Innovation & change

Faculty must perceive value in Ultra:

- Ultra itself is easy to use
- It is a reliable and stable platform
- It offers enhanced work processes to improve teaching & learning
- It can support improved outcomes for student engagement & assessment

(Davis, 1989; Davis, Bagozzi, & Warshaw, 1989)
## Ultra adoption goals

<table>
<thead>
<tr>
<th>Course Archetype</th>
<th>Characterized by</th>
<th>FA2018 # of courses</th>
<th>UMBC %</th>
<th>Compare to Bb %</th>
<th>10% Ultra Goal</th>
<th>15% Ultra Goal</th>
<th>20% Ultra Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental</td>
<td>Content-heavy. Low interaction.</td>
<td>62</td>
<td>4.22%</td>
<td>53%</td>
<td>6</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Complementary</td>
<td>1-way communication through content, announcements, gradebook</td>
<td>222</td>
<td>15.11%</td>
<td>24%</td>
<td>22</td>
<td>33</td>
<td>45</td>
</tr>
<tr>
<td>Social</td>
<td>High P2P interaction through discussion board</td>
<td>134</td>
<td>9.12%</td>
<td>11%</td>
<td>13</td>
<td>20</td>
<td>27</td>
</tr>
<tr>
<td>Evaluative</td>
<td>Heavy use of assessments</td>
<td>306</td>
<td>20.83%</td>
<td>10%</td>
<td>30</td>
<td>46</td>
<td>61</td>
</tr>
<tr>
<td>Holistic</td>
<td>High LMS activity with balanced use of assessments, content, discussion</td>
<td>267</td>
<td>18.18%</td>
<td>2%</td>
<td>27</td>
<td>40</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td></td>
<td>991</td>
<td></td>
<td></td>
<td>98</td>
<td>148</td>
<td>198</td>
</tr>
</tbody>
</table>

[Link to data]
Ultra Course Adoption

![Ultra Course Adoption Chart]

- **SP2018**: 14 Ultra Course Adoption, 15 Ultra Course Adoption & Ultra Course Preview
- **FA2018**: 14 Ultra Course Adoption, 15 Ultra Course Adoption & Ultra Course Preview
- **WT2019**: 6 Ultra Course Adoption, 6 Ultra Course Adoption & Ultra Course Preview
- **SP2019**: 147 Ultra Course Adoption, 148 Ultra Course Adoption & Ultra Course Preview
- **SU2019** and **FA2019** have no data.
Survey
How did Ultra compare with the original Blackboard course?

39 responses

- I liked it a lot: 25.6%
- I liked it a little: 25.6%
- I'm not sure yet how I feel about it: 17.9%
- I'll get used to it: 17.9%
- I didn't like it: 12.8%
Please indicate how strongly you agree or disagree with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was able to find most Ultra tools and settings on my own.</td>
<td>4</td>
<td>16</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Ultra's course development process flowed in a logical format.</td>
<td>4</td>
<td>11</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Creating content and/or uploading resources works smoothly.</td>
<td>2</td>
<td>10</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Creating &amp; grading discussions works smoothly.</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Creating assignments and/or tests works smoothly.</td>
<td>3</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Grading assignments and/or tests works smoothly.</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Creating &amp; managing student groups works smoothly.</td>
<td>1</td>
<td>8</td>
<td>8</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Calculating &amp; tracking student grades in the gradebook works smoothly.</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>1</td>
</tr>
</tbody>
</table>
Compare Ultra to Original for these tasks:

<table>
<thead>
<tr>
<th>Task</th>
<th>Ultra is better</th>
<th>Original is better</th>
<th>Both do the same thing</th>
<th>Neither does what I need/want</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating content in a course</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Creating folders in a course</td>
<td>6</td>
<td>11</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Releasing content to students</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Using third-party tools</td>
<td>3</td>
<td>11</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Using publisher integrations</td>
<td>2</td>
<td>12</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Creating &amp; managing discussions</td>
<td>3</td>
<td>8</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Creating &amp; managing tests</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Creating &amp; managing assignments</td>
<td>6</td>
<td>8</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Grading student work</td>
<td>8</td>
<td>10</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Managing the gradebook</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Checking course reports &amp; analytics</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Adding users / changing roles to a c...</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Supporting accessibility</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>
How much time did you need to adapt your course for Ultra?

38 responses

- Less than a day: 23.7%
- About a day: 15.8%
- A few days: 21.1%
- A week: 18.4%
- A few weeks: 21.1%
What kind of device did you use most often to access the Ultra environment?

39 responses

- Laptop: 69.2%
- Desktop: 28.2%
- Tablet: 
- Smartphone: 

Pie chart showing the distribution of responses.
Did you use the Blackboard Instructor mobile app to access Ultra?

39 responses

- Yes: 23.1%
- No: 76.9%
Would you recommend Ultra to a colleague?

39 responses

- Yes: 38.5%
- No: 28.2%
- Maybe: 33.3%
Would you use Ultra again in your course?

39 responses

- Yes: 69.2%
- No: 10.3%
- Maybe: 20.5%
What kind of Ultra training did you attend?

40 responses

- Ultra Experience boot camp: 15 (37.5%)
- Hybrid / Online Course: 3 (7.5%)
- Designer Workshop: 4 (10%)
- Skill Builder webinar(s): 7 (17.5%)
- Self-paced Ultra Essentials course: 12 (30%)
- Department coordinated training: 6 (15%)
- I preferred to teach myself: 21 (52.5%)
- None. I did not use Ultra: 0 (0%)
What kind of Ultra support have you used?

40 responses

- RT ticket: 18 (45%)
- Walk-in support clinic: 1 (2.5%)
- UMBC’s FAQ collection: 11 (27.5%)
- 1:1 consult with Instructional Technolo…: 11 (27.5%)
- Ultra Faculty Ambassador: 9 (22.5%)
- Blackboard’s Help documentation: 16 (40%)
- Blackboard’s YouTube videos: 6 (15%)
- I prefer to figure things out for myself: 16 (40%)
- None. I did not use Ultra.: 0 (0%)
Feedback
What they liked
What they liked

➔ Student feedback is that it is easy to use. **It made me rethink how the course was organized** (never hurts to refresh).

➔ I like that there are new options for assignments and that **you can kind of combine elements of assessment with assignments**.

➔ With its cleaner design, it **feels less overwhelming and confusing**.

➔ Everything is on one page. Students have to view announcements. I appreciate **the ability to post all grades simultaneously**. Internal messaging works well. It feels intuitive.

➔ It seems a bit **more streamlined** in terms of usage. Not quite so "clunky."
What they didn’t like

Main concerns - Gradebook, Groups, Tests

● Gradebook - overall functionality, calculations, what students see
● Groups - bulk creation, reusing group sets for gradable activities
● Tests - what students see, releasing grades/feedback

Additional concerns - Announcements, Messages, Content Creation/Management

● Announcements - formatting, sending as email or message, archive or list
● Messages - Subject line, notifications, overall functionality
● Content - drag & drop issues, course links, copy content within course
Grading / Gradebook: What they didn’t like

I can't track what students are looking at. The gradebook is confusing.

There are some old features missing such as link to plagiarism software [SafeAssign Direct Submit] and you can no longer upload supporting documents to student feedback in the gradebook.

There is virtually no usable support for team-based activities and grading.

I want to be able to download all student submissions for one assignment.

The [top navigation] buttons need more labels and visibility. It took me forever to find the grades section and then how to add a grade.
Gradebook and adaptive release... are not useful for the things that we need to do in order to run our classes effectively.

Many of the features I use to counter cheating and support online tests and assignments are gone. There is no way to hold answers until the class has taken tests or randomize attempts with question sets, and therefore nothing to stop students looking over each others' shoulders to find out what's on the test.

I think setting up the grade book could be easier to manipulate.

Attachment file to announcements, grading set up is not simple
Creating & Managing Content: What they didn’t like

Moving segments of resources around is difficult sometimes such as moving a doc from one area to another. This has resulted in accidentally moving a file into a folder and not being aware that it slipped into the wrong location.

I don't see how to link to a discussion board in more than one module and I can't seem to copy content into another module in the same course.

Fewer clicks to navigate, please. Deep links, please.

Documents from Box or Drive can't be previewed, they have to be downloaded, which is like "what's the point?"
Announcements & Discussions: What they didn’t like

the **announcements**... seem to come out to be **big, unformatted blurbs**

Discussion board interface is horrible. Difficult to find new messages, difficult to figure out which you've answered. **Too many layers of clicking to get to any single message** [on the discussion board].

Messaging is a problem. You cannot store emails, **You cannot "Title" emails [messages]** among other things.

The **email system is not as flexible** as working with normal gmail.
Discussion