College Learning Management System Survey

The following pages contain charts, tables and lists that reflect the results of the 2012 College Learning Management System Survey that was distributed to all PCC faculty and administrators on Friday, March 1.
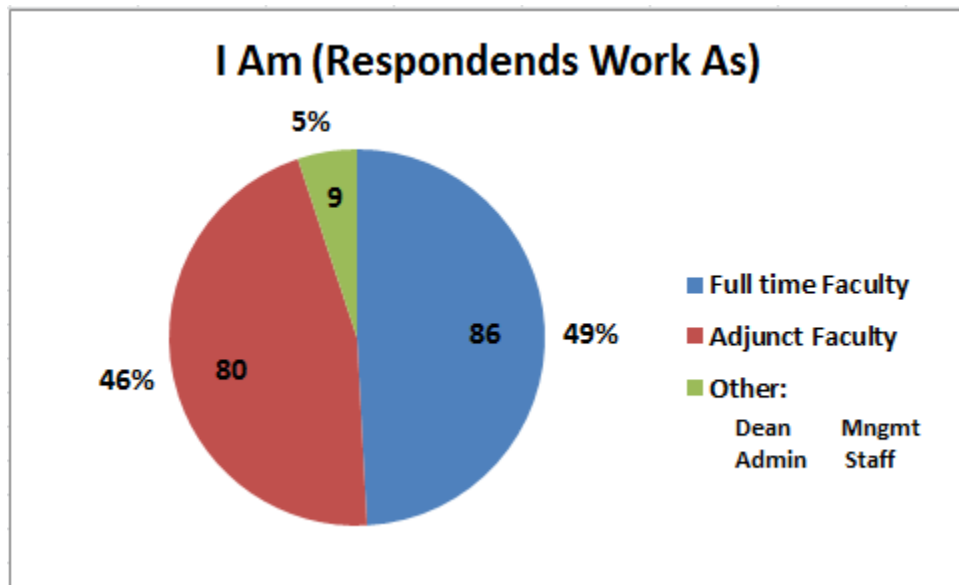
The purpose of the survey was to identify the features and functions that are most important to our instructors, identify needs that are not being met, and reveal issues and problems with different aspects of our current system. A total of 178 staff members took the survey with 159 responding to all questions.

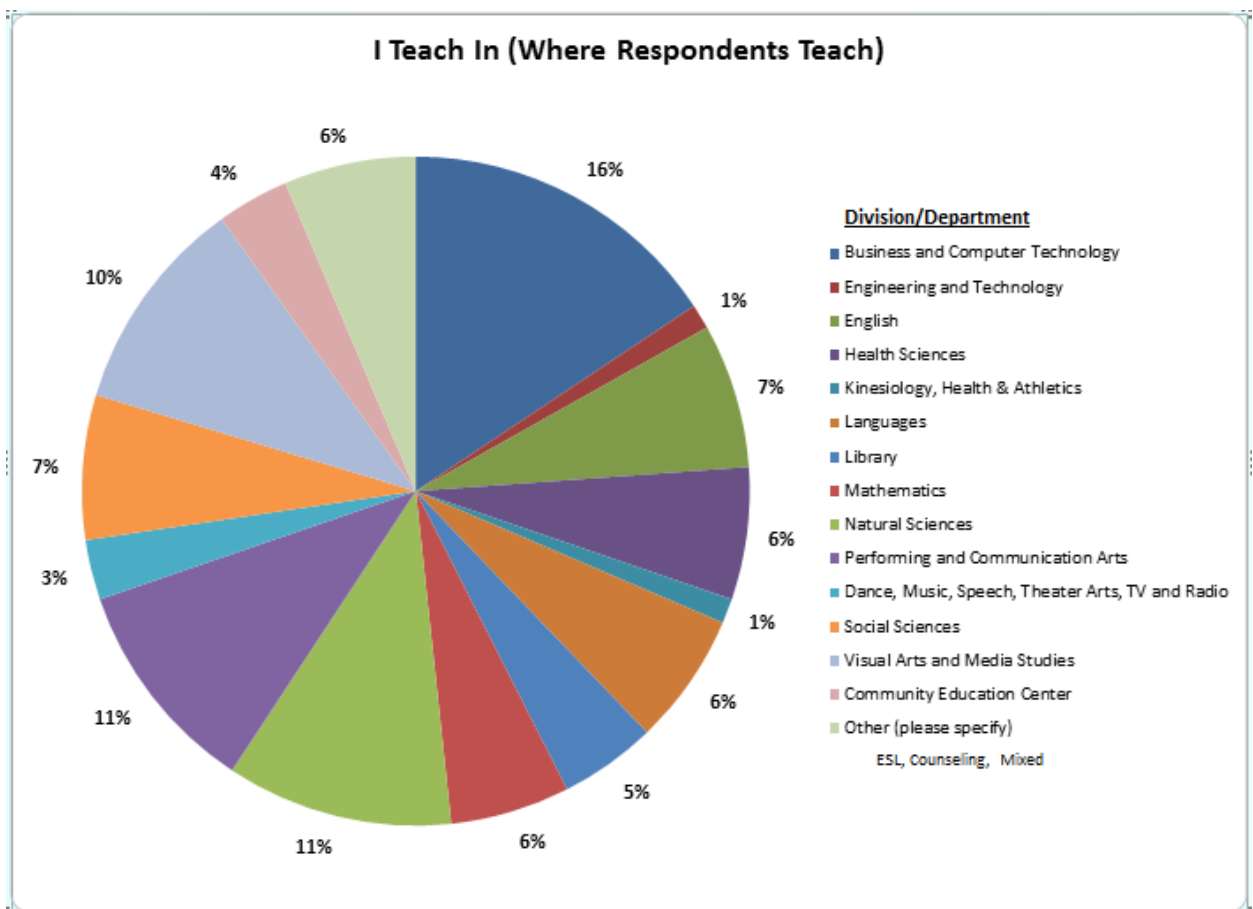The survey revealed the following key points:
- Thirty six percent of respondents said they were extremely satisfied or very satisfied with Blackboard 9.1, another thirty six percent said that they were somewhat satisfied, and twenty eight percent said that they were slightly satisfied or not at all satisfied with Blackboard 9.1 (Question 8, Page 7).
- Forty one percent of respondents said that Blackboard 9.1 was either fully or very much meeting their student's needs, forty seven percent said that it was somewhat meeting their student's need, and twelve percent said that it was slightly or not at all meeting their student's needs (Question 9, Page 7).
- Of the many comments submitted for Questions 6, 9, 10, 11, 12 and 19 there are significantly more that are unfavorable to Blackboard 9,1 than are favorable.
- Fifty six percent of respondents said the college should switch to a new LMS (Question 16, Page 10).
- Of those who said we should switch, seventy nine percent said we should switch within one year (Question 17, Page 10)
- There is considerable interest in learning more about Canvas and Moodle Rooms but not as much interest in Desire2Learn and Sakai (Question 18, Page 11).

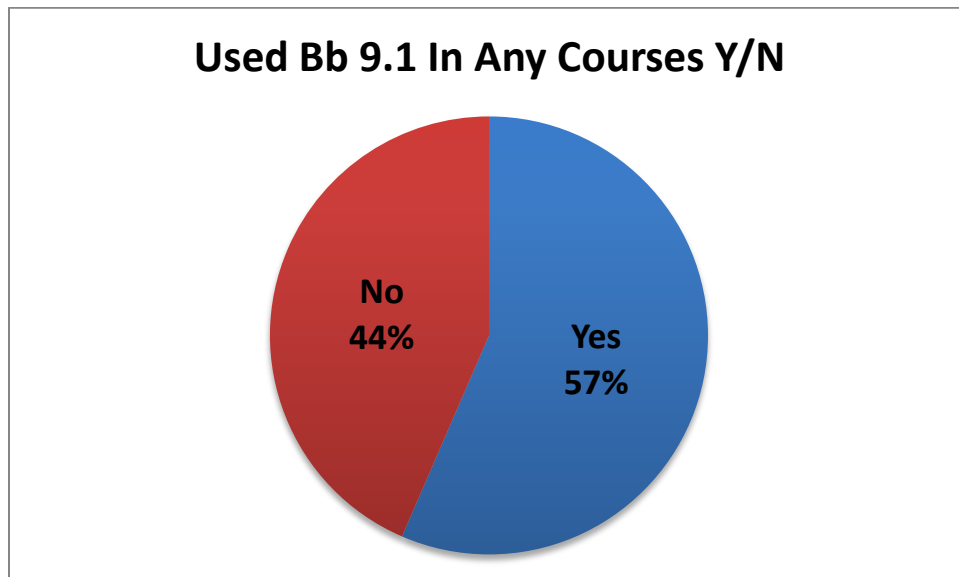The original survey questions can be found starting on Page 33.

Question 1: I am

I Am (Respondends Work As)

- Full time Faculty — 86, 49%
- Adjunct Faculty — 80, 46%
- Other: — 9, 5%
  - Dean   Mngmt
  - Admin   Staff

Question 2: I teach in

I Teach In (Where Respondents Teach)

16%, 1%, 7%, 6%, 1%, 6%, 5%, 6%, 11%, 11%, 3%, 7%, 10%, 4%, 6%

Division/Department
- Business and Computer Technology
- Engineering and Technology
- English
- Health Sciences
- Kinesiology, Health & Athletics
- Languages
- Library
- Mathematics
- Natural Sciences
- Performing and Communication Arts
- Dance, Music, Speech, Theater Arts, TV and Radio
- Social Sciences
- Visual Arts and Media Studies
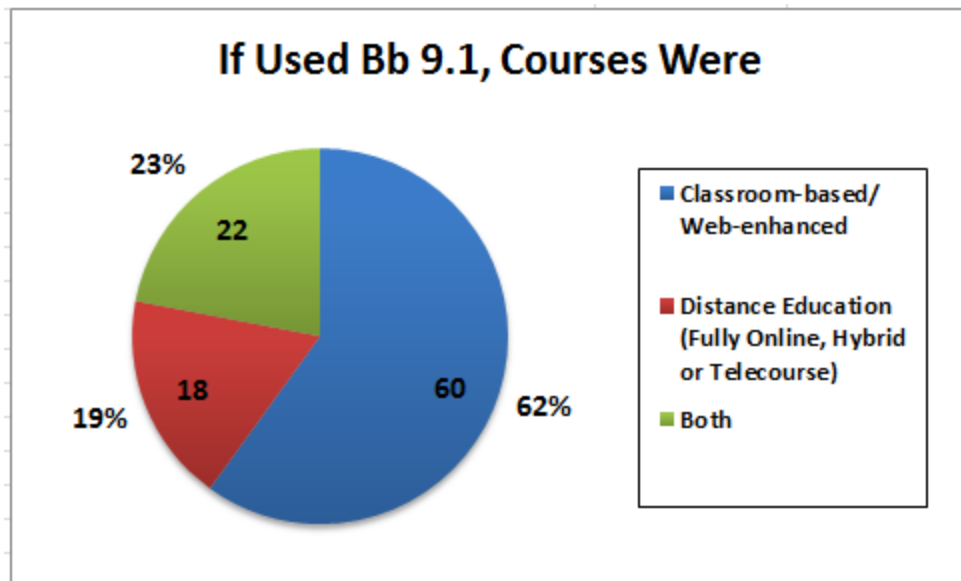- Community Education Center
- Other (please specify)
  - ESL, Counseling, Mixed

Question 3: Have you participated in Blackboard 9.1 training courses or workshops (i.e. in-house or with @One)?

Participated in Bb 9.1 Training (Y/N)
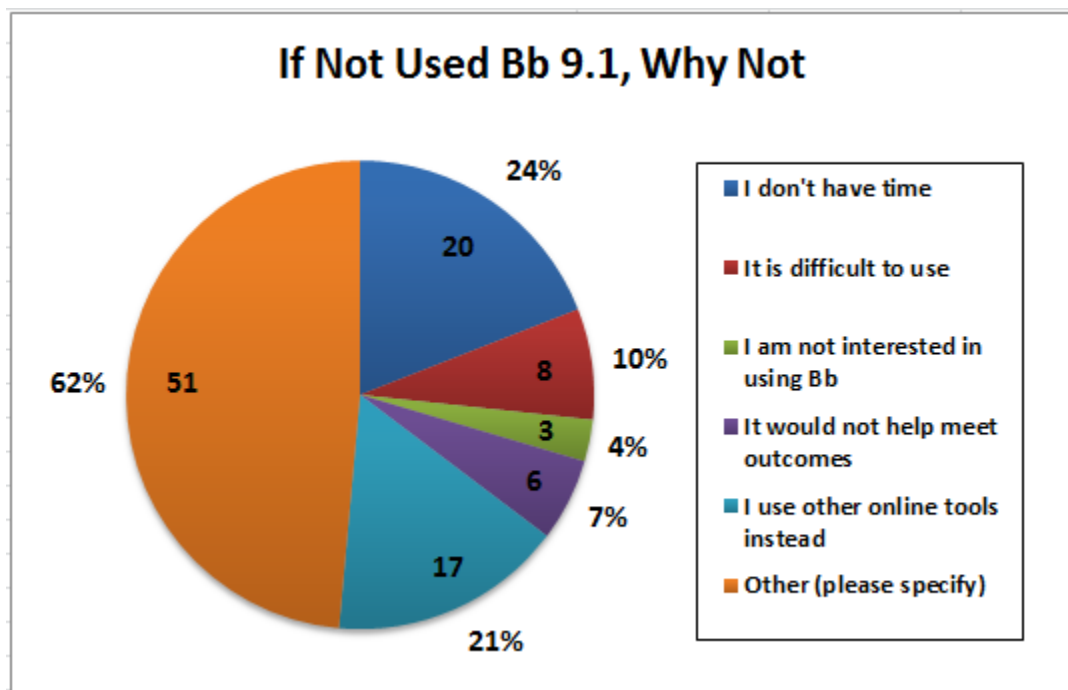
No
40%

Yes
60%
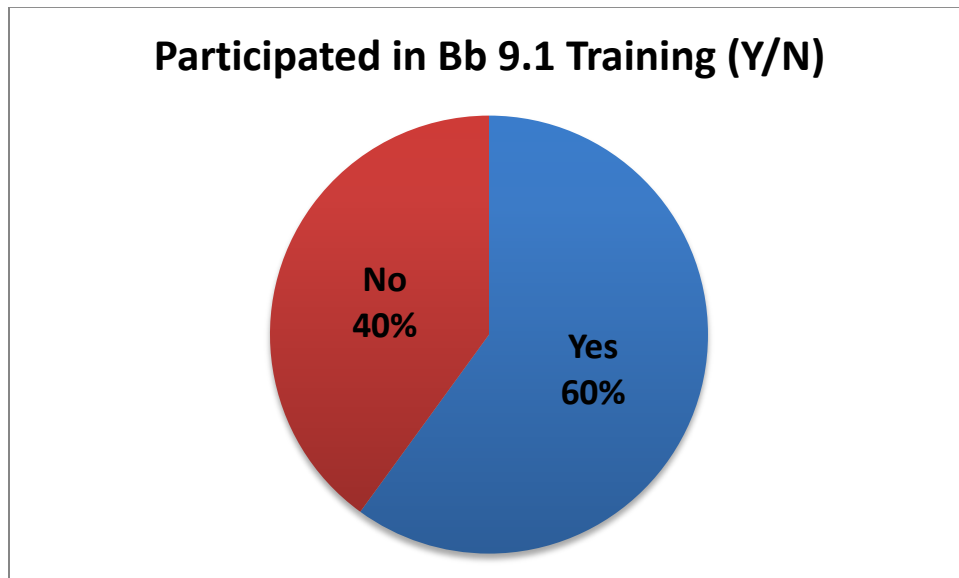
Question 4: Have you used Blackboard 9.1 for any of your courses?

Used Bb 9.1 In Any Courses Y/N

No
44%

Yes
57%

Question 5: If YES (you have used Bb 9.1), the courses are/were:

If Used Bb 9.1, Courses Were

23%
22
18
19%
60
62%

- Classroom-based/ Web-enhanced
- Distance Education (Fully Online, Hybrid or Telecourse)
- Both

Question 6: If NO (you have not used Bb 9.1), why have you not used Blackboard 9.1 as an instructional tool? (Select all that apply)

If Not Used Bb 9.1, Why Not

24%
20
10%
8
3
4%
6
7%
62%
51
17
21%

- I don't have time
- It is difficult to use
- I am not interested in using Bb
- It would not help meet outcomes
- I use other online tools instead
- Other (please specify)

Other reasons submitted are listed starting on Page 12

Question 7: How satisfied are you with the following Blackboard 9.1 tools AND how important are they for instruction?

Satisfaction with Tool

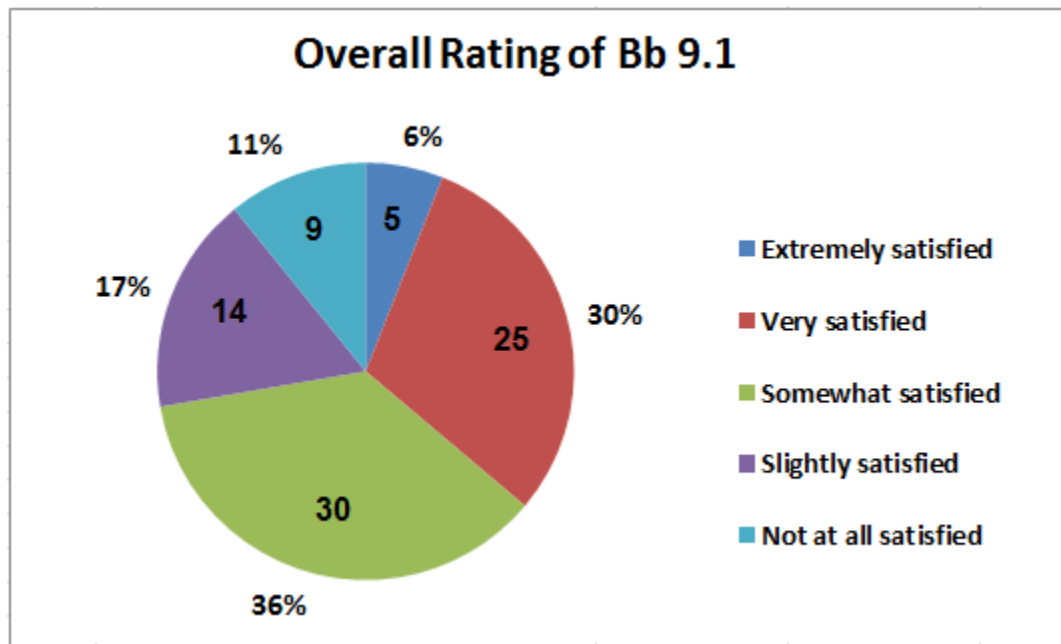| Blackboard 9.1 Tool	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied
Communication Tools (Messages, Announcements)	19	34	11	11	7
Chat tools (Blackboard IM, Collaboration)	3	9	7	12	2
Elluminate Live! Integration (Web Conferencing)	3	2	5	1	1
Course Calendar	3	17	6	8	9
Course Content/Learning Modules	15	43	12	8	1
Adaptive Release	7	22	9	8	2
Assignment Submission	10	23	6	8	2
Anti plagiarism (Turnitin Integration, SafeAssign)	8	15	6	3	1
Groups	1	9	6	1	2
Journals	2	6	5	1	1
Blogs	2	12	5	1	1
Wiki	2	5	4	1	3
Discussion Board	15	30	4	8	2
Publisher Integration	1	6	5	3	1
Tests/Surveys/Pools	8	21	8	12	7
Self and Peer Assessment	1	3	5	0	1
Grade Center	13	23	11	12	10
Evaluation Tools (Performance Dashboard, Early Warning System, Course Reports)	5	10	11	9	6
Syllabus	26	32	11	1	2
Roster	18	31	10	5	1
Rubrics	2	11	9	7	1
Section Merge	4	5	5	4	0
Course Copy (export, archive)	12	22	10	10	9
Mobile Application	3	8	3	7	3

See next page for Importance responses

Question 7 (Cont.): How satisfied are you with the following Blackboard 9.1 tools AND how important are they for instruction?
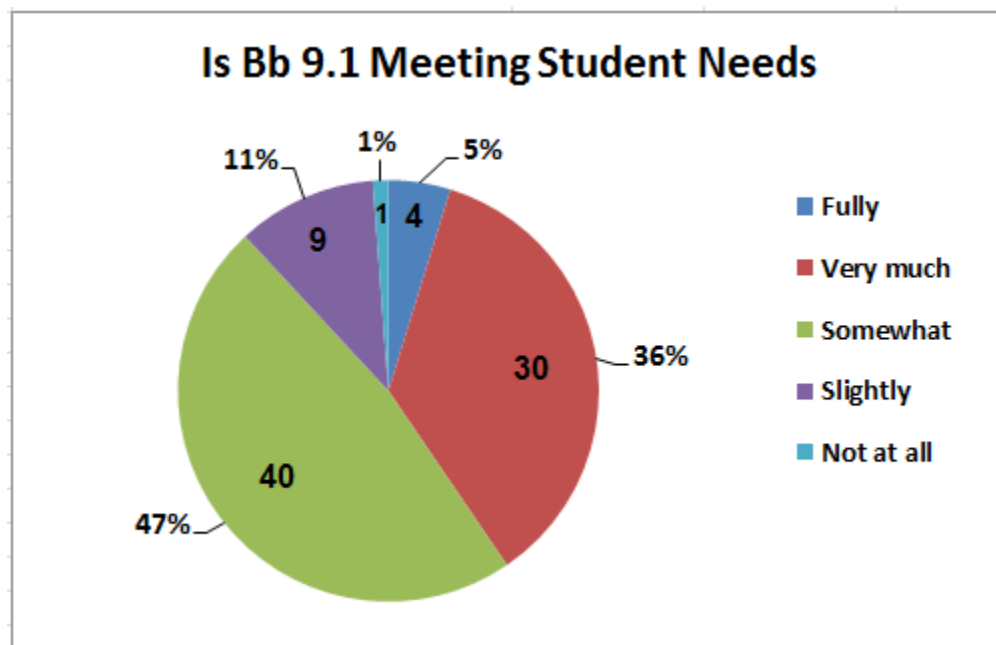
Importance of Tool

Answer Options	Very Important	Important	Neither Important or Unimportant	Unimportant	Not sure
Communication Tools (Messages, Announcements)	56	22	2	0	2
Chat tools (Blackboard IM, Collaboration)	10	16	12	7	19
Elluminate Live! Integration (Web Conferencing)	5	8	12	5	28
Course Calendar	22	16	13	6	9
Course Content/Learning Modules	56	12	4	0	3
Adaptive Release	15	20	6	5	21
Assignment Submission	35	14	2	2	13
Anti-plagiarism (Turnitin Integration, SafeAssign)	22	17	4	2	19
Groups	7	18	8	1	27
Journals	4	15	9	7	26
Blogs	5	15	8	8	25
Wiki	6	11	7	8	28
Discussion Board	33	26	3	1	6
Publisher Integration	6	9	8	3	33
Tests/Surveys/Pools	43	16	1	0	11
Self and Peer Assessment	5	12	6	1	34
Grade Center	49	12	3	3	6
Evaluation Tools (Performance Dashboard, Early Warning System, Course Reports)	16	20	5	3	19
Syllabus	39	21	7	2	4
Roster	32	17	8	3	10
Rubrics	8	28	5	1	18
Section Merge	12	9	5	3	33
Course Copy (export, archive)	45	18	2	0	7
Mobile Application	11	19	5	4	25

Question 8: Overall Rating of your experience with Blackboard 9.1:

Overall Rating of Bb 9.1

Rating	Value	Percent
Extremely satisfied	5	6%
Very satisfied	25	30%
Somewhat satisfied	30	36%
Slightly satisfied	14	17%
Not at all satisfied	9	11%

Question 9: Do you feel that Blackboard 9.1 is meeting the needs of your students?

Is Bb 9.1 Meeting Student Needs

Rating	Value	Percent
Fully	4	5%
Very much	30	36%
Somewhat	40	47%
Slightly	9	11%
Not at all	1	1%

Additional comments on student's experience submitted are listed starting on Page 14

Question 10: What do you like about Blackboard 9.1

      Responses submitted are listed starting on Page 17

Question 11: What do you dislike about Blackboard 9.1

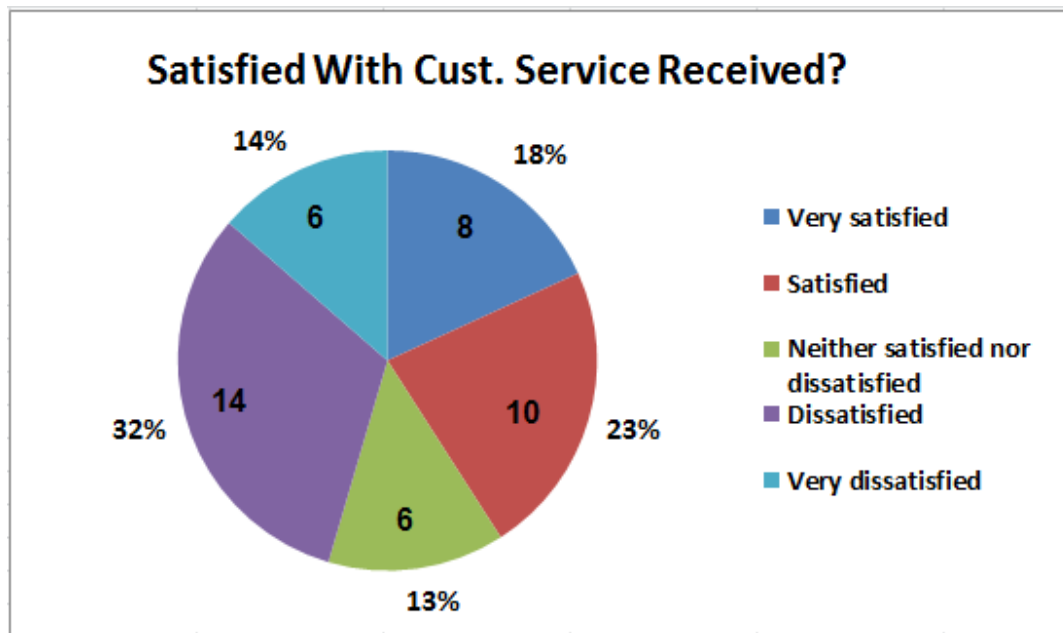   Responses submitted are listed starting on Page 20

Question 12: What do you like about Blackboard 9.1
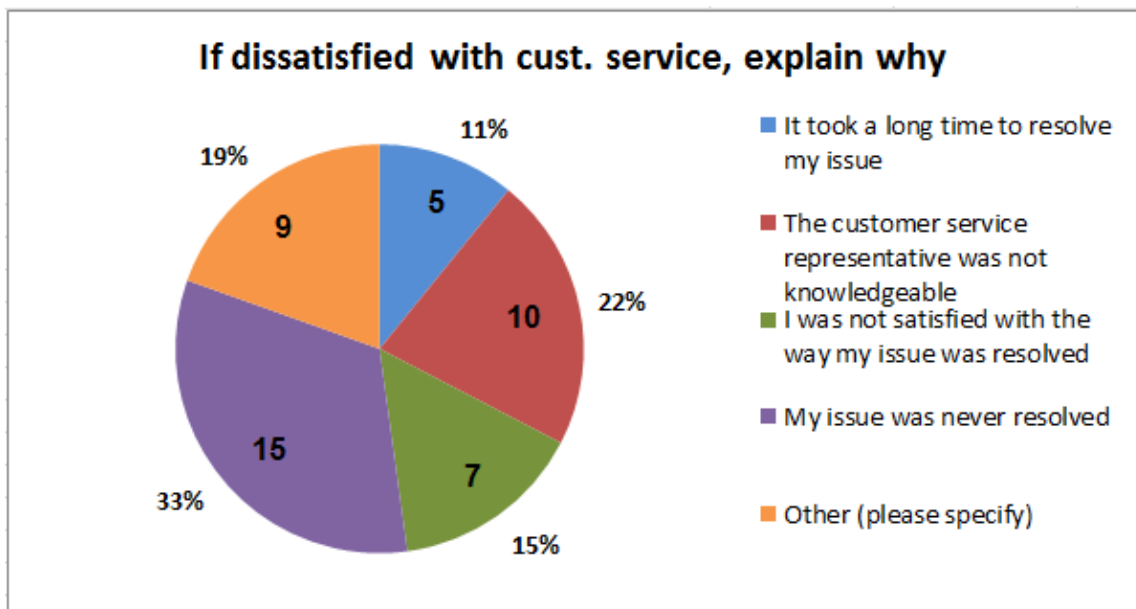
      Responses submitted are listed starting on Page 25

Question 13: Have you contacted the 24/7 Blackboard technical support service for assistance?

Contacted 24/7 Bb Tech. Support?

No 46%

Yes 54%
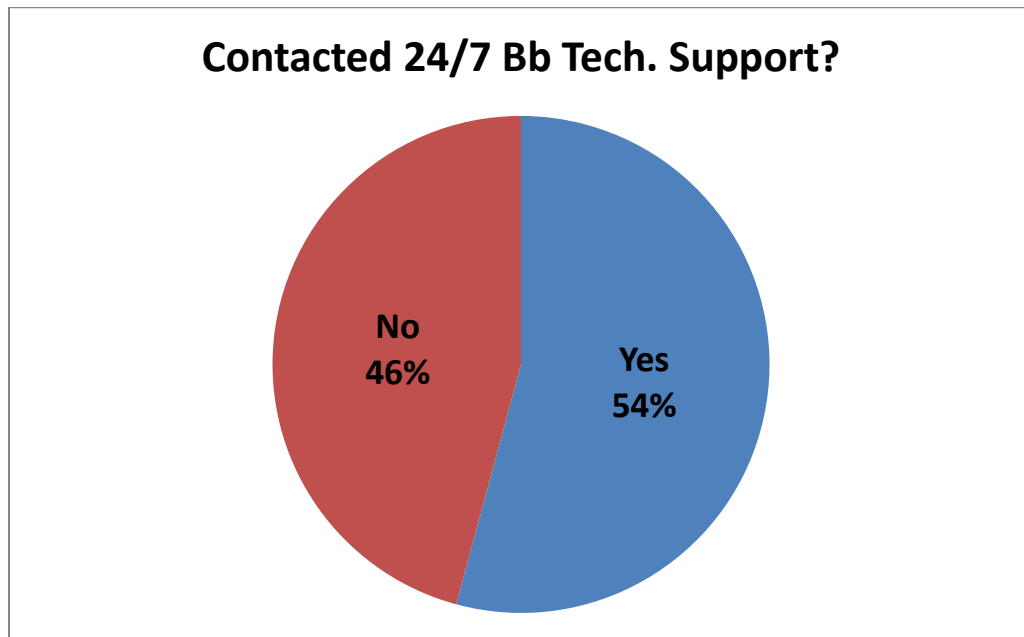
Question 14: Were you satisfied with the customer service you received?

Satisfied With Cust. Service Received?

Color	Label	Value	Percent
Blue	Very satisfied	8	18%
Red	Satisfied	10	23%
Green	Neither satisfied nor dissatisfied	6	13%
Purple	Dissatisfied	14	32%
Teal	Very dissatisfied	6	14%

Question 15: If dissatisfied with the customer service in any way, please explain why

If dissatisfied with cust. service, explain why

Color	Label	Value	Percent
Blue	It took a long time to resolve my issue	5	11%
Red	The customer service representative was not knowledgeable	10	22%
Green	I was not satisfied with the way my issue was resolved	7	15%
Purple	My issue was never resolved	15	33%
Orange	Other (please specify)	9	19%

Question 16: Should the College switch to a different Learning Management System?

Should College Switch to a Different LMS?

No
44%

Yes
56%
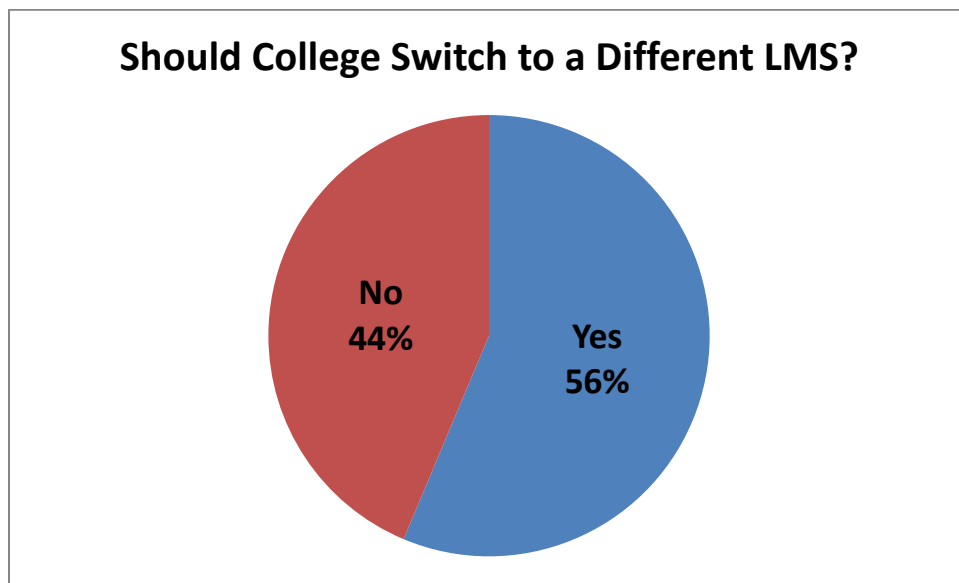
Question 17: If YES, the College should move, in what timeframe?

If the College should move, in what timeframe?

13%

7

8%

4

25   47%

17

32%

- 0-6 mnths
- 6-months -1 year
- 1-year - 2 years
- 2 years+
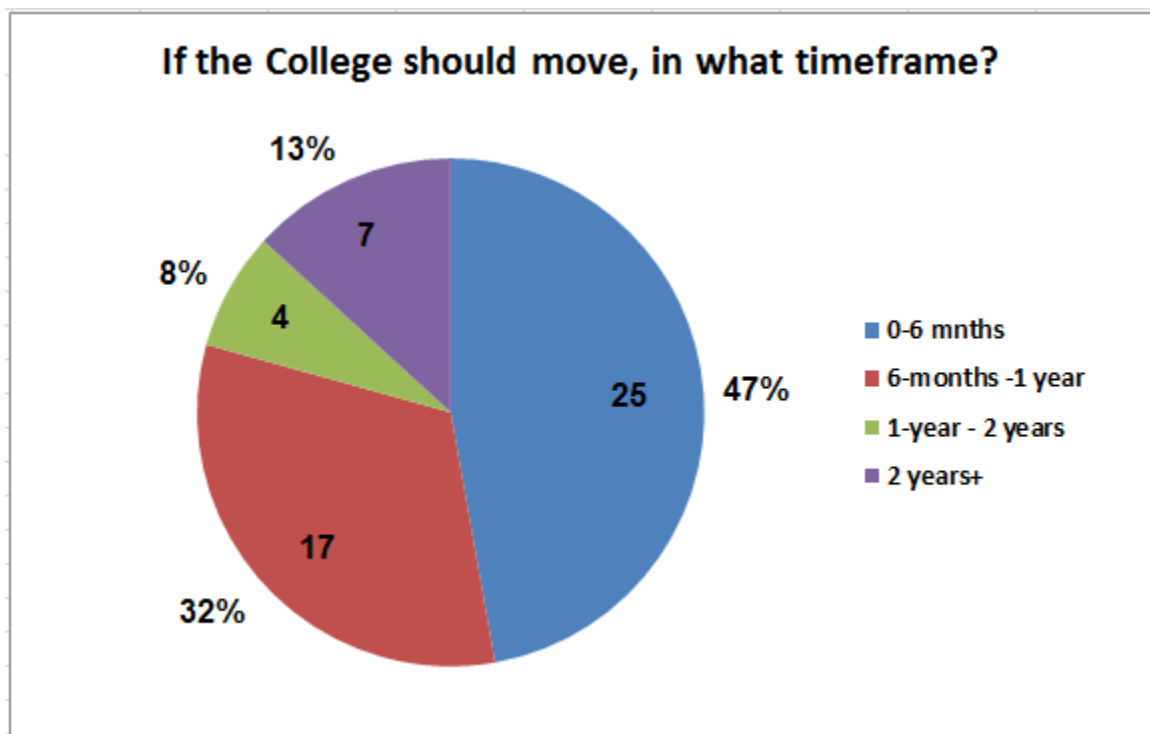
Question 18: Interest in learning more about Learning Management Systems
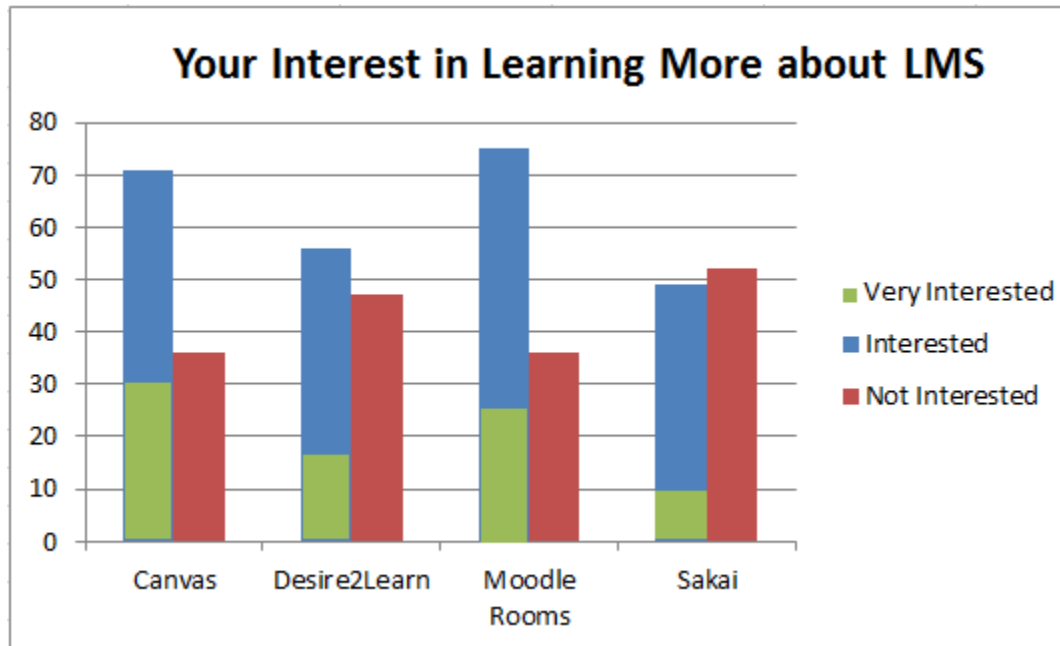
Question 19: Additional Comments

Responses submitted are listed starting on Page 28

Question 6: If NO (you have not used Bb 9.1) – Other reasons

Issues with Blackboard

Concerns/minor lack of confidence in the usability of Blackboard's interface and application modules.

In some of my math courses, I use MyMathLab, Pearson's CMS. This CMS posts test generated questions, which I can NOT post on Blackboard.

I have trained with it elsewhere both as instructor & as student. I HATE it. In fact I dropped out of post grad school because it was so difficult to use as a student. It crashed all the time and lost info. It was a massive headache both as student and elsewhere as teacher. Never, never, never.

I use some aspects of Blackboard, but lack the time to fully utilize it. Plus I feel Blackboard is somewhat limited in what it can do.

I tried using it simply to send a message to the class last semester. It didn't work, so I gave up.

I don't teach online BUT I didn't like the way Blackboard was set-up vs. Moodle

I am well-versed in online tools, and yet Blackboard is incredibly frustrating and difficult.

I have had my materials on Blackboard (I believe it was Blackboard 8, and that PCC has only been using Blackboard 9 this semester for the first time. I gave up on Blackboard because the students kept complaining that they couldn't access my course materials. I instead post my course materials on the VAMS website and they seem to be able to get the material without ant problems.

I've mentioned it to my students that I should use it but their reaction was that they prefer I don't because it's too much hassle for them to use.

I have used 9.1 at other institutions and here at PCC with the Pathways program. I have not used it with any of my ENGLISH DIVISION courses because of the lack of email to students feature and the poor network/connection of PCC.

Unaware of Blackboard or Does Not Apply

I teach math, so I'd rather teach my students how to track their points/grade. I should probably look into using it more for communication. I do post a lot of docs on my portal page for my students.

The bulk of my classes are performance classes.

I do not teach credit courses. Only one-shot library orientations.

I was not aware there was an availability to use Blackboard in my on-ground courses here at PCC.

I have a bit of frustration with and a phobia for technology. It is only great when it works as "easily" as I am told it will. I only used the technology I think I need to survive. However I have been encouraged by my students to join the 21st century. When would i be able to take the blackboard training?

Math needs to regenerate numbers for problems and students do not understand how to input math symbols, etc.

I am not sure how it would improve the instruction.

I haven't had an opportunity yet

most of the students in the non credit ESL class that I teach off campus do not have access to computers

I was not aware of it.

I devote a huge amount of time to class prep, etc. I don't know anything about Blackboard.

Have not been asked to use in my course.

Limited ESL lab access, too; would want to train first then do a lot of distance ed with it but haven't had the time.

I'm not familiar with it

I teach dance and theater. Have found no applications for Blackboard yet, but will investigate in the future.

I don't think it would apply as my work is one-on-one teaching.

It is not very applicable to the class I teach.

Not applicable to my activity.

I post very large PowerPoints online for my classes -- when I explored Blackboard initially it did not have the capacity to store my PowerPoints so I use my own MediaFire account instead. Also, I teach at multiple schools and I store everything in separate files on the same MediaFire site for greater convenience.

No one has ever mentioned it to me before, nor have I encountered it on my own as yet. I plan to learn more about it now.

I don't know much about Blackboard and I certainly do not know the benefits for the professors and students

Did not need it

Not Yet Trained, Not Ready Yet or Not Interested

Like idea, would like to get training on its use

I have been unable to learn the tool as workshops are too few and at times I was not available. I am not sure how it would help in a performance class either.

I haven't had the chance yet.

Hope to use is for this semester

no opportunity yet

have not taught online yet.

Want to finish online teaching prep courses first.
Current assignment. Subsequently, will seek training.

I have not been trained and have little time left to do so.

Waiting for Technology Department to assign me a code to begin using Blackboard. I requested a code but have not received.

I have not been trained.

Have not had time but would like to use Blackboard 9.1 to enhance my teaching.

I have not taught a class online since we implemented Bb9.1. I plan to incorporate Bb 9.1 into my course in the fall in preparation for offering the course as a hybrid.

I am using Open Source Resources that remain available to students after the course is finished. I am also experimenting with Instructure.

Question 9: Additional Comments on Student's Experience

Quirky, confusing

It kicks students out of the system often

Not all students have access to Blackboard because it doesn't show up on their course list, even though they are registered and on my roster

Some students continue to have difficulty accessing blackboard though this has improved with the new version. Once the students have used Blackboard in one class it becomes easier the next time. Students like having lectures posted online so they can review after class though it does affect their note taking and attendance because they know they can always pick up the work outside of class. Students want a system like this and are eager to try it, however, if it is clunky, slow and unresponsive, as many believe it to be, then the students resist using it.

Too many students are still able to log in to an old version of Blackboard and tell me, "I can't find your course."

It is just too slow for some of the students to utilize fully.

I would like some more training and would be happy to enhance the courses slowly. But overall my students are fairly satisfied.

9.1 is not a user friendly version. The "new" features are fancy but useless.

It is all about setting realistic expectations. My students know where to go if system problems arise. It is my job to come up with support alternatives and we all learn more each day! The procrastinators are often the first ones to complain.

Students are dismayed that they are required to complete do not show up in the grading center.

Most students just use whatever tool is provided and very few ever make any comments about it.

They enjoy the online tests/study guides I produce.

They dislike it as much as I do.

Can't use all browsers.

The user interface is not as intuitive as other web applications that students may be familiar with. First-time students have difficulty navigating around the course environment, submitting assignments and collaborating using blogs, wikis, etc. Bb 9.1 needs to be more user-friendly and more like social media/networking tools that students would be familiar with in order to interact and collaborate more with other students.

Nothing, NOTHING is intuitive. This system operates like it was developed by tech geeks who never actually went to school.

My students use My Math Lab for their homework and assessments so it is easier for me to use their Grade Center for the other assigned work.

They love to see study guide and other exams preparations.

Students often don't find things they are looking for, they have a hard time finding their way around. It almost requires making an Announcement with a link so they know how to find content.

Students often don't find things they are looking for, they have a hard time finding their way around. It almost requires making an Announcement with a link so they know how to find content.

The system is too browser-specific. Tests time out on students.

Great way to have access to "extra" content - outside powerpoints, websites, etc.

Students need training on how to log in and use BB

Generally students can navigate the system, but only if it well-designed by the instructor.

It seems quite easy to navigate and they love the phone app. We wish they could upload content pages--we haven't figured out how they might do that.

Frustrations with browser issues continue to be more frequent that I'd like

Blackboard Help not very helpful.

Question 10: What do you like about Blackboard 9.1

In theory, -students' ability to have access to materials where ever whenever. -students' ability to track their own grades -students' ability to receive instant feed back on assessments -student communication tools in a controlled environment

Cramping so many items on one screen. It is very difficult to navigate. Many common features are not there such as displaying the due time and date for each item of assignment or assessment. There more sophisticated features that we cannot use yet.

integration of communication, testing, you tube video work with assignments/group work very helpful to create pol community online

If functioning properly and supported, it could help me to communicate with students.

Organized

I like the continued integration of administrative data, roster, rubrics, Turnitin, etc. I like that it's faster and easier to upload documents, enter grades, move things around. It's a great improvement over the previous version.

I like the Gradecenter/gradebook, and the ability to post homework assignments and course content.

The assessments. The ability to communicate with one class. Having a unique site.

I like the set framework that reduces my work

Gradebook

students can access materials from any time/place

I don't like it AT ALL!!

grades and lec notes are online

I like the ability to disseminate information to everyone quickly and to have an online community for my class.

I am grateful that we have an online platform. I appreciate its features and know what to do when it misbehaves.

Discussion Board and Messages work pretty well. And I love "Needs Grading."

Discussion board, announcement, course content & syllabus

One stop place for students to keep up with class and materials

That you can overwrite files

Some editing is easier than the old system.

Ease of use

Building test banks.

WWW based

I like that I can send a group message to students' e-mails and that students can collaborate with one another.

Learning modules - able to release on schedule; table of contents is easier for students to navigate. Ability to customize the course menu, course organization, etc.

Simple format Course content is easily accessible.

The fact that I can send messages to students.

Not sure about this...I previously was able to totally use My Math Lab for handouts, assignment submittal, communication etc. But I respect the need for PCC to have one centralized online platform so I have set up learning modules, blogs etc. in BB.

Being able to post the syllabus and show the students the direction the course is moving.

Easy navigation of instructor info, course content, assessments

This my first experience with any system.

Clean look

Being able to organize files and information in one place

Grade Center has been very useful.

Like to have a way to send emails to my students and to have a place to download handouts, now that we cannot hand out handouts.

everything

The system is rarely down.

The communication with students is easy.

It's slightly better than the old Blackboard.

I like the potential, but many of the features I want to use have issues (see below).

I like the way things are set up and the many options that are offered. I haven't used Blackboard 9.1 long enough to investigate all of these options, but I look forward to implementing more of them as I develop my course in the future.

That the roster is automatically updated when students add or drop

Interface is quite intuitive & easy for me to use.

The Turnitin capability with Bb

Direct link to Tegrity.

The option to download the app to a cell phone. It is also very user friendly and easy to navigate

I like that students can be held responsible for their own learning.

Assignments and grading

Able to send email messages to students instantly. Announcements are sent to email. Course copy works well.

It's better than WebCT, that's about all.

Question 11: What do you dislike about Blackboard 9.1

Not visually pleasing, not easy to work with. There isn't any publisher content for my discipline. Therefore, I have to create all digital content for courses. This is terribly time-consuming. It is faster and easier to email students the information, and publish multi-media content on some other website. Even the messages tool is more cumbersome than regular email.

Many features, fast and reliable.

it still goes down too much

To me, support seems to be inadequate and untimely.

Ease of use

It is still very much a closed system. Email essentially operates in a separate space and doesn't seem to work outside of the BB environment. It's still not fully drag and drop. It still doesn't seem fully customizable so there's always the need to figure out how BB wants it done rather than adapting BB to what I want to do. I'm sure this will continue to improve.

Grade entry is awkward.

When I have students in my office, I can't pull up only their grades on Gradebook. I can only look at everyone's grades, so the student can't look at my computer.

It is too slow and changing parameters is difficult. Tracking student progress is also not easily done.

It's not as customizable it seems to me as the previous versions

Method of editing content.

very slow to load

It is not user oriented platform. There is nothing wrong with CE6, but lots of problems with 9.1!!! For example, tests and assignment will not "show up" to be visible (posted) till the date it starts. This is a huge problem to students. They need to be aware how many assignments are up coming and get prepared.

ipod and ipad grade center does not work; emails are not highlighted when there is an email in the mailbox

Stupid Grade Center Terrible Help, ;hopeless Miserable interface

The Gradebook!

I treat BB like any digital tool. I do not give it the unnecessary power. I manage the tools and limit the options to give my students a cohesive experience. So, I do not dislike it.

The most difficult aspect of this system is the way text that you add to a page is handled. Its word processor is extremely clumsy. Even if you prepare the text outside of Blackboard and paste it in, it does not always end up looking the way you envisioned. Try to edit text, and you might not be able to change it--like making a line left-sligned instead of centered. And trying to control the spacing is pretty impossible. The gradebook is also a bit difficult to use.

Editing process is not convenient.

I would like to try new functions. I dislike taking trainings. I would like more access to short tutorials.

Counter intuitive, students have difficulties

The assessment feature has a lot of bugs and a lot of problems. I have been extremely dissatisfied with it.

Everytime one wants to read a tab's items, the tab does not stay in effect, i.e. e-mail, discussion board, lesson assignments. Adaptive release is unduly cumbersome. Adding tests is awful. Grading system is extremely and unnecessarily long

Poorly designed Discussion manager. Navigation is often confusing. No integrated calendar.

nothing in the features I am using

Clunky, non-intuitive interface. It suffers from continuous version integration: old, archaic.

Creating content

Using Blackboard is not as intuitive as many computer platforms are (like eCollege). I find many of the elements frustrating. I'm sure I also need more training.

Text editing difficulty - formatting, copying from word, etc. No notifications for communication - no notifications for new messages received, when other students commented on your discussion posts, when a grade is posted in My Grades, etc. Time-out for test taking - not helpful for students Non-intuitive design - i.e. students need to click many links to review their test results and instructor comments and this is not obvious! Course copy mapping items to "old"

sections - causes broken links, images not displaying, overlapping of course menu links; the necessity to comb through the course page by page to make sure everything is displayed correctly (really time consuming!) Discussion boards - discussion prompt not displayed "after" students enter a discussion forum Adaptive release - although adaptive release works well in the most part, but sometimes it is not clear which rule takes precedence over which rule. It makes it hard to figure out whether the module/item will be released the way you want it to.

If I'm teaching the same class, I have to repeat all the steps to make the links or descriptions for each class.

Pretty much everything. I especially HATE the Grade Center and its "total" column. There is no simple way to weigh totals. Have these people heard of Excel or Numbers?

It takes too long to download student assignments that are submitted in the Assignment.

I like it no complaints

Grade center, not being able to grade materials directly (always have to go to grade center to grade), adaptive relase, performance (many times response were too slow)

Sometimes can not get in.

Too much to learn. Lack of support

Clunky, non intuitive interface. Whole class messaging via Grade Center? Roster requires empty search box search?

I wanted to duplicate entire grade center over to another class shell and tweak it at the destination but that doesn't seem possible. So rebuilding the grade center column by column was a pain. But this could be due to my inexperience with Bb, rather than an unavailable function/feature.

Too many features. I'd prefer some sort of "basic package" that isn't so complicated to learn and use.

Not intuitive to learn. Too many clicks to accomplish anything. Course copy from one section to another does not work well. Students get times out of tests. Not Mac friendly.

You have to explain to the students.

Time consuming and neither intuitive nor user-friendly

Very unintuitive. Very dated look and feel. Slow. Difficult to input tests and quizzes. Very time consuming to set up courses. I am a BIT teacher with years of experience using online tools and comuterized features and it's almost impossible to get a course set up in a reasonable amount of time. I don't know how non-computer teachers get anything up and running.

Even after calling the help center, I cannot get the quiz function to show students the answers after the quiz deadline has ended. I cannot get the roster/gradebook to download into excel and then upload grades into blackboard. There are soooo many buttons for every tool and their function/impact in nonintuitive (I went through the fancy tutorial program and I still don't feel proficient).

Slow SLOW upload of visual pdf files Call center spent more time asking questions about my faculty ID and identity than actually helping me. By the time they got around to asking me my problem I figured it out.

Returning students' assignments to them is cumbersome. Because my lecture is associated with a lab, my students are split into 2 Bb "courses", so everything I post I have to do twice, and we cannot use any wikis, because the students only "see" half their classmates in their course.

Coursework has to be copied over each semester

It is impossible to upload grades from Excel. I have tried every possible setting and called for assistance and it is still not able to upload grades from Excel into Blackboard. Other tech-savvy faculty members in my division have the same problem. None of us can upload grades from Excel. 2) I want to be able to reveal the correct quiz/test answers after the due date for the quiz/test has passed and that is not possible on Blackboard. You can reveal answers after they submit it or never reveal them but I want to reveal them after the due date so they don't tell each other the correct answers! 3) I don't like how the learning modules force users to move through in a step-wise pattern so I don't use them anymore. I now create topic folders so students can get things in whatever order they like.

I would prefer being able to email students at their personal/College-registered email addresses FROM the Blackboard LMS. I'm having a hard time changing the names of students (students who preferred to be called by another name, not necessarily a change that would affect their legal name, which they use with the College.

The help options are difficult to maneuver and sometimes the question I search for are not answered quickly enough

The gradebook option is not clear for me, but I haven't taken a seminar to learn it, either.

It can get too complicated... and too time consuming, so I keep it simple.

There is no way to know if there are messages without going into each course section. Should be a way to alert faculty to messages.

It seems dated for a software application, it's difficult to learn, hard to see the "big picture" in an intuitive way.

It requires repetitive actions to complete what should be simple tasks.

It is really hard to use. And yes, I have taken the @one course and I am fairly computer savvy. It is overly complicated in some areas and really not intuitive at all.

My audio lecture files and PowerPoint PDFs are large files, and it takes some time for students to download them to their computer. There are more browser problems than I would like, especially when it comes to accessing QuickTime content. Chrome seems to work best, but students still have sporadic problems accessing course content.

exams, quizzing

There is no visual notification that a message is waiting in the Inbox. There are some gradebook columns that are difficult to remove. It is virtually impossible to get a clean copy of the course into a new shell even when you have set up a Master. Course links do not always work and sometimes cause the page to disable. The images that are inserted and viewable in the techers version are not viewable in the student version. It is difficult to truly get an idea of what the student is seeing unless you log out and log in as a test student. After copying a course, you have to go in and delete all the former students' submissions in the discussion board. Have to set the due date in several places if working with Blogs and Discussion Board. Dislike how Blogs and Discussion Board will open a new tab each time that mirrors the site because it confuses the student when they are done with the assignment (all of sudden features don't work if they are not back to the original window).

It is very clunky and hard to use. It is also just plain UGLY and uninviting.

Do you have really have time? Tools need to work as advertised, and when issues are reported, Bb needs to respond promptly with a fix.

Question 12: What features do you wish Blackboard had, but doesn't

It would be nice to post all content in one place, rather than link out to some other source. Less crashing would be nice.

Cramping so many items on one screen. It is very difficult to navigate. Many common features are not there such as displaying the due time and date for each item of assignment or assessment. There more sophisticated features that we can not use yet.

interactive web chat

Trained, prompt personnel to support our system.

I don't know. I think I've only scratched the surface of BB's potential.

I wish it had more cheat-proof test taking options - not allowing any other screens to be used during tests or recording a student's screen activity for review if cheating is suspected.

Message notification

Calendar

A real spreadsheet for Grade Center A useful Help Desk

If you plan to offer the bells and whistles, I think that you need to give us access to all the tools. I am still waiting to see where "Echo 360" has been installed and is available for use. Instead of adding more options, we need to start small, train everyone well, have an internal support system in place while transferring the learning responsibility to the individual instructors. We are all here it learn and make a difference. Give us the support we deserve. We are all working in a vacuum! We need to interact with each other and grow stronger. Please re-work the definition of hybrid and fully online classes. It is the one thing I am most dissatisfied with!

My greatest desire would be to have them change the program so that word processing within Blackboard would make sense!

I would like the ability to see a student view without having to log out and log back in as a student. Other schools using Bb 9.1 have this capability.

The ability to stay on a tab. Easier grading system.

Integrated Calendar. Better communications/notifications. Improved discussion manager

WYSIWYG creation of content

Notifications - notify students when there are new messages, new discussion post replies to their own posts, new grades posted, new activity in the class, etc. (like Facebook notifications) Student profile - ability to let student customize their profile to share picture and some information about themselves; this will help foster the feeling of personal connection between students for online/hybrid classes. Built-in chat/ video chat so students don't have to install additional software; this will increase likelihood of student using chat/video chat. Integrated calendar - calendar that automatically syncs with items in the course; students can click on items in the calendar be led that that specific item in the course; ability for students to export course calendar to their own Google calendar, outlook, etc. e-portfolio - Students should be able to export the work they did and feature the work in e-portfolios Show list (in order of priority) of settings/adaptive release for the items that are affected - this way it is easy to see how the course modules/items will be displayed/released to the student.

Anything that was intuitive. But, I really wish it was simpler to embed videos/audio.

To add close/open captions.

Be able to use one chat window to participate multiple chat sessions from multiple sections.

I like the way a Moodle discussion forum is a format-able page that allows instructor to display prompt/question and possible rubric, along with threads/posts that have been created so far by students. Maybe this is possible in Bb but I don't know how to set it up, yet.

Mobile application for faculty to use. Social Media/better communication tools. Built in e-porfolio. Better analytics/outcomes assessment. Dynamic dashboard to monitor student progress. Calendar that works. Better grading tools (so don't have to download, then re-upload graded papers). More effective ways to provide feedback to students.

Faster, more updated look and feel, easier to use for students and teachers. Since this is all I've ever used it's hard to specifically say what I would change, but I have heard from colleagues at other colleges that Canvas looks and feels like using an iPhone/Mac.

eportfolios!!!!!! I want students to be able to create a portfolio of their work here at PCC and make it accessible for multiple teachers over a long period of time. Maybe we can add a Google apps feature like digication or RCampus?

Easier importing of test bank questions.

Easy ability to use graphics and color

Intuitive features that are easy for students to use.

More modern user interface, faster speed, more flexibility in designing a course.

Allow students to upload documents they create and links they find directed to course content folders.

An easy way for students to post videos or images... Maybe it has this feature and I have figured it out.

E portfolios

Notification that messages are waiting and if assignments are overdue.

I wish it didn't have so many malfunctions. That is the biggest PROBLEM.

More flexible text editor. A completely reworked discussion board tool.

Question 19: Additional Comments (A representative sample)

Favorable Comments about Blackboard

This semester has worked flawlessly with Blackboard. It seems going to be stabilized. As the new features continued to be added. It probably will be a effective LMS for me. I am hoping that once PCC makes a decision on one LMS please do not change too often.

Blackboard is the best system but needs improvement

It took a lot of time and effort (not paid) to learn Blackboard 8, then upgrade to Blackboard 9.1. I am very happy with BB9.1, and am sure that someone can find faults in all CMSs. I'd rather stick with BB9.1, and see how it might be improved instead of switching completely. Also, students are familiar and comfortable with BB9.1, since so many schools and courses use it. It would be difficult on everyone to switch completely.

Unfavorable Comments about Blackboard

Blackboard is just awful

Please, let's just leave Blackboard. I've been working harder/longer hours now that I web-enhance all my courses than when I was not using a learning management system at all. Wasn't this thing supposed to help us???

Although Blackboard 9.1 is better than the WebCT version we had, Bb 9.1 is still not as interactive and user-friendly to students and faculty alike. In addition, there seem to have issues with each upgrade/patch that we/instructors need to spend alot of energy and time to fix our course content that get affected. Upgrades/maintenance should be seamless and not affect the student learning experience!

After taking a four week course on Blackboard I still don't feel ready to use. I also hear complaints from students about how difficult it is for them to use and how it often crashes.

LMS should have accessibility built in but also the flexibility to use other web 2.0 tools for teaching a second language. I feel that Bb may not be best LMS for language learning.

The earlier Bb was easier to use than this new one

I really hope PCC, in its innovative spirit, moves to a new system. Blackboard is utterly outdated. I've used it both as a student and I've tried to create courses as an instructor, and both ways it has been counter-intuitive and frustrating. Let's lead the way in showing what online learning can truly be in the 21st century. My first vote is for Canvas. Thanks for organizing this

Favorable Comments about Canvas

CANVAS is beautiful, 508 compliant, and easy to use. It's no wonder entire state systems are using it.

I would love to see a demo of Canvas. Word of mouth is amazing.

I am unaware of Desire2Learn, Sakai and I've heard of Moddle, but haven't looked it over. I'm a student with Canvas in LACCD's Faculty Teaching&Learning academy and it is more user friendly than BB.

I know many professors in community colleges across the crountry, and all think Canvas is state-of-the-art. Many also like Moodle, Chaffey College is using it.

Some Comments about Moodle

I've used Moodle in the @One courses and I find it clunky. Blackboard is an LMS I'm familiar with. Canvas seems more simple and intuitive to learn (just wondering about using turnitin with it and other intergrations...).

Any system that does not require for a faculty to be on wait-list to learn, I believe moodle is lot more user friendly, I have used it as a student and sparingly as a instructor

Technical Support

Why is it that after so many years, I and other faculty still have so many problems getting responses to our support requests?

I'm very satisfied with the technical support I have received

General Comments about Learning Management Systems

Whatever system we go to, it needs to be very user friendly.

I haven't been able to make it to a training session because of schedule conflicts. I would like more ongoing professional development in this area. I realize there are budget and staff constraints however I feel this needs more institutional support. Just a note that I've used BB for my more academic classes however in the studio classes I've started using Facebook (oh, horror) and gmail instead of BB. There's an immediacy and familiarity that the students respond to. It's

easier to engage them using systems that they use already. Considering that we discuss our students' technological proficiency, we don't often acknowledge how conventional their technology use actually is. Perhaps it is habit, ease of use or familiarity but the students would rather use gmail and facebook than a system that is branded educational. Perhaps a system that is more open, adaptable and responsive would spark the students' interest. It seems to me that the students use BB because they have to, not because they want to. It's a big difference in terms of learning. Could you please send out the links to these alternative systems in a separate email so I can look them over when I have more time. Thanks very much for offering this survey. I appreciate that you're reaching out for feedback. I hope these comments are useful.

It's hard to evaluate other LMS systems without actually using them. I am familiar with Moodle (a couple of colleagues at another school use) but I've not investigated. At the other school (Mt. Sierra College) they use eCollege to facilitate both on-line course work and hybrid classes. I've taught multiple classes on-line for them in the past, though none since Winter Quarter 2010. I've not been overly impressed with the user-friendliness of the model.

I think PCC would benefit from consulting with other colleges that have implemented Blackboard successfully with high satisfaction from users; our support sorely lacks in organization and prompt responsiveness compared to other schools.

I teach six courses across three campuses (not unusual for adjuncts) so tending to multiple platforms is just not a viable option for me. I use Dropbox and have been satisfied with the results. Fewer bells and whistles but the "one stop" option for me provides a lot more functionality than campus-specific programs. If I were full time I would probably stick with whatever was being used at that campus.

We should ask for faculty to have "test drive" and give feedback before migrate to any "updated version" or new system.

I'm considering using Bb for my classes this semester. I've used products that are based on the Bb engine, but I'm wary of taking the time to learn the system when I keep hearing changes are coming. Instead, for communicating grades to my students, I've been using Engrade.com, and for delivering content, I use my PCC website.

1. We have a powerful platform. 2. I would like to know what is the basis for the dissatisfaction. 3. Most people need answers to question and we do not have a support system in place. 4. Once we have a support system, everyone will appreciate what we have. 5. Newer products are and will be on the horizon as we fill out this survey. Change is something we are all used to. Think of the seasons. We do not fight nature. Offer change with support and include all of us who love what we do!

I would like to email students from Blackboard, which is a feature that is not currently accesible. I like the message feature, but this feature requires my students to login to Blackboard to read this message. I have really enjoyed the 2 @One Classes I have taken: IOTL and Intro to BB.

Overall, especially from an ESL user standpoint, things just feel BURIED in blackboard, and that simply interupts learning, in my opinion. From a college student standpoint, assuming standard computer literacy, it's great. That's just not all our students. It's hard enough getting them to understand and use www.cambridge.com/venturesarcade which seems obvious to many. So if one of the above noted systems in #9 have a more obvious user interface, I'm all for it.

I am not familiar with other CMS except Blackboard and Moodle from the @One courses. So I do not know about the advantages/disadvantages of each. It would be nice to maybe have a class/video to show us these things to give instructors a better understanding of each CMS

I would attend some 1 - 2 hr. PRACTICAL training sessions on some of the features mentioned in the survey....then I might use them.

If Blackboard is useful to classroom-based classes, you need to let the adjuncts know. My students are demanding it, and, as I said, last semester it wasn't working. _Wanting_ to send reminders to students is quickly becoming _needing_ to send reminders in the students' minds.

I'm not happy that I am creating content in blackboard and will have to move it to another system. It takes a lot of time to learn a system and then create something that works. To start all over again is frustrating.

Again, my personal priority is to maintain consistency from school to school. I do enjoy using electronic and online resources, but managing three different school-specific systems would be time consuming.

Teaching at many colleges, I would like to be able to use one system/site to post all my course materials where students from my various campuses can get the material without any difficulty.

In order to support PCC's transition to Online and hybrid, the college needs to invest in a good, strong web signal; additionally, there needs to be much more money devoted to professional development for faculty, but through external, expert distance learning sources. Faculty should be encouraged and financially supported in taking training courses on MULTIPLE LMS systems, not just the ones we're using, and Best Practices for Online workshops developed by faculty for faculty need to be supported with time release and professional development monies. I would like to see a PCC Distance Learning Cross-Discipline committee made up of experienced and trained distance-learning specialists already at the college. If we're going to do this, we must do it well. When faculty are superbly trained, and when there is a well-trained collaborative administrator overseeing the project, the students will be expertly guided to success.

While I'm not sure which LMS is best, I do feel that we should make this decision before the distance ed committees in various divisions begin planning online courses. Counterproductive.

Of these 4 systems, I have only used Moodle (as a student; I liked it). I will need to take more time to review these systems. I will try to re-take this survey when I have enough info to answer question 9. Question 9 should also include Bb91. The point of an evaluation is to consider a variety of options including keeping the current system. This survey can give some useful info regarding these systems but it should not substitute for a thorough evaluation as stated in DE recommendation 119:"The decision regarding the choice of a new LMS will be made in a collegial manner through the shared governance process." Approved by the Academic Senate in Fall 2010. http://www.pasadena.edu/resources/online/online_80.doc

I've used a lot of the different systems, and honestly, I don't have a strong preference either way. What I think would make the most difference in the delivery of education would be more supportive and properly trained staff to set up shells and respond to faculty issues. We are treated like idiots who don't know anything and shoved off on the BB 1-800 number when the problems are often created by our PCC staff. Sorry, but I'm tired of everyone saying this behind your backs but not saying it in any meaningful forum.

As adjunct, I have limited time to research each option in depth. But, I would very interested in seeing a consensus choice by other faculty on systems to improve the classroom experience.