



LMS/ED TECH SURVEY: ANALYSIS SUBCOMMITTEE DETAILS OF SURVEY RESULTS

survey
LMS
software
analysis
e-learning
system
management

LMS / ED Tech Faculty Survey Committee

TABLE OF CONTENTS

Summary..... 4

Overview

Team Members

LMS/Ed Teach Survey Committee Members

Overall Survey Information

Overall Survey Information.....6

All Institutions

State Universities

Community Colleges

Survey Question Results:..... 7

Question #1: As an instructor, have you ever used a learning management system (LMS) such as Blackboard, Moodle, Canvas, Sakai, etc?

Question #2: Do you use Blackboard Learn to help facilitate the teaching of your course sections?

Question #3: Please estimate the average number of course sections you teach per year using Blackboard Learn (Do not include sections that do not use Blackboard Learn):

Question #4: What factors, if any, have persuaded you to increase your use of Blackboard Learn?
[select all that apply]

Question #5: If your usage of Blackboard Learn has decreased over time, what factors contributed to this change? [select all that apply]

Question #6: What changes would encourage you to make more use of Blackboard Learn?

Question #7: Please indicate how often you use the following tools in Blackboard Learn:

Question #8: Please indicate your satisfaction with the tools you use in Blackboard Learn:

Question #9: Please indicate which external tools you make use of in your Blackboard Learn course section(s). (An external resource is content or tools that are linked to from within a Blackboard Learn course section): [select all that apply]

Question #10: Please indicate your level of agreement with the following statements regarding Blackboard Learn:

Question #11: Please select the statements you agree with regarding training for Blackboard learn:
[select all that apply]

Question #12: Indicate the mobile devices and methods you use to access Blackboard Learn: [select all that apply]

Question #13: Please add any comments you may have about what you like or dislike about Blackboard Learn:

Question #14: Other than Blackboard Learn, have you used any other LMS?

Question #15: Which LMS are you using or have you used? [select all that apply]

Question #16: Please indicate the average number of course sections you taught per year using another LMS (other than Blackboard Learn - do not include section that make use of Blackboard Learn):

Question #17: If you are currently using something other than Blackboard Learn, what prompted you to do so?

Question #18: How are you using the other LMS in facilitation of teaching your course sections?
[select all that apply]

Question #19: Does the other LMS provide methods or tools to ensure your course sections are accessible to students with disabilities?

Question #20: If you use a mobile device to access the other LMS, please specify the methods below: [select all that apply]

Question #21: Why have you not used a learning management system? [select all that apply]

Question #22: Please indicate the opinions below that match your beliefs: [select all that apply]

Question #23: Please select the CSCU institution this survey response is referencing [you may respond to this survey multiple times reflection each institution you work for]:

Question #24: Are you full-time or part-time?

Question #25: Please estimate the number of course sections you teach per year (with or without LMS use):

Question #26: Select your academic area:

Question #27: Please enter any additional comments you may have here. (Optionally, you may include your email address here):

Aggregated Data..... 56

Question #7: Please indicate how often you use the following tools in Blackboard Learn:

Question #22: Please indicate the opinions below that match your beliefs: [select all that apply]

Appendix..... 70

Appendix A: Individual School Responses

Appendix B: Question #13 Open Ended Responses

Appendix C: Question #17: Open Ended Responses

Appendix D: Question #27: Open Ended Responses

SUMMARY

OVERVIEW

At a convened Blackboard Feedback Session on May 18th 2018, faculty and staff from all CSCU campuses, discussed and shared ideas and issues related to LMS (Learning management system) needs. Course delivery functions with improved performance were identified as a key concern. Representatives from Blackboard spoke and delivered a formal presentation. Faculty and staff raised various issues and concerns in response.

As a result of this meeting, a committee was established to create and distribute a faculty survey on educational technology needs and determine the next steps. The LMS Survey Committee met on a regular basis, between Sept 7 and March 1, 2019, at the BOR in Hartford with representatives from the different campuses.

The survey was deployed November 12 and closed on December 5, 2018 to all CSCU Faculty via campus distribution lists.

From the original 25-member committee, two voluntary subcommittees were created: one to analyze the survey results and one to write the summary report.

LMS/ED TECH SURVEY COMMITTEE MEMBERS

Established May 18, 2018

Name	Institution	Email Address	Role
Elle (Lisa) Van Dermark *	ASCC	LVanDermark@acc.commnet.edu	Faculty
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Karen Musmanno	SCSU	musmannok1@southernct.edu	Bb Administrator
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Irena Markova +*	BOR	markovai@ct.edu	Bb Administrator
Kevin Corcoran	BOR	KCorcoran@commnet.edu	Academic Affairs

+ Subcommittee: Data Analysis

* Subcommittee: Report Writing

OVERALL SURVEY INFORMATION

- Survey was 27 Questions in length and branched towards respondents did not use an LMS, those that only used Blackboard, and those that had used alternative LMS systems.
- Survey was administered to all faculty at Charter Oak State College, the four state universities; Eastern, Western, Central, and Southern, and the 12 community colleges; Asnuntuck, Capital, Gateway, Housatonic, Manchester, Middlesex, Naugatuck, Northwestern, Norwalk, Quinebaug, Three Rivers, and Tunxis.
- The survey was administered for approximately 3 weeks and was closed on December 5th, 2018.

ALL INSTITUTIONS

Total Respondents: 1,740

- 804 Full Time (46%)
 - 676 use Blackboard (84%)
 - 69 don't use Blackboard but have used either Blackboard or other (9%)
 - 58 have never used an LMS (7%)
- 936 Part Time (54%)
 - 667 Use Blackboard (71%)
 - 146 don't use Blackboard but have used either Blackboard or other (16%)
 - 123 have never used an LMS (13%)
- 440 Undeclared (20%)

STATE UNIVERSITIES

650 Respondents (37%)

- 415 Full Time (64%)
 - 350 use Blackboard (84%)
 - 42 do not use Blackboard but have used either Blackboard or other (10%)
 - 22 have never used an LMS (5%)
- 235 Part Time (36%)
 - 163 use Blackboard (69%)
 - 41 do not use Blackboard but have used either Blackboard or other (17%)
 - 31 have never used an LMS (14%)

COMMUNITY COLLEGES

991 Respondents (57%)

- 386 Full Time (39%)
 - 324 use Blackboard (84%)
 - 26 do not use Blackboard but have used either Blackboard or other (7%)
 - 36 have never used an LMS (9%)
- 605 Part Time (61%)
 - 417 Use Blackboard (69%)
 - 99 do not use Blackboard but have used either Blackboard or other (16%)
 - 89 have never used an LMS (15%)

SURVEY QUESTION RESULTS:

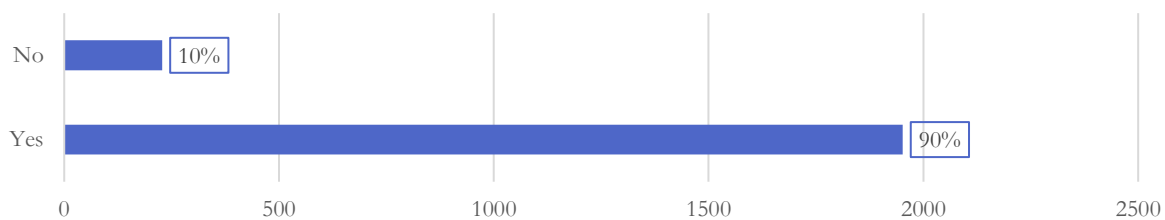
QUESTION #1: AS AN INSTRUCTOR, HAVE YOU EVER USED A LEARNING MANAGEMENT SYSTEM (LMS) SUCH AS BLACKBOARD, MOODLE, CANVAS, SAKAI, ETC?

1. As an instructor, have you ever used a learning management system (LMS) such as Blackboard Learn, Moodle, Canvas, Sakai, etc?

		%
Yes	1952	90%
No	228	10%
Total responses		2180

Instructor Use of Any LMS

Total Responses: 2,180

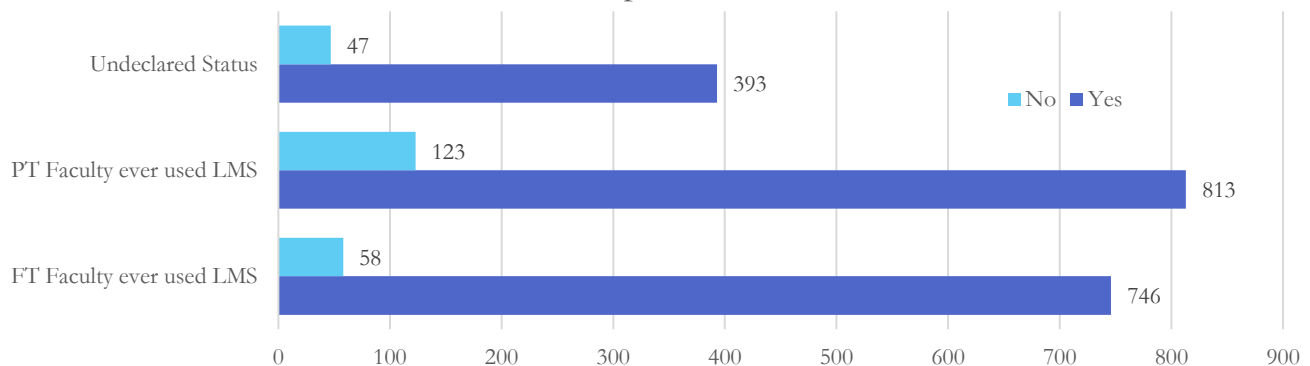


1. As an instructor, have you ever used a learning management system (LMS) such as Blackboard Learn, Moodle, Canvas, Sakai, etc?	Yes	No	Total Responses per FT/PT
FT Faculty ever used LMS	746	58	804
PT Faculty ever used LMS	813	123	936
Undeclared Status	393	47	440
Totals per Yes/No	1952	228	2180

Instructor Use of Any LMS

by **Work Status**

Total Responses: 2,180

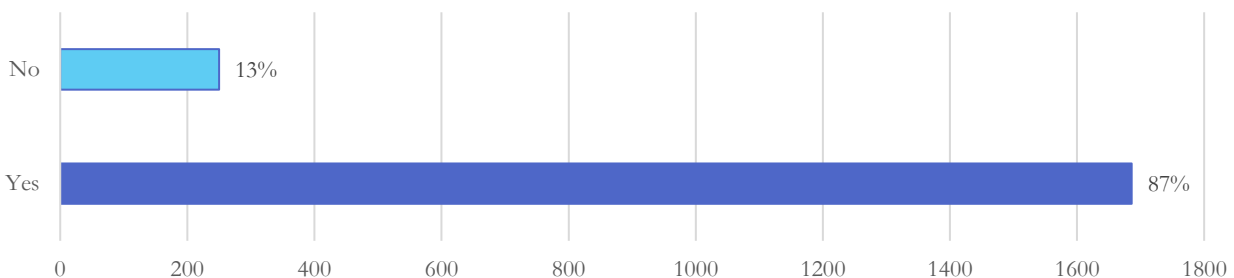


SURVEY QUESTION RESULTS:

QUESTION #2: DO YOU USE BLACKBOARD LEARN TO HELP FACILITATE THE TEACHING OF YOUR COURSE SECTIONS?

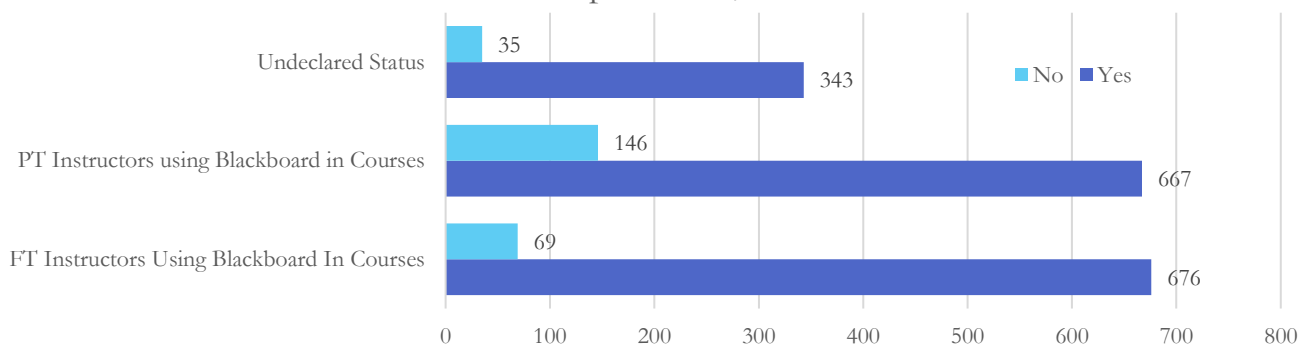
2. Do you use Blackboard Learn to help facilitate the teaching of your course sections?		
		%
Yes	1686	87%
No	250	13%
Total responses	1936	

Instructors Using Blackboard Within Courses
Total Responses: 1,936



2. Do you use Blackboard Learn to help facilitate the teaching of your course sections?	Yes	No	Total Responses per FT/PT
FT Instructors Using Blackboard In Courses	676	69	745
PT Instructors using Blackboard in Courses	667	146	813
Undeclared Status	343	35	378
Totals per Yes/No	1686	250	1936

Instructors Using Blackboard Within Courses by Work Status
Total Responses: 1,936



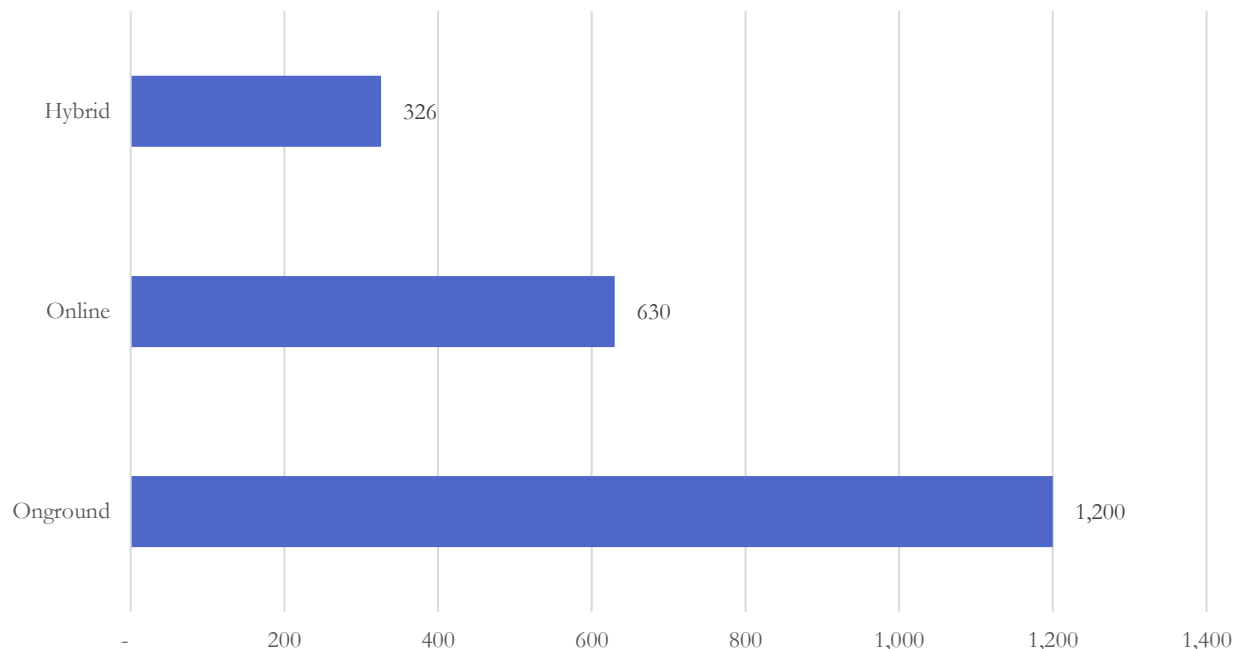
SURVEY QUESTION RESULTS:

QUESTION #3: PLEASE ESTIMATE THE AVERAGE NUMBER OF COURSE SECTIONS YOU TEACH PER YEAR USING BLACKBOARD LEARN (DO NOT INCLUDE SECTIONS THAT SO NOT USE BLACKBOARD LEARN):

3. Please estimate the average number of course sections you teach per year using Blackboard Learn (do not include sections that do not use Blackboard Learn):

Teaching 1-10+ Courses	
Number of Responses of Instructors Teaching 1-10 Courses & by Type	1405
On Ground	1,200
Online	630
Hybrid	326

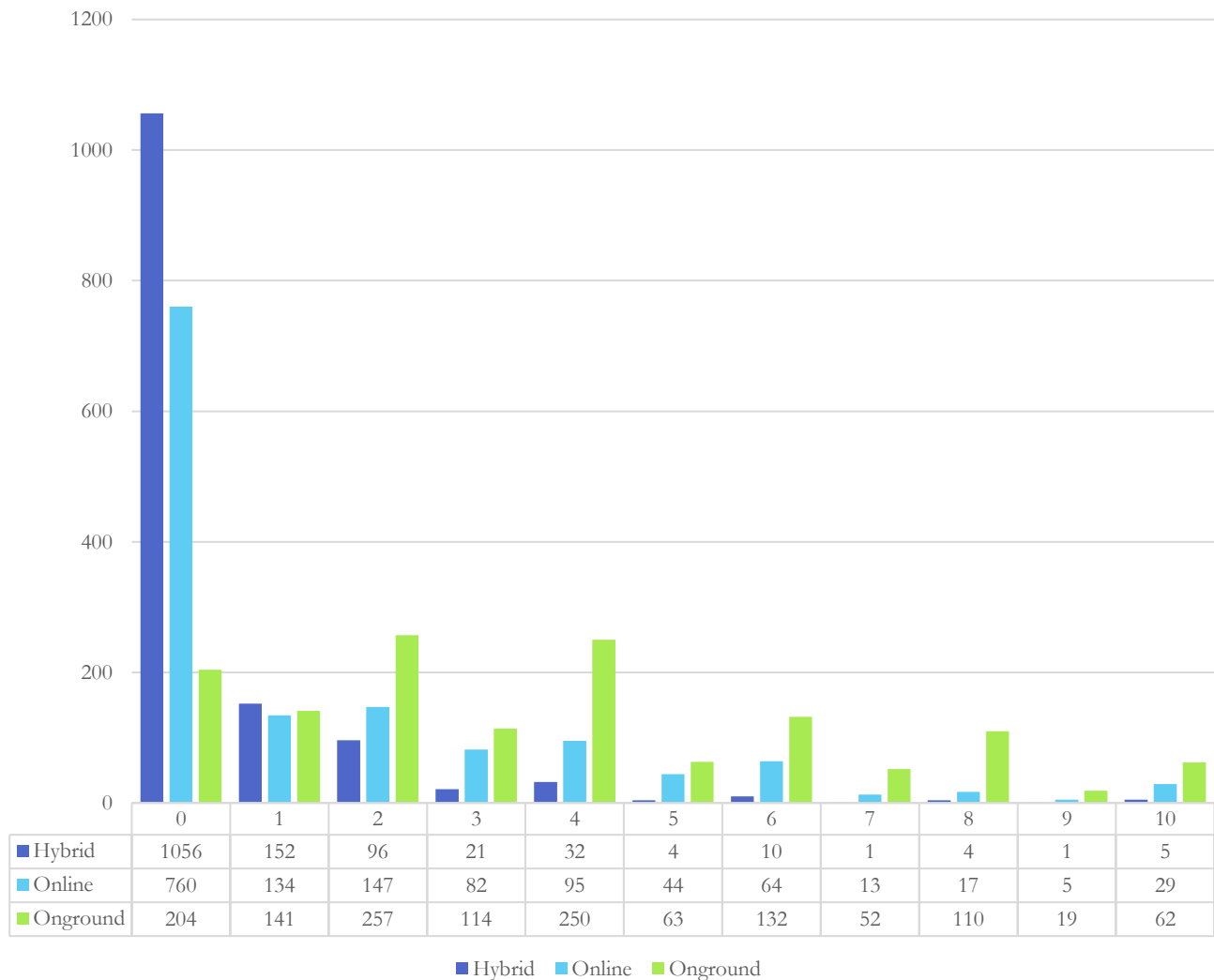
Quantity of Faculty Using
Blackboard Learn in Classes
(Teaching 1 to 10+)



QUESTION #3: PLEASE ESTIMATE THE AVERAGE NUMBER OF COURSE SECTIONS YOU TEACH PER YEAR USING BLACKBOARD LEARN (DO NOT INCLUDE SECTIONS THAT DO NOT USE BLACKBOARD LEARN):

Instructor Course Count by Type	0	1	2	3	4	5	6	7	8	9	10
Hybrid	1056	152	96	21	32	4	10	1	4	1	5
Online	760	134	147	82	95	44	64	13	17	5	29
On Ground	204	141	257	114	250	63	132	52	110	19	62

**Instructor Course Count Using Blackboard Learn
by Quantity & Course Type**
Total Respondents: 1,405



SURVEY QUESTION RESULTS:

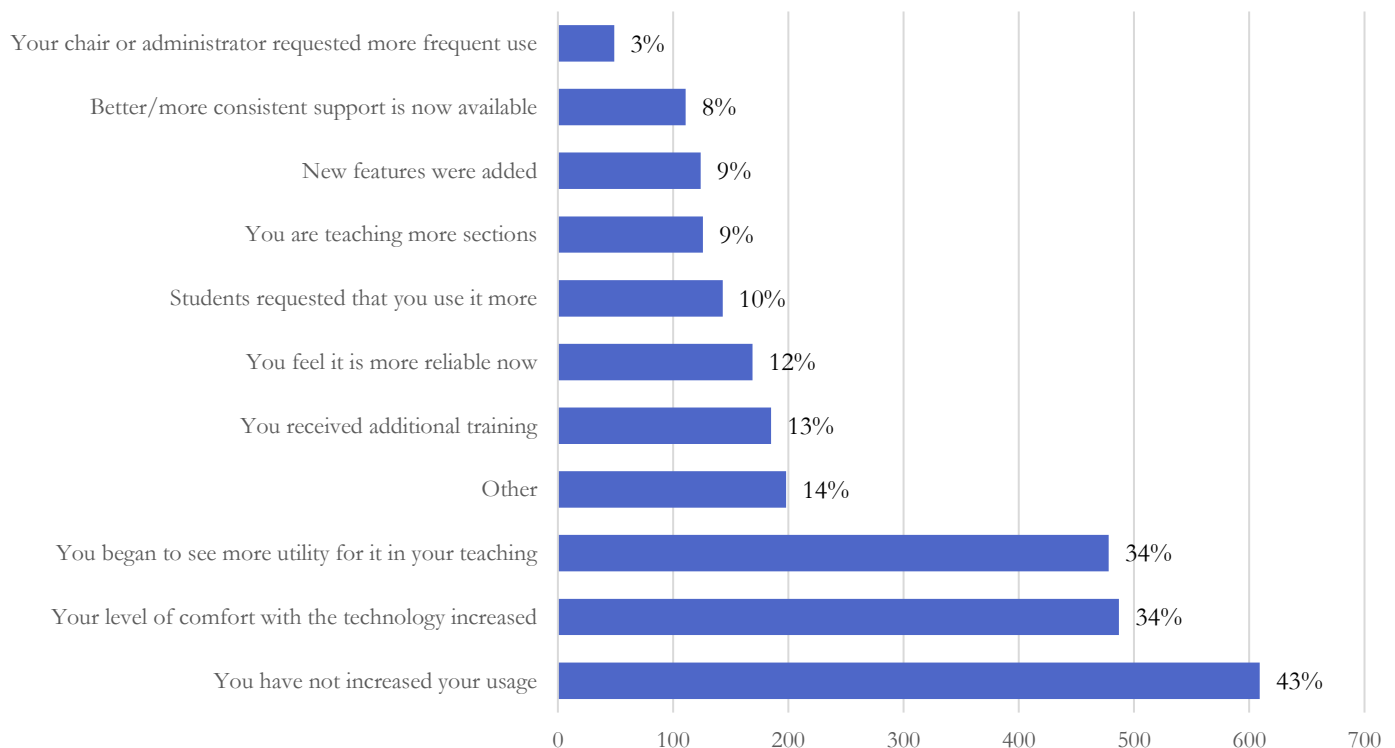
QUESTION #4: WHAT FACTORS, IF ANY, HAVE PERSUADED YOU TO INCREASE YOUR USE OF BLACKBOARD LEARN?
[SELECT ALL THAT APPLY]

4.What factors, if any, have persuaded you to increase your use of Blackboard Learn? [select all that apply]

Total responses	1412	
Response	# of Respondents	% of Respondents
You have not increased your usage	609	43%
Your level of comfort with the technology increased	487	34%
You began to see more utility for it in your teaching	478	34%
Other	198	14%
You received additional training	185	13%
You feel it is more reliable now	169	12%
Students requested that you use it more	143	10%
You are teaching more sections	126	9%
New features were added	124	9%
Better/more consistent support is now available	111	8%
Your chair or administrator requested more frequent use	49	3%

Persuasions that Increased Use of Blackboard Learn

Total Respondents: 1,412

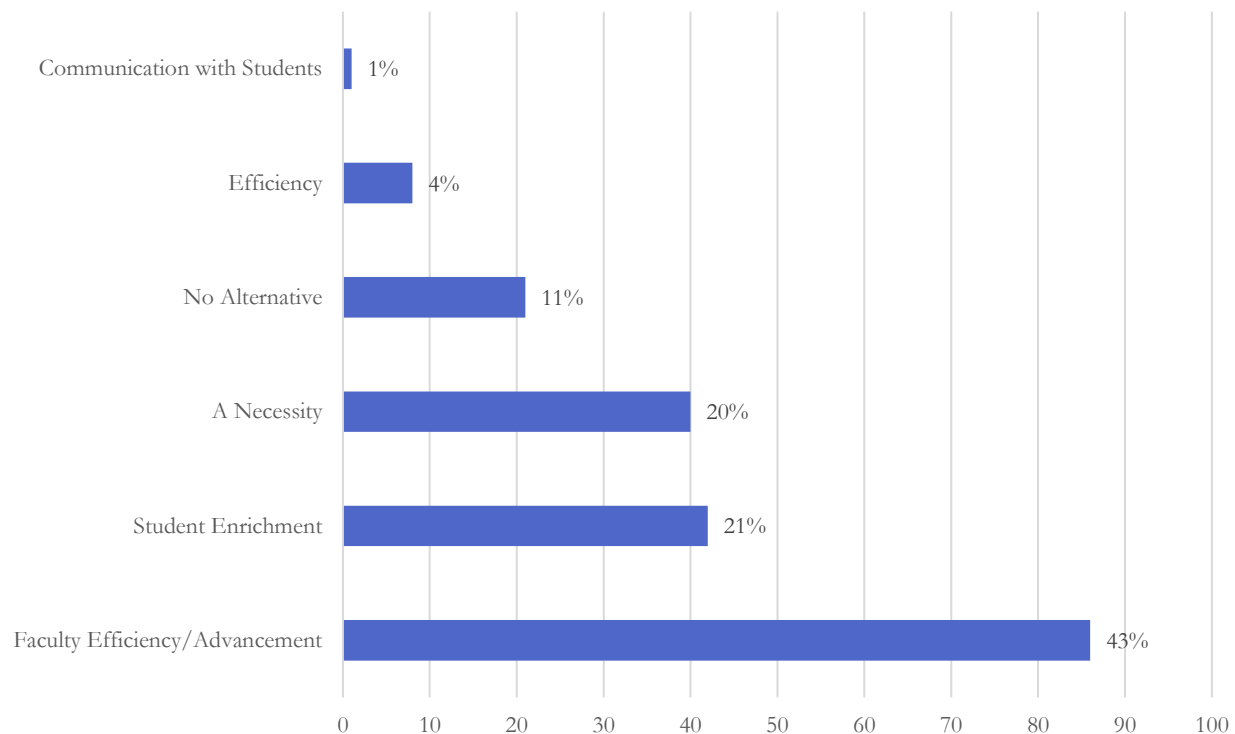


QUESTION #4: WHAT FACTORS, IF ANY, HAVE PERSUADED YOU TO INCREASE YOUR USE OF BLACKBOARD LEARN?
[SELECT ALL THAT APPLY]

Total OTHER Responses	198	
Categories of OTHER Comments		
Faculty Efficiency/Advancement	86	43%
Student Enrichment	42	21%
A Necessity	40	20%
No Alternative	21	11%
Efficiency	8	4%
Communication with Students	1	1%

**Persuasions that Increased Use of Blackboard
Comments from OTHER**

Total OTHER Respondents: 198

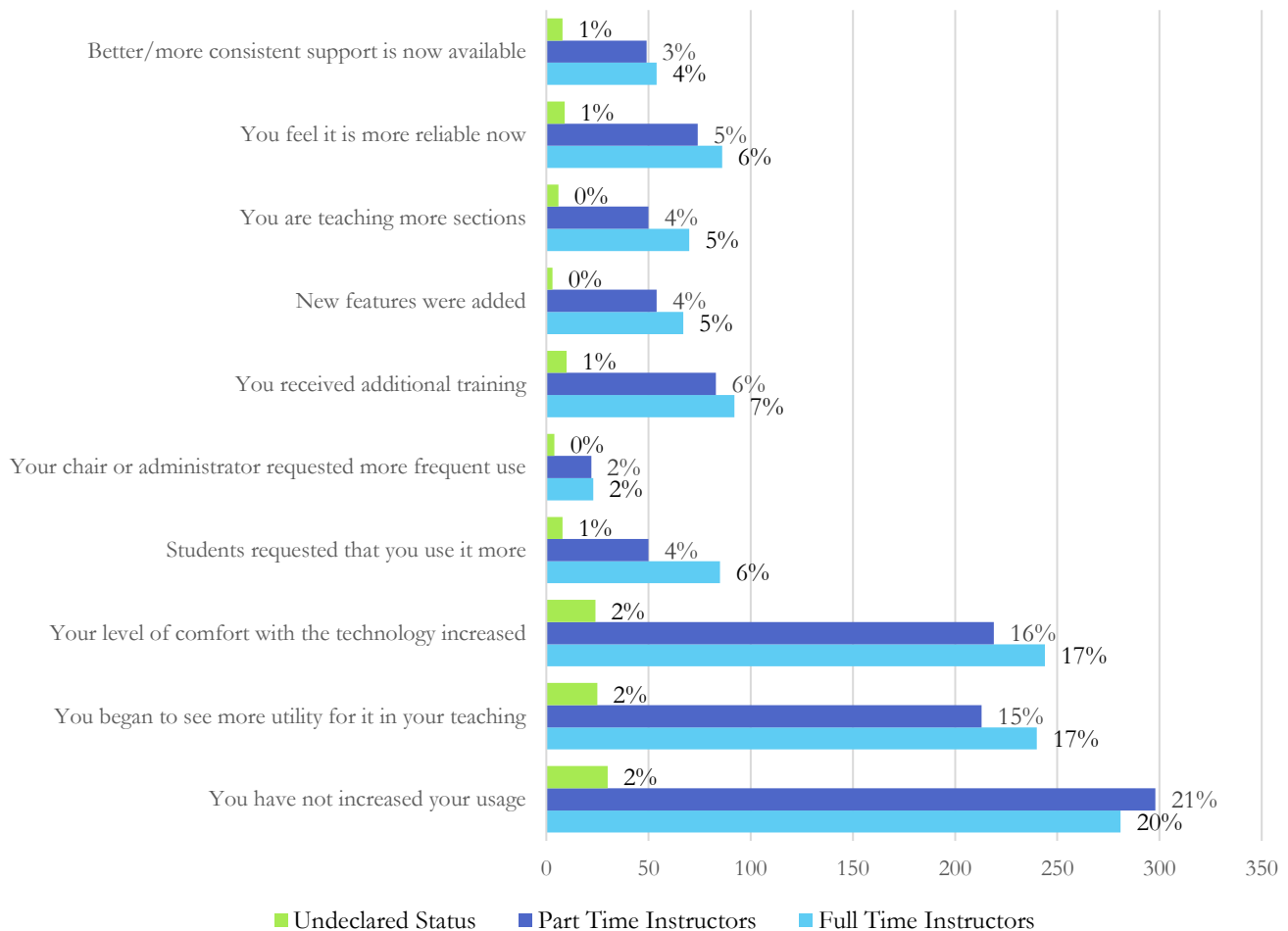


QUESTION #4: WHAT FACTORS, IF ANY, HAVE PERSUADED YOU TO INCREASE YOUR USE OF BLACKBOARD LEARN?
[SELECT ALL THAT APPLY]

	FT	PT	Undeclared Status	Total	FT%	PT%	Undeclared %
You have not increased your usage	281	298	30	609	20%	21%	2%
You began to see more utility for it in your teaching	240	213	25	478	17%	15%	2%
Your level of comfort with the technology increased	244	219	24	487	17%	16%	2%
Students requested that you use it more	85	50	8	143	6%	4%	1%
Your chair or administrator requested more frequent use	23	22	4	49	2%	2%	0%
You received additional training	92	83	10	185	7%	6%	1%
New features were added	67	54	3	124	5%	4%	0%
You are teaching more sections	70	50	6	126	5%	4%	0%
You feel it is more reliable now	86	74	9	169	6%	5%	1%
Better/more consistent support is now available	54	49	8	111	4%	3%	1%

Persuasions that Increased Use of Blackboard Learn
By Work Status

Total Respondents: 1,412



SURVEY QUESTION RESULTS:

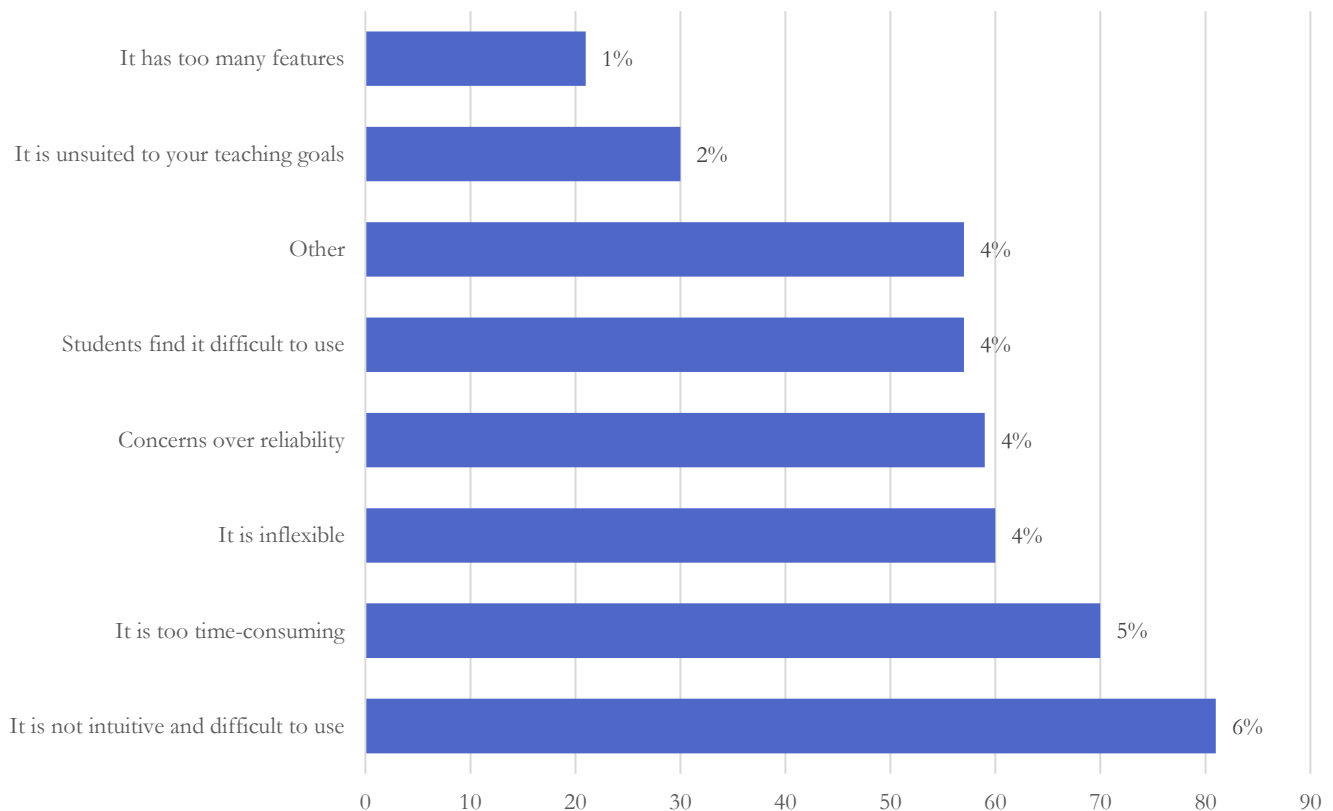
QUESTION #5: IF YOUR USAGE OF BLACKBOARD LEARN HAS **DECREASED** OVER TIME, WHAT FACTORS CONTRIBUTED TO THIS CHANGE? [SELECT ALL THAT APPLY]

5. If your usage of Blackboard Learn has decreased over time, what factors contributed to this change?
[select all that apply]

Total responses	1403	
Response	# of Respondents	% of Respondents
Your usage has not decreased over time	1181	84%
It is not intuitive and difficult to use	81	6%
It is too time-consuming	70	5%
It is inflexible	60	4%
Concerns over reliability	59	4%
Students find it difficult to use	57	4%
Other	57	4%
It is unsuited to your teaching goals	30	2%
It has too many features	21	1%

Reason for Decreased Usage of Blackboard Learn Total Respondents: 1,403

Note: 84.18% of Respondents chose "Usage has not decreased over time"

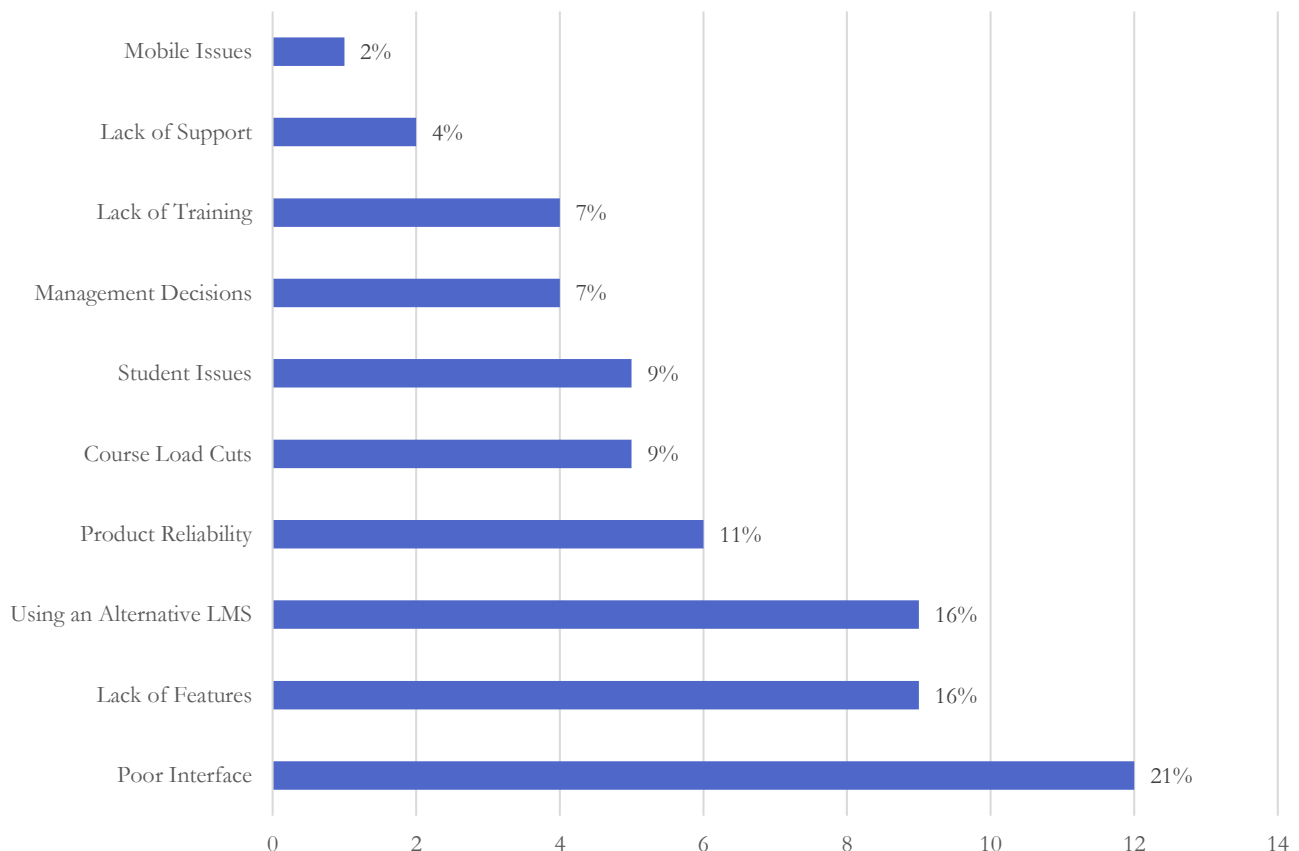


QUESTION #5: IF YOUR USAGE OF BLACKBOARD LEARN HAS **DECREASED OVER TIME, WHAT FACTORS CONTRIBUTED TO THIS CHANGE? [SELECT ALL THAT APPLY]**

Total OTHER Responses	57	
Categories of OTHER Comments		
Poor Interface	12	21%
Lack of Features	9	16%
Using an Alternative LMS	9	16%
Product Reliability	6	11%
Course Load Cuts	5	9%
Student Issues	5	9%
Management Decisions	4	7%
Lack of Training	4	7%
Lack of Support	2	4%
Mobile Issues	1	2%

**Reason for Decreased Usage of Blackboard Learn
Comments from OTHER**

Total OTHER Respondents: 57



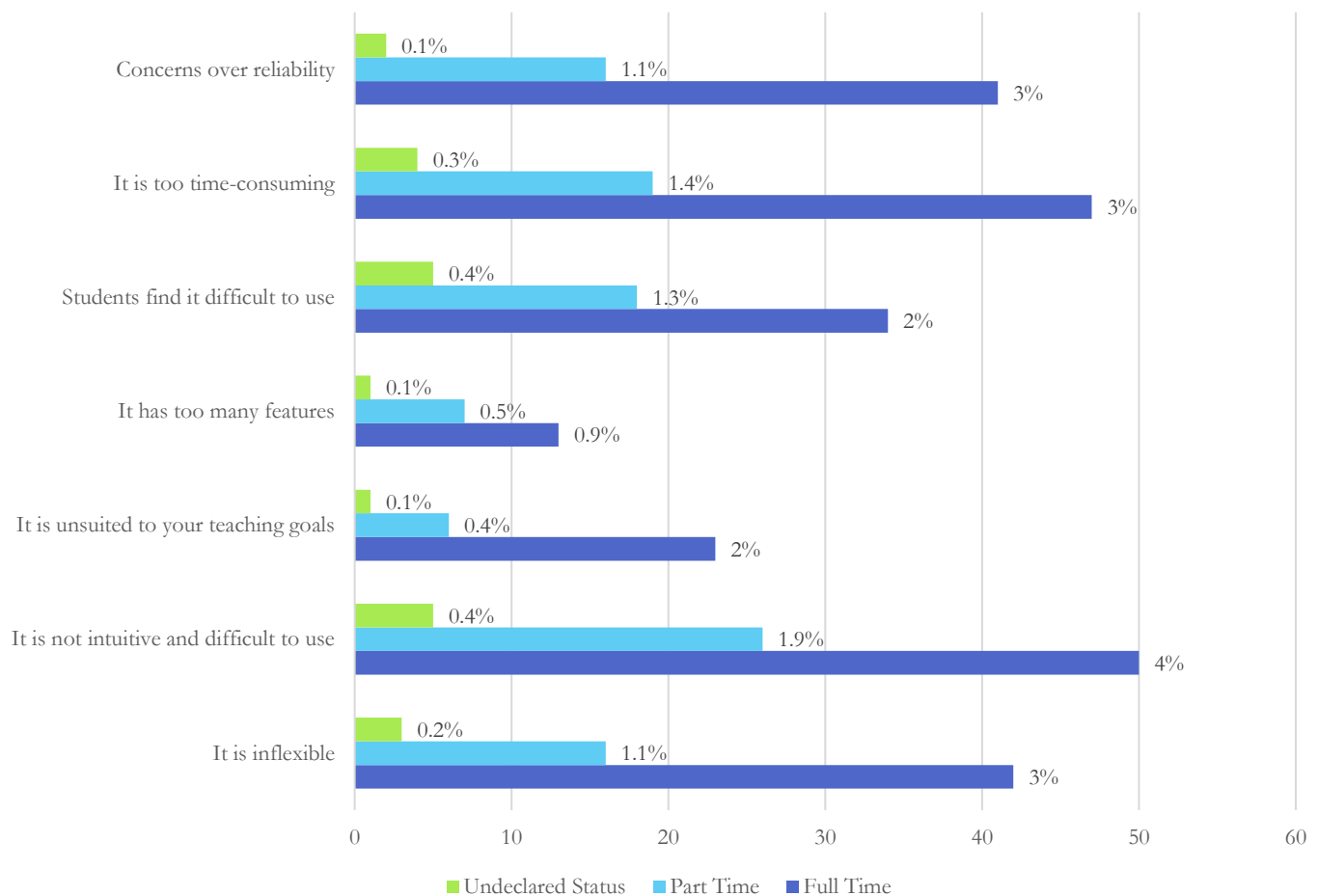
QUESTION #5: IF YOUR USAGE OF BLACKBOARD LEARN HAS **DECREASED OVER TIME, WHAT FACTORS CONTRIBUTED TO THIS CHANGE? [SELECT ALL THAT APPLY]**

	Full Time	Part Time	Undeclared Status	Total	Full Time %	Part Time %	Undeclared Status %
Your usage has not decreased over time	563	574	44	1181	40%	41%	3%
It is inflexible	42	16	3	61	3%	1.1%	0.2%
It is not intuitive and difficult to use	50	26	5	81	4%	1.9%	0.4%
It is unsuited to your teaching goals	23	6	1	30	2%	0.4%	0.1%
It has too many features	13	7	1	21	0.9%	0.5%	0.1%
Students find it difficult to use	34	18	5	57	2%	1.3%	0.4%
It is too time-consuming	47	19	4	70	3%	1.4%	0.3%
Concerns over reliability	41	16	2	59	3%	1.1%	0.1%

Reason for Decreased Usage of Blackboard Learn by Instructor

Work Status

Total Respondents: 1,403



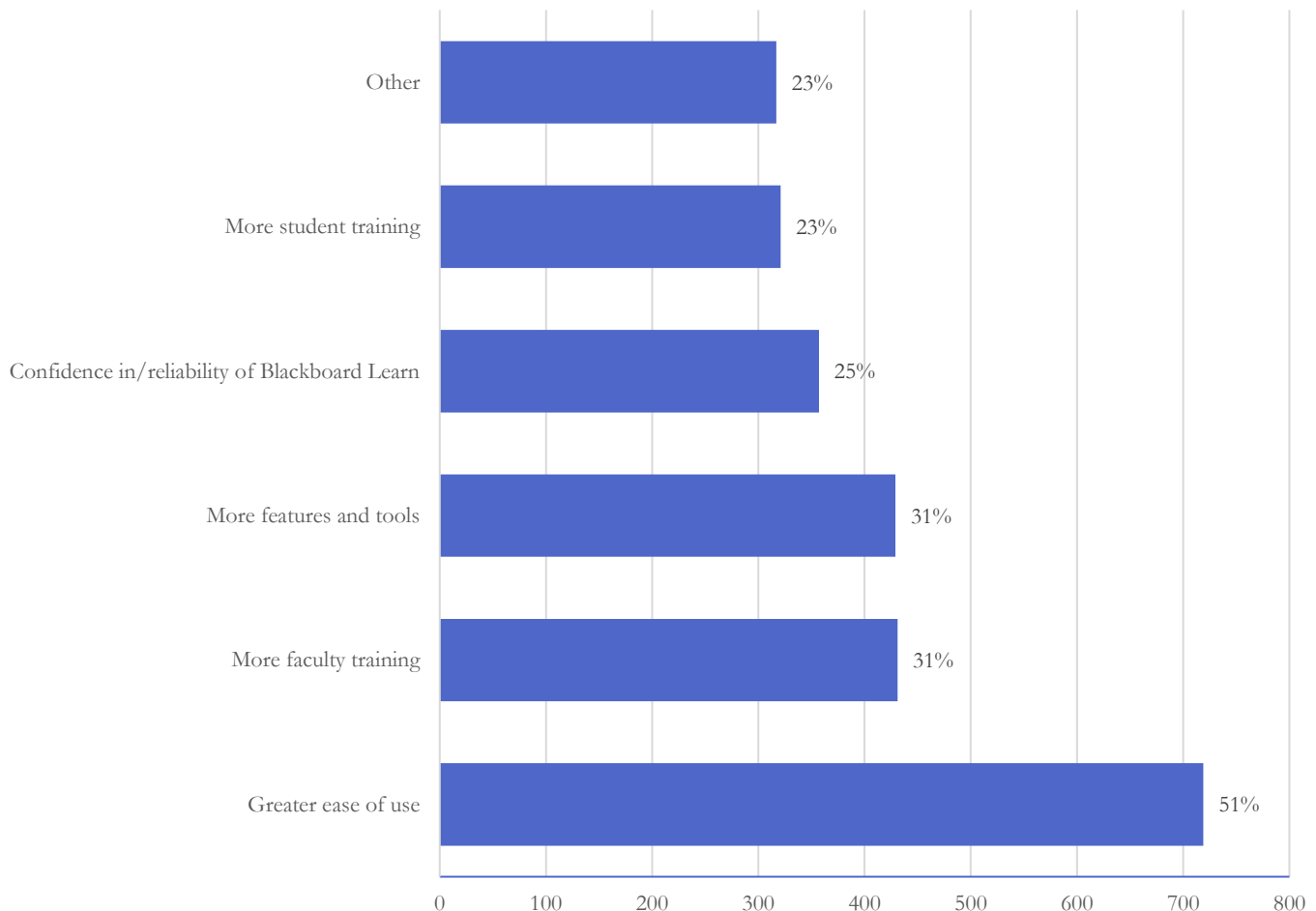
SURVEY QUESTION RESULTS:

QUESTION #6: WHAT CHANGES WOULD ENCOURAGE YOU TO MAKE MORE USE OF BLACKBOARD LEARN?

Q6. What changes would encourage you to make more use of Blackboard Learn?		
Total responses	1406	
Response	# of Respondents	% of Respondents
Greater ease of use	719	51%
More faculty training	431	31%
More features and tools	429	31%
Confidence in/reliability of Blackboard Learn	357	25%
More student training	321	23%
Other	317	23%

What Would Encourage More Use of Blackboard Learn

Total Respondents: 1,406

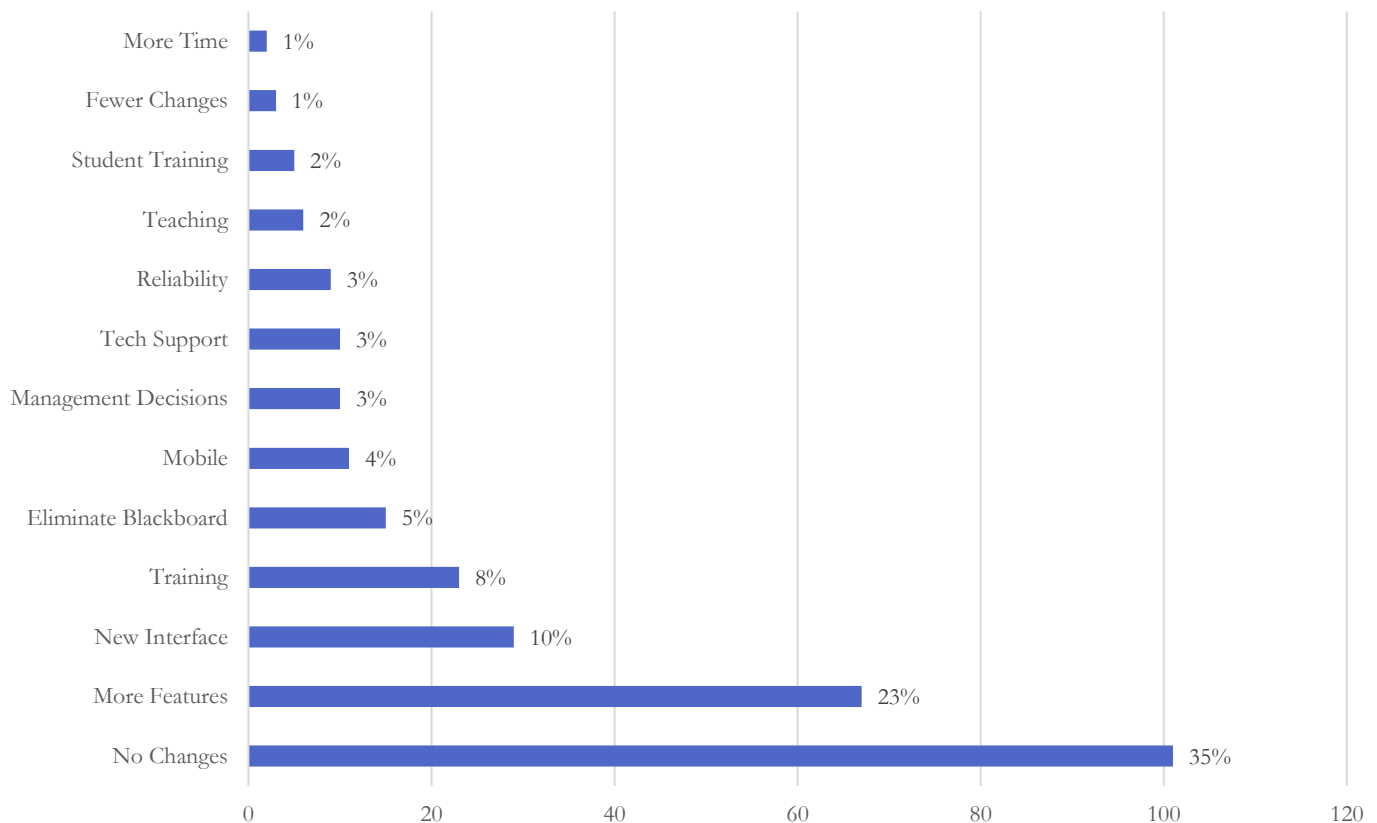


QUESTION #6: WHAT CHANGES WOULD ENCOURAGE YOU TO MAKE MORE USE OF BLACKBOARD LEARN?

Total OTHER Responses (N/A excluded)	291	
Categories of OTHER Comments		
No Changes	101	35%
More Features	67	23%
New Interface	29	10%
Training	23	8%
Eliminate Blackboard	15	5%
Mobile	11	4%
Management Decisions	10	3%
Tech Support	10	3%
Reliability	9	3%
Teaching	6	2%
Student Training	5	2%
Fewer Changes	3	1%
More Time	2	1%

What Would Encourage More Use of Blackboard Comments from OTHER

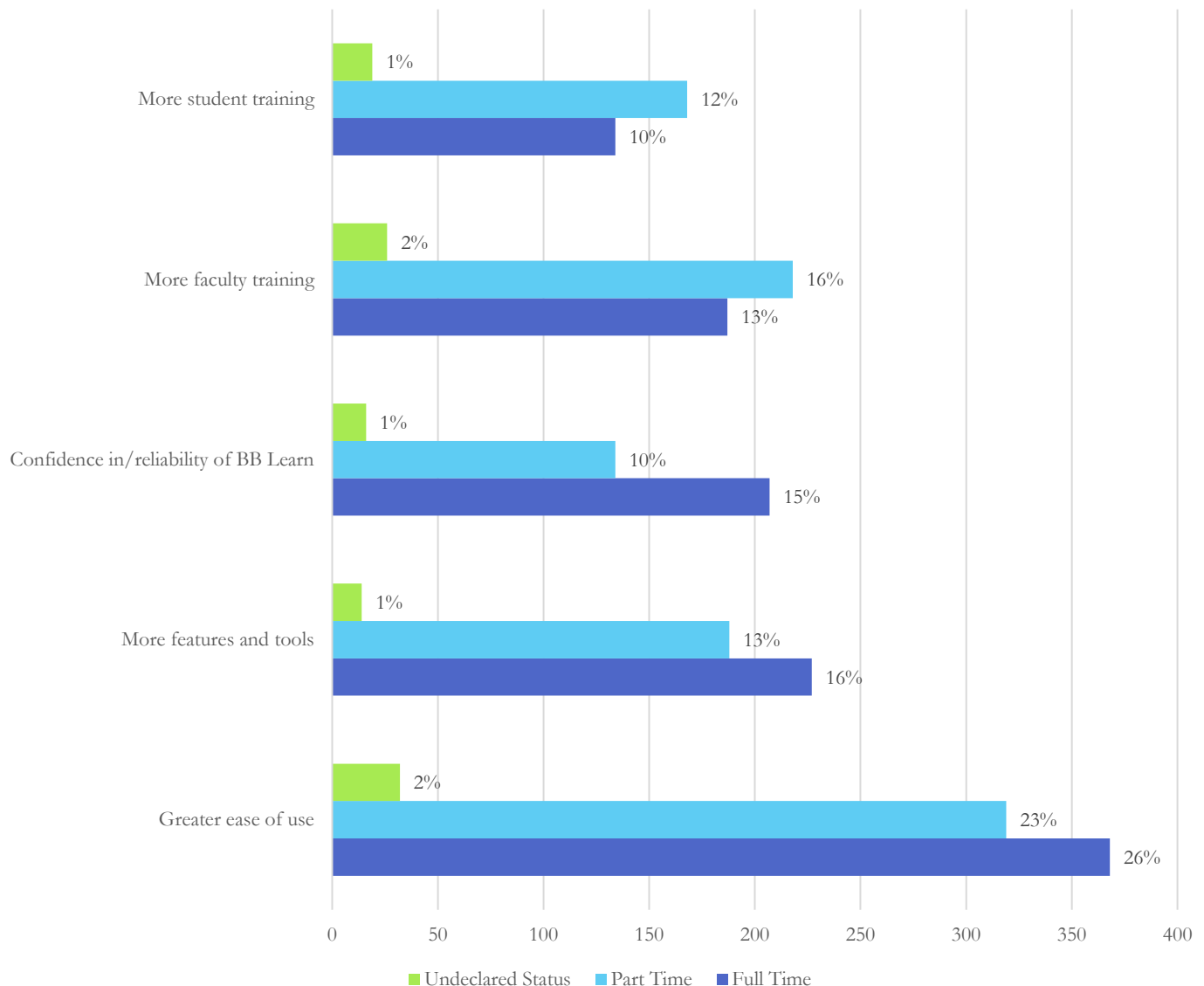
Total OTHER Respondents: 291



QUESTION #6: WHAT CHANGES WOULD ENCOURAGE YOU TO MAKE MORE USE OF BLACKBOARD LEARN?

	Full Time	Part Time	Undeclared Status	Total	FT %	PT %	Undeclared Status %
Greater ease of use	368	319	32	719	26%	23%	2%
More features and tools	227	188	14	429	16%	13%	1%
Confidence in/reliability of Bb Learn	207	134	16	357	15%	10%	1%
More faculty training	187	218	26	431	13%	16%	2%
More student training	134	168	19	321	10%	12%	1%

What Would Encourage More Use of
Blackboard Learn By **Work Status**
Total Respondents: 1,406

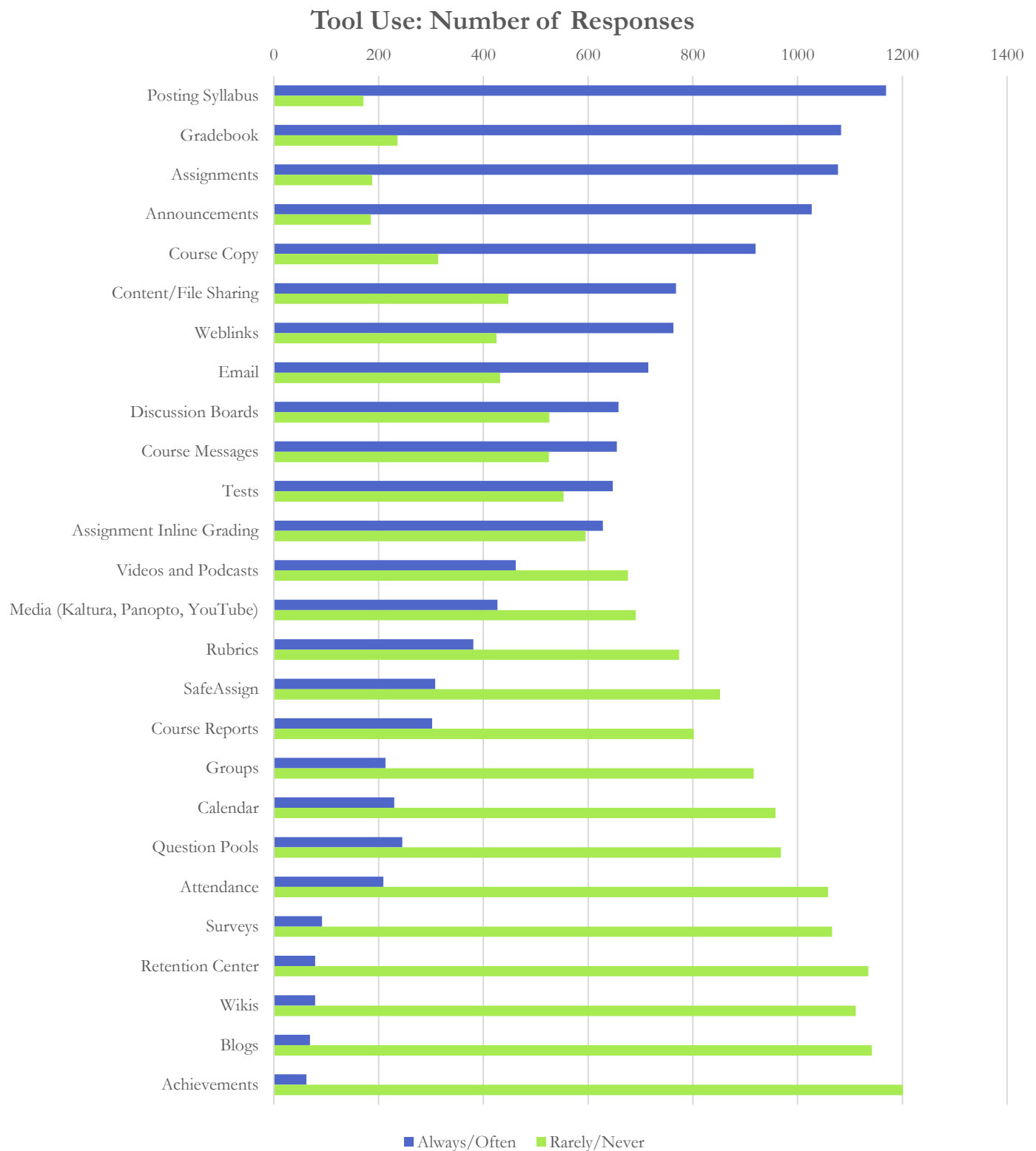


SURVEY QUESTION RESULTS:

QUESTION #7: PLEASE INDICATE HOW OFTEN YOU USE THE FOLLOWING TOOLS IN BLACKBOARD LEARN:

Total by tool for all course types	Always	Often	Occasionally	Rarely	Never	Discontinued	Total responses
Achievements	37	25	56	83	1118	11	1330
Announcements	760	267	177	79	106	6	1395
Assignment Inline Grading	435	193	133	85	510	17	1373
Assignments	803	274	126	61	127	7	1398
Attendance	145	64	73	79	979	15	1355
Blogs	26	43	118	125	1017	16	1345
Calendar	139	91	148	152	806	18	1354
Content/File Sharing	538	230	154	89	359	7	1377
Course Copy	678	242	137	54	260	11	1382
Course Messages	461	194	175	95	430	19	1374
Course Reports	168	134	236	157	645	15	1355
Discussion Boards	469	189	178	119	407	16	1378
Email	480	235	206	97	335	21	1374
External Storage (Google Drive, One Drive)	84	64	95	120	958	27	1348
Gradebook	947	136	64	38	198	7	1390
Groups	99	114	180	161	755	31	1340
Media (Kaltura, Panopto, YouTube)	221	206	225	116	575	20	1363
Question Pools	159	86	112	102	866	26	1351
Retention Center	30	49	84	129	1006	45	1343
Rubrics	237	144	184	116	658	23	1362
SafeAssign	174	134	159	119	733	27	1346
Surveys	44	48	145	152	914	35	1338
Posting Syllabus	1045	124	46	23	148	7	1393
Tests	470	177	149	89	464	22	1371
Videos and Podcasts	259	203	209	111	565	18	1365
Weblinks	469	294	173	67	358	11	1372
Wikis	35	44	98	139	972	52	1340

QUESTION #7: PLEASE INDICATE HOW OFTEN YOU USE THE FOLLOWING TOOLS IN BLACKBOARD LEARN:



QUESTION #7: PLEASE INDICATE HOW OFTEN YOU USE THE FOLLOWING TOOLS IN BLACKBOARD LEARN:

Top 10 Tools Used by All	
Posting Syllabus	1169
Gradebook	1083
Assignments	1077
Announcements	1027
Course Copy	920
Content/File Sharing	768
Weblinks	763
Email	715
Discussion Boards	658
Course Messages	655

Bottom 10 LEAST USED Tools by All	
Achievements	1201
Blogs	1142
Retention Center	1135
Wikis	1111
External Storage (Google Drive, One Drive)	1078
Surveys	1066
Attendance	1058
Question Pools	968
Calendar	958
Groups	916

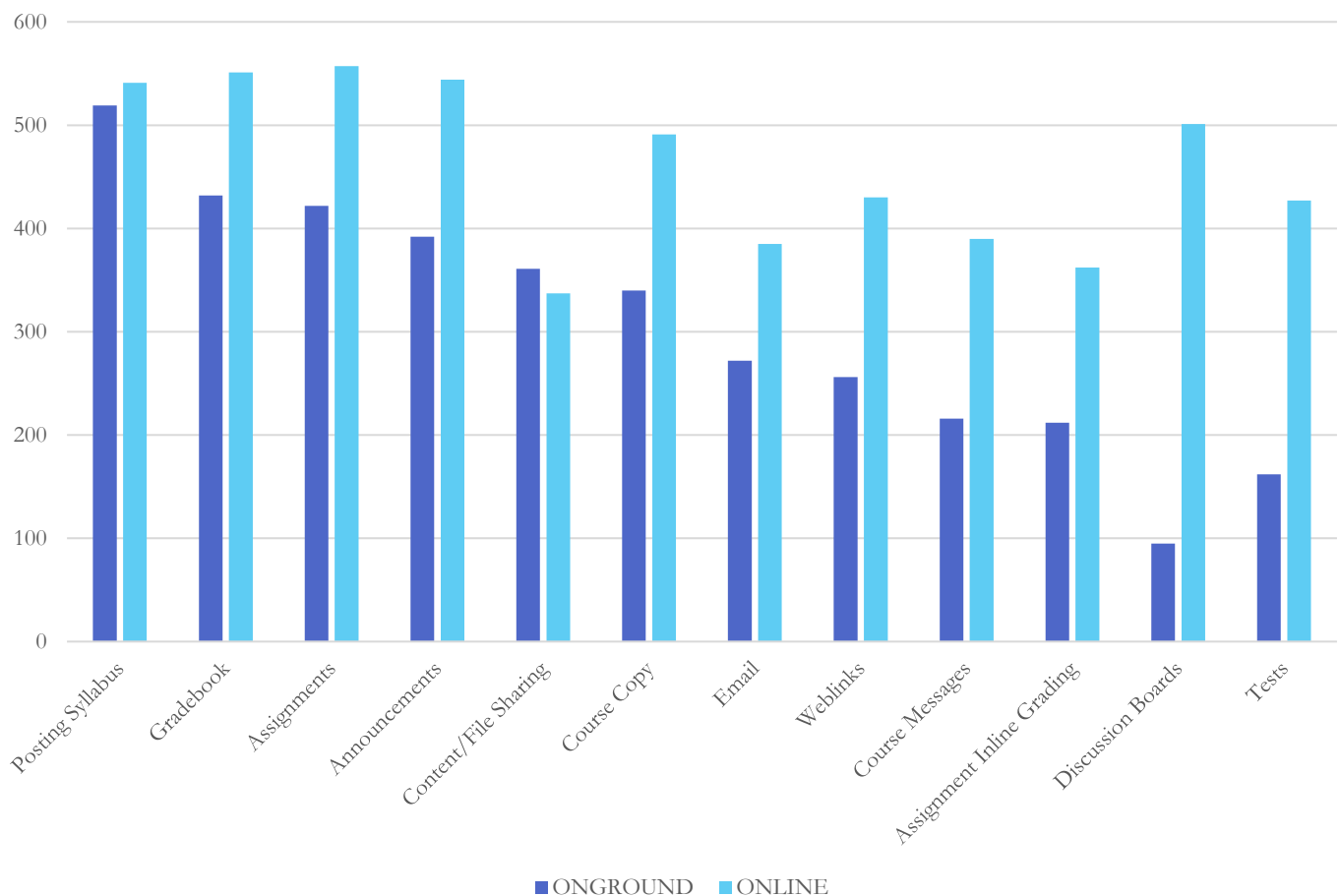
ONLINE ONLY Top 10 Tools					
Top 12 Used Tools by Users Teaching >0 Online (with 0 On Ground & 0 Hybrid) Courses	Online ONLY-always	Online ONLY-often	Online ONLY-always and often	Online ONLY total users	%
Posting Syllabus	134	5	139	156	89%
Gradebook	133	3	136	156	87%
Assignments	126	11	137	156	88%
Announcements	121	19	140	156	90%
Course Copy	86	16	102	156	65%
Content/File Sharing	58	17	75	156	48%
Weblinks	69	29	98	156	63%
Email	93	11	104	156	67%
Discussion Boards	132	7	139	156	89%
Course Messages	80	19	99	156	63%
Tests	86	12	98	156	63%
Assignment Inline Grading	83	17	100	156	64%

ON GROUND ONLY Top 10 Tools					
Top 12 Used Tools by Users Teaching > 0 On Ground (with 0 Online & 0 Hybrid) Courses	On ground ONLY-always	On ground ONLY-often	On ground ONLY-always and often	On ground ONLY total users	%
Posting Syllabus	445	74	519	642	81%
Gradebook	366	66	432	642	67%
Assignments	270	152	422	642	66%
Announcements	241	151	392	642	61%
Content/File Sharing	234	127	361	642	56%
Weblinks	123	128	251	642	39%
Email	161	107	268	642	42%
Course Copy	231	109	340	642	53%
Course Messages	126	90	216	642	34%
Assignment Inline Grading	127	85	212	642	33%
Tests	108	54	162	642	25%
Discussion Boards	41	54	95	642	15%

QUESTION #7: PLEASE INDICATE HOW OFTEN YOU USE THE FOLLOWING TOOLS IN BLACKBOARD LEARN:

Comparing ONLINE vs ONGROUND Tools	ONGROUND	ONLINE
Posting Syllabus	519	541
Gradebook	432	551
Assignments	422	557
Announcements	392	544
Content/File Sharing	361	337
Course Copy	340	491
Email	272	385
Weblinks	256	430
Course Messages	216	390
Assignment Inline Grading	212	362
Discussion Boards	95	501
Tests	162	427

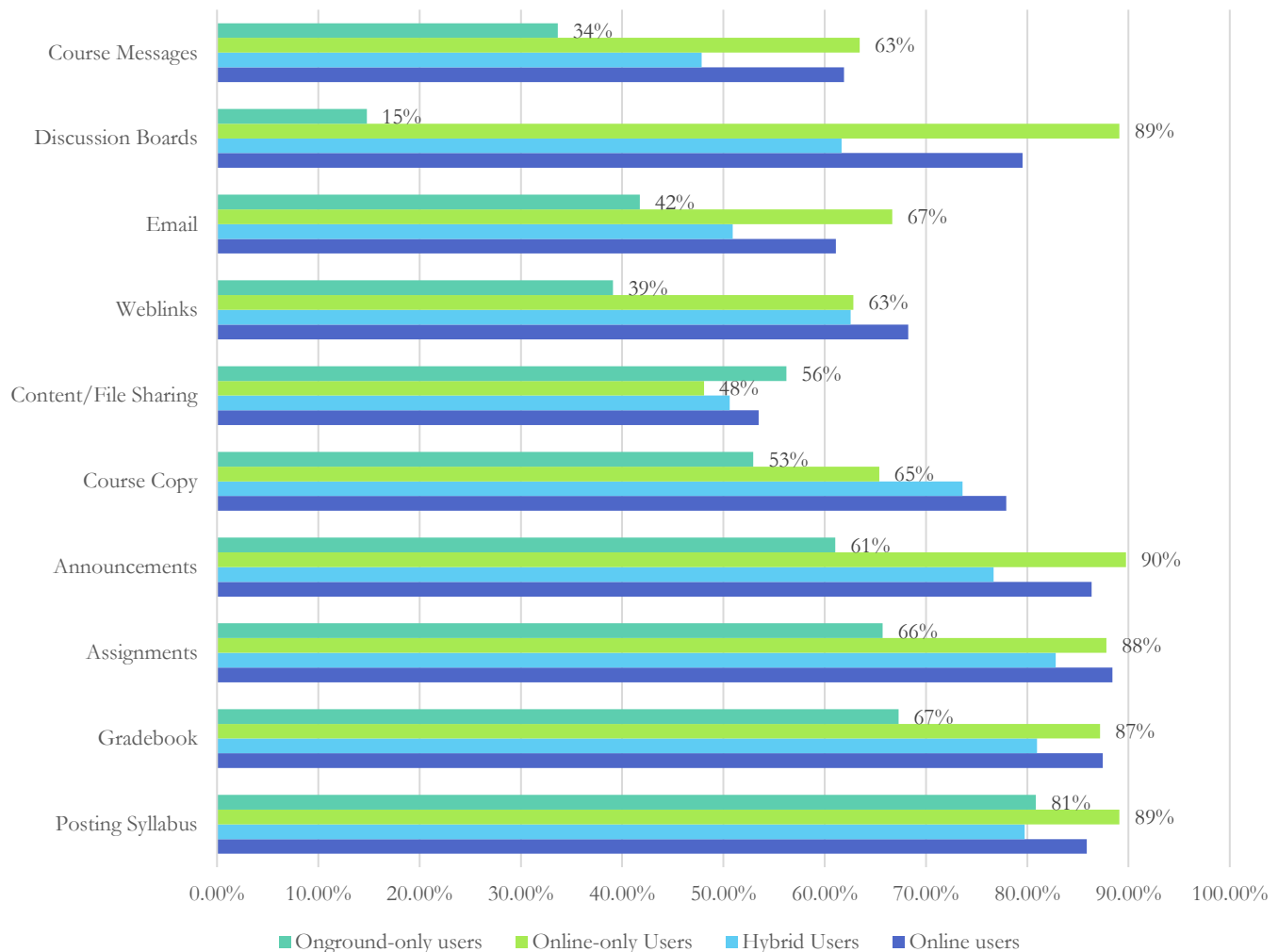
Comparing Top Tools Used By Faculty Teaching Only
On **Ground vs Faculty** Teaching at least 1 Online Course



QUESTION #7: PLEASE INDICATE HOW OFTEN YOU USE THE FOLLOWING TOOLS IN BLACKBOARD LEARN:

Top 10 Tool Usage by Course Type	Online Users	Hybrid Users	Online-Only Users	On Ground Only users
Posting Syllabus	85.87%	79.75%	89%	81%
Gradebook	87.46%	80.98%	87%	67%
Assignments	88.41%	82.82%	88%	66%
Announcements	86.35%	76.69%	90%	61%
Course Copy	77.94%	73.62%	65%	53%
Content/File Sharing	53.49%	50.61%	48%	56%
Weblinks	68.25%	62.58%	63%	39%
Email	61.11%	50.92%	67%	42%
Discussion Boards	79.52%	61.66%	89%	15%
Course Messages	61.90%	47.85%	63%	34%

Top 10 Overall Tools and Usage by Course Type



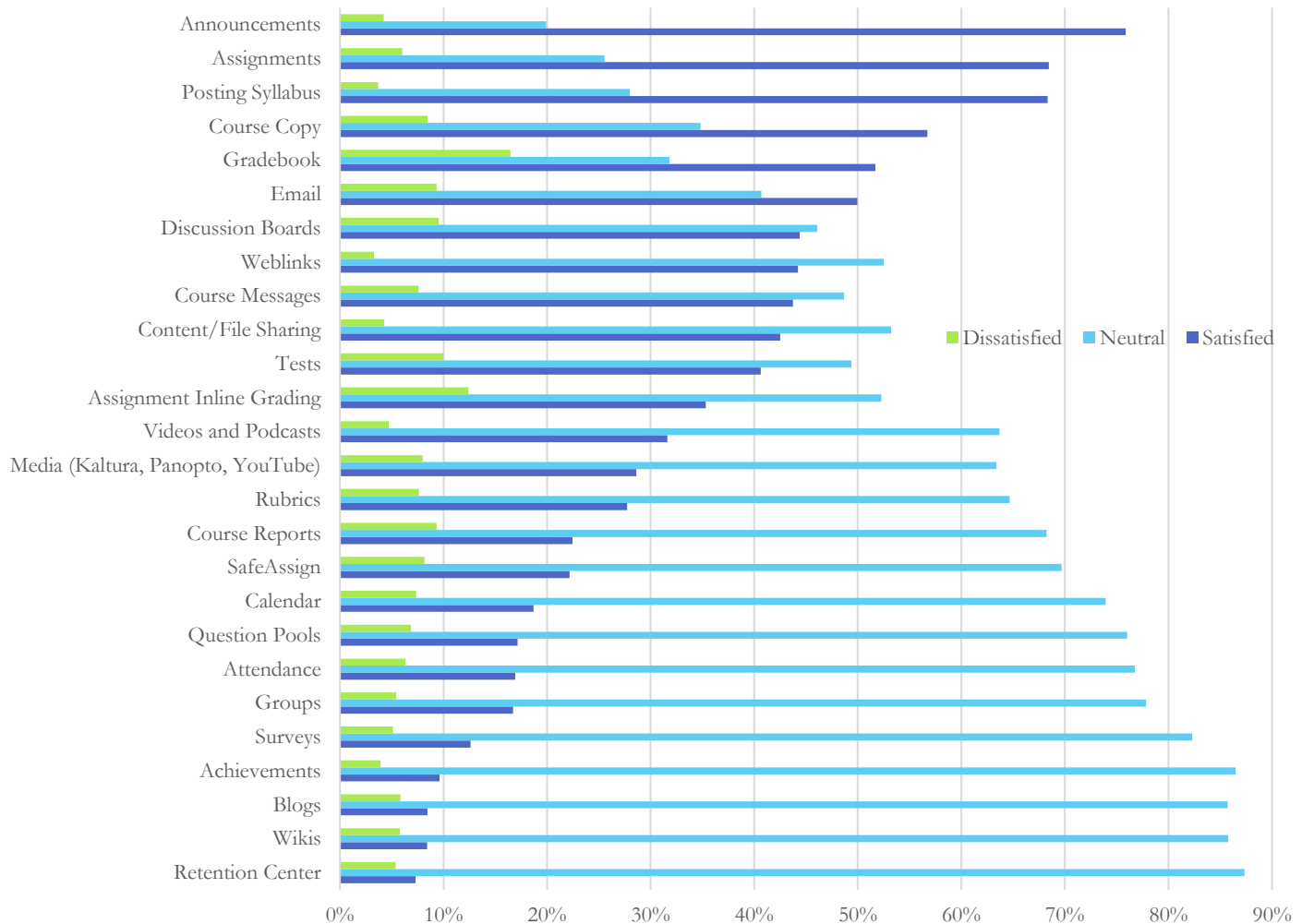
SURVEY QUESTION RESULTS:

QUESTION #8: PLEASE INDICATE YOUR SATISFACTION WITH THE TOOLS YOU USE IN BLACKBOARD LEARN:

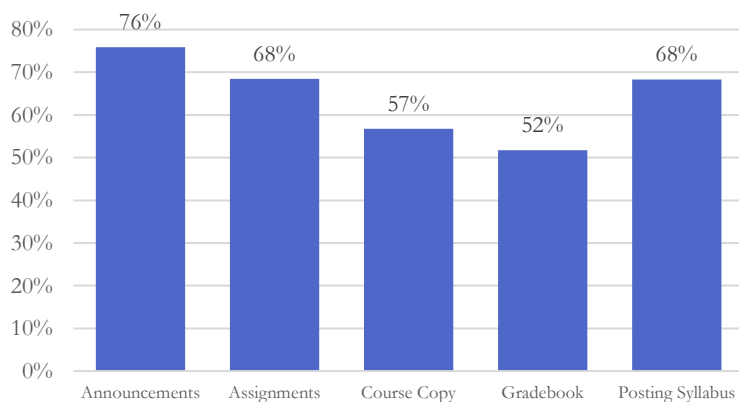
8. Please indicate your satisfaction with the tools you use in Blackboard Learn:				
Column1	Satisfied	Neutral	Dissatisfied	Total responses
Achievements	10%	86%	4%	1050
Announcements	76%	20%	4%	1326
Assignments	68%	26%	6%	1328
Assignment Inline Grading	35%	52%	12%	1217
Attendance	17%	77%	6%	1105
Blogs	8%	86%	6%	1077
Calendar	19%	74%	7%	1139
Content/File Sharing	43%	53%	4%	1214
Course Copy	57%	35%	8%	1299
Course Messages	44%	49%	8%	1198
Course Reports	22%	68%	9%	1136
Discussion Boards	44%	46%	10%	1250
Email	50%	41%	9%	1263
External Storage (Google Drive, One Drive)	12%	84%	4%	1095
Gradebook	52%	32%	16%	1317
Groups	17%	78%	5%	1106
Media (Kaltura, Panopto, YouTube)	29%	63%	8%	1153
Question Pools	17%	76%	7%	1125
Retention Center	7%	87%	5%	1081
Rubrics	28%	65%	8%	1168
SafeAssign	22%	70%	8%	1141
Surveys	13%	82%	5%	1095
Posting Syllabus	68%	28%	4%	1308
Tests	41%	49%	10%	1211
Videos and Podcasts	32%	64%	5%	1148
Weblinks	44%	53%	3%	1194
Wikis	8%	86%	6%	1069

QUESTION #8: PLEASE INDICATE YOUR SATISFACTION WITH THE TOOLS YOU USE IN BLACKBOARD LEARN:

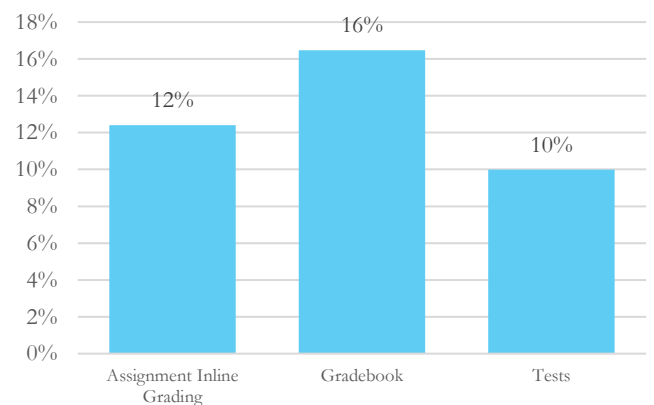
Faculty Satisfaction with Blackboard Tools



Tools with the Highest Satisfaction (>50% of Total Responses)



Tools with the Highest Disatisfaction (>50% of Total Responses)



SURVEY QUESTION RESULTS:

QUESTION #9: PLEASE INDICATE WHICH EXTERNAL TOOLS YOU MAKE USE OF IN YOUR BLACKBOARD LEARN COURSE SECTION(S). (AN EXTERNAL RESOURCE IS CONTENT OR TOOLS THAT ARE LINKED TO FROM WITHIN A BLACKBOARD LEARN COURSE SECTION): [SELECT ALL THAT APPLY]

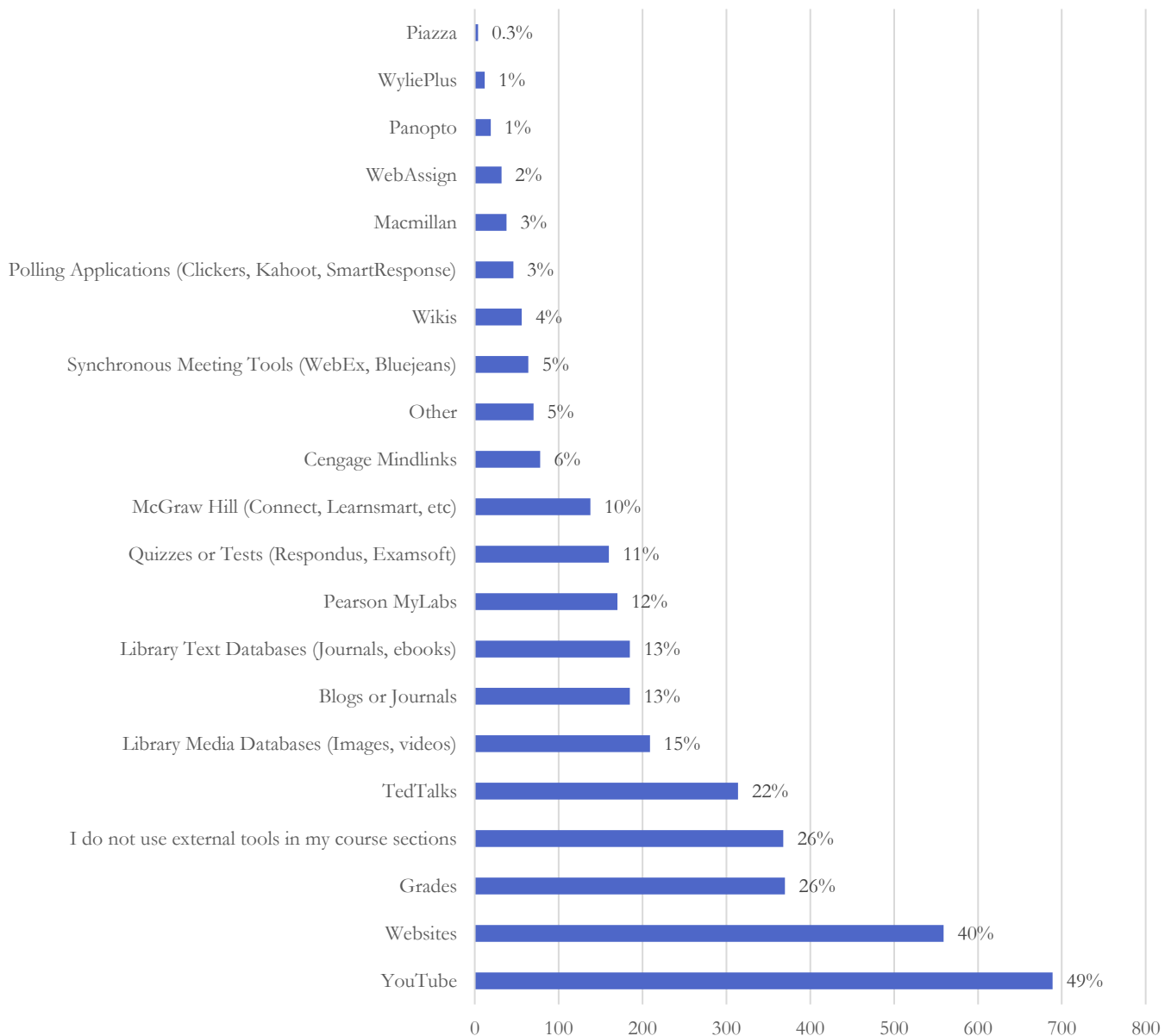
Q9 Please indicate which external tools you make use of in your Blackboard Learn course section(s). (An external resource is content or tools that are linked to from within a Blackboard Learn course section): [select all that apply]

Total responses	1410	
Response	# of Respondents	% of Respondents
YouTube	689	49%
Websites	559	40%
Grades	370	26%
I do not use external tools in my course sections	368	26%
TedTalks	314	22%
Library Media Databases (Images, videos)	209	15%
Blogs or Journals	185	13%
Library Text Databases (Journals, ebooks)	185	13%
Pearson MyLabs	170	12%
Quizzes or Tests (Respondus, Examsoft)	160	11%
McGraw Hill (Connect, Learnsmart, etc)	138	10%
Cengage Mindlinks	78	6%
Other	70	5%
Synchronous Meeting Tools (WebEx, Bluejeans)	64	5%
Wikis	56	4%
Polling Applications (Clickers, Kahoot, SmartResponse)	46	3%
Macmillan	38	3%
WebAssign	32	2%
Panopto	19	1%
WyliePlus	12	1%
Piazza	4	0.3%

QUESTION #9: PLEASE INDICATE WHICH EXTERNAL TOOLS YOU MAKE USE OF IN YOUR BLACKBOARD LEARN COURSE SECTION(S). (AN EXTERNAL RESOURCE IS CONTENT OR TOOLS THAT ARE LINKED TO FROM WITHIN A BLACKBOARD LEARN COURSE SECTION): [SELECT ALL THAT APPLY]

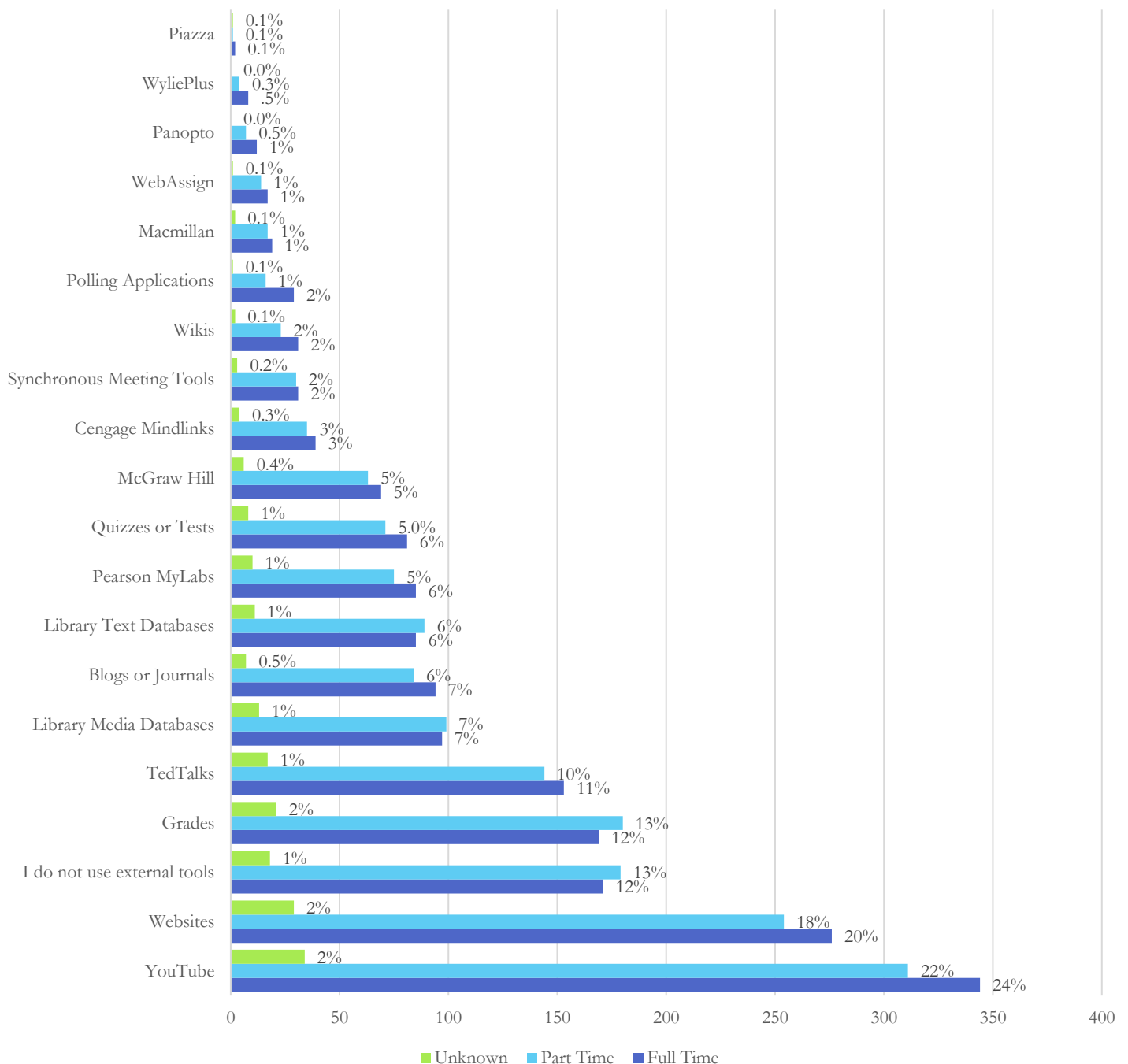
External Tools Used by Instructors in Blackboard Learn Courses

Total Responses: 1,410



QUESTION #9: PLEASE INDICATE WHICH EXTERNAL TOOLS YOU MAKE USE OF IN YOUR BLACKBOARD LEARN COURSE SECTION(S). (AN EXTERNAL RESOURCE IS CONTENT OR TOOLS THAT ARE LINKED TO FROM WITHIN A BLACKBOARD LEARN COURSE SECTION): [SELECT ALL THAT APPLY]

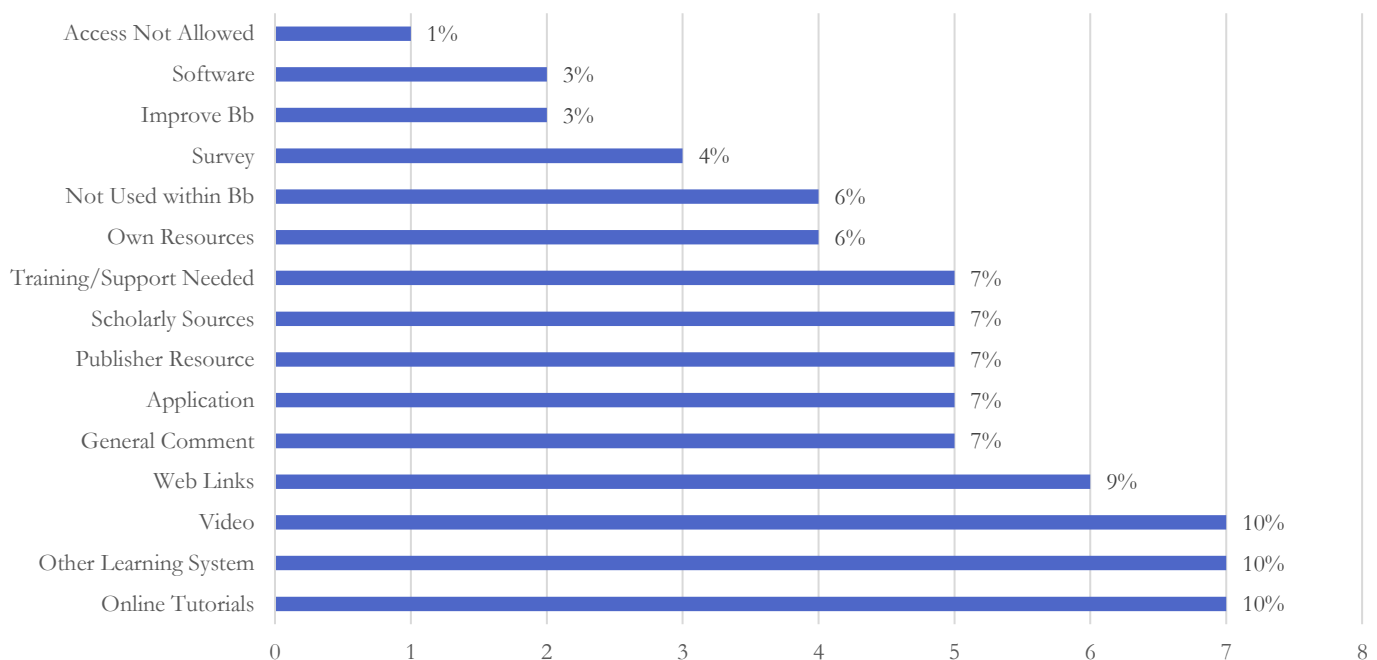
**External Tools Used by Instructors in
Blackboard Learn Courses by Work Status**
Total Responses: 1,410



QUESTION #9: PLEASE INDICATE WHICH EXTERNAL TOOLS YOU MAKE USE OF IN YOUR BLACKBOARD LEARN COURSE SECTION(S). (AN EXTERNAL RESOURCE IS CONTENT OR TOOLS THAT ARE LINKED TO FROM WITHIN A BLACKBOARD LEARN COURSE SECTION): [SELECT ALL THAT APPLY]

Total OTHER Responses	70	
Categories of OTHER Comments		
Online Tutorials	7	10%
Other Learning System	7	10%
Video	7	10%
Web Links	6	9%
General Comment	5	7%
Application	5	7%
Publisher Resource	5	7%
Scholarly Sources	5	7%
Training/Support Needed	5	7%
Own Resources	4	6%
Not Used within Bb	4	6%
Survey	3	4%
Improve Bb	2	3%
Software	2	3%
Access Not Allowed	1	1%

Other Responses
Total **OTHER** Responses: 70



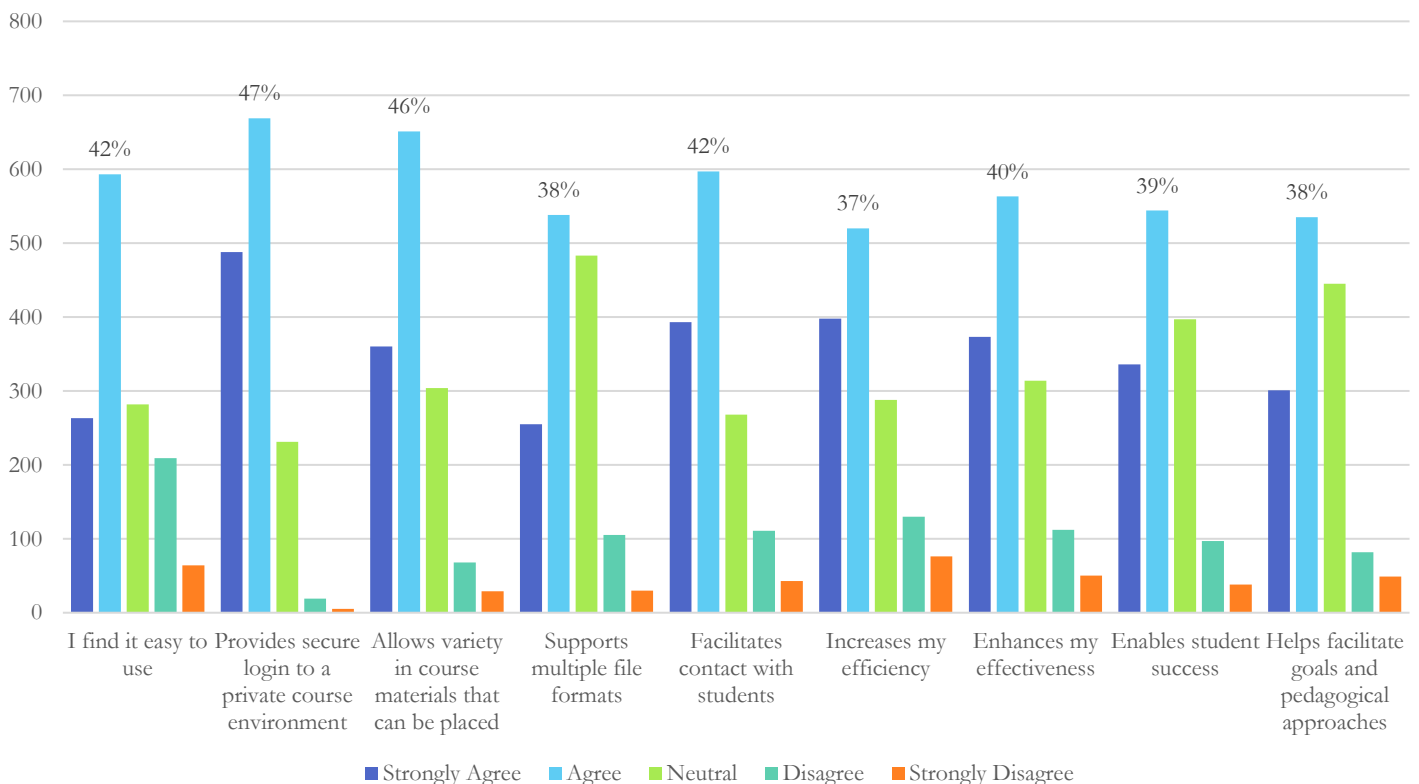
SURVEY QUESTION RESULTS:

QUESTION #10: PLEASE INDICATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS REGARDING BLACKBOARD LEARN:

10. Please indicate your level of agreement with the following statements regarding Blackboard Learn:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Response Total	% Strongly Agree	% Agree	% Neutral	% Disagree	% Strongly Disagree
I find it easy to use	263	593	282	209	64	1412	18.6%	42%	20%	15%	5%
Provides secure login to a private course environment	488	669	231	19	5	1412	34.6%	47%	16%	1%	0.4%
Allows variety in course materials that can be placed	360	651	304	68	29	1412	25.5%	46%	22%	5%	2%
Supports multiple file formats	255	538	483	105	30	1412	18.1%	38%	34%	7%	2%
Facilitates contact with students	393	597	268	111	43	1412	27.8%	42%	19%	8%	3%
Increases my efficiency	398	520	288	130	76	1412	28.2%	37%	20%	9%	5%
Enhances my effectiveness	373	563	314	112	50	1412	26.4%	40%	22%	8%	4%
Enables student success	336	544	397	97	38	1412	23.8%	39%	28%	7%	3%
Helps facilitate goals and pedagogical approaches	301	535	445	82	49	1412	21.3%	38%	32%	6%	3%

Opinions on Blackboard Learn Total Respondents: 1,412



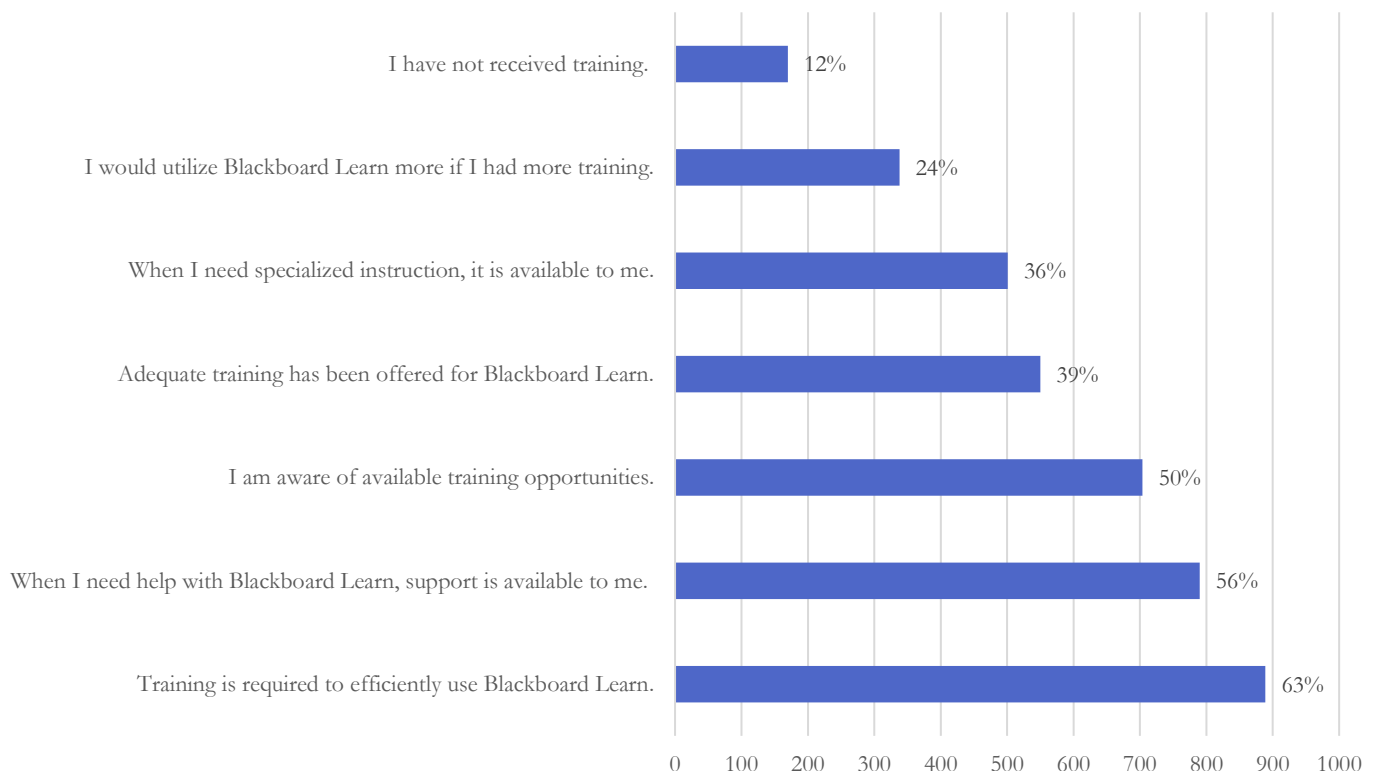
SURVEY QUESTION RESULTS:

QUESTION #11: PLEASE SELECT THE STATEMENTS YOU AGREE WITH REGARDING TRAINING FOR BLACKBOARD LEARN:
[SELECT ALL THAT APPLY]

11. Please select the statements you agree with regarding training for Blackboard Learn: [select all that apply]		
	2180	65%
Total Responses	1412	
Training is required to efficiently use Blackboard Learn.	889	63%
When I need help with Blackboard Learn, support is available to me.	790	56%
I am aware of available training opportunities.	704	50%
Adequate training has been offered for Blackboard Learn.	550	39%
When I need specialized instruction, it is available to me.	501	35%
I would utilize Blackboard Learn more if I had more training.	338	24%
I have not received training.	170	12%

Opinions on Training for Blackboard Learn

Respondents: 1,412
(65% of Total Surveys)



SURVEY QUESTION RESULTS:

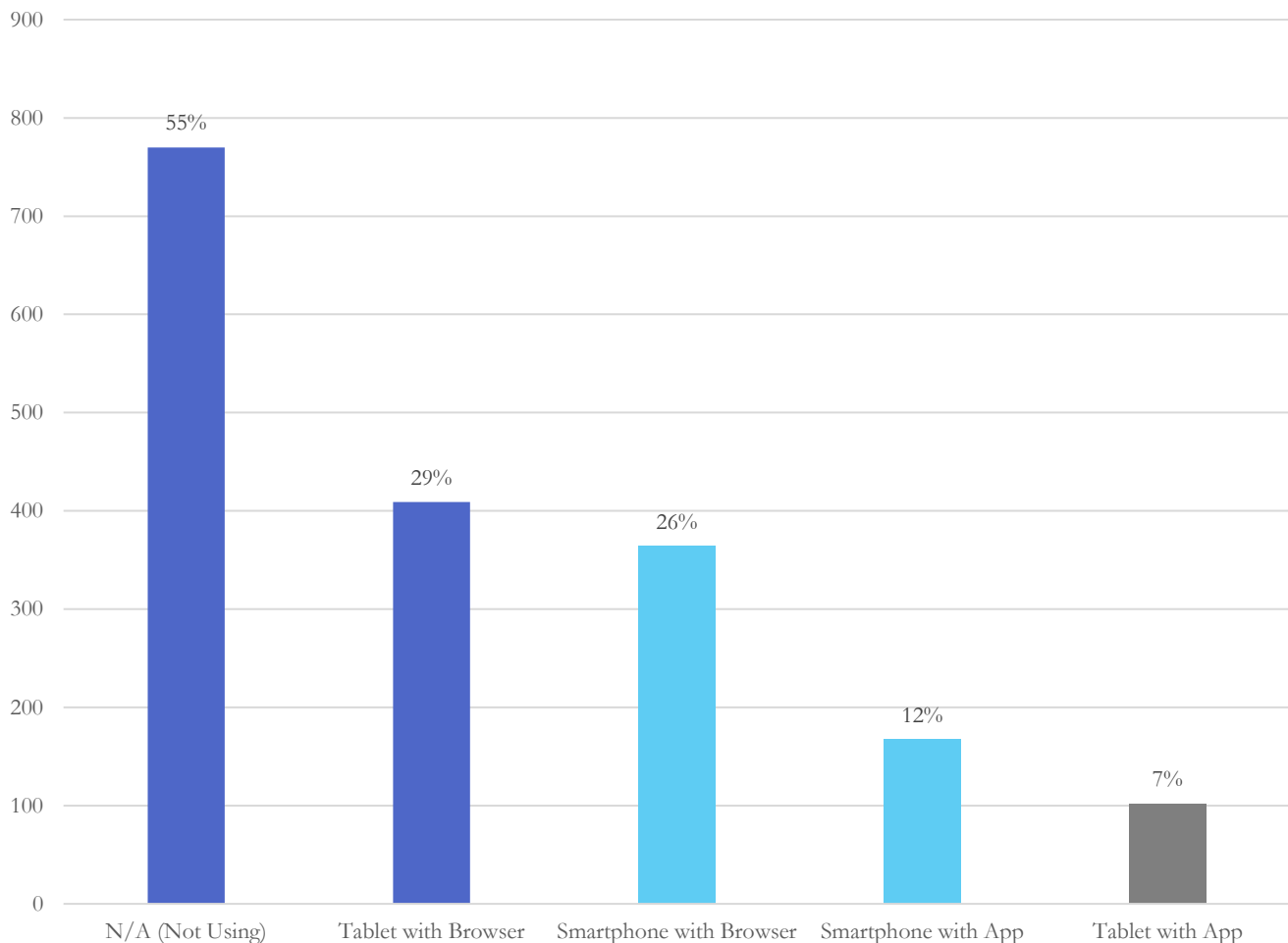
QUESTION #12: INDICATE THE MOBILE DEVICES AND METHODS YOU USE TO ACCESS BLACKBOARD LEARN: [SELECT ALL THAT APPLY]

12. Indicate the mobile devices and methods you use to access Blackboard Learn: [select all that apply]		
Total Responses:	1410	
N/A (Not Using)	770	55%
Tablet with Browser	409	29%
Smartphone with Browser	364	26%
Smartphone with App	167	12%
Tablet with App	102	7%

Instructor Use of Mobile Devices

Total Respondents: 1,410

*Note: Instructor App is not available to CCC Faculty



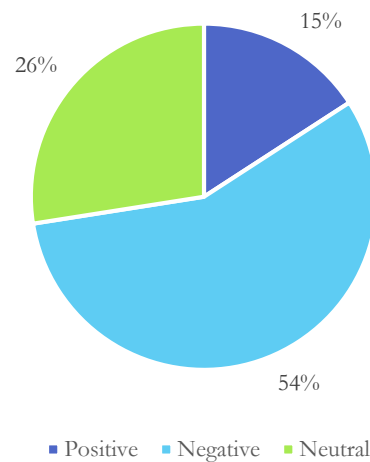
SURVEY QUESTION RESULTS:

QUESTION #13: PLEASE ADD ANY COMMENTS YOU MAY HAVE ABOUT WHAT YOU LIKE OR DISLIKE ABOUT BLACKBOARD LEARN:

13. Please add any comments you may have about what you like or dislike about Blackboard Learn:			
		Total Surveys	2180
Total Responses	620		28%
Type of Blackboard Comments			
Positive	94	15%	
Negative	336	54%	
Neutral	163	26%	

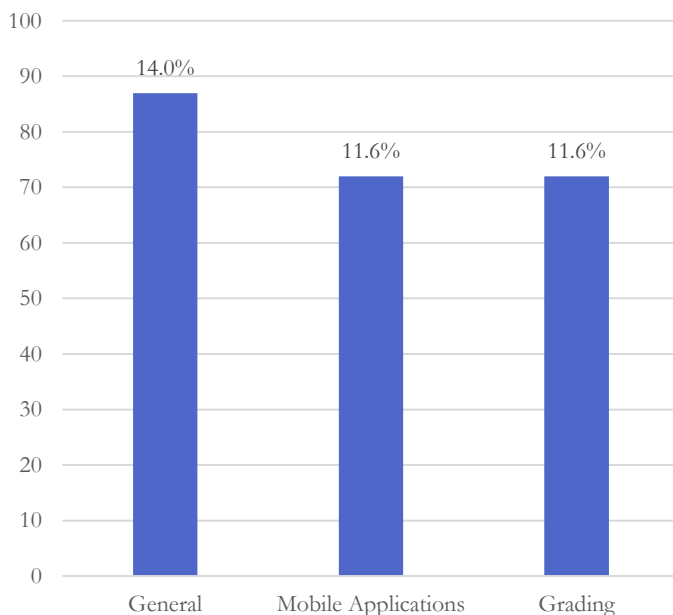
Blackboard Comments by Attitude

Respondents: 620
(28% of Total Surveys)



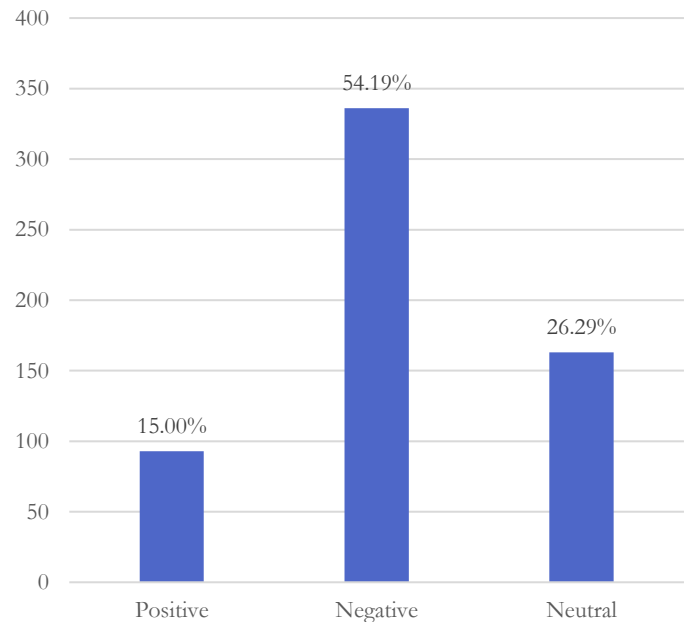
Categories with Highest Negative Comments

Respondents: 620
(28% of Total Surveys)



Blackboard Comments by Attitude

Respondents: 620
(28% of Total Surveys)

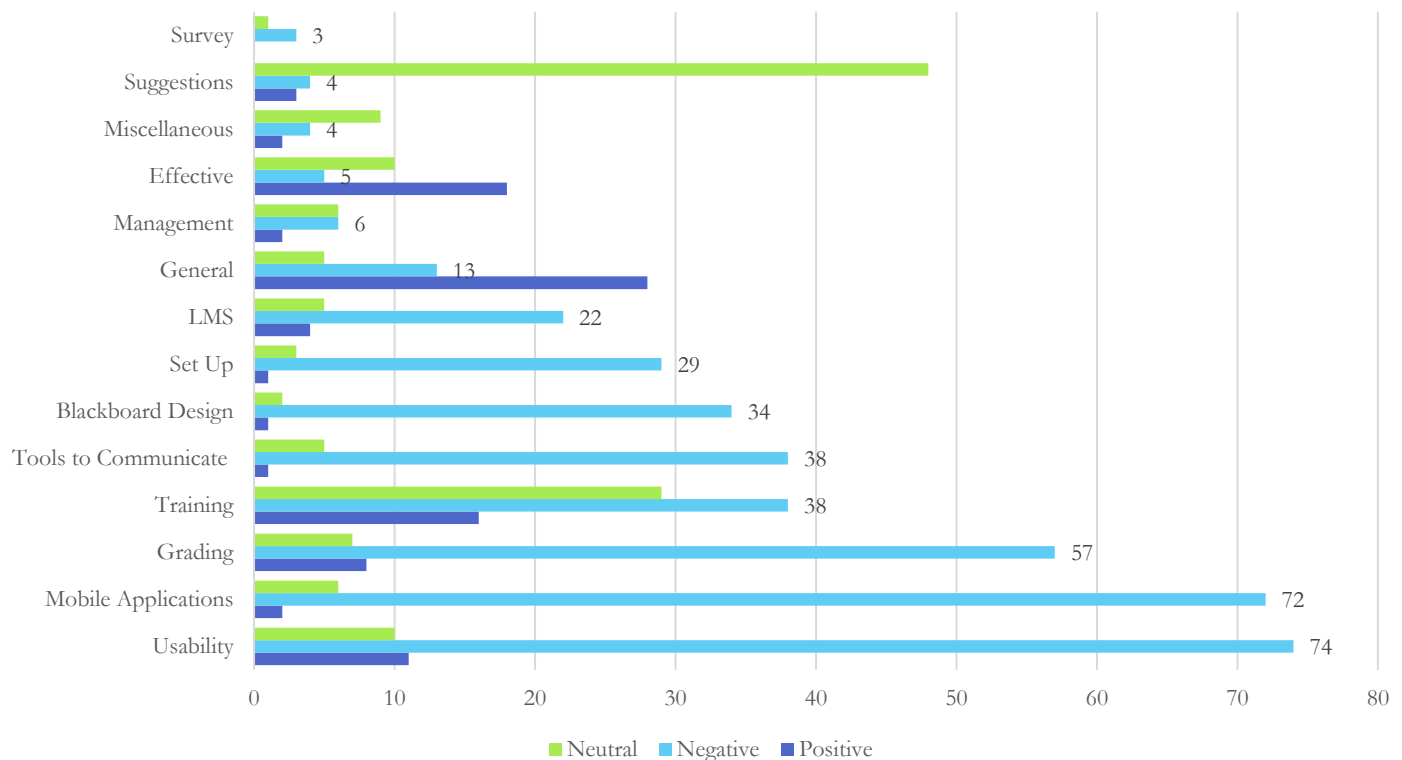


QUESTION #13: PLEASE ADD ANY COMMENTS YOU MAY HAVE ABOUT WHAT YOU LIKE OR DISLIKE ABOUT BLACKBOARD LEARN:

Category of Comments	Total	Positive	Negative	Neutral	% Positive	% Negative
Usability	95	11	74	10	1.8%	12%
Mobile Applications	80	2	72	6	0.3%	12%
Grading	72	8	57	7	1.3%	9%
Training	83	16	38	29	3%	6%
Tools to Communicate	44	1	38	5	0.2%	6%
Blackboard Design	37	1	34	2	0.2%	5%
Set Up	33	1	29	3	0.2%	5%
LMS	31	4	22	5	0.6%	4%
General	46	28	13	5	5%	2%
Management	14	2	6	6	0.3%	1%
Effective	33	18	5	10	2.9%	1%
Miscellaneous	15	2	4	9	0.3%	1%
Suggestions	55	3	4	48	0.5%	1%
Survey	4	0	3	1	0.0%	0%

Comments on Blackboard by Category

Respondents: 620
(28% of Total Surveys)

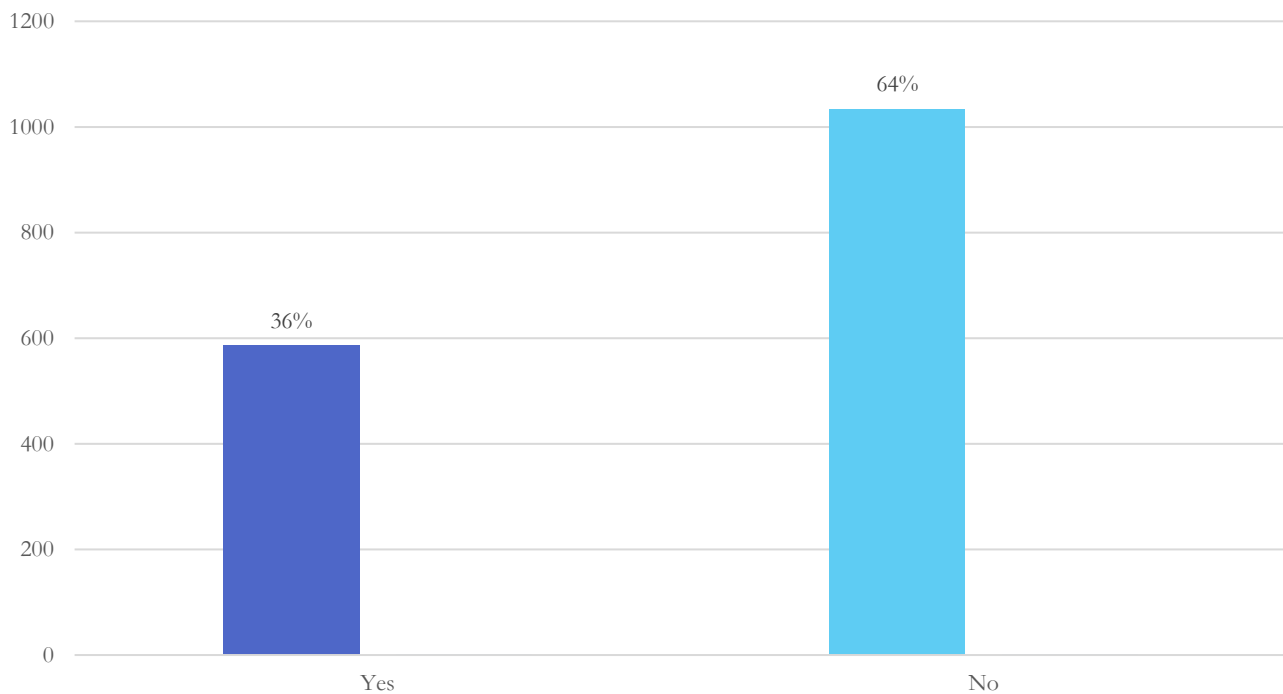


SURVEY QUESTION RESULTS:

QUESTION #14: OTHER THAN BLACKBOARD LEARN, HAVE YOU USED ANY OTHER LMS?

14. Other than Blackboard Learn, have you used any other LMS?		
Total responses:		1619
Yes	586	36%
No	1033	64%

Instructor Usage of Other LMS's
(not including Blackboard Learn)
Total Responses: 1,619

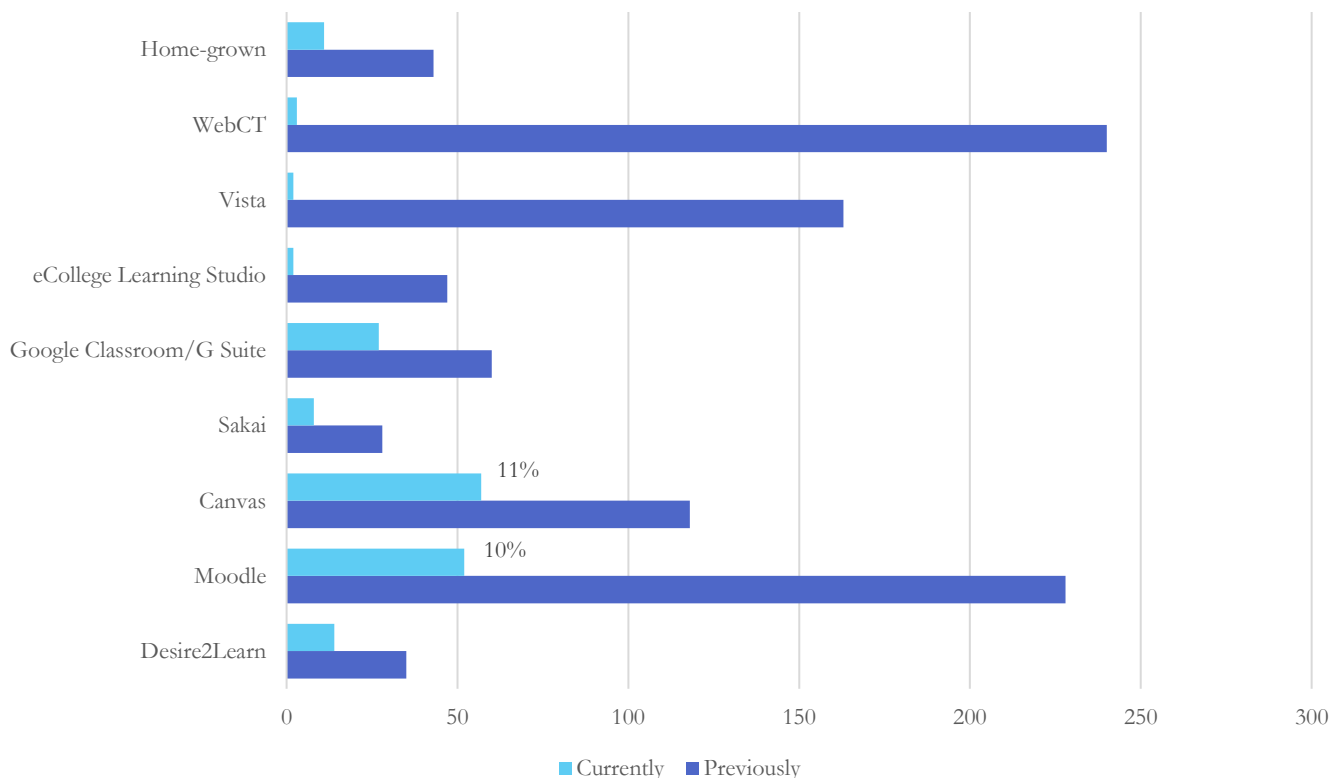


SURVEY QUESTION RESULTS:

QUESTION #15: WHICH LMS ARE YOU USING OR HAVE YOU USED? [SELECT ALL THAT APPLY]

15. Which LMS are you using or have you used? [select all that apply]					
	Previously	%	Currently	%	Total number of users of this LMS
Desire2Learn	35	7%	14	3%	49
Moodle	228	44%	52	10%	280
Canvas	118	23%	57	11%	175
Sakai	28	5%	8	2%	36
Google Classroom/G Suite	60	12%	27	5%	87
eCollege Learning Studio	47	9%	2	0.4%	49
Vista	163	31%	2	0.4%	165
WebCT	240	46%	3	1%	243
Home-grown	43	8%	11	2%	54
Total responses:	521		176		

Other LMSs Used by Instructors Total Respondents: 521

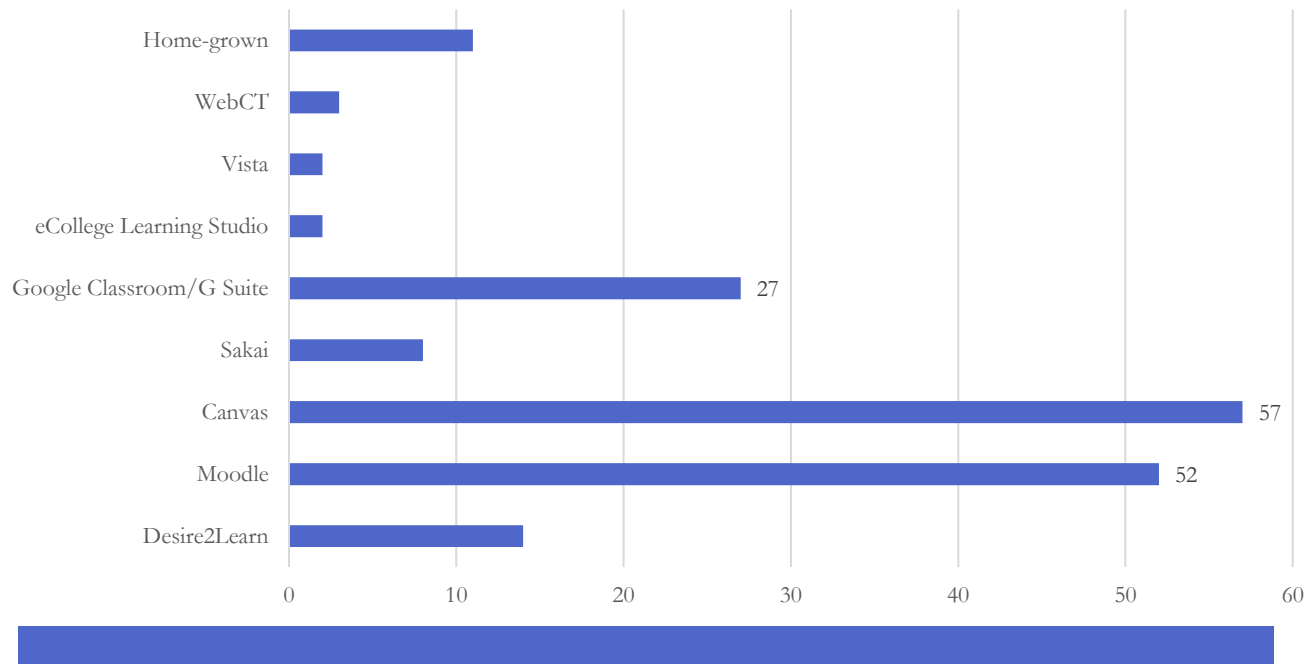


QUESTION #15: WHICH LMS ARE YOU USING OR HAVE YOU USED? [SELECT ALL THAT APPLY]

Other LMSs Currently Being Used by Instructors

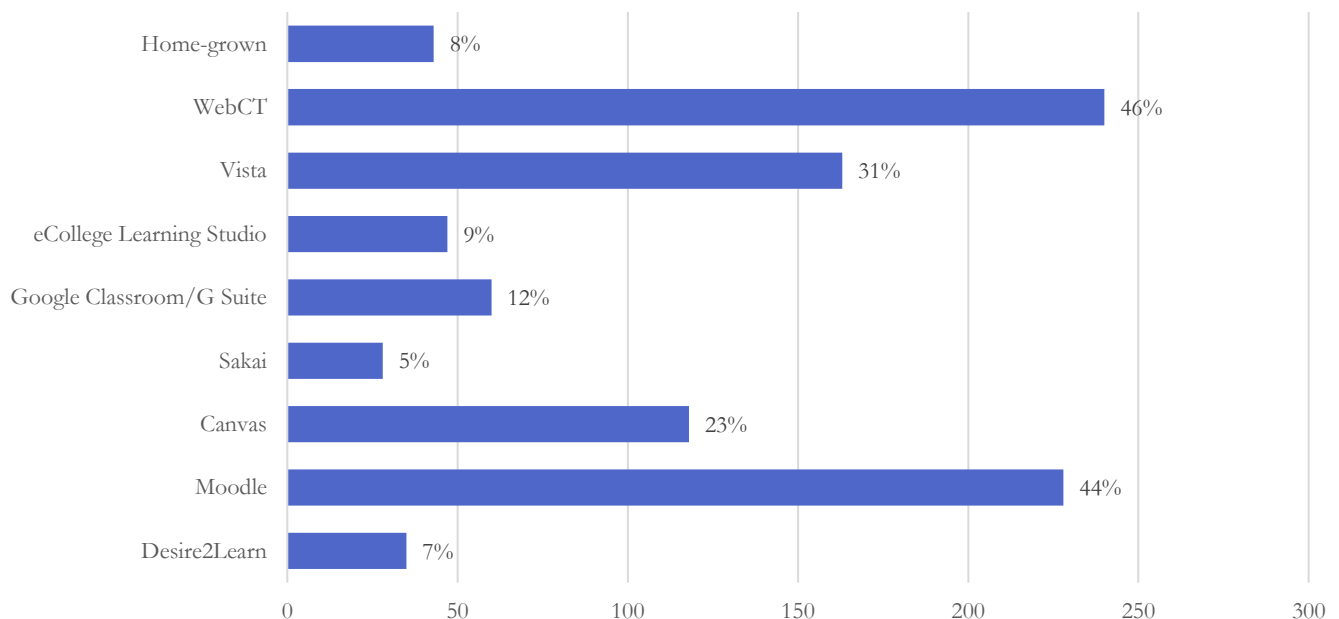
(Blackboard Learn not Included)

Total Respondents: 521



Other LMSs Previously Used by Instructors

Total Respondents: 521



SURVEY QUESTION RESULTS:

QUESTION #16: PLEASE INDICATE THE AVERAGE NUMBER OF COURSE SECTIONS YOU TAUGHT PER YEAR USING ANOTHER LMS (OTHER THAN BLACKBOARD LEARN - DO NOT INCLUDE SECTION THAT MAKE USE OF BLACKBOARD LEARN):

16. Please indicate the average number of course sections you taught per year using another LMS (other than Blackboard Learn - do not include sections that make use of Blackboard Learn):

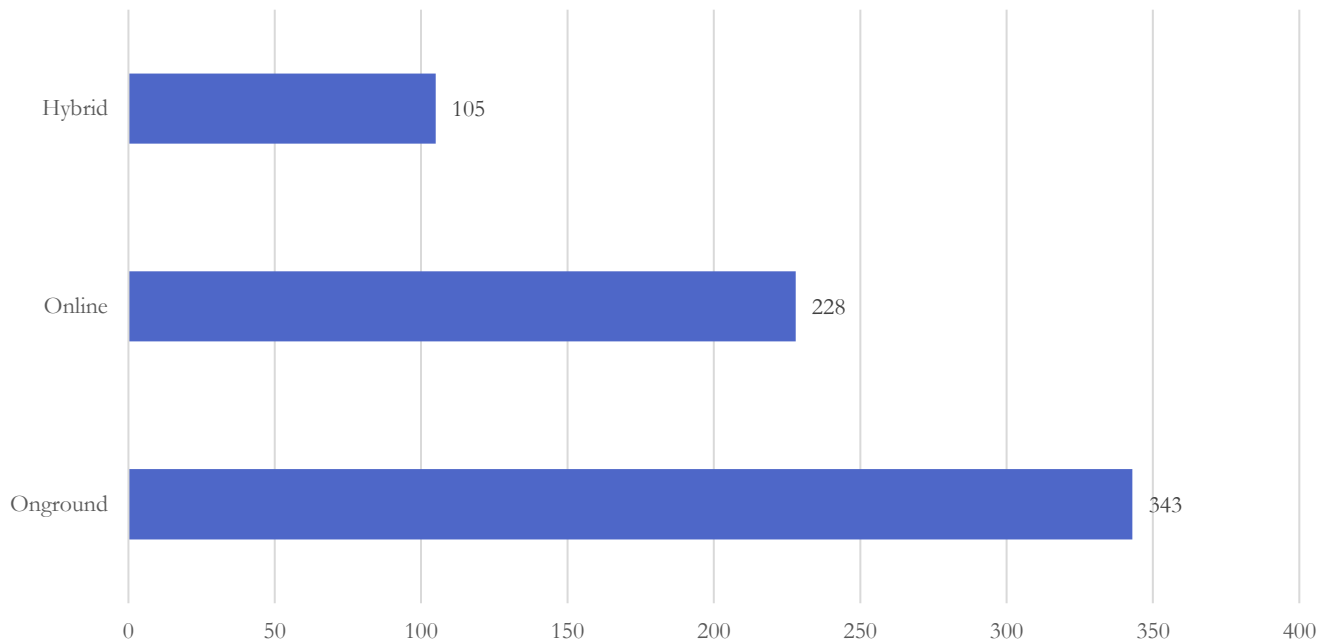
557 Total Respondents of 2180

Teaching 1-10+ Courses

Number of Responses of Instructors Teaching 1-10 Courses & by Type	151
Onground	343
Hybrid	105
Online	228

Quantity of Faculty Using Another LMS in Classes

Another LMS in Classes
(151 Respondents Teaching 1 to 10+)

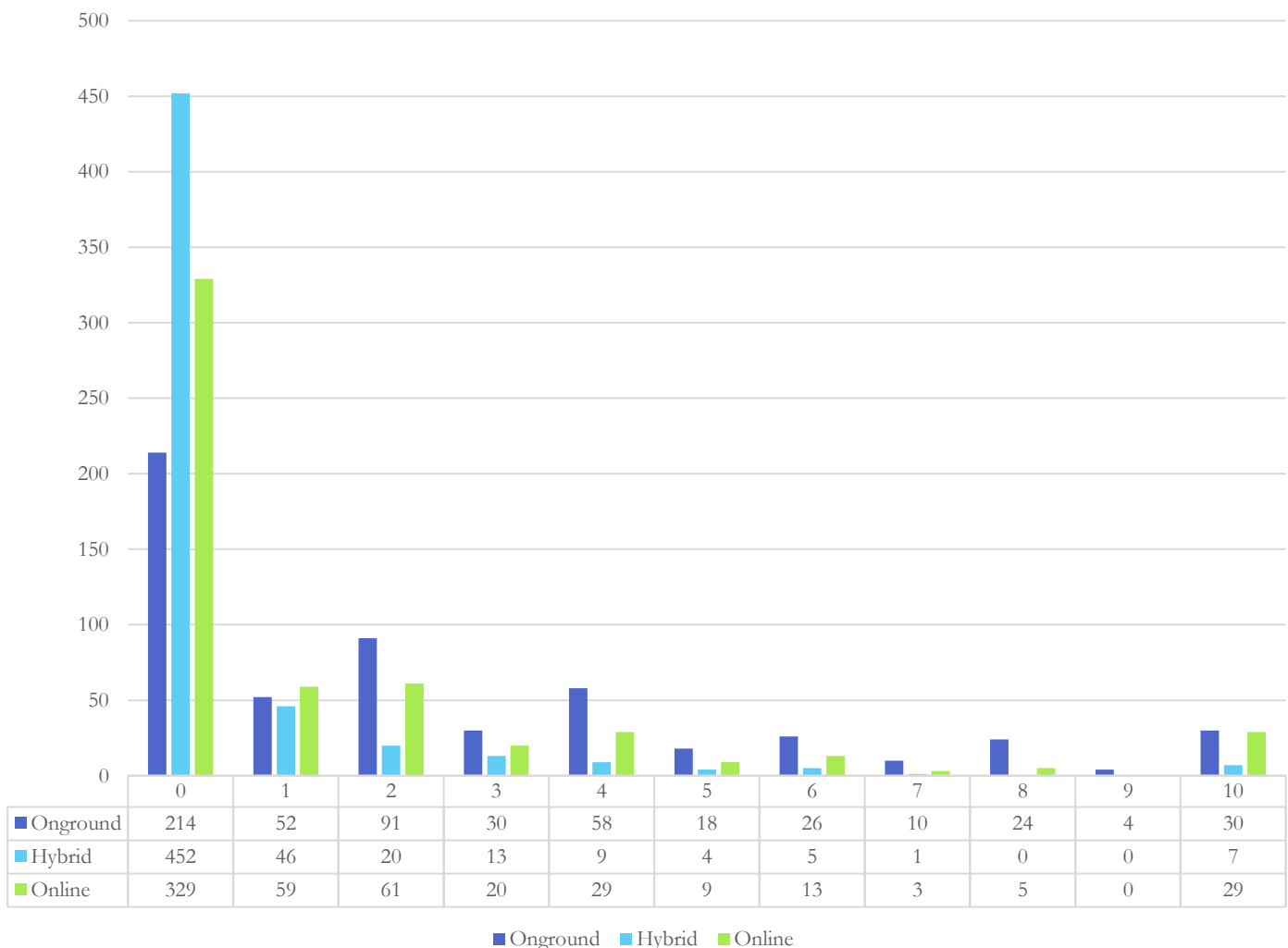


QUESTION #16: PLEASE INDICATE THE AVERAGE NUMBER OF COURSE SECTIONS YOU TAUGHT PER YEAR USING ANOTHER LMS (OTHER THAN BLACKBOARD LEARN - DO NOT INCLUDE SECTION THAT MAKE USE OF BLACKBOARD LEARN):

Instructor Course Count by Type	0	1	2	3	4	5	6	7	8	9	10
On Ground	214	52	91	30	58	18	26	10	24	4	30
Hybrid	452	46	20	13	9	4	5	1	0	0	7
Online	329	59	61	20	29	9	13	3	5	0	29

Instructor Course Count Using Another LMS in Classes by Quantity & Course Type

Total Respondents: 557
(25.6% of Total Surveys)



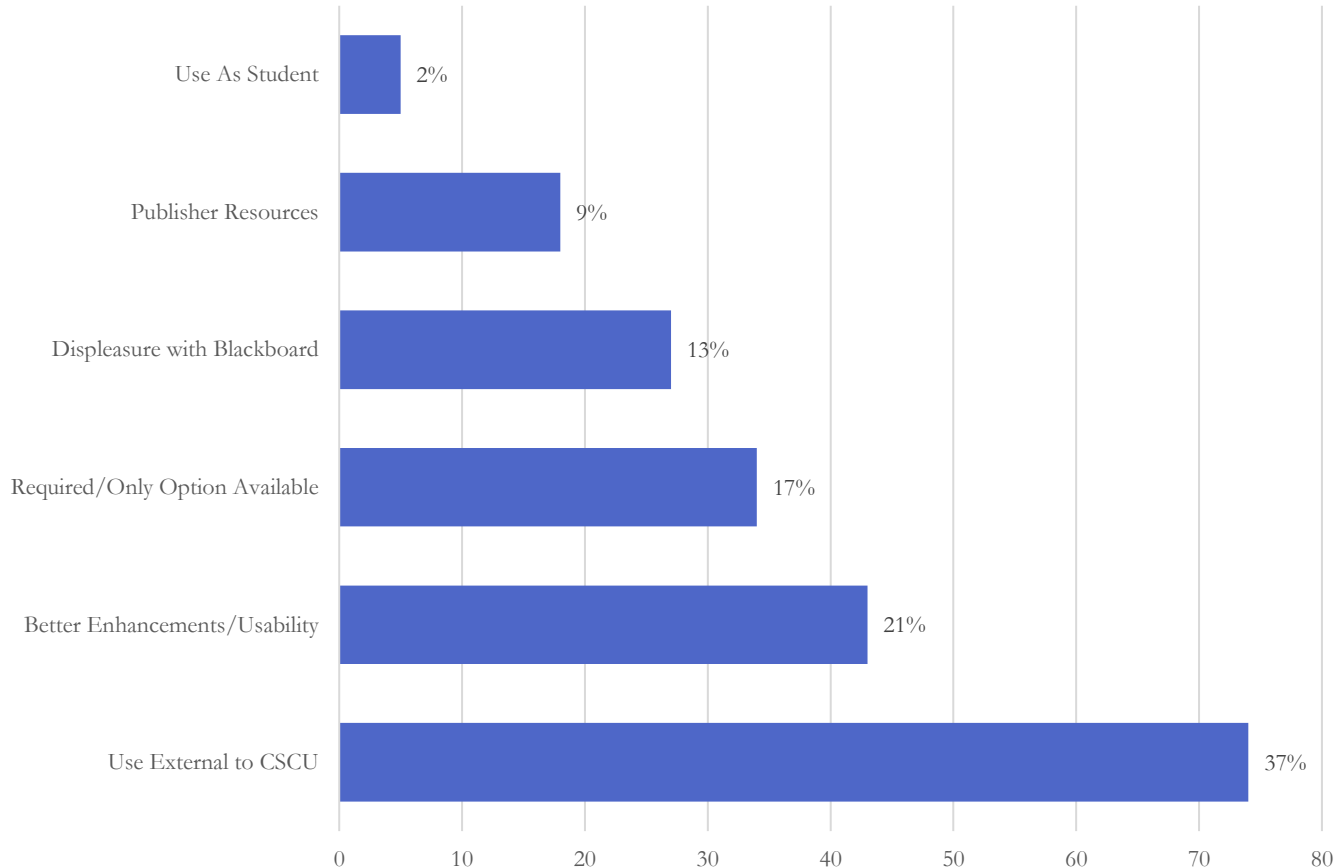
SURVEY QUESTION RESULTS:

QUESTION #17: IF YOU ARE CURRENTLY USING SOMETHING OTHER THAN BLACKBOARD LEARN, WHAT PROMPTED YOU TO DO SO?

17. If you are currently using something other than Blackboard Learn, what prompted you to do so?		
Total responses	201	
Response	# of Respondents	% of Respondents
Use External to CSU	74	37%
Better Enhancements/Usability	43	21%
Required/Only Option Available	34	17%
Displeasure with Blackboard	27	13%
Publisher Resources	18	9%
Use As Student	5	2%

Reasons Instructors Are Currently Using Other LMSs

Respondents: 201
(9% of Total Surveys)



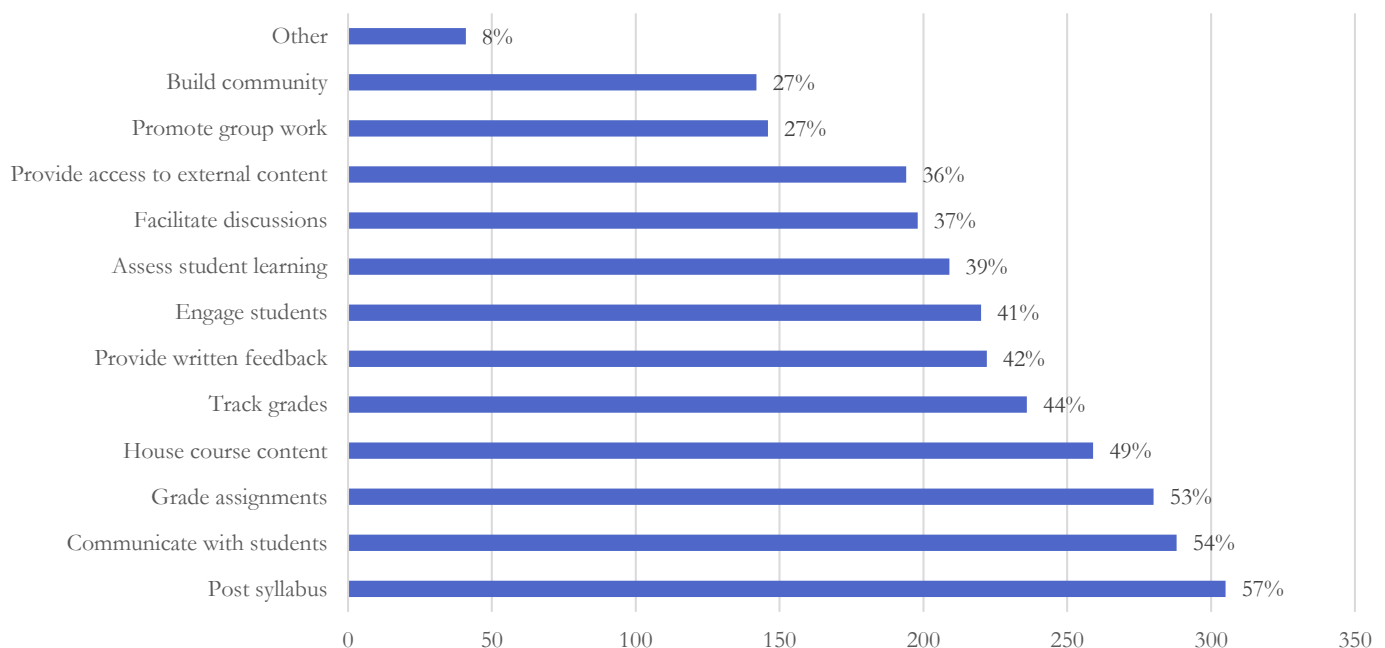
SURVEY QUESTION RESULTS:

QUESTION #18: HOW ARE YOU USING THE OTHER LMS IN FACILITATION OF TEACHING YOUR COURSE SECTIONS?
[SELECT ALL THAT APPLY]

18. How are you using the other LMS in facilitation of teaching your course sections? [select all that apply]		
Total responses		533
Post syllabus	305	57%
Communicate with students	288	54%
Grade assignments	280	53%
House course content	259	49%
Track grades	236	44%
Provide written feedback	222	42%
Engage students	220	41%
Assess student learning	209	39%
Facilitate discussions	198	37%
Provide access to external content	194	36%
Promote group work	146	27%
Build community	142	27%
Other	41	8%

Uses of Non-Blackboard LMSs

Total Respondents: 533

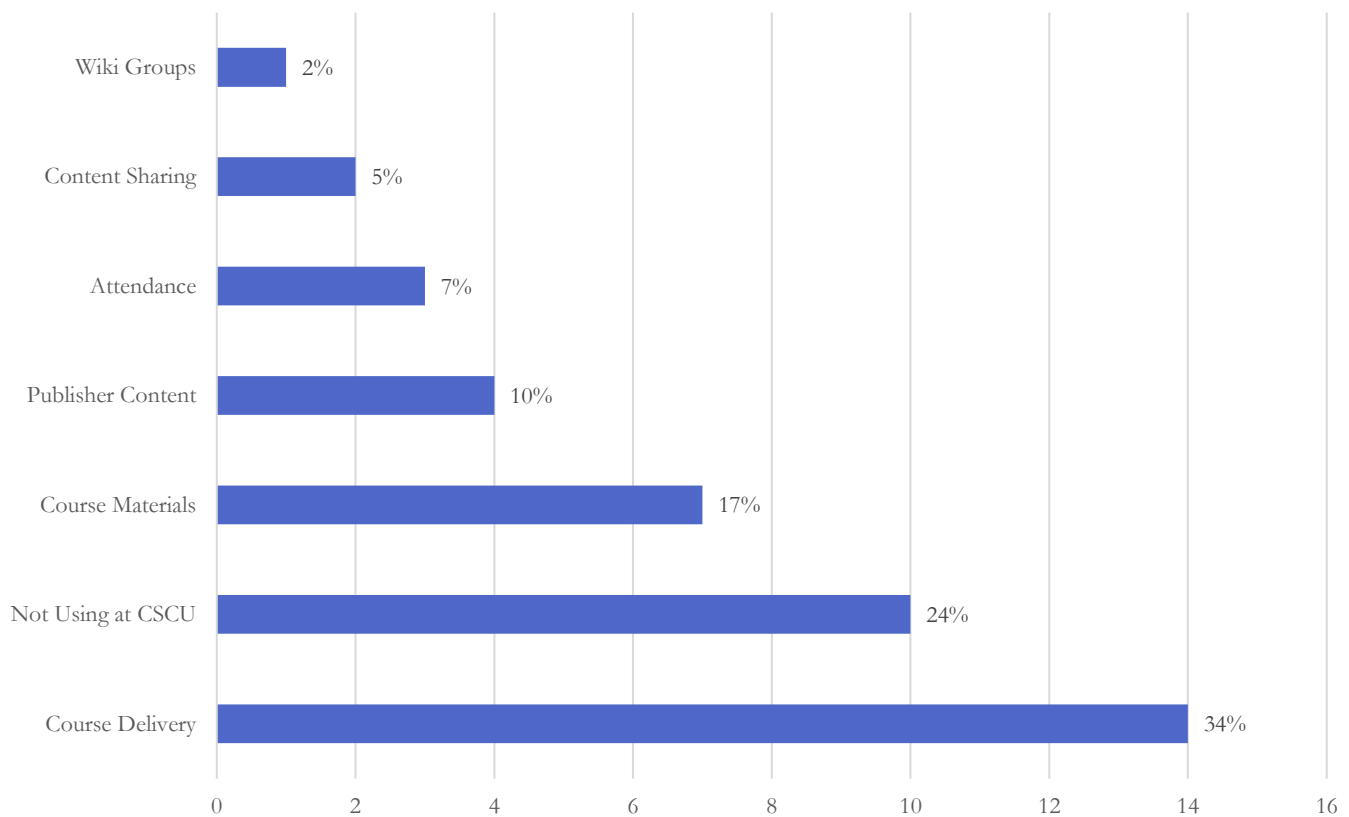


QUESTION #18: HOW ARE YOU USING THE OTHER LMS IN FACILITATION OF TEACHING YOUR COURSE SECTIONS?
[SELECT ALL THAT APPLY]

Total OTHER Responses	41	
Categories of OTHER Comments		
Course Delivery	14	34%
Not Using at CSCU	10	24%
Course Materials	7	17%
Publisher Content	4	10%
Attendance	3	7%
Content Sharing	2	5%
Wiki Groups	1	2%

**How Another LMS is Being Used
(Not Blackboard Learn)**

Total OTHER Respondents: 41



SURVEY QUESTION RESULTS:

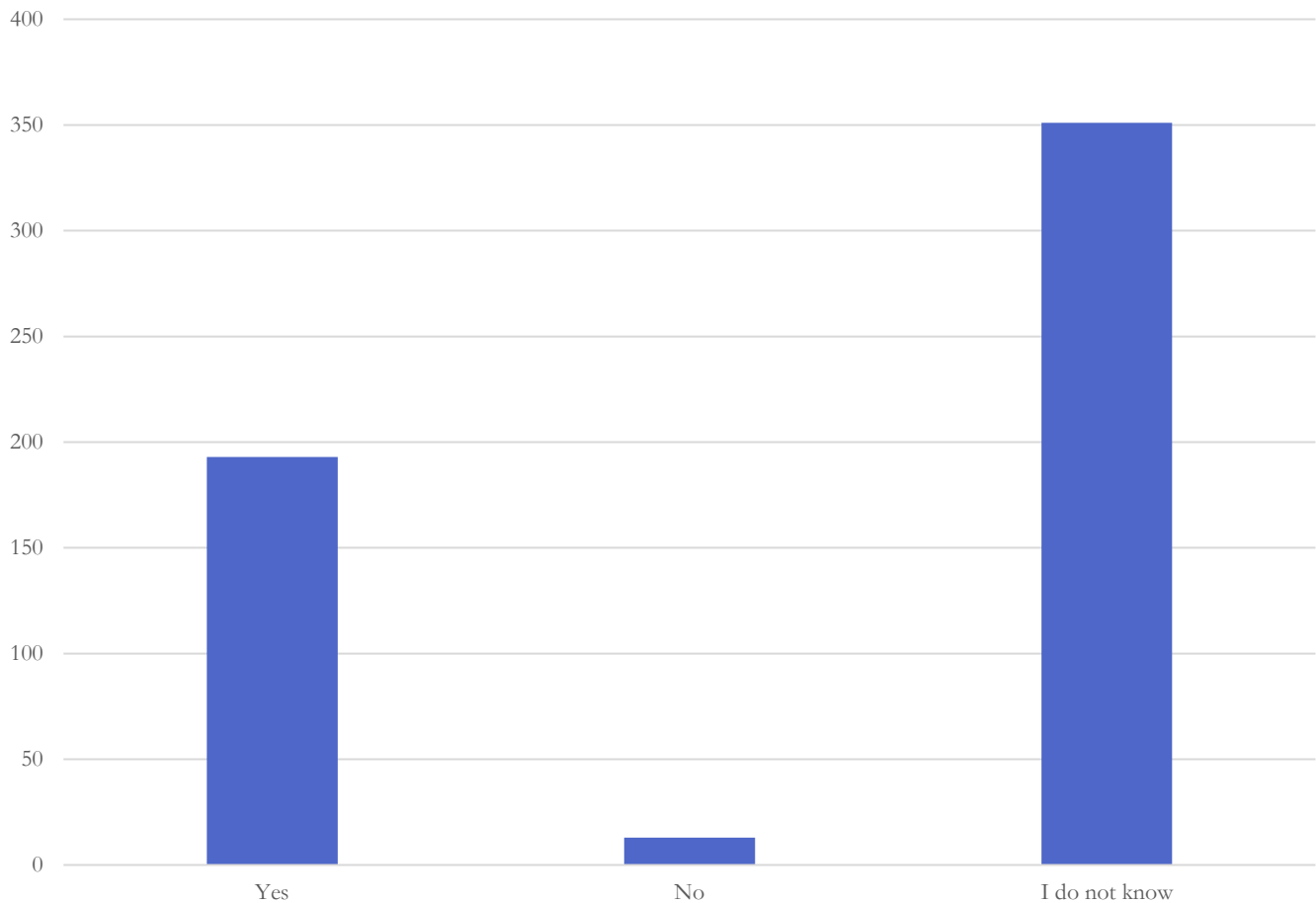
QUESTION #19: DOES THE OTHER LMS PROVIDE METHODS OR TOOLS TO ENSURE YOUR COURSE SECTIONS ARE ACCESSIBLE TO STUDENTS WITH DISABILITIES?

19. Does the other LMS provide methods or tools to ensure your course sections are accessible to students with disabilities?

Total responses		557
Yes	193	35%
No	13	2%
I do not know	351	63%

Ensurance of Accessibility of Courses in Other LMSs

Total Respondents: 557



SURVEY QUESTION RESULTS:

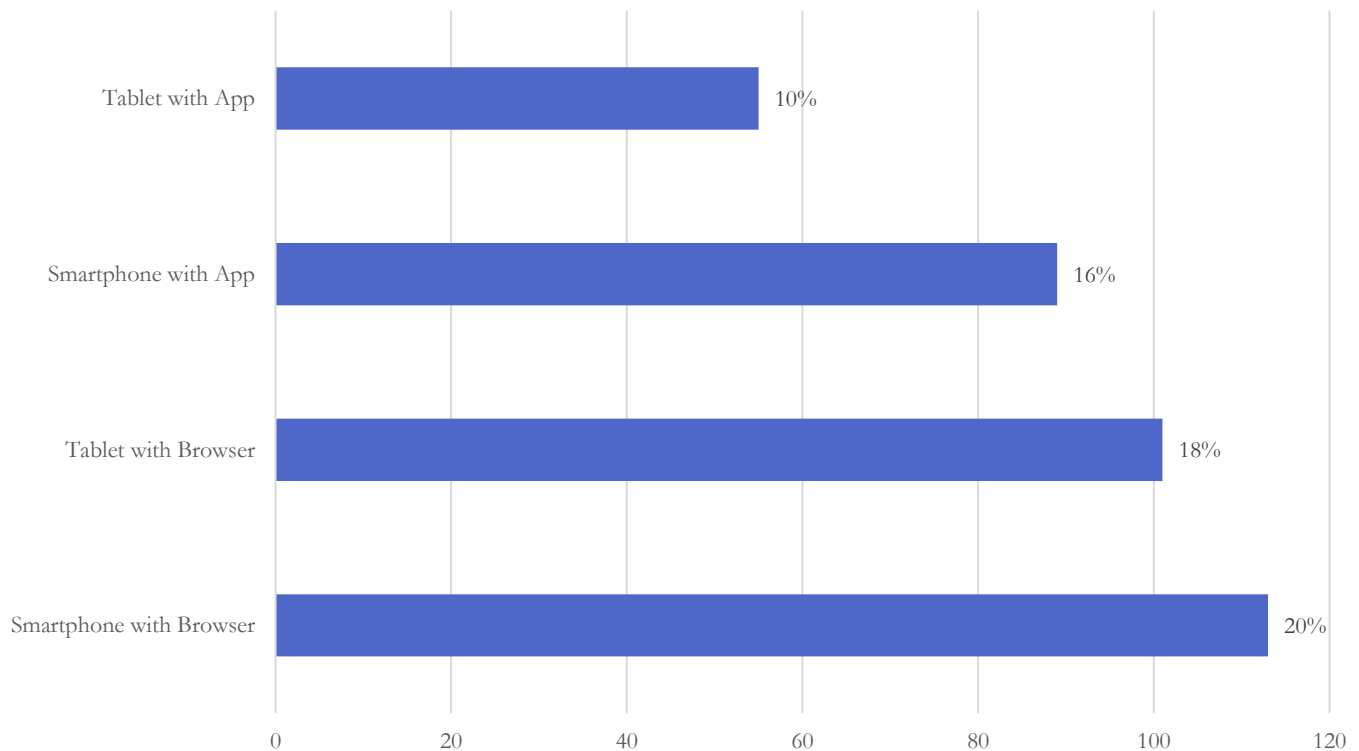
QUESTION #20: IF YOU USE A MOBILE DEVICE TO ACCESS THE OTHER LMS, PLEASE SPECIFY THE METHODS BELOW:
[SELECT ALL THAT APPLY]

20. If you use a mobile device to access the other LMS, please specify the methods below:
[select all that apply]

Total respondents:	557	
N/A	386	69%
Smartphone with Browser	113	20%
Tablet with Browser	101	18%
Smartphone with App	89	16%
Tablet with App	55	10%

Method Used to Access Other LMSs by a Mobile Device

Total Respondents: 358



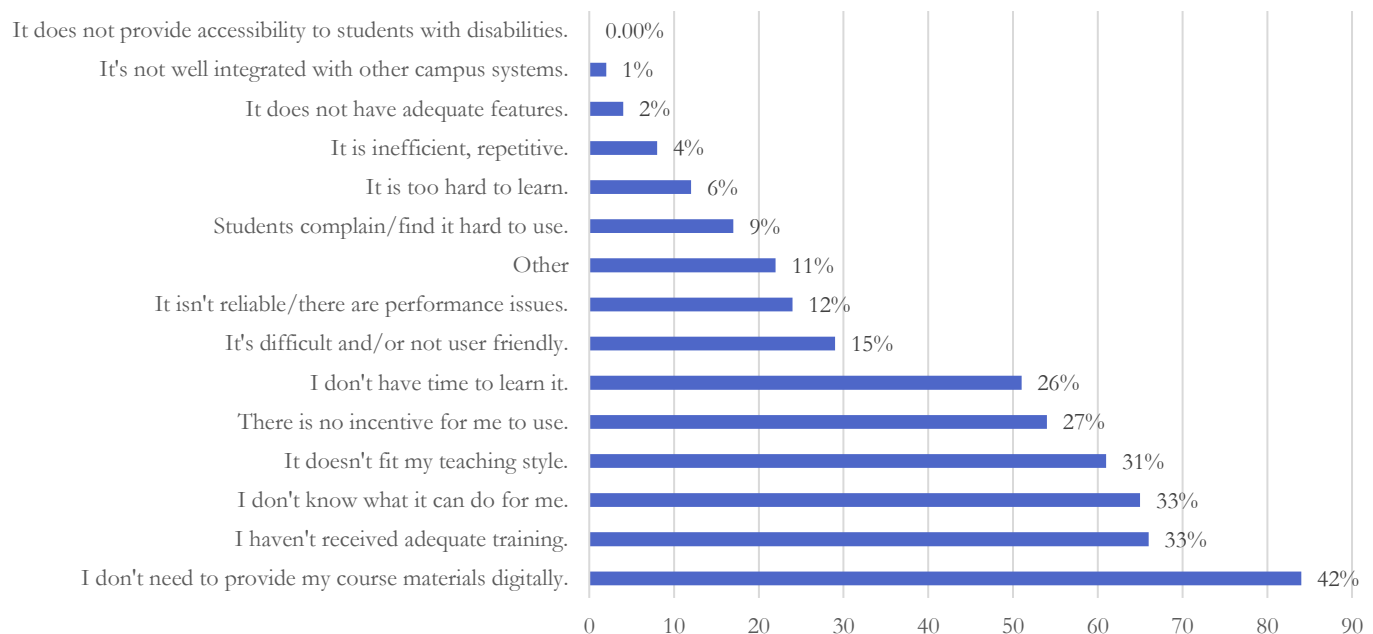
SURVEY QUESTION RESULTS:

QUESTION #21: WHY HAVE YOU NOT USED A LEARNING MANAGEMENT SYSTEM? [SELECT ALL THAT APPLY]

21. Why have you not used a learning management system? [select all that apply]		
Total responses		199
Response	# of Respondents	% of Respondents
I don't need to provide my course materials digitally.	84	42%
I haven't received adequate training.	66	33%
I don't know what it can do for me.	65	33%
It doesn't fit my teaching style.	61	31%
There is no incentive for me to use.	54	27%
I don't have time to learn it.	51	26%
It's difficult and/or not user friendly.	29	15%
It isn't reliable/there are performance issues.	24	12%
Other	22	11%
Students complain/find it hard to use.	17	9%
It is too hard to learn.	12	6%
It is inefficient, repetitive.	8	4%
It does not have adequate features.	4	2.0%
It's not well integrated with other campus systems.	2	1.0%
It does not provide accessibility to students with disabilities.	0	0.0%

Instructor Reasons for Not Using an LMS

Total Respondents: 199

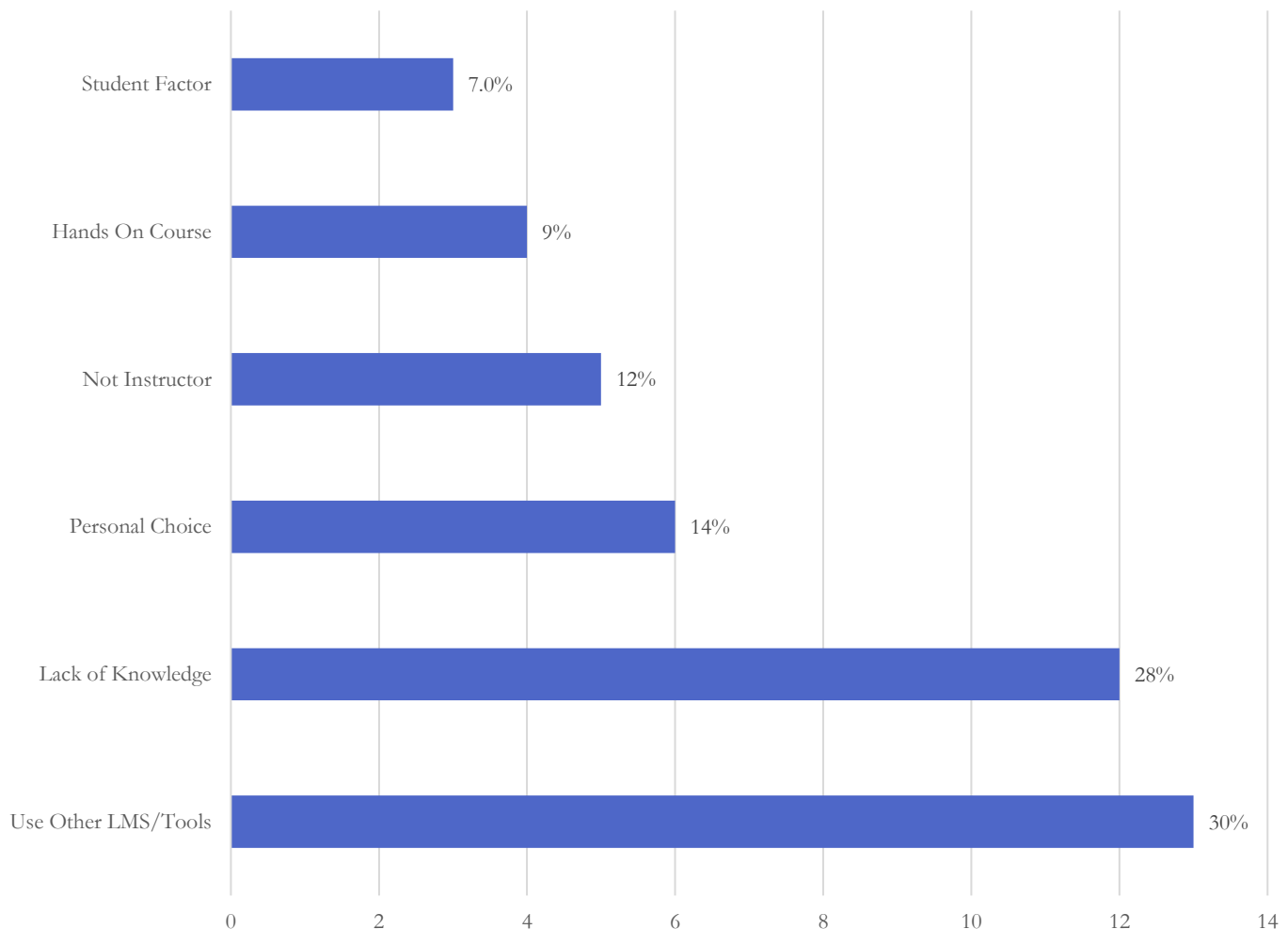


QUESTION #21: WHY HAVE YOU NOT USED A LEARNING MANAGEMENT SYSTEM? [SELECT ALL THAT APPLY]

21. Why have you not used a learning management system? [select all that apply]		
Total OTHER Responses		43
Categories		
Use Other LMS/Tools	13	30%
Lack of Knowledge	12	28%
Personal Choice	6	14%
Not Instructor	5	12%
Hands On Course	4	9%
Student Factor	3	7%

Instructor Reasons for Not Using an LMS

Total OTHER Respondents: 43

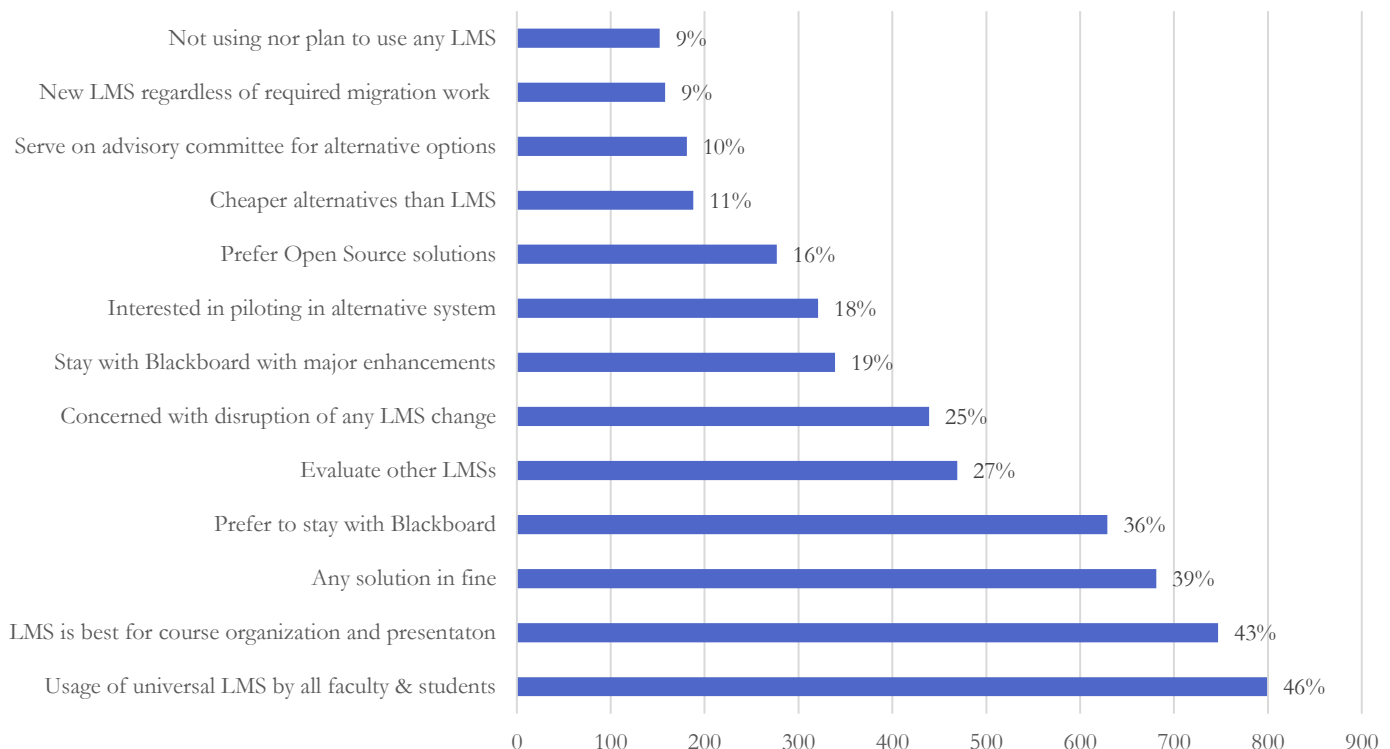


SURVEY QUESTION RESULTS:

QUESTION #22: PLEASE INDICATE THE OPINIONS BELOW THAT MATCH YOUR BELIEFS: [SELECT ALL THAT APPLY]

22. Please indicate the opinions below that match your beliefs: [select all that apply]		
		1740
Abbreviation	# of Respondents	% of Respondents
Usage of universal LMS by all faculty & students	799	46%
LMS is best for course organization and presentation	747	43%
Any solution in fine	681	39%
Prefer to stay with Blackboard	629	36%
Evaluate other LMSs	469	27%
Concerned with disruption of any LMS change	439	25%
Stay with Blackboard with major enhancements	339	19%
Interested in piloting an alternative system	321	18%
Prefer Open Source solutions	277	16%
Cheaper alternatives than LMS	188	11%
Serve on advisory committee for alternative options	181	10%
New LMS regardless of required migration work	158	9%
Not using nor plan to use any LMS	152	9%

Instructor Opinions/Beliefs Total Respondents: 1,740



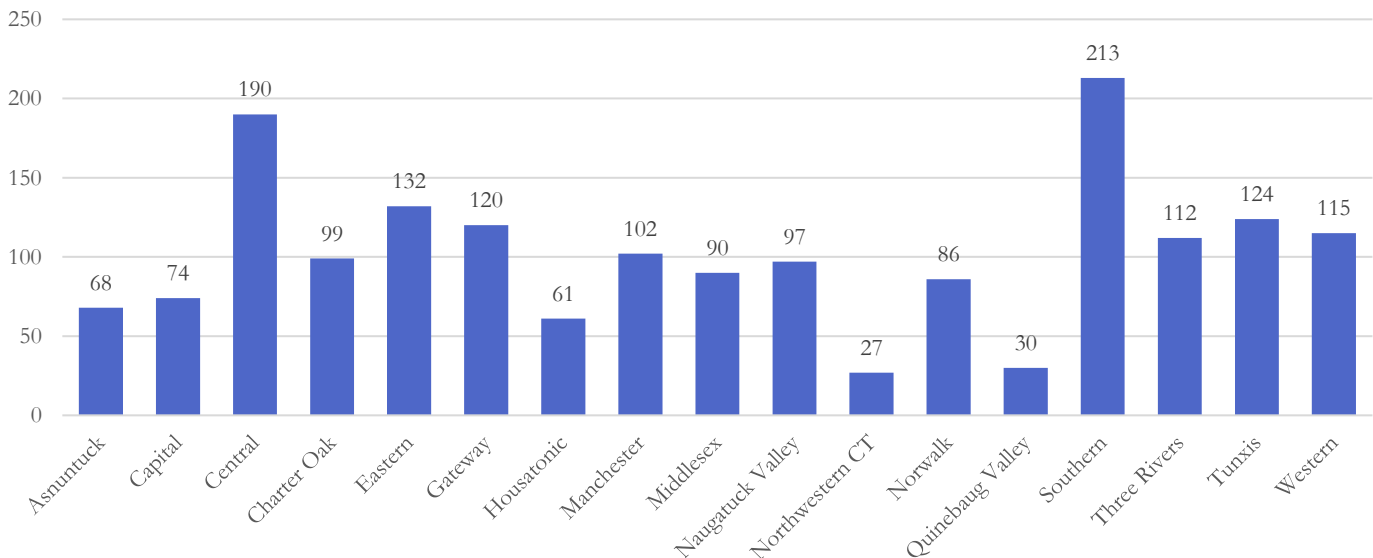
SURVEY QUESTION RESULTS:

QUESTION #23: PLEASE SELECT THE CSCU INSTITUTION THIS SURVEY RESPONSE IS REFERENCING [YOU MAY RESPOND TO THIS SURVEY MULTIPLE TIMES REFLECTION EACH INSTITUTION YOU WORK FOR]:

23. Please select the CSCU institution this survey response is referencing [you may respond to this survey multiple times reflecting each institution you work for]:

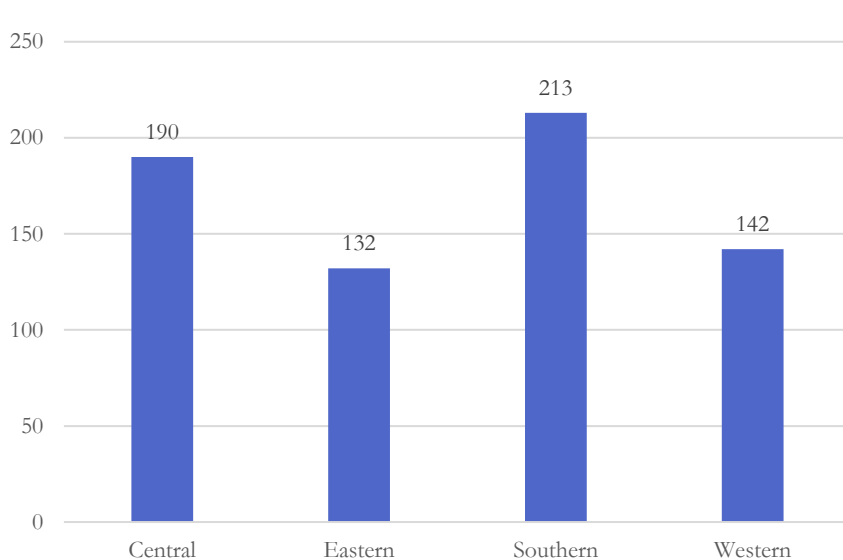
Total responses:	1740	
Response	# of Respondents	% of Respondents
Asnuntuck	68	4%
Capital	74	4%
Central	190	11%
Charter Oak	99	6%
Eastern	132	8%
Gateway	120	7%
Housatonic	61	4%
Manchester	102	6%
Middlesex	90	5%
Naugatuck Valley	97	6%
Northwestern CT	27	2%
Norwalk	86	5%
Quinebaug Valley	30	2%
Southern	213	12%
Three Rivers	112	6%
Tunxis	124	7%
Western	115	7%

Respondents by CSCU Institution
Total Respondents: 1,740

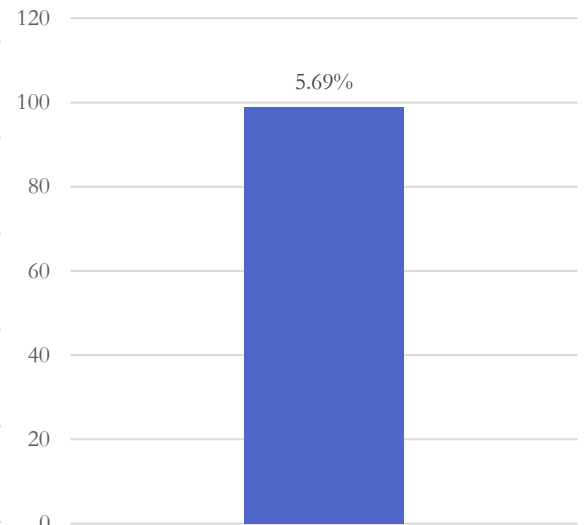


QUESTION #23: PLEASE SELECT THE CSCU INSTITUTION THIS SURVEY RESPONSE IS REFERENCING [YOU MAY RESPOND TO THIS SURVEY MULTIPLE TIMES REFLECTION EACH INSTITUTION YOU WORK FOR]:

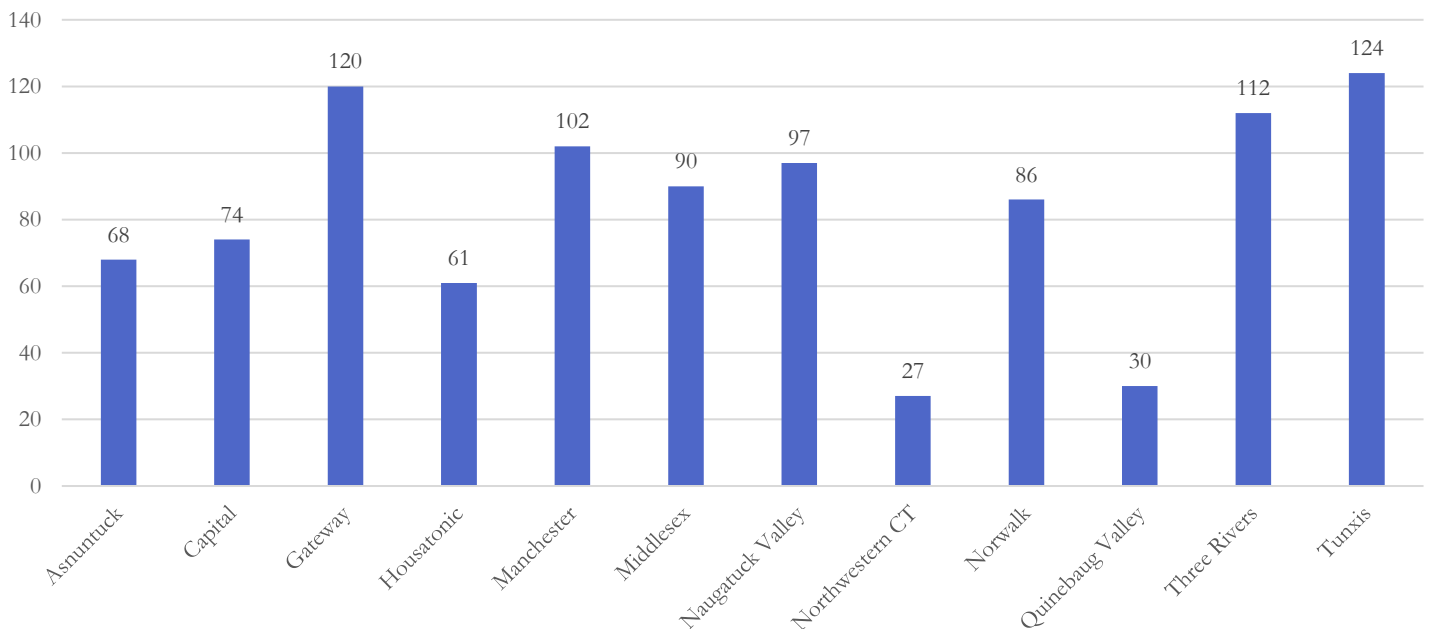
Respondents by CSCU University
Total Respondents: 677



Respondents by Charter Oak
99 of 1,740 Total Respondents



Respondents by CSCU Community College
Total Respondents: 991

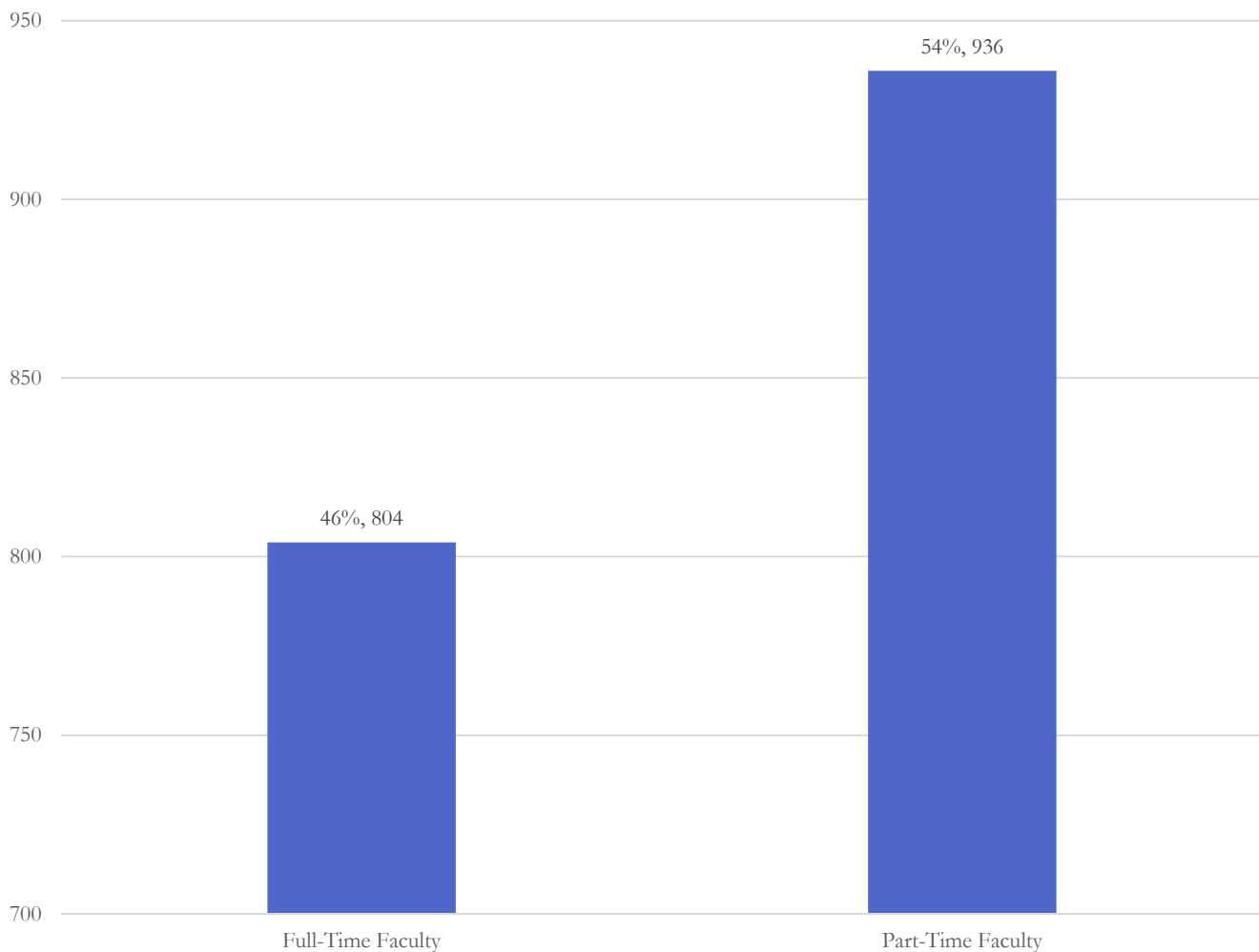


SURVEY QUESTION RESULTS:

QUESTION #24: ARE YOU FULL-TIME OR PART-TIME?

Q24. Are you full-time or part-time?		
Total answers:		1740
Full-Time Faculty	804	46%
Part-Time Faculty	936	54%

**Percentage of Respondents by
Employment Status**
Total Respondents: 1,740



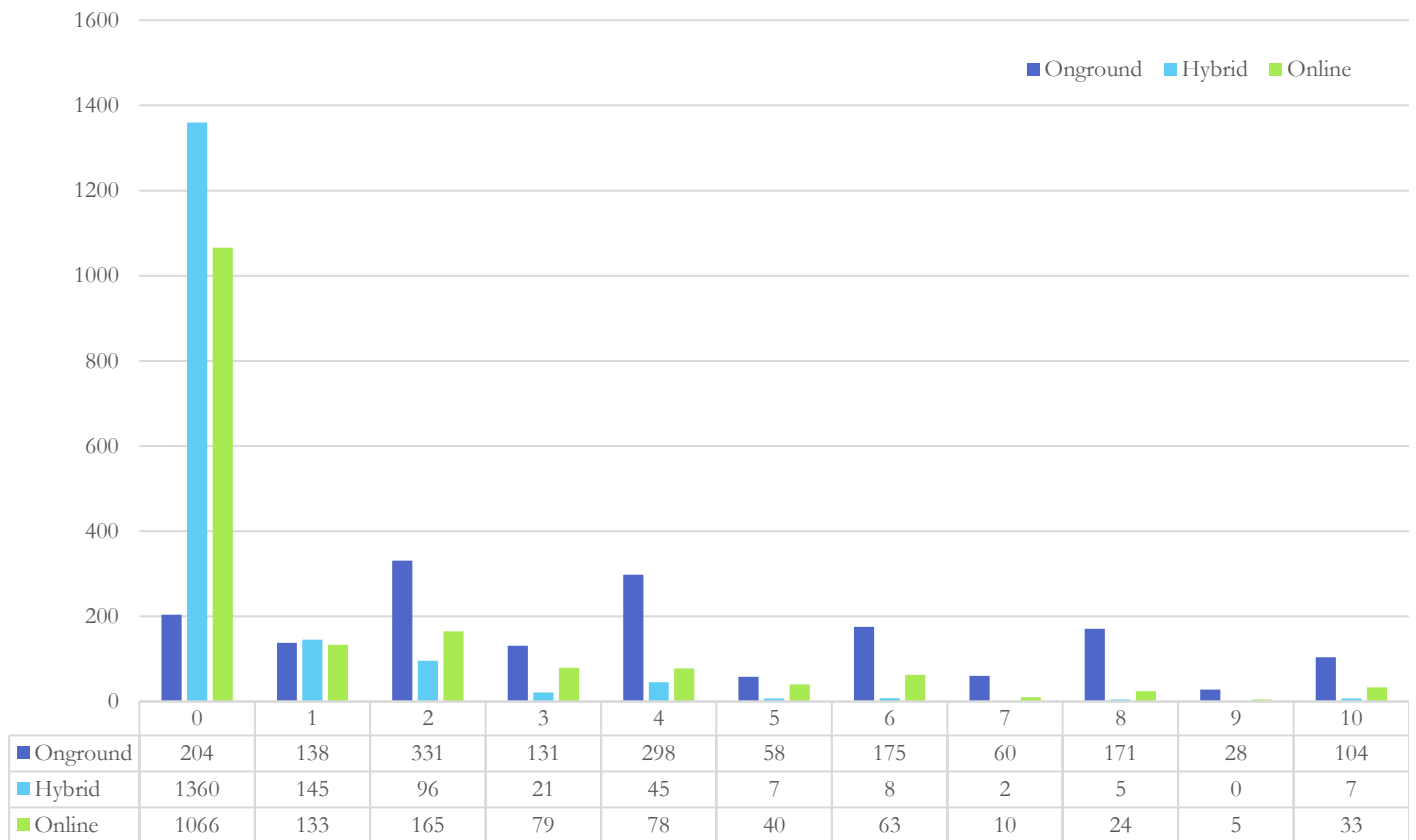
SURVEY QUESTION RESULTS:

QUESTION #25: PLEASE ESTIMATE THE NUMBER OF COURSE SECTIONS YOU TEACH PER YEAR (WITH OR WITHOUT LMS USE):

Instructor Course Count by Type	0	1	2	3	4	5	6	7	8	9	10
On Ground	204	138	331	131	298	58	175	60	171	28	104
Hybrid	1360	145	96	21	45	7	8	2	5	0	7
Online	1066	133	165	79	78	40	63	10	24	5	33

Quantity of Courses Faculty Teach Per Year & Type (with or without use of an LMS)

Total Respondents: 1,698

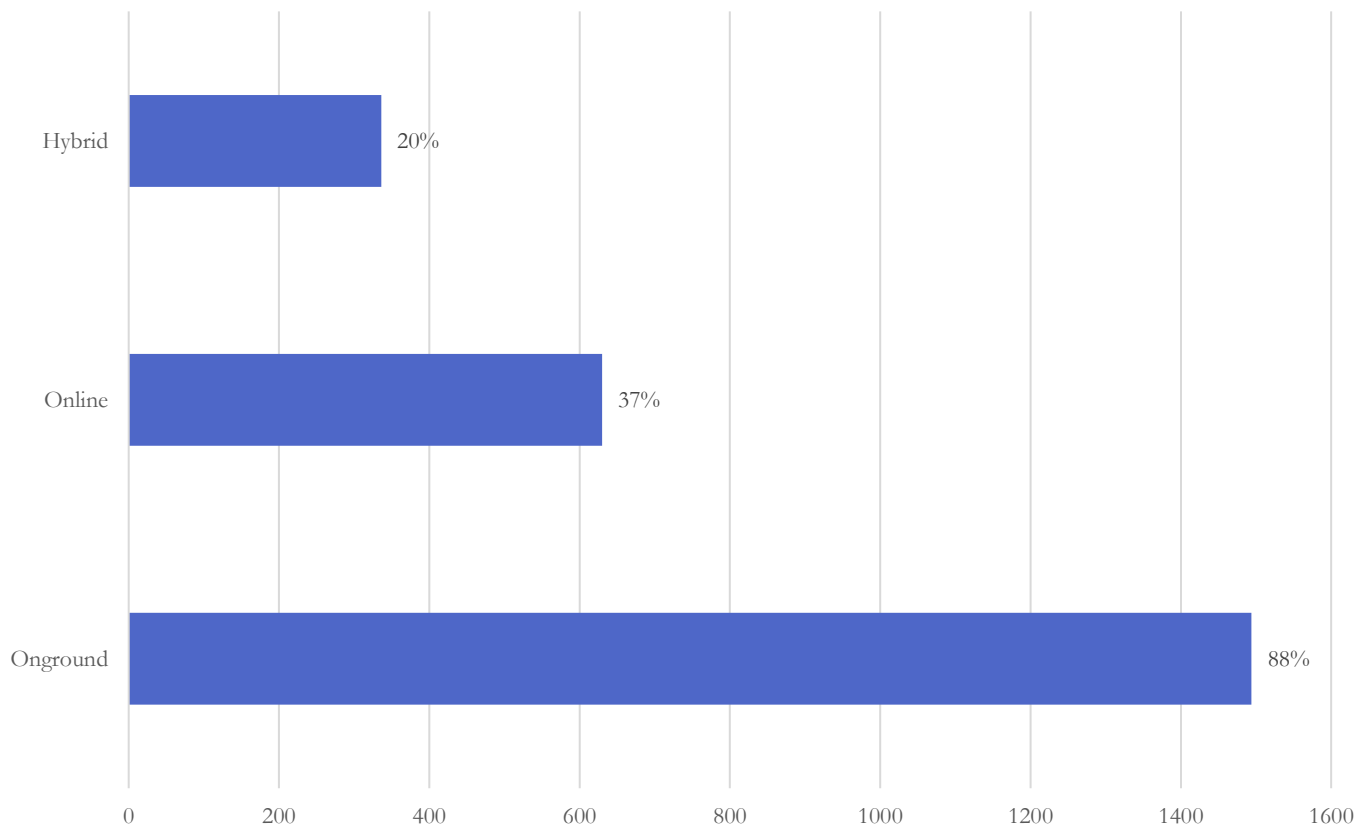


QUESTION #25: PLEASE ESTIMATE THE NUMBER OF COURSE SECTIONS YOU TEACH PER YEAR (WITH OR WITHOUT LMS USE):

25. Please estimate the number of course sections you teach per year (with or without LMS use):		
Teaching 1-10+ Courses		
Number of Responses of Instructors Teaching 1-10 Courses & by Type		1698
On Ground	1494	88%
Online	630	37%
Hybrid	336	20%

**Quantity of Faculty Teaching Classes
(with or without use of an LMS)**

Total Respondents: 1,698

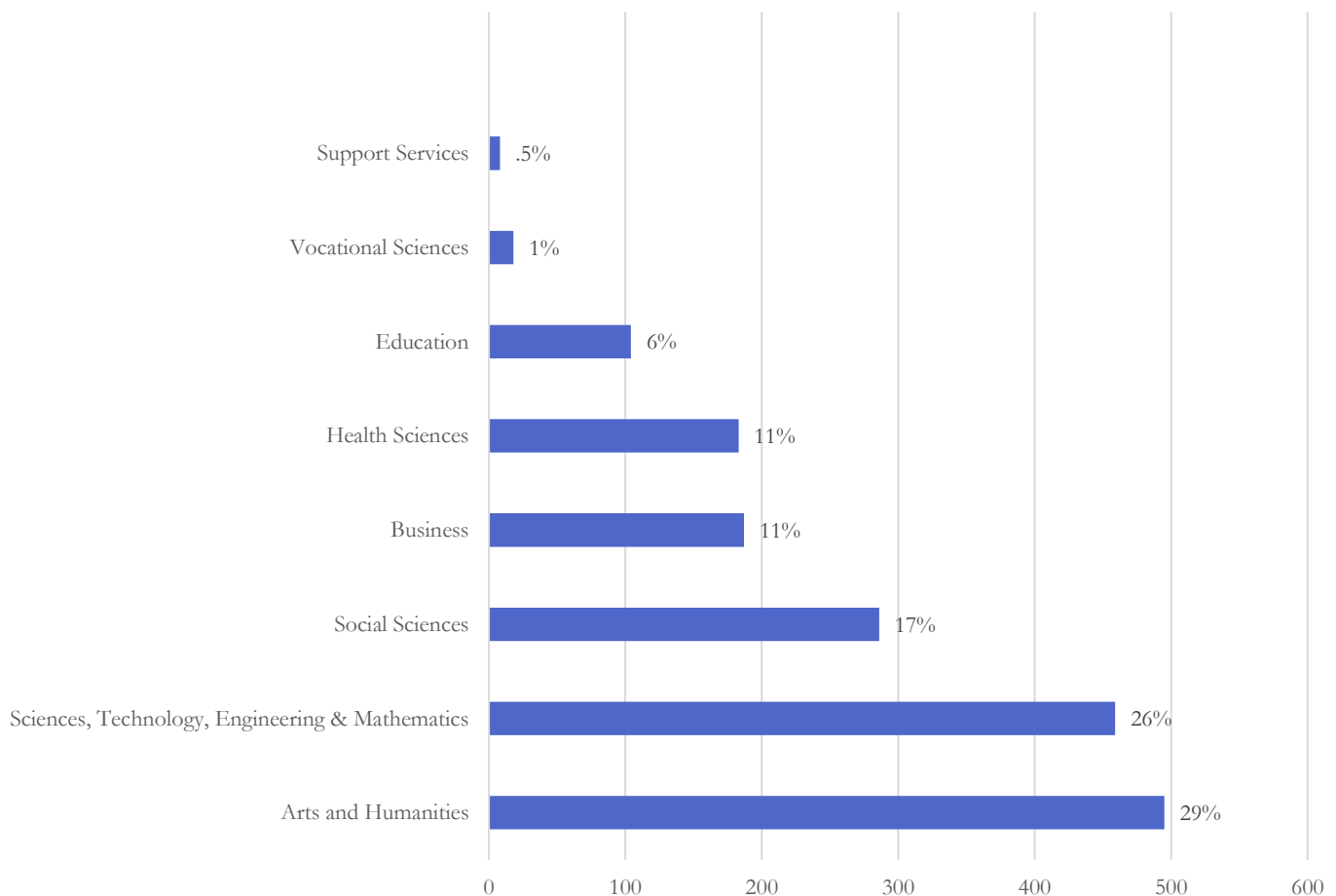


SURVEY QUESTION RESULTS:

QUESTION #26: SELECT YOUR ACADEMIC AREA:

Q26 Select your academic area:		
Total responses:	1734	
Response	# of Respondents	% of Respondents
Arts and Humanities	495	29%
Sciences, Technology, Engineering & Mathematics	459	26%
Social Sciences	286	16%
Business	187	11%
Health Sciences	183	11%
Education	104	6%
Vocational Sciences	18	1%
Support Services	8	0.5%

Respondents by Academic Area
Total Respondents: 1,734



SURVEY QUESTION RESULTS:

QUESTION #27: PLEASE ENTER ANY ADDITIONAL COMMENTS YOU MAY HAVE HERE. (OPTIONALLY, YOU MAY INCLUDE YOUR EMAIL ADDRESS HERE):

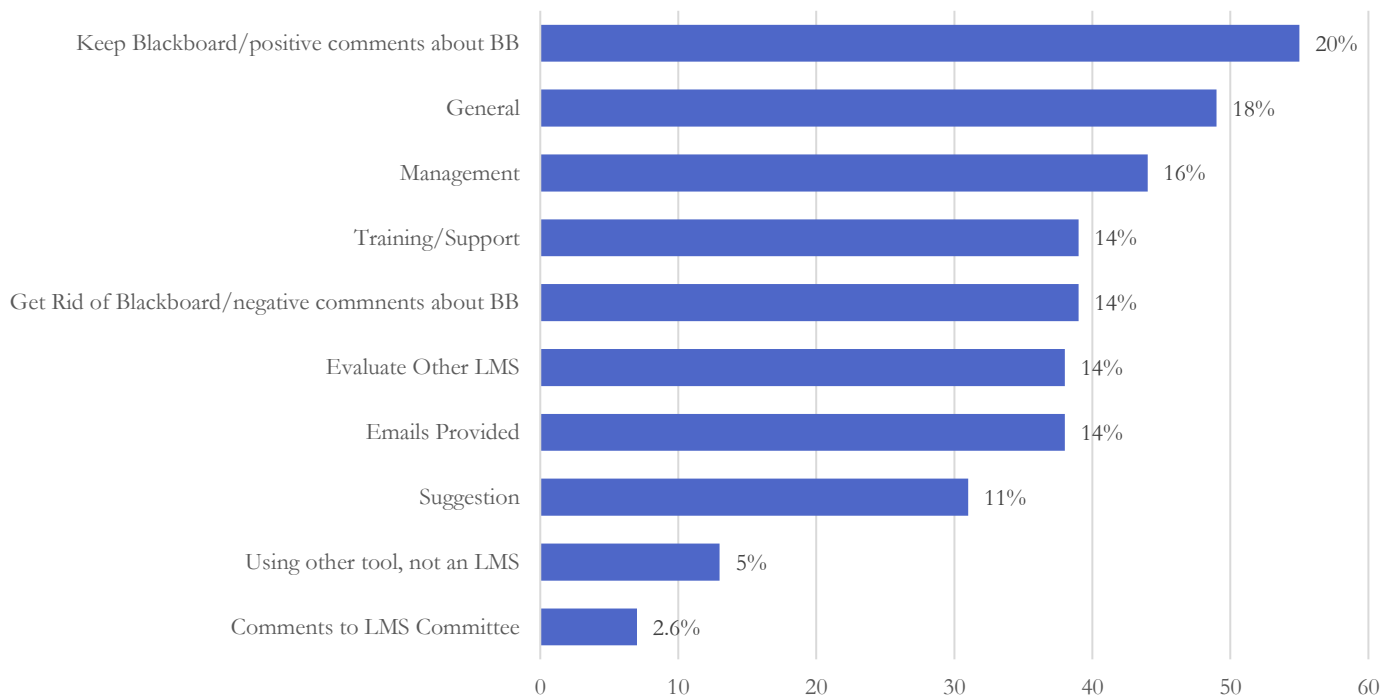
27. Please enter any additional comments you may have here. (Optionally, you may include your email address here):

Waiting for Tom to categorize the comments for here

Total responses:	270	
Response	# of Respondents	% of Respondents
Comments to LMS Committee	7	2.6%
Using other tool, not an LMS	13	5%
Suggestion	31	11%
Emails Provided	38	14%
Evaluate Other LMS	38	14%
Get Rid of Blackboard/negative comments about Bb	39	14%
Training/Support	39	14%
Management	44	16%
General	49	18%
Keep Blackboard/positive comments about Bb	55	20%

Additional Comments Made by Respondents

Total Respondents: 270



AGGREGATED DATA:

AGGREGATED DATA QUESTION #7: PLEASE INDICATE HOW OFTEN YOU USE THE FOLLOWING TOOLS IN BLACKBOARD LEARN:

7. Please indicate how often you use the following tools in Blackboard Learn:	
	Total responses
Achievements	1330
Announcements	1395
Assignments	1398
Assignment Inline Grading	1373
Attendance	1355
Blogs	1345
Calendar	1354
Content/File Sharing	1377
Course Copy	1382
Course Messages	1374
Course Reports	1355
Discussion Boards	1378
Email	1374
External Storage (Google Drive, One Drive)	1348
Gradebook	1390
Groups	1340
Media (Kaltura, Panopto, YouTube)	1363
Question Pools	1351
Retention Center	1343
Rubrics	1362
SafeAssign	1346
Surveys	1338
Posting Syllabus	1393
Tests	1371
Videos and Podcasts	1365
Weblinks	1372
Wikis	1340

AGGREGATED DATA QUESTION #7: PLEASE INDICATE HOW OFTEN YOU USE THE FOLLOWING TOOLS IN BLACKBOARD LEARN:

ONLINE ONLY USERS Totals by tools (0 hybrid, 0 On Ground)								
Column1	Always	Often	Occasionally	Rarely	Never	Discontinued	Only Online total users	Always/ Often
Announcements	121	19	8	2	3	6	156	140
Assignment Inline Grading	83	17	9	5	38	17	156	100
Assignments	126	11	7	4	7	7	156	137
Attendance	36	15	11	14	73	15	156	51
Blogs	6	2	14	15	110	16	156	8
Calendar	23	6	16	20	84	18	156	29
Content/File Sharing	58	17	19	13	46	7	156	75
Course Copy	86	16	15	7	30	11	156	102
Course Messages	80	19	18	6	27	19	156	99
Course Reports	34	12	31	16	56	15	156	46
Discussion Boards	132	7	5	3	8	16	156	139
Email	93	11	16	5	25	21	156	104
External Storage (Google Drive, One Drive)	6	5	9	23	104	27	156	11
Gradebook	133	3	5	3	11	7	156	136
Groups	19	15	25	18	69	31	156	34
Media (Kaltura, Panopto, YouTube)	24	30	29	11	55	20	156	54
Question Pools	26	12	14	14	84	26	156	38
Retention Center	7	7	10	20	100	45	156	14
Rubrics	51	26	18	10	46	23	156	77
SafeAssign	23	7	15	12	86	27	156	30
Surveys	6	7	16	23	93	35	156	13
Posting Syllabus	134	5	6	3	5	7	156	139
Tests	86	12	13	8	34	22	156	98
Videos and Podcasts	40	26	26	15	44	18	156	66
Weblinks	69	29	23	7	24	11	156	98
Wikis	5	4	14	23	98	52	156	9

AGGREGATED DATA QUESTION #7: PLEASE INDICATE HOW OFTEN YOU USE THE FOLLOWING TOOLS IN BLACKBOARD LEARN:

Online Users					
Top 12 Used Tools by Users Teaching >0 Online Courses	online-always	online-often	online-always and often	online total users	%
Posting Syllabus	503	38	541	630	86%
Gradebook	498	53	551	630	87%
Assignments	459	98	557	630	88%
Announcements	456	88	544	630	86%
Course Copy	383	108	491	630	78%
Content/File Sharing	256	81	337	630	53%
Weblinks	297	133	430	630	68%
Email	291	94	385	630	61%
Discussion Boards	394	107	501	630	80%
Course Messages	307	83	390	630	62%
Tests	326	101	427	630	68%
Assignment Inline Grading	274	88	362	630	57%

Hybrid Users					
Top 10 Used Tools by Users Teaching >0 Hybrid Courses	hybrid-always	hybrid-often	hybrid-always and often	hybrid total users	%
Posting Syllabus	227	33	260	326	80%
Gradebook	222	42	264	326	81%
Assignments	208	62	270	326	83%
Announcements	186	64	250	326	77%
Course Copy	174	66	240	326	74%
Content/File Sharing	116	49	165	326	51%
Weblinks	138	66	204	326	63%
Email	93	73	166	326	51%
Discussion Boards	137	64	201	326	62%
Course Messages	102	54	156	326	48%
Tests	130	59	189	326	58%
Assignment Inline Grading	109	51	160	326	49%

AGGREGATED DATA QUESTION #7: PLEASE INDICATE HOW OFTEN YOU USE THE FOLLOWING TOOLS IN BLACKBOARD LEARN:

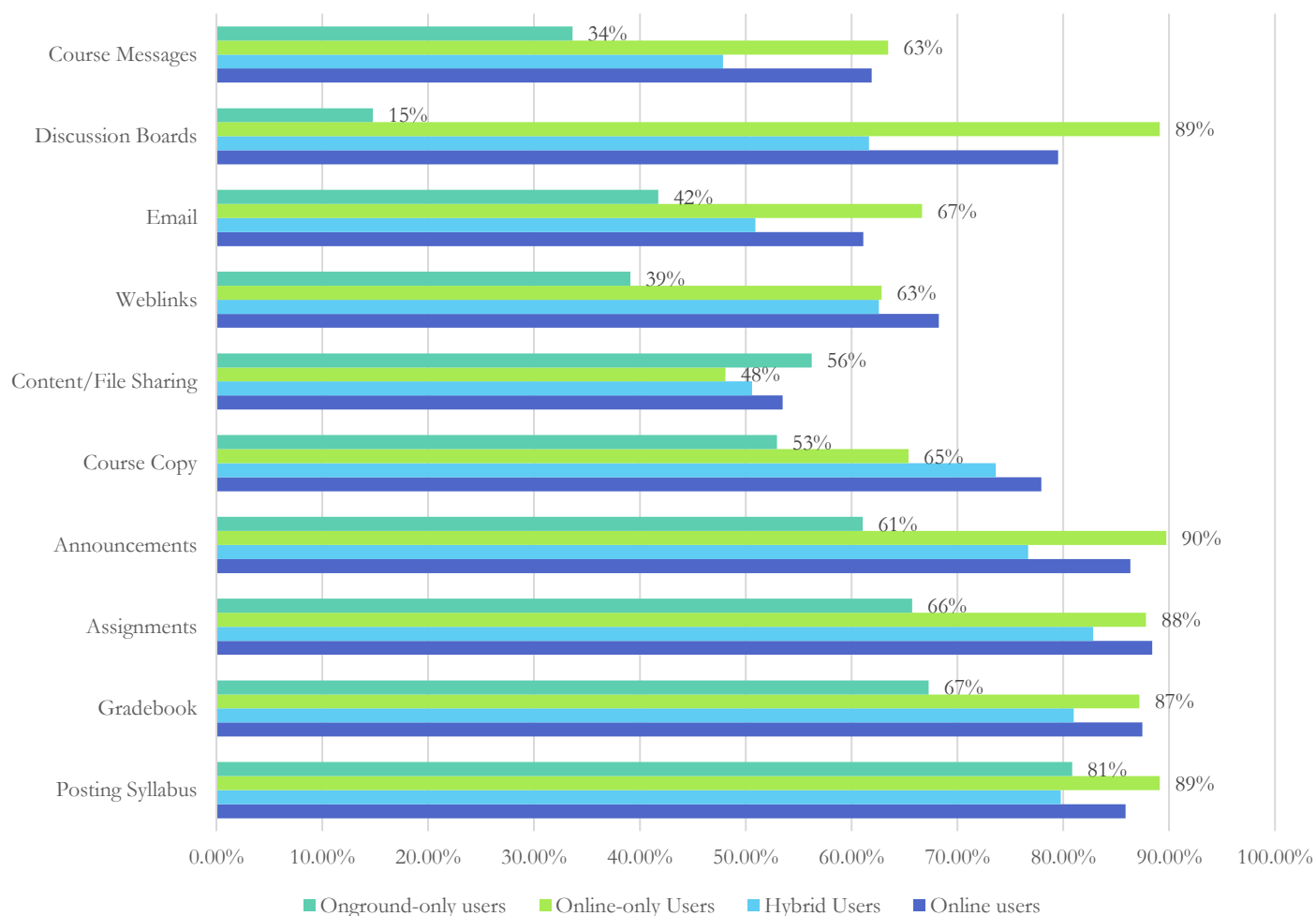
On Ground Users (Includes those that teach online as well)					
Top 12 Used Tools by Users Teaching >0 On Ground Courses	On Ground-always	On Ground-often	On Ground-always and often	On Ground total users	%
Posting Syllabus	869	113	982	1200	82%
Gradebook	775	129	904	1200	75%
Assignments	639	256	895	1200	75%
Announcements	610	240	850	1200	71%
Course Copy	562	188	750	1200	63%
Content/File Sharing	460	207	667	1200	56%
Weblinks	231	139	370	1200	31%
Email	192	119	311	1200	26%
Discussion Boards	307	175	482	1200	40%
Course Messages	363	165	528	1200	44%
Tests	365	151	516	1200	43%
Assignment Inline Grading	329	171	500	1200	42%

On Ground-Only Users					
Top 12 Used Tools by Users Teaching >0 On Ground (with 0 Online & 0 Hybrid) Courses	On Ground ONLY-always	On Ground ONLY-often	On Ground ONLY-always and often	On Ground ONLY total users	%
Posting Syllabus	445	74	519	642	81%
Gradebook	366	66	432	642	67%
Assignments	270	152	422	642	66%
Announcements	241	151	392	642	61%
Content/File Sharing	234	127	361	642	56%
Weblinks	123	128	251	642	39%
Email	161	107	268	642	42%
Course Copy	231	109	340	642	53%
Course Messages	126	90	216	642	34%
Assignment Inline Grading	127	85	212	642	33%
Tests	108	54	162	642	25%
Discussion Boards	41	54	95	642	15%

AGGREGATED DATA QUESTION #7: PLEASE INDICATE HOW OFTEN YOU USE THE FOLLOWING TOOLS IN BLACKBOARD LEARN:

Top 12 Tool Usage by Course Type	Online users	Hybrid Users	Online-only Users	On Ground-only users
Posting Syllabus	86%	80%	89%	81%
Gradebook	87%	81%	87%	67%
Assignments	88%	83%	88%	66%
Announcements	86%	77%	90%	61%
Course Copy	78%	74%	65%	56%
Content/File Sharing	53%	51%	48%	39%
Weblinks	68%	63%	63%	42%
Email	61%	51%	67%	53%
Discussion Boards	80%	62%	89%	34%
Course Messages	62%	48%	63%	33%
Tests	68%	58%	63%	25%
Assignment Inline Grading	57%	49%	64%	15%

Top 10 Overall Tools and Usage by Course Type



AGGREGATED DATA QUESTION #7: PLEASE INDICATE HOW OFTEN YOU USE THE FOLLOWING TOOLS IN BLACKBOARD LEARN:

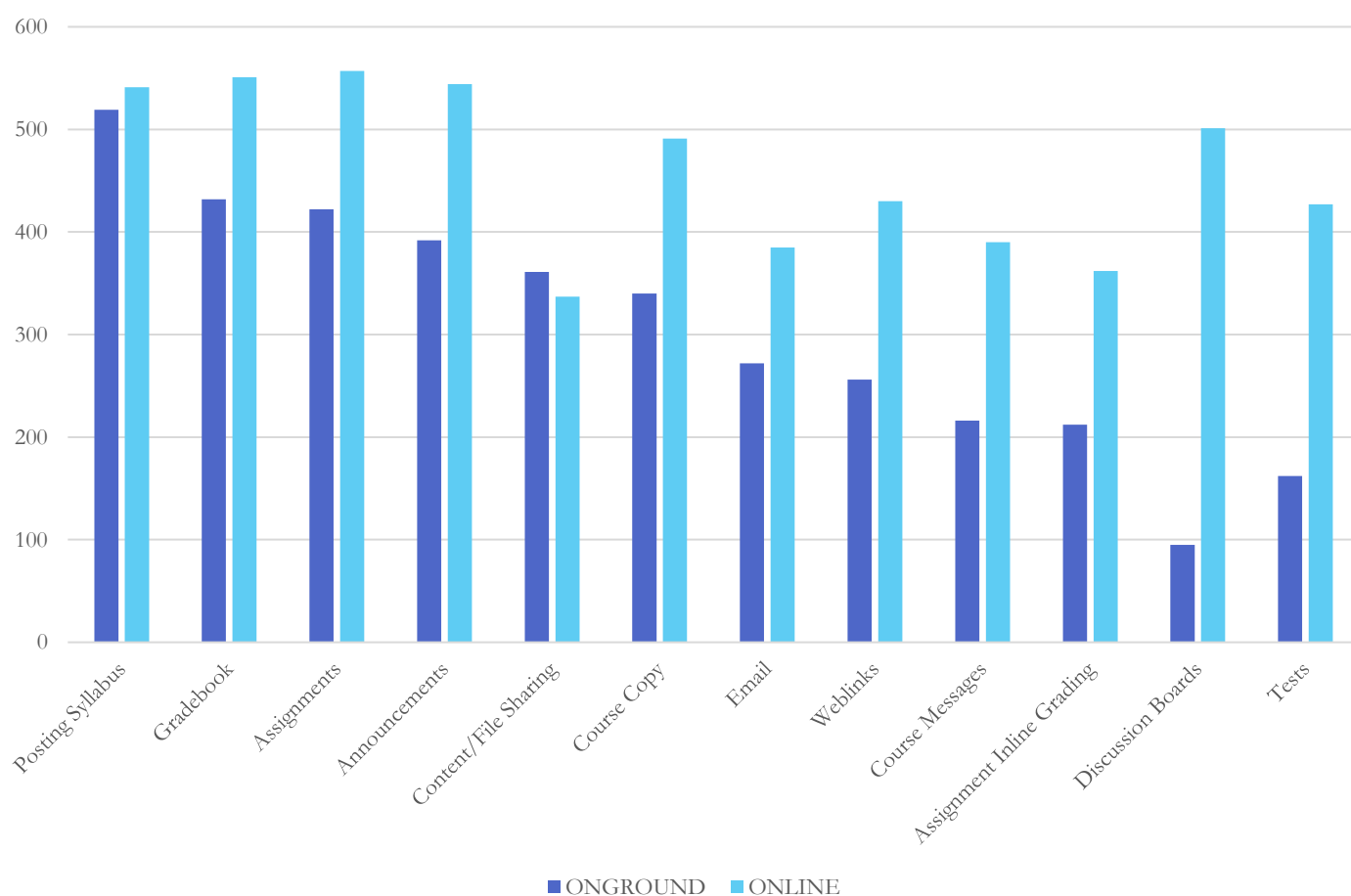
ONLINE ONLY Top 10 Tools					
Top 12 Used Tools by Users Teaching >0 Online (with 0 On Ground & 0 Hybrid) Courses	Online ONLY- always	Online ONLY- often	Online ONLY- always and often	Online ONLY total users	%
Posting Syllabus	134	5	139	156	89%
Gradebook	133	3	136	156	87%
Assignments	126	11	137	156	88%
Announcements	121	19	140	156	90%
Course Copy	86	16	102	156	65%
Content/File Sharing	58	17	75	156	48%
Weblinks	69	29	98	156	63%
Email	93	11	104	156	67%
Discussion Boards	132	7	139	156	89%
Course Messages	80	19	99	156	63%
Tests	86	12	98	156	63%
Assignment Inline Grading	83	17	100	156	64%

ONGROUND USERS ONLY Totals by tools							
Column1	Always	Often	Occasionally	Rarely	Never	Discontinued	Total responses
Announcements	241	151	115	50	70	6	1395
Assignment Inline Grading	127	85	54	49	299	17	1373
Assignments	270	152	74	46	87	7	1398
Attendance	46	17	21	25	501	15	1355
Blogs	4	11	36	37	520	16	1345
Calendar	32	24	56	68	428	18	1354
Content/File Sharing	234	127	63	32	166	7	1377
Course Copy	231	109	71	35	171	11	1382
Course Messages	126	90	90	43	269	19	1374
Course Reports	39	43	86	60	382	15	1355
Discussion Boards	41	54	98	81	334	16	1378
Email	162	110	102	51	191	21	1374
External Storage (Google Drive, One Drive)	35	21	26	37	482	27	1348
Gradebook	366	66	30	22	143	7	1390
Groups	25	30	55	60	426	31	1340
Media (Kaltura, Panopto, YouTube)	62	62	81	55	349	20	1363
Question Pools	34	27	34	36	471	26	1351
Retention Center	7	11	22	44	513	45	1343
Rubrics	48	42	66	49	401	23	1362
SafeAssign	46	52	54	44	404	27	1346
Surveys	10	18	37	52	477	35	1338
Posting Syllabus	445	74	19	12	80	7	1393
Tests	108	54	74	51	321	22	1371
Videos and Podcasts	64	66	83	47	348	18	1365
Weblinks	127	129	88	32	237	11	1372
Wikis	13	12	21	39	505	52	1340

AGGREGATED DATA QUESTION #7: PLEASE INDICATE HOW OFTEN YOU USE THE FOLLOWING TOOLS IN BLACKBOARD LEARN:

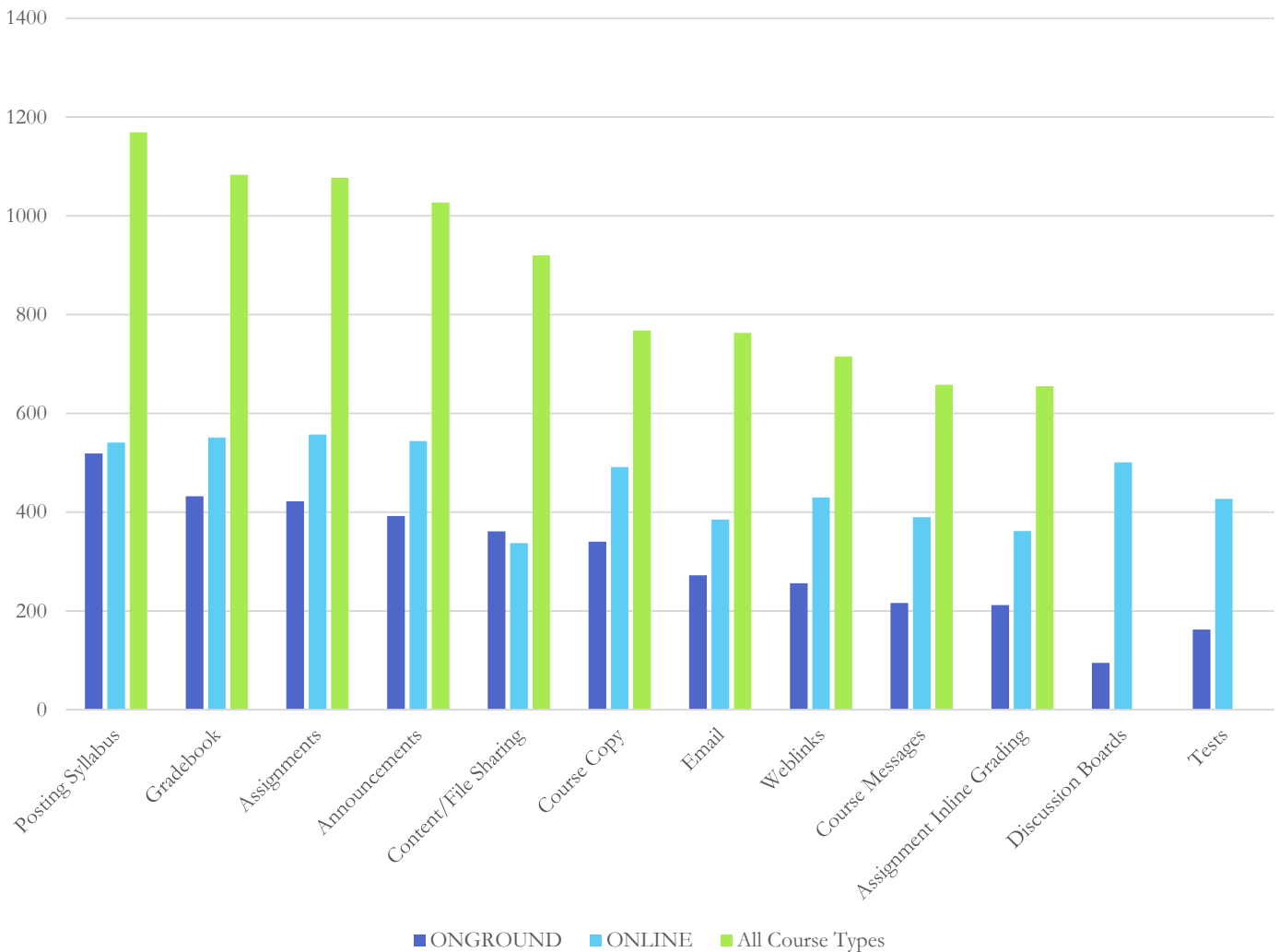
Comparing ONLINE vs ONGROUND Tools	On Ground	Online
Posting Syllabus	519	541
Gradebook	432	551
Assignments	422	557
Announcements	392	544
Content/File Sharing	361	337
Course Copy	340	491
Email	272	385
Weblinks	256	430
Course Messages	216	390
Assignment Inline Grading	212	362
Discussion Boards	95	501
Tests	162	427

**Comparing Top Tools Used By Faculty Teaching Only
On Ground vs Faculty Teaching at least 1 Online Course**



AGGREGATED DATA QUESTION #7: PLEASE INDICATE HOW OFTEN YOU USE THE FOLLOWING TOOLS IN BLACKBOARD LEARN:

Comparing Top 10 Tools by Course Type of Faculty Teaching Only
On Ground vs Online Courses vs Any Course Type
 Different Usage of Only Four (4) Tools



AGGREGATED DATA:

AGGREGATED DATA QUESTION 22: PLEASE SELECT THE CSCU INSTITUTION THIS SURVEY RESPONSE IS REFERENCING [YOU MAY RESPOND TO THIS SURVEY MULTIPLE TIMES REFLECTION EACH INSTITUTION YOU WORK FOR]:

Opinions/belief statements by **ALL** instructors by institutional Grouping

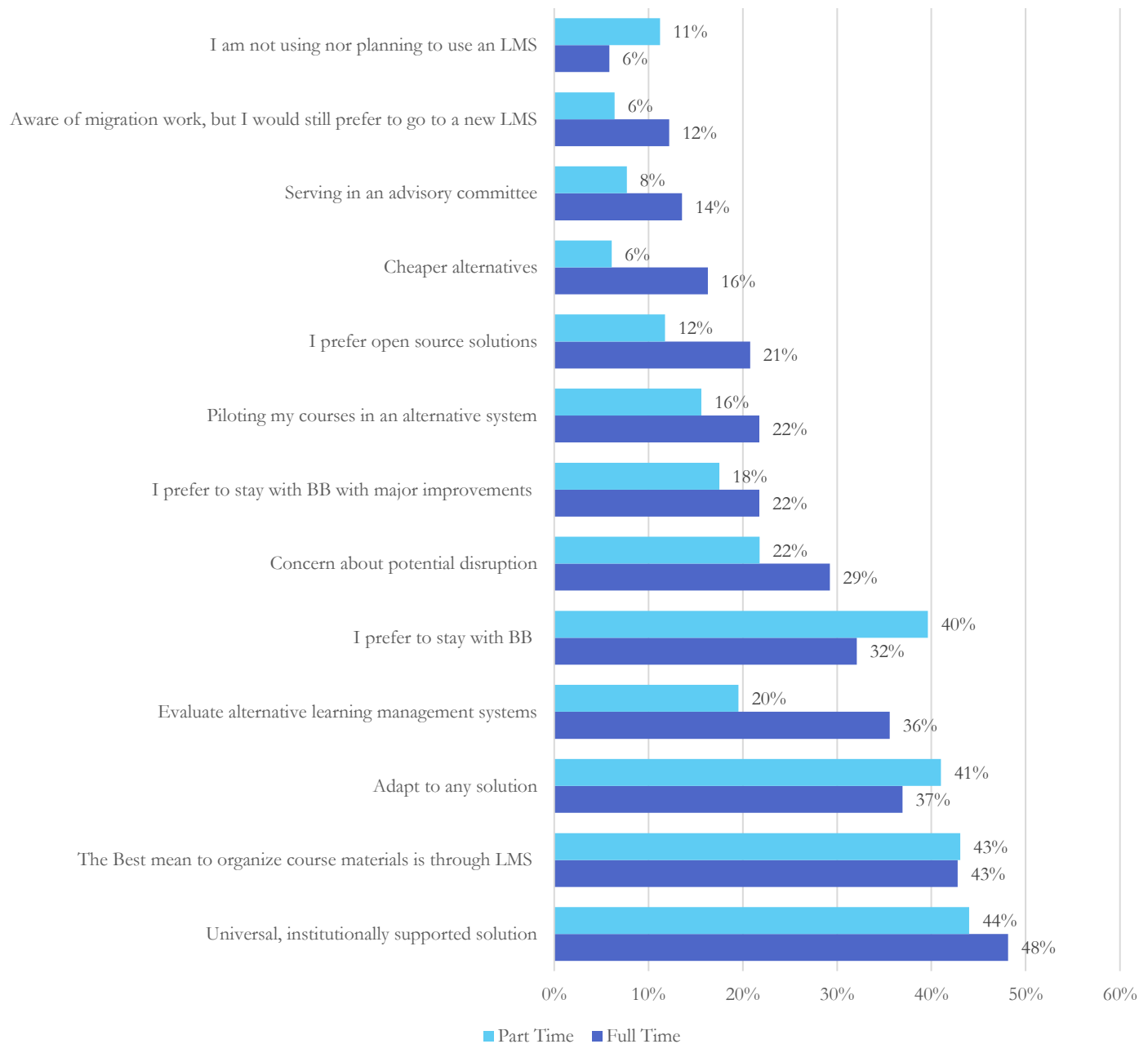
Total respondents	Universities (415 + 235 =650)	%	Charter Oak (3 + 96 =99)	%	Community Colleges	386 + 605 = 991	Total	% of total responses of full/part timers (804 + 936 = 1740)
I prefer to stay with Bb - FT	133	32%	0	0%	125	32%	258	32%
I prefer to stay with Bb - PT	99	42%	42	44%	230	38%	371	40%
I prefer to stay with Bb with major improvements - FT	90	22%	1	33%	84	22%	175	22%
I prefer to stay with Bb with major improvements - PT	38	16%	19	20%	107	18%	164	18%
The Best mean to organize course materials is through LMS - FT	181	44%	2	67%	161	42%	344	43%
The Best mean to organize course materials is through LMS - PT	103	44%	51	53%	249	41%	403	43%
I prefer open source solutions - FT	99	24%	1	33%	67	17%	167	21%
I prefer open source solutions - PT	29	12%	9	9%	72	12%	110	12%
Universal. Institutionally supported solution – FT	203	49%	2	67%	182	47%	387	48%
Universal. Institutionally supported solution – PT	105	45%	36	38%	271	45%	412	44%
Adapt to any solution - FT	135	33%	3	100%	159	41%	297	37%
Adapt to any solution - PT	84	36%	49	51%	251	41%	384	41%
Cheaper alternatives - FT	78	19%	0	0%	53	14%	131	16%
Cheaper alternatives - PT	16	7%	5	5%	36	6%	57	6%
Evaluate alternative learning management systems - FT	156	38%	1	33%	129	33%	286	36%
Evaluate alternative learning management systems - PT	43	18%	20	21%	120	20%	183	20%
Concern about potential disruption - FT	124	30%	1	33%	110	28%	235	29%
Concern about potential disruption - PT	61	26%	19	20%	124	20%	204	22%
Aware of migration work, but I would still prefer to go to a new LMS - FT	53	13%	0	0%	45	12%	98	12%
Aware of migration work, but I would still prefer to go to a new LMS - PT	14	6%	9	9%	37	6%	60	6%
Piloting my courses in an alternative system – FT	80	19%	1	33%	94	24%	175	22%
Piloting my courses in an alternative system – PT	30	13%	24	25%	92	15%	146	16%
Serving in an advisory committee - FT	53	13%	0	0%	56	15%	109	14%
Serving in an advisory committee - PT	10	4%	15	16%	47	8%	72	8%
I am not using nor planning to use an LMS - FT	20	5%	0	0%	27	7%	47	6%
I am not using nor planning to use an LMS - PT	31	13%	4	4%	70	12%	105	11%

AGGREGATED DATA QUESTION 22: PLEASE SELECT THE CSCU INSTITUTION THIS SURVEY RESPONSE IS REFERENCING [YOU MAY RESPOND TO THIS SURVEY MULTIPLE TIMES REFLECTION EACH INSTITUTION YOU WORK FOR]:

Opinions/Belief Statements By Full Time vs Part Time Instructors

Total Respondents: FT=804, PT= 936

* % are Based on FT/PT Group Association

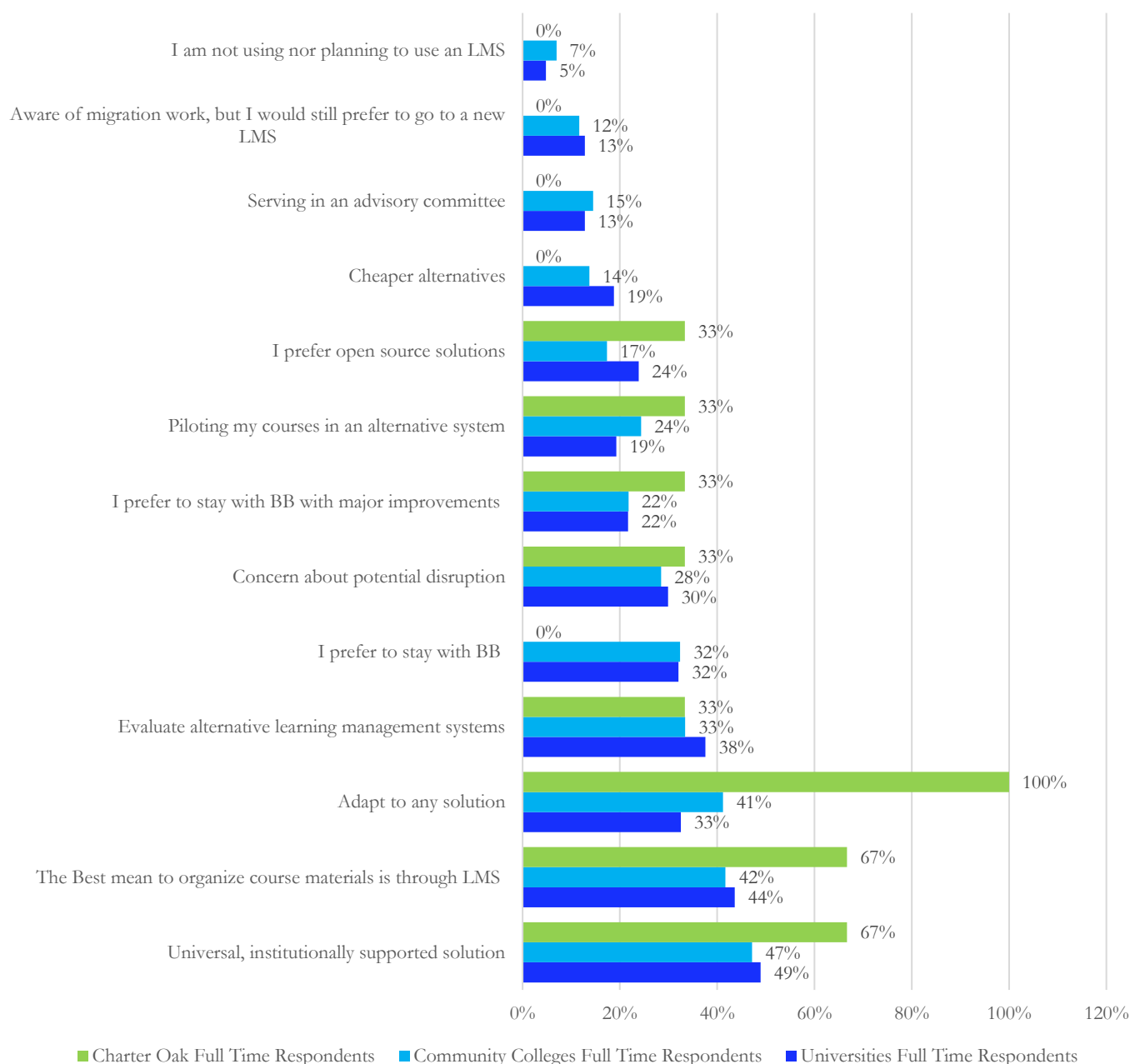


AGGREGATED DATA QUESTION 22: PLEASE SELECT THE CSCU INSTITUTION THIS SURVEY RESPONSE IS REFERENCING [YOU MAY RESPOND TO THIS SURVEY MULTIPLE TIMES REFLECTION EACH INSTITUTION YOU WORK FOR]:

Opinions/Belief Statements By Full Time Instructors By Campus Grouping

Total Respondents: Univ-FT=412, CC-FT=386, COSC-FT=3

* % are Based on Institutional Group Association

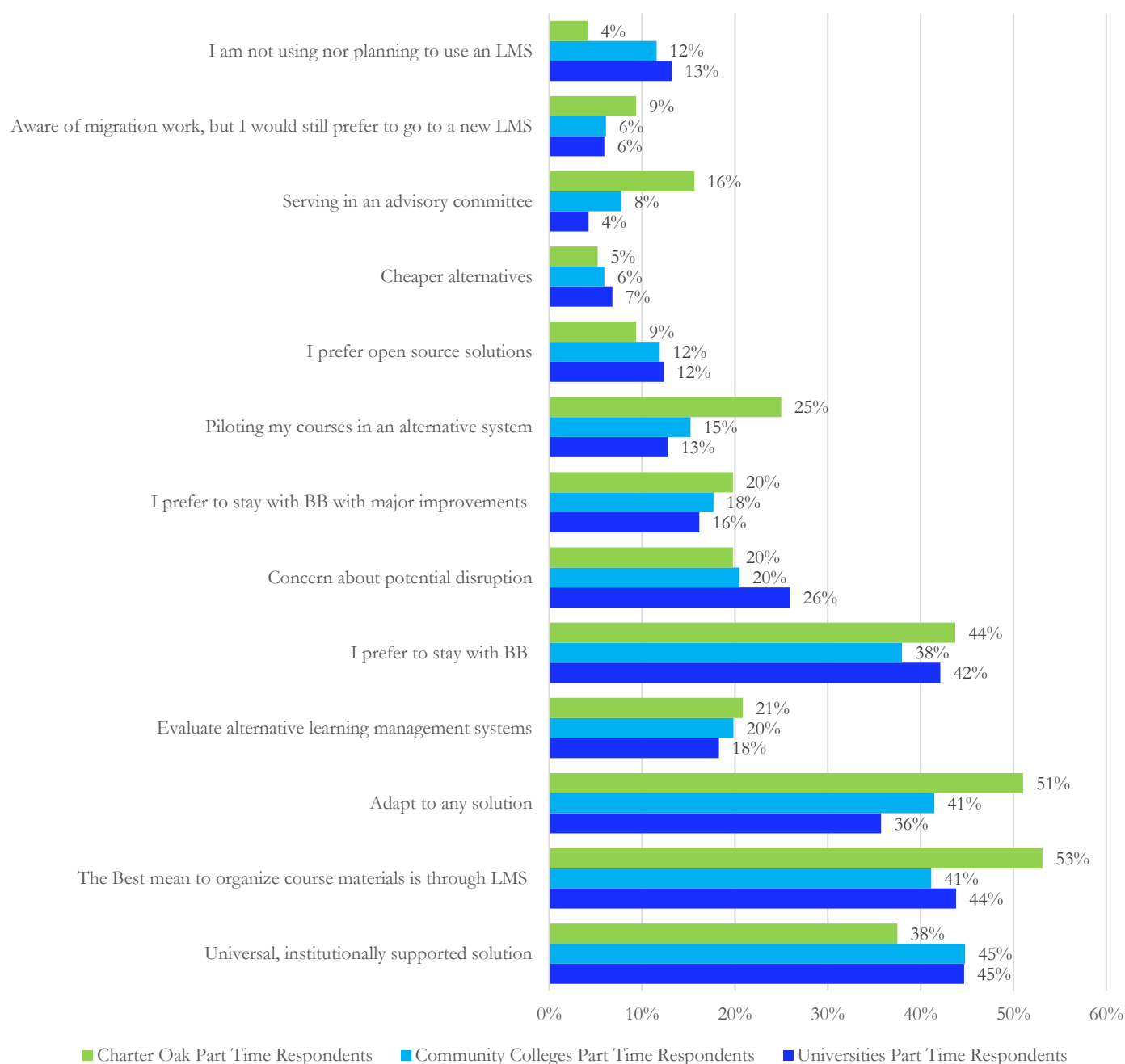


AGGREGATED DATA QUESTION 22: PLEASE SELECT THE CSCU INSTITUTION THIS SURVEY RESPONSE IS REFERENCING [YOU MAY RESPOND TO THIS SURVEY MULTIPLE TIMES REFLECTION EACH INSTITUTION YOU WORK FOR]:

Opinions/Belief Statements By Part Time Instructors By Campus Grouping

Total Respondents: Univ-PT=235, CC-PT=605, COSC-PT=96

* % are Based on Institutional Group Association

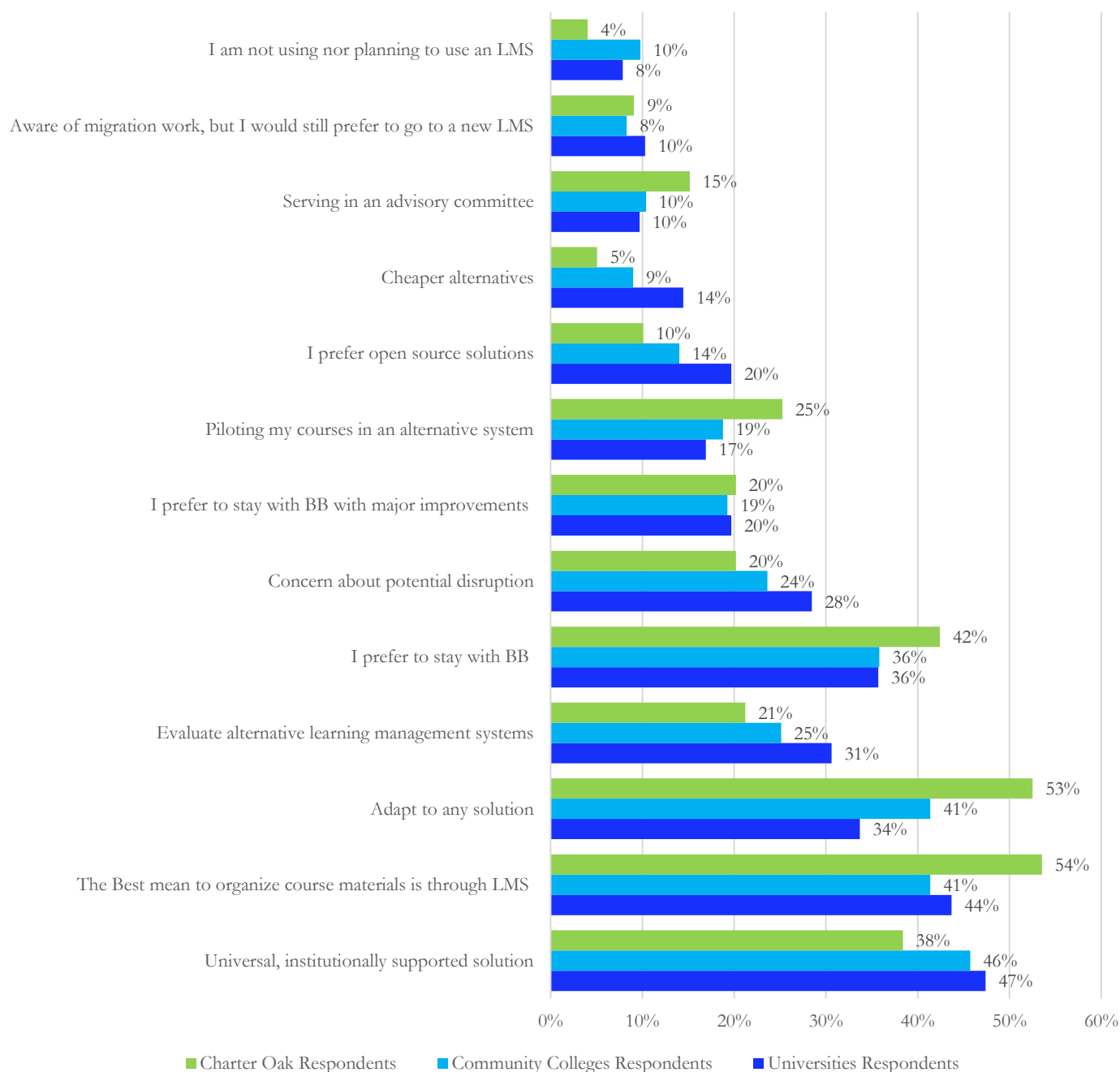


AGGREGATED DATA QUESTION 22: PLEASE SELECT THE CSCU INSTITUTION THIS SURVEY RESPONSE IS REFERENCING [YOU MAY RESPOND TO THIS SURVEY MULTIPLE TIMES REFLECTION EACH INSTITUTION YOU WORK FOR]:

Opinions/Belief Statements By All Instructors By Campus Grouping

Total Respondents: Univ=650, CC=991, COSC=99

* % are Based on Institutional Group Association



AGGREGATED DATA QUESTION 22: PLEASE SELECT THE CSCU INSTITUTION THIS SURVEY RESPONSE IS REFERENCING [YOU MAY RESPOND TO THIS SURVEY MULTIPLE TIMES REFLECTING EACH INSTITUTION YOU WORK FOR]:

	count	% of total count	Faculty teaching Online	% of Online Faculty	Faculty teaching on ground only	% of on ground faculty
	1740		630		922	
Pro-Blackboard:	826	47%	377	60%	358	39%
New solution:	738	42%	318	50%	341	37%
Neutral:	681	39%	270	43%	338	37%
Concerned about disruption	439	25%	217	34%	181	20%
Neutral or Pro-Blackboard:	1226	70%	503	80%	591	64%
Neutral or New solution:	1063	61%	417	66%	532	58%

	count	% of total count	full-time	% of full timers	part time	% of part timers	Teaching 0-2 classes	% of 0-2 classes teachers	Teaching 3 to 6 classes	% of 3-6 classes teachers	Teaching > 6 classes	% of >6 classes teachers
	1740		804		936		450		642		648	
Pro-Blackboard:	826	47%	367	46%	459	49%	177	39%	329	51%	320	49%
New solution:	738	42%	395	49%	343	37%	156	35%	243	38%	339	52%
Neutral:	681	39%	297	37%	384	41%	171	38%	238	37%	272	42%
Concerned about disruption	439	25%	235	29%	204	22%	69	15%	166	26%	204	31%
Neutral or Pro-Blackboard:	1226	70%	555	69%	671	72%	288	64%	466	73%	472	73%
Neutral or New solution:	1063	61%	524	65%	539	58%	255	57%	364	57%	444	69%

APPENDIX:

APPENDIX A: INDIVIDUAL SCHOOL RESPONSES

CHARTER OAK STATE COLLEGE:

99 respondents (6%)

- 3 Full Time (3%)
 - 2 use Blackboard (67%)
 - 1 does not use Blackboard but has used either Blackboard or other (33%)
- 96 Part Time (97%)
 - 87 use Blackboard (91%)
 - 6 do not use Blackboard but have used either Blackboard or other (6%)
 - 3 have never used an LMS (3%)

CENTRAL CONNECTICUT STATE UNIVERSITY:

190 Respondents (11%)

- 122 Full Time (64%)
 - 98 use Blackboard (80%)
 - 18 do not use Blackboard but have used either Blackboard or other (15%)
 - 6 have never used an LMS (5%)
- 68 Part Time (36%)
 - 54 use Blackboard (79%)
 - 9 do not use Blackboard but have used either Blackboard or other (13%)
 - 5 have never used an LMS (7%)

EASTERN CONNECTICUT STATE UNIVERSITY:

132 respondents (6%)

- 87 Full Time (66%)
 - 74 use Blackboard (85%)
 - 8 do not use Blackboard but have used either Blackboard or other (9%)
 - 5 have never used an LMS (6%)
- 45 Part Time (34%)
 - 31 use Blackboard (69%)
 - 11 do not use Blackboard but have used either Blackboard or other (24%)
 - 3 have never used an LMS (7%)

SOUTHERN CONNECTICUT STATE UNIVERSITY:

213 respondents (13%)

- 116 Full Time (54%)
 - 102 use Blackboard (88%)
 - 8 do not use Blackboard but have used either Blackboard or other (7%)
 - 6 have never used an LMS (5%)
- 97 Part Time (46%)
 - 67 use Blackboard (69%)
 - 16 do not use Blackboard but have used either Blackboard or other (16%)
 - 14 have not used an LMS (14%)

WESTERN CONNECTICUT STATE UNIVERSITY:

115 Respondents (7%)

- 90 Full Time (78%)
 - 76 use Blackboard (84%)
 - 9 do not use Blackboard but have used either Blackboard or other (10%)
 - 5 have not used an LMS (6%)
- 25 Part Time (22%)
 - 11 use Blackboard (44%)
 - 5 do not use Blackboard but have used either Blackboard or other (20%)
 - 9 have not used an LMS (36%)

ASNUNTUCK COMMUNITY COLLEGE:

68 Respondents (4%)

- 25 Full Time (37%)
 - 18 use Blackboard (72%)
 - 2 do not use Blackboard but have used either Blackboard or other (8%)
 - 5 have never used an LMS (20%)
- 43 Part Time (63%)
 - 28 Use Blackboard (65%)
 - 7 do not use Blackboard but have used either Blackboard or other (16%)
 - 8 have never used an LMS (19%)

CAPITAL COMMUNITY COLLEGE:

74 Respondents (4%)

- 36 Full Time (49%)
 - 34 use Blackboard (94%)
 - 1 does not use Blackboard but has used either Blackboard or other (3%)
 - 1 has never used an LMS (3%)
- 38 Part Time (51%)
 - 24 use Blackboard (63%)
 - 3 do not use Blackboard but have used either Blackboard or other (8%)
 - 11 have never used an LMS (29%)

GATEWAY COMMUNITY COLLEGE:

120 Respondents (7%)

- 54 Full Time (45%)
 - 45 use Blackboard (83%)
 - 5 do not use Blackboard but have used either Blackboard or other (9%)
 - 4 have never used an LMS (7%)
- 66 Part Time (55%)
 - 37 use Blackboard (56%)
 - 13 do not use Blackboard but have used either Blackboard or other (20%)
 - 16 have never used an LMS (24%)

HOUSATONIC COMMUNITY COLLEGE:

61 Respondents (4%)

- 26 Full Time (43%)
 - 21 use Blackboard (81%)
 - 1 does not use Blackboard but has used either Blackboard or other (4%)
 - 4 have never used an LMS (15%)
- 35 Part Time (57%)
 - 19 use Blackboard (54%)
 - 5 do not use Blackboard but have used either Blackboard or other (14%)
 - 11 have never used an LMS (31%)

MANCHESTER COMMUNITY COLLEGE:

102 Respondents (6%)

- 34 Full Time (33%)
 - 32 use Blackboard (94%)
 - 1 does not use Blackboard but has used either Blackboard or other (3%)
 - 1 has never used an LMS (3%)
- 68 Part Time (67%)
 - 52 use Blackboard (76%)
 - 7 do not use Blackboard but have used either Blackboard or other (10%)
 - 9 have never used an LMS (13%)

MIDDLESEX COMMUNITY COLLEGE:

90 Respondents (5%)

- 33 Full Time (37%)
 - 29 use Blackboard (88%)
 - 3 do not use Blackboard but have used either Blackboard or other (9%)
 - 1 has never used an LMS (3%)
- 57 Part Time (63%)
 - 41 use Blackboard (72%)
 - 12 do not use Blackboard but have used either Blackboard or other (21%)
 - 4 have never used an LMS (7%)

NAUGATUCK VALLEY COMMUNITY COLLEGE:

97 Respondents (6%)

- 41 Full Time (42%)
 - 39 use Blackboard (95%)
 - 2 have never used an LMS (5%)
- 56 Part Time (58%)
 - 40 use Blackboard (71%)
 - 11 do not use Blackboard but have used either Blackboard or other (20%)
 - 5 have never used an LMS (9%)

NORTHWESTERN COMMUNITY COLLEGE:

27 Respondents (2%)

- 12 Full Time (44%)
 - 11 use Blackboard (92%)
 - 1 does not use Blackboard but has used either Blackboard or other (8%)
- 15 Part Time (56%)
 - 13 use Blackboard (87%)
 - 2 do not use Blackboard but have used either Blackboard or other (13%)

NORWALK COMMUNITY COLLEGE:

86 Respondents (5%)

- 34 Full Time (40%)
 - 19 use Blackboard (56%)
 - 3 do not use Blackboard but have used either Blackboard or other (9%)
 - 12 have never used an LMS (35%)
- 52 Part Time (60%)
 - 30 use Blackboard (58%)
 - 14 do not use Blackboard but have used either Blackboard or other (27%)
 - 8 have never used an LMS (15%)

QUINEBAUG COMMUNITY COLLEGE:

30 Respondents (2%)

- 10 Full Time (33%)
 - 9 use Blackboard (90%)
 - 1 does not use Blackboard but has used either Blackboard or other (10%)
- 20 Part Time (67%)
 - 12 use Blackboard (60%)
 - 7 do not use Blackboard but have used either Blackboard or other (35%)
 - 1 has never used an LMS (5%)

THREE RIVERS COMMUNITY COLLEGE:

112 Respondents (6%)

- 47 Full Time (42%)
 - 39 use Blackboard (83%)
 - 2 do not use Blackboard but have used either Blackboard or other (4%)
 - 4 have never used an LMS (9%)
- 65 Part Time (58%)
 - 47 use Blackboard (72%)
 - 11 do not use Blackboard but have used either Blackboard or other (17%)
 - 7 have never used an LMS (11%)

TUNXIS COMMUNITY COLLEGE:

124 Respondents (7%)

- 34 Full Time (27%)
 - 28 use Blackboard (82%)
 - 4 do not use Blackboard but have used either Blackboard or other (12%)
 - 2 have never used an LMS (6%)
- 90 Part Time (73%)
 - 74 use Blackboard (82%)
 - 7 do not use Blackboard but have used either Blackboard or other (8%)
 - 9 have never used an LMS (10%)

APPENDIX:

APPENDIX B: QUESTION #13: OPEN ENDED RESPONSES

Question #13: Please add any comments you may have about what you like or dislike about Blackboard Learn:

.pages files cannot be shown to the grader when submitted as an assignment. Only MS Word and PDF files (and jpegs) can be shown.

1) training is a series of pdf's that are very, very general and have as yet, not answered any specific questions I have had. Google is the only way i have been able to troubleshoot my issues.2) safeassign is not very thorough. I have access to turn-it-in through another institution and it is far more robust. There is almost no point in using safeassign.

1. Blackboard learn is extremely helpful in student learning, and, through the use of automated tests, enables me to observe and help individual students while they are studying outside of scheduled class time.2. It would be useful if the full grade center were sticky - i.e. defaulting to the most previously used display settings.

1.) Course copy has a habit of duplicating materials that are not necessary. Each semester, I have to thoroughly inspect my lectures and other items for course-related work to be sure things aren't there twice. 2.) Too many students seem to have not been exposed to Blackboard so that there are many tech questions that delay things at the start of the semester. To offset that, I open my online courses earlier just to handle the volume of questions students have due to inexperience.

1.the inline grading tool is inadequate. 2.I wish the gradebook was more user friendly (in terms of customizing display)3.There is no way to get a picture of each student's participation, grades, comments all in one place. There should be a more convenient way to get a summary of each student's work. 4.there should be an option to have students personalize their presence more. Bigger avatars etc

A greater emphasis should be placed on students for using and becoming comfortable with Blackboard.

Ability to import and export test

Adjunct here.. Training is difficult to attend. Dept. members have been helpful and as time has gone by, the value of this tool has increased. Teacher expectations are clear for students on day one. Course materials are easily disseminated and students have become reliant on the resources that we provide. Overall, this is a good product but as it becomes more robust, managing and using it becomes more of a burden.

Again, it is not a fluid mechanism. It is one dimensional and not very intuitive. It needs more dynamic graphics. I would love a way to have a running tab for attendance, i.e. ala Excel

All BB apps for my iPad are poor.

all of the mobile devices that I have: iphone, ipad, kindle fire, do not have good functionality with BB either directly or through the app, especially as an instructor.

An interactive tool for exam review like the Chat tool was great.It is needed.

Announcements - I would like the ability to attach files, not use the text editor
Question Pools - stop alphabetizing questions that are imported and leave them in the order of the original context when creating tests

App is horrible. I dislike that I need to manually enter each assignment to display it or not. I remember a previous version which had a master overview. Putting comments in essays is awkward and difficult for students to view, student reports do not allow for sufficient specificity.

App requires login every time so I don't use it. Faculty scheduled to teach online should be trained to use at least basic Blackboard features instead of learning them as they face a problem. When they do not learn about teaching online they are less likely to make the course interactive, engaging and may even keep it simple to the point of lowering the standard as they do not know how to set up and use features.

Apps are poor, for both student and teacher.

As a part time instructor, training classes are not held during hours that I can attend.

As an instructor, it is my responsibility to make good use of the tools provided, and continually take the initiative to attend training. I enjoy the Blackboard LMS environment. Every tool has pros and cons. Given the fiscal condition of the state and community colleges, it would be an unwise allocation of fiscal resources to change the LMS at this time. As a graduate student, I use D2L which is a fine LMS. Again, each LMS has its pros and cons; the user can choose where to focus. Thanks to the committee!

As far as I know, the only phone app available is for students. I would like to be able to access and manipulate content through my phone. Also, I would like the blogs to be able to look more like real blogs, including an about me section and photo and to be able to see all blog content instead of having it divided by months. I dislike that students lose the material after they leave the college. I would also like to be able to change the look of the site (colors, banner, etc.) to tailor it to my specific class and to have it look less dreary.

As I indicated earlier more training to use BB Learn more efficiently would be adequate. It must be an ongoing purview of the our college system to provide such training to all faculty and staff. Although I feel that I have adequate training, learning more is always a plus, especially in the teaching field. There are more features that can always be discovered for use in the classroom.

Assignment Inline Grading is more cumbersome and has fewer convenient features with Box than with the old Crocodoc.

At Eastern (relative to what I have seen at the University of Hartford) the instance of blackboard is primitive. There is limited university content. For example, we still use paper to do student opinion surveys, while I have used the course syllabus, the dean still requires paper, and the printout of the syllabus looks awful so I have switched back to PDFs. Also, the required syllabus statements are sent every semester via email, and we need to cut and paste them into the syllabus, We should have one version on blackboard which we all include with a single check of a box.

At Tunxis Community College, the Blackboard Learn Support staff is excellent resource. I would like to do more online courses in Blackboard Learn.

Attendance function should not auto calculate scores (even when I attempt to change the scoring system, it doesn't work).An auto message at the end of each email should be included when sending emails to students from blackboard learn (many disregard the do not reply and reply anyway, then they complain about instructors ignoring their emails).

Bb allows for all turned in work to be time and date stamped, avoid lost assignments and reduce paper waste. It additionally allows for comments to the learner and immediate access for students to grades. I use Bb in all my classes to varying degrees and could not be as effective without it.

BB and its tools are too rigid. Without flexibility, the tool steers the pedagogy, which is the opposite of what should happen. I therefore use BB to upload course documents, post students grades, and keep my syllabus and assignments (although I add them as files because the syllabus and assignments tools are too limiting). I then use external blogs, which have more flexibility, external wikis (same reason), and Google Docs for peer review (same reason).

Bb doesn't work well with iPad app - this should be improved. Gradebook is awkward to view - jumps around and is hard to see what student lines up with which grades.

Bb is not intuitive. It's not easy set my own defaults. It takes too many clicks to do almost every task. It's ok, but that's about it.

Bb is SO frustrating. I hate that when I do an announcement I have to select the dates and the weird statement about email now and it will be emailed anyway - what does that mean? By a million miles the biggest frustration is Box. I have to download all papers to my computer, use Track Changes and then upload. It is an epic time drain. The gradebook is clunky. I wish that I could have the window snapped to half of the screen without loosing the readability of the gradebook. I can't imagine there isn't a better platform than Bb. They don't listen to our feedback and they are full of empty promises. Also, in Needs Grading, I want to be able to select the student who I want to grade and not have it open the first in the list and have to scroll threw. I also wish I could use Bb effectively on my phone - I can't.

BBL in general and especially Gradebook and other features not easy to use with iPad or smartphones.

BBL Training has been above adequate and excellent.The product, BBL, is not user friendly, reliable, and extremely slow.

Because it has so many options (trying to be too many things to too many people), it is not user friendly. Unless you are well trained in the features you specifically need to use for your course, it is hard to figure out how to use the platform. And remembering how to do the same things from one semester to another is a bit of a challenge--because there are millions of options to choose from.

Being to attend training isn't always easy due to schedule conflicts but the trainers are always very helpful and informative.

Better mobile integration is needed. Also, the web browser windows behave oddly on certain computers - not sure why.

Better than canvas

Biggest dislike it the inability to set defaults, the annoying spacing of gradebook columns and rows, inability to upload multiple files to an assignment. Calendar for setting a due date only shows one month, necessitating that extra, annoying click in the microscopic box to advance to the next month. On defaults: I would like to be able to set them so that when I create an assignment it would default to things I want for every assignment. For example, I use unlimited attempts, but the default is single attempt so I have to set it every time I enter an assignment. And so on. Blackboard is clunky for my style of teaching. A class might have 40-50 graded items which is a best practice for teaching (lots of grading opportunities for students, less pressure on each one) but non-adjustable gradebook make it awkward for the instructor. More flexibility would help. More reliable course copy would help (sometimes copies some aspects and some content is not copied).

Black Board Learn is an effect tool for administering and disseminating information to students: i.e. Uploading of lectures, and information. It does not offer easy e-mail, or other connecting means with students - that is cumbersome on this system.

Blackboard allows me to construct a virtual classroom with a variety of activities and formats for learning that is enjoyable to students as well as a means of education for those who cannot attend on campus. I have taught pregnant mothers, military students as well as some in the community who cannot travel to get an education!

Blackboard an absolutely critical component of my teaching: Quizzes, Presentations, Emails, Links to Course Content, Grade Book.Easy to use, quick, 10/10.

Blackboard app is impossible (to my knowledge) to use as an instructor at multiple schools

Blackboard does not inteface well with any mobile device.

Blackboard has pivoted away from being an academic/educational instruction based tool. It has reduced the quality of student feedback. We need to be able to create a profile and have predetermined settings deployed to all the shells we designate.

Blackboard has proven to be a hassle for may technical glitches, and clunky operation over the years. It has stuck with a basic structure and format that constrains and inhibits pedagogical creativity. If social media tools looked like or operated like BlackBoard, we would never have heard of Blackboard.

Blackboard has upgrades available that we do not have access to here on our campus. I wish we had better capacity to stream live lecture or interface with multiple students in a live environment. I wish we had more facile utility in the Gradebook environment (it is too clicky, scrolling is awful, title of columns is too small, etc... just really an unpleasant interface). I really wish we had virtual office hours where a professor could be accessed for a chat/video conference from any of the courses in which students are enrolled in a given institution. I need to use outside vendors for chat because I cannot be available in all 3 or 4 of my courses simultaneously.Also, the wiki and blog tools are similarly very clicky. You create a wiki, but then you have to enter content far from where you create the wiki (in terms of click distance). It is so odd - same with the blog function...

Blackboard is a good support.

Blackboard is a nasty beast cobbled together out of several other apps never meant to work together. Having used it for many years, it's getting better, but could you please make testing work with IE. Or better yet, just tell users not to user IE in the first place??I'm sure it's lucrative, but is SaaS really here we want to go? How many institutions were affected by your last outage?

Blackboard is a powerful and indispensable tool that I rely on heavily in my program, for my own courses and that of my instructors. When it is glitchy it is frustrating for me and the students (things posted from home don't take, etc.) but on the whole is is excellent. Would love more features.

Blackboard is a tool. It would be useful to have the talented people working for CIT creating our own Connecticut State University System Online Support System (like Blackboard) instead of paying for using it.

Blackboard is essential both for face to face and online teaching and provides the tools that an instructor needs for quality work

Blackboard is great. I think it makes me a more effective teacher. My only complaint is the switch to The Box from crocsdax for in-line grading. The box is an inferior product.

Blackboard is harder to navigate when using tablet with browser or smartphone with browser so I usually use laptop for access.

Blackboard is horrible and gets worse and worse with each version. It's difficult for both students and teachers to use. It doesn't allow for customization for different teaching and learning styles and when it does it's difficult to do. It doesn't follow the 3 click rule of interface design. Takes forever to do the smallest thing. I waste more time with it and have gone back to doing things the old fashioned way---on paper. DUMP IT for something better. It's a waste of money. I'm sure you'll hear the same from many people

Blackboard is horridly clunky relative to other online learning platforms I have used. I appreciate using online learning spaces but generally try to work around Blackboard.

BlackBoard is not always available especially in the beginning of the semester and sporadically during the semester. This is very frustrating for students and instructors alike.

Blackboard is not that flexible -

Blackboard is not very user friendly and actually decreases my efficiency. Many redundant actions.

Blackboard is often slow to use. I think this prohibits students from going onto the shell as often as they should.

Blackboard is over-designed, not user friendly, needlessly complex, counter-intuitive, and significantly increases the time to structure my weekly modules.

Blackboard is terrible. Emails to students are dropped or lost. Students cannot email me. Difficult to use. Canvas is much better. I often wonder why the decision makers chose Blackboard.

Blackboard is terrible. It is very poorly designed, behaves unpredictably. It should probably be trashed and started over again. Or, we should start using a different system.

Blackboard is unnecessarily expensive and should be exchanged for Moodle or another less expensive delivery system.

Blackboard is unreliable and presents with many glitches over the year. I prefer other LMS like Canvas (for example). We are really lucky to have Tim Boto because he is extremely responsive and fixes the problems right way. However, I would enjoy having a more reliable LMS for future classes.

Blackboard is useful, but not as user friendly as using Word or Excel.

Blackboard is useful. I'm sure I don't use it enough. I should take advantage of training sessions more often.

Blackboard is WORTH it for a too, to teach in class and online

Blackboard learn assignments with groups are clunky. Have to delete assignment and reassign the new group each semester. At least with groups with unique names. Leaving the name as Group # and changing enrollees makes for boring group names.

Blackboard Learn is a crappy piece of software. The fact that we are forced to use it by the System Office and campus administrations is thoroughly aggravating. It is typical of a central administration which has no idea what makes for effective use in the classroom.

Blackboard Learn is a good platform from my point of view. In an ideal world it would be more visual, like digication, but I know that is not likely to happen. I regularly post announcements each week but I am surprised that students do not regularly check Blackboard and receive messages. I wish that the process for students to connect Blackboard to their chosen email was easier. I wish Blackboard could send them text alerts.

Blackboard Learn is a good product. We should require a non credit intro to new students who are not use to this type of learning

Blackboard Learn is a great resource that significantly enhances my teaching and student learning. Tim Boto has been outstanding in supporting me in using Blackboard. He has made it easy to deal with issues that emerge.

BlackBoard Learn is an excellent place to post all readings, handouts, and assignments. The up-to-date gradebook is very helpful for students. Submitting and grading assignments is made much easier because of BBoard Learn.

Blackboard Learn is fine. Sometimes I think we are getting too tech oriented. That is, just working with students in the classroom and during office hours is the best practice. But, recognizing we are well into the 21st century, and students expect easy access to materials in an online environment, BBLearn seems to work well for me, and offers me reasonable flexibility to set up courses and materials as I deem necessary. What I think would be problematic (for me and for students) is willy nilly shifting between platforms or changing platforms requiring starting over again with the learning curve. If it ain't broke, don't fix it.

Blackboard Learn is incredibly user-UNfriendly. It doesn't play nicely with Googledocs or Apple when grading, it is unreliable, it is ugly. Surely a better option exists. The system should be exploring open source options given the problems we have had with Blackboard and the budget problem of the system.

Blackboard Learn is not a very good learning software. It is inflexible, difficult to use, and not intuitive. It imposes a structure on online courses, making it difficult for an instructor to develop his or her own approach to online learning. The procedures that must be followed to use the features offered by Blackboard are unnecessarily complicated. For example, loading a multiple choice test onto Blackboard Learn is just excruciating.

Blackboard Learn is not efficient to use in the classroom computers or on a cell phone because the contents on the left do not automatically appear and make it difficult for students to access who only use their phones. In the classroom, it takes more time because those contents on the left do not appear. Otherwise, I use BL with all my classes and I love how it helps with the organization, grades, and assignments. Please keep it!

Blackboard Learn is not updated from Banner in real time, so it often includes students who are no longer registered in the course, and does not include students who have recently registered in the course. Blackboard Learn's user interface is not particularly efficient or intuitive (e.g. scrolling through the left bar is controlled by a scroll bar on the right side of the window). The complex and confusing interface is a major roadblock for use with developmental students, who are easily discouraged by technology that is difficult to decipher.

Blackboard Learn is unusable via mobile app. Its text editor is also egregious.

Blackboard learn is very efficient for student use. I have always received the best training in respect to this application.

Blackboard Learning facilitates effective learning outreach to the students I teach.

Blackboard navigation in all the above is cumbersome. In some instances you cannot access the course menu due to screen size. Items you need to click on may be hidden, and using the side or bottom scrollbar may not help bring them into view.

Blackboard needs to solve the problem of not being able to copy and paste the normal way in many of its functions.

Blackboard serves as a good home-base for class in an online environment. It is a great way to disseminate materials, announcements, and post grades. I've recently learned to start using it for taking tests (I count it as homework) which has been a nice alternative to having students purchase access to other online platforms from textbook companies. It can be a bit time-consuming to learn how to use new features/functions but I see the worth and would welcome more training opportunities to increase my efficiency and facilitate student learning even more.

Blackboard takes too much time to navigate, and it's not reliable on anything other than a microcomputer.

Blogs and discussions are too hard for my students to learn and use effectively. I would like Turnitin to be available. SafeAssign is pretty much useless. I would like to be able to embed the outside tools I use, so students don't have to create accounts and passwords, etc. I would like a easier, cleaner way to contact students. Texting tool perhaps? I love Remind. Perhaps that could be embedded too.

Both faculty and students need additional training.

Both the grade center and discussions are difficult to set up. I also use both canvas and moodle, and blackboard is way behind ease in use.

Box document rendering is inadequate. I don't want to annotate the document. I want to be able to cut/paste from the document into the Feedback Box without having to download the document. The spell checker is seriously deficient. I understand that the checker is part of the open source TinyMCE package that Learn chose to use. I understand BB's financial incentive for this (zero development and support cost) but this checker has all of the characteristics of a poorly-executed senior CS project. Consider upgrading to an industrial-strength spell checker to improve everyone's Learn9 experience.

Bring back the older in-line grading capability. The BOX is grossly inefficient and insufficient.

Calendar: 1. No text-wrapping: entries aren't fully visible until students click on each day. 2. Info posted on click-through for each day won't accept formatting commands for line breaks: students see only confusing, continuous paragraph of course prep instructions for each day. 3. Calendar won't accept basic punctuation (ampersands, colons, quotation marks) nor italics needed to denote titles of assigned readings--displays them as html formatting codes. 4. Calendar isn't zoomable for in-class projection display: zooming results in readjustment of calendar back to original size, which is unreadable on a classroom projection screen. Gradebook: Cramped; column headings don't wrap, so complete assignment titles are not visible; won't display entire horizontal spread of columns nor entire vertical spread of student names; inflexible set of options for grade calculations can't be made to match weighting / grade schemes of course; extremely inconvenient to use. Email: Copies of emails sent to students from Blackboard appear in instructor's incoming email without info about who they were sent to--renders this function useless for keeping track of communications with individual students. Assignment download: Word and other files submitted by students via Blackboard assignments and then downloaded to instructor's computer . . . 1. Have absurdly long filenames, which must be manually shortened before files can be moved or manipulated--extremely time-consuming; 2. Cannot be moved to another folder, but must be copied en masse and then moved; 3. Cannot be renamed (to shorten file names) without first recopying all to another folder. Assignment upload: Difficult for students to navigate; students routinely report glitches in upload process and/or assume their work has been uploaded when actually it has not. Copying: BBLearn feature that allows certain course elements (uploaded files, for instance) to be copied to another course is convenient; but many course elements can't be copied this way (calendar entries and assignment upload links, for instance), requiring tedious reentry of identical information on other courses' BBLearn pages--very time-consuming. (Calendar duplication function doesn't solve this problem.) Electronic return of student assignment: No mechanism for easy electronic return of student writing with instructor's comments; drag-and-drop function for moving (e.g.) Word files into each student's folder (as the Writing @ CSU site does: see <https://writing.colostate.edu/>) would be ideal; BBLearn requires student-by-student email attachment to return papers--extremely inefficient and time-consuming; the alternative--in-line commenting function through BBLearn assignment submissions / gradebook--is very unsatisfactory: it requires reading of student essays in tiny internal window on web browser and typing of comments in even tinier window, and the process of clicking back and forth between options for in-text comments is very time-consuming--much less efficient than commenting directly on downloaded Word files.

Cannot edit - Need to take down and re-post -

Canvas is easier to use than Blackboard

Clumsy. Drafting/editing emails, faculty comments can be problematic as there is no memory. Requires writing in Word copying and pasting into BB and then struggling to get formatting correct. If you want instructions, comments to look professional, formatting is a colossal pain and very inconvenient. Organizational structure is not necessarily intuitive and for a first time user, the disappearing menu can be problematic, particularly since there are no directions on how to open or collapse the menu. Not kind or helpful.

Collaborate would help a lot.

commenting on papers in assignment boxes has become a lot more cumbersome with BOX. We should switch on the attendance tool

Compared to canvas, I find it incredibly user unfriendly and cumbersome. The students don't like it. It's not intuitive or user friendly. I would love to use it more but students have serious issues with it, even with an in class training session.

Convenience and ease of use

Course setup is not easy or intuitive. I would like the Discussion Board to include a more robust system for peer (student) review and discussion of each other's work.

Cumbersome to work with, many glitches, seems it could be much more user friendly. Have to go between so many screens to check one small thing. There isn't a week where I or a student don't have a problem with some of the functioning.

Deploying assessments is rather cumbersome. It would be nice to have default settings that you can customize later on per assignment if needed. Assigning due dates in batches after a course copy would be very helpful. If teaching several sections it would be nice to do some updates to one session and have them be done automatically on the other selected sessions rather than going to each one and doing the same repetitive work.

Desires: Sort multiple courses reverse chronologically by semester
View more rows in grade center
Add copy column
Allow setting fixed rounded scores to fixed 1 or 2 decimal places
Allow easier editing/adding category names

Difficult as an adjunct with multiple part-time jobs to find opportunities for training.

Difficult to use Gradebook/etc on cell phone. Discussion is awkward to set up. Groups are awkward to use. Tests are difficult, when new students join, they need to be manually added to every test. Cannot easily change order of Contents, need to move new content from the bottom.

Difficulty in uploading and accessing large files, especially with graphics

Discussion boards are not the most intuitive to set up.

Dislike that I can't look at a single student in the grade book if I need to discuss grades with a student. Don't like that post can't be edited in the discussion board. Like the new attendance feature.

Dislike that I can't manage course with an iPad or phone. Dislike that many steps are required to edit material and show/hide material. Dislike that you can't change due dates on exams for individual students.

Dislike that the screen width is limited in the gradebook view. After course copy for a new semester, it would be nice to be able to reset all items and assignments to hidden without having to open and edit each individually.

Dislike: Grades layout for Tunxis (much better, more traditional layout at CCSU). Not sure if I can manage that... Dislike: In the mobile format (when students use their phones to view BB) the layout looked different than what it looked like from my end (even with edit mode off, I wasn't aware of this until a student showed me. Now I have to reformat everything to make it mobile friendly... Is there a way to make a view option from my computer to represent the mobile view that students may use? Like: Resources available for students

Does not always work on iPad or iPhone

does not work properly on iPhone

Does the job...

Don't change system. It waste a lot of time and caused unnecessary frustration having to learn a new system. Waste of money.

Due to the screen size, it is very difficult to navigate Blackboard on a smartphone or tablet.

Email function doesn't seem to work to email the class.

Email--copy of sent email not retained in a useful way

Emailing students from Blackboard is challenging, as they can see who else you emailed. For example, if you are concerned about several students, you have to email them individually because if you send a group email, they can all see the others who are struggling. Also, unless the instructor posts information about campus supports, the current Blackboard usage does not direct students to services on campus, which could help them with tutoring, etc.

Entering text into Java-based text boxes loses formatting - example: students enter discussion posts; instructor and students type course messages, limited formatting. Also, cannot save text box entries temporarily as drafts, can only submit or cancel them.

Extremely difficult to navigate both for the professor and for the students. I spend too much class time helping students figure out how to use Blackboard and even so most choose to use Google Docs instead whenever they can. Yes, there's training available but most software is much more user friendly these days. Instead of making more training videos I suggest that Blackboard invest in a good UX team.

Faculty need to have proper training. Students from what I can see receive NO training or assistance regarding how to access/use Blackboard Learn. Shouldn't this be part of Orientation? I have taught online since 2007 and I am STRONGLY opposed to changing our system. I am also opposed to the powers that be handing down some sort of required template or other enforced formatting. My courses are well organized and my students always comment on ease of use and organization. If there was a template that was optional for teachers, that would be fine, but please do not go crazy with some sort of new stupid template. Seriously. Do you teach online or are you just a bureaucrat? Why don't you reach out to people like me who have actually been teaching fully online courses for over ten years and talk to us before you do something crazy...?!

Faculty opportunities to attend BlackBoard Learn conferences have been cut since 2014. Knowing what is happening with the business and the education side of the industry are greatly reduced for faculty. Likewise, few faculty have not had the opportunity to teach on competing platforms (within the CSU system) where they could experience and then compare the tools available. With limited experience provided for the system faculty they do not have the maximum exposure to be able to compare tools, discuss optional LMS or tools for student performance, retention and success, nor for their own teaching effectiveness.

Files must be moved one at a time from one location to the other within the same course. The grade center does not work well on apple mobile devices. Test descriptions cannot be changed. No place to include a description of a file, only a title.

Find grade center challenging

For a long time I couldn't access blackboard from app. I haven't tried in a while. The new system has us going through email to get to blackboard. It's pretty annoying..

For me, it's really simple. I'm incredibly irritated that I've been locked down to landing on the Announcements page instead of the Course Content page. This assumes a top-down pedagogical structure I don't embrace. I used to be able to set my Course Content page as my home page and send one Announcement to the class that Announcements would be handled through Messages,. Then, when I communicated something to the whole class, the STUDENTS COULD ACTUALLY REPLY. Meanwhile, when they logged in, they would immediately be greeted by Course Content. By landing on Announcements, it puts me on a pedestal (it says Everyone be quiet and listen to MEEE) and it puts me at the center of the class rather than the students -- that's not my style and I should have the freedom to address simple classroom environment decisions such as this. Second, we need to have notifications when Messages are received. I shouldn't have to click through my courses several times a day to see if people are trying to get in touch with me -- there is no planet on which any kind of Messaging system works like that in 2018. I used to work on LMS software and was a curricular technologist at a small college in the early 2000s. We used Angel and everything worked so flipping smoothly. I know BB bought Angel, but in 2018, I don't feel like they've even caught up to where Angel was circa 2005. BB is clunky and frustrating, its narrative logic is inconsistent, and I embrace your desire to see what else is out there, especially if we can keep the same functionality at a cheaper price point.

Fortunately, I am very tech savvy and am a high school teacher so I have used various grading and instruction platforms in my career. Even with my background, I still find BlackBoard very user-friendly and the only areas I struggle a little bit with is creating tests using pools from publisher supplied test banks. It takes me a while to navigate through it, but I eventually get the test published. It's only difficult because I don't upload tests that often and it involves multiple steps and can choose wrong options.....but if I would just remember to write down notes, my life would be easier.

From my perspective, Blackboard Learn is an excellent tool for managing course data, helping students keep track of their course assignments and progress, keeping students informed, distributing information to students, and much more.

Frustrated when BB crashes Clunky to use. No drag and drop or good copy/paste. Its boring and ugly. Too simple and not visually stimulating.

Get a platform like Canvas that allows face to face learning. SO. MUCH. BETTER!

Get rid of Blackboard. There are much better LMSs.

Good tool

Good tool

Grade Center is not designed well. Not sure information is accurate. Reports don't often work.

Grade center is not great for calculating accurate grades.
Gradebook doesn't sync well with smartphones
Gradebook needs to be much more responsive. Look at google sheets: that's the maximum amount of latency there should be when inputting grades or modifying columns, etc.
Gradebook to provide student progression, so that mid-term and final letter grades can be calculated automatically, and students can check their performance equivalent to percentage earned. In-line grading is complicated and not easy to set up, especially for overriding students' grades and provide additional attempts after deadline. Our students have many reasons they may not be able to complete assignment attempts online.
Grading essays or papers is not effective. You can only put comments or lines -very limited. In the previous version you had many more options.
Grading function is not easy to utilize, and I use excel instead.
Grading is very difficult. Also, discussions are difficult to navigate. It would be much easier if discussions were accessible in assignments so students and faculty can easily access them.
Great support from distance learning!!
Hands on ADA/accessibility training is necessary for faculty- it isn't enough to tell someone their document (for instance) is wrong and not offer a concrete solution!
Having messages turned off is not an efficient way to communicate. Because you have to sign on to see if you have a message it is very difficult to have a quick turn around time. I have found the calendar is not a simple tool to use. It is easier to make up one off line. The new inline tool to grade needs to add a strikeout link or some tool to work for grammar correction. The rubric tool is fine but takes a while to work with.
Having used other platforms, such as Canvas, I find them to be easy to navigate and flexible enough to make classes unique. I teach design, and it drives me crazy that the Blackboard interface is so clunky and ugly. It looks like it hasn't changed since the 90's, and there's nothing that I, as a professor, can do to make it visually stimulating for students. I would use it a lot more if I could have more control over the way it looked, but also the way that students can view it. For example, I can change my view somewhat, but students' views of the class page might look different. I also worry about the reliability. Often, the system doesn't work on test days or other due dates.
Hyperlinks are disabled in announcements and assignments. Why? Tests and assignments can't be graded question by question as it was possible in Vista. Grade Center doesn't permit freedom in calculating final grade with formula. Safe assign gives incorrect results.
I abhor this program. Creating tests, importing exams, using the grade book and many other functions which should be extremely simple to use are tedious and frustrating. I cannot stress enough how ineffectual this program is. I do not like it nor do any of my students. My recommendation is simple, get rid of it permanently. Rather than continue using this insidious piece of faulty programming I would rather go back to using spreadsheets on Excel.
I am an adjunct and this is a valuable item. I believe training should be compensated because there are always other things in an adjunct's life. Actually, I believe it should be mandatory.
I am an extensive user of LMS, and I teach at many places outside of the CSU system. My preference is Canvas. I believe in LMS and its enhancement of the learning. Blackboard has a very poor interface and the Discussion Boards are not at all user friendly. I only use Discussion Boards at the institutions that use Canvas. The inline grading has declined since Blackboard switched from Croc-a-Doc to Box comments. I would like students to be able to upload documents more seamlessly, using Word online or Google docs without having to convert the documents. Otherwise, I am an avid user of Blackboard and think that it is essential for instructors!!! Should be REQUIRED!
I am completely self taught with Blackboard and have had few problems. It is not always the easiest interface, but it works for me.
I am happy with Blackboard and the Blackboard administrators.

I am a heavy user of blackboard and there are some things that are very clunky about it that make things unnecessarily more complicated than they need to be. For example: 1. Uploading quiz questions is often problematic and is not a smooth process. Then when you type in the questions for a quiz you have to change the font size for each question and each answer instead of just selecting the font for the whole quiz. This just makes this simple task take more time because you have to work on each question. 2) It is also problematic when you are teaching multiple sections of the same class. I wish there was a way to share content between classes easily and to send one announcement to multiple classes at once rather than have to send it to each class. For example, in blackboard you need to download the file and upload it to another class which just takes time. I used to use a different LMS where you could easily just assign things to more than one class on the screen instead of having to download them. Often I have the same announcement for more than one of my sections. I know you can merge similar sections but that doesn't address the issue because there are reasons why I want to keep the classes separate. It would be easier if there was an easy way to make certain things available to more than one class. 4) The gradebook is clunky. It is not possible in this version of blackboard to easily enter grades when another screen on the computer is open at the same time. In the older version it was possible to see all of the assignments and have an excel sheet open at the same time as the gradebook. Now it isn't possible to see many columns in the gradebook when another file is open only the first one or two. 5) Setting up quizzes is time consuming. You have to select the deadline for a quiz in two different places on the quiz settings which is just more time consuming. Specifically you have to set up the deadline and then if you want students to be able to see the quiz after a date you have to select the deadline again instead of it just picking up on the previous deadline which was set. These are just a few examples of how many steps need to be made for simple tasks so I think we might consider other more user friendly learning management systems.

I am happy with the tools and design of Blackboard. I am not happy with the fact that problems arise frequently. Problems are so frequent that they have increased my workload, confused students, and interfered with efficient meeting of course outcomes. I am NOT happy with the notion that the course menu might become static. Being able to adapt the course menu to a particular course is essential in order to deliver a course which is logical for students given the course content and goals, and to be able to meet course outcomes. In my experience, there are two clear sources of my dissatisfaction with online learning at HCC: 1. Blackboard has had an unacceptable number of glitches in recent years, sometimes with such frequency that I have had to alter the content and outcomes of my course in some semesters! 2. Since the sudden death of Jose, our distance learning coordinator, students' ability to use online tools has decreased significantly. The Educational Technology person we now have is great at his job! But, the problem is that a key job was eliminated: We need the return of an online lab and open lab hours in which students and faculty can go to the lab and work on computers there and get guidance from the person on duty in the lab, someone with expertise in online learning. An educational technology coordinator has neither the time nor the lab in which to do that. As a result, students are wildly underprepared to use online tools. The need in-person training, and a little as-needed guidance. The questions I have to answer now, basic questions about how to use tools, are remarkable. I never had to answer them before, and it isn't appropriate that tool-use questions be answered by a faculty member in a distance format. Some questions can be answered very quickly and effectively if a student can simply walk into an open lab and have a tool pointed out to him/or her. The situation we have now is undermining student success and negatively coloring a student's experience with online learning.

I am new faculty and believe that training on Blackboard should be added to our orientation as it is that essential to your success in teaching and organizing your lessons.

I am not aware of an attendance function in our current Blackboard system; I would LOVE to see this added.

I am not sure if my students just don't check the announcements on blackboard or if they were not showing up. I didn't try to post any after the first week of the semester as students were not acknowledging anyways.

I am still new and learning. It has taken a while to learn all that is available. It is not intuitive or easy for many students.

I am unable to access blackboard through the app like I used to be able to do a couple years ago. blackboard is extremely slow. When I am grading, it takes forever to load the students' files. I would like to be able to create a folder and set a due date on the whole folder which would apply to all assignments in the folder. When I create a custom category (classwork) and I create an assignment, it does not give me a place to select my custom category. I have to create it as an assignment then go into grading center and edit the assignment column and set the category there. There is no way to create an assignment with answers set (like we can for a test). I have

to create a test and tell the students it's just a regular assignment, not a test. I cannot copy individual assignments to other courses. I can copy lecture slides but not assignments.
I am using it at a very basic level right now. I would like if more workshops were available to teach us it's potential.
I am very concerned about how Blackboard Learn uses my content without my knowledge or consent. I am also concerned about how Blackboard Learn may use student content and/or performance as part of larger AI systems. It is a huge hassle to update files and remember which version of a file is uploaded. As with any software, it would require a massive amount of time to use all the features effectively. I prefer to use my time for content-related parts of my courses. I do not like educational products. I don't want to see education standardized by huge corporations.
I am very dissatisfied with: lack of notification of a message non working spell check uploaded assignments can not be consistently opened Cutting and pasting is a nightmare Messaging is awkward when composing/responding to message
I am very unsure if my important messages or announcements get seen by the students in a timely manner. (Not because of the system but rather the changing technology needs/desires of the students.) I think they would perform everything in a tweet or on snapchat.
I am well versed in using BB and can get all the help I need.
I appreciate the ability to collect assignments, download them as one file folder, and to comment on them with my apple pencil and ipad. I may expand my use of Blackboard, but appreciate being able to implement tools at my own speed.
I discourage my students to use mobile devices with Blackboard; it never works out well.
I dislike how the cut and paste function is not readily available on some browsers. It also is not very clean or smooth when you try to type messages and discussion posts. IT formats weird, and you have to do extra steps to get it to work like a normal word processor, or email system.
I dislike that I cannot go back in and edit attendance at the end of the week if I had students use a sign in sheet rather than take up class time doing attendance. This isn't usually an issue but can be at times during busy weeks
I dislike the box grading program. Students need to see corrections, crossouts, etc without having to negotiate the flags and click to read the comments beneath. Even Canvas has a better system. I teach research composition, so we are writing intensive.
I dislike: -cannot make groups to send messages -cannot attach more than one document per message (unless zip file made)
I do not know what many of the tools and external tools listed above actually are. This is a foreign language for many experienced teachers like myself--with no dictionary or phrasebook provided. Learning from videos is useless, because they provide NO INDEX OR TABLE OF CONTENTS. One must resign oneself to viewing entire videos in the hope that one of them will actually answer a very particular question. A MANUAL, WITH A TABLE OF CONTENTS AND AN INDEX, IS ESSENTIAL! I am used to the efficiency of an index which brings the reader to precisely the answer one is seeking in a matter of seconds. Online videos take an extremely long time, and seldom provide the desired information.
I do not like the BB Learn application (android) as it requires login every time.
I do not like the limited choices for comments/corrections on student submissions in the current BOX for assignments. Missing is the ability to note and correct spelling/grammar, add a text box within the paper for comments and to strike out text and write-in suggestions or corrections.
I do not like the new limitations and standardization of menus that prevent me from adding a header image or a more appealing looking menu and interface system. The default system is very plain and dull. Instructors should be allowed to create specialized looks for their individual courses. I do not like the Learning Modules which are very important for students but very inefficient in their operation in Blackboard with no checks for completing tasks. I do not like the fact that students can't immediately see grade comments or more than one type of grade (e.g. letter grade and score). I do not like the fact that I cannot receive some sort of notification when I have messages from students. There should be an opportunity for students and instructors to have a profile and a larger photo.

I do not see enough training. I feel mentoring individually would really help faculty who do not feel comfortable. I do not feel most know how to design the course and faculty need more support here. I think moving to a new platform is not going to be easy no matter what you choose to do. All will be different but you need to look into the future as much as you can and the benefits of changing. I know BB is going to be brand new too- so compare cost, support and ease of use!

I do not use the weighted scoring for the class grade and have not been able to disable the Total Points that students see for their grade. This misleads the students on their progress in the course.

I don't like how they changed the gradebook. It is much harder to navigate now.

I don't like that you compile the rubric results to see patterns of student success

i don't like the fact that i cannot have a synchronous discussion with my students or that the students cannot have a synchronous discussion as a small group.

I don't like the idea of having to rebuild all my content every few years when we switch to new versions of BlackBoard or some other LMS

I don't like the new bubbles when I grade a paper. Due to the fact that you have to click on them, I have to double check things too often, and I don't know if my students will click on each one to get my feedback.

I don't use blackboard in a mobile setting because it doesn't work particularly well. If I could integrate google docs into the mobile setting it would be much easier for me to post assignments and add grades to blackboard.

I enjoy using BB but without having reached out to Karen Musmanno and having her prompt and informative input I would never be able to use it to the extent that I do. I would definitely use it more if I had more training. It is absolutely not an intuitive program and I have learned over the years that trial and error are the way to moderate success with it.

I enjoy using Blackboard

I feel that work needs to be done in the assignments/tests for setting up numbering of multi-part questions, and there seems to be some bugs in the automatic grading tools, as I find I have to go back in to manually grade some questions that Blackboard scores incorrectly. Setting up journals is also frustrating and time consuming, as one has to go through several pages to get to the actual journal entry page. There are also too many places for options to change due dates, so if one place has the date changed, and the other page is missed, then students do not have access to assignments/journals.

I feel there is great potential for the tool as a learning aid to students. I haven't invested enough time in learning about it to be effective. I survey my classes and do not get a strong positive reaction from students to utilize the tool. I believe it could look and feel better to encourage use from both sides.

I feel this is comparable to other platforms I have used.

I find it difficult to create quizzes that contain graphs or math formulas in it, which limits my choice of questions.

I find it very frustrating that there are not any reliable reporting tools to keep track of students activities and how much time is spent in online class and on projects in class.

I find that Blackboard Learn facilitates disseminating information to students, maintaining a course calendar, and distributing and grading assignments. However, using Bb Learn9 is extremely frustrating and time-consuming for me. I find the program works very differently with different browsers, test-item files are very difficult to import on MACS, the grade book contains columns that I cannot delete and that confuse my students; creating tests is quite cumbersome, and uploading files such as videos can take a very long time. Sometimes I can't open or decipher student assignment files uploaded in a variety of formats.

I find that since many instructors do not use Blackboard, some students feel that my courses are like hybrids because I use Blackboard extensively. As a former administrative professional, I have more computer experience than the average instructor. As a former high school teacher, I have a strong desire to facilitate learning in as many modalities as possible. As a parent of a school age child, I am aware that our recent graduates come to us with a familiarity with PowerSchool and other basic computer skills.

I find the iphone app nearly impossible to use. FYI.

I found iTeach an extremely valuable class for learning blackboard.

I generally don't like Blackboard, but I use it a lot, and it might be better than the alternatives. I just don't know. Things I'd like fixed: Data management only changes the day. Times must be changed manually, which is a huge pain. Random quiz generation is not flexible. Math is not represented well in problem text.

I had a recent issue with a limit on the amount of data I could access which caused my students much anxiety when I could not post something but my people fixed it, a limit, really?? we should be able to post all our information.

I had a significant test issue over the winter term on a weekend and as the college was closed, I phoned Blackboard for technical help. Not only was I on hold for half hour, but they seemed incompetent to help and ultimately did not provide any help. I eventually figured a work-around on my own. That was my only direct contact with BB and it was a failure.

I had very little training with Blackboard. I find it difficult to use, especially the grade book. Excel is much easier to manage columns and rows. As you can see I use very few of the tools because I don't know how.

I hate Blackboard.

I hate that the iPhone and iPad applications and web format. It does not show everything the PC and Mac desktop does. I wish we would upgrade. My students like to use the iPhone and iPads for their work. I would spend more time exploring if it had these features.

I hate the way the scenarios I post show up in discussions. It's this long skinny column and doesn't look appealing to read.

I have a hard time connecting my BlackBoard app with my cell phone. Wish there was friendly training with that. (Friendly, meaning facilitator. Some of the Facilitators speak to Instructors in a condescending tone).

I have attempted to access Blackboard with my iPhone but it does not access properly.

I have been satisfied with Blackboard over the past years. I have also used other LMS' and by far prefer Canvas for ease of use as well as 24/7/365 tech support. However, I am definitely fine with continued use of blackboard should that be of question within our BOR. Thank you for creating this survey!

I have been using Bb as both an educator and student for over 15 years. I feel that it is easy to use and well versed due to my background, but that is not the case for all. New versions of Bb continue to be stripped down and it is not the same LMS it used to be. There are other LMS that are better and used at other institutions, for example Canvas which is much more user friendly and intuitive.

I have been using Bb since the early 1990s it's an exceptional tool used in my teaching online and ground.

I have been using Blackboard here and elsewhere for over 25 years. Although I am very familiar with its intricacies, it is not an accessible platform. Many faculty don't take full advantage of all the features which are available. At times it can be very frustrating to use, such as when constructing online quizzes, which often take an inordinate amount of time to construct. In fact, building them WITHIN BB is almost impossible due to the time it takes. Building them outside and importing them is the way to go, but support for that feature is lacking. I think many students don't feel comfortable using BB, judging from the many panicked emails I receive about features not working. It has potential, but in this day and age of good software design it could be SO MUCH better.

I have developed a new love for blackboard

I have difficulty with the functionality using my tablet and smartphone and need some assistance.

I have found Blackboard Learn to be an effective and efficient platform to deliver course content, evaluate student work, provide feedback and interact with students in a manner that provides a strong opportunity for student success.

I have had previous Admin rights for Blackboard and feel very comfortable with the LMS.

I have had repeated problems with online pools of questions that have hurt students and wasted my time in trying to fix. I have had many other minor annoyances and based on my overall experiences with it, currently hate Blackboard Learn. I currently try to minimize my time spent with it except for the few features that seem to work for me (sending emails to students; posting files, syllabi, weblinks) or features that I dislike but work well enough so that I still use them (gradebook, course copy.) Also, I once was interested in training for Blackboard Learn years ago but had poor experiences years ago.

I have intensively been using BB for a long time. I do believe that it enhances my teaching capacity and helps students access the teaching & learning environment. It is an important component of teaching and learning environment at Eastern.

I have not had success with using BB in tablet in past, but haven't used in 12-6 months. I can try again.

I have nothing to compare it to. It seems fine for my needs now. However....for new users it would be helpful to include a glossary of terms Possibly an easier way to imbed media

I have recently had glitches resulting from course copy. Copied assignments retain the old due date in the calendar, despite it being changed on the assignment settings. Similarly, copies assignments are not showing in my needs grading pane. Additionally, students have had issues viewing their test attempts if they aren't using Firefox, or if they are accessing it on their phone/tablet

I have simply used other systems that more closely mirrored the platforms students are accustomed to with social media. Perhaps we shouldn't be in competition with what they view on a daily basis, but we are. Blackboard is not exciting or attractive or intuitive. I enjoyed using Angel and Canvas in the past.

I have tried utilizing the online Gradebook but have found doing so rather cumbersome and/or unreliable. More training on this aspect and greater ease of use would be especially helpful in this area - for English adjunct faculty especially.

I have trouble getting my students to use it initially since the whole commnet/college signing in process is quite complex for new or returning students, and there isn't enough support available in the evenings. I teach short session non-credit courses. The sign-in process needs to be addressed better when students are signing up for classes, as many are not able to figure out the initial process on their own (and often can't because of technical issues that need resolved with their identification). I can't fully utilize BlackBoard with my students until they can all access it at home, which limits my use of it in the initial weeks of class.

I have used blackboard at several institutions. Through this experience and training received at other institutions, I have learned that instructors must shape their teaching to blackboards limitations; therefore I hope we consider other options. I have started to request only on the ground courses because of limited hybrid and online tech environments

I have used Blackboard, Canvas, and Moodle in on-ground courses I've taught in the past and consider myself a very technically-savvy person. Blackboard is clunky and inefficient compared to Canvas.

I have used Canvas at other institutions and I like it MUCH better than Blackboard Learn. It is easy to use and appeals better to our college population. I also like the ability to screen an online lecture through Canvas using Big Blue Button .

I have used some version of Blackboard or its antecedents (or its former competitors, before it acquired them) for nearly twenty years. It has neverâ€"in any incarnationâ€"been pleasant to use, nor has it ever been anywhere near on a par with whatever consumer technology was available at the time. On the contrary, it has always been cantankerous, obtuse, and not-infrequently brittle. But it is provided by the university, which means it provides authenticated access (helpful for fair-use considerations with course readings), and students more or less know how to use it. As little affection as I have for Blackboard, I hear the same complaints about competing systems (Moodle, Canvas, etc.) from colleagues at other institutions: if you work with any of these systems long enough, you will discover its shortcomings, and any system is guaranteed to produce at least one expletive-filled bout of rage at some point during any given year. I have settled into a fairly comfortable status quo with Blackboard: I use it for the things it does well enough, and I ignore the rest. I cannot think of anything that would induce me to spend more time than I already do with Blackboard, but nothing has suggested to me that any of the competitors in this space has any truly compelling product on offer. TL;DR: Of course Blackboard sucks. Deal with it.

I just dislike that it seems to be down so often at Tunxis. I also teach at UConn and we don't have the same problem there.

I like Blackboard a lot and find it an indispensable tool in my teaching. I've invested a ton of time into setting up my course pages in Blackboard with a wide variety of teaching resources and assessments and I find that the time investment is worthwhile in terms of how well it facilitates my teaching.

I like Blackboard Learn and have had no issues with using it for teaching. Students seem to navigate it easily. I am part of the pilot group for training using the enhanced upcoming version, and again, the training is great, the platform works well for me and my students. I do wish Notifications worked but am told it will not be activated. I have no complaints about Blackboard Learn and neither do my students.

I like Blackboard Learn and would like to use more of its features. It is just a matter of playing around with it more and getting more training. The training is available and the support on campus is great; it is just a matter of finding the time to devote to it.

I like Blackboard. I think we should keep it rather than switching to a new platform. It is hard to keep learning new platforms every few years.

I like it for placing all course materials in one place where students can access them. I do like the gradebook, although it is not as nice as using Excel, it does keep me from losing my gradebook. I have not used any type of application for generating tests or homework. I am not patient enough to type in all the mathematical correct answers. So I have to hand grade everything. Knowing how to avoid hand grading everything would be nice.

I like it. My challenge is to get students to use it. They all know that by 9:00 P.M. the night before every class, I post an agenda and the power points that I plan to use the following morning in class. Pop Quizzes are announced. Students almost never check this, only two students ever print the power points. Discouraging !!

I like it. I would like to use more of the features...just need to find time to explore.

I like most of things about Blackboard. Very user friendly

I like that I am able to post my classroom notes so that my students can print them for class. I also post the answer keys to the notes and worksheets so that a student absent from class will have the missed material.

I like that I can provide additional resources for students and post welcome announcements and reminders that can, in turn be email blasted.

I like that tests can be graded automatically and files can be organized and shared. I like not having to collect assignments from students to prevent sharing illnesses.

I liked some of the features that disappeared over the years, especially the ability to stop students from submitting assignments. I like being able to roll a course over from semester-to-semester and would not like to have to build my courses from scratch again.

I love Blackboard Learn and absolutely rely on it in my teaching.

I love Blackboard Learn and want to continue instruction with it!

I love Blackboard Learn! My only quibbles are (1) I haven't been able to figure out how to post essay draft grades--which go through a several-step process--with the grading feature and (2) each semester I find my students have trouble navigating the online Discussion Board. I clearly could use some one-on-one training. That said, the online training is wonderful. Very useful.

I make limited use of it, and it serves that purpose adequately.

i MISS HAVING THE LINK WHERE EMAIL MESSAGES FROM STUDENTS ARE DISPLAYED FROM MULTIPLE COURSES. IT ELIMIATES TIME GOING INTO EACH INDIVIDUAL COURSE TO CHECK EMAILS.

I much prefer the Google version that I have used at another University. That said, I Mostly use Blackboard to post readings, lecture slides, and the syllabus. I am not inclined to use any online platform for much else.

I never use Blackboard Learn on a mobile device because I do not obtain the same quality of the connection and items are difficult to locate on a mobile device.

I often hear from students that they rarely think of going onto BlackBoard so I am hesitant to use it myself. Students claim faculty's use of Blackboard is hit or miss so they use/don't use it based on prior experience with an instructor which makes me hesitant to use it if no one else is.

I only really have 1 issue with Blackboard - it is the crashing, especially during the busy times. If it would be more reliable I would be very happy with it!

I only use Blackboard with a desktop computer. Much of the training has been in on-site workshops which require travel. As a part-time instructor, traveling to a workshop is burdensome. Online training tends to be TOO FAST. I would rather have a PRINTED manual (or screen pages to print out) to use step by step at my own

pace. Also, if I am not using a feature often, I forget how it works. I was not born with the computer gene, sorry!

I post the identical material for my two sections. It's unfortunate that I can't upload to both courses at the same time.

I prefer to use Course Messages, but find that students do not see an alert that they have a message so they go unread. It would be helpful if like an announcement they got a notification or new messages or discussion board content on the front page with all of their courses. I have found the App to be difficult to use, and there are definitely bugs in the smartphone browser version of Blackboard as well. You are unable to view the grade book, and navigate to certain places.

I really like Blackboard. I have used Moodle before and I think Blackboard is much better.

I really like the box format for making comments on student work. I would like to see an easier process for setting up gradebook.

I really like using Blackboard to record grading. It helps students know what they are missing in terms of assignments.

I really want a good peer grading assignment feature - blackboard is terrible at it!

I really wish I could grade on a tablet. Grading is clunky and slow.

I recently have not been able to get course content to be visible to students.

I refuse to use BlackBoard anymore. Students despise it. And it's poorly designed. There are other things we can do to help students with those subscription dollars.

I started teaching online at SCSU (where I no longer teach) and I received excellent one-on-one training at that time. I have also worked with computers through my life so the technology is not as challenging for me as it might be for some teachers. I am very grateful for the assistance I received. I am particularly attached to the methods of organization I use in my classes and the way that I use Blackboard and I am loathe to take on any templates or other forced formatting changes. My students always comment about how well organized my courses are. I will be very unhappy if the powers that be make some kind of uniform change that is mandatory. I will also be very unhappy if the system is changed and we all need to undergo new training.

I started using Blackboard more for pronunciation workshop. Each time I encounter new issue, I get help promptly. It gives me confidence each time.

I strongly dislike Blackboard Learn. It is slow, clunky, and difficult to use. For example, to re-order columns in the gradebook, we have to navigate to 'column organization' in the 'manage' tab, wait for the next screen to load, drag things around, then click back out and wait for things to reload again. Why can't I just drag the columns with the mouse like in Excel. The email formatting is all over the place when I try to email my class. Things are randomly in a different font or size in the message. I have started writing the text in word and pasting it into the text field, which helps but is annoying. Course copy is really annoying--I'd like to be able to just click and drag something from one course to another (like Windows) but instead there is a course copy tool that isn't at all intuitive. I can't highlight the text of an announcement on the announcement page--it tries to drag the announcement instead. And things are in a random order when I try to edit the order in which my courses are displayed--why on earth are they not alphabetical or chronological?

I teach an online course in Nursing, I would like encrypted so I can have students send Health Assessment demos. I do not trust the current system for this use. We used to have a wonderful support but no longer. This is unfortunate

I teach students an introductory web programming where html web design assignments are given. However, several students reported to me that they have some issues submitting their homework which are html files and include JavaScript and input elements. I also want to give students feedback as html code when I grade their homework. However, the comments section on Blackboard usually changes the html code that I'm trying to comment on. There should a way to add html code as a comment.

I teach writing courses and the editing tools for essays are not so good. They got rid of many of the tools, and substitutes a new comment box only. I liked the old tools that allowed one to highlight text or box it. This was called Crocadoc. I am not aware of an attendance tool! Full grade center is awkward to manipulate and I do not know how (is it even possible?) to isolate one student's grades.

I think Blackboard has gotten better over the years. It is certainly easier to use now than it was several years ago. However, I do feel that it has its limitations and there are systems out there that are more user friendly for instructors and students.

I think blackboard learn is fine as it is.

I think it will be a great benefit once myself and my high school students get to know it better. This is our first year here at TRCC.

I think it would be nice if the App could keep you logged in without having to put in my log in every time I open it.

I think there are many improvements that can be made. I have used both Moodle and Blackboard, and while Blackboard is more intuitive there are design flaws.

I think there should be common templates - every teacher is different and I think it would be easier for students if they had a common layout.

I think training in the department would be more effective.

I took the iTeach Essentials class. It was a waste of my time.

I tried using the app with a smartphone. It may be useful for students but it is a pain to use as an instructor.

I try to learn one new thing using Blackboard each year.

I use a laptop to access BlackBoard. In addition to BlackBoard, I have used other learning platforms. In my opinion, BlackBoard is superior to all of the other learning platforms currently on the market.

I use BB to make course files available to the students and for tests. BB has utility for me but the UI seems to be 10 years old and slows me down. In two cases I had to ask the help desk to figure out how to do common tasks (e.g setting up a test). It is annoying that it seems to be impossible to export a test, e.g. after I did some changes on it in BB.

I use Blackboard in my face to face classes but have not been given the opportunity teach online.

I use Blackboard all the time in all my courses. I have learned to get around a lot of the issues and make it work, however, it is often not intuitive and quirky. Blackboard does not work well with Apple products. The inline grading system is terrible and got worse with the update. We can no longer type text on the document, only comment bubbles and highlighting. Makes it more challenging for students to notice and attend to the comments. Further, the app is useless. It is clunky, it's very difficult to access let alone grade anything on, and is very slow. At other institutions where I have worked, each course was set up with more of a complete shell and I just needed to load content. In the CSUS system, the entire course needs to be set up each time in addition to loading content. Fortunately I am not afraid to play around with it and figure it out. For people who are less tech savvy, I could see this as a detriment to using Blackboard in the classroom.

I use Blackboard in conjunction with MGH Connect. It is not necessary to put all of the assignments in blackboard and have the students go through blackboard to get the assignment. It becomes a duplication of efforts and it confuses the students with too many locations. I plan to create a new course without a publisher. I will use Blackboard more for that course.

I use blackboard primarily to provide access to course readings, films connected to class and resources for students on the web. Adding these items is far more time consuming and complex than it should be.

I use Blackboard, but I'm sure I could use it more effectively if I had more training. There may have been training opportunities offered that I did not take advantage of given my P/T status and availability.

I use Canvas at another institution and find it to be much more user-friendly than Blackboard. Assignments can be easily linked in different areas of the course. I like the ability to mute grades until instructor is ready to release them. This allows instructor to begin grading before due date of an assignment. Course copying in Canvas is much easier. Instructor can choose to adjust all assignment dates at once instead of the tedious process of changing every date individually that is required in Blackboard. I would love to see BB update with some of these improvements.

I use Canvas at the other college I teach and it's so much more intuitive and easy for both instructors and students to learn. Blackboard is clunky and old school. It takes me longer to navigate through my BB classes with so much clicking. And students have no idea what they are doing on BB at MxCC. They should have to take a training class or pass a test before taking an online class. I have students who don't know how to do simple things such as submit assignments.

I use in-room laptop for my course, coupled to my smartphone with both browser and app.
i use it for communicating grades
I use the announcements tool to communicate weekly with my students, but formatting messages is tricky and sometimes when I write a message it gets reformatted or partially deleted when I try to send it. SafeAssign does NOT catch plagiarism. I have caught an unfortunate amount of plagiarism that was NOT picked up by Safe Assign. Blackboard needs a much better plagiarism checker that compares student writing to primary literature that is easily available on the web.
I was a new professor - I still am - with no BB experience. I learned how to post powerpoint and readings, but haven't done the grading or other features. Now that I know about these features from my colleagues, I want to incorporate it more and would appreciate training to facilitate that.
I wish Blackboard had better capability of receiving student teaching videos that the students submit to me in their practicum courses.
I wish Gradebook total showed the running total rather than possible total. I wish that the Gradebook window would show the bottom scroll and the titles at the same time. I have to move the bar at the bottom but can't tell where the titles are until I scroll up.
I wish it included the ability to ask multiple choice questions with a smart phone. I also wish it were more intuitive. I spend a lot of time fishing. The journals are terrific as is the SafeAssign utility.
I wish that it was more intuitive. Recently I added Discussion Groups for an in-class exercise. I never could have done this without a Bb expert at my side; there was an inordinate amount of repetitive work that needed to be done.
I WISH WE HAD A MORE CURRENT OVERALL DESIGN FOR THE SHELLS SO THAT THEY LOOKED MORE PROFESSIONAL AND VISUALLY APPEALING
I wish we had a secure method of administering the exams. I know blackboard has respondus that is a browser lock down however my school does not have it. It would be great to provide more online tests however we can not insure the safety of the exam. In the past I have had student print the exam or email questions to other students in the class (or from home) while taking the exam. We need to have a secure way to administer online exams to minimize cheating. It concerning that with the increase in demand to do more online courses and utilize Blackboard we do not have a software that will administer the exams efficiently and securely. The apps (student and instructor version) are not very user friendly and I do not find them helpful. I use blackboard mainly from my PC. Overall I use Blackboard for all my courses and I using it.
I would be very interested in training to learn more ways to utilize BB.
I would like an online training session
I would like to be notified (externally) if there is a communication (message) from a student. Also, I would like to be automatically enrolled as a student so I can see EXACTLY what the students sees. I need student contact information other than just the messages or emails within the course site.
I would like to be notified when I have a new email in Blackboard
I would like to control more aspects of the discussion board, i.e., lock the feature to ensure the receipt of student submissions by the assigned due date. Also, I wish to require blind student assignment submissions. As it is now, students are able to review other student's work prior to making their initial assignment submission.
I would like to have the email and attendance features available to me as an adjunct at NCC. I used another version of BB at Sacred Heart University which allowed me to keep attendance records. In addition, every time I posted an Announcement, an email was generated to students. Those two features were quite helpful to me.
I would like to increase my use of BB, though trainings are available, timing is a challenge. Tim Boto has been a great support to enhance my usage of this platform.
I would like to learn how to post grades on Blackboard. I also wonder how effective it is to motivate students and improve their academic performance.
I would like to learn more about the interfaces between blackboard and publisher's material
I would like to use BB on a tablet with the App and on a smartphone with the App but it's mobile apps are terrible.

I would like to use Bb with my iPad -- it is not mobile friendly. I do not care for the Bb Grading app -- I want to be able to move within my Bb course freely. SafeAssign is weak and has missed items that were easy for me to simply copy/paste into browser /search and find.

I would love the capacity to bulk-upload feedback files, as is possible in Moodle

I would not like to go through migrating my courses to another platform.

I would prefer Canvas

I would prefer that we use Canvas LMS.

I'd like more specialized training, however, it seems the training schedules always conflict with my own schedule. It would be helpful to have one-on-one or small group training offered by appointment. I also find that the training is not as thorough as it could be. Just walking someone through the steps is not going to help them when they return to the office since they have to rely on their own notes. Having training materials would help. Finally, if we could have access online to a Camtasia (or similar) video for each of the tools that would be optimal - giving the ability for faculty to watch when they can find the time, and watch again if they need a refresher. If this is already available, I'm not aware of it. Overall I think Blackboard Learn is a good tool, I just believe most faculty don't have enough experience with it to be comfortable using it.

I'd like to be able to use my smartphone to log in and do things like make announcements or email students.

I'd like to see something new. It's archaic and MANY schools are breaking free from how clumsy it is and are moving to Canvas, Brightspace, etc. I think it's worth looking in to alternatives.

If I had more time available, I'd definitely seek out more training but I just don't have the time. If there were self tutorials or Help's available that were simple and quick, I'd utilize them but I've tried them and they are not easy enough for me.

I'm trying to move on, and keep being told I have to choose one answer for each row. I have no idea what this is referring to.

I'm used to it so it's comfortable.

In general I am happy with blackboard, but I admit I find it a little clunky to use at times. I am unaware of most of the extras mentioned above however. I tend to use the basic services.

In general, its rigidity of format is very aggravating--it makes me miss WebCT, which was pretty ghastly, but let me customize to a limited extent the display for the students and for me. BB's method of creating and displaying reports on individual students and assignments remains completely opaque and useless to me. What do I like? Nothing, really. It does give me clunky and annoying tools for providing my students with learning materials and simple quizzes that (usually) open and shut down when I want. I've been using it for nearly a decade, and I know a lot about getting it to do what little it can, and helping my colleagues fight their way through. The more I know, the more I hate it. The local IT support has been great, but usually ends with, Sorry, that's the way it's configured.

Incompatibility to some browsers and the inconsistencies. When some of the browsers have upgrades, Bb is too far behind. It's absolutely not acceptable for BB not to be friendly with Safari. Some of the other browsers do not work well either, such as Chrome. My students constantly complain about this or have problems and after asking what browser they are using, it's obvious. We shouldn't have to be browser-specific for BB to function effectively. I like the course menu on the side. To even consider that disappearing to go into Ultra is not effective. The gradebook needs to be improved. The question about which mobile device and method used to access BbLearn does not ask about the frequency. Not/Applicable is when you don't use it at all. I occasionally use a smartphone with the browser, but this is not my primary choice of access. I don't want to see this question conclude that this is the primary access method. I'm told that Ultra will be designed for the smartphone which is why the menu on the left will disappear to make it easier for students using mobile devices. There should not be one size fits all. Bb should not be dictating to the user. They should be able to adapt to multiple platforms as other companies do.

INCREDIBLY slow technology... I don't think the people that created this software have ever taught a class using it, as there are too many things that make no sense/hamper my efficiency in using it.

inflexible page design

In-line commenting function for writing assignments is cumbersome.

Instructors design their own courses from a blank slate which demands a lot of time to think through the course design as well as the supporting content, tools, etc. The variations in design format and look makes it more challenging for students to easily navigate from course to course. In other words, different layouts require different navigation maps for students. If there was a standardized template to organize the content, this will provide consistency in design navigation, but also maintain academic freedom for selecting content, tools, etc.

Interface could be more visual, UI is outdated looking and clunky

interface is unwieldy. Need features like drag and drop. This program is clunky and awkward to use.

It can be cumbersome if I teach the same section multiple times. If I send an announcement I would like to be able to send it once to 3 different sections. There is a lot of clicking to navigate. I would like to be able to turn on and off items in a list format rather than have to OPEN it and click make available.

It claims to offer features that don't really work. I've sought help on these, and the staff agree with my assessment.

It does not work well with Math. The gradebook is not user-friendly and a real pain to use. The settings for assignments are very limiting and if you set a due date, you have to click through to grade things after the due date. I can't access it at all from my tablet so it is hard to do from home. There are many paid products out there that are so much nicer and easier to use. I am not a big fan.

It has a full-featured, flexible, rich text editor.

It is a good tool

It is a great learning tool.

It is a little cumbersome but I have learned it well now so would not want to change. At MCC we have Tim Boto who is AWESOME support. The ITeach course with Tobi Krutt was wonderful and it has helped me to design courses on BB that are easy to use for the students.

It is a wonderful platform.

IT IS AWFUL. INCREDIBLY OPAQUE, NOT INTUITIVE, 95% more complicated than it needs to be...we need a TEAM of ON-CALL people to not only train us, but actually set-up the courses and LOAD the materials, TRANSFER the courses, etc. It is impossible for any non-CS person to figure out; E-College (now defunct) was infinitely better. The way the course access list is not even chronological by semester--How hard could that be to remedy?! Parent-child courses (when two courses are merged) result in three courses in the list... I have hundreds to scroll through to find my courses, it is a nightmare. Mostly, it enables tremendous cheating and excuses by students, and no one seems to care. HORRIBLE. A simple software that allows us to post assignments (and students to upload their papers) and syllabus, a VERY SIMPLE online discussion thread mechanism, is all that we need. The test tool is ridiculously hard to use, there is no rhyme or reason to the vocabulary used (test BANKS? POOLS?), test questions are impossible to load, I've GIVEN UP and just now use the Publisher's online delivery system instead for online classes. I don't know one person in academia, not student nor faculty, who loves BBL. We all hate it in varying degrees... there needs to be something so much more pared down for those of us who just need it for accepting assignments and giving exams.

it is difficult to navigate to the course information and the grade book on the tablet and smartphone with browser.

It is difficult to upload tests from the Publisher. I requested help and was not given any. Test pools should be easier to use. Making tests is a long drawn out process. So making new ones requires additional time. Uploading images in exams is also not an easy task. More training on creating multiple answer questions and hot spots would be beneficial. Also adding ADA to Kaltura would be helpful.

It is EXTREMELY damaging that each of the several times CSU has switched LMS's that nearly everything needs to be redone. I have hundreds of questions for tests and quizzes, and nearly everything needs to be re-entered. For eg., in the latest switch from BB to BB Learn, any question that used regular expressions could not be reused.

It is hard for part time faculty to find time to receive training, especially if we are off campus working other jobs during the day (when training is typically offered) and teach at SCSU in the evening. A series of tutorial videos showcasing each BlackBoard feature (or at least the most popular ones) would be helpful!

It is helpful, particularly for freshmen who are used to an LMS. According to their feedback, many faculty either do not use it or their boards are confusing. I like the idea of discussion boards, but they are very confusing for students. Students never receive training from the university unless faculty provide it, and then it seems to only apply to that particular course.

It is incredibly clunky, inefficient, and not at all intuitive.

It is not compatible with mobile devices at all. It once took me nearly two hours to complete grading that would have normally taken 30 minutes because I had to use my Tablet instead of my pc. I am forced to use it to work with students online, but it makes me much more inefficient for all tasks. Student groups disdain the wiki option and only use google docs for group projects. I feel this would have been a good technology 20 years ago.

It is not very easy to use. It takes a long time to figure out how to use it. It is not flexible enough especially with tests, assignments, rubrics.

It is predicated on an outdated software model with Band-Aid fixes that are inefficient and usually introduce additional problems. The base architecture should be scrapped and replaced with a more current and intuitive platform. Honestly, there are open-source LMA's more effective than Blackboard.

It is too bad that we have not been given the opportunity to explore other options for course management software and instead had to navigate leading questions that assume Blackboard is the only viable option. It is not.

It is very annoying to have updates so often. It requires retooling everything. I like the assignments, but wrote I am not satisfied, since it is overly complicated to put in new due dates before each semester. It should be made simpler in one calendar and not having to go into every assignment to adjust. I also said I was dissatisfied with discussions. These are very difficult to set up. A few other comments: I teach art, and it is very difficult to add images to things and often images are strangely sized when I do add them. Also, I really want my students to be able to do partner or group work, but there is no way to do that. Finally, I thought we were not able to use Safe Assign, but I see it listed. Has that changed? As for what I like: I like how my students can go to my grades and see instantly how they are doing in the class. I like that homework is now online so there are no excuses. I like how I can post announcements to the entire class. It is a good system in general, but there are small things that don't work well.

It is very useful for the delivery of education to students which I find it to be useful.

It is visually overwhelming, especially for students. Font is too small due to the afore-mentioned. The gradebook is difficult to construct and the scrolling bar jumps around. It takes a long time to grade online and to submit grades, which oftentimes don't populate well.

It is too cumbersome to hide or reveal things; you have to click deep into settings and it takes too long. Gradebook should not show up in mobile app if gradebook is not visible in the course shell. Total points earned should be hidden by default in gradebook. Quizzes and tests are too slow and cumbersome to build.

It provides a variety of tools that allow me to teach online courses smoothly. The operation of grade center is cumbersome. Reordering announcement messages is difficult. I cannot add more graphics to make my page look nice. No audio comment feature for discussion posts.

It seems difficult to access by phone or tablet. It requires training and the CSU system is underfunded across the board, so there is little training and limited tech support. Blackboard should be much easier to use and should work well with mobile devices.

It seems there are features that would be helpful, but I haven't been to a training class, nor have I been able to devote the time needed to understand the help modules.

It should be more intuitive. It is cumbersome at best.

IT should offer immediate support.

It takes 5-7 times as long to teach a class on Blackboard then face to face. Additional compensation is needed if you want faculty to teach using this....Support is key...and that means nights, weekends etc. A major issue in summer sessions when class time is compressed. Students also think its the easy way to take a class requiring even more time.....its not worth it!!!!

It was a major step backward when Blackboard replaced Croc-o-Docs with Box as its tool for inline grading. Box lacks features that Croc-o-Docs had that I used. Box is also very unstable. May times when I am trying to add comments to a paper in Box, my comment just disappears and I have to start over. I have more trouble highlighting text with Box than I did with Croc-o-Docs. Box is so unstable that it actually angers me at times. A tool that Blackboard has that is so good the it amazes me is Kaltura, which allows adding videos with complete confidence that the students can use view them no matter how their computer systems are configured.

It works fine for me. I feel that my local distance learning staff are not helpful, unfortunately.

It works just fine. Don't screw it up! Thank you

It works. It is a bit clunky at times, but students seem familiar with it and you can achieve most class goals using it.

It would be GREAT if the app could sustain logins from two institutions. I'm an adjunct and teach and use Blackboard at both, and it would be fantastic if I could be logged in to one app and not have to keep logging in and out of different school platforms. THAT would really help my efficiency.

It would be great to have more tools such as video-conferencing with students. Tutorials for students to be more familiar with BBL.

It would be more efficient to indicate messages and things that need grading on the tab that takes one to that area instead of having to click and check. Also if somehow there was a duplicate function for assignments. This would speed up shell building.

It would be nice if students were also able to use Blackboard via iPads.

It would be nice if the product was a little more visually pleasing to the eye. The ability to attach multiple files in course messages and Announcement would be helpful

It's a little difficult to do some simple things - not incredibly intuitive. It also is an unsatisfying environment - not pleasant to look at.

It's beneficial to a degree to have a place where I can post readings and the syllabus, and keep a gradebook (though the BBL gradebook is terrible). Mostly, though, it does nothing for my courses. Students don't read online anymore than they did when we used library reserve. The online grading tool was better before it changed, but it was never as good as Word editing is. I took an excellent training on BBL several years ago with David Oyenadel (no longer at CCSU) that helped me improve what I can do on BBL and I am good (not excellent, but good) with digital tools, but I find BBL to be cumbersome and not at all intuitive.

its fine

It's fine- it works decently for it is supposed to do. I have used Canvas and Brightspace as well, and it is a bit clunkier than those platforms but that isn't a deal-breaker. There are pros and cons to any LMS, and anyone who thinks that changing Blackboard to a different product will somehow be like the second coming needs to have their head examined.

It's fine. I really don't have time to learn a new system. I understand the advantages and disadvantages of this platform. If I don't like the way Blackboard does something, I can use one of the many other platforms available to educators. A major advantage is students knowing their grades. I hear that is a problem here, which I don't understand. Students should know how they are doing.

It's hard to figure out where things are or whether they're active (discussion boards, surveys, etc.). It would be nice if I could forward and email from my email through Blackboard (so I don't have to save an attachment and upload it). SafeAssign used to be better at catching plagiarism - now it mostly just catches if people copy off of each other, but not if the copy from primary papers.

It's impossible to get into when out of the country and even in the U.S. it's down way too often to be reliable.

It's impossible to use BB learn in the app as it never works. Spell check would be beneficial as would improving flexibility and ease of use. It's a great concept with outdated operational tools.

It's impossible to use on my phone. It doesn't work with Safari.

It's not a matter of training. It's a matter of a slow, unreliable web based application with a poor user interface and limited functionality.

It's not interesting to look at, discussion boards are horrible and difficult to use. I would like to be able to set up a module and have content on different pages, that students can flip through. It's not very good for online classes, but is a good place to organize and store information for on ground courses. It's not very user friendly.

It's not intuitive at all. I am fine using it now, but it just has a very clunky interface and is not inviting or attractive. Try getting someone from Intuit to develop this type of program. They have beautiful interfaces.

It's not reliable. Not intuitive like other LMS.

It's not very user-friendly at all. Why do classes I taught in 2015 (or future classes to be taught in 2019) show up first in populated lists of courses? The default should be a list of classes from the current semester. Why is it a chore to figure out how to create a page that gives students the opportunity to upload an assignment? Why do I have to enable so many options on a variety of pages/windows in order to get a Panopto video to correctly post? Also, by having 40 different tools I'm overwhelmed with choices and end up using none of them. It'd be helpful if a bare bones version of Blackboard existed, or if all the possible tools didn't always show up on my list. I have had minimal training (which I guess is my fault). To his credit, Mike Palumbo has been very helpful in offering me assistance as needed.

It's terrible. Something like Desire to Learn (D2L) is significantly better. Blackboard is a hinderance to progress and technology acquisition. Students don't like using it either. Therefore, they don't learn how to interface with it the way a more streamlined LMS would teach them. It's not user friendly. It's not flexible. It doesn't allow you to organize information in a cohesive and clear way. It's antiquated.

It's time to move to moodle system wide, faculty at CCSU already use it. Entire colleges (Wesleyan, Conn College, etc.) use it. How much \$ would CSU save if we didn't spend it on Blackboard?

It's ugly. It's awkward. There are free tools out there that are just as good: why are we wasting money?

I've generally liked Blackboard. An exception to this rule is the Tests function. Among the weaknesses of this feature are the placement of response boxes to test answers in a way that often causes unintended scrolling and the difficulty encountered in deploying tests once they've been created.

I've not been able to successfully use the mobile devices. I don't find it easy to access the work that I need to do, such as grade papers or the discussion questions. I may need more help with this, but to date it has not impeded my use of Bb.

I've only used Blackboard on my desktop

Just taking this survey, I realize that there are far more features that exist that I am not aware of and would potentially like to use. A series of webinars made available to all CSCU faculty would be beneficial.

Just want it to be easier to copy assignments from one section to another

Like all educational tools it has its good points and bad. It makes some aspects of teaching and student assignments work really well but most of the canned stuff (Pearson, etc) is fairly crappy and too many people who utilize it take the lazy approach and let the software run the class.

Like it for organizing all my course content in one place. Would like more training on all the different tools available and practice using them.

Like the ability to communicate with my students. Allows me to more personalize my student engagement due to not having to spend massive amounts of time with paperwork.

Like: ease of uploading course files for posterity and for student access; gradebook is good for students; announcements are good way to contact students and have a log of outreach and announcements. Dislike: surveys are awful - data does not tabulate/output well, I end up using SurveyMonkey; assignments and tests are clunky to use, tests in particular are a pain and time consuming to input if you are not using a vendor-created testbank, I can type up a test in Word faster and use a Scantron to more easily grade and get data on the students answers; rubrics are ok, but there are multiple places to leave comments and this can be confusing for students; plus students often say they know how to use Blackboard, but they really do not, so they need much more training if it is to get full use of the platform.

Lois Aime at NCC is an amazing resource to me when I have any questions regarding Blackboard. One feature we loss several semesters ago that I wish would return is the ability to store draft email. Now, I need to create my own Draft folder and do it manually. While I don't use them frequently, quizzes work well.

Love BlackBoard Learn, it is hard to imagine teaching a course without an LMS.

Lynn Roller has been a lifesaver and a wonderful resource for me. She is always available, responds quickly, and never makes me feel like any of my questions are dumb.

Making changes in posted materials or accompanying instructions is a complicated iterative process. The grade center is set up in a way that makes it really cumbersome to scroll through the grades for different assignments; the scroll bar's effect is unpredictable; I never know how many columns will be displayed. It would be nice to be able to permanently set the rows to show all the students in the class; that must be done again each time the file is opened. Hiding rows and columns is another complicated process. If teaching evaluations are being run through Blackboard, the students hate the incessant reminders and tend to give the evaluations short shrift.

Many of the questions shape the results rather than actually asking questions that work for unanticipated responses. Why not using a tool is key, what kind of training is needed/would be helpful, etc. I believe that the survey is flawed and will not get as much helpful information as one might hope.

Many training sessions are offered when I'm in lecture. Therefore, I don't have the opportunity to attend.

Messages should allow for more than one file to be uploaded. I teach the same course twice in a semester, would be nice if I could post an announcement and assignments to multiple courses. Would LOVE to get MyITLab grades to transfer to Blackboard - this is a work in progress, but would save a lot of time. I do try to make time for training, but honestly I never knew about retention center until I took this survey - I will be looking into this tool. Might be nice to have like a quick tip a week. I would also like to try inline grading a bit more...I tend to get stuck in a rut of doing things the same way...plan to use that feature more. I can not imagine running a course without Blackboard or some other LMS!

messaging system is cumbersome, cannot quickly move between messages. System is not intuitive, have difficulty locating information on printing reports or similar activities

Mobile app not helpful for instructor level work in blackboard.

Mobile support is poor

Mobile usage via my Android phone or iPad is awful. So hard to read/participate in Discussion Board functions, but I wish it was MUCH better! Students often use their phones almost exclusively and w/ very inconsistent (usually poor) success

More categories need to be added to the weighted grade column. Test, assignment, discussion, survey are not enough. maybe add a homework category

More enhancements would be beneficial as would a stronger service availability record during critical points in the semester.

More training is definitely necessary and at convenient times. Also more help to instructors.

Must educate faculty about making online teaching rich and interactive. Many faculty seem to assume that online teaching means delegating work to tech support and publisher. That makes the course un-engaging and least interactive for students. There needs to be better communication about what tools are available and how to use them. The Blackboard app is pathetic though!

My biggest issue is testing and making exams on BBL. It is time consuming and not flexible. Why can't I just copy and paste the exam for say word or pdf into BBL? thanks

My newest tablet running android 7.0 does not display the grade center properly...with columns like a spreadsheet and all students listed. Rather, it lists each student individually. I have contacted system office support and it has confirmed it's a glitch in Bb's interface with this android version (apparently it works on android 7.1 but my there is no update yet for my newest tablet). My older tablet running android 6 displays okay, but I therefore need to use multiple devices to conduct my course activities. There is no good Bb app for FACULTY now. One exists but it has no functionality or productivity.

My Tasks doesn't work. Can only set the discussion due date, not the reply date. Kaltura is unpredictable (speed and image quality). No video conferencing feature. No chat function. Have not seen any real improvements or new features added in years.

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Need to find a way a print out tests on paper so that the same test can be used for ground based sections of courses without having to retype the entire thing or cut and paste every line. Exporting items in some format such as RTF or DOC(x) or perhaps even PDF (if editable) would be extremely helpful.
No
No additional comments.
No changes in Blackboard Learn are necessary
no comment
No comment
No comment
no comments
No comments
No comments
No comments
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Not easy to fully integrate with third party online resources. Use hyperlinks today. Very easy to upload third party test banks. Wish you could download a test after creating it.
not intuitive and requires too many clicks to accomplish a task. Test feature is annoyingly tedious if you haven't bought a package.
Not reliable. Difficult to navigate at times. Difficulty of using some features. Sometimes multiple steps are required which makes things bulky and cumbersome.
Not user friendly
Nothing at this time
Nothing special, it is just a straightforward platform to deliver material to students. It is up to the instructor to make the student experience extraordinary.
Obviously, I am on the fence about Blackboard. I think it is a good resource as a repository for course materials.
Once you learn blackboard with a little training it is efficient and helpful for instructors and students. I do think a little training goes a very long way with blackboard and it should be available to both students and teachers. It's a platform that is used in K-12 as well as higher education therefore it is a good unified platform to have. But there really does need to be training because some of this is not intuitive and there are specific steps.
Once you get used to it, you can do just about anything you need to.
One area that should be analyzed is student motivation and the persistence using this platform versus another.
One big issue is ability to have message notification. When a student sends a message through blackboard I do not know unless I log in routinely to check.
Our IT department, Mike has always been there to help me with Blackboard. He is extremely helpful.
Over the years of teaching on-line, I spend more time learning the technology tools than I spend studying my discipline.
Overall Blackboard works well for our LMS. One feature that is frustrating is the inability to store and retrieve rubrics across sections. Because they are linked to assignments, and assignments are linked to the gradebook of a section, I believe this is why rubrics cannot be copied into another course or section.
Overall it is a quality LMS compared to others used (Schoology, Edmodo, Google) . The test assessment options are robust and varied. One deficiency is the link between the creation of an assignment or assignment and the editing that must be done afterwards in Gradebook to ensure it is placed in the correct category and term. That link should automatically be available when the assignment or assessment is created. The grading features within the app should also include tests/quizzes/assessments and it should not be required to go on the web to score them. Box is is horrific grading tool. The markup tools need multiple colours and line thickness at a minimum. From the students perspective, better linkages between scanning apps like Adobe Scan will enable easier submission for students. Often times they are also confused by the blue pie chart In Progress Icon which seems to just really mean, make another attempt please .
Overall, I am satisfied with Blackboard Learn. I believe 2 features could be enhanced: 1) While I like the availability of the in-line grading assignment feature and how it can be linked to a rubric, I think this feature could be improved by offering more features. For example, I would like to be able to highlight or strike out only one word and provide a comment. I would like the in-line grading features to more closely resemble that of Microsoft word. 2) I also find the Groups feature difficult to use but could see its usefulness for group projects.

Please consider integrating SafeAssign or Turnitin into all assignments.
Please do not discontinue use of Blackboard! I took the iTeach certificate course, which trained me on how to utilize Blackboard efficiently. I have noticed a very significant increase in student involvement, participation, awareness of their grades/due dates, and overall increase in class grades. I am now better organized and communicate more effectively with students. It is wonderful!
Please keep Blackboard. It has been a great tool to increase students' learning effectiveness as well as my teaching effectiveness. CCSU IT Support is very good, too.
Please list a desktop (for that is what I Use)
Poor use with tablet or phone Formatting editing posting pictures cumbersome when creating assignments discussions or entry of info in item format
Presents frequent performance issues. The interface is not user-friendly. Design is outdated. Technical issues take years to get resolved.
Provides secure login is not a valid question. We log in to a portal which has nothing to do with Blackboard.
Publishers need to make better test banks that integrate better with blackboard.
Questions on this survey are poor...duplication
Reliability has increased tremendously over the past five years (thank goodness). Nice job with that! Also, Karen Musmanno is super helpful and truly BlackBoard Learn's most valuable resource. If/when the Help Desk folks aren't too helpful, Karen will swoop in immediately and save the day. She's friendly, professional, and incredibly resourceful. Whatever you're paying her, double it! :)
Rubric scoring options are limited; however, final scores can be overridden if necessary.
Ryan Farrington wins the patience award!
Safeassign doesn't do a great job of finding plagiarism. Also - it is a pain to upload tests - it would be great if blackboard could randomize the answers to questions for you, and setting up tests with the same formats but different questions and due dates could be easier - make a template for all of the exams and fill in the questions and answers.
See above (Changes).
See previous comment re: assignments. Newly added assignments should appear at the top. I don't like that I have to drag it up.
Setting up assignments and other features could be more intuitive. The interface overall seems dated. Some features are difficult to learn without training-ideally the interface should be clear enough to be able to figure out without training.
Setting up online tests on Blackboard is very bulky to use. It is very time consuming to set up online quizzes.
Since a designated tech person is in the department, there is support. However it is intermittent, and certain people receive a lot of help. The person is hard to reach by office phone, does not carry a beeper. If something goes wrong, the Help line is VERY INEFFECTIVE>
Site is not well optimized for mobile. Course copy is helpful for multiple sections. It's very cumbersome, but once you figure it out, it's ok. There are tools I don't know how to use so I skip them.
Slow as molasses! have to load files one by one, and type in a name for each file. Would prefer to load a full folder of other folders and files with the names I have given them on my Mac. Replacing an updated file is just as much a pain. Clumsy interface. Missing those days when students would just copy course content from college server to their thumb drive. Have zero need to use any of the Blackboard tools. Strongly prefer to do testing analog on paper"much faster for me and lets me write in comments quickly. Using Blackboard only as student-accessible file storage.
Slow, ponderous, not intuitive, no drag-and-drop. Test-taking screen is cluttered with buttons and dialog (time left, Submit now) that should be minimized so students can actually see their test. Too many external applications. Faculty spend countless hours configuring an external app that goes away in the next update. Group training sessions are patronizing time-wasters.
Small group or individual training those first starting with Blackboard would be helpful.

Smartphone app does not work for android and CCSU
So much better than Canvas
Some of the instructions for tests are hard to modify (not the test, but my notes that accompany the link)Discussion page linked to grade not intuitive and I have to look up how to do it each time I set up a course.
SOME QUESTIONS ABOVE NEED TO UTILIZE A LIKERT SCALE
Some small things can take a lot of time--I teach two sections of the same course. It would be wonderful if, for instance, I could write an Assignment and copy it to my other section. If I can do that I haven't figured out how. I would really like greater flexibility in the Gradebook, including the display--just being able to shrink the width of the grade columns would be helpful so that I could access more grade columns on the screen.
Sometimes I experience inconsistent functionality. I dislike the test creation process.
Specific features I would like to see in an LMS: 1. Ability to take attendance with a mobile device and record it in the LMS2. Ability to grant extensions on assignments3. Ability to look at an overview of a single student's grades4. Better mobile apps5. More versatility in in-line comments on submitted work
Spreadsheet in gradebook could be improved:Basic mathematical functions (division etc.)It would be nice if I could bring up the gradebook and only see one student's results...(without having them log onto their account on my computer) this would be a nice feature to be able to use when counseling a student (so that the other students' grades wouldn't be there also)It would be better if new announcements would end up at the top of the screen automatically instead of the bottom. by the end of the semester there is a lot of dragging to do to get them to the top.Support at Capital is great!
Students do not use the email on Blackboard Learn. Students only respond when I write to their personal email. There should be a mandatory orientation for new students to Blackboard Learn to understand all aspects of it. Very few students attend any kind of orientation to the college. TCC has many positive aspects, but orientation to the college is not one of them. I teach an entry level Composition class, and I'm always amazed at the lack of knowledge students have about Blackboard Learn, about degree requirements, about library services, about counseling/advising services. I truly believe if we did a better job at orientation, then the student drop out rate would go down.
Students do not view and always claim to have a problem uploading. Grading inline is impossible-- I need to download and upload again and students don't realize I have even made comments.
Students don't like it.Help screens are useless (I don't have time to pick from a list of dozens of answers to my problem, most of which would not be helpful at all anyway.When I log into Bbd, it should show me a list of just my current courses (and a link if I want to see a list of old courses).
Students don't read BB or email. Please incorporate text message functioning that seamlessly let's me into their text inbox.
Students have challenges creating threaded discussions. This is not a clear one-step process for students. Running reports / statistics is a challenge. Blackboard should email an alert when an assignment, test, email. or survey has been completed/submitted.
Students have preferred Moodle, which I prefer as a designer. A tool as expensive to the system as Blackboard should be more effective.
Students have reported numerous issues with the Blackboard Learn app.
Students know how to use the basic functions.
Students seem very uncomfortable using Blackboard
Students should be required to take blackboard lessons prior to taking any online classes. i spend inordinate amounts of time every semester with computer based questions rather than questions about the course itself.
Students sometimes find it difficult to navigate, but this settles down by the end of the first week as a rule. They would like a calendar connected to their assignments each day/week.
Students sometimes post with Safari and find that Bb is incompatible. I wish students came to the course with more training on some aspects, such as how to upload, access my comments on their assignments.I wish there were a good Blackboard ePortfolio tool.

Students spend too much time already in front of screens, so I prefer my students to interact socially in class and take physical notes. I find students are more engaged intellectually when they are not in front of a screen.

Sure wish they had better reports. Otherwise, I like the software quite well. I do wish we could send announcements to multiple courses at once.

Survey should have been constructed by individuals familiar with survey design.

Sync with Pearson MyLab gradebook and turning on the feature in Blackboard that emails all students when an announcement is posted in the course would make my life a lot easier. Other than these two things (which are only with CSU blackboard), I like using Blackboard.

System is ancient. Better systems exist. Not intuitive AT ALL. I use google calendar, google sites, google classroom at my school. Many rave about Canvas. I have been trying to figure out the grading section, and I can't, so I simply created and utilize my own Excel spreadsheet.

Tablet and smartphone access is awful. Product reliability is unacceptably poor and is a direct impediment to greater usage. If a more reliable product is available on the market it should be strongly considered.

Teaching multiple sections of the course is cumbersome because it is difficult to make changes in one and then have to repeat the same changes in another section. Using DISCUSSIONS could be better. Adjusting and varying the order of threads isn't possible. Adding pictures to conversations used to be easier. User friendly adjustments to the pages could be improved.

Technical help is not available after hours. The last few lines of the Grading Center are not accessible.

Technologies can be useful tools, but they are poor substitutes for most of the core activities of teaching a university level class. Blackboard is not a particularly useful tool to the way that I teach. But I use it to distribute readings and other course materials and have used the exam function a few times with mixed results. Often the interface is either not flexible enough or too complicated to learn to make it worth pursuing as a substitute to established practices. Also, I would prefer something that is open source and less woven into the profit-driven 'services' that have been creeping into all levels of educational practice in recent decades.

Technology is nice, isn't it? But it doesn't take the place of a good old fashioned classroom. And, in fact, all the bells and whistles of advanced technology, in my opinion, consider a distraction, an excuse to NOT come to class, and an excuse to NOT participate in the learning process. Blackboard is just another high-tech way of allowing teachers and students to create the illusion of a learning experience IN PLACE of having them come to class, turn off their phones, and actively participate in the work of learning.

Test pools could be easier to use. REALLY need the ability to generate a paper copy of the test without the tedious task of cut/copy to word and having to re-format. Software is lacking in this area!

Thank you Blackboard

thanks

The ability to create my own personal defaults would be nice. I.e. point values for test questions, various conditions for discussion forums etc

The app does not have many functions available as an instructor. The tablet with browser or the app doesn't work very well. Too hard to manipulate through the pages.

The app doesn't allow me to grade papers well. Can't see the entire paper without difficulty in getting the page to show properly.

The app for professors is useless. The system is very, very clunky. If you don't get your settings just right, it doesn't work. Getting the settings right takes a lot of time.

The app is not very good for instructors. The students see materials on the app very differently than on the browser, which can be confusing for instructors trying to streamline content. Students dislike Blackboard. I'm extremely tech savvy, and find it clunky and buggy. The worst part of Blackboard is assignment deadlines. It's a nice feature, but doesn't allow changes without problems. For example, if you change a deadline, it often sends an alert (unprompted) for the original deadline and doesn't send alert for the new deadline. Grading is frustrating. If students submit more than one assignment, they don't always see their grade if I comment on the last attempt. If I put a placeholder 0 in for the grade, it doesn't reset to the new grade I assign after they hand in work. That's frustrating, and has led to at least one required end of semester grade change. Many faculty members don't effectively use the tool, which leads to students disliking it and often resisting use of Blackboard. The interface is not visually pleasing and can confuse students. The attendance feature doesn't let you just track without showing a grade. I grade attendance differently (it is not part of the grade, but counts towards a reduction if too many absences are met). The interface doesn't allow a clear way to showcase that with the attendance tool, which confuses students. I've returned to a spreadsheet for attendance as a result, which is silly. I have many many complaints, but continue to use the LMS because it is secure, I assume the university has legal protection for work uploaded there, and it streamlines assignments in one place so I don't have to get more e-mails than necessary. The improvements in file types (videos/audio files) being viewable right in Blackboard is one of the perks. It makes it easier to accept multimedia assignments.

The app is terrible and the students don't understand how to use either interface.

The assistance I receive at SCSU is excellent!

The basics are pretty easy to figure out. I think I probably under-utilize Blackboard because I am not aware of all its features. Usually if I need to learn how to do something in Bb, I just Google it and usually that helps me a lot.

The blackboard app as deployed is horrible.

The Blackboard App is useless and difficult to manage so I do not use it or encourage students to use it. There needs to be integration with Google Docs. There should be an easier method to set up the course. Blackboard can be very complicated.

The blackboard is a great tool for higher education effectiveness. Training would be key to ensuring that faculty members start or enhance their using of BB. I consider myself to be an expert in using Blackboard, but continuously I find new features that I would appreciate getting training about.

The Blackboard Learn App is horrible.

The Calendar tool shows ALL of my courses to ALL of my students. For example, students in one class can see the Calendar entries for all of my other courses. This is a problem. So, to help students, I make a point to add the name of the course at the beginning of each Assignment (301 - Notebook Due) so that they can easily see the 301 on the calendar when they reference that tool. Each course section calendar should be secure and available to only students in that course section.

The challenge is getting the students to use Blackboard as a resource. Many faculty don't use it at all, so there is no across-the-board incentive for students to use it either.

The chat feature is very unwieldy, so I use Google for this purpose.

The college legal training such as Gateway, requires more of a profession, patient and basically nice team to work with faculty.

The course reports used to contain better detail in terms of the students' activity while logged into the course.

The data downloaded from blackboard from tests isn't in a usable format. I like being able to combine my sections, but wish there were still a way to email just one of the sections. I wish we still had the option of including all of the instructors for the course on the emails to the students. When one of my lab instructors sends out an email to the students, I don't know about it because they don't have a method to cc me on the email. There are several bugs in blackboard that I have found work arounds for, but they are long and laborious, it would be nice if it just worked the way it is supposed to. I did figure out that one of the bugs only happens with firefox not with chrome (the lack of a left to right scroll bar for the grade book).

The discussion board feature has been very useful for common student questions. The functionality of the website drops significantly whenever you have less than a desktop size screen. While the site tries to adapt to the smaller screen, often ways to access parts of the functionality that are available in the desktop site are hidden and are intentionally supposed to require an extra step, but that functionality often doesn't work correctly leading having to request the desktop site then zoom in to get functionality out of the site. Also Blackboard is not at all suited for submission of large source code projects you have in computer science. As a result almost all assignments I have turned in through a third party site like GitHub because Blackboard doesn't support an industry standard like git.

The discussion feature needs separate deadlines for the initial post and response posts. It also needs a minimum word feature. I prefer Turnitin.com rather than safe assign as the repository is much larger and it has more features.

The grade book sucks. The interface for inputting questions sucks. The navigation bar on the left hand side disappears for no reason. Sucks. Sucks. Sucks.

The grade center functions well, but it has some annoying quirks. I would also like to learn more than just the basics, but course that are offered all seem to focus on very basic features. There are several features I would like to know better, but I never see any courses that specialize in those areas. In my on-ground courses, there are always students who do not learn how to use Blackboard and consequently cannot find assignments, or do not know how to upload files. Students need more training on Blackboard for it to be more effective.

The gradebook is not syncing properly with the McGraw Hill product - ALEKS.

the gradebook is really unwieldy and not user friendly.

The Grading system needs the ability to calculate grades based on when items are due whether or not it is handed in. Also, class performances should tally the grade based on the time in the semester to give students an accurate measure of how they are doing in class without me having to manually go in multiple times a semester to adjust the running total!

The in line grading is disappointing. The crocodoc was similar to mark-up and enabled the student and me to see the comments easily. Box is similar to Google docs or pdf comments, but does not facilitate the student's accessing comments on documents and printing those documents for their use. Making videos from one's computer camera and uploading them to youtube right in Bb was a great time saver that is now gone. What was a few steps now requires many.

The inline grading tool is time consuming, inefficient and makes my job more difficult than it should be.

The Instructor app does not work well. Blackboard Learn is a good tool. I hear people complain about functionality but it's usually because they don't know how to do something rather than there being a deficiency with Bb Learn. There are a lot of resources online from Bb as well as other sources but we have a culture where no one can figure out anything by themselves, nor do they even want to try. They need to be more self sufficient.

The interface is clunky. Other programs are more intuitive and visually attractive. I urge you to consider adopting another program, such as Canvas. Thank you.

The iPhone app does not really work in Professor mode - when I log in, I am treated as if I am a student.

The limiting factor is time. It takes time to learn new technology and software. I would rather use my time to engage my students in my research program, and advance my research program. I believe this is more important for developing student success and engagement of students that will be competitive in the workplace.

The main problem with Blackboard is that it is not intuitive. Training should not be required to use a tool like this, nobody has time for training, and there's no reason for it to be so difficult. It is a problem of design. I value it for the narrow range of functions I have mastered and wish I could easily use other functions.

The message alert through comment needs to be reestablished.

The Messages function is poorly designed because we can't see anymore when we have messages in a course on the dashboard.

The messages tool is not intuitive for student use. The comments box should be eliminated from the assignment tool for students. I've received many assignments typed into the comments box instead of the submission box even though I specify not to do that in my instructions. The inline grading needs to be improved so the students can easily see the instructor's comments. The process for students to read the comments in each section of a grading rubric is also cumbersome and ignored by many students. The student view of the Grade Center should match the order of the instructor's Grade Center. WebCT Vista used to be like this and I received less questions from students.

The mobile design is terrible. It is virtually impossible to navigate the gradebook in any meaningful way from any device without a relatively high minimal screen resolution or monitor dimensions. It is not properly adaptive to different mobile devices. The group functionality is poor and requires a laborious process to add content and share group specific content and grade submissions. Some key features for groups like the ability of students in a group to assess and grade each other's work is also missing. Media support is poor and students have a difficult time uploading their own media projects at the end of the semester even with the help of tutorials. The rating system, which is the closest tool available for students to indicate the quality of other student work does not provide the teacher the ability to assign a rating from within the grade discussion board section, which means if I want to assign a rating to a particularly good student response I have to leave the grading system, find the post in the discussion board and then rate it there, even though the rating is displayed in the grading section. In general the interface is clunky, missing functionality, poorly adaptive, and the system lacks the polish of some other LMSs. The mobile app is even worse.

The mobile interface is limited. Students cannot view inline graded comments on assignments. I always recommend that students open their assignments on a computer, not a mobile device. The inline grading tools were better 2 years ago. There is still a need to restore the old tools (Croc doc?).

The more I know about BBL the more I use its features. The impediment to full utilization is time. Also, the integration of MindTap and BBL is not that intuitive to me. Having said that, the tutorials, especially the CCSU specific on-line video training is very helpful.

the more i learn how to use it the more efficient I become

The new changes in Blackboard Learn has been helpful.

The only negative thing I can say about blackboard is the tablet version is challenging to use. I would not want to exchange this one negative for another system.

The Original Blackboard (10+ years ago) allowed everything that I typically use today. The merge with CT Vista added powerful features, but almost too many and the defaults are often not what I would choose. So I have to re-set numerous settings. In addition, with multiple sections of the same class, there should be a better way of integrating an Instructor Management tool allowing master editing of multiple sections at once. I typically have to log in and out of identical course sections to make the same changes. The current 'parent' course feature is clunky and always requires administrative support to establish.

The Self & Peer Assessment is ineffective. It would also be helpful to have users group on specific topics ie Self & Peer Assessment, Journals etc.

The smartphone app doesn't allow you to do much.

The student mobile app is useless and it is difficult to create and manage sections of Bb. Also the course copy is not reliable.

The system has many glitches that need to be addressed.

The system is useful and effective

The Tablet version of Blackboard (Instructor) does not seem to log me in as the Instructor. I'm not sure if this is a glitch with the software, or with our IT department.

The user interface is awkward and very slow. Moodle isn't much better. Also, the survey is poorly constructed. Requiring that satisfaction levels for unused components is stupid. So is not bringing the user back to a question if further answers are needed. Please select plus the first few letters of the rest of the question isn't very helpful. The survey seems to be trying to make us acknowledge that Blackboard is useful, but it is only tolerable since Moodle isn't much better.

The user interface is not very intuitive but once you work through it a few times it becomes slightly easier to use.

The version that we are using seems to be a limited and outdated version. When I first started using BlackBoard, it was not clear what version we had and what capabilities were available. The context help is very poor and links to web resources that are irrelevant. Onsite help is inadequately trained and not a useful resource.

There are a few quirks with Bb but overall I'm satisfied with it. I think better training might help me be able to better utilize this tool. Perhaps our faculty development office could focus on faculty development and offer such opportunities, rather than what they do.

There are features in Canvas that are more helpful such as speed grader, being able to attach a document to an announcement, being able to easily communicate with students in the assignment area before giving a grade and being able to see a threaded discussion.

There are parts of this program that are not intuitive and its use of using its own language to refer to different things can make it more complicated to use than is necessary. I do not find the BB Help to be very helpful. I usually Google my issues that I have regarding BB and find someone who has made a video outlining what to do.

There are really two pieces: 1) How to teach effectively online, and 2) how to use the technology to do it -- Learn 9. I have found the training on the technology to be good. I have been frustrated in the past by the lack of training on how to teach effectively online. It may have changed now, but I'm speaking of the past. I have had to teach myself how to do it effectively.

There are some quirks in Blackboard that affect my class. Because I teach HTML, not all questions in the publisher's test pools display correctly. The exam facility interprets the HTML instead of simply displaying it.

There are some things I'd like to be able to do that I've not been able to figure out how to do, for example I'd like the gradebook to add up all the points that have been graded for the whole class and divide that number by the points a student has earned to help them calculate their grades. Currently I don't enter 0s for assignments that have not been done by a student, because when I enter a 0 and the student later submits the assignment, the gradebook shows a 0, and I have missed assignments submitted after 0s were entered. Also, I'd like to be able to make assignments available to select students after the due date but not have it available to the whole class (something like the exceptions that are available for tests). One other thing is I'd like to be able to leave a test visible after the due date but not allow students to do it late (so students who have submitted can go into and see what they did) and still allow an exception for certain students to take it late. Currently the only way I've found to let a student make up a test but block other students from doing it late is to make it not available but add an exception for the one student.

There are two particular things that I hate about Blackboard Learn. Please pass them on to the company if you can. 1. If a student starts an assignment but does not click Submit (or, as is usually the case, their computer doesn't register that they clicked Submit), I cannot review what they have written to grade it. When I have to ask them to send it to me via email, often several days later, it increases the likelihood that they can finish an assignment that was incomplete. Tests have the capability of saving questions that I can then force submit for the student if they are past the submission deadline - why not assignments? 2. The Blackboard instructor app does not work with our system (at least, it did not in July). This is very annoying because if I am accessing Blackboard via a device other than my office computer, it is to grade. I need this capability. Even accessing it in the web browser is dicey because it doesn't let me see all of the gradebook as I do on a traditional computer.

There is a way to setup Blackboard Learn that makes it more user friendly on a mobile platform. Charter Oak should set it up this way, as it is not very useable on a tablet or iphone as it is now. Also, course email is not set up in BB at Charter Oak - I would like to see this feature utilized. It would also be nice if I could make corrections to the main course shell myself as the course leader since some of the corrections I have notified the school of have not been made to the main course shell and the errors continue to appear in future sessions of the class. Thank you!

There is little to no student training and many students have issues with logging in outside of school

There needs to be a global edit paging feature; Inline grading should be available for file attachments in Tests

There should be no need for training in the basics, but the interface is quite horrible and kludgy. We can do better in this day and age. Quality interface design is not rocket science.

There should be training every semester via videos.

Things seemed to start becoming more difficult when we switched to Office 365. I'm not sure how much of the problem is related to web-based Office 365 (my 2012 training was entirely pre-Office 365 based) and how much is related to Blackboard. There are too many ways to navigate through Blackboard, this makes it difficult to anticipate how students will see things. Less options would make it easier for me to determine exactly how and in what order students will see things, greatly reducing or eliminating redundant work for me.

This survey is too long

This survey was not designed to meet the experiences of the average user.

To be honest, every time Blackboard Learn updates, it becomes less and less intuitive. I find it frustrating that a company dictates how I must teach to use the tool; rather than having the company pay attention to what I use effectively. Over the last years, Blackboard has ruined good tools that I used consistently, like the inline grading of assignments. The old tool was MUCH better than the current tool for instructors and for students. Announcements should allow for attachments; messages should allow for more than one attachment. These are simple things that would make the system more efficient and easy to use.

Too many clicks, especially for email. I wish using Blackboard was as intuitive as using social media (apples and oranges, I know, but...) Students need training, and professors should be required to use Bb. Simplicity is the most important thing in using LMS. Students don't take online courses to make friends, they take online course to learn material and earn credits, therefore I find group work functions and discussions to be more of an obstacle than a help in the learning process. Simplify, simplify, simplify...make Bb more simple to use, and more people will use it well.

Training is available, but because I'm a part-time lecturer and work full-time elsewhere, scheduling training is difficult.

Training is available, I can ask for help when needed, but neither feels very convenient. It would be nice if they had on-ground workshops (maybe 2x/semester) displaying some of the more intricate features of Blackboard, rather than just the intro to Blackboard workshops

Training is generally required to use Bb Learn well, but there is nothing efficient about Bb Learn. For example, if I change an adaptive close date, that date should immediately populate the due date window. I do many low-stakes assignments in my class and I need to manually adjust the due date for all of them. So. Many. Clicks! There should be a list of assignments and quizzes where I can just change titles, adaptive release, and due dates en masse. I use Bb Learn only because I cannot justify teaching students a secondary LMS (e.g., Moodle). We can do so much better.

Training is offered at times that may be difficult or impossible for part-time faculty to attend. We most often do not work 9 to 5.

Users need more specific training

Using a smartphone for access is secondary. I primarily use a desktop or laptop.

Using the Tablet App has proven very difficult. So much so that I have largely refrained from using it.

Very difficult to access my courses on my iphone. I have to use my Macbook or desktop for my courses. blackboard is very clunky. The interface is not user friendly nor is it inviting. Why not get better graphics? I am leaning more towards using Moodle.

Very disappointed that the notifications feature for Blackboard messages has been disabled. This is substandard and may impact student retention. How can a professor effectively facilitate student learning, engagement, and success, when the system has disabled one of the very features needed to achieve that goal?

We need all of the add ins. Proctored exams would be so helpful, among others.

We need something better for our students, Blackboard is not a good fit

We need to what other LMS are available

What I dislike the most about Blackboard Learn is that it is slow and clunky. For example, I have to click multiple times to post an assignment. This inefficiency has turned me off of using Blackboard.

When assignments are submitted late, they show up in the Needs Grading feature of Blackboard. I wish that I could keep them there (so that I can see who submits assignments late on a regular basis), but still give them a zero. OR I wish that those ungraded assignments were automatically counted as a zero for their final grade. In other words, students with ungraded late assignments will often times think they have a better grade than they do (i.e. 700/800 instead of 700/1000 because the Grade Center does not add ungraded assignments to their final score. This is confusing for students). Again, I know the obvious solution would be for faculty to give them a zero. BUT in doing so, I can't easily see a list of who has submitted late assignments, when, and what the due date was (without printing out individual reports... which is annoying... I want a running list, just like there is in the Needs Grading feature if I keep the late submissions ungraded).

When teaching ALP courses, there are multiple Blackboard sites assigned to the class, based on whether the students are in the core course or both the core course and the ALP section. This can be confusing for students who do not know which Blackboard page to check.

When we have special courses that have several pools of students (like ENG ALP) the BB sections are never connected initially and we always have to ask to have them put together. Fixing that would help a lot!

Whenever I call the help desk, I get the same two responses: I cannot help you or no one is available now. I call during M-F 9a.m.-4 p.m. This is always the story we want to help you is nothing but talk. When we need help it is impossible to get it.

While I am not a sophisticated user of Blackboard, I find it simple and straight forward to use. I would prefer not to have change to another platform.

While there are other platforms like moodle, I prefer to use Blackboard because I prefer for the students to have a more consistent experience on their end. that way I find that there is less of a learning curve for the students once they become familiar with Blackboard in one class.

Why are we using a system from a textbook company? It would be better if the university was not tied to one group.

Why do we spend millions of dollars on a sub-standard CMS like BlackBoard? We could use Moodle for FREE, and it has more features, more control and is more secure than BlackBoard. AND IT IS FREE. Also, the new BlackBoard in-line editor (BOX) does not allow students to print a .pdf with my comments ON IT. Bring back Crocodoc.

WISIWIG editors in this system are very problematic; the HTML capability is cluttered, and the system is not RESTful.

with more use I will revisit this survey next year.

Within one section of a course, everything works fine. When I try to pull questions from previous courses, it can go smoothly or require extra download/upload steps. The look of blogs is drab, and when I tried them, students did not participate well. I can't view assignments if students don't upload Pdf or Word (some use Pages and Numbers).

Works well for our needs. Every software is going to have issues. There are too many faculty who, like most of our students, do not want to invest the time to learn how to do things but just complain instead.

Would like to be able to access rubrics without a student submission or have the ability to force a student submission. This is necessary for when students give a presentation or some other activity that requires feedback, but not a written submission.

Would like to have notification in Bb messages.

Would like to have the feature of seeing the original discussion question while grading individual discussion questions.

would love to use it in Tablet with Browser Tablet with App Smartphone with Browser Smartphone with App

X

xcb

Your survey is flawed. The first question asks how many courses we teach a year using Blackboard. Depending on your union, you'll get different answers.

APPENDIX:

APPENDIX C: QUESTION #17: OPEN ENDED RESPONSES

17. If you are currently using something other than Blackboard Learn, what prompted you to do so?

A colleague told me about Canvas.

A different university system outside CSU

aaa

adjunct for another university

Adjunct Instructional work who use a different LMS

Administration preferences

Aleks

ALEKS is a stand-alone LMS.

Another college where I worked used a different platform.

Another institution prefers it.

Another institution where I teach uses Canvas, which is very user-friendly.

Another school i taught at used it

Another school I teach with utilizes Brightspace.

As an adjunct, I need the use the other LMS adopted by another school.

BBL is not user-friendly, reliable, or fast. Other systems have better tools and are more reliable. I use Bb Learn to post basic information and to email students on the roster the initial time.

BBL9 is a dinosaur. I strongly prefer LMS that have an airy and simple interface, with a streamlined presentation that makes it difficult for students to say they couldn't find the assignments. I currently create my own web sites, and use tools from the Google Suite (e.g., group work with simultaneous editing, or Google quizzes) to supplement.

Because Blackboard is terrible.

Because the price of Blackboard is ridiculous, and students hate it.

Better system

Blackboard has too many glitches and the students don't like it.

Blackboard is no better than when I started using it in 1999. Canvas is the best, closely followed by D2L (Brightspace is the correct name now, if you're going to be accurate).

Blackboard is not at all user friendly

Blackboard is not friendly to user. Seemingly a stream of problems arise. System failures or shutdowns. Why does one have to login twice or three times? Blackboard is accessed by my students once a week ..only.

Blackboard is not reliable. Students complaints.

Blackboard just seems too confining

Blackboard Learn experiences a great deal of technical difficulty throughout the semesters making it difficult for continuity of instruction for the students.

Blackboard Learn is very slow and clunky. I have to go to the ITI Department every time I want to make changes. This makes it very inefficient on my time. Also, the gradebook is not easily imported to Excel.

Blackboard Learn isn't all that good.

Blackboard learn was experiencing frequent downtime/outages when I started teaching here in 2009-2012, At some point I made the switch to Moodle.I liked the ease of use, drag drop files for uploading and it was more responsive. Plus its FREE!

Blackboard sucks

Campus resources

Canvas is open source and students seem to like it.

Canvas is the LMS that is used at the other university I teach at

Canvas was offered at the prior institution I worked at, and Google Classroom was suggested for the current online course I teach by my department.

College changed LMS

College offered it

Company LMS System

Currently only using BB

Department requirement.Moodle is terrible!

departmental decision

Dependent on the institution that I am teaching for or previous online/hybrid education.

different school

different university: different platform

Dozens of sections in previous years with other LMS systems; Blackboard is what this system supports so that is what I use now exclusively.

Ease and efficiency

Ease of use

Ease of use

ease of use for instructors and students

Elsevier Evolve Solution more user friendly and free.

First of all, your list above is not complete. My LMS is not listed so any results to this survey are invalid.

For my organization external to ECSU, it was a combination of security and funding.

Found Blackboard Learn too cumbersome to deal with.

Frustration with blackboard vista, academic freedom

Full time college moved from Moodle to Canvas

Google G Suite's Google Drive makes managing and reviewing hundreds of mb of photography and design imagery much easier and user friendly

Greater confidence that my effort would not be thrown away when a switch was made to a different system

Greater functionality, ease of use, and performance.

Had to use Sakai for other college I was teaching at.

Hyku was previously used

I also use Digication. However, this is not in the same category as an LMS.

I also use Tophat LMS that accompanies my online textbook.

I also used Angel, but that does not exist any more.

I am a part-time teacher at TRCC and I teach full-time at a high school that uses Canvas.

I am employed by another college that uses other learning management systems.

I am forced to use Blackboard at my current institution, my answers are from my previous institutions.

I am not currently using another LMS. In the twenty years I have been teaching online our system has gone from RealLearning to eCollege to WebCT to Vista. I taught introductory workshops using Moodle to university faculty in Thailand royal universities as a Fulbright scholar. From 1995 -98, I used a website to support my oncampus courses.
I am not currently using another, but have used EMBER in the past and found it easy to use as a student.
I am not using another LMS currently
I am not using it now. College migrated from WebCT to Vista to Learn.
I am presently taking an online class at another college and they use Canvas. It is much better than Blackboard Learn.
I am toying with Google classroom not because so many new students are entering having used it in high school. Plus it is more reliable.
I am using Colorado State's Writing Studio because it gives me more options for writing students, including their chance to customize, and a user-friendly ePortfolio.
I am using content-specific software from the publisher.
I am using Moodle in other institutions that do not have BlackBoard.
I currently use other tools (Google, Slack, OneDrive, youtube, Evernote) as workarounds to Blackboard.
I do not like the lack of ease of use that Blackboard has. There are also MANY times that it crashes or doesn't work correctly and that's very disruptive to classes.
I do not like the structure of BBL and feel it is not user friendly as much as GC for example. I honestly have never heard anything positive about BBL either.
I don't know if this counts but students elect to use Google Docs when they work in groups. I don't require them to use it. They teach one another how to access and use Google drive and docs, especially for writing assignments. Most seem to have Gmail accounts.
I don't like using black board bc it is not easy and convent. I use google classroom to inform students about upcoming assignments or a straight shot to my classroom info to save paper
I don't understand the prior rating question -- I'm not using another LMS now, and I couldn't tell you how many sections I taught per year using those other LMSes. It was a lot, like it is with BB now.
I find Blackboard difficult to work with. It isn't intuitive to me at all.
I have been exploring Canvas since the interface is much easier to use and navigate.
I have only used an earlier version of Blackboard. It has been several years since I've used an LMS.
I have used eChalk, ESchool Plus, and AIMSweb in public school arenas.
I have used Moodle and Canvas as a student and Canvas is very easy to use for students.
I have used schoology but it is not listed as a choice.
I integrate Microsoft OneDrive and Google products into my teaching to get the resources I need. Students also publish to Wordpress blogs.
I like that it is locally managed and controlled.
I use WebEx for live classes to work with students live.
I teach as an adjunct at another school that uses Canvas.
I teach during the day in public school, and they use Google Classroom. I also taught in a high school in which they used Moodle.
I teach full time at another institution that uses something else.
I took a course that used Canvas, and it was awesome because it allowed for face to face contact with the professor and other students. Community college students have difficulty attending twice a week courses for 15 weeks; however, an online face to face learning environment would allow for so much more than our current on-ground/on-line environments. Retention and completion would skyrocket. Snow days would be a thing of the past. Students can ask questions in real time. There is still instructor contact. So many good things about it. No need for brick and mortar bills.... The future is coming; Connecticut community colleges need to get ahead of the curve.

I took over a course that was already set up in Moodle.
I use another platform at another (non C SCU) school.
I use Canvas. I have found Canvas to be much easier and effective.
I use ConnectMath
I use Google Classroom exclusively at my full time teaching job in a public high school.
I use Moodle in my full-time job with my postgraduate residents. We have active engagement at least twice per week.
I use MyMathLab in most of my online and on ground classes as my LMS (it was not listed)
I use myopenmath, it has it's own platform and the math homework is right on it, along with the other LMS feature that I use and need.
I use Pearson's MyITLab, which is tailored to my course.
I use Schoology in my prep school courses
I use the book publisher's LMS. Quiz questions are already created from book material, Dynamic Study Modules are used as exam prep, and the study area has significant resource material related directly to book and lecture.I use blackboard to provide course content & syllabus, publisher's LMS for everything else.
I use the other LMS in another position , I am an adjunct
I use the textbook publisher's website because it's much more reliable, easier to use and has better tech'l support.
I use the web and encourage students to have their own domain to control their identity and data,.
I use what the college I teach at uses.
I used a previous LMS system that is not listed on this list. I am not currently using it.
I used a system when I taught full-time for Voc-Tech School System. Have only used there's and Blackboard.
I used Blackboard when it was a great product. When it merged with WebCT/Vista it took on all of their bad design. it should go back to the ease and simplicity of the old blackboard. Bring on any system that does that!
I used Schoology at my other job and I like it. However, it has the same slowness issue as blackboard. But it lets you create assignments and copy them to other courses.I plan on using Hackerrank to auto run code with built in test cases in the future because this feature is not available in Blackboard.
I used the other LMS when teaching for other colleges outside of our CT state system.
I used to use all kinds of LMS as a student. As an instructor, I have used Vista and WebCT. I just use whatever LMS the school chooses for me. I don't have a choice.
I used to use Illuminate.
I used WebCT previously.
I used what SCSU offered.
I was already using google classroom and moodle.
I was an adjunct at another institution that used a different LMS.
If I could use another LMS without burdening the students, I would in a heartbeat.
I'm familiar with it.
I'm not, but I'd go back to WebCT in a heartbeat. I'd even try something else that wasn't horrible. Not Moodle, though--those MAC people make me angry.
In the math dept we use MyOpenMath for a LMS
Institution selected it.
institutional change
It is a superior LMS (Moodle).
It is at another college system that I use others.
It is easier and more efficient.

It is much more appropriate for teaching mathematics.
It is so much more user friendly for both the teacher and the student. It can handle math problems.
It is the system the other college I work at uses.
It is used at my other job.
It is what my other institution uses
It was the platform of choice by the college.
It's the platform at another institution
It's what the institution used
I've used Edmodo extensively
LMSystems are chosen by university administrators, not instructors.
Mandated by another employer.
Mandated by institution
Mathematics - MYOpenMath
moodle is better and as open source far less expensive
Moodle is free and better than BlackBoard. I can customize each class with different apps, including voice recordings and recorded videos FROM THE STUDENTS.
Moodle is free and does the same as Blackboard...
Moodle was easier to set up, far more intuitive to use and more capable than WebCT and remains so for BB Learn.
More reliable
My Course uses ALEKS which gives me and the students all of the information we'd need. (Although I really don't like ALEKS)
My other institutions use canvas.
MyITLab Pearson Learning System
MyMath Lab - textbook online course management system
MyMathLab ...more conducive and applicable for math courses
MyMathLab is required for my courses.
n.a- I used other LMS when it was instituted by CCSU.
N/A
n/a
n/a
N/A
n/a
N/A
NO
NA
NA
No
no
no because I did not think we were allowed to anymore
no choice
not applicable

Not currently but need to put that the answer for number using is different between the apps up. WebCT was roughly the same number as BB Learn now since BB Learn replaced it. Moodle for was for one class.
Not right now
Not using any other LMS. But in the past found Adobe Webinar and Angel to be much better than Blackboard. WebCT and Moodle were much worse than Blackboard.
Obviously, I did not have a choice in my LMS ...? It was what the institution provided.
only choice offered
Only using Google products at Southington High School
Organization
Other online colleges and universities have adopted other LMS to use.
Other schools I teach at using them.
Our college system chose Canvas.
Our learning platform
Platform designated by University
Prefer moodle implementation and on-campus admin/support
Previous employer
Previous teaching responsibilities at other institutions. It was not my choice.
Previously -- used what the hiring agency used
Professional development course
provided by district
provided by other college facility
Publisher based platform is not listed (LaunchPad).
Required
Required by another institution.
Required by institution
Required by other course I am working on.
required by text for extra assignments
Required by the institution for that particular course
Required.
required.
sadness
School I teach for uses it
School switched systems
Schoology
Simply, to make learning more fun.
Taught at another school
Teach for other colleges
Teaching at another local college. Also 4Cs in CT moved on from WebCT and Vista...
Teaching for another University online
Teaching for other institutions with different platforms
That is what my full time institution uses.

The above question isn't fair: I use the minimum of BB that I need to, but I have most of my course in Google, even though I don't have access to Google Classroom
The College uses it.
The colleges I teach at chose those LMSs
The high school I teach at uses it.
The high school that I teach at went with google classroom. I do not like google classroom testing and quizzing as it does not have the features of blackboard (timing, importing questions)
The institution provided it.
The limitations of blackboard
The LMS was required by the school. I did not have a choice of LMS'
The other school I teach at uses Canvas
The other school where I teach uses it.
The other schools I teach at use those other programs.
The other university where I teach uses Sakai.
The program that I was teaching used another platform.
The school uses it
The text book. You don't have Pearson or WebAssign listed above (though they were part of External Tool list).
The way Blackboard Learn is maintained at CSCU is highly inefficient. I have to go to the ITI department every single time I want to make a change in my course. This is a big waste of time and inefficient. The system is very clunky and slow because of that. I have been using Canvas because the system is clean, intuitive, and simple.
These LMS platforms preceded BBL
This LMS is part of another school's program.
Three of the Universities I teach for have moved to Canvas.
Try something new.
University
Uploading/organizing content in Blackboard is more complicated, limited (or difficult to set up) options for delivering online quizzes (not having due dates, not able to let students review past quizzes, complicated workarounds to extend deadlines/time limits for just some students). Tools/options available in the other LMS that were not in Blackboard. Hard to hide grading in progress grades from students because grade options must be set in multiple places. Cannot delete calendars from old courses.
Use at another institution
Used a LMS that coordinated to the course textbook.
Used it as a student.
Used platforms as a student not faculty
Using a simulation. It enhances the subject matter.
was looking for a more intuitive, visually attractive and welcoming LMS as well as a reliable interface with synchronous discussion technology.
We don't use Vista or WebCT anymore.
We switched from WebCT to Blackboard
What the college has- they don't have blackboard.
Work at another institution that uses Canvas.
Work at another university that uses Brightspace.
zddv

APPENDIX:

APPENDIX D: QUESTION #27: OPEN ENDED RESPONSES

Note: All email addresses were removed from responses to ensure anonymity of respondent.

Q27. Please enter any additional comments you may have here. (Optionally, you may include your email address here):

ONE SIZE DOES NOT FIT ALL. The !@#% !\$#% system office should let each campus make its own choices. As a matter of academic freedom each faculty member MUST have the right to make her or his own decisions regarding the most appropriate means of delivering a course. ONE SIZE DOES NOT FIT ALL.

I also use Blackboard at Quinnipiac. Their IT people set it up so Profs don't have to do all the background work. It is seamless and not cumbersome. A pleasure to use compared to ours.

It would be a huge mistake to choose a new LMS. I'm fine with upgrades to Blackboard, however IT is already overburdened and a move such as this would create chaos.

Thanks to the committee for doing this work, and apparently keeping it faculty designed and faculty driven, rather than farming the work to some outside consultant.

We should either: a) Support the importing of course lists from our database of enrollments to all LMS so that faculty can use what they want or b) Choose a completely different LMS like Canvas.

Changing LMS is NOT a good idea. If people have problems then they should receive training.

I find that Canvas is a much easier LMS to use.

Blackboard is not working well at WCSU. It is unreliable, not user friendly and is not helpful to my students. I used it once and will never use it again. We need a better system.

It would be nice to see what others are doing with BB. The only courses I've seen that use it are my own.

There was a question on the first page that appeared to have the same answer twice. You'll need to combine responses to that question.

Blackboard Learn needs to go. The way it is managed is highly inefficient and I see little hope, if any, for improvements in the future. Plus, we pay a lot of money for this horrible system. We need to listen to faculty and students because these are the ones who use LMS system the most, by far. For far too long the administration dictates and installs support systems (Blackboard, Banner, etc.) without input from faculty and staff. THIS HAS TO STOP!! It is not democratic and has resulted over time in waste of money (a lot of it) and effort.

We should look at Canvas

given that school districts are moving heavily to google classroom I think this should be investigated carefully given that our job is to train teachers it would be a helpful continuity.

I hope we don't change. Perhaps there are cheaper alternatives, but the disruption and additional work it would cause would be a major problem. BBLearn isn't perfect, but it's also not bad once you get used to it. It seems to work well for most students.

I am concerned that in an effort to provide modern functionality and enhanced remote access, we have de-emphasized the importance of OnGround/InClass instruction and given a ready excuse/alibi for flagging student attendance. To my mind, teaching/education is a human function that requires student facing and live student engagement...which is as important as the lessons delivered. LMS like Blackboard are merely a kiosk for course materials and keeping students on the page of classroom...we only get to see them 30x per semester

I would use an LMS more, and be more satisfied with the experience, if COSC did not have a master course model in which even the slightest edit must be approved by the course owner. I prefer the traditional model, which prevails at all other CT colleges and universities, in which the current instructor of record can design and teach the course as they see fit.

Thank you for collecting this data. It is so important. All on-line learning management systems are incredibly valuable for student learning, so the committee's work and decision-making in a crucial initiative. Seriously, thank you.

I began with Blackboard but found it too involved to use. I am teaching 40 years and use emails, hand-outs and on line sources to teach

Whatever LMS we use, it's time we made it possible to give exams without all the paper waste. I've done exams using student smart phones with Top Hat. BBL is great for open book exams, but that approach is not optimal for all subjects. Having students take exams in computer labs is not practical. There is a simple solution and BBL, or whatever system we use, needs to incorporate it. This solution needs to include attendance using smart phones.

I hope they re-connect the envelope icon so that students and professors can easily see at a glance if they have any messages in any of their courses right from the login page w/o having to click on the messages tab in each course.

good luck

The cost of an LMS is important. However in an academic institution you should not always migrate to the cheapest solution or LMS in this instance. Consider the value of the teaching or research resource when evaluating it. The value of a solid, effective LMS is very high for faculty and students. Consider placing a semester fee on students to pay for some of the cost of an LMS.

I prefer using Google sites to post my course information as a part time faculty member. I use Google drive and it is much easier to use.

Thanks for listening! Despite my complaints about how clunky Blackboard is for me, I think an LMS is a great step forward in course delivery. I strongly support looking into other LMS platforms to see if we can improve the environment we teach in.

We need to look carefully at the time and effort it takes to do an on line class or use an LMS in a conventional class. How does all the time spent really relate to student learning? Or is this just a delivery system. Are we doing it to help students learn or just responding to a marketplace?

NA

The trauma of moving to a new platform will be felt most by our most at-risk students

I hear many faculty complaint about Blackboard but I am sure that they would complaint even more if we have a new system. Basically faculty needs to be willing to LEARN to teach online.

In the future, I would like to work with our IT department to find ways to integrate the library's resources into whatever LMS we choose. I think it's important for resources to be where the students are whenever possible.

n/a

The only LMS that I have found to be extremely unpleasant for students and instructors is Moodle. All other LM systems have been strong in different areas, but relatively intuitive for students and faculty.

I have used Blackboard for many years now. I am more or less used to it, but new professors and students have a problem because it is so user-unfriendly. Cutting and pasting should be fixed so that it can be done the normal way if we keep Blackboard. The support at our college is excellent, but from Blackboard, it is horrible. We should consider changing to another LMS

Dump it!

I have only used BB but would be interested in comparing other LMS. I could not respond to clarity to some of the above questions because of my lack of first hand experience with other systems. BB in its current form is clunky and does crash at the worst times. Feel free to contact me.

My fear is that some numbnuts admin type is going to get hold of the survey data and then go out to find the newest and greatest thing in LMS under the mistaken opinion that the next one will be perfect. Folks who whine and moan about the shortcomings of Blackboard are usually technophobic twits or tech geeks who are miffed that some obscure file type isn't supported. I don't think changing the LMS is going to address their issues.

The survey was not particularly well constructed. Too many options per question and the error messages were not clear as to which question the instructions pertained to. There was also no way to unselect some options. Not impressed.

I would consider using a LMS if it is adopted per input from people who regularly use them and can therefore make an informed decision. When I was a high school technology teacher, teaching manufacturing in the high school, I used Google Classroom. I used this to disseminate written reading, lessons, videos, etc. Students did not want to use the LMS. They said they would rather have direct instruction from the instructor. Go figure!

What ever system we use really will need to be able to link to Publishers course content. In business we use excel all the time. What ever the LMS that is brought in the Microsoft office suite should be the standard for file sharing.

Please note that although inexpensive, google classroom does not allow for testing options such as limited time, order of questions, or input of questions (must be typed individually). I don't really recommend google classroom especially since the revamp this summer so that you cannot differentiate notes, assignments, discussions, etc.

Blackboard is clunky, inflexible, and frankly boring to use and engage with as a faculty member and student.

X

Waste of money to replace Bb Learn.

What I really object to is this whole business of freezing our course shells and not being able to correct/modify on the fly as needed.

1. I think students should have access to their grades for all classes, so some system, preferably BBL, should be mandated. The ability to find syllabus and assignments on-line is important. 2. I have found the support at Three Rivers outstanding by courses offered and one-on-one help from Kem Barfield.3. Though I have taught four on-line classes over the last four years, I have only had students from Three Rivers. Is it easy for students from throughout the CSCU to sign up for on-line from other schools? I thought that was a good idea from the new plan.

It would be useful to integrate OneDrive into the course if possible. Especially if this could lead to permanent access to a cloud for students from course to course and after they graduate. Sharing of knowledge across the educational community could be transformational. Sharing of background on students from course to course would also be transformational, but I doubt if that would happen if it's a FERPA problem. Too bad

any system should support, not replace the human being teaching the course.

Blackboard is a good system when you have training, three rivers needs people to train faculty and students on blackboard. I received my training at Eastern Connecticut State University as a faculty member there.

I use Blackboard only as a way for students to see my syllabus. Everything else is assigned in class to forward their learning on specific subjects.

The latest iteration of BB seems to not allow copy/moving a folder full of files. This semester I had to laboriously create a new landing folder, then open each folder I wanted to copy/move, and laboriously copy/move each file and link, one by one by one. SO TEDIOUS!Also, in this process, BB seems not to be able to allow moves to nested folders. Again, tedious workarounds were necessary. Nested folders just don't show up in the moving procedure.I'd love to be able to copy/move a whole folder with files intact. If web links can't be done this way, then alright. I can live w that. Thanks

I used Canvas as a student at the University of Bridgeport. It worked seamlessly. documents opened in the appropriate application and not a web browser with limited functionality.

I would love to have access to Google Classroom. I tried to use OneDrive for a few semesters, and it just wasn't as efficient as Google. I always give students the option of opting out of Google, but so far only on student has.

Students have finally learned the ins and outs of how to use the system we have now. Changing it would be disruptive.

I do not feel comfortable using technology. When there are problems with it, it is difficult to get assistance. It is quite frustrating.

I don't have experience with it, but I heard that Canvas is an excellent LMS. I heard this from students who have used it at other institutions. I've also heard that Canvas may not be able to handle such a large number of students in one instance (all twelve community colleges). However, I believe it would be a good idea to investigate the possibility if the committee feels that Canvas is a better LMS than Blackboard. I've seen screenshots of Blackboard Ultra, and I am very concerned. All twelve community colleges should have access to Turn it In. Safe Assign is not robust enough for effective use.

Bb has been the single most effective technological tool I've used to organize my teaching. Students need more training in how to use it, and all professors should be required to use some kind of LMS, period. It's 2018, the digital age, and not using technology in one's teaching is choosing to fall behind and it's shortchanging students. Everyone should get with the program.

Please don't make us and our students learn another system unless it really is an improvement.

Canvas is a much better LMS compared to Blackboard.

Blackboard Learn is useful, however it is outdated and lacking in features and functionality. I would prefer if we consider either an upgraded version of Blackboard Learn or alternate options of learning management systems.

Grading sections are very hard to use and counter intuitive. Averages presented to students in LIMS do not match my grade calculations by up to 15 points throughout the course, although final grades do match.

I would prefer not to leave BlackBoard at this time, though if a new/ superior LMS is available I can likely be persuaded. But I do not want to jump on the bandwagon. I have colleagues who wish to use free services and decry BlackBoard's utility/cost, I can appreciate their argument. But I cannot imagine moving forward with online education without a common LMS; however, I would *NOT* want a requirement restricting faculty access/ use of an external LMS if it were freely available to the student and preferred by the professor. No BlackBoard mandate, but lots of upgrades in BB and lots of support is my preference.

I would like to see more science courses online.

To do anything online at SCSU is cumbersome and often difficult.

We should change only if there is an obviously better alternative, especially along the dimension of user interface.

Blackboard is a poorly designed program, unless of course the purpose of its design is to endlessly frustrate you. My students and I detest it. I would eagerly welcome an opportunity to learn to use a new learning management system such as canvas which several other students I have have spoken about positively.

Your survey is broken. The question on this page: Please indicate the opinions below that match your beliefs: [select all that apply]* has no selection if none of the statements match my beliefs which is the case.

Used system in another state, need None of these as an option for the college in which another LMS system was used.

Blackboard interface needs to stay simple and usable. We don't need more bells and whistles, we need streamlined user experience, I spend more time organizing Blackboard elements than teaching an on-ground class.

Blackboard must be less expensive than other systems; I can't imagine any other reason colleges would use it.

Thank you for all your efforts!

Blackboard is not the best system, but we are now used to it. And, I can expect that students know how to enter the system and access my courses. These are important items to consider before making a change. I am not convinced that the whole 17 institution system must have the same LMS - but each individual institution should have one that is used by all members.

I have used various LMS versions in use at the time in the System. I have adapted as we changed. The current version of Blackboard Learn is superior to other LMS we have used. I do not have a problem with it and hope we continue with it. We all have to adapt as things change and I will again if a change is made. Blackboard Learn works for me and my students.

If the university system plans to teach more online courses, another system would be better.

Go with Canvas!

I think the benefit of a LMS for a studio art class is limited. The course could be run just as well, essentially, off line. But perhaps with more training and an updated interface I could be convinced otherwise.

I like Blackboard quite well.

Canvas would be best

Any LMS will require a reliable secure and trustworthy system that supports testing and response systems.

Our education budget is being cut, so we should use open-source for ALL our computing, not only because they are usually better, but because they support education and imagination.

I teach many more courses for Central Texas College than I do for the community college system in Connecticut. Central Texas College has always used Blackboard products for as long I have worked there. I have used many other LMS systems, both as an instructor and as an online student. Although, it has some minor annoyances, Blackboard Learn is the best LMS I have encountered. The one thing that irritates me most about it is its use of Box as its tool for inline grading of papers.

A person to person training approach is the most helpful to someone who is not as technologically adept as those who are married to technology as a lifestyle.
I am not teaching at Housatonic this academic year, but I have in the past and expect to in the future.
I like that I can copy courses in Blackboard. This saves me a lot of time in prepping. As an adjunct instructor, I do not have a lot of extra free time to keep recreating a course each semester.
I would prefer to stay with Blackboard learn, I have seen some instructor's courses and they are hard to follow and a mess and difficult for students. I think if there was a standardized way to set up the courses and everyone get training to make sure their courses were set up properly then it would be much more efficient for students, leading them to be successful. I think a lot of times, teachers don't see what it is like to take their course, and simplicity and streamlining is the key when no one is there to help the student navigate.
The system changes all too frequently, and it is difficult as a part-timer to be trained. Also, the instructors, while very nice people, proceed at a pace that is too fast and leaves me feeling like a total incompetent. As a result, I don't attend training anymore.
I need a system that can take more than two layers of folders so that students can easily find material for multiple content areas for each class. I am worried that the sheer number of items required in my course will cause the students to miss important items if there is endless scrolling involved. I am teaching in a flipped format and use blackboard extensively to help students prepare for class prior to class. There are numerous files for each class.
I use Blackboard mainly to post materials such as articles and assignment schedules that have been given out in class that students may misplace or miss if they were absent from a class. Also it is very important to my class that I use Blackboard to post announcements: reminders of quizzes coming up, changes in the homework assignment, or a class cancellation due to illness.
Blackboard need to fix its issues or we need to move to a different LMS.
Please change and get rid of BB. Now is not soon enough.
None.
I would love to learn Blackboard or something equivalent to use for my students but I haven't had the training. I feel as though I'm at a disadvantage with the students by not having it. I believe it helps students keep track of their grades better. Also, my students sometimes miss class because of work and family demands. Blackboard would keep them up to speed and let them know what their assignments were for the class(es) they missed. Thank you for listening.
I hope that we explore ways to enhance Bb or a new LMS. I believe this is a critical component in our students' educational experiences. As it is, Bb is very subpar. Again, my main issue is with the interface and overall layout. It reminds me of the LMS of the 1990s when I was in college. I recently used D2L and it is much more enhanced in terms of user interface and web layout. I hope you would consider enhancing our institutions' ability to design and implement educational content through LMS by improving Bb or implementing a new LMS.
I am always interested in trying new more efficient learning management systems.
I work with a more robust Blackboard at UCONN. The CCSU is missing out.
I never thought I would teach online but I have learned to enjoy trying to create lessons in this format since it seems like it is here to stay. Having a calendar where I can easily view and edit due dates IS A MUST. Also, easier grading tools and discussions without having to click all over are my main issues.
Also arts and humanities.
Although I am an adjunct and not a full time faculty member, I am willing to share my experiences with other LMS systems. Because the courses I teach at ECSU are Onground, I use the LMS (BB) to augment the resident class experience. Furthermore, I use the LMS for specific topics when I believe this will provide a better learning experience for the students. Respectfully
I am familiar with other LMS although Blackboard is the only one I have used extensively. I think resources would be better spent upgrading and troubleshooting the existing system rather than looking for another. They all have bugs.
A powerful LMS with all the necessary features that are EASY to setup is the key to have lower/no cost course material for the students.

I would really like the opportunity to try out new LMS for future online courses. I believe Blackboard is too glitchy and we would benefit from looking at cheaper and more user friendly options. I think Blackboard Ultra will be a downgrade from what we already have. I participated in the training to discuss Ultra and am very concerned about that new Blackboard version. It is limited in function and ease of use.

Let's get ahead of technology in teaching. This State is not going to be able to afford old school ways for much longer. Face to face online technology will open our doors to so many more students, help them stick with it, and allow them to be more successful. Think 10 or 20 years from now; not two semesters. Gotta think outside the box!

We have filled in so many of these surveys and nothing ever happens. We get the same problems. There is no support when it is needed. The support comes after the need has been solved. There is such an arrogant we do not care attitude when we call for help. We have been trained to figure it out ourselves and not bother anyone.

This survey is too long, and I've got better things to do with my time- like teach the course!

I use Blackboard extensively especially in my online course. It takes a very long time to set up my class website at the beginning of every semester, especially if I am teaching online. The thought of your changing the entire system to a different LMS system is completely daunting. I am extremely dedicated to having my Blackboard page be very complete and helpful. But, as I am an adjunct, I do not have even more time than I already devote to setting up an entirely new system. I strongly believe that it is more important that I focus on new and great activities and assessments for my students than having to do the administrative work of migrating to an entirely different system. I hope this is not what you are planning. I do not believe in being anonymous so I am happy to give you my email, but there is no need to reach out to me. Thanks for giving me the opportunity to share my thoughts.

Enhancements to the current LMS would be beneficial. Training is needed for faculty and students alike. Having everyone use this to keep track of grading would be beneficial especially if something were to happen to an instructor mid semester. Grades would not be lost. Finally, an attendance tracker would be excellent. I don't know that this exists in our version.

N/A

I am concerned about the disruption that would be caused by moving to a different LMS other than Blackboard. I have been trained by iTeach and have taught using Blackboard for the past ten years. In my experience, Canvas is not very intuitive, and would require extensive training before moving all of my courses to such a new system. To be honest, faculty would have to be trained, at CSCU expense, over the course of a semester before moving to a new LMS, and this would be a major disruption to the all important mission of providing a quality education to our students.

Don't make us jump through hoops to load our files. Make it Mac-like, where we SEE our files in our folders, along with their dates, file sizes, and type.

Please consider including students' voices in this process. They are the individuals who face the most challenges with using Blackboard Learning.

I do not want to switch from Blackboard. I have invested an exceptional amount of time into setting up my Blackboard course pages and would be incensed if a change were made to a different LMS. I find Blackboard to be very user friendly and easy to pick up with little to no training. There are not sufficient reasons to make the change and it would be extremely disruptive to teaching and disrespectful to faculty who have invested so much of their own time to set up the courses in Blackboard. I strenuously argue against moving away from Blackboard.

Students must be required to attend an LMS training session on-campus before the first week of classes.

na

None.

Whatever option you choose, please make sure there is plenty of training for faculty, including adjuncts.

I would prefer to stick with Blackboard IF Blackboard's product can be cleaned up and we can experience fewer glitches. The problems are a lot frequent than they were a year ago, but they are still too frequent. For the money we pay, Blackboard should be delivering a more reliable product. I am whole-heartedly opposed to a static course menu, no matter what LMS we use. The static menu interferes with academic freedom AND an instructor's ability to logically and effectively meet the expected course outcomes. Different courses have different outcomes; we cannot expect one model of course menu to be appropriate for all. Clearly, the static

menu is a quick fix for other problems which should be addressed: faculty training for those who need it; heavy workload for those dealing with trouble-shooting glitches. A static course menu is a poor quick fix for deeper problems. We should address those problems rather make a static tool which, for some, will grossly undermine the quality and effectiveness of the course. It would be better to stick with the problems we have than to use a static menu to limit them a bit but bring on others. The long term results will be devastating to teaching and learning.

Please keep Blackboard. It helps me and my students.

I hate Blackboard.

I would like students to add multiple email addresses so when I contact them I know they will see it.

There needs to be better leadership to push more faculty to use a LMS. Students come from CT high schools that are using Power School and Google Classroom which provide so much feedback for students to gauge their progress. When they get to higher ed, there is a HUGE lack of information and feedback given to students. Faculty need to be pushed to get into the 21st century!

Blackboard has evolved over the years. Instructor input has been taken seriously to good results! Why start from scratch with a new LMS? Let's improve those areas that are problematic.

Part-time faculty have different schedules and needs than full-time faculty. Failure to recognize this is not helpful to part-time faculty.

Blackboard is working just fine for me.

I feel blackboard and other LMS are wonderful tools that can be used to enhance the onground learning experience. I would also be interested in using then for online course through ACC

I really love eCollege and I really hate Brightspace and D2L.

N/A

I am not knowledgeable enough on LMS's to offer insightful comments, but I do utilize Blackboard to a limited degree and suspect I could make more use of it with training.

I use moodle and Canvas at other institutions. They're all good, just different. Ultimately, while the consistency of remaining with Blackboard is appealing (for continuity's sake), whatever is for the greater good of CSCU is what should happen.

Blackboard is okay but is pretty frustrating in many ways so I definitely think we should look at other alternatives. But it would be nice if faculty could have a chance to look at some of the alternatives before a decision to change is made.

A one-size-fits-all solution (e.g. one version of one LMS for all departments, schools, and universities and colleges in the CSCU system) is a guarantee of failure. We need an array of options for different faculty constituencies, with different disciplinary and pedagogical imperatives, to choose from.

I send materials to my students via email.

In addition to investing in software, it would be good to have investment in personnel.

Students praise me relentlessly for NOT USING BLACKBOARD; NOT using blackboard has helped my teaching evaluations a lot.

Everything I have seen suggests to me that we could probably arrive at a superior experience with available open-source software PROVIDED THAT we had sufficient technical staff with expertise in the relevant web technologies who were empowered to work with instructors to develop the solutions that worked best for us. That is, however, an awfully large provided that and nothing I have seen about university budgets in Connecticut suggests that hiring such staff is in the cards. I indicated above that I believe there are cheaper alternatives. I'm not sure that's entirely true, given the need for hiring and retaining talented developers. But I strongly suspect that having such developers on staff, and putting them in a position to actually collaborate with faculty, would pay real dividends.

I don't feel I fully understand potential tools and capabilities of Blackboard Learn. Probably my fault at least in part for not getting more training, and I am sure info is probably available on Blackboard itself. Still, I feel there is a disconnect with information not reaching and being accessed by faculty. This might be a problem with any LMS, but perhaps something that could inform the choice of a new LMS in case of a switch.

I find it interesting that every student needs to take math, yet not only does Blackboard learn not handle it well at all, but the survey doesn't even list it as an academic area.

n/a
Expecting part-time adjuncts to spend unpaid hours in training is wage theft. Please bear that in mind.
I have very large numbers of questions in tests that I have just copied into new course shells. I cannot imagine having to recreate all of the tests in another LMS.
I do not like Blackboard. Make it stop.
Blackboard critical for my teaching.
Constantly upgrading and changing technology is annoying, time consuming and wasteful. Switch only if something is much better.
Blackboard Learn is an awful LMS. A cluster of unorganized choices, very hard to find the function needed; no online attendance function; please consider using alternatives
BBL is fine as is.
Ah, another committee.
I like Blackboard and think it's useful. I need to learn more of the functions.
Blackboard Learn needs to go. To replace it, we should include students' and faculty's input. In fact, since they are the main users, their input is the most important one. I've had enough of too much administration's role in choosing anything that has to do with pedagogy because we end up with something that is bad, ineffective, and expensive. It is ridiculous and it needs to STOP.
I tried going to a few Blackboard Learn workshops, but the trainers seem to think we all know the basic system, (most do know) and hurry along with the training. So I figure, what the heck, and never implement it. You really have to get better trainers. They usually seem like they are in a hurry to get the training over with.
I also use Blackboard Learn at another college so I included that in the number of course sections I teach per year. I do like Blackboard Learn, but think exploring other options as a comparison is never a bad idea. I'd love to be on a committee to explore alternatives.
LMS is the next wave of teaching. Whether we all agree on its' effectiveness / ease of use / appropriateness for our students, we have to jump on board with new teaching methods as we have to meet students where they are at. And, unfortunately for all of us, tech is the latest 'gadget' that our society has embraced for information transfer and knowledge. I expect these tools will become more comprehensive, hopefully with some type of synchronous approach that works for the whole class, and with more features that help us to emphasize the content rather than mucking about with the software. ;+)
My use of Blackboard Learn is limited to online training for our staff. Because I use it so rarely, it is difficult to keep current and use the system. I'd also prefer something that is more visually stimulating for my students.
Don't replace Bbd with any other system. It would require a new learning effort on my part that I don't have time for. Leave well enough alone!
I use email to communicate with students, because I've found many do not take the time to learn Blackboard. Equally, with the influx of texting, I feel having a method similar for faculty, to text, or have more direct access to students, would be beneficial. I thought about using Blackboard for handouts or communications, but have found that if they're locked out, or have to go anywhere extra then someone is always left behind. I envision faculty cellphones, actively texting info to students.
I am a retired full time faculty member who taught on-ground and on-line for over 25 years. I now only teach on-line. It is isolating, impersonal and flat. There must be a way to better communicate in a more personally connected way with students. I believe linking their personal email to my college email might help. Maybe including SKYPE, too.
I like Canvas better than Blackboard Learn.
Each university should have their own system adapted to their usage
Without having used other LMS it's hard to say if the grass is greener on the other side or not.
I have attended instruction on Blackboard. I am interested in learning more about using on line learning software that I make. I have used mathematics on line learning software with students but found it was not adequate in that students just gave answers and I want to see reasoning. I teach mathematics but am getting a history degree at WCSU for fun. I have used the learning software in history courses and found it helpful and would like to learn how to apply it to my mathematics teaching.

I've gotten used to Blackboard but if there is an LMS that is more nimble, with drag and drop features, I would support an upgrade or change.

I would like to utilize an LMS that has secure testing application

I am extremely happy with using Blackboard Learn... I have been teaching with it since the webct days and would not welcome a change to a different platform (if it is being considered). If you need any further info my email

I am not familiar enough with other systems to make an informed decision if an alternate system is better than Blackboard Learn.

Blackboard works well. All LMS have limitations. A change of LMS would require more work than would be beneficial. I don't have the time to redesign my courses in another LMS. Please keep Blackboard.

Bev King is wonderful! She gives amazing support and keeps us up to date on all issues pertaining to distance learning. Thanks to Bev!!!

My biggest complaint with Blackboard Learn is that it offers WAY TOO MANY options on display at all times, and sorting through them gives me a headache. There ought to be a way to format usage so that a teacher could choose a basic or enhanced format - or simply exclude functions that are not used so they are not always on display. Having so many options to choose from - with 9/10 of them never used, or even understood - creates stress and uncertainty, and makes me less efficient. It also causes me to forget the things I learn whenever I do get training in the use of the system, because weeks or months later I find myself looking again at this dizzying array of choices.

I would like to see some features in blackboard enhanced. I would also like to see quick snippets of instruction based on specific features, that may not involve full trainings for experienced LMS users.

PS The Writing Studio (writing.colostate.edu) is free and open source.

This survey was entirely too long to read thoroughly. I did not read most of the choices on this page. Everyone is asking for just a dollar here, 5 minutes of my time there... it really adds up, and I am swamped with tiny tasks, and everyone gets bent out of shape when I don't do one of them. Let me live.

I have low standards because I'm used to being handed a tool and told I have to teach with it when it comes to online learning.

Consider the program CoursePlus

I'm definitely interested in ongoing assessment of learning management systems and would like to volunteer to be involved in further work on this issue. My email is

I strongly believe that moving away from Blackboard will prove very costly in the end. It is my feeling that the aggregate number of online and hybrid courses will be negatively impacted, and will be extremely slow to recover.

I served on a System Office committee concerning LMS software choice about a decade ago. We were manipulated to validate an LMS choice that had already been made. So I have absolutely no confidence that this is an honest attempt to do anything constructive. So go ahead and validate whatever choices that have already been made.

I find some students don't have access to reliable technology at home. Because they work, coming to college to use college stuff is either a luxury or an inconvenience.

I am a new instructor this year and have not received training in Blackboard. Some online tutorials would be helpful (not sure if they are offered already!)

I would not like to change to another LMS. Making improvements in the current one would be much better option. Many complaints come from the fact that faculty are reluctant to get any training in using Blackboard and changing the LMS won't put an end to those complaints. Faculty that are teaching online or want to teach online should be willing to learn to teach online.

I am an adjunct professor and use blackboard for all of the classes that I teach. I also am a full time high school teacher and we use google classroom for everything. It is a great inexpensive way to manage a classroom. It would work well for my current classes. One major downfall would be not having a grade book.

I don't have experience with other learning management software but Blackboard seems to be okay.

I like Blackboard because of the flexibility of format and advanced technology. However, I have used Canvas and find that students seem to like it, as well. My only issue with Canvas, so far, is its' limited technology for timed assessments.

I have noticed that we have lost some of the customization abilities over the last few semesters. In order to make some changes to images/banners/etc, we now have to go to our distance learning coordinators. This seems like an unnecessary change, which now makes more work for both the faculty members, and the distance learning coordinators. Is it possible to put this access back into the hands of the faculty who are trying to build their courses?

I feel Learning Management Systems promote distance between students, teachers and the learning experience. Additionally, I feel they discourage spontaneity in the classroom. Email works just as well. Although I am currently teaching part time, I am an Emeritus Professor of Art, having taught 21+ years full time at Eastern.

Although I find it easiest to continue using what I already use, I have no objection to the LMS being changed if it will be an improvement over what we have.

Although expensive, Blackboard is by far the best system and we should stay with it.

Probably makes sense to have departments select, standardize and train for an LMS that best fits their needs. Hard to do with so many Adjuncts.

Canvas is far better than Blackboard.

N/A

In many cases, mine included, an HMS (Homework Management System) is sufficient. They are often packaged with textbooks. There is an open source alternative (MyOpenMath, which despite its name could be used in many disciplines). There is a relatively cheap alternative (Lumen Online Homework Manager, based on the same technology as MyOpenMath). They include delivery of course material, gradebooks, and communication tools. Perhaps a collection of more sharply focused resources like these can be used in combination with light-weight/cheap LMS tools, and offered ala carte. The biggest problem with Blackboard is that it tries to be everything to everyone, including the kitchen sink. It's too bulky and bloated to be the best tool for anyone. I strongly suggest dumping it and any other be-all-end-all LMS. * None of the statements in the first question match my opinion. The form forced me to select one, so I selected one that was at least similar. On the other hand, if I'm wrong and we found an LMS that wasn't cluttered with 1000 options I would never use, I might just use it.

thanks!

I use BB to post reading assignments sometimes and to email my class directly. We often have technical failures. My students tell me about how awkward the system is to use, but they do not report problems to IT. In my experience, it seems a cumbersome system. We need to remember that some students do not have desktop computers at home or internet access at home and that they often use their phones.

I prefer to use google drive

We don't need to throw technology at our students for them to learn. Much of the best instruction we can give them is through plain old face-to-face interaction, time on task, and just-in-time interventions. Most of our students need the kind of attention an LMS cannot provide. I feel that Blackboard has made it easier for many faculty members to disengage from their students, not the other way around.

Most colleges, include many 4-year universities where I have worked all use Bb, it seems to me more universal and widely used than any of the other learning platforms.

Been teaching for forty years. Do much more can be done for Connecticut

I use ALEKS and myopenmath. Since I am already using programs that have an online grade book, message center etc. I don't have a need for blackboard.

Use ALEKS which offers a gradebook, message center etc.

I use slideshare.net it's much better. I just post my class notes there and never had a problem.

None

My only criticism is that we need to do a better job teaching students how to use Blackboard. They are lost and I use a considerable amount of time clarifying how to use Blackboard.

At other institutions, I also worked in academic affairs. The level of academic misconduct and plagiarism increases dramatically with master shell environments and becomes the primary responsibility of faculty. I sincerely hope that will not be the case at our institution. I have taught in our system for over 15 years because

I can ensure actual learning and the academic freedom while adhering to learning outcomes provides customization opportunities for students to derive the maximum learning benefit. Thank you.
I don't think of ALEKS as an LMS, but it is a digital format for working and communicating with math students (who are required to use the platform in my math courses).
I do not only teach at a CSCU institution. This is reflected in my numbers.
Please don't get rid of Blackboard
Good luck and thanks for all you do!
I've used Canvas as a student, and it is terrific. Much easier to navigate than Blackboard, and more reliable. I've used Blackboard as both a student and an instructor, and I hate it. I find myself using it less and less because it is so unreliable and not easy to navigate.
none
Does the College offer a full-fledged professional development for BB in the summer, before the fall semester?
n/a
...
The best LMS I've ever used is NYU's Classes, built on Sakai. Blackboard is a mess that belongs in 2002.
TXCC & NVCC
I don't know that The best means to organize course materials and communicate with students is through learning management systems. It's an interesting question and invites debate over what exactly an LMS IS. If a course website clearly organizes all class content, is that now an LMS? Or does an LMS require the integration of diverse tools (organizing content while offering test pools, discussion boards, etc.). There are a lot of effective ways to organize course materials and communicate with students outside of LMS structures, but only LMS structures contain the multitude of components necessary to teach effective online classes. FWIW, I still find the best and most effective way to communicate with students is face-to-face, even if you're in an online setting (video chat, etc.). Most efficient may be a different conversation ..
I teach 2 classes/yr for NVCC, the remainder are taught at Albertus Magnus College. I use Google Apps for Education (G Suite) there.
Blackboard needs to be better optimized for mobile use.
I just hope any training is specific to each department.
LMS does not help me at all in a studio art course.
Please stick with BB.
Better training might help me use Bb's potential better. Changing to a different product would not.
I have learned how to use BL on my own and it helps so much with all my courses.
Our LMS administrator has no support and no resources for training faculty or student. Asking one person to do everything related to BlackBoard is ridiculous. Give her resources so she can assist faculty and students.
There will be complaints with no matter what system is chosen. I would place a greater emphasis on the cost as almost all LMS provide similar functionality.
Blackboard is a very useful system for communicating basic information to students. However, as a writing instructor, I feel it is much more important to use paper-pencil grading with personal notes and meet with students in individual conferences rather than do most or all communication online. Only with a back-and-forth in-person conversation can students (especially ESL students) improve. Online is cold and impersonal -- detrimental to the growth of student skill and interest.
Given the proposed changes the CSCU is planning to implement, careful consideration should be given to keeping some constants. Why would you propose to change the LMS when many faculty don't use the one we have. I am not sure faculty choose not to use BB because it's difficult to use or there isn't enough training or support. Rather, I believe faculty become comfortable in their pedagogical approaches and using an LMS is not in their comfort zone. If you want faculty to use an LMS, then it needs to be put forth as a policy and faculty should be held accountable. Changing the LMS is not the answer in my opinion. But, let the data speak for itself with this survey. Thank you.

There will be problems/issues with any LMS, but Blackboard seems to have more than most. I would be interested in participating in future efforts to collect info about usage of the LMS systems and how we can improve what we decide to pay for/support.
Nothing in this survey asked about students needs. Certainly they have concerns with ease of use, and different expectations between different faculty and even different LMS. They need consistency too.
It'd be nice whichever LMS we choose, it has a mobile component or ease of use. Since students are all primarily mobile now anyway. Nice to be able to access on phone or web/PC/Mac etc
Talk to students.
I am not likely to use LMS resources extensively, but I am open to some limited use in appropriate and effective ways. At any rate, it would be best to have more fully-supported (by IT) options available than BlackBoard. If we get rid of BB, I will not mourn it.
The best means to organize course materials and communicate with students is through learning management systems. This is a double-barreled question and invalid. Thank you for polling the faculty about their views on the LMS. Please dump Bb Learn. Canvas is much better for multiple reasons: 1) It is more user friendly and intuitive for faculty and students;2) It interfaces well with 2.0 technologies;3.) It can better serve our assessment goals. How much time would it save departments if Learning Outcomes could be immediately linked to embedded assessments? 4.) It might save our students money. Could our Education students could do what they needed to do within their LMS and not have to purchase TaskStream?
we needto move from blavkboard to moodle for online
na
The periodic reminders that a version of Blackboard is about to die and that it will be necessary to manually move material is a disincentive to learn and relearn a system that is not stable. Chalk and paper really do work without all the silly bells and whistles.Purchase of any such program must be up to the FACULTY at EACH teaching campus separately, NOT to a useless system office that knows absolutely NOTHING about teaching. Use of any such program must be entirely VOLUNTARY on the part of INDIVIDUAL faculty members as a matter of academic freedom.
I would much rather have an open source LMS if we have to have one. I don't even care if it is better than BBL, as long as it works. I think Moodle is better and always liked using that compared to BBL, but I stopped because I thought it was better for students to have consistency in the LMS--not that I think that needs to be imposed from above.
The way the summary is set up make it seem like my preferences contradict on another. What I mean is: If we can find an alternative that will have similar functionality AND will save the system a lot of money, we should do it. If we stay with Blackboard they should really upgrade aspects of the system like the grade book, which is really unintuitive. If we are moving to more online courses, then there needs to be a lot of work done on discussion boards. E.g., A distinction between primary and secondary responders who could be grouped, and linking these to the grade book. Learning a new system would be a pain, but I am willing to do so if it makes things better for the students. However, I would want some similar functionality.
I also teach at another pirate university
N/A
I have used Blackboard Learn since 1997, when it was first introduced at my graduate institution, and I have used it at three different institutions. I have found it to be extremely reliable, with problems largely emerging on the user side rather than with the system itself. Then again, I do not work in IT and know the effort that goes into maintaining this system.
I teach courses for CCSU's online M.S. in Data Mining and would like to use much more online content and tools. I've been here long enough to experience past changes of LMS and know that it is disruptive, but I have grown to hate Blackboard Learn based on past problems and recurring annoyances.
If you plan to change from Blackboard it is essential that all extant materials, especially video lectures, are migrated without any delay or damage to their use. I have nearly 5 years of materials that I would not be able to replace easily. Any change must allow significant time to prepare for the change. As an adjunct, I would like to be considered for payment for preparation time.
Whatever system we use, it should import grades from the LMS directly into Banner. And don't tell me it can't be done. Also, we need to have better response for clicker incorporation into the LMS.

I teach art, and there aren't a lot of handouts I give. Syllabus and 5 assignments.
Moving from Blackboard would cause significant stress - even with migration support
Simplification and visual learning/practice!
Out of the above options, I would select: I would prefer to stay with Blackboard Learn with minor enhancements.
none
Blackboard is terrible....to complicated
I would like to keep using Blackboard. It took a lot of effort to have a smooth running online course and I see no reason to change the platform.
I have not been properly trained to use any management system.
N/A
As a primarily self-trained database administrator, I was an integral member of a corporate team that converted our business from paper and patchwork computer systems to an integrated Enterprise system. As web master for my alumni group, I am also familiar with imodules, a popular interface for college communications.
Sections of courses taught include summer/winter sessions. In answering the question about choosing another LMS other than Bb Learn does not necessarily mean Bb Ultra.
in the College of Arts and Sciences, math is considered an art not a science .. not sure which selection applied in previous question...STEM stands for science, technology, engineering and MATH ... thanks for not including this major branch
N/A
I had no CSCU training in Blackboard, but didn't need it; I've used Blackboard extensively at another institution. The system is convenient and well-known, but also cumbersome in some respects; I have no particular allegiance to it. But as a part-time faculty member in CSCU, I urge you to consider the amount of time it would take (time that would probably be uncompensated) for part-time or occasional faculty to get up to speed on any new system.
My brief experience using blackboard was horrible
I prefer instruction through workshops and hands on situations.
Blackboard is a case of what (when I was a software engineer) we used to call rampant featuritis. It is SO loaded with features that it is unwieldy to use. I try to avoid it...
I'm ok with Learn 9. At some times, I'm convinced that whoever designed the system had never taught a course. But I've gotten used to it. I'd be open to change if it's an improvement.
please make the system easier!
Having used only Blackboard Learn, I am not aware of available alternative LMSs. However, I can't help thinking that there must be a better, less expensive system out there that we could use.
Why isn't mathematics listed in the academic area list?
Again, better interface with multiple versions of android devices and a good FACULTY app with the ability to conduct activities and be productive, not just read content
None
I do not feel it is necessary to complete this long survey again for the other institution I work at. They both use the same LMS with the only difference I've found is the layout (which I have shared in previous questions).
n/a
I am not familiar with other LMS besides Blackboard Learn and its earlier version, Vista. I do find it an incredibly useful tool to organize course information and allow student engagement with course content outside of on-ground class time.
none
I love DIGication and hope you continue to support.
Nothing comes to mind
none

This type of technology would not enhance my courses.

N/A

None

I have used Blackboard in another institution in 2011. It was different then than BBLearn, of course. I took the training in BBLearn this semester but have not used it except to upload by course outline. I am not very tech oriented and did not find BBLearn easy to use but that may just be me--old school, struggling to get up to speed with technology for teaching and learning. I don't deny its value. It is just that I have taught successfully for decades without an LMS so I do not see the value in having to put a lot of time into learning an LMS (and teaching part-time--I am a retiree). However, I am not knowledgeable about whatever else there may be out there (open source or for purchase) that may be better, more effective, and/ or less complicated than BBLearn. I am not opposed to using an LMS to enhance my on-ground course but would have to be convinced that it would make my students' learning experience much better if I put time into learning and using the LMS. If I were to teach an online course, then I would like to use an easy to learn and use LMS. Is there something better than BB Learn? I don't know. But I am open to ideas from those who have more experience and knowledge of various LMSs and have the capacity to differentiate good, better, best!

DO NOT MOVE TO MOODLE!Blackboard has all of the features and functionality required for courses

Ideally blackboard could fix some of these issues and we would stay with blackboard but it wouldn't hurt to look to see if there are systems with less steps that are more user friendly. I'm happy to clarify the concerns I have raised: My email:

We don't need more tech. We need less tech. We need students showing up in the classroom, ready to participate and to learn. We don't need new ways for them to skip class.

Any electronic grading system I have ever used has had multiple and seemingly random problems resulting in much time lost by me trying to correct the issue. In addition, these systems need to be much more intuitive and easy to use, as we are first teachers, not computer specialists!