

The Pilot Study of Blackboard Learn Ultra, Learning Management System

IMPLEMENTED IN FALL 2022

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CENTER FOR TEACHING WITH TECHNOLOGY
WILLIAM PATERSON UNIVERSITY

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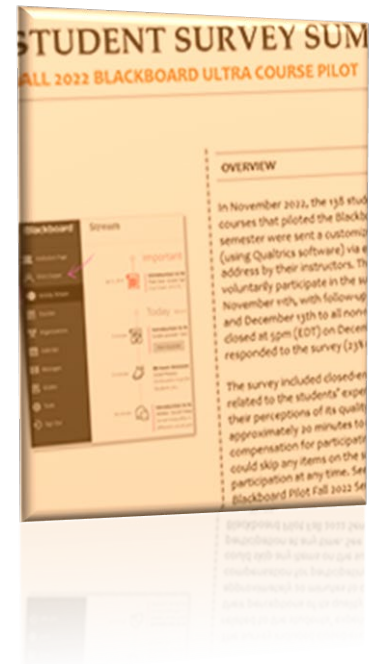
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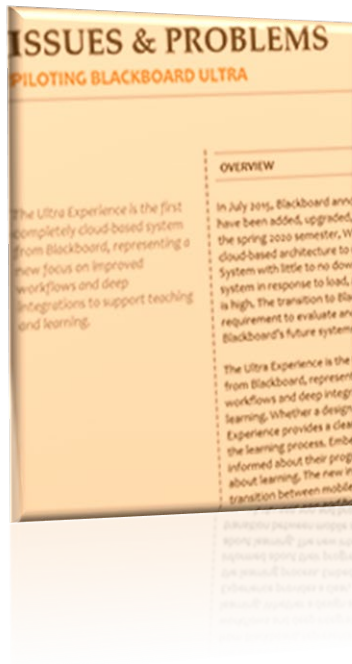
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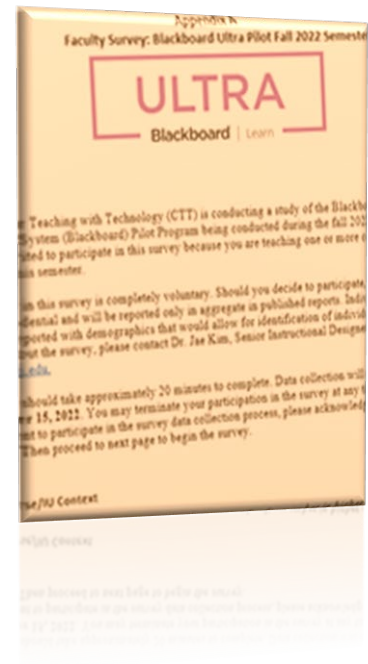
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OVERVIEW

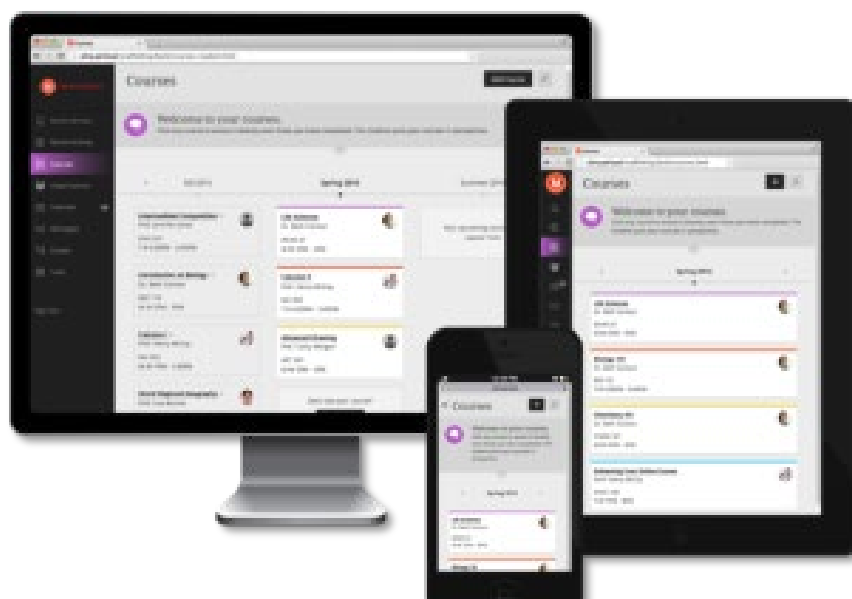
THE PILOT OF BLACKBOARD ULTRA COURSE VIEW

The Center for Teaching with Technology (CTT) at William Paterson University of New Jersey (WPUNJ) conducted an evaluation of the Blackboard Learn Ultra, Learning Management System, being implemented during the fall of 2022. The purpose of the study was to provide formative feedback to guide the use of new technologies in teaching and learning by analyzing and reviewing the perceptions and satisfaction of Blackboard Ultra, gathering feedback on usability and features, and providing a fair and comprehensive analysis to generate a recommendation for the full migration of Blackboard Learn Ultra in fall 2023.

As part of the pilot study, the investigator collected data from faculty members (total $n=4$) who used Blackboard Learn Ultra in their courses during the fall 2022 semester and from students (total $n=138$) enrolled in those courses. The pilot data collection included online surveys of faculty members and students aimed at capturing stakeholders' experiences with Blackboard Learn Ultra and their perceptions of its quality and utility.

Originally, seven faculty and staff members (with fourteen courses) signed up for the pilot for the Ultra Experience. However, three of them turned out to be not teaching during the fall 2022 semester; only four of them were able to participate in the pilot.

Of the 4 faculty members who piloted the Blackboard Ultra in their courses during the fall 2022 semester, all 4 responded to the survey ($100\% = 4/4$). Of the 138 students who were enrolled in a course that piloted the Blackboard Ultra during the fall 2022 semester, 32 responded to the survey ($26\% = 32/138$). Faculty and student respondents represented the main campus of WPU.



EXECUTIVE SUMMARY

THE PILOT OF BLACKBOARD ULTRA COURSE VIEW

Of the 4 faculty members who piloted the Blackboard Ultra in their courses during the fall 2022 semester, all 4 responded to the survey (100% = 4/4). Of the 138 students who were enrolled in a course that piloted the Blackboard Ultra during the fall 2022 semester, 32 responded to the survey (23% = 32/138). Faculty and student respondents represented the main campus of WPU.

... Highly satisfied was creating and administering online quizzes and tests (Faculty)...

... The highest rated feature was My Grades for viewing a list of the graded items in the course and the grades received (Students)...

MODERATE SATISFACTION WITH BLACKBOARD ULTRA BY FACULTY AND STUDENT RESPONDENTS

The faculty respondents were asked to rate their level of satisfaction with the features of Blackboard Ultra. Not all features were equally used across the courses; none of the faculty respondents used journals, messages, and group features. All of the faculty respondents (100%) mainly used the features of course copy or importing the existing course content, uploading new content, organizing course materials and activities, posting assignments and tests, and posting course announcements.

The highest rated feature on a scale of 1 to 5 (not at all satisfied to highly satisfied (with did not use) was creating and administering online quizzes and tests with a mean of 4.67; the next highest rated feature were organizing course content (Content area and learning module) and posting assignments with a mean of 4.33. However it should be noted that only 67% of respondents (3) used this feature in multiple courses. Features used by at least 50% of respondents and their courses had means in the moderately satisfied range (mean range 3.67-4.67).

Similarly, student respondents were asked to rate the utility (i.e., usefulness) of the features of Blackboard Ultra on a scale of 1 to 5 (not at all useful to highly useful). The features were rated in the slightly useful to moderately useful range (2.75 to 4.45). The highest rated feature was My Grades (for viewing a list of the graded items in the course and the grades received) with a mean of 4.45 (highly useful rating). The lowest rated feature was Journal (for keeping a learning journal shared with the instructor) with a mean of 2.75; however it should be noted that only 30% of respondents indicated that they had used this feature.

Faculty respondents were also asked to rate their level of agreement with a variety of statements about Blackboard Ultra on a scale of 1 to 5 (strongly disagree to strongly agree). The highest rated statement by faculty was Blackboard Ultra was

Faculty responded that Blackboard Ultra was ease to use and valuable aid to help them in teaching. They also replied that they liked it because it was accessible from any devices.

Students rated that Blackboard Ultra helped them to complete course assignments. They also responded it was intuitive and ease to use, overall appearance and layout of the user interface, ease to navigate, being able to view media such as PowerPoint or documents within blackboard without having to download the media, and how the announcements pop up right away and are easy visible.

MODERATE SATISFACTION WITH BLACKBOARD ULTRA BY FACULTY AND STUDENT RESPONDENTS (continued)

ease to use and Blackboard Ultra was a valuable aid to me in teaching with a mean of 4.00 (agree rating). The lowest rated statement by faculty was Blackboard Ultra increased my effectiveness as a teacher and Blackboard Ultra increased my efficiency as a teacher with a mean of 2.67 (disagree rating).

The highest rated statement by student respondents was Blackboard Ultra helped them to complete course assignments with a mean of 4.33. The lowest rated statements by students were easy to be in control of my own learning in the course with Blackboard Ultra and Expanded access to learning materials/resources available to me with a mean of 3.96. The statement with the highest percentage of strongly disagree and disagree ratings from students was not identified.

When asked what they most liked about Blackboard Ultra, respondents highlighted the ease of use (by the faculty members) and intuitive and ease of use (by the students); accessible from any devices (by the faculty members). Faculty respondents disliked the features such as importing test banks, grading open ended questions, being able to send emails to students directly from gradebook, being not easy to clear the test attempt, having no survey option available, being able to organize course content a bit more, shading or coloring or even use of font/coloring would be nice, grading with the rubrics, getting the weighted total for the final grade.

When asked what they most liked about Blackboard Ultra student respondents noted the overall appearance and layout of the interface and easy to navigate; being able to view media such as PowerPoint or documents within blackboard without having to download the media; and how the announcements pop up right away and are easy visible. Student respondents disliked being unable to tell if an assignment was correctly submitted; difficulties in accessing quizzes/tests; technical difficulties of the site loading very slowly; and having to use two LMS systems for their courses (Blackboard Original and Ultra).

Majority of faculty and students responded that they somewhat or strongly prefer to use the Ultra over the Original.

FACULTY AND STUDENT PREFERENCES FOR BLACKBOARD SYSTEMS DIFFER

Seventy-five percent (3) of faculty respondents prefer Blackboard Ultra over Original, 25% (1) prefer Blackboard Original over Blackboard Ultra (see chart 1). Conversely, forty-eight percent of student respondents (14/29) prefer Blackboard Ultra over Original, 17% (5/29) prefer Blackboard Original over Blackboard Ultra, and 35% percent (10/29) have no preference. Note that not all 32 students responded to this question. Instead, only 29 students responded to this question – see chart 2).

Chart 1. Faculty Preference

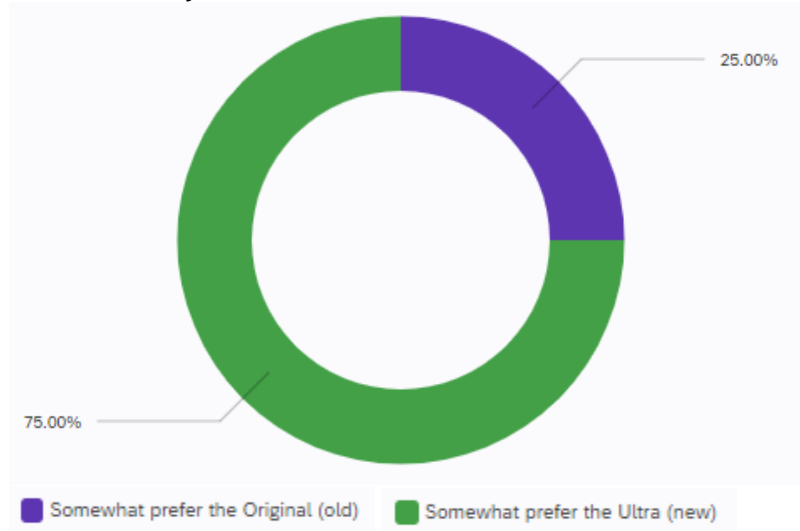
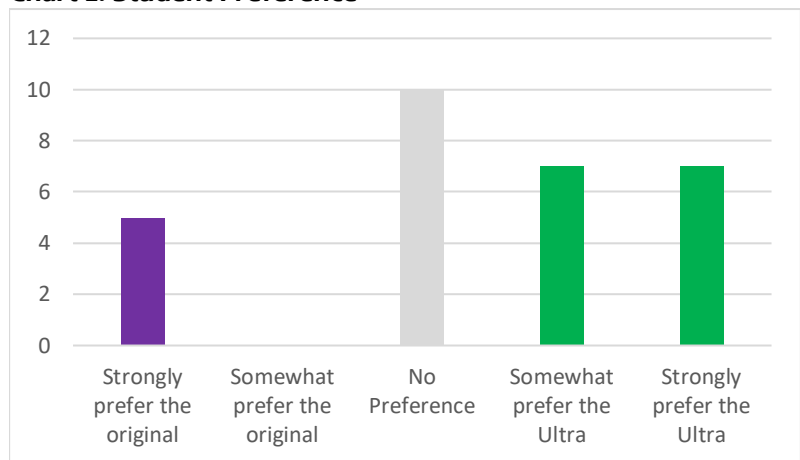


Chart 2. Student Preference



There were two different categories of issues reported: Base Navigation and Ultra Course View.

The pilot project team recommends that WPUNJ fully migrating to Blackboard Ultra from Blackboard Original.

ISSUES | PROBLEMS WITH BLACKBOARD ULTRA

Some of the issues with the Base Navigation are ordering of course shells, ordering within the messages and grade sections, and hiding course/organization shells.

The issues with the Blackboard Ultra Course View are not showing the instructor information on student's page, the rubrics on one page as within a table is not available, content with the Building Blocks are not available, cannot create a course link, students will receive an error message when they submit a late assignment, when the instructor did not make the total column available to students, they will get an error message on the grades page, and the rubric with two rubrics may cause an error.

CONCLUSION

During the fall pilot, participants consistently reported that Blackboard Ultra was intuitive, easy to use, and provided useful help pages and videos. Participants further indicated a preference for Blackboard Ultra's modern interface, logical structure, tool functions, and efficiency.

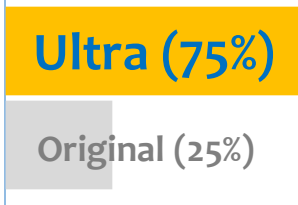
The pilot project team recommends that WPUNJ fully migrating to Blackboard Ultra from Blackboard Original. This recommendation is supported by positive feedback from faculty and students collected throughout the pilot.

KEY FINDINGS

HIGHLIGHTS FROM THE PILOT

FACULTY

75% liked Blackboard Ultra

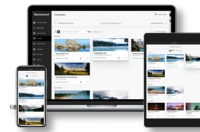


Highly satisfied with Creating and administrating



Quizzes
Tests
Exams

Accessible
on Any
Devices



Satisfied with
Course Conversion

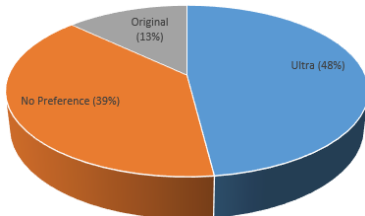


Disliked because...

- Importing Tests
- Clearing Attempts
- No Survey Option
- Not the same as Before (Features)

STUDENTS

48% liked Ultra and 39% replied no preference



Highly
satisfied with
Gradebook



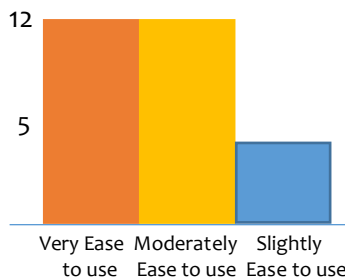
Also satisfied with



Intuitive Design



Ease to Use



Disliked because...

- Confused with the other courses in old view (Original)
- Slow in general

BLACKBOARD ULTRA

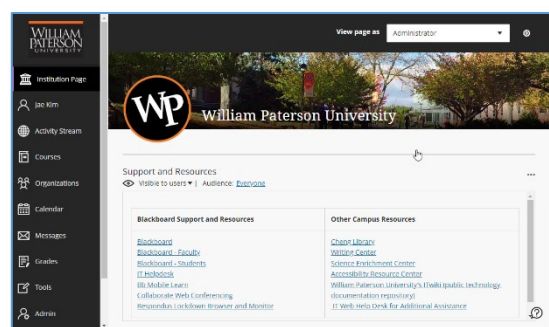
THE LATEST LEARNING MANAGEMENT SYSTEM

WHAT IS 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." Both interface components bring with it a streamlined design and many upgraded tools and functionalities.

BASE NAVIGATION

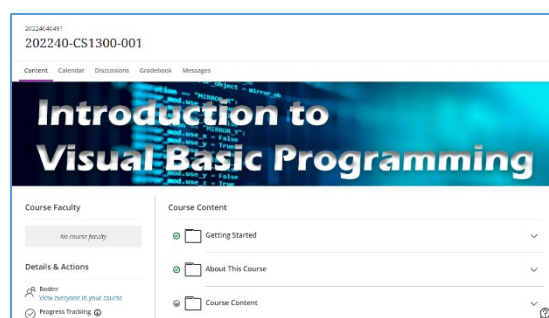
Blackboard Ultra Base Navigation is more modern, intuitive portal to your Blackboard courses. It provides quick access to the most critical information from across all your courses. This newer portal's navigation saves you time with simple workflows and easy access to important information. Ultra Base Navigation creates a more engaging, efficient, and enjoyable experience for both students and instructors. It works well on mobile devices.



HIGHLIGHTS OF THE ULTRA COURSE VIEW

The Blackboard 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
- Content Displayed on a Single Page
- Add Content Wherever You Want
- Add Files via Drag and Drop
- Brand New Text Editor
- Easy-to-Understand Item View for the Gradebook
- Keep Grades Private Until You are Ready to Post
- Automatically Assign Zeros for Past Due Assessments
- Set Accommodations to all Assessments



MIGRATION TIMELINE

UPGRADING TO BLACKBOARD ULTRA

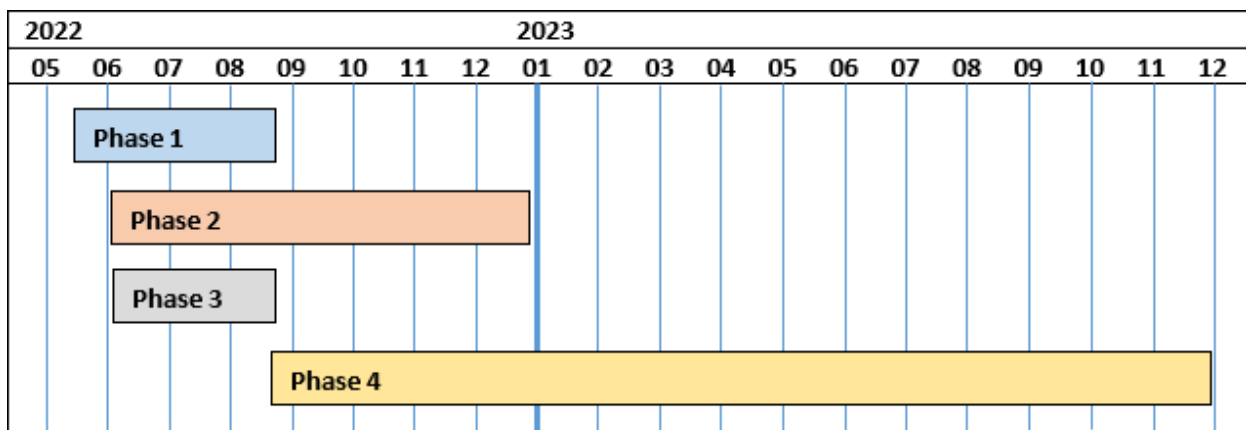
BLACKBOARD ULTRA COURSE VIEW PILOT TIMELINE

- May, 2020: WPUNJ moved Blackboard to cloud-hosting (SaaS: Software as a Service)
- May, 2022: WPUNJ enabled Blackboard Ultra Base Navigation
- Summer, 2022: WPUNJ trained & supported volunteers for the pilot of Blackboard Ultra Course View and assisted course conversion and development
- Fall, 2022: WPUNJ conducted the pilot of Blackboard Ultra Course View

Spring 2022	Summer 2022			Fall 2022
May	June	July	August	Sept. – Dec.
<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>Train and assist the volunteers to convert or develop their courses in Ultra Experience</p> <p>Have first 100 courses migrated over the Ultra courses</p> <p>Begin Communication planning for Fall pilot</p> <p>Communication reminder to Dean, Chairs, Faculty</p> <p>Plan for faculty webinar and potential in-person or virtual session</p> <p>Develop the Blackboard Ultra Institute (focused on course design and development), a certificate program that can be offered in Fall 2022</p> <p>Develop support documents and video clips</p>	<p>Continue to train and assist the volunteers to convert or develop their courses in Ultra Experience</p> <p>Reminder communication: Dean, Chairs, Faculty</p>	<p>Pilot courses go live in Ultra for Fall 2022</p> <p>Offer Blackboard Ultra Institute training sessions</p> <p>Train and assist faculty in course conversion</p> <p>Reminder communication: Dean, Chairs, Faculty</p>

IMPLEMENTATION PLAN (2022 - 2023)

<p>Enable Base Navigation</p> <p>Test new features, changes</p> <p>Offer webinars on the Base Navigation</p> <p>Create documents and supporting materials on the Blackboard Ultra Experience</p> <p>Develop 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>Outline of features and support materials at the https://itwiki.wpunj.edu page</p> <p>Update the Faculty and Student Support site to reflect new features and changes</p> <p>Announce new features of Blackboard Ultra Experience on Instagram, Twitter, and Facebook</p>	<p>Offer hands-on preview sessions for the pilot faculty</p> <p>Offer 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>Assist and support the pilot faculty on course conversion and redesign</p>	<p>Offer hands-on preview sessions</p> <p>Offer individual consultation on the course conversion from the original to Ultra for teaching in Spring, Summer, and Fall 2023</p> <p>Consultation on the Ultra Experience with faculty upon request</p> <p>Offer department- and college-specific sessions upon request</p> <p>Offer the Blackboard Ultra Institute Workshop</p>
			<p>Phase 4: Consultation (Fall 2022 – Fall 2023)</p>
			<p>Phase 3: Course Conversion and Training for the Pilot Faculty (Summer 2022)</p>
		<p>Phase 2: Communications of New Features and User Interface Changes (Summer 2022)</p>	
	<p>Phase 1: Documentation and Support Material Preparation and develop Blackboard Ultra Institute (Summer 2022)</p>		



FACULTY SUPPORT TIMELINE (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

FACULTY SUPPORT PLANS (SUMMER 2022 – FALL 2023)

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

FACULTY SURVEY SUMMARY

FALL 2022 BLACKBOARD ULTRA COURSE PILOT



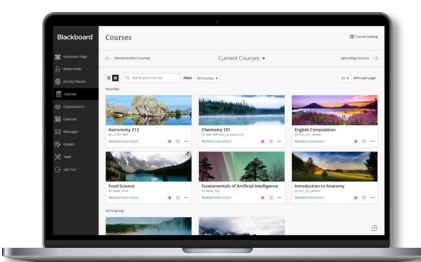
OVERVIEW

In November 2022, the 4 faculty members who piloted the Blackboard Learn Ultra in their courses during the fall 2022 semester were sent a customized link to an electronic survey (using Qualtrics software) via email to their university email address. The faculty members were invited to voluntarily participate in the survey data collection on November 11th, with follow-up emails sent on December 2nd and December 11th to all non-respondents. The survey was closed at 5pm (EDT) on December 15, 2022. Three faculty members responded to the survey (100% = 4/4).

The survey included close-ended and open-ended questions related to the faculty members' experiences with Blackboard Learn Ultra and their perceptions of its quality and utility. The survey took approximately 20 minutes to complete. No individual received compensation for participating in the survey. Respondents could skip any items on the survey and could terminate their participation at any time. See Appendix A, Faculty Survey: Blackboard Pilot Fall 2022 Semester, for a copy of the survey questions.

All survey responses were confidential and were reported in the aggregate. Individual comments were not reported with any combination of demographics that allowed for identification of individuals.

PILOT COURSES



During the fall 2022 semester, Blackboard Ultra was scheduled to be piloted in 6 courses; respondents to the faculty survey represented all of those courses. Those courses included the academic areas of computer science/computer information technology and anthropology. Fifty percent (3) of the courses were structured as face-to-face format and the other fifty percent (3) of courses were formatted as online.

There were six courses from computer science and anthropology, and language departments used in the pilot.

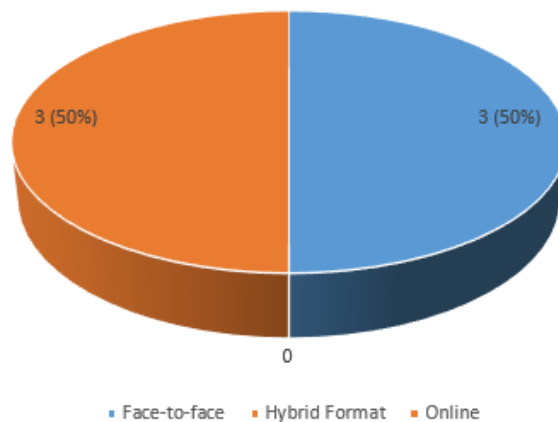
There were two types of modality (online and face-to-face) used in the pilot.

Majority of the respondents (75%) described themselves as being very uncomfortable in using different types of technology.

Name of the Pilot Courses

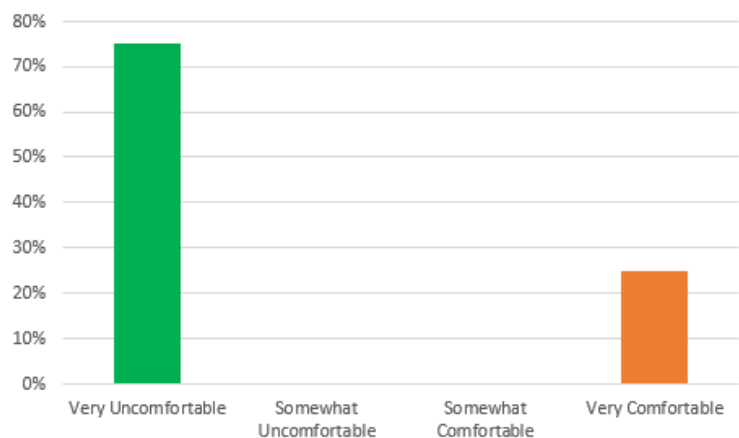
Course Name
CS1300, Introduction to Visual Basic
CS4060, Applied Cryptography
ANTH1300, Origin & Diversity of Humankind
ANTH2100, Introduction to Archaeology
ANTH3330, Environmental Anthropology
SPAN1110, Basic Spanish II

Course Formats



LEVEL OF COMFORT WITH TECHNOLOGY

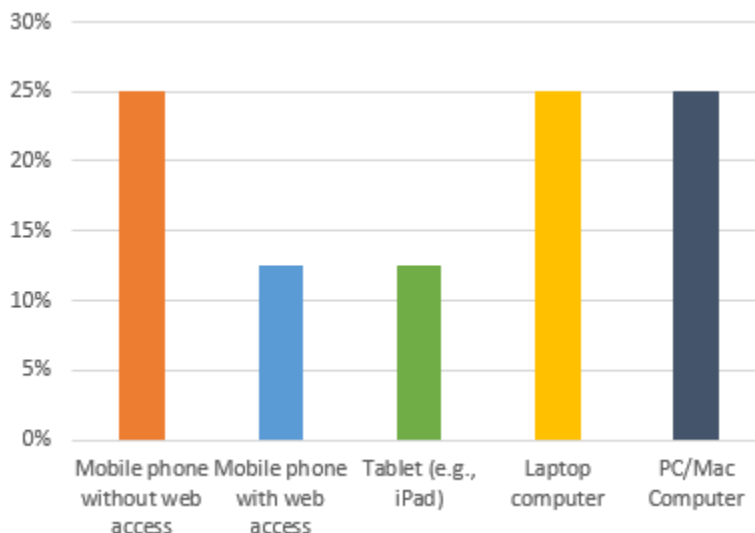
Seventy-five percent (3) of respondents described themselves as being very uncomfortable in using different types of technology and twenty-five percent of them rated as being very comfortable.



Faculty used a variety of technology devices to interact with Blackboard Ultra.

DEVICES USED TO INTERACT WITH BLACKBOARD ULTRA

Respondents used a variety of technology devices to interact with Blackboard Ultra including most often laptop computer (25%), a tablet (12.5%), and mobile phone with web access (37.5%).



Majority of the respondents (75%) described themselves as being very uncomfortable in using different types of technology.

LEVEL OF SATISFACTION WITH ULTRA FEATURES

The faculty respondents were also asked to rate their level of satisfaction with the features of Blackboard Ultra. Not all features were equally used across the courses; none of the faculty respondents used journals, messages, and group features. All of the faculty respondents (100%) used the features of course copy or importing the existing course content, uploading new content, organizing course materials and activities, posting assignments and tests, and posting course announcements.

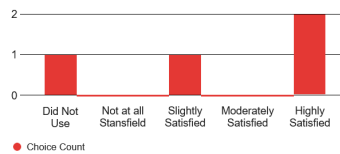
The highest rated feature on a scale of 1 to 5 (did not use and not at all satisfied to highly satisfied) was posting assignments with a mean of 4.50; the next highest rated feature were organizing course content (Content area and learning module), creating and administering online quizzes and tests, and importing or exporting course content with

Faculty rated that they are satisfied with the following features: Creating Syllabus, Posting Assignments, Organizing Course Files, Posting Video Lectures, Creating Journals, Using SafeAssign, and Creating & Administering Tests.

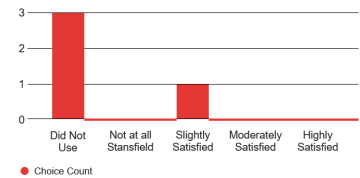
Faculty was not satisfied with Creating a Course Calendar.

a mean of 4.25; however it should be noted that only 75% of respondents (4) used this feature in multiple courses. Features used by at least 50% of respondents and their courses had means in the moderately satisfied range (mean range 3.00-3.50).

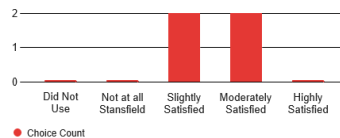
Creating Syllabus



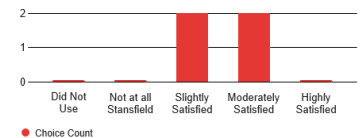
Creating a Course Calendar



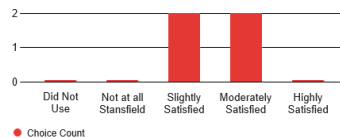
Posting Announcements



Organizing Course Files



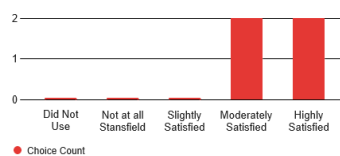
Posting Audio/Video Lecture



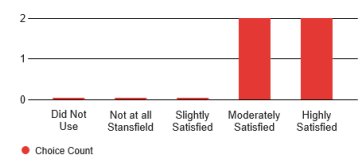
Folders/Learning Modules



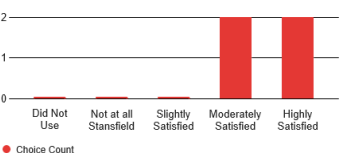
Posting Assignments



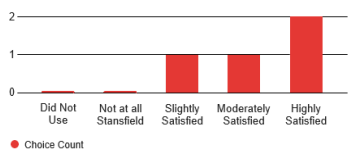
Creating Journals



Using SafeAssign

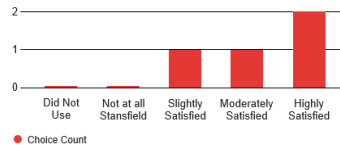


Creating and Adminstrating Tests

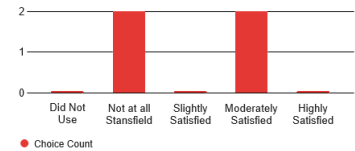


Faculty responded that they were satisfied with the Facilitating Discussions and Importing & Exporting Course Content feature. However, they were not fully satisfied with the following features: Giving Feedback & Grading, Creating & Using Rubrics, Setting up & Using Gradebook, Monitoring Course Activities, Sending & Receiving Messages. They did not use Groups and 3rd Party Tools.

Facilitating Discussions



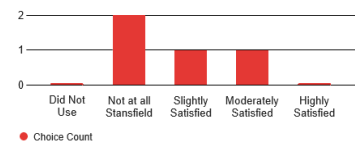
Giving Feedback/Grading



Creating/Using Rubrics



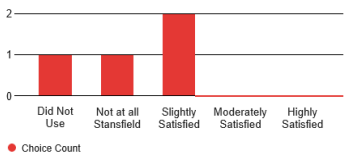
Setting up/Using Gradebook



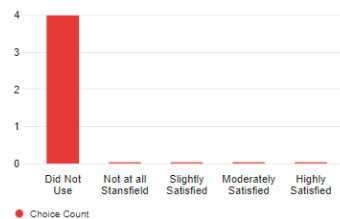
Monitoring Course Activities



Sending/Receiving Messages



Creating/Managing Groups



Importing/Exporting Courses



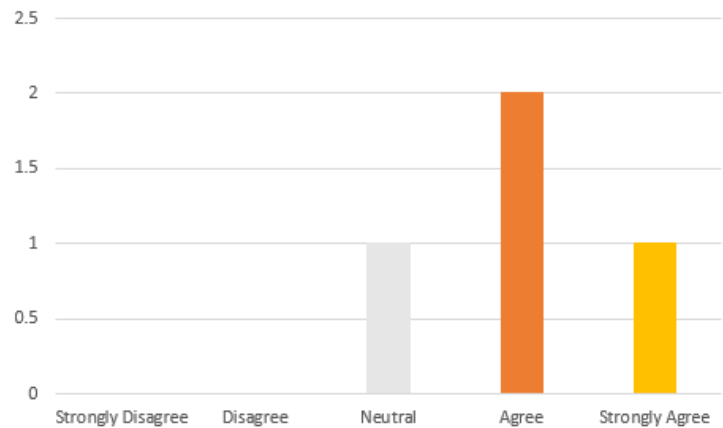
Integrating 3rd Party Tools



Faculty most likely agreed that Blackboard Ultra was easy to use.

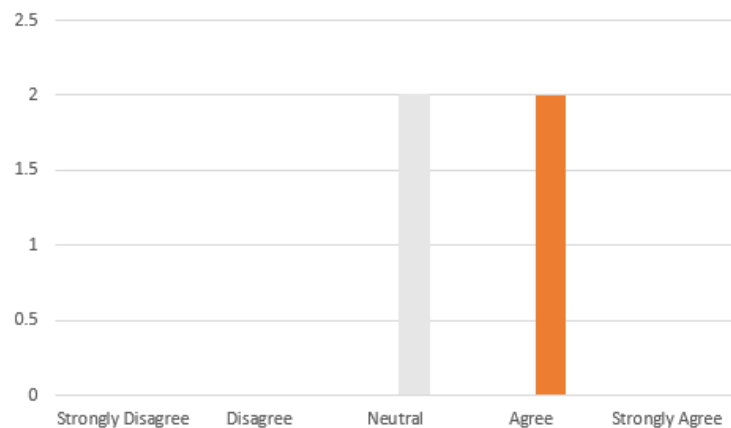
OVERALL EASE OF USE OF BLACKBOARD ULTRA

Seventy-five percent of faculty respondents (3) agreed that Blackboard Ultra was easy to use.



Half of the faculty found that Blackboard Ultra was efficient and effective when they are developing the course shell and teaching.

Faculty was asked how efficient and effective when they were using Blackboard Ultra in teaching. Half of the faculty respondents found it useful for their teaching.



The highest rated statement was Blackboard Ultra was a valuable aid to me in my teaching.

LEVEL OF AGREEMENT WITH STATEMENTS ABOUT BLACKBOARD ULTRA

The respondents were also asked to rate their level of agreement with a variety of statements about Blackboard Ultra (see the Table below). All of the statements were rated by faculty respondents with a mean of 3.33 or above on a scale of 1 to 5 (strongly disagree to strongly agree). The highest rated statement was Blackboard Ultra was a valuable aid to me in my teaching with a mean of 4.00 (agree rating). The lowest rated statement was Blackboard Ultra increased my effectiveness/efficiency as a teacher with a mean of 2.67 (neither agree nor disagree rating).

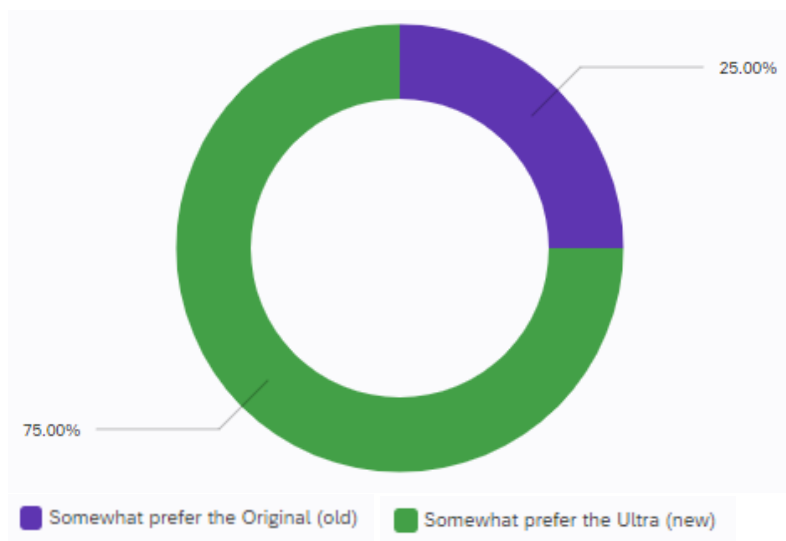
Please rate your level of agreement with the following statements about Blackboard.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total N	Mean
	1	2	3	4	5		
Blackboard enabled me to do what I wanted for my course(s).	0 (0%)	0 (0%)	2 (50%)	1 (25%)	1 (25%)	4	3.75
Blackboard was easy for my students to learn how to use.	0 (0%)	1 (33.33%)	0 (0%)	2 (66.67%)	0 (0%)	3	3.33
Blackboard increased my efficiency as a teacher.	0 (0%)	2 (50%)	1 (25%)	1 (25%)	0 (0%)	4	2.75
Blackboard increased my effectiveness as a teacher.	0 (0%)	2 (50%)	1 (25%)	1 (25%)	0 (0%)	4	2.75
Blackboard was a valuable aid to me in my teaching.	0 (0%)	0 (0%)	1 (25%)	1 (25%)	2 (50%)	4	4.25
Using Blackboard has been beneficial to my students' overall learning.	0 (0%)	0 (0%)	3 (75%)	1 (25%)	0 (0%)	4	3.25

Seventy-five percent (3) of faculty respondents prefer Blackboard Ultra over Original.

PREFERENCE: ULTRA vs. ORIGINAL

Seventy-five percent (3) of faculty respondents prefer Blackboard Ultra over Blackboard Original and 25% (1) prefer Blackboard Original over Blackboard Ultra.

Faculty used a variety of technology devices to interact with Blackboard Ultra.



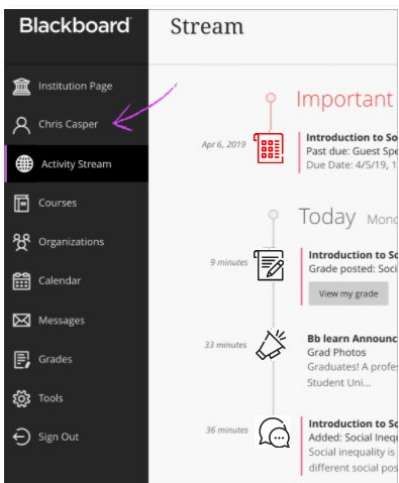
FACULTY COMMENTS

When asked what they most liked about Blackboard Ultra, faculty respondents highlighted the ease of and accessible from any devices.

Faculty respondents disliked that importing test banks, grading open ended questions, being able to send emails to students directly from gradebook, not easy to clear the test attempt, having no survey option available, being able to organize course content a bit more, shading or coloring or even use of font/coloring would be nice, grading with rubrics, getting the weighted total for the final grade.

STUDENT SURVEY SUMMARY

FALL 2022 BLACKBOARD ULTRA COURSE PILOT



OVERVIEW

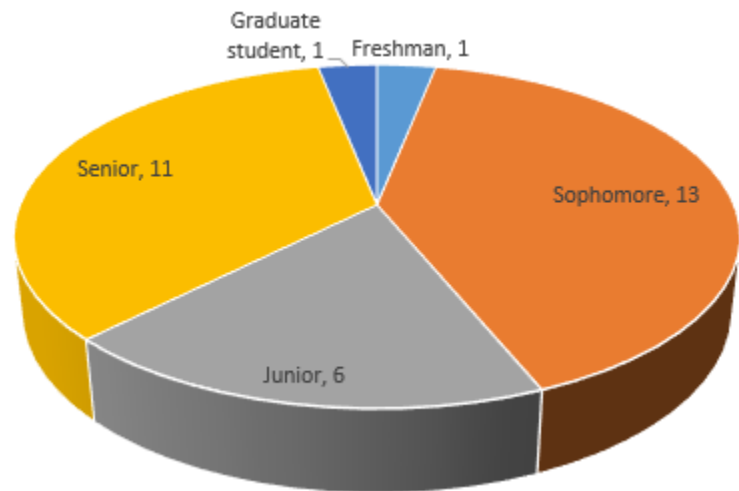
In November 2022, the 138 students who were enrolled in 6 courses that piloted the Blackboard Ultra during the fall 2022 semester were sent a customized link to an electronic survey (using Qualtrics software) via email to their university email address by their instructors. The students were invited to voluntarily participate in the survey data collection on November 11th, with follow-up emails sent on December 2nd and December 13th to all non-respondents. The survey was closed at 5pm (EDT) on December 15, 2022. Thirty-two students responded to the survey (23% = 32/138).

The survey included close-ended and open-ended questions related to the students' experience with Blackboard Ultra and their perceptions of its quality and utility. The survey took approximately 20 minutes to complete. No individual received compensation for participating in the survey. Respondents could skip any items on the survey and could terminate their participation at any time. See Appendix B, Student Survey: Blackboard Pilot Fall 2022 Semester, for a copy of the survey questions.

All survey responses were confidential and were reported in the aggregate. Individual comments were not reported with any combination of demographics that allowed for identification of individuals.

ACADEMIC LEVEL

Thirty-four percent (11) of student respondents were seniors, nineteen percent (6) of them were juniors, forty-one percent (13) of them were sophomores, and three percent (1) of them was freshmen. There was 1 graduate student participated in the pilot.



There were six courses from computer science, anthropology, and language departments used in the pilot.

ENROLLED COURSES

During the fall 2022 semester, Blackboard Ultra was scheduled to be piloted in 6 courses; respondents to the student survey represented 5 courses. Those courses included the academic areas of computer science/computer information technology, and anthropology.

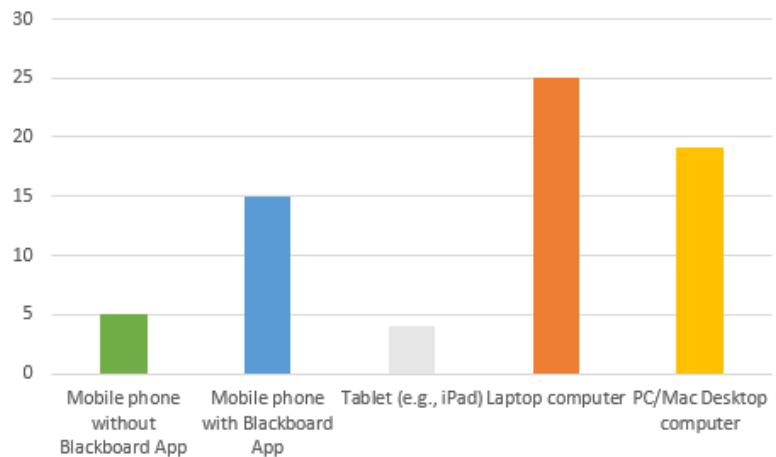
Respondents from the Pilot Courses

Course Name	N	%
CS1300, Introduction to Visual Basic	15	45%
CS4060, Applied Cryptography	6	18%
ANTH1300, Origin & Diversity of Humankind	5	15%
ANTH2100, Introduction to Archaeology	2	6%
ANTH3330, Environmental Anthropology	3	3%
SPAN1110, Basic Spanish II	0	0%
Total	32	100%

Students used a variety of technology devices to interact with Blackboard Ultra.

DEVICES USED TO INTERACT WITH BLACKBOARD ULTRA

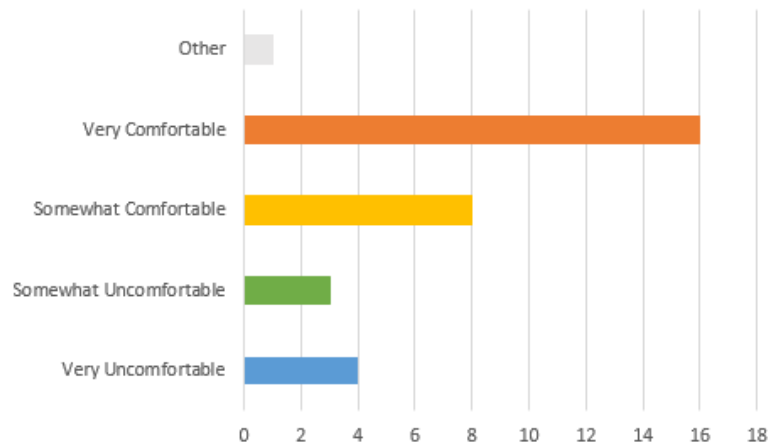
Respondents used a variety of technology devices to interact with Blackboard Ultra including a laptop computer (37%), PC/Mac Desktop computers (28%), and mobile phone with or without Blackboard App (29%).



LEVEL OF COMFORT WITH TECHNOLOGY

The student respondents (57%) described themselves as being either very or somewhat comfortable in using different types of technology.

Fifty percent (16/32) of respondents described themselves as being very comfortable in using different types of technology and 13% (4/32) described themselves as being very uncomfortable.



UTILITY OF BLACKBOARD ULTRA FEATURES

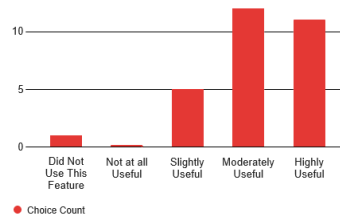
The student respondents were also asked to rate their level of satisfaction with the features of Blackboard Ultra. Not all features were equally used across the courses; none of the student respondents used most of the features including

The students were most likely most of the features are highly useful. Most of the student respondents (59 to 62%) used the features of gradebook, quizzes or tests (17), and assignments (16) along with the other features in the ranges from slightly useful to highly useful.

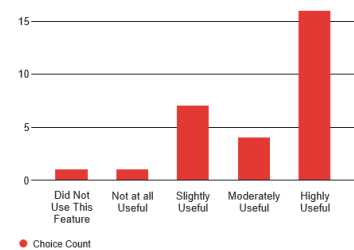
journals (11), group (10), discussion (6) and messages (5) features. However, compared to the responses from the students were most likely most of the features are highly useful. Most of the student respondents (59 to 62%) used the features of gradebook, quizzes or tests (17), and assignments (16) along with the other features in the ranges from slightly useful to highly useful.

The highest rated feature on a scale of 1 to 5 (did not use and not at all satisfied to highly satisfied) was gradebook feature with a mean of 4.45; the next highest rated feature were taking quizzes or tests with a mean of 4.34; assignments with a mean of 4.14; and announcements feature with a mean of 4.10. In general, most of the respondents had means in the moderately useful range (mean range 3.28-4.45).

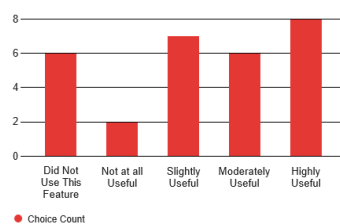
Announcements



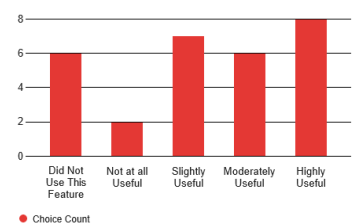
Assignments



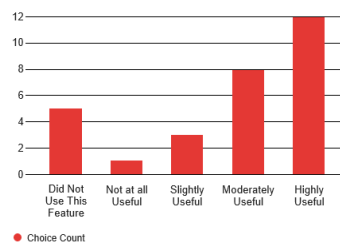
Calendar



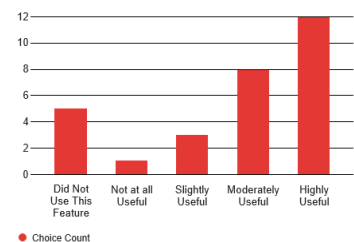
Content



Course Message

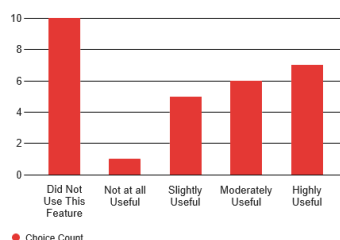


Discussions

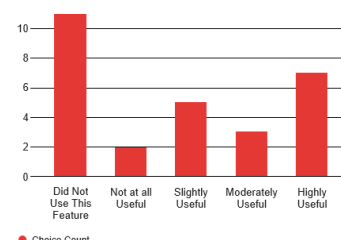


Not all features were equally used across the courses; none of the student respondents used most of the features including journals (11), group (10), discussion (6) and messages (5) features.

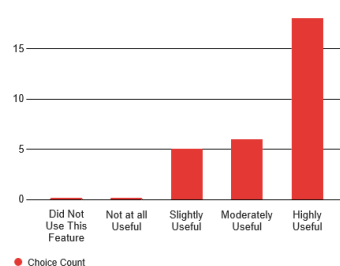
Groups



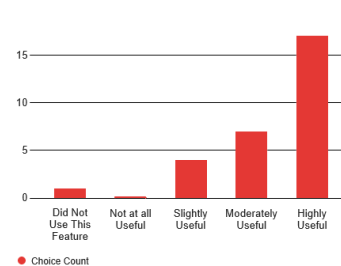
Journals



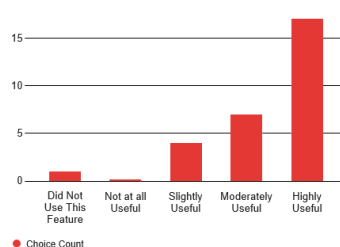
Gradebook



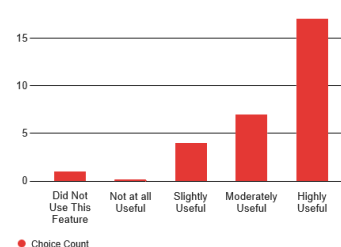
Quizzes/Tests



Roster



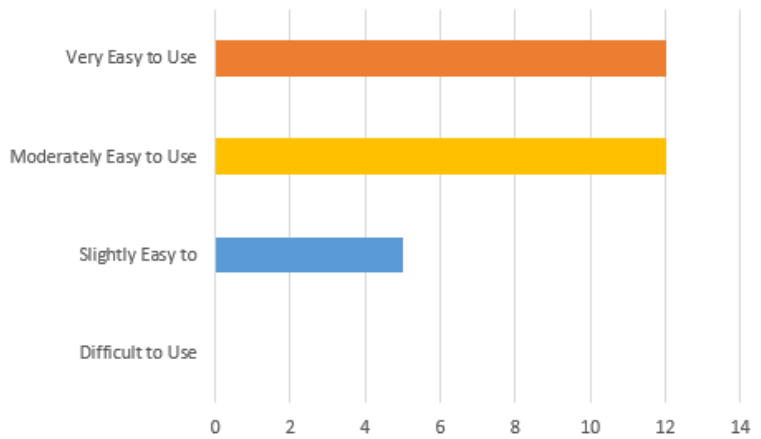
Rubrics



All of student respondents (32) agreed that Blackboard Ultra was easy to use.

OVERALL EASE OF USE OF BLACKBOARD ULTRA

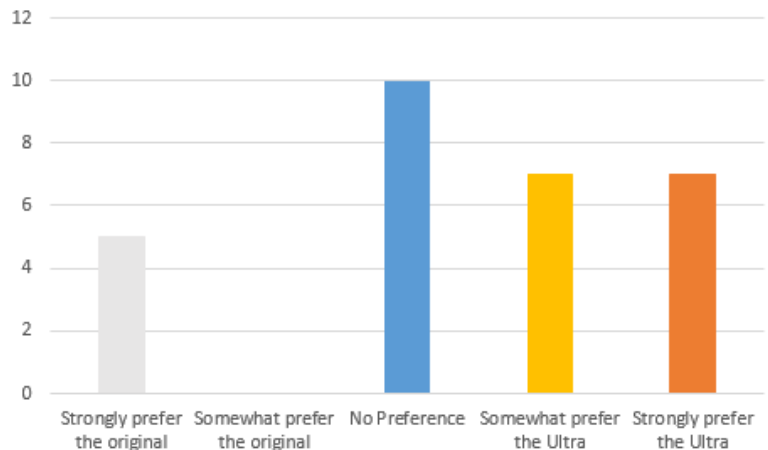
All of student respondents (32) agreed that Blackboard Ultra was easy to use (moderately or very easy to use) and majority of them (23/32) found the online documentation highly useful.



PREFERENCE OF BLACKBOARD ULTRA VS. ORIGINAL

48% of student respondents preferred Blackboard Ultra over Original.

Forty-eight percent of student respondents (14/29) prefer Blackboard Ultra over Original, 17% (5/29) prefer Blackboard Original over Blackboard Ultra, and 35% percent (10/29) have no preference.



LEVEL OF AGREEMENT WITH STATEMENTS ABOUT BLACKBOARD ULTRA

When asked what they most liked about Blackboard Ultra, student respondents noted the overall appearance and layout of the interface and easy to navigate; being able to

The highest rated statement was “Blackboard helps me to complete course assignments with Blackboard Ultra.”

view media such as PowerPoint or documents within blackboard Ultra without having to download the media; and how the announcements pop up right away and are easy visible. Student respondents disliked being unable to tell if an assignment was correctly submitted; difficulties in accessing quizzes/tests; technical difficulties of the site loading very slowly; and having to use two LMS systems for their courses (Blackboard Original and Ultra).

The student respondents replied to what they like least about Blackboard Ultra as follows; Some classes don’t look the same so it can be weird to navigate; the way quizzes set up was not always very convenient or easy; need some time to get used to it; and it was very slow compared to the old Blackboard (Original) and kind of annoying. There were only five comments from students respondents. Therefore these

Please rate your level of agreement with the following statements about Blackboard.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total N	Mean
Easy to learn the course materials/ content with Blackboard Ultra.	0 (0%)	2 (8%)	4 (15%)	10 (38%)	10 (38%)	26	4.08
Easy to study for exams/tests with Blackboard Ultra.	0 (0%)	2 (8%)	6 (23%)	7 (27%)	11 (42%)	26	4.04
Easy to complete course assignments with Blackboard Ultra.	0 (0%)	0 (0%)	2 (8%)	14 (52%)	11 (41%)	27	4.33
Easy to take quizzes/exams with Blackboard Ultra.	0 (0%)	1 (4%)	3 (12%)	13 (50%)	9 (35%)	26	4.15
Easy to make efficient use of my time in the course with Blackboard Ultra.	0 (0%)	2 (8%)	4 (15%)	8 (31%)	12 (46%)	26	4.15
Easy to be in control of my own learning in the course with Blackboard Ultra.	1 (4%)	1 (4%)	6 (24%)	7 (28%)	10 (40%)	25	3.96
Easy to communicate with my professor with Blackboard Ultra.	1 (4%)	1 (4%)	6 (24%)	5 (20%)	12 (48%)	25	4.04
Expanded access to learning materials/ resources available to me (e.g., print, audio, video, etc.) with Blackboard Ultra.	1 (4%)	2 (8%)	5 (19%)	7 (27%)	11 (42%)	26	3.96
Beneficial to my overall learning in the course with Blackboard Ultra.	0 (0%)	2 (8%)	5 (19%)	6 (24%)	12 (48%)	25	4.12

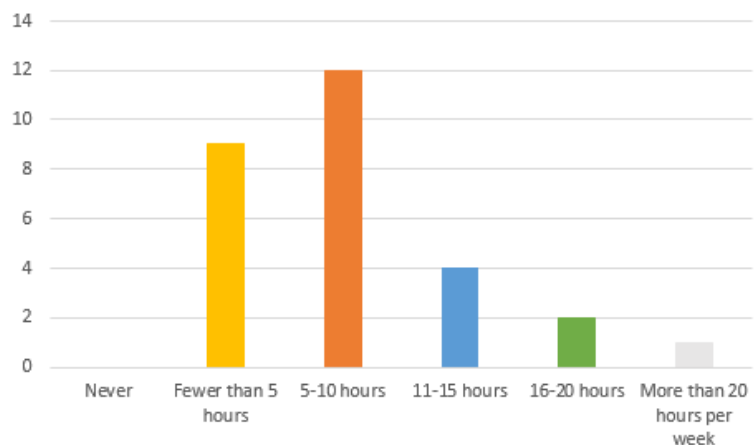
responses may not represent the other participants' opinions.

Student respondents were also asked to rate their level of agreement with a variety of statements about Blackboard Ultra. The features were rated in the neither agree nor disagree range (3.96- 4.33) on a scale of 1 to 5 (strongly disagree to strongly agree). The highest rated statement was "Blackboard Ultra helped me to complete course assignments with Blackboard Ultra" with a mean of 4.33 (strongly agree rating). The lowest rated statement was expanded access to learning materials /resources available to me (e.g., print, audio, video, etc.) with Blackboard Ultra with a mean of 3.96. The statement with the highest percentage of strongly disagree and disagree ratings were easy to be in control of my own learning in the course with Blackboard Ultra and easy to communicate with my professor with Blackboard Ultra (one response per each question).

43% of student respondents used five to ten hours per week on Blackboard Ultra.

AVERAGE NUMBER OF HOURS PER WEEK USING BLACKBOARD ULTRA

When asked how many hours per week they spent using Blackboard Ultra, twelve students (43%) responded that they used average of five to ten hours per week on Blackboard Ultra for their learning.



Students liked the design of Blackboard ultra for its intuitiveness and ease of use.

STUDENT COMMENTS

When asked what they most liked about Blackboard Ultra, student respondents highlighted the intuitive design and ease of use.

When asked what they most liked about Blackboard Ultra student respondents noted the overall appearance and layout of the interface and easy to navigate; being able to view media such as PowerPoint or documents within blackboard Ultra without having to download the media; and how the announcements pop up right away and are easy visible.

Student respondents disliked being unable to tell if an assignment was correctly submitted; difficulties in accessing quizzes/tests; technical difficulties of the site loading very slowly; and having to use two LMS systems for their courses (Blackboard Original and Ultra).

ISSUES & PROBLEMS

PILOTING BLACKBOARD ULTRA

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.

OVERVIEW

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 in the near future with some modest development, the future of Blackboard is in Ultra.

WPUNJ has introduced the Blackboard Ultra to its community started since May, 2022. 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.

Some of the issues with the Base Navigation are ordering of course shells, ordering within the messages and grade sections, and hiding course/organization shells.

The issues with the Ultra Course View are not showing the instructor information on student's page, the rubrics on one page as within a table is not available, content with the Building Block are not available, cannot create a course link, students will receive an error message when they submit a late assignment, when the instructor did not make the total column available to students, they will get an error message on the grades page, and the rubric with two rubrics may cause an error.

KNOWN ISSUES

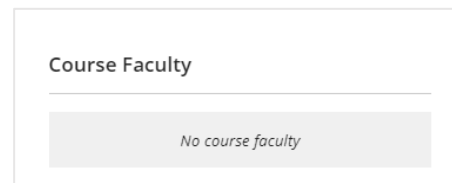
When Blackboard Ultra was piloted by several faculty members some issues were raised as follows:

Base Navigation

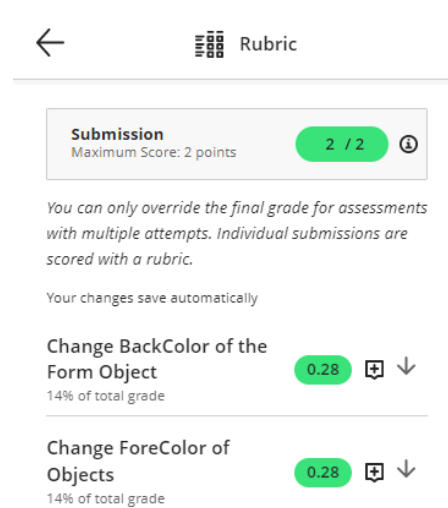
1. Ordering of course shells in the courses page: Is there any way to let faculty and/or students order their course shells within specific terms?
2. Ordering within the Messages and Grades sections: Is there any way to control the ordering of these areas and/or to more immediately know which courses 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. Instructor information is not available on student's Blackboard page. This results in students are not being able to communicate with the instructor using the message function in Blackboard. Since there are no way to communicate ways given inside of Blackboard Ultra with instructor, it will be a serious problem. The issue was reported the behind blackboard tech support team. However, they could not fix the issue.



2. 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.



The screenshot shows the Blackboard Ultra Rubric interface. At the top, there is a back arrow and a 'Rubric' title. Below this, a 'Submission' box indicates 'Maximum Score: 2 points' and a score of '2 / 2'. A note states: 'You can only override the final grade for assessments with multiple attempts. Individual submissions are scored with a rubric.' Below the note, it says 'Your changes save automatically'. The rubric items are listed below:

- Change BackColor of the Form Object**
14% of total grade
Score: 0.28 (in a green circle) with a plus icon and a down arrow.
- Change ForeColor of Objects**
14% of total grade
Score: 0.28 (in a green circle) with a plus icon and a down arrow.

3. 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.
4. 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.
5. Students received an error message when they submitted a late assignment in an Ultra course. The error message read "Sorry! Your name isn't on the list." However, the submission was still accepted.
6. It was also known that if the instructor made the total grade unavailable in the Gradebook, the error message read "Sorry! Your name isn't on the list."
7. When an Assignment was created with two Rubrics, one to be displayed without grades and another for actually grading the Assignment, then was shown to the Student properly. However, if the Rubrics were created in reverse order, the Rubric allowed to be shown to Students was displayed empty.

CONCLUSIONS

PILOTING BLACKBOARD ULTRA

During the fall 2022 pilot, participants consistently reported that Blackboard Ultra was intuitive, easy to use, and provided useful help pages and videos. Participants further indicated a preference for Blackboard Ultra's modern interface, logical structure, tool functions, and efficiency.

OVERVIEW

The fall 2022 pilot was largely instructional. Faculty were guided through a well-developed process of gaining exposure to, and then experimenting with key features and functions of the Blackboard Ultra Course View. It was designed to walk faculty through the process of migrating online content from Blackboard Original into Ultra and then to gain familiarity with, and feedback on, the following tools: Folders, Learning Modules, Course Banner, Syllabus, Announcements, Discussions, Assignments, Tests, and the Grade Book. The pilot was designed to gather feedback in real time (as each module was completed) and overall.

During the fall 2022 pilot, participants consistently reported that Blackboard Ultra was intuitive, easy to use, and provided useful help pages and videos. Participants further indicated a preference for Blackboard Ultra's modern interface, logical structure, tool functions, and efficiency. In short, and as evidenced in the faculty testimonials, the pilots agreed that Blackboard Ultra could both improve and economize their instructional effort. All participants responded that they favored a move from Blackboard Original to Ultra.

CTT created surveys on the participants' perception as well as on participants' overall experience with Blackboard Ultra. The survey specifically asked each tool or features of Blackboard Ultra to rate its ease of use along a five-point scale, ranging from very difficult to very easy. Participants were also given the opportunity to provide an open-ended narrative response in the surveys.

Faculty responses were consistently positive, especially regarding Blackboard Ultra's ease of use.

The pilot project team recommends that WPUNJ can fully migrate to Blackboard Ultra from Blackboard Original. This recommendation is supported by positive feedback from faculty and students collected throughout the pilot.

SUMMARY and CONCLUSION

Faculty members who participating in the pilot recommended that it would be a right decision to transitioning from Blackboard Original to Ultra. From the faculty pilot, it was found that Blackboard Ultra was easy to learn, easy to use, and an overall better system for hosting and delivering classes.

The survey results were also consistent with other higher educational institutions and, importantly, have added value when considering the relatively seamless transition most students would experience. The consistently positive responses and remarks from faculty (and students) clearly indicated not only that Blackboard Ultra was an intuitive, ease to use, but that its transition may provide a better learning environment and experience for our students, thusly enhancing engagement, retention, satisfaction, and degree completion.

The pilot project team recommends that WPUNJ can fully migrate to Blackboard Ultra from Blackboard Original. This recommendation is supported by positive feedback from faculty and students collected throughout the pilot. Implementing the Blackboard Ultra is expected to enhance instruction on campus and remotely, facilitate collaboration among faculty and students, and support development of education opportunities.

Appendix A
Faculty Survey: Blackboard Ultra Pilot Fall 2022 Semester



Introduction

The Center for Teaching with Technology (CTT) is conducting a study of the Blackboard Ultra Learning Management System (Blackboard) Pilot Program being conducted during the fall 2022 semester. You have been invited to participate in this survey because you are teaching one or more courses in Blackboard this semester.

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 identification of individuals. If you have any questions about the survey, please contact Dr. Jae Kim, Senior Instructional Designer at CTT, at kimj@wpunj.edu.

This survey should take approximately 20 minutes to complete. Data collection will close at 5pm (EST) on **December 15, 2022**. You may terminate your participation in the survey at any time. Please proceed to next page to begin the survey.

Part I: Course/IU Context

- Q1: For how many years have you been an instructor/faculty member in higher education?
Scale: 1 year or less, 2-5 years, 6-10 years, 11-20 years, 21-30 years, more than 30 years
- Q2: What is your gender? Female, male, other (open text box)
- Q3: In which course during fall 2022 did you use **Blackboard Ultra**? (If you used **Blackboard Ultra** in multiple courses, please choose one for the purpose of this survey.)
Please note: Although we ask you to identify the course in which you piloted Blackboard, this survey is not an evaluation of the course. We will use this information to report aggregate response rates across the courses and to create categories of types (disciplinary areas) and levels of courses for reporting purposes.
(drop down list of Blackboard Ultra pilot courses)

Q4: The course was delivered (Choose one BEST answer)
Scale: Face-to-face; Hybrid; Online

Part II: Use of Technology

Q5: Which device(s) do you currently use to interact with **Blackboard Ultra**? (Choose all that apply) mobile phone without Blackboard App; mobile phone with Blackboard App; tablet (e.g., iPad); laptop computer; desktop computer; other device (please describe)

Q6: In terms of my level of comfort in using different types of technology, I am
Scale: very uncomfortable, somewhat uncomfortable, somewhat comfortable, very comfortable

Part III: Feedback on Blackboard

Q7: Based on your experience during the fall 2022 pilot, please rate your level of satisfaction with the **Blackboard Ultra** tools and features designed to support the following teaching and course management tasks:

Scale: did not use, not at all satisfied, slightly satisfied, moderately satisfied, highly satisfied

- Creating and publishing the course syllabus (Content)
- Creating a course calendar (Course Calendar)
- Posting course announcements (Announcements)
- Uploading, organizing, and sharing course files (Content Collection > Course Content)
- Posting audio/video lectures or other multimedia (Content Collection > Course Content; Content Area > Video)
- Organizing course content, activities, and assessments into a series of modules or lessons (Content Area, Learning Modules)
- Posting assignments (Content > Assignment)
- Creating Journals
- Using SafeAssign originality checking on assignments
- Creating and administering online quizzes, tests, and/or surveys (Tests, Surveys, and Pools)
- Facilitating graded and ungraded discussions (Discussions)
- Giving feedback on and/or grading student submissions (Grade Center > Needs Grading)
- Creating and using rubrics to grade student work (Rubrics, Grade Center)
- Setting up and using the gradebook to enter and track student grades (Grade Center)
- Monitoring course activity and student progress (Course Reports, Performance Dashboard, Retention Center)
- Sending and receiving messages to and from students and groups (Course Messages,

Send Email)

- Creating and managing groups for group assignments, group discussions, and/or group projects (Groups)
- Importing or exporting course content (Packages and Utilities)
- Integrating an external learning tool or platform with my course

Q8: Now that you have completed a full semester in Blackboard Ultra, how satisfied are you with Blackboard Ultra for teaching in your course?

Scale: somewhat satisfied, neutral, somewhat dissatisfied, extremely dissatisfied

Q9: Please indicate the average number of hours per week using Blackboard Ultra.

Scale: fewer than 5 hours, 5-10 hours, 11-15 hours, 16-20 hours, more than 20 hours per week

Q10: While there will always be differences in how Blackboard Original (old) and Ultra (new) work, based on your pilot experience, what is your preference for the learning management system?

Scale: strongly prefer the original, somewhat prefer the original, no preference, somewhat prefer the Ultra, strongly prefer the Ultra

Q11: What did you like MOST about **Blackboard Ultra**? Why? (open text box)

Q12: What did you like LEAST about **Blackboard Ultra**? Why? (open text box)

Q13: Please rate your level of agreement with the following statements about Blackboard:

1. **Blackboard Ultra** enabled me to do what I wanted for my course(s).
2. **Blackboard Ultra** was easy for my students to use.
3. **Blackboard Ultra** increased my efficiency as a teacher.
4. **Blackboard Ultra** increased my effectiveness as a teacher.
5. **Blackboard Ultra** was a valuable aid to me in my teaching.
6. Using **Blackboard Ultra** has been beneficial to my students' overall learning.
7. **Blackboard Ultra** was easy to use.
8. **Blackboard Ultra** was useful for my teaching.

Q14: Is there anything else you would like to tell us about your experience using Blackboard Ultra this semester? (open text box)

We appreciate the time you have spent in providing us with feedback that will help us make better decisions regarding the future of Blackboard Ultra at William Paterson University of New Jersey.

Appendix B
Student Survey: Blackboard Ultra Pilot Fall 2022 Semester



Introduction

The Center for Teaching with Technology (CTT) is conducting a study of the Blackboard Ultra Learning Management System Pilot Program being conducted during the fall 2022 semester. You have been invited to participate in this survey because you are teaching one or more courses in Blackboard this semester.

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 identification of individuals. If you have any questions about the survey, please contact Dr. Jae Kim, Senior Instructional Designer at CTT, at kimj@wpunj.edu.

This survey should take approximately 20 minutes to complete. Data collection will close at 5pm (EST) on **December 15, 2022**. You may terminate your participation in the survey at any time. Please proceed to next page to begin the survey.

Part I: Student Demographics/Institutional Context

Q1: What is your current academic level?

Scale: first-year undergraduate (freshman), second-year undergraduate (sophomore), third-year undergraduate (junior), four or more years undergraduate (senior)

Q4: What is your gender? (open text box)

Q3: Which course were you enrolled in during fall 2022 that used **Blackboard Ultra**? (If you were enrolled in more than one course that used **Blackboard Ultra**, please choose one for the purpose of this survey) *Please note: Although we ask you to identify the course in which you were enrolled, this survey is not an evaluation of the course. We will use this information to report aggregate response rates within each course and to create categories of types (disciplinary areas) and levels of courses for reporting purposes.*

CS1300 | CS4060 | ANTH1300 | ANTH2100 | ANTH3330 | SPAN1110

Q4: That course was delivered (Choose one BEST answer)

Face-to-face | Hybrid | Online

Part II: Use of Technology

- Q5: Now that you have taken a course in Blackboard Ultra, how satisfied are you with Blackboard Ultra for learning in your course?
Scale: extremely satisfied, somewhat satisfied, neutral, somewhat dissatisfied, extremely dissatisfied
- Q6: Which device(s) do you currently use to interact with Blackboard Ultra? (Choose all that apply)
mobile phone without Blackboard App; mobile phone with Blackboard App; tablet (e.g., iPad); laptop computer; PC/Mac desktop computer; other (please describe)
- Q7: Please indicate the level of comfort in using different types of technology
Scale: Very Uncomfortable, somewhat uncomfortable, somewhat comfortable, very comfortable, other (please describe)

Part III: Feedback on Blackboard Ultra

- Q8: Please rate your level of satisfaction with the Blackboard Ultra tools and features designed to support the following teaching and course management tasks:
Scale: did not use this feature, not at all useful, slightly useful, moderately useful, highly useful
Note: Some of these tools and features may have a different name in your course.
- Announcements (for reading announcements and other timely news and information posted by your instructor or department)
 - Assignments (for submitting individual or group assignments)
 - Calendar (for managing your personal calendar and viewing course events and due dates)
 - Content (for viewing course materials and completing activities organized into lessons or modules)
 - Course Messages (for sending and receiving messages to and from your instructor and other students)
 - Discussions/Discussion Board (for participating in online discussions with the entire class or in small groups)
 - Groups (for collaborating with a specific group of students on assignments, discussions, blogs, wikis, or projects)
 - Journal (for keeping a learning journal shared with your instructor)
 - Gradebook (for viewing a list of the graded items in the course and the grades you received)
 - Quizzes/Tests (for taking and receiving feedback on online quizzes, tests, and self-assessments)
 - Roster (for viewing a list of the other people in the course)
 - Rubrics (for understanding how your work will be or was graded)
 - Messages (for sending messages to the external email account of other course members).
- Q9: Please rate the overall ease of use of **Blackboard Ultra**.

Scale: difficult to use, slightly easy to use, moderately easy to use, very easy to use

Q10: Please rate the overall usefulness of **Blackboard's** online documentation for students.
Scale: did not use, not at all useful, slightly useful, moderately useful, highly useful

Q11: While there will always be differences in how Blackboard Original (old) and Ultra (new) work, based on your pilot experience, what is your preference for the learning management system?
Scale: strongly prefer the Original (old), Somewhat prefer the Original (old), no preference, somewhat prefer the Ultra (new), Strongly prefer the Ultra (new)

Q12: What did you like MOST about **Blackboard Ultra**? Why? (open text box)

Q13: What did you like LEAST about **Blackboard Ultra**? Why? (open text box)

Q15: Please rate your level of agreement with the following statements about Blackboard Ultra.
Scale: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree, not applicable

Easy to learn the course materials/ content with Blackboard Ultra.

Easy to study for exams/tests with Blackboard Ultra.

Easy to complete course assignments with Blackboard Ultra.

Easy to take quizzes/exams with Blackboard Ultra.

Easy to make efficient use of my time in the course with Blackboard Ultra.

Easy to be in control of my own learning in the course with Blackboard Ultra.

Easy to communicate with my professor with Blackboard Ultra.

Expanded access to learning materials/resources available to me (e.g., print, audio, video, etc.) with Blackboard Ultra.

Beneficial to my overall learning in the course with Blackboard Ultra.

Q16 Is there anything else you would like to tell us about your experience using Blackboard this semester? (open text box)

We appreciate the time you have spent in providing us with feedback that will help us make better decisions regarding the future of Blackboard Ultra at William Paterson University of New Jersey.