types of course statistics reports and when to use them.
- Run the **Overall Summary of User Activity** report.
- Explain uses for each section of the **Overall Summary of User Activity** report.
- Enable tracking by content item.
- Run content item usage reports.
- Print and save statistics.

About Course Reports

Statistics for your course can appear in eight types of course reports. Statistics include how often areas of your course are accessed, when, and by whom. This information can help you determine the following:

- Which course areas need highlighting or reorganizing.
- Which topics to use for a class discussion.
- Which students need assistance.

Report	Use
All User Activity inside Content Areas	• Check to see if students who performed poorly accessed the related Content Area. • Check to see which Content Areas are accessed and how often. **TIP**: Consider whether the location of the Content Area within the course structure affects access.
Course Activity Overview	• Check which students are accessing the course and how much time they are spending. • One-click access to the **Student Overview for Single Course** report for each listed student.
Course Coverage Report	• Gather data on course items that have been aligned to goals.
Course Performance	• Gather information showing how a single Blackboard Learn course performs against a selected set of goals.
Overall Summary of User Activity	• Check which pages are accessed and how often. • Check course access for specific students.
Student Overview for Single Course	• Check an individual student's course activity. View how much time they spend in your course and which items they access.

Report	Use
User Activity in Forums	• Check which discussion forums are most popular.
User Activity in Groups	• Check if all members of a group have accessed their group homepage.

Accessing the Overall Summary of User Activity Report

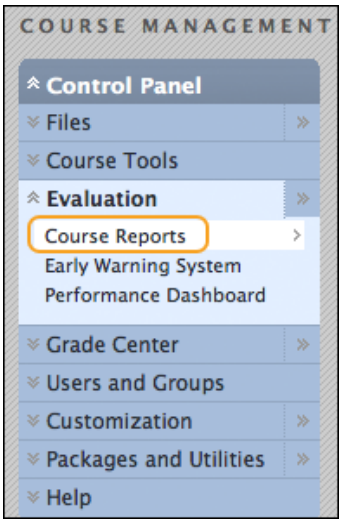
The **Overall Summary of User Activity** report is used to display an overview of course access. You can limit the report to specific dates and users. In this report, hits to your course are divided into sections:

- Course Area or Tool
- Date
- Hour of Day
- Day of Week

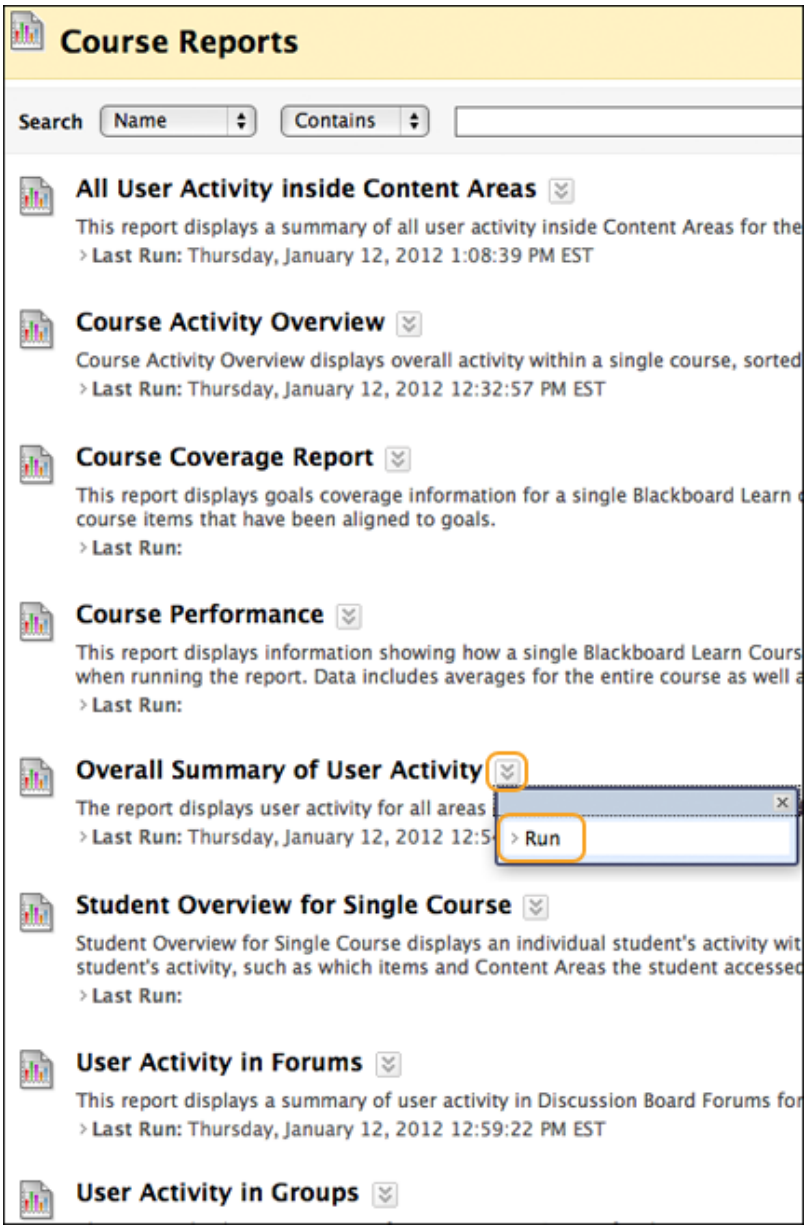
These access areas are explained in detail in the next pages.

QUICK STEPS: Running the Overall Summary of User Activity report

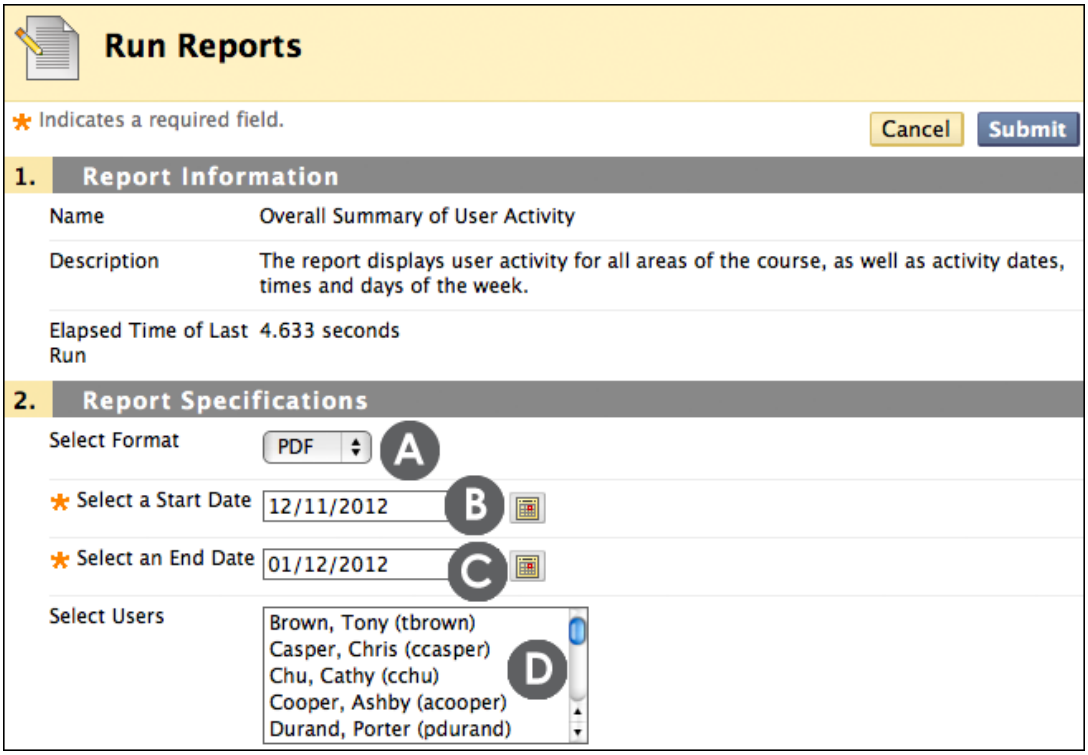
1. On the **Control Panel**, expand the **Evaluation** section and select **Course Reports**.



2. On the **Course Reports** page, click the Action Link ( ) for **Overall Summary of User Activity** to access the contextual menu.
3. Select **Run**.



4. On the **Run Reports** page, select the **Report Specifications**, including output format, start and end dates, and users.
5. Click **Submit**.



A. Select the format for the report. Available formats include: PDF, HTML, Excel, and Word. A new window opens with the results. Be sure to enable pop-ups to view the report results.

B. Select an End Date for the report first.

C. Select a Start Date for the report last.

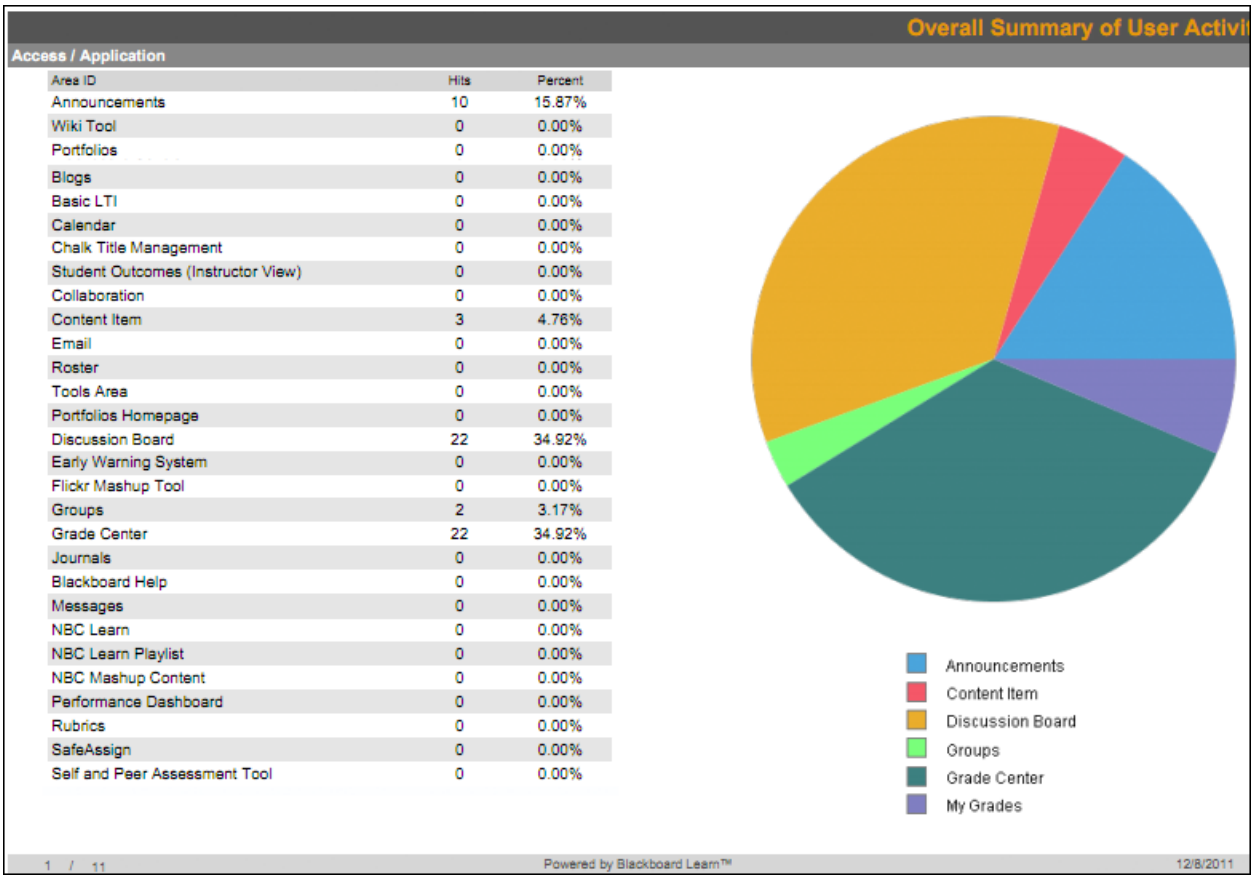
D. Select users to include in the report. For Windows, to select multiple users in a list, press the SHIFT key and click the first and last users. To select users out of sequence, press the CTRL key and click each user needed. For Macs, press the COMMAND key instead of the CTRL key.

Reading the Overall Summary Report

Access/Application Section of the Overall Summary of User Activity Report

The report is divided into sections. The **Access/Application** section displays the number and percentage of hits to each course area or tool, followed by a breakdown of hits by user. Consult this section to see which tools have had limited access.

For example, if the **My Grades** tool has not had many hits, post an announcement reminding students their assignment grades are now available in **My Grades**. Also, look at course access for students whose grades are below average in the course. If their access is low, contact them to offer additional support.



Overall Summary of User Activit

Access / Application

Area ID	Hits	Percent
Announcements	10	15.87%
Wiki Tool	0	0.00%
Portfolios	0	0.00%
Blogs	0	0.00%
Basic LTI	0	0.00%
Calendar	0	0.00%
Chalk Title Management	0	0.00%
Student Outcomes (Instructor View)	0	0.00%
Collaboration	0	0.00%
Content Item	3	4.76%
Email	0	0.00%
Roster	0	0.00%
Tools Area	0	0.00%
Portfolios Homepage	0	0.00%
Discussion Board	22	34.92%
Early Warning System	0	0.00%
Flickr Mashup Tool	0	0.00%
Groups	2	3.17%
Grade Center	22	34.92%
Journals	0	0.00%
Blackboard Help	0	0.00%
Messages	0	0.00%
NBC Learn	0	0.00%
NBC Learn Playlist	0	0.00%
NBC Mashup Content	0	0.00%
Performance Dashboard	0	0.00%
Rubrics	0	0.00%
SafeAssign	0	0.00%
Self and Peer Assessment Tool	0	0.00%

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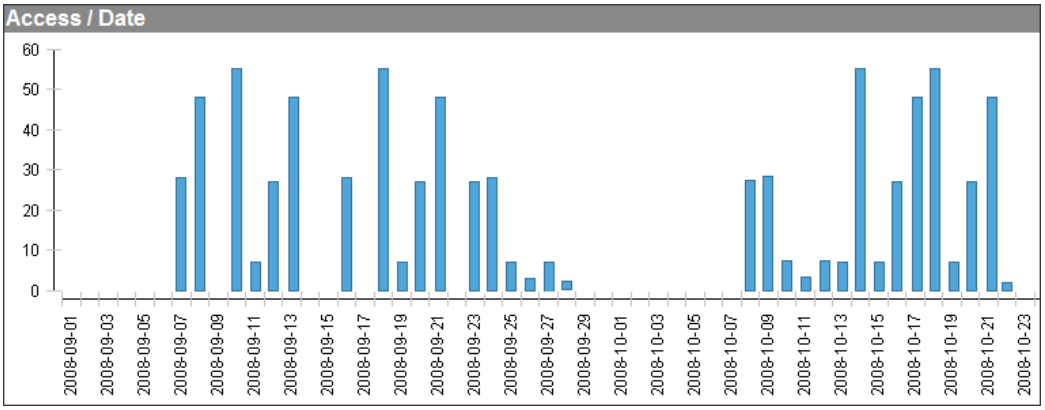
The Access/Date Section

The **Access/Date** section displays a bar graph displaying the users' access during the specified date range, followed by a breakdown of hits by user in tables. These tables can be long, depending on the date range selected. Consult this section to see trends in course access and to see dates a specific user accessed the course.

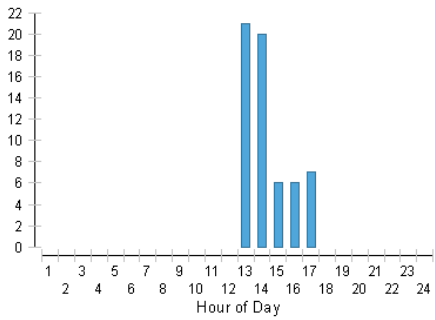


The Access/Hour of Day Section

The **Access/Hour of Day** section displays the number and percentage of hits for each hour of the day. Consult this section for the time of day your course receives the most access. You can use this information to set up a mandatory Chat session. See what time of day the course is not usually accessed and consider making updates to your course during these times.

Access / Hour of Day

Hour of Day	Hits	Percent
1	0	0.00%
2	0	0.00%
3	0	0.00%
4	0	0.00%
5	0	0.00%
6	0	0.00%
7	0	0.00%
8	0	0.00%
9	0	0.00%
10	0	0.00%
11	0	0.00%
12	0	0.00%
13	21	35.00%
14	20	33.33%
15	6	10.00%
16	6	10.00%
17	7	11.67%
18	0	0.00%
19	0	0.00%
20	0	0.00%
21	0	0.00%
22	0	0.00%
23	0	0.00%
24	0	0.00%
	60	

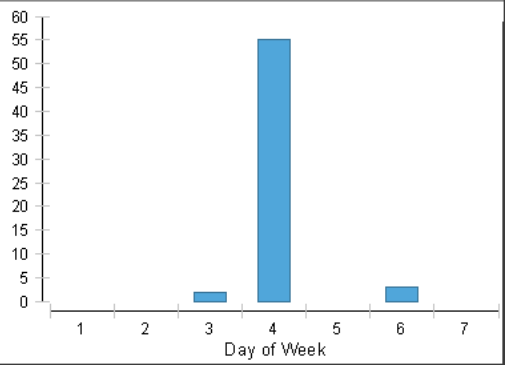


The Access/Day of Week Section

The **Access/Day of Week** section displays the number and percentage of hits for each day of the week. Consult this section to see which days of the week receive the most access. Use this information, along with the **Access by Hour of Day** statistics to schedule virtual office hours. Consider releasing content on the days with the least access to encourage students to access your course on those days.

Access / Day of Week

Day of Week	Hits	Percent
SUN	0	0.00%
MON	0	0.00%
TUE	2	3.33%
WED	55	91.67%
THU	0	0.00%
FRI	3	5.00%
SAT	0	0.00%
	60	

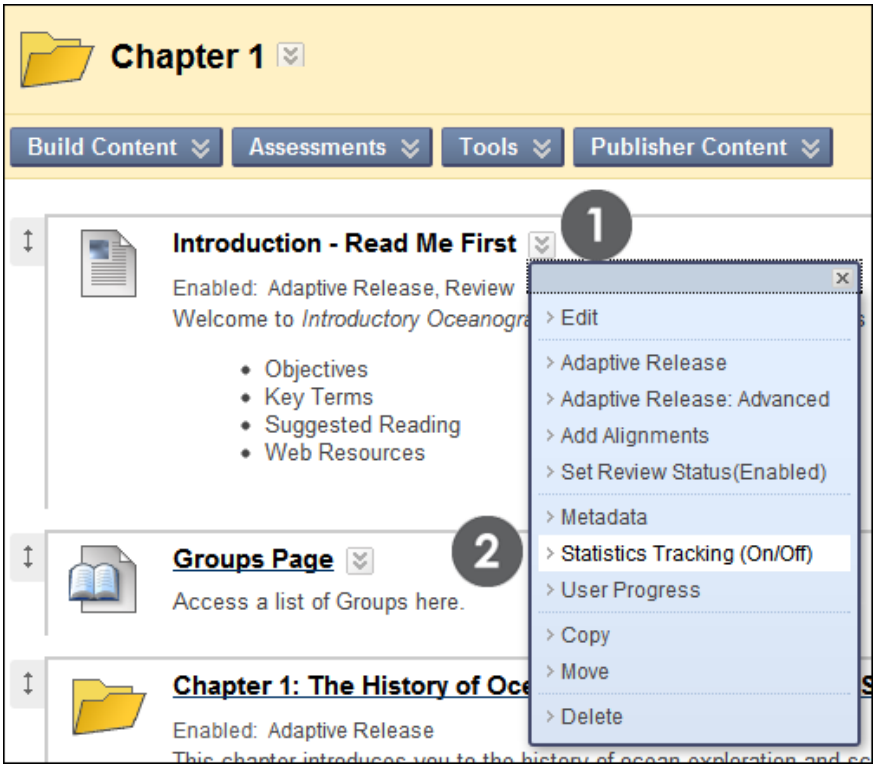


Enabling Content Statistics Tracking

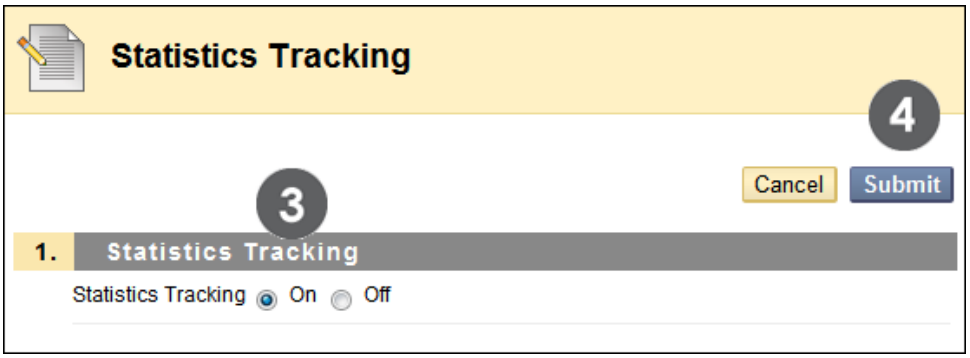
Statistics Tracking must be enabled in order to generate statistics for a content item. Statistics Tracking can be enabled at any time, and begin collecting data from the moment it is enabled.

QUICK STEPS: Enabling Statistics Tracking for a Content Item

1. In **Edit Mode**, in the Content Area, click the item's Action Link ( ) to access the contextual menu.
2. Select **Statistics Tracking**.



3. On the **Statistics Tracking** page, select **Enable**.
4. Click **Submit**.



NOTE: Enabled: Statistics Tracking appears under a content item's title once the tool is enabled, as shown in the following image.

Running Content Usage Reports

When Statistics Tracking is enabled, statistics for a specific content item within your course can be viewed. This is called a Content Usage report.

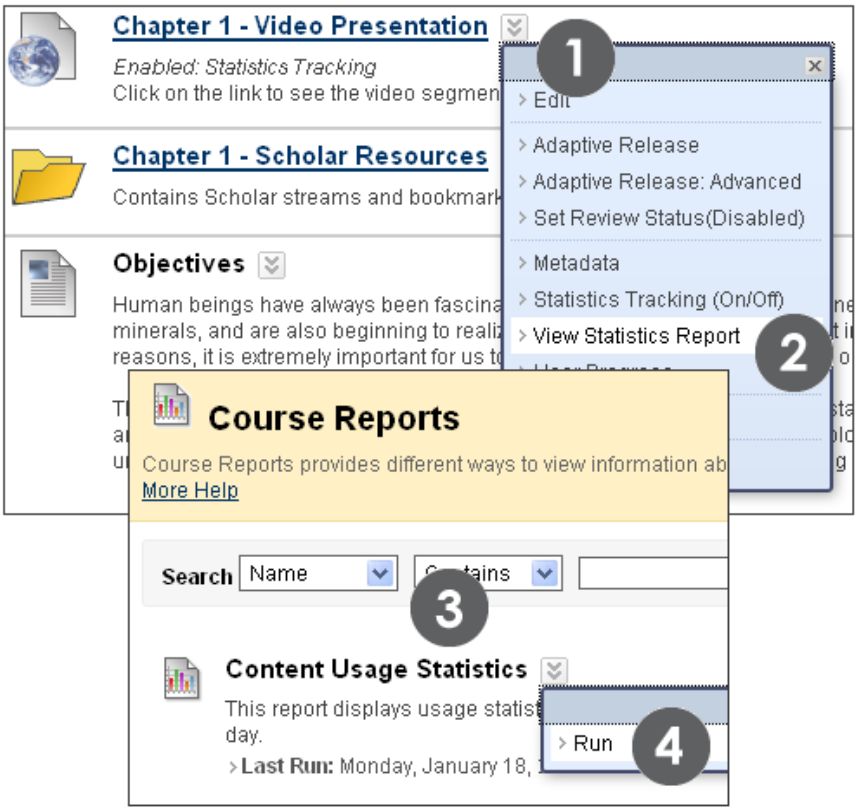
The reports are divided into sections:

- Date
- Hour of Day
- Day of Week

QUICK STEPS: Running a content item usage report

1. In **Edit Mode**, in the Content Area, click the item's Action Link ( ) to access the contextual menu.
2. Select **View Statistics Report**.
3. On the **Course Reports** page, click the Action Link ( ) for **Content Usage** to access the contextual menu.
4. Select **Run**.
5. On the **Run Reports** page, select the **Report Specifications**.
6. Click **Submit**.

Viewing Usage Statistics: Running Content Usage Reports



Printing and Saving Statistics

After running a report, you can save it in the Content Collection or on your computer. Saved reports can be printed for distribution.

After running a report	**Click**
If your school licenses content management, save the file to the Content Collection. A series of usage reports taken at intervals during the length of the course and stored in the Content Collection can provide data to analyze for future scheduling and planning.	If your school licenses content management, save to the Content Collection
Download the report to your computer.	Download Report
Run a new report using different criteria. **TIP:** Use this option to run the same report, but with a different type of file output.	Run a new Report

Hands-on Activity

For this activity, use your Practice Course.

Run a Report

Run an **Overall Summary of User Activity** using the **Start Date**: 06/01/2011 and the **End Date**: 06/30/2011. Select all students.

This course contains a large amount of data that is revised continuously for new Blackboard Learn versions. Some course areas such as the Discussion Board have an inflated amount of activity, but reports still show a useful representation of data.

Feel free to run reports about how often students visited the Content Areas or the Discussion Board forums. Use the same dates as above.

6.0 Workshop Wrap Up

The Workshop Wrap Up provides the opportunity to reflect on what has been learned by focusing your attention on the key concepts presented in the workshop. Also, the next page includes a worksheet for brainstorming some ideas about how to monitor student progress and use statistics in your online course.

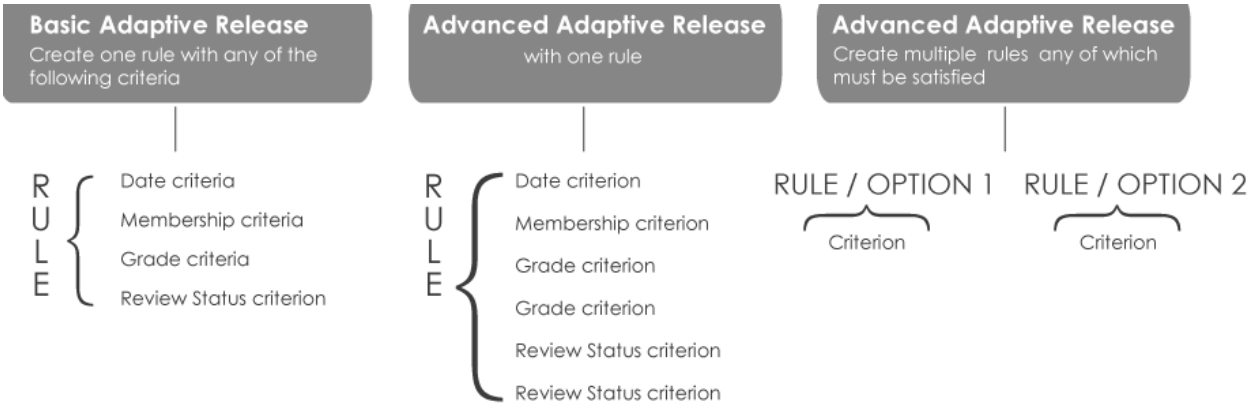
In this workshop, you learned how to do the following:

- Explain the four types of criteria used for Adaptive Release.
- Explain the difference between Basic and Advanced Adaptive Release rules.
- Set a Basic Adaptive Release rule.
- Set an Advanced Adaptive Release rule with multiple requirements for release.
- Set multiple advanced rules to create options for release.
- Perform some basic troubleshooting to find out why items are not visible.
- Edit, copy, rename, and delete rules.
- Enable the Review Status tool and monitor the release and Review Status of content items.
- Monitor each student's overall performance from the Performance Dashboard.
- Explain the types of course statistics reports and when to use them.
- Run the **Overall Summary of User Activity** report and explain uses for each section of the report.
- Enable tracking by content item and run content item usage reports.
- Print and save statistics.

Spotlight on Your Course

From what you have learned in this workshop, do you have some ideas for using these tools in your course? Use the following worksheet to record ideas.

Will you use Adaptive Release?



- Will you take a course-wide approach based on student review and term dates to release content? Or will you apply it to selected items only?
- Will you make content available at different times? Will you make different content available to different students?

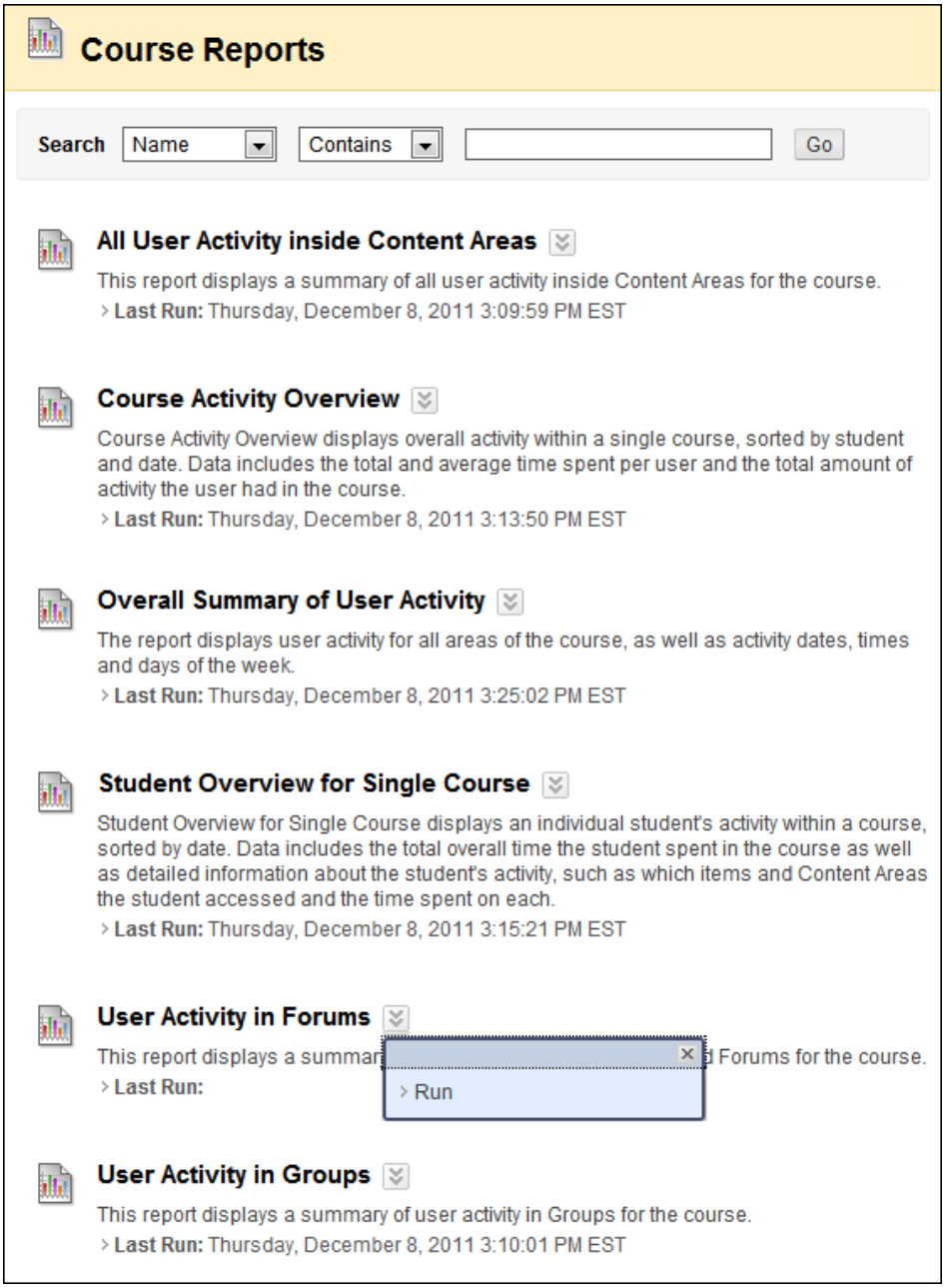
How will you monitor student progress?

Performance Dashboard

Last Name	First Name	Username	Role	Last Course Access	Days Since Last Course Access	Review Status	Adaptive Release	Discussion Board	Early Warning System	View Grades
Casper	Chris	ccasper	Student	Nov 19, 2008 2:04:27 PM	2	1		1	2/3	
Chu	Cathy	cchu	Instructor	Nov 20, 2008 9:10:09 PM	0	1		0	-	
Freedman	David	dfreeman	Student	Oct 28, 2008 3:12:45 PM	24	0		0	2/3	
Johnson	Diane	djohnson	Student	Never	Never	0		0	1/3	
Lopez	Bruce	blopez	Student	Oct 28, 2008 2:58:58 PM	24	1		1	2/3	
Paul	Dwight	dpaul	Student	Oct 28, 2008 3:10:17 PM	24	1		0	-	
MacNeil	Debra	debra	Student	Never	Never	0		0	1/3	
Smith	Charles	csmith	Student	Oct 28, 2008 3:06:45 PM	24	1		0	1/3	
Wei	Chih-haw	cwei	Student	Never	Never	0		0	1/3	
Wong	Cathy	cwong	Student	Never	Never	0		0	1/3	

- For which content items will you enable Review Status?
- When will you use the Performance Dashboard?

How will you use statistics?



- What course usage reports will you use? At what points in your course will you run them?
- For which content items in your course will it be useful to run content usage reports? Why?