



LMS/ED TECH SURVEY RESULTS

survey
LMS
software
analysis
e-learning
system
management

March 2019

LMS/Ed Tech Survey Committee

SURVEY BACKGROUND

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 results and one to write the summary report.

The output of the committee includes this report and its executive summary attached, a more detailed report and evaluation of each question on the survey is also available.

OVERALL SURVEY INFORMATION

- The purpose of the survey was to gauge the current views of CSCU faculty regarding use of Blackboard and other LMSs.
- The survey had 27 questions and branched towards respondents who did not use an LMS, those who only used Blackboard, and those who had used alternative LMSs.
- The survey was sent 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) using local faculty distribution lists.
- It was active for over 3 weeks to an estimated 7,147 full and part time faculty members based on 3rd week Fall 2018 faculty lists.
- The survey received a total of 2,180 responses (31%). Some of the respondents answered only a small number of questions. Approximately 1,740 respondents (80%) finished the entire survey.

ANALYSIS

The survey data was analyzed using some descriptive statistics and visualizations. Open ended text questions were coded into thematic groupings by multiple coders, and the output reviewed by members of analysis and writing subcommittees. Frequency analysis of resulting themes is presented through visualizations.

SURVEY DEMOGRAPHICS:

Total Number of Respondents: 2,180

- 1,952 use or have used a Learning Management System as an instructor (90%).
- 228 have never used an LMS as an instructor (10%).

Of the 2,180 respondents:

- 804 Full Time (37%)
 - 676 currently use Blackboard (84% of full-timers)
 - 69 don't currently use Blackboard but have some past or current LMS experience - with Blackboard or other systems (9%)
 - 59 have never used an LMS (7%)
- 936 Part Time (43%)
 - 667 currently use Blackboard (71% of part-timers)
 - 146 don't currently use Blackboard but have some LMS experience (16%)
 - 123 have never used an LMS (13%)
- 440 Undeclared/did not answer question about the FT/PT status (20%)
 - 343 currently use Blackboard (78% of undeclared status)
 - 35 don't currently use Blackboard but have some LMS experience (8%)
 - 46 have never used an LMS (10%)
 - 16 unclear - have some LMS experience, but abandoned the survey on the second question (4%)

Of the 1,952 respondents with LMS experience:

- 1686 use Blackboard (86%)
- 250 do not currently use Blackboard (13%) but have some current or past LMS experience.
- 16 unanswered (1%)

Note: Additional survey demographic breakdowns are available in Appendix 3.

KEY SURVEY RESULTS:

DEMOGRAPHICS QUESTIONS

- Of the 1,698 respondents to Q25 on on-ground/hybrid/online classes taught: the majority are teaching on ground classes (88%). Respondents teaching online or hybrid are 37% and 20%, respectively.
- Academic disciplines (Q26): most of the respondents were in Arts/Humanities, STEM, Social Science, Business, and Health Sciences.

NON LMS USERS:

- 228 respondents indicated that they do not use an LMS (Q1). Below are the top 8 reasons of the 199 respondents that indicated why they are not using an LMS (Q21):

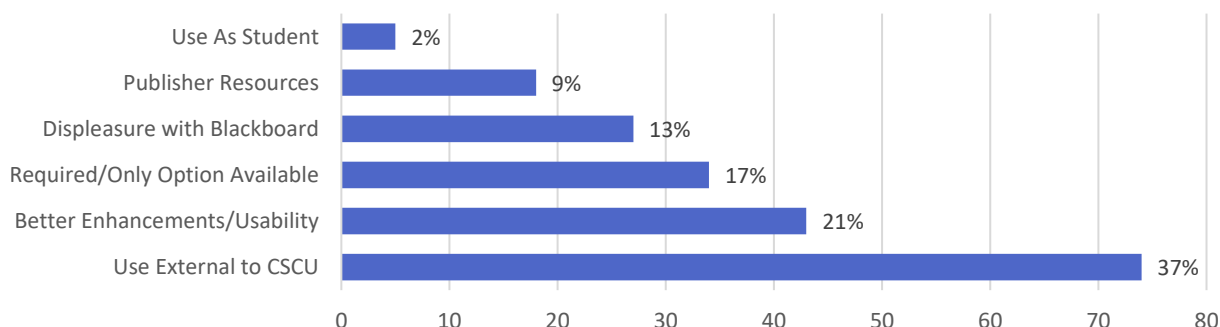
21. Why have you not used a learning management system? [select all that apply]		
Total responses: 199		
Response	# of Respondents	% of Respondents
I don't need to provide my course materials digitally.	84	42%
I haven't received adequate training.	66	33%
I don't know what it can do for me.	65	33%
It 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%

USAGE OF ANOTHER LMS:

- 586 faculty members (out of 1,691 who answered the corresponding question) indicated they have used an LMS system other than Blackboard (36%). The majority, 1,033 faculty reported they have only used Blackboard (64%).
- Of those faculty who have past or current experience with another LMS, the majority are/were using the alternative LMS in the same way as Blackboard: post syllabus, communicate with students, grade assignments, house content, track grades, provide feedback, engage students, assess learning, and facilitate discussions.
- Regarding the 201 faculty who use another LMS, their responses to what prompted them to do so are displayed in the graph below.
- Other currently used alternative LMS systems include (in order of most popular to least popular): Canvas, Moodle, Google Classroom, Desire2Learn, Home-grown, Sakai, and eCollege Learning Studio.

Reasons Instructors Are Currently Using Other LMSs

Respondents: 201 (9% of Total Surveys)



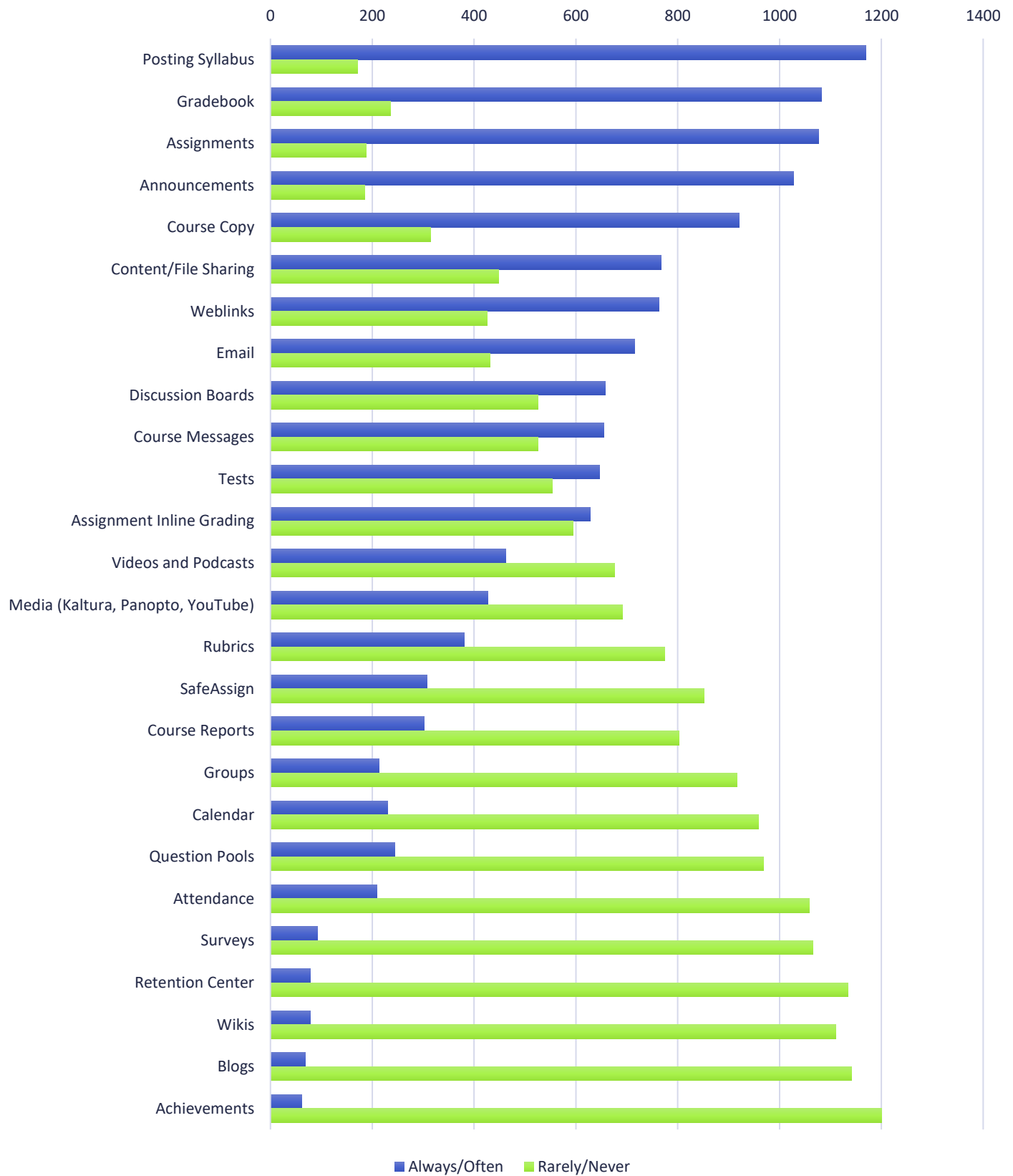
BLACKBOARD USAGE:

- 1,686 Faculty members (87% of those who answered the related question) report using Blackboard.
- 630 Faculty members reportedly using Blackboard for at least 1 online section during the school year. 326 use it for at least one hybrid section, and 1,200 use Blackboard in their on-ground sections (in at least one section).
- 642 faculty (237 of them part-time) use Blackboard ONLY for on-ground sections.
- 156 faculty (59 of them at Charter Oak) use Blackboard for Online sections only.
- Where respondents were asked if their usage had changed over time:
 - 609 of 1,412 responses reported *no increase* in usage (43%):
 - Where use increased, the top two reasons cited were:
 - Increased level of comfort with the technology (34%).
 - Seeing more utility for it in one's teaching (34%).
 - 1,181 of 1,403 responses reported no decrease in usage (84% response ratio);
 - Where use decreased, the top two reasons cited were:
 - Blackboard is not intuitive and is difficult to use (6%).
 - Blackboard is too time-consuming (5%).

TOOL USAGE:

- 1,409 respondents answered questions regarding the frequency of use of each Blackboard tool.
- The 10 tools MOST used by all (in descending order) are: syllabus posting, gradebook, assignments, announcements, course copy, content sharing/file sharing, web links, email, discussion board, and course messages.
- The 10 tools LEAST used by all (in descending order): Achievements, blogs, wikis, retention center, surveys, attendance, question pools, calendar, groups, and course reports.

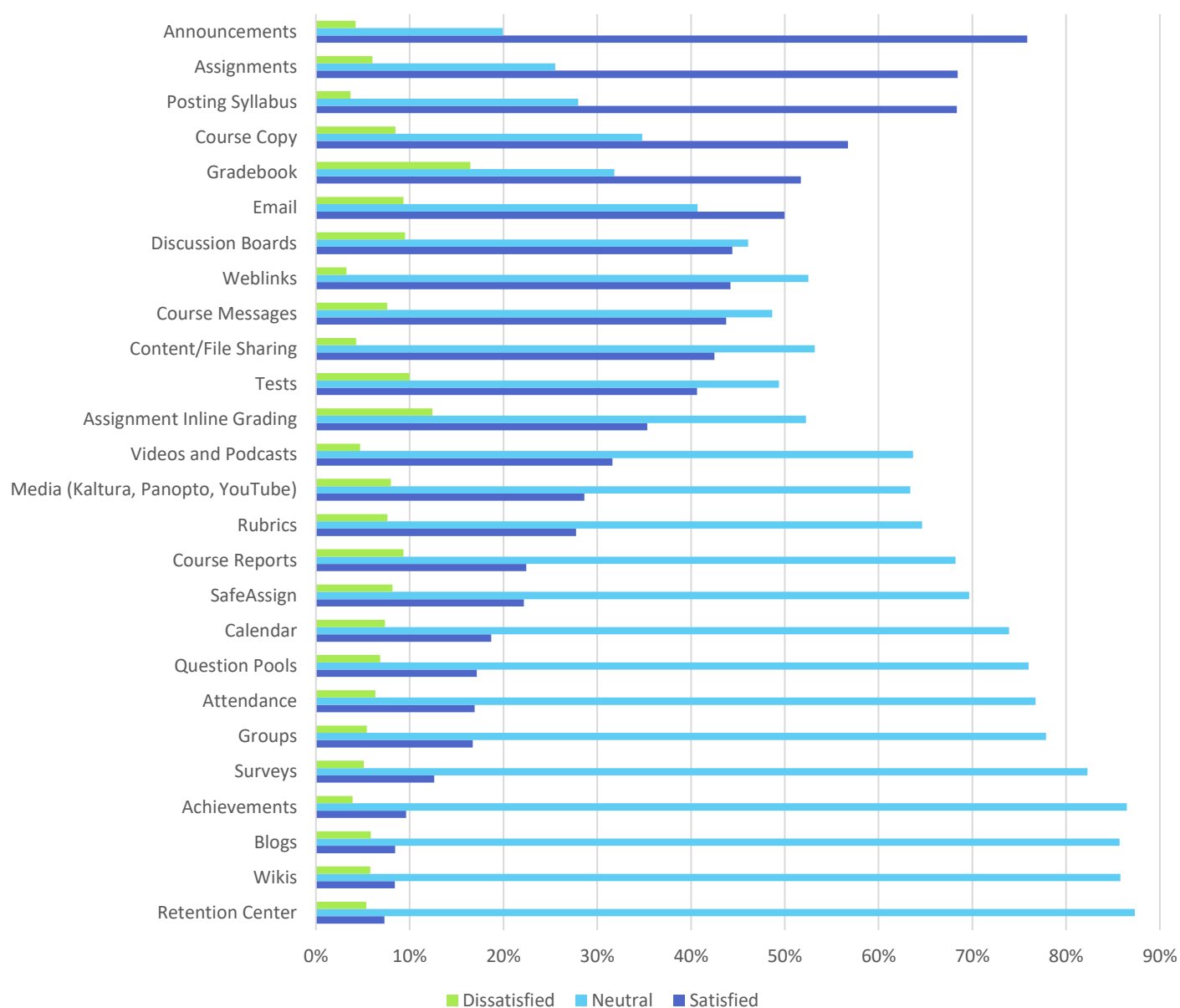
Tool Use: Number of Responses



Faculty satisfaction with Blackboard individual tools varied greatly.

- Tools associated with the highest level of **satisfaction** included: Announcements, Posting Syllabus, Assignments, Course Copy and Gradebook.
- Tools associated with the highest level of **dissatisfaction** included: Gradebook, Assignment In-Line Grading, and Tests.
- However, responses associated with neither satisfaction nor dissatisfaction, i.e. **neutral** responses, predominated for the majority of (the least used) tools

Faculty Satisfaction with Blackboard Tools

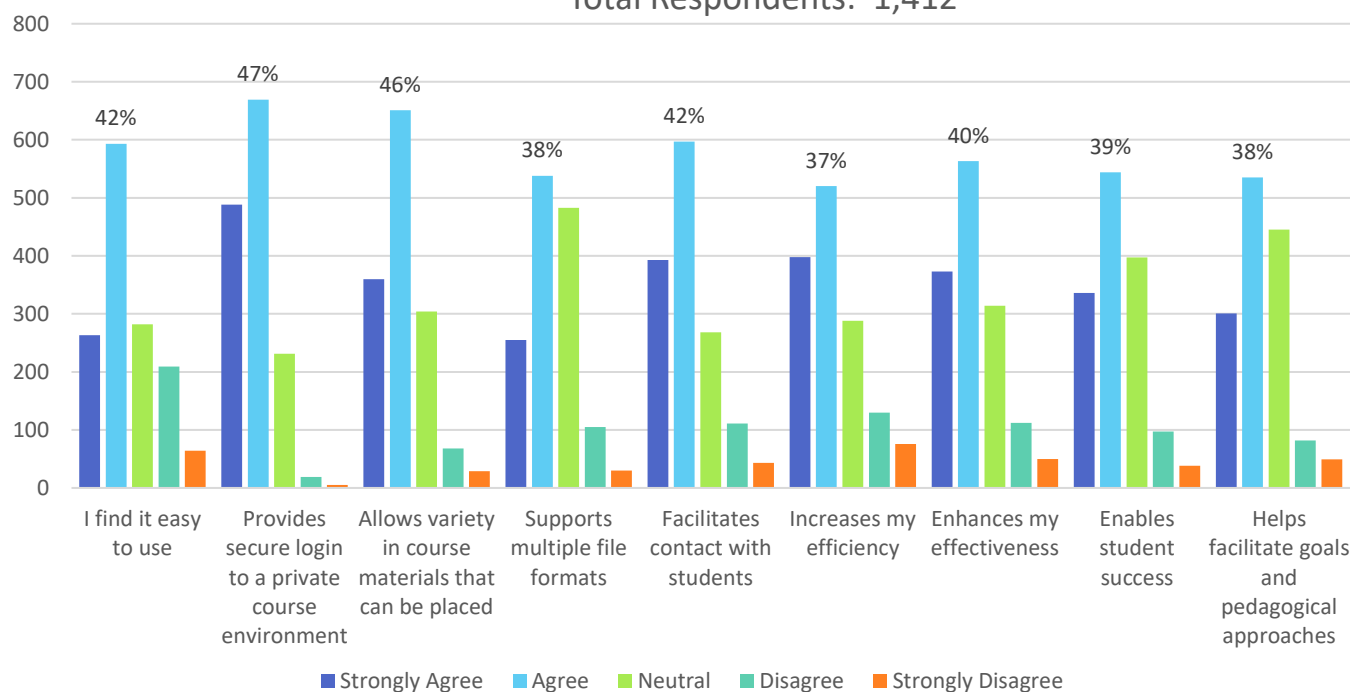


OPINIONS ON BLACKBOARD:

- Faculty were asked to indicate their level of agreement with the following general statements about Blackboard:

Opinions on Blackboard Learn

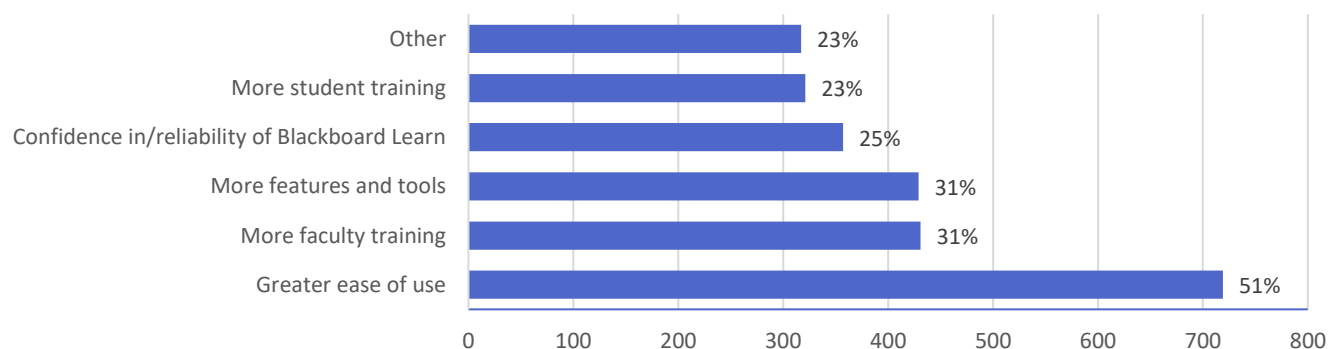
Total Respondents: 1,412



The survey solicited responses regarding what would encourage greater use of Blackboard. Over half of the 1,406 respondents indicated they wanted greater *ease of use*. *Training* and *more features* were tied for second place. Responses were consistent even when responses were categorized by part time, full time, or undeclared status.

What Would Encourage More Use of Blackboard Learn

Total Respondents: 1,406

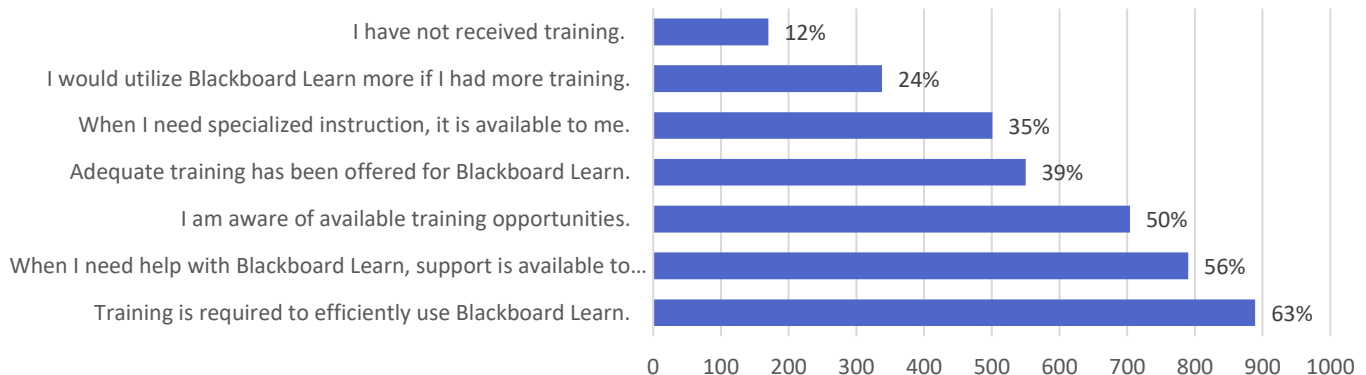


TRAINING:

- 1,412 faculty responded to whether they agreed with specific statements regarding training. Overall, 63% of respondents agree training is required to efficiently use Blackboard. Campus specific data is available.

Opinions on Training for Blackboard Learn

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



OPEN ENDED QUESTIONS AND GENERAL LMS OPINIONS AND BELIEFS

Q13: Please add any comments you may have about what you like or dislike about Blackboard Learn.

Q13 provided the opportunity for faculty to add comments about what they like or dislike about Blackboard. The most common **themes** included: usability, effectiveness (i.e. does what is supposed to do), infrastructure, mobile application, grading, training, and tools.

The top categories for faculty comments are listed below.

Positive:

- Effective
- General non-specific comments (eg. I like Blackboard).
- Training

Negative:

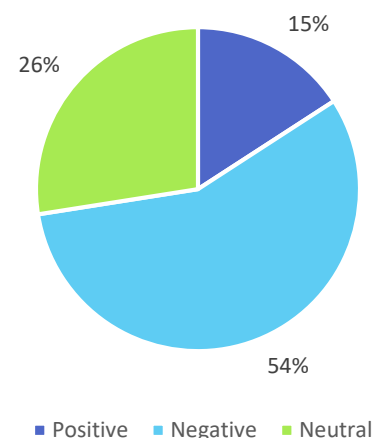
- Usability
- Mobile application
- Grading
- Training
- Tools to communicate

Neutral:

- Suggestions
- Training

Blackboard Comments by Attitude

Respondents: 620
(28% of Total Surveys)

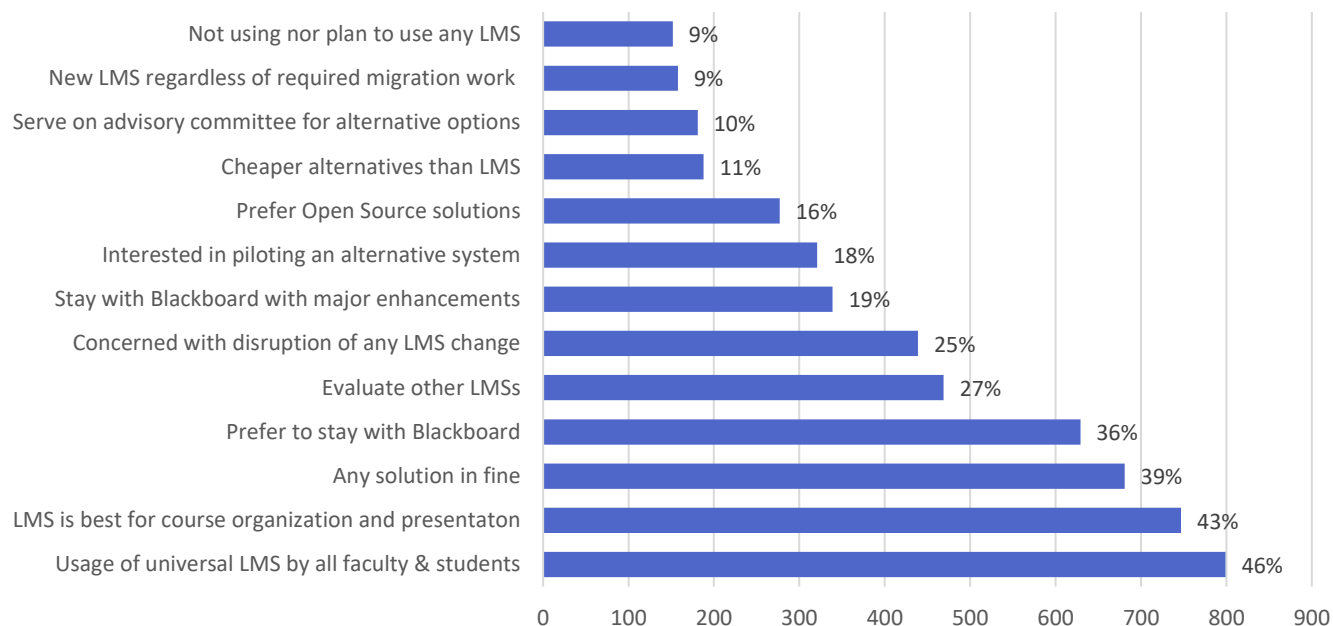


Q22: Please indicate the statements below that match your beliefs

In Q22 respondents were asked to select all the statements that matched their beliefs. Most of them chose *multiple statements*. The response ratios are indicated below.

Instructor Opinions/Beliefs

Total Respondents: 1,740



The results indicate that the vast majority of respondents support the continued usage of an LMS:

- The most widely supported statement by survey respondents (46%) is that it is important to have a universal, institutionally supported LMS, for consistency.
- A comparable number of respondents (43%) think that the LMS is the best way to organize course materials and communicate with students.
- Only 9% are not using nor planning to use any LMS.

Mixed Views:

- 39% of respondents indicated they can adapt to any solution chosen.
- 36% stated a preference to stay with Blackboard, 19% prefer to remain with Blackboard *with major enhancements*.
- On the other hand, 27% support investigating a new LMS; 18% are interested in piloting an alternate system; 16% support open source solutions; 11% support less expensive alternatives, 9% prefer a new LMS regardless of the work involved in migrating.
- 10% indicated interest serving on an advisory committee to review other systems.

Based on responses, the overall perception and opinions of faculty are diverse and mixed, there is support for both keeping Blackboard and searching for a new solution.

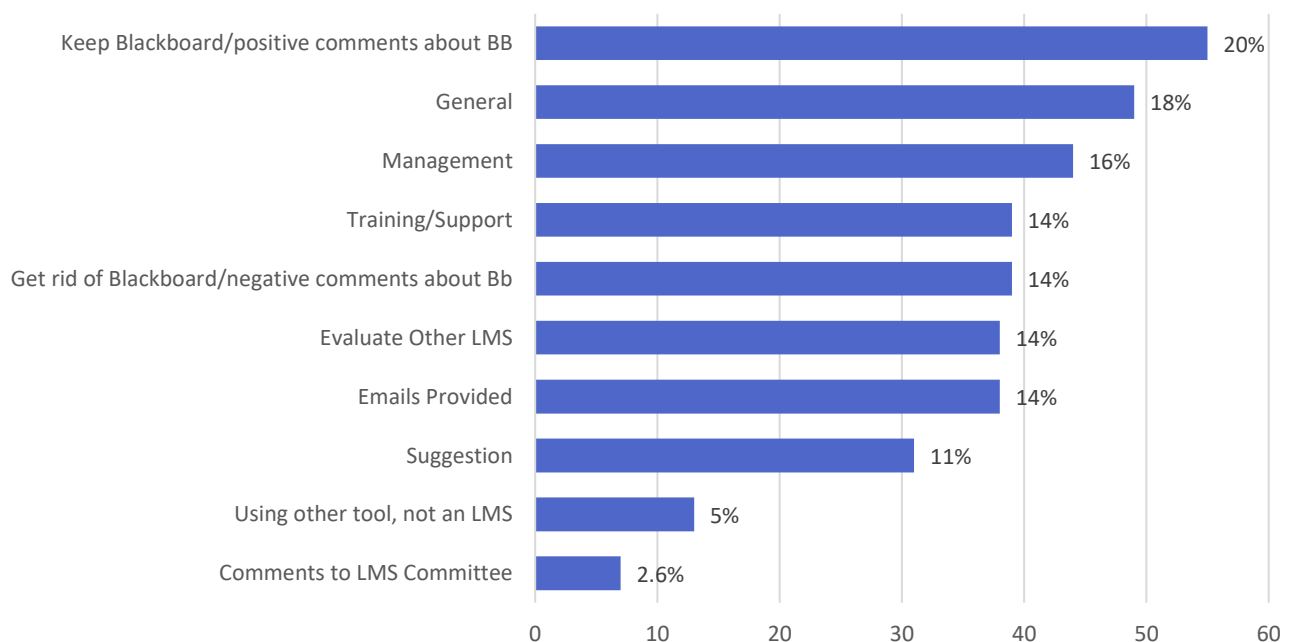
Q27: Please enter any additional comments you may have here. (Optionally, you may include your email address here):

Q27 was an open-ended question requesting any final comments for which 270 respondents did. The comments were divided into 9 categories:

- Keep Blackboard or positive comments about Blackboard (20%)
- General non-specific comments (18%)
- Comments relevant to Management (16%)
- Replace Blackboard or negative comments about Blackboard (14%)
- Requests to evaluate other LMS (14%)
- Comments about training and support (14%)
- Product or course delivery suggestions (11%)
- Preference to use other simplified methods/tools (5%)
- Comments to LMS/Ed Tech Survey Committee (2.6%)

These final comments again reflect the diversity of the opinions across faculty: comments to keep Blackboard and other positive comments about Blackboard being 20%, while suggestions to replace Blackboard and other negative comments were 14%, and requests to evaluate other LMS being 14%.

Additional Comments Made by Respondents
Total Respondents: 270



ADDITIONAL ANALYSIS USING AGGREGATED DATA

A comprehensive attempt to evaluate the data for an in-depth analysis of nearly all the survey questions was undertaken to categorize responses according to the following:

Questions were analyzed by:

- Full-time vs. part-time faculty.
- Universities vs. Community Colleges users.
- Online vs. on-ground user.
- Teaching modality: online, hybrid, and on-ground.
- Presumed light users (1 on-ground course) vs. Presumed heavy users (teaching more than 2 on-ground & more than 5 online courses) per year, or Faculty teaching 1-2 courses a year vs. faculty teaching more than 6 courses a year.
- Faculty with other LMS experience vs. those with only Blackboard experience.

Among the questions that were extensively analyzed were:

- **Q4:** What factors, if any, have persuaded you to increase your use of Blackboard? [select all that apply]
- **Q5:** If your usage of Blackboard has decreased over time, what factors contributed to this change? [select all that apply]
- **Q6:** What changes would encourage you to make more use of Blackboard?
- **Q7:** Please indicate how often you use the following tools in Blackboard:
- **Q9:** Please indicate which external tools you make use of in your Blackboard course section(s). (An external resource is content or tools that are linked to from within a Blackboard course section): [select all that apply]
- **Q10:** Please indicate your level of agreement with the following statements regarding Blackboard:
- **Q11:** Please select the statements you agree with regarding training for Blackboard: [select all that apply]
- **Q13:** Please add any comments you may have about what you like or dislike about Blackboard:
- **Q22:** Please indicate the opinions below that match your beliefs: [select all that apply]
- **Q27:** Please enter any additional comments you may have here. (Optionally, you may include your email address here)

Some marginal differences were found when comparing the answers of the above questions when analyzed by various groupings (eg: campus, work status, modality of section delivery, etc.) but those did not change the overall evaluation results.

Note: To maintain brevity in this report only four grouping graphs for Q22 only are included, however, all related charts and graphs from the extensive analysis can be found in the full analysis report.

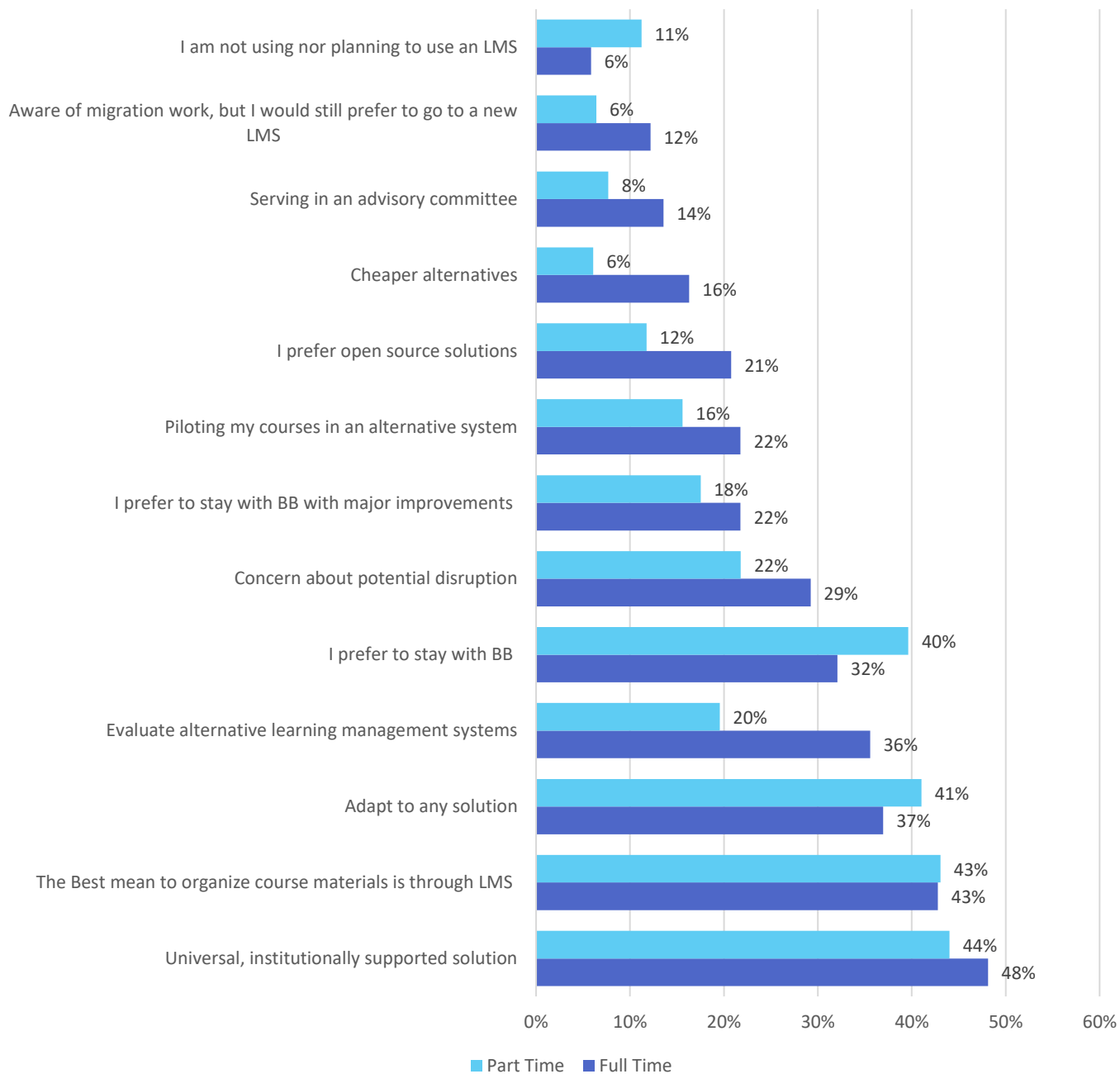
Q22 in association with other data:

Additional analysis of responses to Q22 in association with other data:

Opinions/Belief Statements By Full Time vs Part Time Instructors

Total Respondents: FT=804, PT= 936

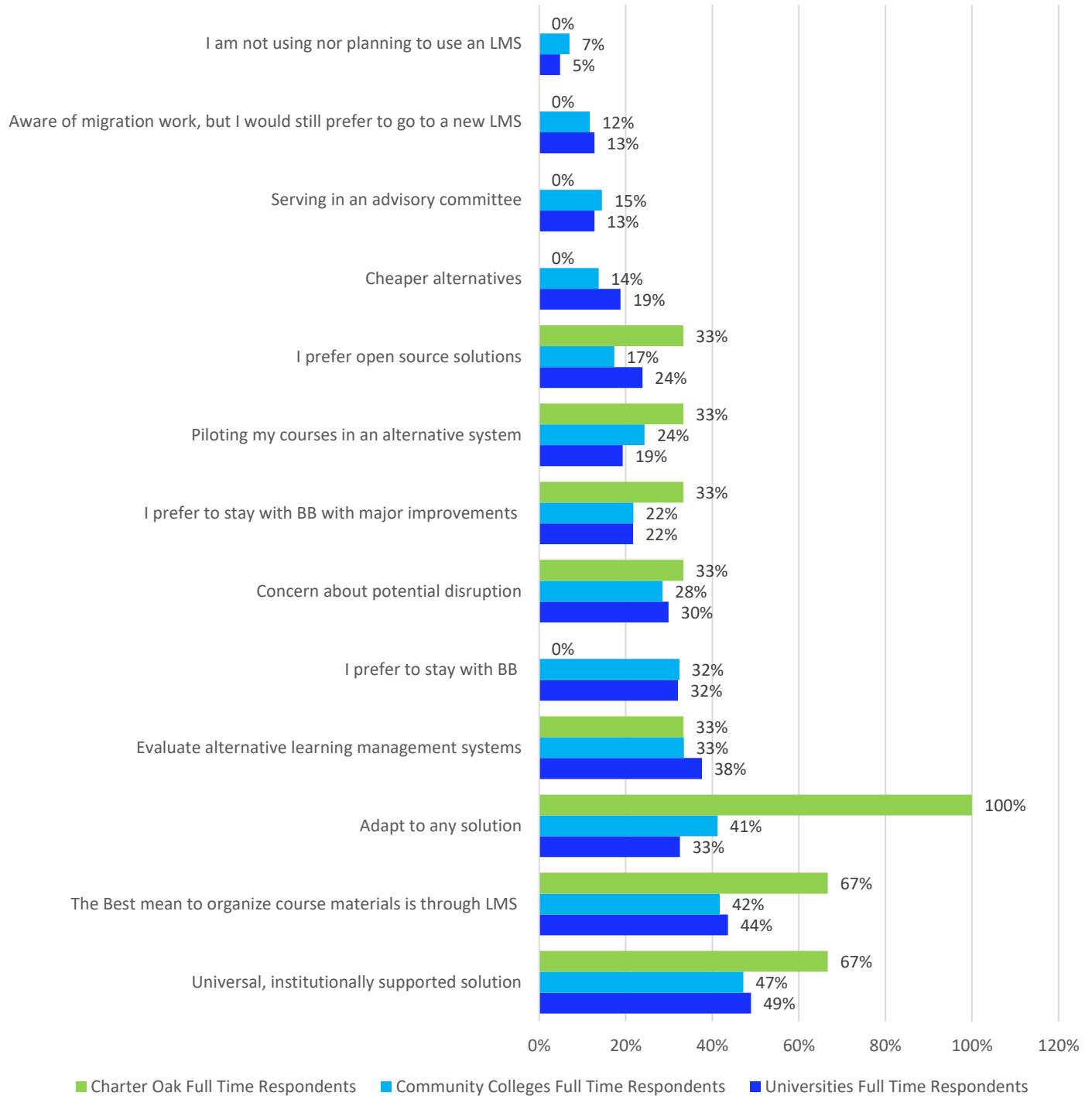
* % are Based on FT/PT Group Association



Opinions/Belief Statements By Full Time Instructors By Campus Grouping

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

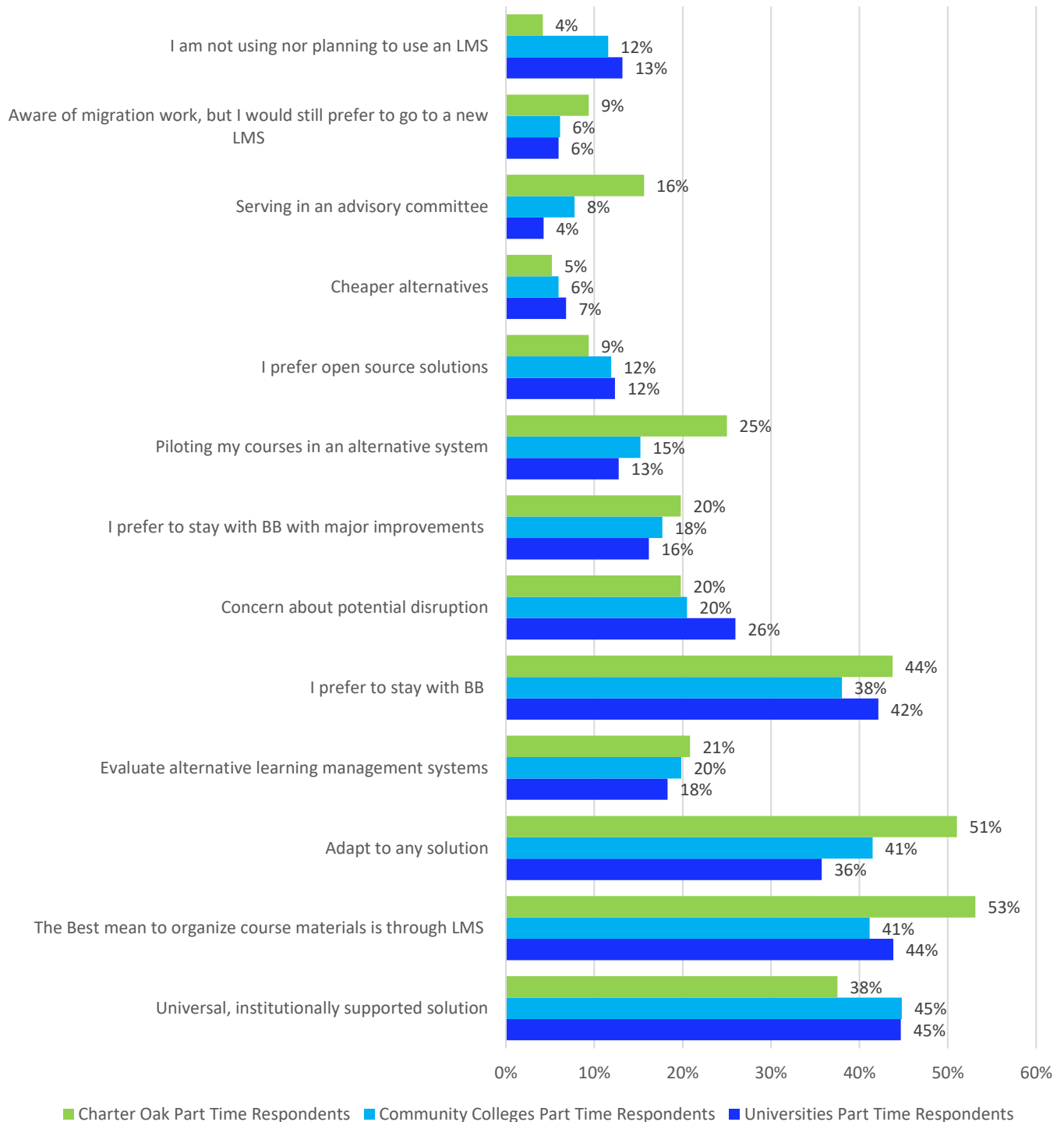
* % are Based on Institutional Group Association



Opinions/Belief Statements By Part Time Instructors By Campus Grouping

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

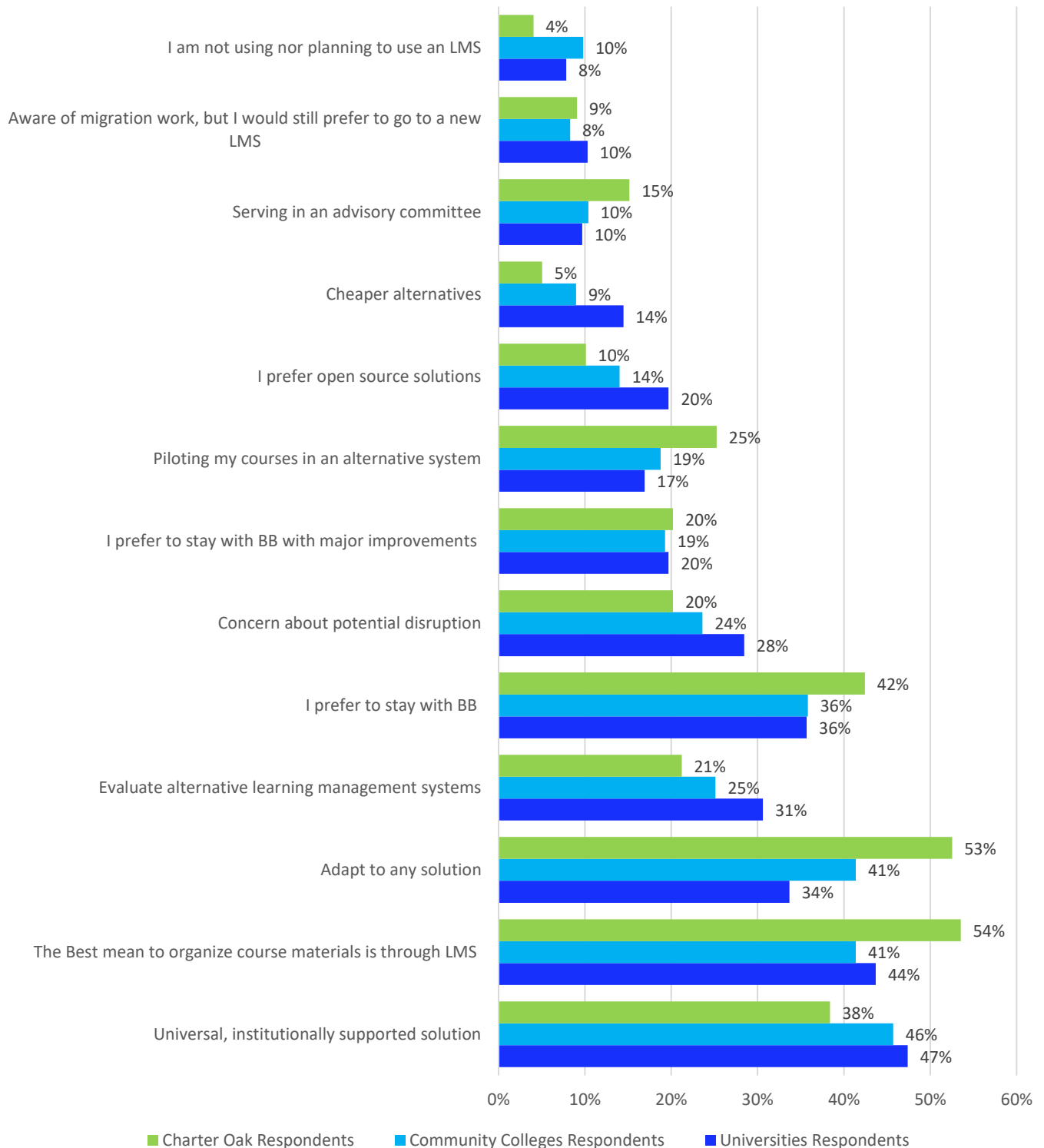
* % are Based on Institutional Group Association



Opinions/Belief Statements By All Instructors By Campus Grouping

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

* % are Based on Institutional Group Association



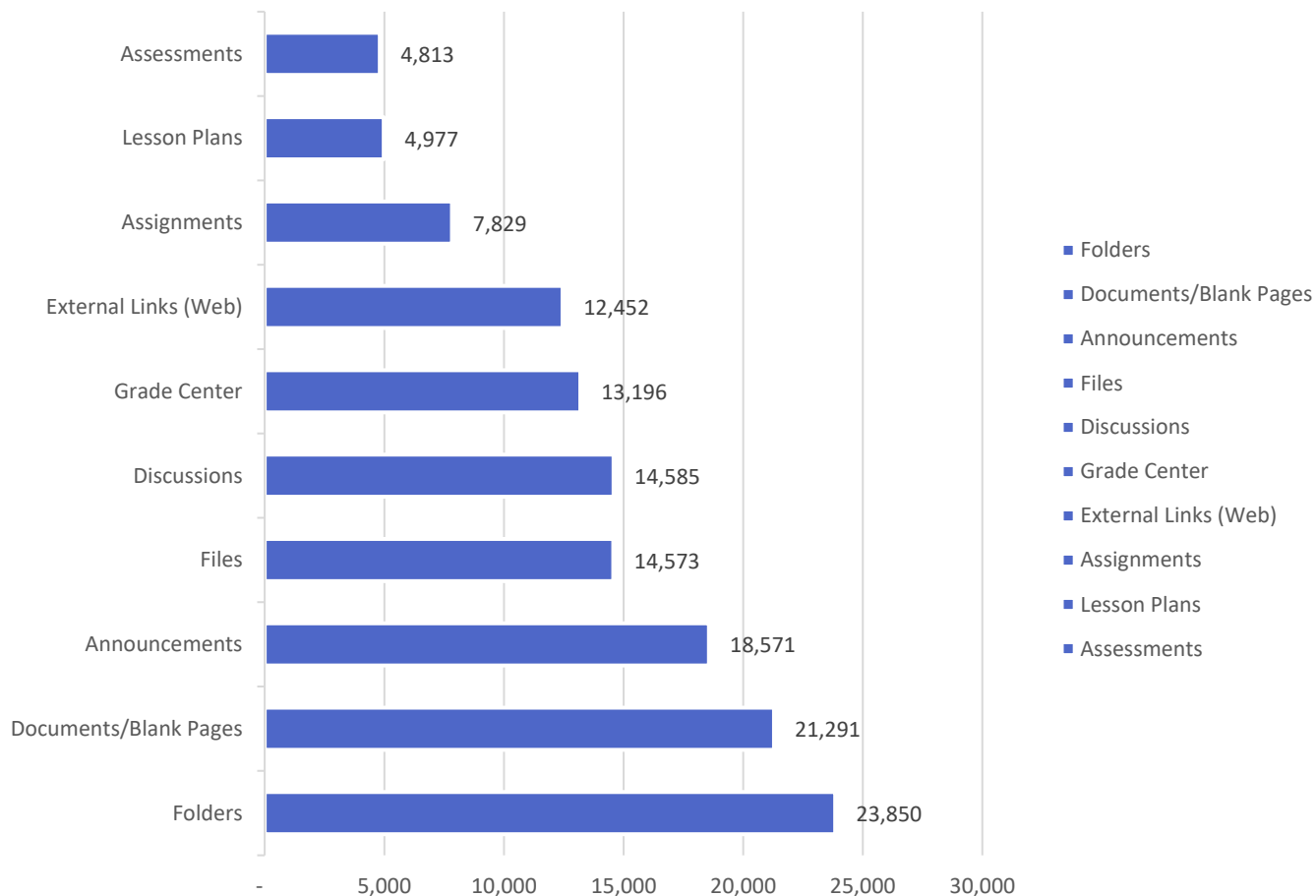
BLACKBOARD TOOL DEPLOYMENT DATA:

While 2,180 faculty members responded to the survey, the committee wanted to cross check to any extent possible how related perceptions of our respondents matched with actual tool deployment statistics across the population.

The graph below shows tool deployment* statistics/metadata originating from the Blackboard database. While there are some differences in some of the terminology used, it is evident that the predominant uses of Blackboard include file sharing/distribution (including syllabi); announcements, discussion board; grade book (grade center); sharing of external web links, and assignment submissions.

*Tool Deployment is represented as a tool that is discovered in a section. These statistics do not determine if that tool is currently being used or whether it was just copied forward from a previous section and may be inactive.

Section Counts for Top Blackboard Tools Deployed in Spring & Fall 2018 Sections



RECOMMENDATIONS:

A key assumption underlying this committee's recommendation is a shared belief that an LMS is an important information system in formal education environments.

RECOMMENDATION #1: CONTRACT RENEWAL

The committee recommends the Blackboard contract be renewed for a 1-year term with conditions.

- Conditions must specify addressing usability issues including those specifically raised in the survey, such as the mobile application, gradebook, inline grading, no ability to create formulas for math courses, etc.
- The purpose of the one-year contract extension would be to advise Blackboard that improvements need to be made with some urgency. While we do not know how long an eventual RFP process would take, it would probably take longer than a year and the contract could still be extended.
- Note, this does not imply there is an expectation for a resolution within a year, but the term is a signal of the intention to execute recommendation 2 below.

RECOMMENDATION #2: RFP

The committee recommends an RFP be established to explore the LMS market and determine if there is a product that can better meet faculty and students' needs.

- While this survey did not definitively show an overwhelming articulated difference between those wishing to keep Blackboard and those wishing to search for another solution, it did show high levels of frustration of users via the expressed comments, an open-ness to alternative or "any" solution.
- Regardless of how survey respondents were grouped, the results were typically close to 50/50 in either direction. Is there a solution with a 50%+ passing grade?
- Since the last RFP was conducted in 2010 (as relayed by the BOR contract department), significant changes in technology have occurred. These changes in technology and user interfaces have also changed user expectations significantly. Changes in user expectations warrant exploration of the LMS market for better technology fit.
- Engagement of faculty with diverse experience with many LMS systems when evaluating alternatives would be most beneficial.

RECOMMENDATION #3: INCREASED TRAINING AND SUPPORT

The committee recommends enhanced training and support for faculty and students. This is based on survey results.

- The survey results indicated that faculty felt training was required to be able to effectively use Blackboard.
- Only 40% of respondents believed adequate training was being offered, and 12% indicated that they had not received any training.
- Open ended responses show that some campuses had good training, while others did not, illustrating an inconsistency among CSU campuses.
- Adjunct faculty reported a lack of training opportunities that fit with their schedules.
- Sentiments were expressed that training should be paid, particularly for adjunct faculty, or made available during on-contract hours.

RECOMMENDATION #4: PROMOTION OF BASIC LMS BEST PRACTICES

The committee recommends the implementation of basic LMS Best Practices initiatives on campuses to promote consistent, student-friendly user experiences that will enhance ease of use for our students.

- Initiatives could include developing some local consensus on basic LMS best practices to further enhance the educational experiences for students and faculty.
- Systemic incentives and rewards for basic LMS best practices could be created and supported by academic administrators to increase the likelihood of successful adoption.
- Some suggestions made in the survey that could guide a best practice initiative include:
 - Systematic training for both students and faculty.
 - Paid training for part-time faculty.
 - Flexible availability of instructional designers on all campuses.
 - Making available a basic LMS course template that includes typical best practice features for course deployment.
- The committee believes, for related training to be effective, strategies must be effected to incorporate training within faculty time and other constraints. The mere availability of training is necessary but not sufficient for effectiveness.

APPENDIX:

APPENDIX 1: 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
Marie Farrell	CACC	mfarrell@ccc.commnet.edu	Ed Tech Director
Tom Burkholder +*	CCSU	burkholder@ccsu.edu	Faculty
Jennifer Nicoletti	CCSU	jennifer.nicoletti@ccsu.edu	Bb Administrator
Shirley Adams	COSC	sadams@charteroak.edu	Provost
Mauricio Calpa	COSC	mcalpa@charteroak.edu	Bb Administrator
William Burnes	CTDLC	wburnes@ctdlc.org	Faculty Support
Michael Palumbo	ECSU	palumbom@easternct.edu	Bb Administrator
K. Niki Kunene +*	ECSU	kunenek@easternct.edu	Faculty
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Tim Boto	MCC	Tboto@manchestercc.edu	Ed Tech Director
Rebecca Rist-Brown +*	MXCC	RRistBrown@mxcc.commnet.edu	Faculty
Lois Aime	NCC	LAime@ncc.commnet.edu	Ed Tech Director
Karen Musmanno	SCSU	musmannok1@southernct.edu	Bb Administrator
Elizabeth Rhoades	SCSU	Rhoadese1@southernct.edu	Faculty
Bogdan Zamfir +	SCSU	Zamfirb1@southernct.edu	Academic Affairs
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Aura Lippincott *	WCSU	lippincotta@wcsu.edu	Instruct. Designer
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Cheryl McCann +*	BOR	mccannc@ct.edu	Bb Administrator
Irena Markova +*	BOR	markovai@ct.edu	Bb Administrator
Kevin Corcoran	BOR	KCorcoran@commnet.edu	Academic Affairs

+ Subcommittee: Data Analysis * Subcommittee: Report Writing

Note: No single committee member can lay claim to absolute agreement with committee recommendations. These recommendations represent committee work, incorporating perspectives from diverse stakeholders within the C SCU systems

APPENDIX 2: LINKS FOR MORE INFORMATION

Full Page LMS Data Report and Raw Data from survey is available by emailing either of the committee's co-chairs:

- Celeste Arrieta: MArrieta@trcc.commnet.edu or
- Niki Kunene: kunenek@easternct.edu

APPENDIX 3: SURVEY DEMOGRAPHIC BREAKDOWNS

STATE UNIVERSITIES

650 Respondents (37%)

- 415 Full Time (64%)
 - 350 use Blackboard (84%)
 - 42 do not currently use Blackboard but have used either Blackboard or other (10%)
 - 23 have never used an LMS (6%)
- 235 Part Time (36%)
 - 163 use Blackboard (70%)
 - 41 do not currently use Blackboard but have used either Blackboard or other (17%)
 - 31 have never used an LMS (13%)

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 (67%)
 - 99 do not use Blackboard but have used either Blackboard or other (16%)
 - 89 have never used an LMS (15%)

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%)