

# 2018-19 LMS Evaluation - Phase II, Part 2: Blackboard

## **Presented to:**

University Education Policy Committee (Dr. Betsy Eudey, chair)

**Prepared by Glenn Pillsbury for the Technology and Learning Subcommittee,  
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## Executive Summary

Following the completion of the Fall 2018 pilot of Canvas and the gathering of instructor feedback about that tool, the Technology and Learning Subcommittee of UEPC undertook a similar survey in February 2019 to gather instructor feedback about Blackboard. This report presents the findings of that survey for use in the on-going discussions about whether to replace Blackboard with Canvas as the primary LMS at Stan State. A total of 132 instructors began the survey. However, the goal was to hear from those who, both, had not participated in the Canvas pilot and self-identified as “moderately deep” or “very deep” users of Blackboard. Therefore, feedback was received from 82 participants out of that initial 132. Those 82 represented all four Colleges and have taught at Stan State an average of 11 years. The survey did not breakdown respondents by employment status (e.g., full or part-time).

Overall, the respondents expressed a moderate amount of satisfaction with Blackboard. Questioned first about a series of topics related to “Teaching with Blackboard”, and offered a four-point Likert scale related to satisfaction (Very satisfied = 1, Satisfied = 2, Not very satisfied = 3, Not at all satisfied = 4), the mean of all answers was 2.14 with the boundary between generally satisfied answers and generally not-satisfied answers appearing at 2.5 in that scale.<sup>1</sup> No topic in this question received a majority of “Very satisfied” responses, and the highest

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<sup>1</sup> In this survey, lower result numbers represent “better” feelings about a particular item or topic.

percentage of very satisfied responses was for “Organize instructional materials” (38.75%). The highest “Satisfied” answer regarded “Control student focus via time or performance-based release of content” (55.77%). Respondents were most satisfied with their ability to organize instructional materials (mean: 1.77), followed by “Communicate online with students” (mean: 1.82) and “Create assignments” (mean: 1.90). At the other end of the spectrum, Blackboard’s mobile app registered the least satisfaction of all the topics, but still did not meet with total dissatisfaction overall (mean: 2.78). Respondents also were least satisfied with their ability to share resources outside of Stan State with colleagues (mean: 2.71) as well as facilitating student collaboration and group work (mean: 2.27).

Participants were then asked to rate their satisfaction with 11 specific Blackboard features and tools using the same scale as before. All of the topics in this question are common to every major LMS currently on the market. Similar to the previous question, the overall “mean of means” for the topics was 2.17, indicating participants were squarely within the boundaries of the “Satisfied” choice. Of the individual tools, “Announcements/Messaging/Communication” received the highest satisfaction scores (mean: 1.71) and actually tipped into the “Very satisfied” range with its upper boundary at 1.75. Creating assignments and activities was next (mean: 1.92) followed by “Assessments & Quizzes” (mean: 1.98). Once again, the mobile app received the lowest satisfaction scores (mean: 2.97), though still within only the “Not very satisfied” range. Of the tools with overall satisfied responses, the Gradebook received the worst score (mean: 2.33).

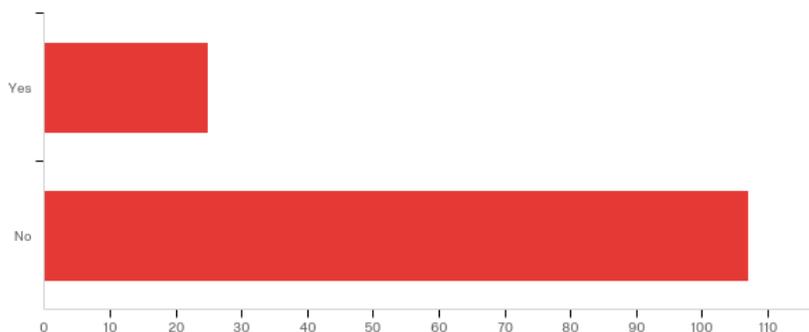
Following that question, participants were invited to elaborate on any aspect of their answers. Most of the text responses highlighted a complaint about Blackboard, such as the Gradebook being “clunky” and none of them expressed a positive feeling about a Blackboard tool. When responses were not discussing a problem with Blackboard, they often indicated a desire not to lose Blackboard because of its familiarity and the feeling that its shortcomings were at least known and workarounds were available.

The final objective question in the survey dealt with six items related to Blackboard systems and support. Again, respondents were overall satisfied, with the mean response at 1.93. O.I.T. support received the highest satisfaction score overall (mean: 1.50), squarely within the “Very satisfied” range. The lowest-scored topic, “System performance (e.g., page loading and responsiveness)” (mean: 2.19) was still on the better end of the Satisfied range. In other words, no topic was in the dissatisfied range.

Lastly, participants were invited to provide any additional comments about Blackboard. Included were many suggestions for improvements to the Blackboard interface to make it a better tool. While each one would be a small tweak to the overall system, they directly affect a feature that the respondent uses with great frequency, thus making it important to their experience with Blackboard. Other respondents were resigned to Blackboard’s shortfalls and felt the system is “good enough.” Again, no comments expressly praised Blackboard on its own terms. The third major stream of comments discussed the idea of a potential LMS change and while there were a few that expressed support for a change to Canvas (though this was never asked in the survey), more of those responses were reticent about changing LMS’s, fearing a change would be a difficult and problematic move.

## Survey Results

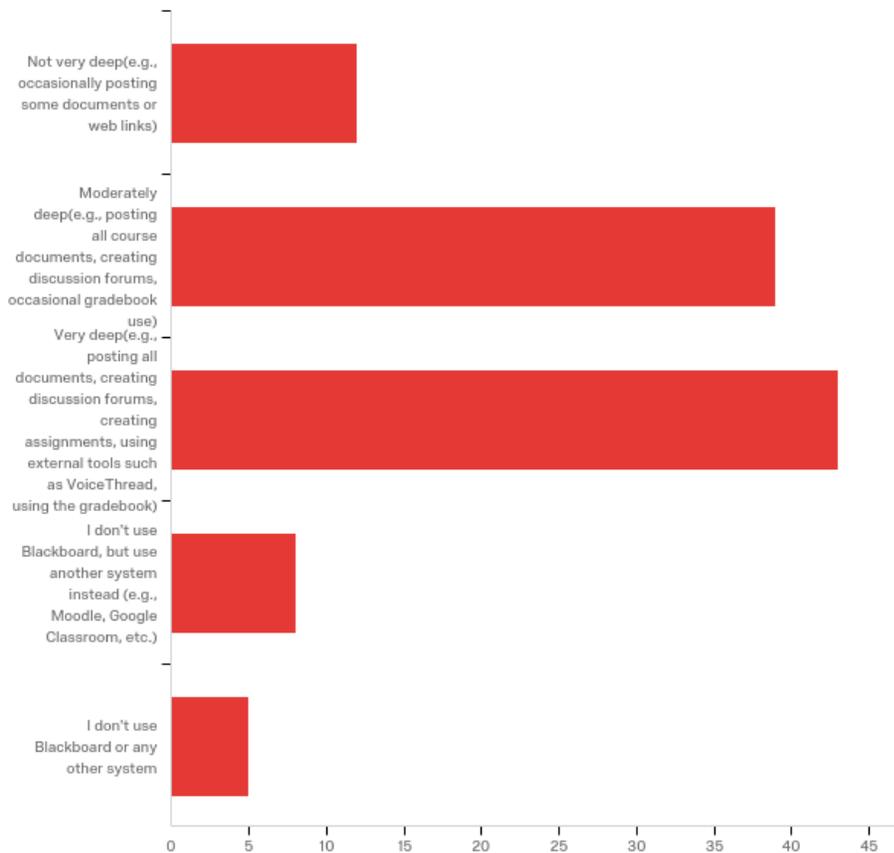
### Q37 - Did you participate in the fall 2018 Canvas pilot?



#	Answer	%	Count
1	Yes	18.94%	25

2	No	81.06%	107
	Total	100%	132

**Q39 - Overall, how would you describe the depth of your use of Blackboard as a component of your instruction?**



#	Answer	%	Count
1	Not very deep (e.g., occasionally posting some documents or web links)	11.21%	12
2	Moderately deep (e.g., posting all course documents, creating discussion forums, occasional gradebook use)	36.45%	39
3	Very deep (e.g., posting all documents, creating discussion forums, creating assignments, using external tools such as VoiceThread, using the gradebook)	40.19%	43
4	I don't use Blackboard, but use another system instead (e.g., Moodle, Google Classroom, etc.)	7.48%	8

5	I don't use Blackboard or any other system	4.67%	5
	Total	100%	107

**Q35 - Teaching With Blackboard** Indicate how satisfied you are with the following aspects of teaching with Blackboard. If the aspect does not apply, select "Not applicable".



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Lead instruction (e.g., facilitate in-class work)	1.00	4.00	1.93	0.84	0.71	56

2	Organize instructional materials	1.00	4.00	1.77	0.79	0.62	80
3	Create assignments	1.00	4.00	1.90	0.82	0.67	72
4	Facilitate student collaboration and group work	1.00	4.00	2.27	0.84	0.70	48
5	Communicate online with students	1.00	4.00	1.82	0.73	0.54	72
6	Grade, evaluate, and provide feedback for assignments	1.00	4.00	2.07	0.93	0.86	68
7	Monitor student understanding and identify student needs to guide future instruction	1.00	4.00	2.22	0.90	0.81	50
8	Customize my course to make an inviting and informative environment for my students	1.00	4.00	2.18	1.10	1.20	72
9	Teach in a way that aligns with the practices of my academic discipline	1.00	4.00	1.95	0.92	0.84	63
10	Share resources with colleagues at Stan State	1.00	4.00	2.23	0.87	0.76	48
11	Share resources with colleagues across institutions	1.00	4.00	2.71	1.02	1.04	24
12	Using a mobile device for teaching	1.00	4.00	2.78	1.12	1.25	37
13	Control student focus via time or performance-based release of content	1.00	4.00	1.98	0.75	0.56	52
14	Create a learning experience that aligns to universal design for learning (UDL) principles	1.00	4.00	2.17	0.90	0.81	48

### Response breakdown by choice

#	Question	Very satisfied	Satisfied	Not very satisfied	Not at all satisfied	Total
1	Lead instruction (e.g., facilitate in-class work)	33.93% 19	44.64% 25	16.07% 9	5.36% 3	56
2	Organize instructional materials	38.75% 31	51.25% 41	3.75% 3	6.25% 5	80
3	Create assignments	36.11% 26	40.28% 29	20.83% 15	2.78% 2	72
4	Facilitate student collaboration and group work	18.75% 9	41.67% 20	33.33% 16	6.25% 3	48

5	Communicate online with students	36.11%	26	47.22%	34	15.28%	11	1.39%	1	72
6	Grade, evaluate, and provide feedback for assignments	30.88%	21	39.71%	27	20.59%	14	8.82%	6	68
7	Monitor student understanding and identify student needs to guide future instruction	24.00%	12	38.00%	19	30.00%	15	8.00%	4	50
8	Customize my course to make an inviting and informative environment for my students	33.33%	24	34.72%	25	12.50%	9	19.44%	14	72
9	Teach in a way that aligns with the practices of my academic discipline	36.51%	23	39.68%	25	15.87%	10	7.94%	5	63
10	Share resources with colleagues at Stan State	18.75%	9	50.00%	24	20.83%	10	10.42%	5	48
11	Share resources with colleagues across institutions	12.50%	3	33.33%	8	25.00%	6	29.17%	7	24
12	Using a mobile device for teaching	16.22%	6	27.03%	10	18.92%	7	37.84%	14	37
13	Control student focus via time or performance-based release of content	25.00%	13	55.77%	29	15.38%	8	3.85%	2	52
14	Create a learning experience that aligns to universal design for learning (UDL) principles	20.83%	10	54.17%	26	12.50%	6	12.50%	6	48

**Q36 - Blackboard Features Indicate how satisfied you are with the following Blackboard features. If you have not used the feature, select "Not applicable."**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Announcements / Messaging / Communication	1.00	4.00	1.71	0.72	0.51	72
2	Assignments (Creating and managing activities)	1.00	4.00	1.92	0.83	0.70	74

3	Calendar (Assignments/Activities Calendar, Calendar Export)	1.00	4.00	2.25	0.94	0.89	40
4	Discussion Forums	1.00	4.00	2.16	0.95	0.89	50
5	Learning Modules	1.00	4.00	2.07	0.87	0.75	41
6	Support for External Tools (Turnitin, Zoom, VoiceThread, 3rd party publishers)	1.00	4.00	2.00	0.91	0.82	51
7	Gradebook (customization, entering grades, categories/weighting, formulas, and rubrics)	1.00	4.00	2.33	1.07	1.13	70
8	Mobile App	1.00	4.00	2.97	0.91	0.83	30
9	Text Editor: Support for instructors to create custom content and create code directly (LaTEX, HTML, MathJAX)	1.00	4.00	2.19	0.79	0.62	26
10	Assessments & Quizzes	1.00	4.00	1.98	0.81	0.66	59
11	Multimedia integration (graphics, embedded video, LMS recording features)	1.00	4.00	2.25	0.88	0.78	51

### Response breakdown by choice

#	Question	Very satisfied	Satisfied	Not very satisfied	Not at all satisfied	Total				
1	Announcements / Messaging / Communication	43.06%	31	44.44%	32	11.11%	8	1.39%	1	72
2	Assignments (Creating and managing activities)	33.78%	25	45.95%	34	14.86%	11	5.41%	4	74
3	Calendar (Assignments/Activities Calendar, Calendar Export)	25.00%	10	35.00%	14	30.00%	12	10.00%	4	40
4	Discussion Forums	30.00%	15	32.00%	16	30.00%	15	8.00%	4	50
5	Learning Modules	26.83%	11	46.34%	19	19.51%	8	7.32%	3	41
6	Support for External Tools (Turnitin, Zoom,	33.33%	17	41.18%	21	17.65%	9	7.84%	4	51

	VoiceThread, 3rd party publishers)									
7	Gradebook (customization, entering grades, categories/weighting, formulas, and rubrics)	27.14%	19	31.43%	22	22.86%	16	18.57%	13	70
8	Mobile App	6.67%	2	23.33%	7	36.67%	11	33.33%	10	30
9	Text Editor: Support for instructors to create custom content and create code directly (LaTEX, HTML, MathJAX)	11.54%	3	69.23%	18	7.69%	2	11.54%	3	26
10	Assessments & Quizzes	30.51%	18	44.07%	26	22.03%	13	3.39%	2	59
11	Multimedia integration (graphics, embedded video, LMS recording features)	17.65%	9	50.98%	26	19.61%	10	11.76%	6	51

#### Q6 - Feel free to elaborate on any of your responses above.

I do not use every feature, but the features I use would be hard to replace. The course is distance learning/televised/recorded, and students who work/ need to miss classes would not have as easy a time without the aspects/materials on blackboard.

anything I marked NA I don't use. I also don't use the gradebook because it's horrible. I don't grade using percentages. Just putting scores in is difficult. I use my excel spreadsheets, and students can come see me with questions about their progress in the course.

The gradebook is extremely difficult to navigate. For large courses, one wants to use Blackboard as much as possible, but trying to find all of the assignments in the gradebook is very difficult and seems to have become more difficult with each new edition of BB. Examples: There is no bottom slide bar to navigate left to right. The only option is swiping (or tabbing), which is not precise. At the same time, the boxes around each line and grade are huge, so very few names and assignments show up in the window. When I try to swipe over to see the next set of assignments to the right, I can never be sure if I've gone too far without swiping back again. Same problem with scrolling down to the next set of students. Although there is a slide bar on the side, it routinely goes too fast, causing me to skip students. What was wrong with the little arrow up and down buttons that used to be above and below the slide bar? They allowed more precise scrolling. The current setup is REALLY clunky and frustrating to use. I've actually stopped posting many grades to BB for this reason.

I also have significant experience with Canvas. They both have their advantages and disadvantages, but at the end of the day I still prefer Blackboard.

I heavily use the discussion board. It generally works well. One issue I had this past term in students opening other's posts and then copying. I have to change that practice. The way to assign grades and give feedback is a little clunky. But I expect that any way to give feedback online will require multiple clicks.

I use Blackboard extensively simply to make available to my students key course documents, readings, and occasionally assignments. I also use it to post links to recorded lectures or other websites I want them to visit.

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I really just use it for posting lecture slides. It would be nice if there were a way to batch upload files rather than going through the whole multi-step process for each one.

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The mobile app is pretty terrible. I am a younger faculty member and want to use the app, so I know my students do too. The written content does not present consistently on the app (with paragraph breaks, bullets, etc.), and the course organization is not presented consistently. Too bad! As this could be such a helpful way to support students in staying on task with their learning. In general, a source of frustration with BB as an instructor is the lag time to upload new content. There are so many approval messages I must click through, and so many 3 sec wait times while it loads. I want to be able to modify my course quickly!

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They need to get on board with the paste link having to be reminded (yes reminded very time sorry I must only have half a brain) to use the control key plus "V" is just annoying.

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I teach online courses and use Bb extensively in my in-person courses. I have found ways to utilize Bb in a manner that capitalizes on the system's strengths, avoids some of the possible pitfalls, and supports the pedagogical commitments of my discipline. I have no need for a different system to be selected to meet my teaching needs.

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I have used Canvas on my previous institution and the difference in favor of Canvas is abysmal, both on the interface and how easy is to manage Canvas.

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I use BBoard to email all students, communicate grades, complete ONLY the Turnitin assignments (all else submitted via less annoying mechanisms), and, in some classes, hold discussion groups. Annoying user interfaces with tons of button pushes required for every tiny task. (And I can no longer use scroll to view grading columns "to the right", which is irritating. I have to tab-button to go right.)

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I have never liked BB as much as I liked Moodle and canvas, having used these 2 other LMS platforms in other courses/setting. it is the most dated and un-user friendly of all the options.

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In general, voice thread has been an improvement to the lecturing process. However, it takes a really long time to lecture on each slide, save the material, and then move to the next slide. If all goes well, it takes me at least 2.5-3 hours to record a lecture with about 25 slides. Getting to and from VoiceThread can be confusing. Sharing across sections can be confusing. I've taken free VoiceThread webinars, but since I access it through a LMS, the demonstrations don't look the same, so I still feel like I'm wandering around a bit, to translate the information to my own screen. It may appear simple, but it is still time consuming and often frustrating. I've had several issues with students reporting that they have been given calendar reminders that have incorrect due dates. Not sure why. Also have had issues with students test submissions where blackboard closes suddenly and doesn't save their responses. Grading writing is laborious, especially if the system doesn't automatically move to the next assignment. Assignments do this, but discussions do not. So the wait time between screens can be excessive, even on the correct browser with high speed Internet. Also, the submissions appear way too small, so I have to manually make the screen larger, then shrink it back down to see the spot where I type in the grade and comments. I did some data collection and figured out that each paper I grade results in at least 4 mouse clicks with wait time while the system returns to a typical screen. Add this up and the time, multiply it by 80 students, and grading a hard copy feels like a better alternative (which I never thought I would say). Tech should make the process easier, not harder or more time consuming. After many semesters teaching multiple sections of the same course online, I finally figured out how to export quizzes without having to re-type/ copy-paste every question. However, it is not intuitive at all, and if I'm not doing this process regularly, I forget, and have to re-learn it. Which is incredibly frustrating. I consider myself to be tech savvy, but this needs

improvement. BTW- blackboard tutorials for instructors are terrible, so referring instructors to them, especially if the instructor is not a digital native, is going to be ineffective at best. I think all students taking a course on blackboard need to have a mandatory training in how to find items, how to post, which programs are supported, etc. Every semester I have students who don't know how to save their documents to a PDF. I think we have to look at some computer issues as an equity issue. I understand that many of my students may not be digital natives or they may have had limited access to programs such as the Office Suite. This semester I sent a link to the quiz regarding whether taking an online course is right for the student. However, as our student body diversifies, we have to be able to meet their needs. Many students probably aren't well-versed in computer jargon or processes, and they desperately need these skills. However, they also work full time and/or have children to care for, so they also desperately need the freedom and flexibility that online courses create. So, interacting with a platform that isn't user friendly or intuitive adds a particular burden on them as well as the instructor, as I have found myself acting as a technology advisor when there is a pressing need that is time-sensitive. Overall, blackboard feels antiquated, and all processes seem more laborious than necessary.

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Interface for creating tests, quizzes, and other assignments is clunky. Blackboard seems to require redundant and excessive click-throughs to save or to make content go live.

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I have not used Bb to the fullest extent possible.

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I use Blackboard a lot for some assignments and distributing information. It isn't perfect, but it would be a tremendous amount of work to come out with a good substitute if it were eliminated.

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I'm happy with Blackboard. Please do not switch to a different platform. This will just create unnecessary tasks for faculty to carry out during the switch.

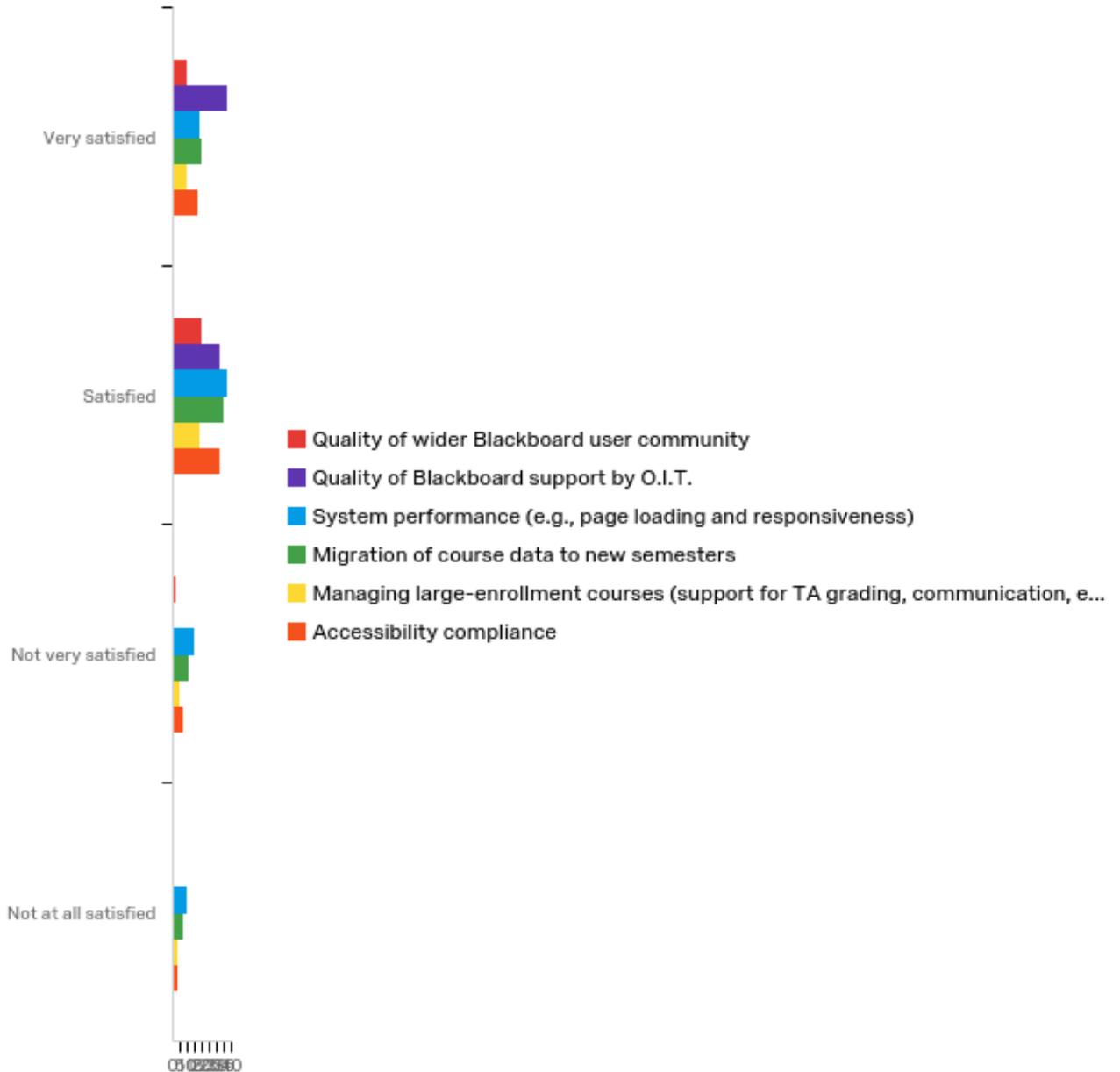
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When I post an item that includes text in a module, half of the text will not appear when I submit the item. It is very frustrating. Also, text does not show up in an email the same way it appears when you create it on Blackboard.

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I am also proficient in Canvas and understand some of the features it has. But Blackboard also works for me.

**Q3 - Blackboard Systems & Support** Indicate how satisfied you are with the following aspects of Blackboard system and user support. If an aspect does not apply, choose "Not applicable."



	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Quality of wider Blackboard user community	1.00	4.00	1.84	0.67	0.44	32

2	Quality of Blackboard support by O.I.T.	1.00	4.00	1.50	0.58	0.33	72
3	System performance (e.g., page loading and responsiveness)	1.00	4.00	2.19	0.91	0.83	80
4	Migration of course data to new semesters	1.00	4.00	2.07	0.90	0.80	73
5	Managing large-enrollment courses (support for TA grading, communication, etc.)	1.00	4.00	2.06	0.86	0.74	35
6	Accessibility compliance	1.00	4.00	1.93	0.77	0.60	60

### Response breakdown by choice

#	Question	Very satisfied	Satisfied	Not very satisfied	Not at all satisfied	Total				
1	Quality of wider Blackboard user community	28.13%	9	62.50%	20	6.25%	2	3.13%	1	32
2	Quality of Blackboard support by O.I.T.	52.78%	38	45.83%	33	0.00%	0	1.39%	1	72
3	System performance (e.g., page loading and responsiveness)	22.50%	18	47.50%	38	18.75%	15	11.25%	9	80
4	Migration of course data to new semesters	27.40%	20	47.95%	35	15.07%	11	9.59%	7	73
5	Managing large-enrollment courses (support for TA grading, communication, etc.)	25.71%	9	51.43%	18	14.29%	5	8.57%	3	35
6	Accessibility compliance	28.33%	17	55.00%	33	11.67%	7	5.00%	3	60

### Q8 - Feel free to elaborate on any of your responses above.

Blackboard does make the coursework bookkeeping manageable.

My "not applicable" answers are actually "I don't understand the question."

Bob K. is amazing and so responsive and helpful. The page loading does take time, but has improved in recent years.

I upload PowerPoint presentations that are quite large and have to downsize the files so they don't take forever for the students to access. This plays havoc with the quality of my images which is critical since I teach about art. The biggest problem I have with migrating any course data to a new course is the steps are complicated and not very user friendly. I would like to be able to copy any item from an

old course to a new course. The first problem is that many times that function is not an option. I also would like it to be a simply "copy & paste" function rather than sending to my content collection and then routing it to the new course.

Bob and the OIT support are incredibly helpful and always available. The system performance (page loading, responsiveness) is very slow in BB. This is super frustrating for me as an instructor designing my classes and when grading.

I have NO IDEA what the first question is asking. I'm evaluating other Blackboard users? How would I know who they are, let alone the quality of them? Wow.

The Bb support provided by Bob is OUTSTANDING, going above what would generally be expected. The group and one-on-one trainings provided are really valuable. I also appreciate the tutorials provided by Bb, and the ability to post questions that other Bb users (globally) can respond to if needed. I like how easy it is to move some or all course materials to a new course shell, and the ease of updating/adapting the materials after they have moved.

OIT does their best.

When I am able to ask for support during business hours, I am satisfied with OIT support. However, I often work on my courses after business hours. So, if the issue is time sensitive, I wander through the blackboard help menu, which is incredibly frustrating because the instructions are often incomplete or don't address the entire issue. I hate having to send announcements or adjust due dates due to tech failures, as I don't believe this adds to my credibility as an instructor, so waiting until business hours is not a feasible option.

I don't understand what, "Quality of wider Blackboard user community" means. Who all is included in the "wider Blackboard use community"?

I have no specific knowledge about accessibility.

I am unsure what you mean by accessibility compliance. But I do know that students with some learning disabilities and vision issues have found Blackboard very helpful because they can use it to access materials repeatedly, and/or at a slower pace and they can blow up the size of images.

## Q41 - Do you have anything else to add regarding Blackboard?

If it goes, a replacement would probably be needed.

No.

I would like to be able to give online quizzes and exams, but from what I've heard uploading test questions is not easy. This has detoured me from trying.

One of the annoying things is that I can't toggle back and forth between classes. I'm sure there's a work-around (like opening two browsers). But within the system, I can't update two sections of a course simultaneously. And I can't leave one page with something half-written to go to another and look up information. Leave the page, lose the work.

It has worked good enough. Maybe that isn't good enough. Canvas would have to be faster, fewer clicks, allow for TurnItIn, and simple transfer of courses from one term to another term.

Kudos to Bob K. for his excellent support and guidance.

Yes, could we please have the active courses on the top list? Rather they are arranged by academic year, starting in 2017, so I always have to scroll down to find my Spring 2019 courses. A minor thing, but it would stop me from muttering under my breath :)

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An easy system to use.

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The discussion board needs to be organized so students can find posts easier. Make it easier to load documents and videos. I don't use it as much as I'd like as I can't figure out how or certain features aren't there. I'd especially like to customize each page but there are few options.

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I would suggest fixing the Full Grade Center so that you can always see the whole roster instead of having to set it to 50.

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It's fine. It's a little clunky. The slowness might be related to the physical distance between us and the server plus how slow the wifi on campus can be.

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If it aint broke to don't fix it. The chaos that a switch would cause is unimaginable, and migrating everything over Yikes!!! leave it alone please.

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I have noticed that student satisfaction with the use of Blackboard depends on the organization of the materials by the Instructor. when materials are well-organized and placed on Blackboard with enough lead time, students appreciate having Blackboard. The complaints I hear are when materials are hard to find, are not sequenced in a logical way, or are placed on Blackboard at times that do not coincide with the class activities or even after the corresponding day when they are used in class.

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I've been using it for fifteen years and while it hasn't exactly evolved much it still gets the job done.

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Bb isn't perfect, but it does a lot of things well and it's something that a majority of the campus faculty know how to use. I'm aware that Canvas has some components that are better than Bb, but also some that aren't quite as good for my interests, but for my purposes the benefits of the new options aren't worth the time and effort to redo all of the course materials I have created for Bb to fit a new system. I am exhausted by all of the changes we've just done to GE, and will have to do as part of GE recertification, and I don't want to have to learn a new system and redesign all my online materials.

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To have to change to another LMS would dissatisfy me.

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As I've built my Blackboard experience into a very detailed presence over a number of courses, I would hate to lose the ability to use Bb, and would require a great deal of time and assistance to migrate it to another system, to the point of perhaps being unwilling to use LMS systems to augment my courses or even participate in an online program.

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When I did a sample of Canvas, I didn't see any huge benefit. They are very similar

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Yes, I do! I teach part time at Merced College and they have now completely stopped using Blackboard, and are now using Canvas. I must tell you that I DESPISE Canvas. Compared to Blackboard, I do not think it is user friendly at all, and really wish they had not done this. I sincerely hope we are staying with Blackboard!

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meh.

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Do not support Blackboard renewal. My vote is definitely for Canvas. thank you!

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No

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It desperately needs to be updated and integrated with all other systems. For example, when students enroll or disenroll from a course, they should be added or removed from the blackboard roster immediately. I have had to enroll and disenroll users from all of my courses this semester if

they added after the start of the semester. I had to send an email to all of the users on each of my courses this semester asking any students who dropped the courses to email me so I can remove them. This has eaten up my time over the course of the past week, as many students don't check their email daily. And, by the way, looking up a user should be simple, however, typing their last name into the search box on the user page yields no narrowing of results. Just a wait time and then my whole roster appears, so I have to search through every page to find their last name. I have a total of almost 300 students across my online courses, so this is not a small task. It seems simple, and it is, but when 20 students need to be removed and every student requires a search process like this, it is so time consuming.

It works. I like Voice Thread, and hope that any future system we have can work with it.

I have used Canvas before joining Stan State and I find Blackboard quite cumbersome.

Overall, just that I find Blackboard to be extremely clunky to use. I have used Canvas at another institution for a fully online course, and much prefer how streamlined and smooth it feels, when compared to Blackboard.

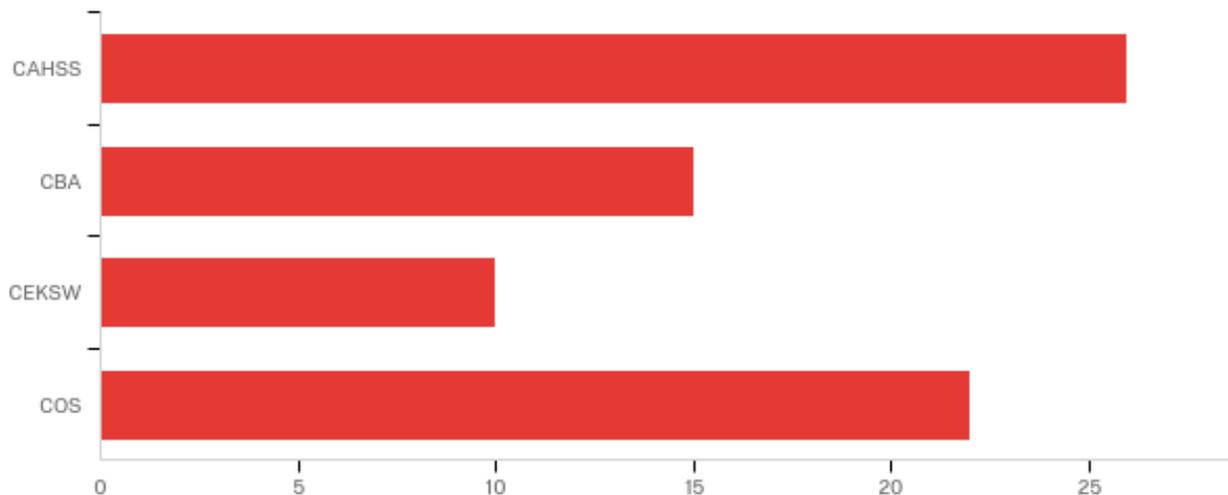
Changing to a different LMS could have significant impact on existing online and hybrid courses.

Bob Koehler is a treasure and has provided tremendous training and ad hoc help in using Blackboard.

Keep Blackboard, there is no compelling reason to switch.

No.

## Q25 - What is your primary college affiliation?



#	Answer	%	Count
1	CAHSS	35.62%	26
2	CBA	20.55%	15

3	CEKSW	13.70%	10
4	COS	30.14%	22
	Total	100%	73

**Q26 - Including the 18-19 year, how many years have you taught at Stan State (full-time, part-time, etc.)?**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Including the 18-19 year, how many years have you taught at Stan State (full-time, part-time, etc.)?	0.00	37.00	11.03	8.33	69.37	80