

The 3rd Interim Report of the Blackboard Ultra Migration

(Sept. 1, 2022 – Sept. 30, 2023)

October 13, 2023

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William Paterson University of New Jersey

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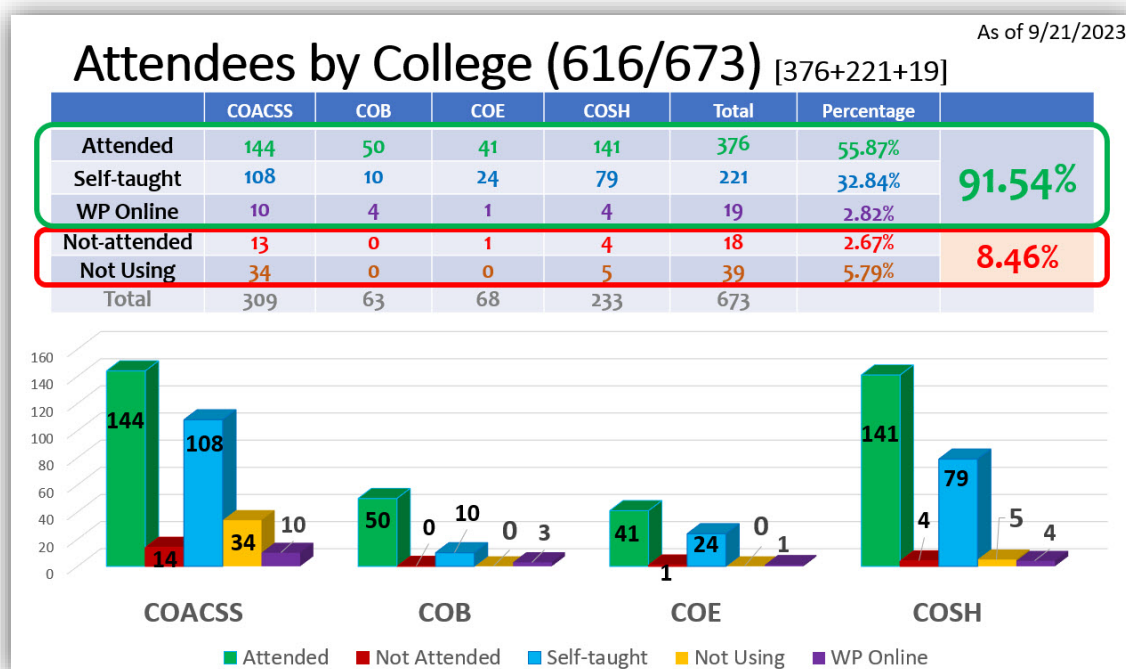
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Blackboard Ultra Institute: 2023 Spring & Summer Report

January 1 – July 31, 2022

OVERVIEW

William Paterson University of New Jersey (WPUNJ) has decided to migrate to the Blackboard Ultra Learning Management System from the previous version, Blackboard Original. During the academic years of 2022 and 2023, to provide faculty with guidance as they plan on implementing the new Learning Management System in action, Center for Teaching with Technology (CTT) developed Blackboard Ultra Institute. The workshop materials were developed to be offered both in-person and online format. The Blackboard Ultra Institute was offered eight times a week during the spring and summer 2023. The in-person institute was offered fourteen times and the online workshop was offered 114 times with 376 faculty members attended. As of September 21, about 92 % of faculty (616 out of 673) who have been assigned to teach the fall 2023 courses participated in the Blackboard Ultra Training Opportunities.



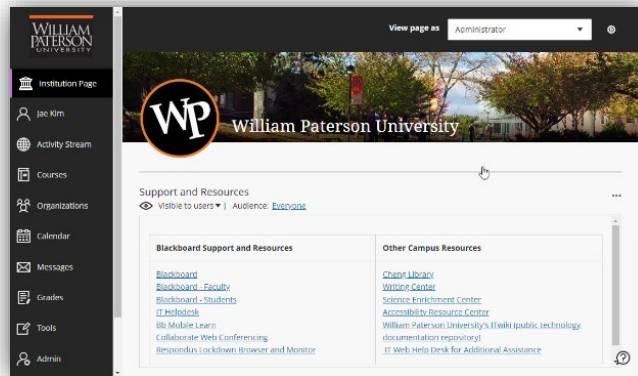
The goal of this report is to provide formative feedback to improve the faculty experience with the use of new technologies in teaching and learning using a brand-new Learning Management System, Blackboard Ultra, at William Paterson University.

BLACKBOARD ULTRA

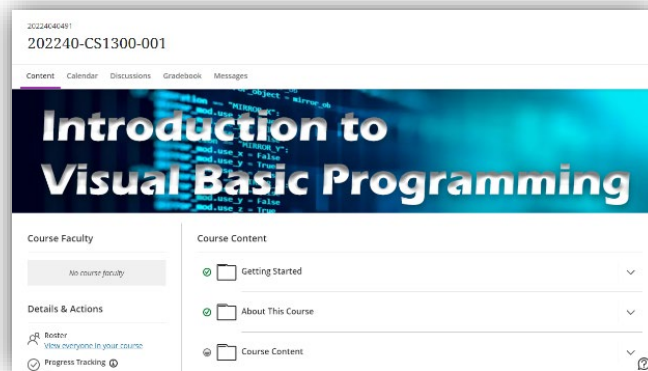
Blackboard Ultra is the premium learning management system product offered by Blackboard. It has two components, the "Ultra Base Navigation," and "Ultra Course View". The Blackboard Ultra interface brings with it a streamlined design and many upgraded tools and functionalities.

BASE NAVIGATION

Blackboard Ultra Base Navigation is Blackboard's more modern, intuitive portal to your Blackboard courses and organizations. It provides quick access to the most critical information from across all your courses. Blackboard Ultra Base Navigation creates a more engaging, efficient, and enjoyable experience for both students and instructors. From the moment users log in, the users have access to core features in the left-side navigation. They can easily return to the list from wherever they are - even if they're in a course. The list peeks from behind the other layers they have open, including while working in a course.



HIGHLIGHTS OF THE ULTRA COURSE VIEW



The Ultra Course View is a simpler and more modern course experience for instructors and students. It is cleaner with a more modern design and easy-to-use workflows. It also has powerful new tools that are not available in the Original Course View, like Discussion Analytics. Blackboard Ultra Course View provides,

- **Clean, Modern Look** - The Ultra Course View is cleaner and more modern than the Original Course View. It is simpler to use and more intuitive, as well. Tools are contextual to reduce clicks and content appears in the course using peek layers that slide from the right.
- **Content Displayed on a Single Page** - Content is displayed on a single page within learning modules and folders that expand and collapse, so it is easier for students to find the content and assessments they need.

- **Add Content Wherever You Want** - Quickly add files, links, assignments, and other content and assessments wherever you want! In addition to uploading files from your computer, you can also add content from cloud storage systems like OneDrive for Business, Dropbox, or Google Drive.
- **Add Files via Drag and Drop** - Quickly add files to your course by dragging them to the content panel of your course. You can drag one or multiple files, or even a folder.
- **Brand New Text Editor** - The brand-new text editor in the Ultra Course View is optimized to create content that is mobile-compatible, so that you and your students can access it directly from a smartphone browser. The text editor is simplified, but includes tools for formatting text, adding links and media, and embedding mathematical and scientific formulas in your text.
- **Easy-to-Understand Item View for the Gradebook** - The Item List is your new default view of the course gradebook. You can view all the coursework you have assigned and your grading progress. Quickly see how many students have submitted an assessment, how many you need to grade, and how many grades need to be posted. You also can see when you have completed grading an item. Use the toggle in the upper left to switch from Item to Grid view. The Grid view is a traditional spreadsheet-like view of the Gradebook.
- **Keep Grades Private until You are Ready to Post** - You can control exactly when students are able to see the grades you have entered. Once you enter a grade, it is private until you Post it. You can post individual grades or wait and post all the grades for a particular assessment at once.
- **Automatically Assign Zeros for Past Due Assessments** - If your assessment has a due date enabled, Blackboard can automatically assign a zero to any student who does not submit the assessment by the due date. You can override the zero with a grade, of course, but the automatic zero can help students realize that they have missed a due date. While an automatic zeros feature is enabled by default, you can disable it in the Gradebook settings.
- **Set Accommodations to all Assessments** - In the Ultra Course View, you can set accommodations for a student once via the Roster, and then they will apply to all assessments in your course. Accommodations can affect due dates, by never marking a student's submission as late, or the time limit, by providing extra or unlimited time for assessments with a timer.

MIGRATION TIMELINE

Prior to the migration, the previous Blackboard Original Learning Management System was moved from in-house server to a cloud-hosting service (SaaS: Software as a Service) in May 2020. On May 2022, WPUNJ has enabled Blackboard Ultra Base Navigation. Starting summer 2022, CTT has met with faculty volunteers for using it for the first time, provided training and assistance to the faculty members with course conversion from the old (Blackboard Original) to the new (Blackboard Ultra) and specific features of the Ultra Course View.

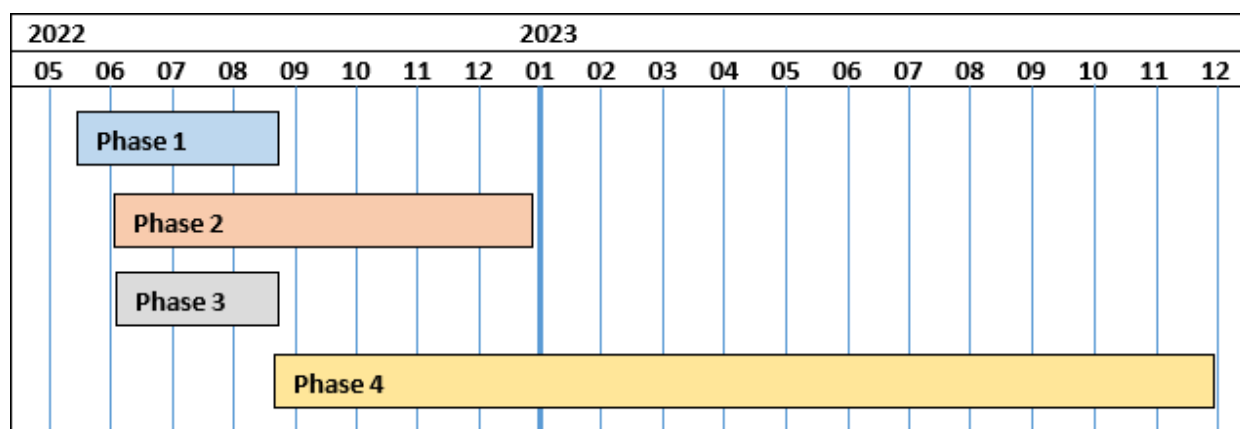


The detailed migration process is described in the following table.

Spring 2022	Summer 2022	Fall 2022	Spring 2023	Summer 2023
<p>Enable Blackboard Ultra Base Navigation</p> <p>Set the Blackboard Learning Technology Plan</p> <p>Select 8-15 courses for course migration project with K16</p>	<p>13 courses were sent to K16 for conversion (6/1)</p> <p>7 volunteers were identified for piloting the Ultra Experience</p> <p>Trained and assisted volunteers to convert or develop their courses in Blackboard Ultra</p> <p>The first 100 courses migrated over the Blackboard Ultra for K16</p> <p>Begun Communication Plan for Fall 2022</p> <p>Sent reminder to Deans, Chairs, and Faculty</p> <p>Planned for Faculty training both in-person and remote sessions.</p> <p>Developed the Blackboard Ultra Institute (focused on course design and development), a certificate program that could be offered in fall 2022.</p> <p>Develop supporting documents and video clips.</p>	<p>Piloted selected courses went live in Ultra Course View</p> <p>Offered Blackboard Ultra Institute</p> <p>Trained and assisted faculty in course conversion</p> <p>Sent out the reminder of Blackboard Ultra to Deans, Chairs, and Faculty</p>	<p>Reached out to department chairs for the department-specific Blackboard Ultra training opportunities.</p> <p>Offered the fast-track Blackboard Ultra training to faculty twice a day every day.</p> <p>Offered the department-specific Blackboard Ultra Training</p> <p>Provided individual consultation on Course conversion and redesign.</p> <p>Offered webinars on specific topics using Blackboard Ultra such as Making a Course Banner, Gradebook, Assessments and Assignments, etc.</p> <p>Sent out memos to the faculty members who did not take the Blackboard Ultra training three times</p>	<p>Continued to reach out to faculty members who did not take the Blackboard Ultra training.</p> <p>Continue to offer the fast-track Blackboard Ultra training to faculty twice a day every day.</p> <p>Continued to provide individual consultation on Course conversion and redesign.</p> <p>Continue to offer webinars on specific topics using Blackboard Ultra such as Making a Course Banner, Gradebook, Assessments and Assignments, etc.</p>

The Implementation Plan (2022-2023)

<p>Enabled Base Navigation</p> <p>Tested new features, changes</p> <p>Offered webinars on the Base Navigation</p> <p>Created documents and supporting materials on the Blackboard Ultra Experience</p> <p>Developed Blackboard Ultra Institute workshop – immersive, in-depth hands-on workshop design to help faculty prepare a Blackboard course site for teaching in Spring 2023</p>	<p>Published the outline of features and support materials at the https://itwiki.wpunj.edu page</p> <p>Updated the Faculty and Student Support site to reflect new features and changes</p> <p>Announced new features of Blackboard Ultra Experience on Instagram, Twitter, and Facebook</p>	<p>Offered hands-on preview sessions for the pilot faculty</p> <p>Offered individual consultation and training on the course conversion from the original to Ultra by working together to come up with the same functionalities for both faculty and students</p> <p>Assisted and supported the pilot faculty on course conversion and redesign</p>	<p>Offered hands-on preview sessions</p> <p>Offered individual consultation on the course conversion from the original to Ultra for teaching in Spring, Summer, and Fall 2023</p> <p>Provided consultation on the Ultra Experience with faculty upon request</p> <p>Offered department- and college-specific sessions upon request</p> <p>Offered the Blackboard Ultra Institute Workshop</p>
		Phase 4: Training & Consultation (Fall 2022 – Fall 2023)	
		Phase 3: Course Conversion and Training for the Pilot Faculty (Summer 2022)	
		Phase 2: Communications of New Features and User Interface Changes (Summer 2022)	
		Phase 1: Documentation and Support Material Preparation and develop Blackboard Ultra Institute (Summer 2022)	



Faculty Support Plans (Summer 2022 – Fall 2023)

The Center for Teaching with Technology provides extensive assistance and support for faculty who were seeking to adopt the Blackboard Ultra Course View, including:

- Regularly scheduled workshops on moving to Ultra Course View and recorded, on-demand workshops.
- Thorough documentation on the Teaching & Learning with Blackboard Ultra website, including written instructions, FAQs, and video tutorials.
- Individualized consultation on course conversion and features of the Ultra Experience
- Ongoing partnership with Blackboard for course migration or development
- Develop optional and editable course templates.

The Center for Teaching with Technology plans to offer the following workshops:

- Blackboard Ultra Institute (in-person workshop)
- Blackboard Ultra Institute (Online workshop)
- Self-paced Blackboard Ultra Institute (Faculty)
- Self-paced Blackboard Ultra Student Orientation
- Webinars for individual topics
- Developed the detailed instruction on each feature on <https://itwiki.wpunj.edu/index.php/Blackboard>, and https://itwiki.wpunj.edu/index.php/Blackboard_support
- Developed two Blackboard Ultra Course Templates

COMMUNICATION PLAN

The Blackboard Ultra Migration represents a significant endeavor for WPUNJ, one that not only requires careful planning and execution but also necessitates a comprehensive and effective communication strategy. This section serves as an introduction to the Communication Plan designed to facilitate the successful transition from our current learning management system to Blackboard Ultra.

The Blackboard Ultra Migration marks a critical milestone in our institution's commitment to enhancing the educational experience for both faculty and students. As such, effective communication is essential to inform and engage stakeholders, mitigate potential challenges, and foster a sense of ownership and collaboration throughout the migration process. This Communication Plan outlines the key strategies, channels, and timelines that will be employed to ensure transparent and efficient communication at every stage of the migration project.

Throughout this report section, we will delve into the following components of the Communication Plan:

1. **Stakeholder Analysis:** Understanding the diverse groups of individuals and entities affected by the migration, from faculty and students to administrative staff and IT support teams.
2. **Communication Objectives:** Defining clear and measurable objectives for our communication efforts, such as reducing resistance to change, providing timely updates, and fostering a sense of confidence in the migration process.
3. **Key Messages:** Identifying the core messages that need to be communicated to each stakeholder group, ensuring consistency and clarity in our messaging.
4. **Communication Channels:** Detailing the various communication channels and platforms that will be utilized, including email updates, webinars, town hall meetings, and dedicated project websites.
5. **Timeline and Milestones:** Establishing a timeline that aligns with the project's milestones, ensuring that communication efforts are synchronized with key project developments.

By thoroughly examining these components, our institution aims to create a Communication Plan that not only informs but also engages and empowers stakeholders, ensuring a successful transition to Blackboard Ultra while minimizing disruptions and maximizing the benefits of this transformative initiative. Effective communication will be a cornerstone of our approach to navigating this migration, and this plan will serve as our guide to achieving that goal.

Stakeholder Analysis:

- **Provost** - The Provost is a central stakeholder in the Blackboard Ultra Migration Project due to his leadership role in academics, his influence on academic policies and resource allocation, and his ability to bridge the gap between administrative goals and faculty concerns. Effective communication and collaboration with the Provost is crucial for the success of the migration project, as he can help align the project with the institution's academic mission and ensure that the academic community's needs are addressed.
- **Chief Information Officer (CIO)** - The CIO is a critical stakeholder in the Blackboard Ultra Migration Project due to her leadership in IT, technical expertise, responsibility for resource allocation, and oversight of data security and privacy. Effective collaboration with the CIO and her department is essential for ensuring that the technical aspects of the migration are well-managed, and that the institution's IT infrastructure aligns with the goals of the project.

- **Dean and Chairpersons** - Deans and Chairpersons are important stakeholders in the Blackboard Ultra Migration Project due to their leadership roles within academic units. They are responsible for ensuring that the migration aligns with academic goals, curriculum requirements, and faculty needs. Effective communication and collaboration with Deans and Chairpersons are essential to address academic concerns and to ensure a successful transition to Blackboard Ultra.
- **Faculty** - Faculty members are integral stakeholders in the Blackboard Ultra Migration Project. Their active involvement, support, and satisfaction with the new system are vital for achieving the project's academic goals and ensuring a smooth transition. Effective communication, training, and responsiveness to faculty needs and concerns are essential components of a successful migration strategy.
- **Students** - Students are essential stakeholders in the Blackboard Ultra Migration Project, and their experiences and needs should be central to the planning and execution of the migration. Institutions should prioritize effective communication, support, and a user-centric approach to ensure that students can maximize their learning experiences using Blackboard Ultra.
- **Instructional Designers** - Instructional designers are critical stakeholders in the Blackboard Ultra Migration Project due to their expertise in course design, pedagogy, and online learning. They play a pivotal role in helping faculty adapt to the new LMS, create high-quality online courses, and ensure a positive learning experience for students. Their collaboration with faculty and their expertise in instructional design contribute significantly to the success of the migration project.

Communication Objectives:

Clear and measurable goals for communication efforts in the Blackboard Ultra migration project are essential to ensure that the communication strategy effectively supports the project's objectives. Here are some examples of clear and measurable communication goals:

Objectives	Measurement
Increase awareness and understanding of the Blackboard Ultra migration among faculty, staff, and students.	Conduct pre-migration surveys to assess baseline awareness levels and track an increase in awareness through post-migration surveys. Aim for a specific percentage increase in awareness.
Minimize resistance to the migration by addressing concerns and misconceptions proactively.	Track the number of reported concerns or issues related to the migration, and aim to reduce this number by a specific percentage over time.
Ensure that stakeholders receive timely updates and information about the migration progress and milestones.	Monitor the frequency and timeliness of communication distribution and aim for consistent, on-time updates according to a predetermined schedule.
Foster active engagement and participation among faculty, staff, and students in migration-related activities, training, and feedback mechanisms.	Track participation rates in webinars, training sessions, town hall meetings, and other engagement initiatives, and set a target participation rate to achieve.
Build and maintain confidence among stakeholders in the successful outcome of the Blackboard Ultra migration.	Conduct regular surveys to gauge stakeholder confidence levels, aiming to achieve a specific increase in confidence scores over time. Information Accessibility

Ensure that all stakeholders can easily access migration-related information and resources.	Monitor website and document access statistics, aiming for an increase in the number of users accessing relevant resources. Feedback Collection
Collect valuable feedback from faculty, staff, and students throughout the migration process.	Track the number of feedback submissions and the rate of response to surveys and feedback mechanisms, aiming for a specific response rate.
Resolve migration-related issues or concerns within a defined timeframe.	Monitor training attendance and completion rates, aiming for a specific target completion percentage. Communication Effectiveness
Assess the effectiveness of communication efforts through stakeholder satisfaction surveys	Conduct post-migration satisfaction surveys to evaluate communication effectiveness and set a target satisfaction score to achieve.

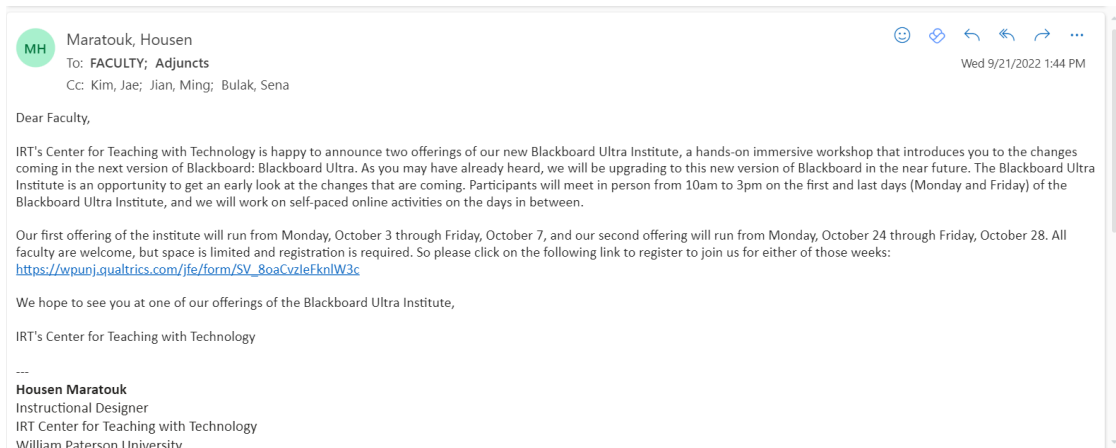
Communication Channels

- Targeted Announcements via WP Connect
- Blackboard Institution Page
- Instruction and Research Technology Website
- Email

Communication Timeline and Milestones:

Date	Messages	Communication Channels
9/21/2022	The Blackboard Ultra Institute	Targeted Announcement - Faculty
11/2/2022	The Blackboard Ultra Institute	Targeted Announcement - Faculty
11/30/2022	The Blackboard Ultra Institute	Targeted Announcement - Faculty
1/4/2023	The QAC and The Blackboard Ultra Institute	Targeted Announcement - Faculty
1/26/2023	The Blackboard Ultra Institute	Targeted Announcement - Faculty
2/8/2023	Migration to Blackboard Ultra: Fall 2023	Email sent by Provost to all faculty
2/23/2023	The Blackboard Ultra Training	Targeted Announcement - Faculty
3/16/2023	The Blackboard Ultra Training Opportunities (1st)	Email (bcc'ed) to those who have not participated in any training
3/3/2023	The Blackboard Ultra Training	Targeted Announcement - Faculty
3/16/2023	The Blackboard Ultra Training	Targeted Announcement - Faculty
4/18/2023	Reminder on Blackboard Ultra migration for all courses & guidance for faculty preparation	Email sent by Provost to all faculty
4/27/2023	Learn more about Blackboard Ultra	Targeted Announcement - Faculty
5/10/2023	The Blackboard Ultra Training Opportunities (2nd)	Email (bcc'ed) to those who have not participated in any training
5/11/2023	The Blackboard Ultra Training	Targeted Announcement - Faculty
7/25/2023	The QAC, the Accessibility, and the Blackboard Ultra Training	Targeted Announcement - Faculty
8/7/2023	The Blackboard Ultra Training Opportunities (3rd)	Email (bcc'ed) to those who have not participated in any training
9/13/2023	Blackboard Ultra Online Orientation for Students	Targeted Announcement - Students

Targeted Announcements Sent:



The Blackboard Ultra Institute, an offering from the IRT Center for Teaching with Technology

IRT's Center for Teaching with Technology is happy to announce three more offerings of our new Blackboard Ultra Institute, a hands-on immersive workshop that introduces you to the changes coming in the next version of Blackboard: Blackboard Ultra. As you may have already heard, we will be upgrading to this new version of Blackboard in the near future. The Blackboard Ultra Institute is an opportunity to get an early look at the changes that are coming. Participants will meet in person from 10am to 3pm on the first and last days (Monday and Wednesday) of the Blackboard Ultra Institute, with one day of self-paced online activities in between. Please choose from one of the three following options:

Monday, November 14 and Wednesday, November 16 (**In-person**, in the Cheng Library's Paterson Room)
Monday, November 28 Wednesday, November 30 (**Fully Remote**, via Zoom)
Monday, January 9 and Wednesday, January 11 in-person (**In-person**, in the Cheng Library's Paterson Room)

All faculty are welcome, but space is limited for the in-person sessions, and registration is required. So please click on the following link to register to join us for any of the three options:

https://wpunj.qualtrics.com/jfe/form/SV_0ufeqQd519vgZAG

We hope to see you at one of our offerings of the Blackboard Ultra Institute.

IRT's Center for Teaching with Technology

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Date Submitted: 11/02/2022 Submitted By: Instruction & Research Technology / Housen Maratouk

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The Blackboard Ultra Institute, an offering from the IRT Center for Teaching with Technology

IRT's Center for Teaching with Technology is happy to announce two more opportunities to join us for our new Blackboard Ultra Institute, a hands-on immersive workshop that introduces you to the changes coming in the next version of Blackboard: Blackboard Ultra. As you may have already heard, we will be upgrading to this new version of Blackboard in the near future. The Blackboard Ultra Institute is an opportunity to get an early look at the changes that are coming. In addition to our next in-person offering, we are also now offering a new self-paced, asynchronous option.

For in the in-person on-campus option, participants will meet in the Cheng Library's Paterson Room from 10am to 3pm on Monday, January 9 and Wednesday, January 11, 2023. To register for this option, please visit: https://wpunj.qualtrics.com/jfe/form/SV_0ufeqQd519vgZAG

For the asynchronous self-paced option, participants will work in a Blackboard organization shell, with an instructional designer assisting them as they work at their own paces. To register for this option, please visit: https://wpunj.qualtrics.com/jfe/form/SV_2nw7bxpK3294

We hope to see you at one of our offerings of the Blackboard Ultra Institute.

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The Quality Assurance Certificate and the Blackboard Ultra Institute, offerings from the IRT Center for Teaching with Technology

IRT's Center for Teaching with Technology is happy to announce upcoming offerings of two of our certificate workshops: the Quality Assurance Certificate and the Blackboard Ultra Institute.

The Quality Assurance Certificate Workshop

Please join IRT's Center for Teaching with Technology for a Quality Assurance Certificate workshop on Wednesday, January 18 and Thursday, January 19, meeting from 10am to 2:30pm on each of those days. In this in-person workshop, held in the Center for Teaching with Technology (room 120K of the Cheng Library), faculty will learn strategies and gain tools to redesign existing online courses to meet Quality Matters standards. Attending all four sessions is the first step toward earning the QA Certificate. To register, please visit https://wpunj.qualtrics.com/jfe/form/SV_09zKUL33LVIK

The Blackboard Ultra Institute

As you may have already heard, we will be upgrading to this new version of Blackboard in the near future. The Blackboard Ultra Institute is an opportunity to get an early look at the changes that are coming. In addition to our next in-person offering, we are also now offering a new self-paced, asynchronous option. Our next offering is scheduled January 9 and 11, meeting from 10am to 3pm on each of those days. Additional dates are available throughout the Spring 2023 semester. To register for any of our coming dates, please visit https://wpunj.qualtrics.com/jfe/form/SV_0ufeqQd519vgZAG.

And if you're unable to make any of our scheduled dates for the Spring 2023 semester, we also have a self-paced asynchronous option. To register for this option, please visit https://wpunj.qualtrics.com/jfe/form/SV_2nw7bxpK3294.

We hope to see you at one or more of our upcoming offerings.

IRT's Center for Teaching with Technology

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Date Submitted: 01/04/2023 Submitted By: Instruction & Research Technology / Housen Maratouk

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The Blackboard Ultra Institute, an offering from the IRT Center for Teaching with Technology

Center for Teaching with Technology

IRT's Center for Teaching with Technology is happy to announce our next offerings of the Blackboard Ultra Institute, a hands-on immersive workshop that introduces you to the changes coming in the next version of Blackboard: Blackboard Ultra. As you may have already heard, we will be upgrading to this new version of Blackboard in the near future. The Blackboard Ultra Institute is an opportunity to get an early look at the changes that are coming. In addition to our synchronous facilitator-led online offerings, we are also now offering a new self-paced, asynchronous option.

For in the synchronous facilitator-led online offerings, participants will meet via Zoom from 10am to 3pm on Monday, January 30 and Wednesday, February 1, 2023. To register for this option, please visit: https://wpunj.qualtrics.com/jfe/form/SV_0ufeqQd519vgZAG

For the asynchronous self-paced option, participants will work in a Blackboard organization shell, with an instructional designer assisting them as they work at their own paces. To register for this option, please visit: https://wpunj.qualtrics.com/jfe/form/SV_2nw7bxpK3294

We hope to see you at one of our offerings of the Blackboard Ultra Institute.

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Date Submitted: 01/06/2023 Submitted By: Instruction & Research Technology / Housen Maratouk

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For our next offering of this synchronous facilitator-led online institute, participants will meet via Zoom from 10am to 3pm on Monday, February 27 and Wednesday, March 1, 2023. To register for this, or for one of our other spring offerings, please visit: https://wpunj.qualtrics.com/jfe/form/SV_DufeqQd519vgZAG

We hope to see you at one of our offerings of the Blackboard Ultra Institute.

IRT's Center for Teaching with Technology

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For our next offering of this synchronous facilitator-led online institute, participants will meet via Zoom from 10am to 3pm on Monday, March 6 and Wednesday, March 8, 2023. To register for this, or for one of our other spring offerings, please visit: https://wpunj.qualtrics.com/jfe/form/SV_DufeqQd519vgZAG

And if you can't make it to one of our synchronous offerings, a self-paced synchronous version is also available and is likely already showing up in your Blackboard list of courses as "Blackboard Ultra Online Orientation." While this option is self-paced, we are here to provide you with support and assistance as you make your way through the modules. So please do not hesitate to contact me with any questions, or to let us know you're not seeing the shell, by emailing me at maratoukh@wpunj.edu.

We hope to see you at one of our offerings of the Blackboard Ultra Institute.

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Our upcoming offerings will be held in-person, meeting for three hours in room 120K of the Cheng Library. We have two upcoming opportunities to join coming up next week, on Monday, March 20 (from 9am to 12pm) OR Wednesday, March 22 (from 1pm to 4pm). To register for either of these, or for one of our other spring offerings, please visit: https://wpunj.qualtrics.com/jfe/form/SV_3q6imgop5Zn84y

And if you can't make it to one of our synchronous offerings, a self-paced synchronous version is also available and is likely already showing up in your Blackboard list of courses as "Blackboard Ultra Online Orientation." While this option is self-paced, we are here to provide you with support and assistance as you make your way through the modules. So please do not hesitate to contact me with any questions, or to let us know you're not seeing the shell, by emailing me at maratoukh@wpunj.edu.

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Date Submitted: 03/16/2023

Submitted By: Instruction & Research Technology / Housen Maratoukh

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Expired - This announcement has past its posting date.

Learn more about Blackboard Ultra, offerings from the IRT Center for Teaching with Technology

Center for Teaching with Technology

IRT's Center for Teaching with Technology is happy to announce some additional opportunities to learn more about the changes coming in the next version of Blackboard: Blackboard Ultra. Starting in the Fall 2023 semester, all course shells will look and work a little differently from what we've gotten used to over the years, with the older "Original Experience" being replaced by the new "Ultra Experience" that will be used going forward.

To help ease the transition, the IRT Center for Teaching with Technology is offering a number of options to learn more about Blackboard Ultra. In addition to in-person offerings and a self-paced online institute, we are now offering a 90-minute overview of Blackboard Ultra, via Zoom, twice a day from now until the end of June. You can find a full schedule of these sessions, along with the CTT's other offerings, at <https://www.wpunj.edu/irt/ctt/webinars>

To register for one of our upcoming Blackboard Ultra sessions, please visit https://wpunj.qualtrics.com/jfe/form/SV_5f5p8V6ao5x46vg

Contact
✉ maratoukh@wpunj.edu
☎ +1-873-720-2220

Date Submitted: 04/27/2023

Submitted By: Instruction & Research Technology / Housen Maratoukh

[Return to Announcements](#)

Expired - This announcement has past its posting date.

Learn more about Blackboard Ultra, offerings from the IRT Center for Teaching with Technology

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IRT's Center for Teaching with Technology is happy to announce some additional opportunities to learn more about the changes coming in the next version of Blackboard: Blackboard Ultra. Starting in the Fall 2023 semester, all course shells will look and work a little differently from what we've gotten used to over the years, with the older "Original Experience" being replaced by the new "Ultra Experience" that will be used going forward.

To help ease the transition, the IRT Center for Teaching with Technology is offering a number of options to learn more about Blackboard Ultra. From now until the end of June, we are offering a 90-minute overview of Blackboard Ultra, via Zoom, twice a day (from 10:00am to 11:30am and from 1:00pm to 2:30pm). And to accommodate those who might not be available during the day, we're also offering four additional evening sessions to the schedule. These will meet via Zoom from 6:00 to 7:30pm on the following dates:

- May 16, 6:00 pm - 7:30 pm
- May 18, 6:00 pm - 7:30 pm
- May 22, 6:00 pm - 7:30 pm
- May 24, 6:00 pm - 7:30 pm

You can find a full schedule of our upcoming sessions at <https://www.wpunj.edu/irt/ctt/webinars>

To register for one of our upcoming Blackboard Ultra sessions, please visit https://wpunj.qualtrics.com/jfe/form/SV_5f5p8V6ao5x46vg

Contact
✉ maratoukh@wpunj.edu
☎ +1-873-720-2220

Date Submitted: 05/10/2023

Submitted By: Instruction & Research Technology / Housen Maratoukh

[Return to Announcements](#)

Expired - This announcement has past its posting date.

The Quality Assurance Certificate, the Accessibility Workshop Series and other offerings from the IRT Center for Teaching with Technology

IRT's Center for Teaching with Technology is happy to announce the following upcoming offerings: the Quality Assurance Certificate, the Accessibility Certificate, and the Blackboard Ultra Institute

The Quality Assurance Certificate Workshop

Please join IRT's Center for Teaching with Technology for a Quality Assurance Certificate workshop on Monday, August 21 and Tuesday, August 22, meeting from 10am to 2:30pm on each of those days. In this remote workshop, held via Zoom, faculty will learn strategies and gain tools to redesign existing online courses to meet Quality Matters standards. Attending all four sessions is the first step toward earning the QA Certificate. To register, please visit https://wpunj.qualtrics.com/jfe/form/SV_09qkUL33LUVk

Accessibility Workshop Series

Learn more about making your course shells accessible by joining the CTT for our Accessibility Workshop. This workshop series is comprised of two sessions, and each session will be offered twice. So you can feel free to mix and match between the two days, Tuesday, August 16 and Thursday, August 18:

Session 1 – **Either** Tuesday, Aug 15 **OR** Thursday, Aug 17, 2023 from 11:00am - 12:00 PM
<https://wpunj.zoom.us/j/94773314343?pwd=MlNlCjRlSjRlbnkxZWY1WmVlQ2RlYkd0>

Session 2 – **Either** Tuesday, Aug 15 **OR** Thursday, Aug 17, 2023 from 1:00 - 2:00 PM
<https://wpunj.zoom.us/j/99705185550?pwd=SU40ZkRlbnkxZWY1WmVlQ2RlYkd0>

Blackboard Ultra Institute

And finally, we are happy to announce some additional opportunities to learn more about the changes coming in the next version of Blackboard: Blackboard Ultra. Starting in the Fall 2023 semester, all course shells will look and work a little differently from what we've gotten used to over the years, with the older "Original Experience" being replaced by the new "Ultra Experience" that will be used going forward.


To help ease the transition, we are offering a 90-minute overview of Blackboard Ultra, via Zoom, twice a day on most days from 10:00am to 11:30am and from 1:00pm to 2:30pm. And to accommodate those who might not be available during the day, we're also offering four additional evening sessions to the schedule. For a schedule of these offerings, please visit <https://www.wpunj.edu/irt/ctt/webinars>

Contact
✉ maratoukh@wpunj.edu
☎ +1-873-720-2220

Blackboard Ultra Online Orientation for Students

For the Fall 2023 semester and beyond, course shells are now in the latest version of Blackboard: Blackboard Ultra. To help ease the transition to this new version, we have added all students to an orientation course shell named **Blackboard Ultra Online Orientation**. There, you will have an opportunity to learn more about Blackboard Ultra and become more comfortable using it. If you are not seeing a link to this shell and need assistance with accessing it, please create a ticket, with the request type of "Blackboard," in the Web Help Desk: <http://www.wpunj.edu/helpdesk>

Contact


 maratoukh@wpunj.edu 
 +1-973-720-2220 

Date Submitted: 09/13/2023


Submitted By: Instruction & Research Technology / Housen Maratouk

[Return to Announcements](#)


Emails sent by Provost to all Faculty



Provost
Cc: Bartle, Gamin; Ryan, Patrick; Kim, Jae; AcademicDeansAndAssocDeans



Wed 2/8/2023 5:12 PM



WILLIAM PATERSON UNIVERSITY
Joshua B. Powers, PhD
Office of the Provost and Senior Vice President for Academic Affairs
300 Pompton Road • Wayne New Jersey 07470
973.720.2121 • Fax 973.720.2909 • powersj@wpunj.edu • wpunj.edu

February 8, 2023

Dear Faculty Colleagues,

You are receiving this email because you taught one or more courses in the Fall 22 or Spring 23 semesters. I'm writing to let you know that, to further improve the learning experience for our students, William Paterson will be moving from the current version of Blackboard, Original, to the new version, Blackboard Ultra, in time for the Fall semester 2023. You will need to migrate your courses to Ultra in advance of the start of the semester.

The IRT Center for Teaching with Technology stands ready to assist you with this migration. Please see the following for more information:

- [Blackboard Ultra Migration Page](#) – information on timing and learning opportunities, as well as FAQs.
- Blackboard Ultra Institute (live on Zoom) – see the schedule and register [here](#).
- [Blackboard Ultra Online Institute](#) – self-paced learning.
- "Sandbox" courses for every faculty member – look on your Blackboard Courses page for bbi-ultra-[your username]

Converting a course to Blackboard Ultra is a matter of copying your Blackboard Original course into a Blackboard Ultra shell. Please see the [Blackboard Ultra Online Institute](#) for instructions. Once your course content is in Ultra, you will need to go through the course and make some adjustments. The best way to get individual help on this is to request a consultation session (Use the Blackboard Menu and "CTT Faculty Consultation") at the [IT Helpdesk](#).

A pilot cohort of faculty taught their courses in Ultra in Fall 2022. Results from a survey on this pilot were positive, both from the faculty and students. Ultra is cleaner with a more modern design and easy to use work-flows than Original, and has better analytics features such as Discussion Analytics. It also has more initiative features.

Thanks in advance for your attention to this matter. Please direct any questions to Jae Kim (kimj@wpunj.edu), Senior Instructional Designer in the IRT Center for Teaching with Technology.

Joshua B. Powers
Provost and Senior Vice President for Academic Affairs
William Paterson University Raubinger Hall 100
(973) 720-2122

P Provost
Cc: AcademicDeansAndAssocDeans; Bartle, Gamin; Ryan, Patrick; Kim, Jae
Tue 4/18/2023 12:24 PM

WP WILLIAM PATERSON UNIVERSITY
Office of the Provost and Senior Vice President for Academic Affairs
300 Pompton Road • Wayne New Jersey 07470
973.720.2121 • Fax 973.720.2909 • provost@wpunj.edu • wpunj.edu

April 18, 2023

Dear Faculty Colleagues,

This is a reminder that William Paterson will be implementing Blackboard Ultra this fall for all courses. As there are significant changes in the interface, I strongly urge you to take advantage of the learning opportunities offered by the IRT Center for Teaching with Technology before summer break. Taking a workshop or requesting a consultation to convert your courses before break will make things a great deal easier for you as the fall semester begins. The Blackboard Ultra Online Institute for self-directed learning is available, however without a CTT workshop or consultation, it will take longer to convert your courses for the fall semester.

To make the transition easier, all faculty have access to a Blackboard Ultra sandbox (you can find it in your list of courses linked from the Blackboard home page). Additionally, all Fall courses have been added to Blackboard in the Ultra format. Information on the transition, including a link to the workshop schedule, can be found at <https://www.wpunj.edu/irt/bb-migration>.

Please keep in mind that WP Online courses are being converted by the CTT, while all others must be converted by each faculty member.

Any questions you have should be directed to Jae Kim (kimj@wpunj.edu), Senior Instructional Designer in the IRT Center for Teaching with Technology.

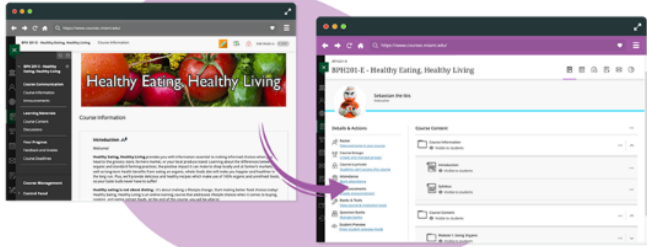
Thank you for your prompt attention to this matter.

Emails Sent to Department Chairs:

MH Maratouk, Housen
To: Nassiripour, Sia
Cc: Trimblett, Ruthina
Thu 3/16/2023 10:06 AM

Good morning,

I hope this message finds you well. As you already heard from the Announcements and a message from the Provost, we are in the process of transitioning from the Blackboard Ultra Course View from the Original. Starting with the Fall 2023 semester, all Blackboard course shells will use the new Ultra Course View, with no way use the original course view that we have been using for years.



The Fall course shells with the Ultra Course View will be available on your Blackboard Page as early as May 8th. This means faculty will have less than 6 months to prepare for the course shell ready and get familiar with the new interface and the functionalities of Blackboard Ultra Course View. But they won't have to do it alone, as the CTT is offering a variety of training opportunities to assist you on this transition. These include:

- Blackboard Ultra Institute (3-hour Workshop) – Registration: [https://wpunj.qualtrics.com/jfe/form/SV_3g6elmgo0\\$Zn84y](https://wpunj.qualtrics.com/jfe/form/SV_3g6elmgo0$Zn84y)
- Self-paced Training ([CTT-Bb-Ultra-Online](#))
- [Webinar Series](#) on Blackboard Ultra features (Content Creation in Ultra, Assessment & Assignments in Ultra, Gradebook, etc.)
- Individual Consultation (Course Conversion)
- Sandbox Ultra Course shell

I encourage you to share this information with your faculty to get going with the options made available for you as soon as you are able.

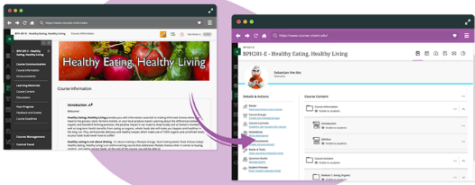
And if you and your colleagues are interested, we would also like to offer a customized 2-3 hour Blackboard Ultra training for your department. If you would like to work with us on scheduling such a session for your department, please let me know what day(s) and time(s) work well for you.

Take care,

Email Sent to Faculty Members who never Participated in the Training:

Kim, Jae
Wed 5/17/2023 12:00 PM

Hi everyone,
I hope this message finds you well. As you already heard from the Announcements and a message from the Provost, we are in transition to Blackboard Ultra Course View from the Original. The target date is set to September 5 for (2023 Fall) - (WP Online) and August 30 (2023 Fall) - all non WP Online). This means the course view will be completely switch to a new Ultra Course View by default and there is no way to have the old course view that we have used more than 20 years.



The Fall course shells with the Ultra Course View have been made available as early as May 8th. As soon as you have assigned to teach one of the courses, you should be able to find them in your Blackboard page. You will have about 4 months to prepare for the course shell ready and get familiar with the new interface and the functionalities of Blackboard Ultra Course View. To assist you on this migration smoothly, CTT will offer a variety of training opportunities for you as follows:

- Blackboard Ultra Training (90 minute Workshop on Zoom) – Registration: https://wpunj.qualtrics.com/jfe/form/SV_95nIY6ao5d46Vg
We have 3 after hour sessions for you, too. See the Schedule: <https://www.wpunj.edu/irt/webinars>
 - May 18, 6:00 pm - 7:30 pm
 - May 22, 6:00 pm - 7:30 pm
 - May 24, 6:00 pm - 7:30 pm
- Self-paced Training (CTT-BB-Ultra-Online)
- Individual Consultation (Course Conversion)
- Sandbox Ultra Course shell

If you have already attended or registered for a session, please disregard this message. If not, I encourage you to get going with the options made available for you as soon as you are able. Thanks.

Best regards,
Jae Kim, Ph.D.
Senior Instructional Designer/Technologist
Center For Teaching With Technology
Instruction & Research Technology • Cheng Library Room 120-I
973.720.2937 Fax 973.720.3535 • kimj@wpunj.edu

Kim, Jae
Mon 6/19/2023 3:21 PM

Bcc: ☺ Herbert, Christopher; ☺ Goldstein, Claudia +214 others

Thank you for attending and completing the **Blackboard Ultra** Training. You have been invited to participate in this survey to express your perceptions and feelings about **Blackboard Ultra**.

Participation in this survey is completely voluntary. Should you decide to participate, your responses will be kept confidential and will be reported only in aggregate in published reports. Individual comments will not be reported with demographics that would allow for the identification of individuals. If you have any questions about the survey, please contact Jae Kim, Senior Instructional Designer at CTT.

This survey should take approximately 10 minutes to complete. You may terminate your participation in the survey at any time. Then proceed to the next page to begin the survey.

https://wpunj.qualtrics.com/jfe/form/SV_4O9w3p3BkSvcsyW

Thank you!

Best regards,
Jae Kim, Ph.D.
Senior Instructional Designer/Technologist
Center For Teaching With Technology
Instruction & Research Technology • Cheng Library Room 120-I
973.720.2937 Fax 973.720.3535 • kimj@wpunj.edu

Kim, Jae


Cc: Ryan, Patrick; Maratouk, Housen; Jian, Ming +2 others

Bcc: Bregegere, Andre; Kim, Ahran +230 others

Mon 8/7/2023 4:58 PM

Hi,

I hope this message finds you well. With the fall semester just around the corner, I'd like to gently remind you about the ongoing availability of **Blackboard Ultra** Training. This training is accessible every day until the end of August. If you haven't already, I encourage you to consult the calendar and take part in the workshop. The workshop will provide you with valuable insights and tools for effectively utilizing the New **Blackboard Ultra**. The calendar is available at: <https://www.wpunj.edu/irt/webinars>



CTT Webinar Series, Spring 2022

CTT Webinar Series, Spring 2022 at William Paterson University of New Jersey

www.wpunj.edu

Simply hover over the relevant date and time to locate the workshop details. You can easily join the session via Zoom. Your presence would be greatly appreciated.

Best regards,

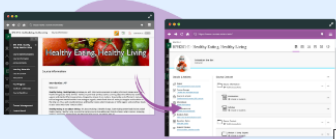
Jae Kim, Ph.D.
 Assistant Director
 Center For Teaching With Technology
 Instruction & Research Technology • Cheng Library Room 120-L

Blackboard Institution Page:

Blackboard Ultra Course View is coming...

Hidden from users | Audience: Faculty

The Original Course View will be gone in...
 (Getting ready for Blackboard Ultra !)



Module HTML

0 DAYS 0 HOURS 0 MINUTES 0 SECONDS

Blackboard Ultra Institute Individual Consultation

Blackboard Ultra Migration Status Page

Blackboard Ultra Migration Page

Self-paced Blackboard Ultra Training

BLACKBOARD ULTRA TRAINING OPPORTUNITIES

THREE PILLARS OF BLACKBOARD ULTRA TRAINING OPPORTUNITIES

In our commitment to providing the best possible support and resources for our faculty and staff during the transition to Blackboard Ultra, Center for Teaching with Technology introduced a comprehensive suite of training opportunities. These offerings have been carefully designed to cater to various learning preferences and time constraints, ensuring that all members of our academic community are well-prepared to harness the full potential of Blackboard Ultra.

1. **Two-Day In-Person Blackboard Ultra Institute** - Our Two-Day In-Person Blackboard Ultra Institute is a immersive, hands-on training experience tailored to those who prefer a structured, face-to-face learning environment. Led by expert instructors, this intensive institute will take you on a deep dive into the features and functionalities of Blackboard Ultra.
2. **Self-Paced Online Training Module** - For those who prefer a flexible and self-guided approach to learning, our Self-Paced Study Module offers an array of resources and materials that you can access at your own convenience.
3. **90-Minute Blackboard Ultra Training** - Short on time but eager to get started with Blackboard Ultra? Our 90-Minute Blackboard Ultra Training sessions are designed to provide you with a quick, focused overview of key features and essential functions.

BLACKBOARD ULTRA INSTITUTE

The Goal and Objectives of the Workshop (The Original)

The workshop was created to provide faculty with guidance as they plan to implement the new Learning Management System in action.

At the end of this session, you will be able to:

Session 1. What's New, Course Set Up, and Content Building

1. Identify the core features of the Base Navigation menu and their functions
2. Explain the major changes in the Base Navigation of Blackboard Ultra
3. Identify the tools that have been used in Original Course View and how to find them in Ultra Course View
4. Explain the features of the Blackboard Ultra Course View including a course banner, course availability, and student preview mode
5. Explain how to plan and build the structure of your Blackboard course in Ultra Course View
6. Differentiate the folders and learning modules
7. Describe the features of Ultra Text Editor
8. Describe how to add different types of content, such as images, videos, web links, and LTI tools

Session 2. Communication and Engagement

1. Update information that appears in User Profiles
2. Create and schedule a Blackboard announcement
3. Create a Message, using it tool email students
4. Create a Discussion forum, linking it to a content area and enabling its grading options
5. Use the Discussion options that allow you to track and grade student participation
6. Schedule individual or recurring Zoom sessions, linking them to content areas
7. Schedule individual or recurring Blackboard Collaborate Ultra sessions, linking them to content areas
8. Identify and compare the differences between how these communication tools work in Blackboard Ultra versus Original

Session 3. Assessments and Feedback

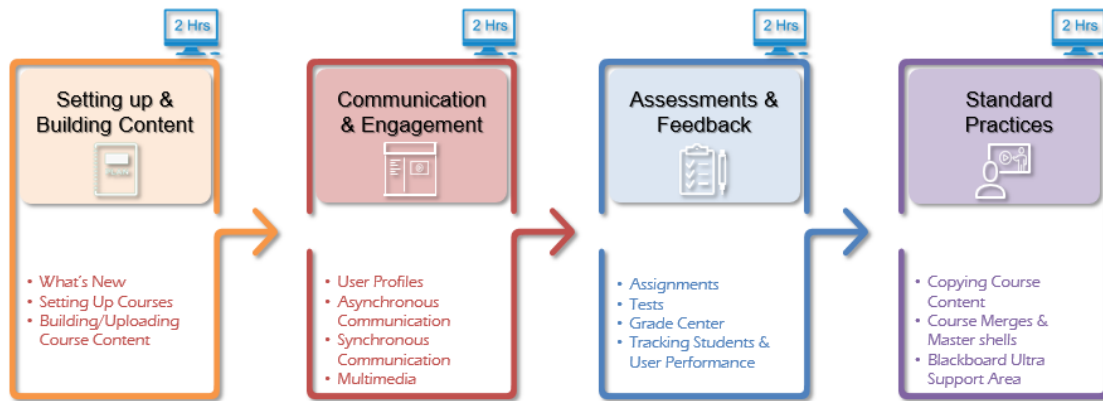
1. Add Assessment items (assignments and tests)
2. Create a question pool
3. Grade students' assignments in different Gradebook views
4. Add student exceptions in the Ultra Gradebook
5. Add manual columns and attendance column to Gradebook
6. Review the Gradebook settings in their Ultra course and modify settings as needed
7. Create Grading Schema in the Ultra Gradebook
8. Create assessment categories in the Ultra Gradebook
9. Create rubrics in the Ultra Gradebook
10. Track student progress by using the Progress Tracking Tool

Session 4. Adoption, Unique Features, and Best Practices

1. Explain what major factors need to be considered when converting an Original course to Ultra
2. Describe different ways to build an Ultra course
3. Describe best practices for converting and building Ultra courses
4. Identify major Original tools and features that are not available in Ultra
5. Describe unique Ultra tools and features
6. Use new Ultra features in your Ultra course shell
7. Apply online course design best practices and the Ultra course templates in course building
8. Explain how you would take advantage of the unique Ultra features and tools to convert your existing course or build new Ultra courses.
9. Identify resources of Ultra help sites, tutorials, and guides.

The Organization of the Blackboard Ultra Institute

To achieve the stated learning objective above, a two-day in-person / online workshop was developed and offered to provide the essential knowledge and skills in Blackboard Ultra with the participants. The workshop was comprised of self-study and hands-on components. A self-study component was consisted of reading lecture notes, exploring the Web resources, and responding to the discussion questions as needed. Each session, participants were asked to read the lectures and additional readings provided by the facilitator. After completing the readings and the lessons, they were asked to answer a



series of questions designed to stimulate reflection on the discussion board. The hands-on component was consisted of a set of the Do-It-Yourself assignments. The participants were encouraged to complete each feature of the Blackboard Ultra tools. They were asked to post their works to the designated assignment folders.

The following is the schedule of the workshop:

	Day 1 In-person	Days 2 Remote	Day 3 In-person	
10:00 am – 10:30 am	Session 1 – Getting Started <ul style="list-style-type: none"> • Introductions • What's New (Interface, Base Nav., Features) • Course Building and Navigation 	<i>Self-paced asynchronous activities</i>	Session 3 - Assessments <ul style="list-style-type: none"> • Assignments • Tests • Rubrics 	10:00 am – 10:30 am
10:30 am – 12:00 pm	<ul style="list-style-type: none"> • Building/Uploading Content • Multimedia (Mashups, YuJa, images) • Tracking Student/User Progress • User Profiles <p>Presenter: Jae Kim</p>		<ul style="list-style-type: none"> • Grade Center <p>Presenter: Sena Bulak</p>	10:30 am – 12:00 pm
1:00 pm – 2:00 pm	Session 2 - Communication <ul style="list-style-type: none"> • Asynchronous Communication (Discussion Boards, Messages, Email, Announcements) 		Session 4 - Next Steps <ul style="list-style-type: none"> • Standard Practices and Procedures • Getting Additional Assistance • Participant Presentations • Group Discussion and Q&A 	1:00 pm – 2:00 pm
2:00 pm – 3:00 pm	<ul style="list-style-type: none"> • Synchronous Communication (Zoom, Collaborate, WebEx, Teams) <p>Presenter: Housen Maratouk</p>			2:00 pm – 3:00 pm
			Presenter: Ming Jian	

SELF-PACED ONLINE TRAINING MODULE ON BLACKBOARD

The Goal and Objectives of the Training (90-Minutes)

The self-paced online course is designed for faculty who will be building courses. It is designed to get you comfortable navigating the Blackboard Ultra and started building content, creating assessments, and working with discussions in the Blackboard Ultra course view. In addition to the About This Course section, there are five modules in this course that contain lessons.

- Getting Started with Ultra
- Building Courses
- Assessing Learners
- Enhancing Communication
- Evaluating Your Course

Upon completion of this course, you will be able to do the following.

1. Explain key terms related to the Ultra course experience.
2. Navigate a Blackboard Learn site using the Ultra experience.
3. Discuss the key course tools and course-building features.
4. Build a basic course.
5. Create quizzes and assignments for assessing learners.
6. Create discussions and explore options for groups.

90-MINUTES BLACKBOARD ULTRA TRAINING

The Goal and Objectives of the Training (90-Minutes)

The workshop was redesigned to provide faculty with fast-track guidance as they plan to implement the new Learning Management System in action.

At the end of this session you will be able to:

Session1. Course Set Up and Content Building

1. Create a course banner using the Blackboard Course Banner Creator and upload it to Blackboard Course
2. Demonstrate the course conversion by proceeding with the course copy
3. Modify the course content after Differentiate the folder and learning modules
4. Create course content using Ultra Text Editor

Session 2. Communication and Engagement

1. Update information that appears in User Profiles
2. Create and schedule a Blackboard announcements
3. Create a Message, using it to email students

4. Create a Discussion forum, linking it to a content area and enabling its grading options

Session 3. Assignments, Assessments and Rubrics

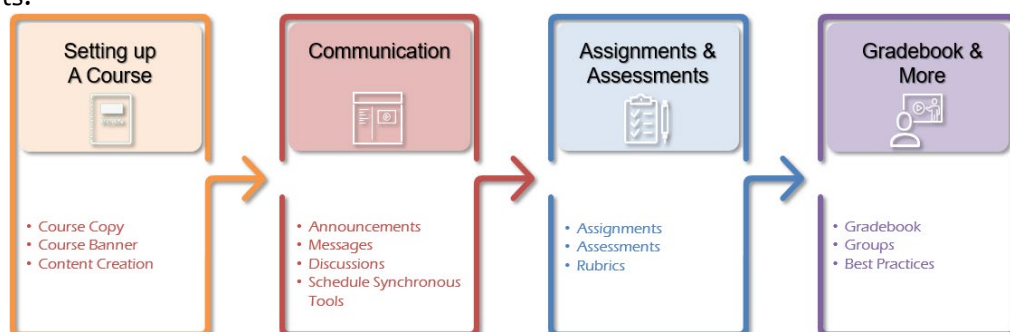
1. Creating an Assignments
2. Create an assessment
3. Create rubrics in the Ultra Gradebook

Session 4. Groups, Gradebook, and Best Practices

1. Create groups
2. Grade students' assignments in different Gradebook views
3. Add manual columns and attendance columns to Gradebook
4. Review the Gradebook settings in their Ultra course and modify settings as needed
5. Create Grading Schema in the Ultra Gradebook

The Organization Of The Blackboard Ultra Training (90-Minutes)

To achieve the stated learning objective above, a 90 minutes in-person / online workshop was developed and offered to provide the essential knowledge and skills in Blackboard Ultra with the participants.



BLACKBOARD ULTRA ORIENTATION FOR STUDENTS

The Goal and Objectives of the Online Orientation

This course will prepare you to become a successful student in Blackboard Learn. You may be a student who is new to online learning, new to Blackboard Learn, or both. If you've used Blackboard Learn in the past, you may be thinking that it looks quite different. This is because Blackboard Learn has the flexibility of using the traditional Learn look and feel (the Original experience) or the newest interface, called the Ultra experience. While you may be an experienced student in Blackboard Learn already, this course will help you in learning the latest features in Blackboard Learn.

In this course, we will cover the basics of Blackboard Learn with the Ultra experience so that you know what it is, how to navigate in it, how to use it to complete your course work, and how it will benefit you. You'll also learn tips for course communication, online etiquette, and online learning success!

This course is self-paced and will take approximately 1-2 hours to complete. To complete this course, you should review all content within it and participate in the sample activities. While the practice activities may have grades associated with them, this is merely for practice and demonstration purposes. This course is not graded.

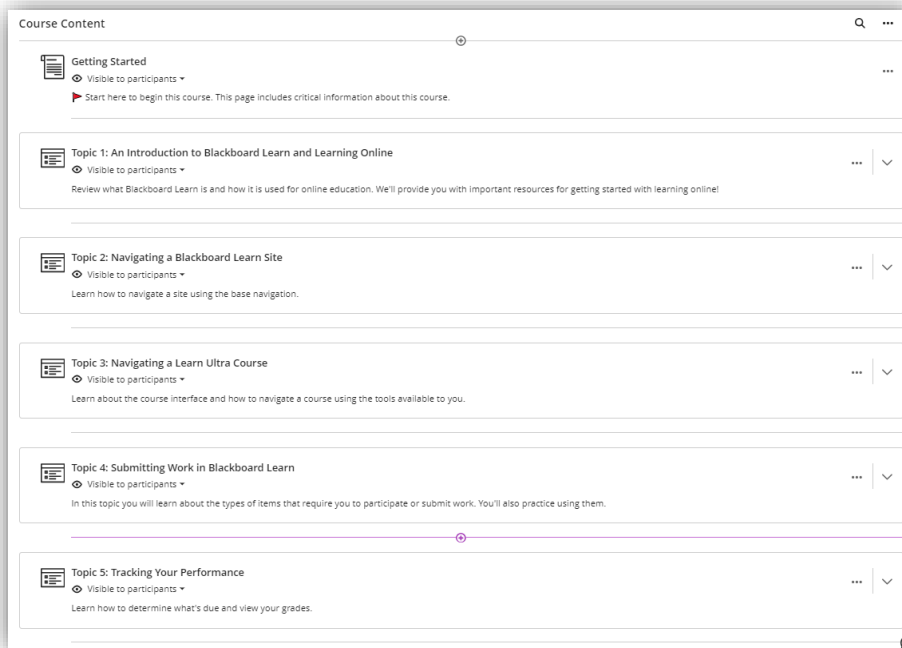
Upon completion of this course, you will be able to:

1. Prepare yourself for taking an online course by following best practices for online success.
2. Navigate a Blackboard Learn site using the base navigation and use its associated tools.
3. Participate in a course in Blackboard Learn with the Ultra experience.
4. Submit required work to your teacher and view grades.
5. Communicate with your teachers and peers in Blackboard Learn, while following netiquette guidelines.
6. Stay up to date on course work and what's due next.
7. Access Blackboard Learn using multiple types of devices.

Online Orientation Structure

This course is organized into the following topics:

- Topic 1: An Introduction to Blackboard Learn and Learning Online
- Topic 2: Navigating a Blackboard Learn Site
- Topic 3: Navigating a Learn Ultra Course
- Topic 4: Submitting Work in Blackboard Learn
- Topic 5: Tracking Your Performance



THE MIGRATION STATUS REPORT

THE WORKSHOPS AND THE PARTICIPANTS (FACULTY)

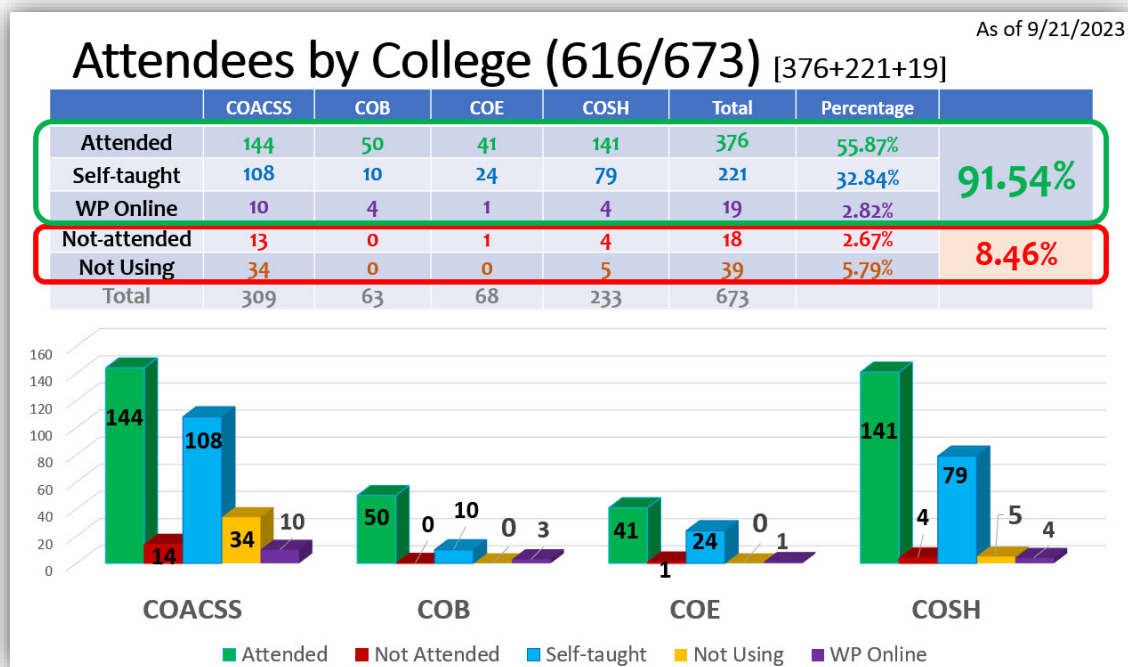
There were seventeen in-person workshops (including nine HyFlex workshops) and ninety-seven online workshops offered during spring and summer 2023. A total of six hundred sixteen faculty members was successfully completed the workshops. Among the participants, sixty-five faculty attended for in-person workshops and one hundred thirty-nine faculty participated in the online workshop.

The following table shows the attendees of each workshop.

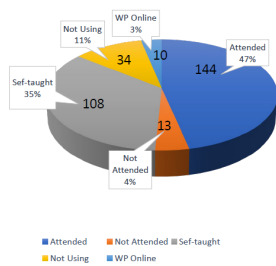
	Blackboard Ultra Institute	Department-specific Training	Online Blackboard Ultra Training	Self-Paced Training	WP Online (Inherited)	Total
Format	In-person	HyFlex	Online	Online	Online	
No. of Workshops	8	9	97	1		114
No. of Attendees	65	64	247	221	19	376

(* As of 9/21/2023)

Blackboard Ultra Institute Attendees (AY 2023)

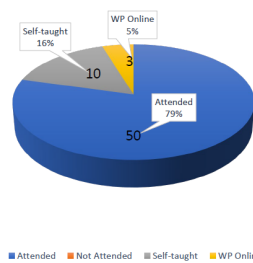


College of Art, Communication, and Social Science (309)



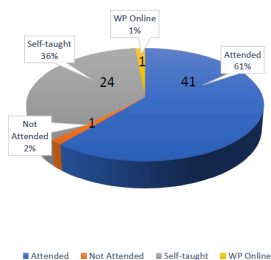
Arts	Communication	Soc. Justices	English
10/73 (25)(32)	24/36 (8)(1)(2)	16/31 (13)(1)	14/29 (11)(1)(1)
87.67%	97.22%	93.55%	86.21%
History	Languages	Philosophy	Pol. Sci.
9/11 (2)	18/27 (8)	5/5	6/10 (3)
100%	96.30%	100%	90%
Psychology	Women Study & AWS	Geography	Anthropology AWS
29/66 (30)(6)	2/4 (2)	1/2 (1)	10/15 (5)
97.01%	100%	100%	100%

College of Business (63)



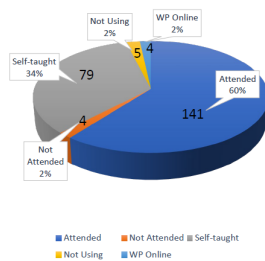
Accounting & Law	Economics & Finance	Management & Marketing
11/16 (4)(2)	16/22 (5)(1)	24/25 (1)
100%	100%	100%

College of Education (68)



Educational Leadership	Teacher Education	Special Ed. & Counselling
12/16 (2)(1)	15/33 (17)	14/19 (5)
100%	96.97%	100%

College of Science and Health (233)



Biology	Chemistry	Speech Language	Computer Science
15/30 (15)	6/12 (5)	9/13 (4)	7/10 (3)
100%	91.67%	100%	100%
Kinesiology	Mathematics	Nursing	Public Health
6/23 (13)(3)	11/25 (13)(2)	69/76 (5)(1)	17/36 (15)(3)
95.65%	100%	97.10%	91.67%
Env. Science			
1/8 (6)			
87.5%			

ISSUES, COMMENTS, AND FEEDBACK ON BLACKBOARD ULTRA

In July 2015, Blackboard announced the Ultra Experience. Tools have been added, upgraded, or retired over the years. During the spring 2020 semester, WPUNJ transitioned to Blackboard's cloud-based architecture to update our Learning Management System with little to no downtime, increase the scale the system in response to load, and increase services when demand is high. The transition to Blackboard cloud was also a technical requirement to evaluate and subsequently migrate to Blackboard's future systems using the Ultra Experience.

The Ultra Experience is the first completely cloud-based system from Blackboard, representing a new focus on improved workflows and deep integrations to support teaching and learning. Whether a design aesthetic or intuitive tools, the Ultra Experience provides a clear, personalized interface to focus on the learning process. Embedded analytics keep students informed about their progress and tell quantitative stories about learning. The new interface provides a more seamless transition between mobile and desktop, allowing students to move between app and browser. Each month, Blackboard releases new tools and improvements to the Ultra Experience, allowing faculty to quickly innovate. Although the original experience we currently use will be supported soon with some modest development, the future of Blackboard is in Ultra.

WPUNJ has fully migrated to the Blackboard Ultra to its community started in September 2023. Even though it is a great Learning Management System, there are issues all of us need to aware of. This section of the report will address the known issues of Blackboard Ultra.

Known Issues

When Blackboard Ultra was piloted by several faculty members some issues were raised as follows:

Base Navigation

1. Ordering of course shells in the courses page: Is there any way to let faculty and/or students order their course shells within specific terms?
2. Ordering within the Messages and Grades sections: Is there any way to control the ordering of these areas and/or to more immediately know which courses contain unread messages?
3. Hiding Course/Organization shells: It seems only Instructors/Leaders can hide shells. Is there anything students can do to cut down on how many shells are linked to from their pages?

Ultra Course View

1. The Rubric feature is not designed intuitively in Blackboard Ultra so that it does not show the entire rubric table on the screen to grade student's work. Each instructor needs to expand each rubric item to grade. It took more time to grade student's assignment than before upgrading to Ultra.
2. The building blocks were not available for the Blackboard Ultra any more. Those courses using the building blocks will need to be reconfigured with LTI or API tools. Currently there are several building blocks that do not have LTIs such as, ExamSoft. CTT has contact the service provider for resolutions.

3. Instructors were unable to create course links to content into subfolders. The option to expand folders was missing in Blackboard Ultra. CTT checked it with Blackboard and found they did not have plans for this feature for the time being.

Issues and Comments from Faculty

As Blackboard Ultra is fully adopted to deliver courses and facilitate online and support learning experiences with a range of features and tools designed to enhance teaching and learning, there are some issues and challenges. One common issue that users have encountered with Blackboard Ultra is its user interface. Some faculty have found it to be complex or unintuitive, leading to difficulties in navigating the system and accessing desired functionalities. This can result in frustration and a steep learning curve for new users who are unfamiliar with the platform. Another concern raised by users is the performance of Blackboard Ultra. In some cases, faculty have reported slow loading times or lag when accessing course materials or participating in live sessions. These technical glitches can disrupt the flow of instruction and impede students' ability to engage effectively with their coursework.

Additionally, faculty were commenting on the limited customization options within Blackboard Ultra. Some faculty prefer more flexibility in tailoring their online courses to meet specific pedagogical needs. The restricted customization options may hinder faculty from creating unique learning experiences that cater to their students' diverse needs. The following table illustrates the voices from faculty with possible workaround to deal with the issues and comments:

Issues	Problems and Workarounds
Accommodation	<p>Accommodations in the Ultra Course View are set for individual students and apply to all Assignments and Tests in the course. Accommodations can include adjusting time limits, exempting students from time limits, and exempting students from due dates. Accommodations might be used for students with ARC accommodation requests.</p> <p>Workaround: To grant students accommodations, select Roster on the Course Content page > click the 3 dots on the right end of the student row > select Accommodations in the student's menu > select Due date accommodation or Time limit accommodation > click Save after setting up the accommodation. Students with accommodations appear with an icon next to their names in the Gradebook and Roster.</p> <p>https://www.youtube.com/watch?v=Coh_BZ23FA8</p>
Assessment exceptions	<p>An exception includes additional attempts or extended access, even if the assessment is hidden from other students. An exception overrides the two settings applied to everyone else for that specific assessment only. Exceptions might be used for Students who have internet issues, disabilities, or technology and language differences.</p> <p>Workaround: To grant students assessment exceptions:</p> <p>https://www.youtube.com/watch?v=4UE1KuTOoxY</p>

Exemption	<p>Exemption is used to remove assessment items from an individual student's Gradebook record entirely.</p> <p>Workaround: To grant a student assessment exemptions, open the Gradebook in List View > click the name of the assignment to view all individual attempts > find the student in need of an exemption > click the 3 dots menu to the right of the student's name > select Add or edit exemptions > check the box labeled "Exempt grade" > click Save. Once saved, the student's grade for the item will display as "Exempt" in the gradebook, in both list view and grid view.</p>
Discussion Forums and Threads	<p>Faculty members expressed their wishes to have discussion forums and threads in Ultra. In Original Course View, instructors can post a weekly graded discussion Forum with several individual threads, and each thread can have its own individual title. Discussions in Ultra don't use forums and threads.</p> <p>Workaround:</p> <ol style="list-style-type: none"> 1. Instructors can create a weekly discussion folder/forum with individual discussion topics/threads. The problem is that you cannot assign a grade. In other words, you need to grade each topic/thread individually. 2. Another workaround is to list each discussion topic as a response to the discussion prompt and let students reply to it. This could be confusing for students
Change Due Date, Show Date, and Hide Date	<p>Workaround:</p> <ol style="list-style-type: none"> 1. You can simply change the visibility from Release Condition to Hidden from students (or Visible to Students) > change the due date > then set up the new Release Condition. 2. Check off the box labeled as Date/Time or just the box labeled as Hide after > go to change the due date > come back to change the show date. 3. It is a good idea to use batch edit to change due dates. Once you change the due date, show date and hide date will be automatically changed accordingly. 4. We strongly recommend that you do not use hide date as it will prohibit your students to view their grades and feedbacks of the assessment item. You can check the box labeled as "Prohibit new attempts after due date" to prevent students from submitting new attempts after due date.
Student Do Not See Grades and/or Feedback	<p>Workaround:</p> <ol style="list-style-type: none"> 1. If the assessment item is set as hidden/unavailable, students will not be able to see their grades and feedback, as they cannot even see the assessment item in Gradebook. 2. For assessment items with hide date and time, students can see their grades but cannot view their submissions and feedback after the hide date and time. 3. If you select Hide under When will content appear, students will not

	see the assessment items at all after the hide date.
Text Format Issue	Workaround: A lot of complaints from students, but not much we can do to help them except to tell them to attach a Work document.
An assignment is indicated as "Not submitted" even though I submitted a grade	<p>Even when I grade students on an offline assignment, there is a note indicating the assignment was "Not submitted" under each one.</p> <p>Workaround: No Submission means that you have not created a submission entry in BB. This is what you need to do to create such an entry:</p> <p>Click the student's name, which opens the Create Attempt panel > you specify the approximate date and time when the student submitted her assignment > click Save, which opens the grading page. This will change No Submission to Submitted. Of course, you can type in the student's score in the grade pill on the grading page > write feedback if any > click Save or Save Changes. You can just ignore this whole process, as students see only "Graded" in the Status column and will not see "No Submission" on their end.</p>
Grading Status still shows "1 to grade" after the grade has been posted	Workaround: There are two grade pills on the assignment submission page (see attached screenshot). The one on the left is the one for assigning grades for a student's submission, while the one on the right is for the final grade or the overridden grade of the assignment. In case of no overriding, the same grades in the left grade pill will show in the right grade pill. If you type in your grades only in the right grade pill, the Grading Status will show something like "1 attempt to grade" in the list view and "New Submission" in the grid view. In any case, students will not see "1 attempt to grade" in the Grading Status column. Instead, they will only see "graded" there. If you grade using a rubric, this should not happen as BB automatically fills out both grade pills. The Grading Status should show "nothing to grade."
Students cannot see their grades and feedback if the assessments are hidden.	<p>In the Release condition, students cannot see the feedback for discussion boards.</p> <p>Workaround: If you want students to see their grades (make the assignment visible in Gradebook), you will have to make the assignment itself visible to students. Please go to the Course Content page and select the assignment. At the top right corner, you will see the visibility setting. Select the dropdown menu and make it visible to students. Please see the attached image.</p>
The instructor cannot change the time zone in Blackboard as the time zone is set automatically by data from the internet browser. This causes students who live in	<p>I have tried and tried many times to understand how to change this basic setting, but I did not manage to find the option that would allow me precisely to change/set the time zone.</p> <p>Workaround: Unfortunately, There is no setting to update the time zone in Blackboard as the time zone is set automatically by data from your internet browser. You may consider either of the below solutions.</p>

different time zones to get the wrong due date and time.	<ol style="list-style-type: none"> 1. Updating one of your browser's time zones to EST and using it only for Blackboard (Preferably Google Chrome) 2. Setting up times for 5:59 am so that students see at 11:59 pm EST in their local time.
Files with longer names won't open.	<p>Several students across three of my courses are reporting that when they try to open the syllabus, they get an "Access Denied" response.</p> <p>Workaround: It is also possible that the length of the filename for the syllabus may cause this issue. Filenames cannot exceed 32 characters in length, including the extension, or they will fail to upload properly and cause issues like this. Please save the PDF with a shorter filename and try reuploading it.</p>
Assessment results don't allow the instructor to show only incorrectly answered questions. This causes problems when the instructor allows two attempts.	<p>These are the settings I was hoping to replicate from BB learn</p> <ol style="list-style-type: none"> 1. students take test then see only the items that they marked incorrectly 2. I can proof the test without making it visible to students 3. when proofing the quiz, you will see the same feedback <p>Workaround: Recommended using assessment results settings but they are not detailed enough</p>
Instructors would like to disable messages	Some students email to everyone in the class.
Receiving "Oops something went wrong" notifications frequently.	<p>I am unable to view classes it will not load. session debug log code as follows MjMwOTI4L18oNTQyM18xLzlubG9n</p> <p>Workaround: Refresh your browser, sign out, and sign in to Blackboard again. This is a known issue that Blackboard sometimes gives such error messages even if there is no problem. Additionally, to ensure that Blackboard works as it should, please make sure that you are using Google Chrome as your browser (https://www.google.com/chrome) and that you are on a computer system running a recent version of either Microsoft Windows or Mac OS. The use of tablets, smartphones, and other devices can prevent you from using Blackboard successfully, as can the use of unsupported browsers or operating systems.</p>
Group members can see the assignment content simultaneously.	<p>When assigning students into lab groups, it appears that with Ultra, only one person in a group can see the content in an assignment. Is there a way that all group members can see the assignment content simultaneously?</p> <p>Workaround: Unfortunately, there is no way of changing this setting. Blackboard designed group assignments in a way that if someone in the group is editing, it prevents another group member from interrupting the attempt/submission.</p> <p>Does this assignment require a submission to Blackboard? If not, you may consider replacing the assignment with a document page and manually creating a gradebook item in Gradebook to grade your students.</p>

	<p>However, this wouldn't use the groups.</p> <p>If the lab requires submission to Blackboard and you want to use groups, you may consider creating an additional document page with those files attached. Maybe create a folder and put the assignment/submission box and document in the folder.</p>
The instructor cannot subscribe to the discussion board.	<p>The old version used to send email notifications when a student created a thread or replied by subscribing.</p> <p>Workaround: Subscribing the discussions is not an option in the Ultra Course view. However, you can edit the notification settings in the Activity Stream in Blackboard Base Navigation. This setting is outside of the course and allow you to decide what kind of emails you will receive from Blackboard. You can see this video.</p> <p>https://www.youtube.com/watch?v=_YuXFCIGPv0&t=2s</p>
Update all the points on a test at once.	<p>In the old blackboard it was possible to update all the points on a test at once. (Edit test, select all, points, update/regrade) It appears that Blackboard Ultra does not have this option and I have to manually add the point value for each question in a test.</p> <p>Workaround: Unfortunately, there is no way to update the point value of all the questions at once. The only time Blackboard asks to update them all at once is if you are using a question pool. How it works is when you create a test, you create it in the Question Bank first and add the questions. Then create a test in the content area and pull the questions from the pool. Since you will be pulling all the questions at once, it asks how many points each question will be.</p>
Grade center Items (Publisher)	<p>I really need further assistance with the grade center. My course is integrated with Cengage. Assignments came over twice and/or was copied over. Long story short, assignments are in the multiple times and each time I delete them, they come back.</p> <p>Workaround: The publisher grading items in the gradebook can be deleted from the List view.</p>
	<p>When I've finished grading and enter a grade, it registers on Grade Book, but the 'New Submission' notice remains where it is, as if there is a second post. There isn't.</p> <p>Workaround: I have replicated the same in our test environment and found the grade were saved improperly. Below are the steps which would be helpful in grading and the "new submission" would be cleared. Admin panel->Open the affected course->Go to Gradebook->Grid view->Click new submission which was already graded by instructor-> It will open the submission page->Click on the rubric->then Grade the Rubric by selecting the points->Save and close the submission panel. Now you will be able to see the grading status as completed. Here is a screen recording of the which I have tested in our test instance:</p> <p>https://app.screencast.com/WkPZ9xInoaojx</p>

	<p>My gradebook in DIS4660 is unavailable on my end. I have reached out to my professor and she can see it on her end but I can only see Introductions and Discussion 3 on my end. She has graded Discussion 1 and has posted it and Discussion 2 has also been posted as well but I cannot see it on me end. I have attached a file of what I see on my end.</p> <p>Workaround: The instructor did not post the grade after the grading was done. I met with the instructor via Zoom and went over the grading process to make sure the grading can be viewable by students.</p>
	<p>I am having trouble with the gradebook in Ultra. The assignments appear twice. The shell was copied from a previous Blackboard shell and there are expired deadlines, while students as graded as F.</p> <p>Workaround: After the course copy, you will need to set the new due dates for all assignments and tests. If there are duplicate grading items, you will need to clean those up.</p>
	<p>Can't open student submissions; can't download student assignments. Please see attached snip. You'll see that I'm in the Gradebook, and that I've clicked at the top of an assignment to download all of the student submissions. Nothing happens when I click anything in the pop-up menu. Nothing happens either when I click on individual submissions. I have allowed pop-ups in the browser, but it changes nothing.</p> <p>Workaround: The Product Development organization confirmed this issue is a software defect, but we don't yet have a target release to deliver the fix. The next step is to determine the root cause, required fix, and target release for this bug. We'll send you an email when the fix is available in an upcoming SaaS, Managed Hosting, or Self Hosted release. The case status may show on Behind the Blackboard as "Closed", but you will be updated by email and through the case when we have more information. Any related Known Issue article will be updated with new findings as well. Alternatively, I create a new course shell and transfer all course content and students to get the course going.</p>
Discussion Board	<p>The client is trying to insert pictures for discussion board but the images she attached were all disappeared.</p> <p>Workaround: The problem has been resolved after the Product Updates #000068894. Alternatively, she was able to post images using Adding Images link.</p>
Perusall Placement	<p>I have been using the group annotation software Perusall in my courses for the last few semesters, and it was enabled in our previous version of Blackboard as an LTI Tool Provider. When trying to add an assignment tonight, however, I received the following Error Message: Invalid redirect url: https://app.perusall.com/lti/launch</p> <p>Workaround: The client was using old copy of the LTI 1.1 link so that she ended up with such error message. After switching to LTI 1.3, her issue was resolved.</p>

Sage	<p>Blackboard is not working with sage and letting me register for do my assignments.</p> <p>Workaround: Sarah Hevey from Sage and confirmed that our integration of Sage was successful and working fine. She recommended using the following document to integrate the Sage course components into your course. SAGE_Vantage-Blackboard-Guide_1.3.pdf (268.8 KB). If you have not registered your instructor account, please go to https://vantage.sagepub.com/Login and 'register' for an instructor account. Sage will need to do an approval on their end that will allow you to create courses but this will get you set up the way you would like for your account. If you have any questions, you may directly ask her in the future. Her contact information is: Sarah Hevey (lmssupport@sagepub.com)</p>
Sending Reminders	<p>In the old version of bb, when students had not yet submitted work (e.g. a test), I used to be able to simply send a reminder to all who did not have the work done. Today I could not find a simple, succinct way to do this so I tagged each individual student in the gradebook, then I had had to formulate a message and email it out. And now I have a lot of emails for every single student cluttering me email. Is there a simple way to send out mass reminders to a subset of my class.</p> <p>Workaround: There is a way you can send out a notice to students if they have not completed assignments or tests. There two ways to see whether the students have completed or not the given assignments or tests:</p> <ol style="list-style-type: none"> 1. Go to the content area and click on Submissions 2. Go to grade book and click on the title of an assignment or test <p>It will show all the student's names and their status. If you have students who need to completely the assignment or test, you can message them by checking the checkboxes followed by clicking the message buttons on the right-hand side.</p>
In Ultra Courses the Progress Tracking is not marked for Discussions automatically.	<p>In Ultra Courses, the Progress Tracking is not marked for Discussions automatically after students submit a response to a Discussion.</p> <p>Workaround: Students may mark the Discussion complete after opening the Discussion. Alternatively, the Discussion will be marked "complete" after it has been graded.</p> <p>Blackboard notes this feature is functioning as designed.</p>
In Ultra Courses the Progress Tracking is not Marked for Web Links	<p>In Ultra Courses, the Progress Tracking is not marked for Web Link course content. Also, the report does not show whether the user accesses it or not. It is not possible for students to mark web link items as complete.</p>
Announcement Email gives Invalid Link Preventing Users to Access an Announcement	<p>When trying to open an announcement by clicking the link provided in the email, the announcement does not open unless "announcement-list" is removed from the URL.</p>

	<p>On clicking on the View Announcement button, the announcement does not open and an error message stating "Uh-oh. We can't find that page" is displayed.</p> <p>Workaround: Users may view course announcements by accessing the Blackboard course directly. Alternately, remove "announcement-list" from the URL.</p>
The Discussion Board Rich Editor is not Saving Changes Made by Instructors or Administrators	<p>In the Discussion Board section when the instructor or administrator makes changes in the rich editor, they are not saved. Once they refresh the page the changes immediately disappear.</p>
In Original courses, when Students Access an Assignment in a Learning Module the Submit Button is not Visible Unless They Zoom Out	<p>In Original courses, when students access an assignment in a Learning Module, the submit button is not visible unless they zoom out.</p> <p>Workaround: <u>Minimize the content tab</u> on the left or zoom out.</p>
Time Is Up Message Appears for Ultra Exam When Student Has an Exception and Respondus Lockdown Browser is Enabled	<p>In Ultra view mode, if the Respondus Lockdown Browser is enabled for a student with a due date exception, the "Time is Up" message will appear incorrectly.</p>
Peer Assignment Total Points Doubled in Overall Grade Calculation	<p>Workaround: Peer review assignments are shown as doubled in the Grade Center causing incorrect calculations for the Overall grade. For example, if the course has a possible point value of 50 points, including a peer review assignment worth 10 points, students' Overall grade calculations will reflect a point total out of a possible 60 points.</p>
Students are Unable to Access a Previously Hidden Discussion Board	<p>In Ultra courses, when creating a hidden Discussion Board (DB) under a hidden folder as well, once the DB's visibility is changed to Release Condition and the folder's visibility is changed to 'Visible to students', the DB column remains hidden causing issues for the students to access it.</p> <p>Workaround: The discussion board may need to be recreated so that students may access it.</p>
Uploading Gradebook Item With Edited Feedback Columns is not Reflected in the User Interface	<p>When feedback is added or changed while working offline and then it is uploaded to an Ultra Course, the changes are not applied in User Interface (UI). Instead, they are shown in the downloaded gradebook column with feedback.</p> <p>Workaround: The feedback that was manually added to the uploaded file can be seen on the latest downloaded .xls file.</p>
In Blackboard Original courses, File Response	<p>In Blackboard Original courses, when trying to attach a file to a File Response question in a test that is set to open in a new window,</p>

Questions Will Not Allow File to be Attached When Test is Set to Open in a New Window	<p>students are unable to attach and submit a file. There is no obvious error, the file just will not attach.</p> <p>Workaround: In the "Test Information" settings, ensure that "no" is selected for "Open Test in New Window."</p>
BB Annotate Displays Wrong File When Navigating Between Group Submissions Using the Back and Forth Arrows in Ultra Courses	<p>When using the arrows to move back and forth between group submissions, from the grade book in an Ultra course, BB annotate shows up the same submission for all the groups making it seem that the groups all submitted the same document. But if the instructor opens individually each group's submissions then they can see the correct paper for each group.</p> <p>This is only happening to Group Assignments. Bb annotate works as expected for individual assignments.</p> <p>Workaround: Go back to the Gradebook and open group submissions individually, avoiding using the arrows.</p>
Selected Text in Bb Annotate is not Highlighted From the Second Page	<p>In Bb Annotate, when a user selects a text from the second page in PDF and Word documents to highlight, it does not get highlighted. Instead random characters are being highlighted. This is not replicable if the text format is aligned to the center, either with content selected on the first page.</p> <p>Workaround: There is not an identified workaround for this issue.</p>
Unable to View Ultra Assessment Submission or Download File in Bb Annotate	<p>When a student submits an attempt to their assessment, the Bb Annotate tool does not display the document's contents and if an attempt is made to download the original file, an Access Denied error is generated.</p> <p>Workaround: The current workaround is for the student to be given an exception and to resubmit the file.</p> <p>Note: The fix for this issue was deployed 10/26/22. This fix does not retroactively fix previously impacted submissions. The safest and most efficient process is for the student to resubmit.</p>
In Blackboard Original, No Option to Expand the Contents of the Newly Copied Folder to Create Item Course link	<p>Instructors are unable to create course links to content into subfolders. The option to expand folders is missing.</p>

Feedback on Blackboard Ultra

Feedback on Blackboard Ultra also highlights issues related to communication features. Users have expressed concerns about the reliability of discussion boards, chat functionalities, and notification systems within the platform. Effective communication between students and instructors is crucial for fostering an engaging online learning environment; thus, any shortcomings in these areas can hinder collaborative efforts and student-instructor interactions. Moreover, accessibility has been an important topic when discussing

Blackboard Ultra's usability for all learners. Accessibility concerns encompass providing accommodations for individuals with disabilities such as visual impairments or hearing limitations so that they can fully participate in online courses without facing unnecessary barriers. It is worth noting that while these issues exist within Blackboard Ultra, feedback from users also includes positive experiences where they find value in its features such as content organization tools, assessment capabilities, grading functionalities, multimedia integration options (e.g., videos), etc.

- How it is a bit easier than original.
- In all honesty, to date I do not feel able to give an assessment of the benefits that Blackboard Ultra can bring to my teaching and students. What I can say with certainty today is that thanks to the training courses, I was able to set up my two courses without any great difficulty. The training was very well organized because it provided that essential introductory framework for those who were already familiar with the platform. Of course, I have some issues that I would like to clarify before the semester starts, but these are details for which I will open a ticket to ask for clarification. I do - to date - recognize the simplicity of the menu as an additional value over the previous version. I find that the menu is very clear, and I think this will be better for students as well.
- Its simplicity
- Really not seeing any benefits
- Seems streamlined, more condensed
- The grade book is easier than the original, manageable as well. - The grades function is much better than the previous version of Blackboard.
- creating assignments which can be directly linked to reading or audiovisual link. This should make it easier for students to following the course material and the assignments.
- everything in one page
- Ultra is causing me to curse in class! So unhappy! I have yet to see anything in Ultra that is better than the old version.
- I am finding this new format very clunky and time consuming...
- There are certainly parts of the new blackboard that I really don't like, and this is one of them.
- From my initial experience, it certainly not ultra, but rather more like Blackboard lite.
- Why they are removing very useful features from gradebook, it is becoming a garbage
- Very confusing: This new system takes twice the time to grade assignments and students having trouble as well...very disappointing.

- the messaging system from students. I don't use BB on my phone.
- Transfer of course content. The layout is horrible to view. Not attractive. - Too hard to transfer course material- maybe University should have had this done for us
- To date, the thing I like least about Blackboard Ultra is the following: in the past, I used to organize my activity week in this way, i.e. I used to name the folder Week 1, Week 2, etc. then the student - by clicking on the folder - could view an introduction to the week's topics/chapter and - most importantly - see listed the activities planned for that specific week (the reference to the readings, the possible reference to the Discussion Board, the Quiz, the term paper) without having to resort to the syllabus. Now, however, the student is "forced" to do a double pass, namely click on the Week 1, Week 2, etc. folder located in the main section "Course Content" and then click again to access the contents/items within the weekly folder. Personally, I find this to be less aesthetically appealing for students than the option provided in the previous version of the platform.
- There is no date management tool. It is not easy to date shift everything. Batch edit is a band aid solution compared to date management. Also, the access to various other tools already available in BB Learn is simply nonexistent. There is an excessive need to click through the shell to get things done.
- Some of the terms used by the software either (1) don't make sense or (2) are inconsistent. This makes things confusing.
- Less flexibility with customization and color design.
- Gradebook setting is not intuitive and requires a steep learning curve. The interface doesn't allow for much customization with images, etc.
- Bloated, overly complicated, unnecessary.

While Blackboard Ultra offers numerous benefits for the online learning content management and delivery, it faces certain challenges related to user interface design complexities, performance optimization concerns like loading times or lags during live sessions customization limitations communication features reliability accessibility considerations among others. By actively listening to user feedback and addressing these issues promptly through updates and improvements based on user needs will help enhance the overall experience of using Blackboard Ultra as an effective tool for digital education.

WHAT'S NEXT?

The Blackboard Ultra migration project has been an essential endeavor in transitioning from the Original version of Blackboard to the more advanced and user-friendly Ultra version. As WPU near the completion of this migration, it is crucial to outline the next steps to ensure a seamless transition and maximize the benefits of using Blackboard Ultra. This proposal aims to provide a roadmap for what's next in the project, focusing on key areas such as training, support, evaluation, and continuous improvement.

1. **Training and Professional Development:** To ensure a successful adoption of Blackboard Ultra, it is imperative to invest in comprehensive training programs for faculty, staff, and students. The training should cover both basic functionalities and advanced features of Ultra that enhance teaching and learning experiences. Additionally, workshops or webinars can be organized to address specific needs or challenges faced by users during their transition. By empowering users with in-depth knowledge about the platform's capabilities, we can maximize its potential impact on education.
2. **Ongoing Support:** As WPU continues the journey with Blackboard Ultra, providing ongoing support is essential. Establishing a dedicated support team that can promptly address user inquiries or technical issues will contribute significantly to user satisfaction and productivity. The CTT team should be equipped with extensive knowledge about both technical aspects of the platform as well as pedagogical strategies for effective implementation.
3. **Evaluation and Feedback Mechanisms:** Implementing mechanisms for evaluating user experiences with Blackboard Ultra is vital for continuous improvement. Surveys or feedback forms can be distributed periodically among faculty members and students to gather insights on usability issues or feature requests they may have encountered while using the platform. Analyzing this feedback will help identify areas that require attention or enhancements within Blackboard Ultra.
4. **Integration with Additional Tools:** Blackboard Ultra offers a range of features; however, there may still be specific tools or integrations required by institutions based on their unique needs or curricula demands. It is important to assess these requirements and explore opportunities for integrating external tools seamlessly into the Ultra environment through LTIs (Learning Tools Interoperability) or other means.
5. **Accessibility Enhancements:** Ensuring accessibility is paramount when delivering online education experiences through Blackboard Ultra. To address this aspect effectively, it is necessary to conduct regular accessibility audits of the system.
6. **Technology Updates:** Technology evolves rapidly. Therefore, it is crucial to stay up to date with advancements relevant to online education delivery within Blackboard Ultra. This includes regularly updating software versions used by educational institutions, maintaining compatibility with modern browsers, and adopting emerging technologies where applicable (e.g., AI-powered analytics tools).

The proposed follow-up plan outlines key areas that need attention after completing the migration from the Blackboard Original to Ultra. The focus lies on training programs, support mechanisms, evaluation processes, integration possibilities, and accessibility enhancements. Additionally, staying abreast of technological advancements ensures that WPU continues leveraging cutting-edge solutions provided by Blackboard Ultra. By implementing these recommendations, WPU will foster an environment conducive to effective teaching, promote enhanced learning experiences, and adapt seamlessly to future changes within digital education landscape.

CONCLUSIONS

The Blackboard Ultra Migration project has been a significant milestone in the journey of transitioning from the Original version of Blackboard to the more advanced and user-friendly Ultra version. The fall 2023 migration was completed successfully, with faculty members embracing Blackboard Ultra and providing positive feedback on its intuitive interface, robust features, and efficiency (even though there were some negative feedbacks on Blackboard Ultra).

Throughout the migration process, faculty members participated in well-developed training programs that guided them through the process of migrating online content from Blackboard Original to Ultra. They gained familiarity with key tools and functionalities such as Folders, Learning Modules, Course Banner, Syllabus, Announcements, Discussions, Assignments, Tests, and the Grade Book. The feedback collected from faculty members during this period consistently highlighted their preference for Blackboard Ultra's modern interface, logical structure, tool functions, and ease of use.

The positive testimonials from faculty members further validated their belief that Blackboard Ultra could both improve instructional efforts and streamline workflows. Their unanimous agreement to move from Blackboard Original to Ultra demonstrates their confidence in the platform's ability to enhance instruction both in-person and online.

The success of the migration project can be attributed to a well-coordinated effort by the migration project team. Their meticulous planning ensured that faculty members received comprehensive training on using Blackboard Ultra effectively. The team also provided ongoing support services throughout the transition process.

Looking ahead beyond the migration phase of this project, CTT should focus on advanced training opportunities tailored to meet specific needs or preferences within different academic departments. Additionally, evaluating user experiences through surveys or focus groups will help identify areas for further improvement or targeted support initiatives. Integration possibilities with external tools should be explored based on faculty requests, and accessibility enhancements should remain a priority. Furthermore, staying up to date with technological advancements relevant to online education delivery within the Blackboard Ultra ecosystem will ensure continued innovation and an optimal learning experience for all users.

In conclusion, the successful completion of the Blackboard Ultra Migration project marks a significant achievement for the institution. It lays a strong foundation for enhanced instructional practices, collaboration among faculty and students, and provides opportunities for continuous improvement. The institution can now leverage the powerful features of Blackboard Ultra to create engaging and effective learning experiences both in traditional classroom settings and online.